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# **The Effect of Facebook Texting on Student's Academic Writing**

**The case of Master One Students of English at Biskra University**

Dissertation Submitted in Partial Fulfilment of the Requirements for the Master Degree in  
Sciences of Language

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## **Declaration**

I, Wissam Charrouf, hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that all of the cited and quoted sources in this work are put forward in the references list. This work was certified and completed at Mohammed KHEIDER University of Biskra. Algeria.

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## **Dedication**

I dedicate this work to the spirit of my grandfather. To my beloved parents

To all my dear sisters: **Maria, Lina, Yara** and **Lodjine**.

To all my family members and my friends.

To my dear friend **Youcef**.

## **Acknowledgement**

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## **Abstract**

The current study aims to explore the effect of Facebook messaging on the student's academic writing. The sample of the study is Master one English students English Department at Mohamed Khieder University of Biskra. Adopting a mixed method, the researcher was able to verify established hypotheses and confirm that messaging via Facebook can affect a student's writing abilities. The results obtained from this research study revealed that Facebook has a negative impact on students' performance, namely their academic writing skills.

**Keywords:** Facebook, Academic writing, EFL.

## **List of abbreviations**

**FB:** Facebook

**IM:** instant messaging

**AW:** academic writing

## List of tables

<b>Table 01:</b> list of common abbreviations used while texting.....	21
<b>Table 02:</b> list of common emoticons used while texting.....	22
<b>Table 03:</b> participants' gender.....	49
<b>Table 04:</b> the importance of academic writing.....	50
<b>Table 05:</b> participants' academic written pieces.....	51
<b>Table 06:</b> participants' difficulties with academic writing.....	51
<b>Table 07:</b> participants' familiarity with FB.....	52
<b>Table 08:</b> participants' way of chatting.....	53
<b>Table 09:</b> participants' writing on FB.....	54
<b>Table 10:</b> paying attention to the language used in FB texting.....	55
<b>Table 11:</b> participants' use of abbreviations while FB texting.....	55
<b>Table 12:</b> reasons of using abbreviation while FB texting.....	57
<b>Table 13:</b> the effect of FB texting on self academic writing.....	58
<b>Table 14:</b> the effect of FB texting on other students' academic writing.....	59
<b>Table 15:</b> most affected aspects of academic writing.....	60
<b>Table 16:</b> frequency of using academic writing while FB texting.....	61

## List of graphs

<b>Graph 01:</b> the percentage of males and females.....	49
<b>Graph 02:</b> the percentage of the academic written pieces.....	50
<b>Graph 03:</b> the percentage of learners ‘difficulties with AW.....	51
<b>Graph 04:</b> the percentage of the reasons of FB use.....	52
<b>Graph 05:</b> the percentage of participants’ way if chatting.....	53
<b>Graph 06:</b> the percentage of participants ‘writing on FB.....	54
<b>Graph 07:</b> the percentage of paying attention to the language used while FB texting.....	54
<b>Graph 08:</b> the percentage of using abbreviations.....	55
<b>Graph 09:</b> the percentage of the reasons of using abbreviations.....	57
<b>Graph 10:</b> the percentage of the effects of FB texting on self AW.....	58
<b>Graph 11:</b> the percentage of the effects of FB texting on other students Aw.....	59
<b>Graph 12:</b> the frequency of most affected aspects.....	60
<b>Graph 13:</b> the frequency of using AW while FB texting.....	61



## List of Appendices

1. Questionnaire.....	76
2.Exam sheets.....	83

**Table of contents**

Declaration..... I  
Dedication..... II  
Acknowledgment..... III  
Abstract..... IV  
List of abbreviations..... V  
List of tables..... VI  
List of graphs..... VII  
List of appendices..... VIII  
Table of content..... IX

**General introduction**

1. Statement of the problem.....2  
2. Research questions.....3  
3. Research hypotheses.....3  
4. Significance of the study.....3  
5. Definition of key term.....3  
6. The literature review.....4  
7. Methodology.....5  
8. Population .....5  
9. The structure of dissertation .....5

# Chapter one: Facebook texting and academic writing.

Introduction .....	7
1. Net language .....	7
1.1 Texting .....	8
1.1.1 Overview .....	9
1.1.2 Why we text .....	9
1.1.3 Forms of texting .....	9
1.1.4 Uses of texting .....	11
1.1.5 Effects of texting on grammar .....	11
1.1.6 Effects of texting on spelling and punctuation ....	12
1.1.7 Effects of texting on student’s academic writing ..	13
1.2 Instant messaging .....	15
1.2.1 Overview .....	16
1.2.2 Definition .....	17
1.2.3 Types .....	17
1.2.4 IM effects on student’s language .....	19
1.2.5 IM and academic writing .....	20
1.3 Abbreviation and emoticons .....	20
1.3.1 Definition .....	20
1.3.2 Common forms of abbreviation and emoticons.....	21
2 Facebook .....	23
2.1 Overview .....	23
2.2 Facebook main vocabulary .....	24
2.3 Writing and Facebook .....	25

2.4	Chatting with Facebook .....	25
	Conclusion .....	26

## **Chapter two: Writing**

Introduction.....	28
<b>1.</b> The nature of writing .....	28
<b>2.</b> The definition of writing .....	29
<b>3.</b> Academic writing.....	30
<b>4.</b> Components of writing .....	31
4.1. Organization.....	31
4.2. Clarity.....	32
4.2.1 Conciseness.....	32
4.2.2 The use of active voice .....	32
4.2.3 Unnecessary words .....	32
4.3. Word choice .....	32
4.4. Mechanics.....	33
4.4.1. Grammar .....	33
4.4.2. Punctuation .....	33
4.4.3. Capitalization .....	33
<b>5.</b> The importance of writing.....	33
<b>6.</b> Types of writing.....	34
6.1. The word concept character.....	35
6.2. Syllable sound character.....	36
6.3. Letter sound character .....	36.

7. The writing system .....	37
7.1. The script.....	38
7.2. Orthography.....	38
8. Writing in EFL classes .....	39
9. Approaches of writing .....	40
9.1. The product approach.....	40
9.1.1. The main features of the approach .....	40
9.2. The process approach .....	41
9.2.1. Prewriting .....	42
9.2.2. Drafting .....	42
9.2.3. Revising .....	43
9.2.4. Editing .....	43
9.2.5. Publication .....	43
9.3. Genre approach .....	44
9.4. Process genre approach .....	45
Conclusion .....	45

### **Chapter three: Analysis and Discussion of Results**

Introduction.....	47
1. Instruments of Data Collection.....	47
2. Selection of participants.....	47
3. Procedures.....	47
4. Findings and analysis.....	48

4.1.	Analysis of the Students' Questionnaire.....	48
4.2.	Analysis of Students' Exam Papers.....	62
5.	Discussion.....	63
	Conclusion.....	65

## **General Conclusion**

General conclusion.....	67
Pedagogical Implications and Recommendations.....	68
Limitations and further research.....	68
References.....	69
Appendices.....	76

# **General Introduction**

## **General introduction**

In the past few years, the internet has become a compelling new technology that spread across education, business, economics, and other disciplines. Thanks to this new ways of communication, people can easily communicate and exchange ideas and concepts with others. The internet brought new language style changes, new communication forms and new written interactions or as called media written interactions. Therefore, the way people communicate in the online world has led to a new way of writing for students. These new writing media gave birth to computer media communication which becomes more and more common in the educational environment.

In fact texting messages is usually more synchronized and faster way of communication, it is one of the most popular forms of computer mediated communication. The internet is beginning to control our lives; conversational forms of communication are replaced by emails and texted Facebook messages. Language is affected by this development; from sounds, symbols and signs to complex sentences governed by grammatical rules, then finally to the language of Facebook texted messages with a simple grammar, incomplete sentences and informal structures. Therefore, the purpose of the research is to explore the relationship between Facebook texting and English foreign language EFL writing, and to explore the negative effects of Facebook texting on students academic writing.



## **Statement of the problem**

During the past decades, there has been technological development through the development of new means of communication and the ease of use of this various means of communication encouraged students to interact with each other. However, in the case of communicating through these means, the writing aspect is usually used in an informal way; this appears in the deletion of some letters from various words, the frequent use of colloquial and modern abbreviations over and over again and symbols expressing feelings in chat sites, and also Free Sentence Formats. These new means had a negative impact on the students' academic orientation, as they reduced their activeness. Academic writing is one of the main areas affected by the use of various social media. Professors from all over the world complain about the deteriorating quality of their students' writing. By doing so, they warn about the new language created by the Internet

This research determines the relationship between Facebook texting and academic writing; it considers the importance of formal writing by EFL learners and shows that the use of Facebook is not always useful for students' performance because they use chat language, all this will affect their academic production and hinder their progress. Therefore, the widespread use of Facebook texting vocabulary leads to poor structured writing by learners. Facebook texting has caused a great damage to the academic writing of students in terms of affecting the sentence structure, vocabulary and spelling. Students use Facebook texting language in their formal emails, letters, speeches and examinations instead of the standard formal writing.

## **Research questions**

**Q1:** How is academic writing is affected by the use of Facebook texting?

## **Hypotheses**

**H1:** If students are usual users of Facebook, there writing will be affected negatively.

## **Significance of the study**

The result of this research will be of great benefit to both students and teachers as it will reveal the trend issues faced by students in the writing process. It enables students to be aware of the benefits and denials of using social media to their academic writing performance. This study will help researchers obtain more information and understand the impact of Facebook messages student's academic production.

## **Operational definitions of terms**

**Academic writing:** is the kind of writing used in high school and college classes. It is different from creative writing, which is the kind of writing youdo when you write stories. It is also different from personal writing, which is the kind of writing you do when you write letters or e-mails to your friends and family. (Hogue&Oshima2007). In the present study, academic writing is the course of academic writing of Master one student's exam sheets.

**Facebook:** consists of a series of interrelated profile pages in which members post a broad range of information about them-selves and link their own profile to others' profiles. The core of the Facebook experience centers on users' ability to post self-relevant information on an

individualized profile page, link to other members and create a “friends” list, and interact with other members (Buffardi & Campbell, 2008; Tufekci, 2008). In the present study, the Facebook refers to the FB use by M1 students.

## **Review of Related Literature**

Some students spend much more time on Facebook looking at their friends' photos. According to the survey, 88 % of students look at pictures of their friends and feel about them, changing their friends' feelings as they study. As a result, students' success suffers (Gafni and Deri, 2012). According to this report, 65 % of students spend two hours a day on Facebook. A total of 103 undergraduate students from seven engineering departments took part in the competition.

Students were asked how long they use Facebook every day in a study in which 100 students took part (Bicen and Cavus, 2011). According to the results, 2.24 % of participants use Facebook for one hour a day, 28 % for two hours, 16 % for more than three hours a day, and 32% for more than four hours a day.

Facebook is a waste of time. Although Facebook use is wasting their time, undergraduate students need to better manage their time. Increased Facebook use would have a negative impact on university success (Kshirsagar and Kulkarn, 2015).

According to the Kaiser Family Foundation, students who spend less time on Facebook do better academically. Despite the fact that students confess to wasting time on Facebook. They can't, however, avoid using it (farooqi et al, 2013).

## **Research methodology**

This research investigates the relationship between two variables which are Facebook text messages and student's academic writing. The mixed method the approach that is used to describe how academic writing is affected by Facebook texting, and helps in gathering data about the subject under investigation. The data collection tools are a questionnaire with students and the analyses of exam sheets of academic writing module of master one students of Mohamed khieder university of Biskra.

## **Population**

The research population is Master one English student at Mohamed khieder at the University of Biskra.

The sample of the study is 30 students who have been chosen randomly, it will consist of both male and female and different age and abilities. In addition to, the analysis of exam sheets of academic writing module.

## **The structure of dissertation**

The current dissertation encompasses two main parts: a theoretical part and a practicalone. Therefore, the theoretical part covered the literature review about the two variables. The practical part represented the fieldwork of this study. Thus, Chapter one presented atheoretical background about Facebook variable whereas chapter two dealt with academic writing variable. Regarding chapter three, it is mainly devoted for the practicalpart. It aims at discussing sampling and data collection methods, data analysis, and findings' interpretations.

**Chapter one:**

**Facebook texting**

## **Introduction**

This chapter is a discussion of texting phenomenon, abbreviation and its common uses while texting. Further, this chapter will review the link between Facebook and writing.

### **1. Language of the Net**

The internet has altered people's lifestyles in many ways, the most significant of which is the effect it is having on how they communicate on a daily basis. The majority of social media platforms are used to communicate one's feelings and ideas; for example, "Facebook" users are free to use any language they choose. They choose to use the languages in which they feel at ease, rather than the languages in which they research on the blackboard. People all over the world have created a new texting structure when connecting in social networks, as can be seen. In their everyday interactions, they may use informal and less accurate language such as slang, a lot of abbreviations, acronyms, spelling errors, and emoticons.

The focus of this study is on Algerian EFL students. In Algeria, English is the second foreign language taught. It is taught for four years in middle school and three years in secondary school. Students from the English department at the university level can be seen using the English language in lectures and even when texting. In other terms any mode of communication and message exchange on the internet is referred to as "net language." It includes commonly used features such as acronyms, short forms, polysemy's, synonyms, and so on.

## **1.1. Texting**

### **1.1.1. An overview**

Short messages sent by youth and adults for personal, family, and social purposes are referred to as texting. SMS (short message service) is a method of sending short messages between cell phones. Users may also send text messages from their computers to handheld devices, which are becoming increasingly popular among teenagers. Margaret Rouse is a well-known author (n.d.) since abbreviations are a part of texting, most people, particularly young people, use them.

“Text messaging” is the phenomenon of users of mobile and portable devices exchanging short written messages over cellular networks, according to Steve Vosloo (2011). Texting refers to the act of sending a short text message, and the sender is recognized as a "texters." Texting is preferred over voice calls in many cases.

Texting is now widely considered to be the most common mobile data service, with widespread use around the world. “By the end of 2007, half of the world's population (3,3 billion) are cell phone subscribers, with 2,4 billion people accounting for 74% of all mobile phone users worldwide,” writes Solomon Ali Danish (2011). According to Alexander (2011), "60 percent of human beings are committed texters that are about 4.2 billion people!" It is difficult to obtain precise data on text messaging use in Algeria. Algeria has a high rate of mobile phone use. According to some figures from 2005, there were more than 9 million subscribers, and this figure has undoubtedly risen over time.

### **1.1.2. Why people text**

Most people use SMS texting language to communicate a message with the fewest number of characters possible. “The advent of publishing, telegraph, telephone, and broadcasting triggered similar threats,” Crystal(2008) writes, “but no linguistic phenomena has provoked as much interest, scepticism, fear, confusion, opposition, beauty, excitement, and enthusiasm all at once in such a short period of time. “Many distinguishing features offer novelty to written texts, but none of them is linguistically novel according to the same author in 2008. Generally, all forms of communication are context-dependent, and people text people who are familiar with their texting abbreviations. Since texting allows for instant responses, texters prefer to use abbreviated forms and skip punctuation and capitalization, which require extra effort by using other keys, consumes more time, and requires the receiver to wait longer for his turn, thus slowing down the entire communication method. “It would be possible to text the whole hamlet,” says Sutherland (2002), “it may be unpoetic but fast reading.” Texting, from a sociological perspective, benefits sub-communities such as homebound mothers. According to R. Ling (2010), “texting is a life phase, not a cohort phenomenon.” To put it another way, texting is more common among teenagers and less common among adults.

### **1.1.3. Forms of texting:**

Text messaging normally necessitates the use of both logograms and pictograms (Solomon Ali Danish, 2011). Texters shorten words into symbols that reflect them or use symbols with names that sound similar to the words' syllables while texting. A text may be a combination of words or alphanumeric characters. For example, the word “people” became “ppl”, the word “for you” is written “4u”...etc.



Some characteristics of the texters variety were illustrated by Verheijen (2013, p.584), such as:

- The use of single letter/number homophones like: (c =see), (2 = too/to).

Typographic symbols such as: (@= at).

- Acronyms such as: (btw = by the way).
- Orthographic contractions are also available (brb = be right back).
- Acronyms and initialises
- Clippings: (doin = doing).
- Combined letter and number homophones: (later=l8r).
- Pronunciation representations: (want to =wanna).
- Omission of capitalization: (Sarah = sarah).
- Repetition of letters: (so =sooooo).

These examples are most often used while texting and some academics are concerned that they may be found in school papers. Teachers all over the world are concerned that, as Verheijen suggests, children will bring texting into the classroom (2013). Some research, such as the one conducted by Mampa, Mphahlele, and Kwena Majhamaite (2005 cited by Verheijen2013) who looked at the influence of texters in South Africa, backed up this theory. They discovered that texting is used even in the workplace, and they conclude that students are "victims of SMS language" who are concerned about the consequences of continuous media exposure. "When spelling skills are not yet known, heavy use of texting can damage the ability to spell," according to Woronoff (2007). What about the various acronyms, abbreviations, and initialises that we use on a regular basis in our writing and speaking.

#### **1.1.4. Uses of texting:**

Because of its pervasiveness, text messaging is extremely important to many cell phone users around the world. Most people nowadays use their phones for text messages rather than making phone calls. Text messaging is possible whenever and wherever a cell phone signal is available. Even deaf people can communicate with one another using text messaging, according to Power and Power (2004). Texting to vote, participate in contests, order items, and other things have all become standard features of the app, in addition to texting as a means of interpersonal communication. In its Global Messaging Survey published in 2002, Nokia found that texting has certain addictive characteristics.

Texting has become so important in various aspects of our lives that some people believe it can be used in school settings as well. Texting is extremely common in some countries, such as India, because it is less expensive than making a phone call and because “companies provide warnings, news, cricket score updates, railway and airline booking via texting” (Steve Vosloo 2009).

Students in Algeria, on the other hand, use texting to share knowledge about studying, work, football match scores, and a variety of other subjects.

#### **1.1.5. Texting effects on grammar**

Many academics agreed that texting could lead to a drop in writing quality. According to a new report, students who text often have lower grammar scores (Megan Gannon, 2012). The youth of today constantly use texting language; they through use a homophone like ‘gr8’ instead of ‘great,’ or an initial like ‘LOL’ instead of ‘laughing out loud,’ or even omit an important let. Cingel investigated a group of middle school students in central Pennsylvania. The participants

were given a survey and a grammar test, in which they were asked how much they send and receive text messages, the importance of texting, and the amount of shortcuts they used in their last three text messages (cited by Megan Gannon, 2012). Both the grammar test and the survey results revealed a strong connection between low grammar scores and regular texting. Furthermore, since they were entirely written in texting language, the sent and received texts seemed to have a negative impact on their bad results. These findings indicate that, even though the participants did not initiate these bad writing patterns, text messages sent by family and friends could have a negative impact on them. “To put it another way, if you give your child a lot of texts with word adaptations, he or she would most likely mimic them.” “These adaptations could affect their offline language skills, which are essential for language development and grammar skills, as well,” Shyam continued (cited by Megan Gannon, 2012). Furthermore, it is normal to unintentionally mimic friends' and family's texting language. As a result, several researchers predicted that some students will make incorrect grammar choices in formal writings as a result of their struggles to transition from texting language to academic grammar rules.

### **1.1.6. Effects of texting on spelling and punctuation**

John Myah coined the word "digital natives" to describe people who were born after the 1980s and who are constantly embracing and using technology resources. Texting takes time, particularly when done on a mobile device. Texters have created a modern form of writing that takes less time than traditional writing. Net speak or chat speak or simply texting language are all terms used to describe how people communicate over the internet. This modern language employs abbreviations, acronyms, symbols, numbers, and, undoubtedly, some grammatical errors. Students who use messaging on a daily basis have become so used to it that they now use it in formal assignments and even work applications.

### **1.1.7. Effects of texting on student's academic writing:**

Teachers and parents around the world are concerned that students increasingly texting could damage English in general and academic writing in particular, in the long run. Students nowadays are embracing the use of mobile phones and, as a result, they are constantly practicing the practice of texting. This phenomenon has sparked a heated debate between three major schools of thought. Some educators agree that text messaging is one of mobile telephony's drawbacks because of its negative impact on students' writing skills. Others claim that it positively improves their writing abilities, making it a blessing rather than a curse. Some linguists conclude that the debate is pointless, and that texting has little effect on students' academic writing.. The first school of thought holds that the role of text messaging sacrifices the key mechanisms of writing, such as punctuation, in the interest of condensing, economy, and brevity. Capitalization, grammar, and syntax are also important considerations.

The second movement, led by renowned linguist David Crystal, contends that text messaging has no negative impact on students' academic writing. The more students write, the better their writing skills become, and thus, increased use of text messaging, especially among the youth, enhances rather than degrades literacy (Crystal, 2008). The last school of thought, which is perplexed that texting has no impact (positive or negative) on academic writing, takes the debate to a new stage. It is my intention as a researcher to point out that text messaging is not dangerous of itself. The unregulated use of abbreviations and non-standard types of spelling is what makes it debatable.

Text messaging involves the use of non-academic abbreviations, acronyms, emoticons, and shortenings. Texting language does not adhere to any basic guidelines; rather, it defies academic English's rules of grammar, spelling, and punctuation. Texting has become so

influential and ubiquitous among today's millennials that it has become a language in its own right. Texting is becoming more common, with many people admitting that it has become a part of their everyday lives. The risk is that texting is replacing both spoken and written interactions, and the slang associated with it is wreaking on English language grammar. Before discussing the drawbacks of text messaging and its effect on academic writing, a review of the literature is needed to understand why this study was conducted. Since most tests, tasks, and grades are focused on students' written work, the purpose of this chapter is to shed light on the impact of texting on academic writing of university students. And, if it does occur, how heavy is this influence on English punctuation, pronunciation, and grammar? Given the relative youth of mobile telephony in general and texting in particular.

Currently, only a few books have been published about the phenomenon. Luntiala Hannu (a Finnish author) published the first book about a business executive traveling across India and Europe using just texting language in 2007. (Crystal, 2008). The year after, the linguist David Crystal published "Txtng: The Gr8 Db8," widely regarded as the most comprehensive text messaging book ever written. Several studies on the impact of texting on academic writing have been performed, and the results have been published in various journals and papers. Several studies on the impact of texting on academic writing have been performed, and the results have been published in various journals and papers. The negative and positive effects of texting on many aspects of social life, including student academic writing, were explored in these posts.

Although some linguists agree that texting is a problem because it has a detrimental impact on students' writing skills, another school, led by David Crystal, claims that texting is actually beneficial to students (Crystal, 2008). Crystal makes the claim that texting, as well as the use of abbreviations and slangs, will impact learners' written work and education in general.

Others say that texting has no effect on grammar. They agree that text messaging should be handled as if it was a foreign word, and that because learning other languages does not affect the grammar of that language, it would be unfair to conclude that texting would damage English grammar. They show that slang language has little impact on syntax, and that, even though each era has its own terminology, the grammar of the English language has remained unchanged. So this school stresses that participants must understand the fundamentals of the English language in order to differentiate between casual or texting language and academic English (Russel, 2010). Texting used to be restricted to text messages, but it has since evolved to also include photographs, images, and audio. Because texting is now a common method of communication for many individuals, it is becoming a problem in schools and universities, with teachers reporting that students are having difficulty learning to write. Students communicate with everyone using various types of social media sites, especially texting, despite realizing that this method of communication is influencing their learning.

## **1.2. Instant messaging**

Connectivity has been elevated to a new level thanks to the rapid advancement of the Internet and various social media sites types. Instant messaging is one of the most common forms of communication, especially among today's youth. Since these modes of communication are relatively new, linguists have only recently begun to note that they could be the cause of the problem. Several studies have shown that these networking systems have a major impact on people's social lives. Another problem that has recently surfaced is the impact they could have on learners' educational progress.

### 1.2.1. Overview

Instant messaging has grown in popularity among the younger generation in recent years. Instant messaging's use and acceptance is growing every day, and linguists are concerned about its effect on students' academic and social lives. Because of the latest technological tools, students have become technologically literate yet academically illiterate. Educators are worried that these technologies may have an impact not just on how students compose, but on how they interact in general. Instant messaging is a rapidly evolving form of communication that several people say has turned their views in a variety of ways. Since this mode of communication is mostly used by youth, parents and educators are concerned about its potential impact on literacy skills. "The regular the using text messaging does have an impact on students' scholarly work since they use it so often that they cannot see the distinction between when to do it and when not to," writes Lee (2002).

Cindy Glover, an English instructor "She spent countless hours unteaching internet talk; her students were trying to articulate reasonably academic scholarly feelings, but some of them didn't seem to realize it was Y-O-U, not U," she said (Friess, 2003). Instant messaging, according to many reports, has an effect on students' academic performance as well as their lifestyles and minds in general.

Instant messaging, according to many reports, has an effect on students' academic performance as well as their lifestyles and minds in general. Despite the fact that it is a quick and awesome way to communicate with people all over the world, it is still a modern language with new features that are causing harm to traditional forms of communication. People generally, and students in particular, have brought the capabilities of instant messaging technology into professional contexts due to their success and ease of use. Several other analysts have researched

the impact of instant messaging on learners' reading and writing skills, and several teachers believe the problems lie in students' ignorance of reality that instant messaging language is not permissible in research performance.

### **1.2.2. Definition of instant messaging**

“Text messaging is a form of cyber conversation which enables one to have a legit typed discussion with one or more buddies when linked to the Network,” says Amanda O’Conner. One of the most common modes of communication among teenagers is texting. According to a Pew survey (2011), “74 percent of web teenagers use instant messaging” (Lenhart, Rainie, & Lewis, 2011), and “69 percent of teen instant message consumers use IM at least many hours a week” (Lenhart, Rainie, & Lewis, 2011, p). Based on these figures, which have undoubtedly increased since the release of this study, it is safe to conclude that instant messaging plays a significant role in the lives of many adolescents.

### **1.2.3. Types of instant messaging**

Although most online messaging programs operate in the same way as well as provide users with a variety of functionality such as video, voice chat, photo sharing, and other functions, the consumer involved in each form may be vastly different. Brandon De Hoyos (2016) highlighted the following list of the most common instant messaging services:

- **Single-Protocol IM**

Fixed IMs also include most common online messaging applications, as measured by total clients. These apps bind you to their own user base, but they may also recommend that you use other common instant messaging services.



- **Multi-Protocol IM**

Multi-protocol instant messaging systems, as the name implies, provide users with various instant messaging services inside a single program. To stay linked with other users who were spread beyond each other's preferred instant messaging app, users had to download, install, and use several instant messaging clients at the same time. To exist in one of these sites, single-protocol messenger addresses and client groups are pulled along. The availability of some single-protocol instant messaging applications has improved, and multi-protocol instant messaging services are no longer able to compete with them.

- **Web-based Messengers**

A web page and an Internet access are needed to use web-based messengers. With no need to download something. Web messengers can provide instant messaging support for multiple protocols.

- **Mobile instant messaging Clients**

Online messaging apps on cell phone apps have all displaced previous generations of text messaging systems that were mostly installed on internet, thanks to the advent of devices and the massive, increasing spread of digital devices. For any mobile device platform, such as iOS, Android, and Blackberry, there are numerous instant messaging applications. The majority of mobile instant messaging apps are free to download; nevertheless, some can offer the option to buy or use a paid instant messenger app.

- **Enterprise instant messaging software**

Regardless of the fact that several instant messaging consumers enjoy using it to communicate with loved ones, most businesses have recently begun to use the power of text messenger for their corporate communication. Enterprise instant messaging clients are advanced messengers that provide all of the benefits of instant messaging while also providing the protection that companies need.

#### **1.2.4. Effects of instant messaging on students' language**

Online communication is common among people of all ages and backgrounds. Linguists have been debating its educational implications and whether it has an effect on students' writing abilities. According to a recent newspaper report, "some teachers see the creeping abbreviations as part of a continuing attack of technology on formal language." Some opponents, on the other hand, see this new language as proof that language is continually evolving and that people can accept and improve these changes. Furthermore, according to some linguists, "Internet language can be considered a form of literacy in and of itself, which can be used to engage students in more conventional learning" (Amanda O'Conner). As a result, any type of writing can be inspiring for students. Many scholars are concerned about the 'bastardization' (Amanda O'Conner) of language induced by the widespread use of instant messaging.

According to several reports, students who communicate frequently through instant messaging are more likely to use "bad grammar, weak punctuation, and inappropriate abbreviations in academic writing" Amanda Oconner. Montana Hodgens, one of the students, said, "I became used to reading whatever my friends sent to me on instant messenger that I didn't

even know there was anything wrong." She also listed "her ability to distinguish between formal and informal situations." The more she used instant messaging, the worse her English became" (Lee, 2002).

### **1.2.5. Instant messaging and academic writing**

One of the more interesting aspects of these CMC types is that they were primarily designed as educational and entertainment tools. In reality, some teachers have started using instant messaging in their classes. To improve students' thought skills, ask them to write in internet language (Lee, 2002).

## **1.3. Abbreviation and Emoticons**

### **1.3.1. Definition**

Abbreviation is a condensed term, expression, or sentence, such as "vocabulary," which can be abbreviated to "voc." In social networking, an abbreviation is a short form of a term such as "bcoz," which stands for "because," "pls," which stands for "please," "esp," which stands for "particularly," and several other terms (McWilliams, Schepman, & Smith).


Emoticons are a description of a body language or emotion, such as a laugh, created by combining a number of online tutoring. People use these emoticons to express their emotions. Emoticons, according to Crystal (2008), are a form of pictogram that conveys an emotion or a facial expression, as well as an entity that can be depicted using those emoticons.

### 1.3.2. Common forms of abbreviation and emoticons

The following table provides some examples of the abbreviations used by the participants

B4	Before
BRB	Be right back
HRU	Facebook
L8R	How are you
LOL	Later
OMG	Laughing out loud
NP	Oh my God
PLS	No problem
TBH	Please
BTW	By the way
Thnx	Thanks
Cu	See you
ILY	I love you
PPL	People
XOXO	Hugs and kisses
BFF	Best friend forever
GL	Good luck
Txt	Text
BCZ	Because
Msg	Message
Gr8	Great
U2	You too

**Table 01: list of common abbreviations used while texting**

	Angel
	Crying
	Oops
	Lips are sealed
	Money mouth
	Cool
	Sleeping
	Crazy
	Shushing face
	Hungry
	Cold
	Vomiting
	Laughing
	Sad
	Tired
	Hugging
	Confused
	Smile
	Kiss

**Table 02: list of common emoticons used while texting.**

## **2. Facebook**

### **2.1. Over view:**

Facebook is a social networking website established by Harvard student "Mark Zuckerberg" in 2004. It is one of the most widely used social media platforms. Facebook.com is a website that enables users to build accounts after providing required personal information such as their name, date of birth, gender, and email address. Following that, the user must choose a password. Facebook profile has two relevant pages: the main website and the personal page (2013). The very first section is the profile page, also known as the "wall," which is where visitors introduce them. At the top of the page, it has a small profile picture and a big cover shot. It also includes the user's name as well as some of his basic facts. This webpage contains the following information: In addition, there are a few buttons that refer to the user's contacts, pictures, and favourite sites. Your text will be rewritten by QuillBot.

According to the Arab Social Media Report (2012), Facebook dominated by the end of March 2012, with over 901 million 'monthly active' users worldwide, 500 million of whom use the Messaging apps on their cell devices. Furthermore, 500 million Facebook users access the site on a regular basis, with 80 percent of users residing outside of North America.

Facebook users can not only share images, discuss various topics, and refresh their accounts, but they can also send letters for other Facebook users, whether they are buddies or not; if they are offline or online (Amasha&Alkhalaf, 2014) Facebook, according to Bodomo (2010), has been one of the most famous websites...its popularity has grown to the point where not only the teens, but even some important figures of older people it to communicate with customers.

According to Christensson (2008), Facebook is a "social networking platform that was initially intended for college students, but is now available to anyone 13 years of age or older."

## **2.2. Facebook Vocabulary**

The following ones are the most mentioned:

**10. Profile :** It's a place where members can access details concerning themselves, such as their hobbies, job description, employment, beliefs, birth date, current and past locations, preferred films and music, and so on. These details shown on the profile can be changed at any time. (Margret et al., 2010)

**11. Chat:** Chat is a form of Facebook instant messaging. Furthermore, it is the real-time transmission of written texts among software users via the Internet (Beese, 2015).

**12. Status:** According to them (Beese, 2015) is used by users to keep their mates up to date on current events. Status may take several forms and appear in various posts, such as pictures, questions, and mentions of what they are doing, among other things.

**13. Tagging:** Tagging is the process of sharing a picture, clip, and every other content with other Social media (Beese, 2015).

**14. Messages:** They are emails forwarded through one Facebook profile to the next, similar to letters. You can send messages to several people at once (Beese, 2015).

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

### **2.3. Facebook and writing :**

The influence of social media on paper works is important. As a result of our constant exposure to Facebook, it has affected every aspect of our lives, including the way we write and use words. Because everyone can post something on Facebook, it's natural to see a lot of casual writing system. As a result, frequent use of Facebook in its early stages entails users following its informal language (Tretenfahn, 2011). “Some of the implications can be seen on the internet, where Email, blogs, chatrooms, my Space, and Facebook seem to be viewed as “Trash” means of communication where proper spelling and grammar are irrelevant,” Tretenfahn says (2011). Such as misspellings and grammatical mistakes, such as the mixing up of terms like « fourth » and « forth » and « been » « principle » and “principal ». Despite this, millions of people continue to use Facebook because of the site's appealing linguistics features.

### **2.4. Chatting with Facebook :**

Facebook is the most popular platform that allows users to communicate and share email discussions with their friends and family. Originally designed for college students, Facebook was created by Mark Zuckerberg in 2004 while he was a student at Harvard University. With over 1 billion daily active users, Facebook is also the social network in the world. FB is defined by Bodomo as: Facebook will go on to be one of the biggest major sites, with far more than 1 billion monthly active users. Its popularity has grown to the point that it is now used by not only the young, but also some influential members of older generations, such as businessmen and politicians, to communicate with clients, voters, and other target groups (2010)



Furthermore, Ashely elucidates: Facebook may well be officially described as a microprocessor contact (CMC) tool, an asynchronous (delay) tool for communication that allows interaction (one-to-one, person) and cooperation over an amount of time through a "different place location" model (retrieved from Bodomo,). (2010)

Kelsey and St. Amanat(2012) like the concept of chatting through Facebook since it includes student-student interaction as well as teachers and administrators sharing documents, which they can then post on their walls or in their online course clubs.

### **Conclusion:**

Facebook has taken a huge part in people's lives, specially teens and young adults. The addict on FB made the learners not interested in their academic performance. This chapter showed some aspects of FB and the process of texting in order to make the learner understand and know how to separate texting from formal writing.

# **Chapter two: Writing**

## **Introduction**

Writing must be taught and learned as basic skill. Writing is a communication tool, including a set of letters or symbols written on the surface (Collins & Gentner, 1980).The first chapter introduces general writing skill including the nature of academic writing ,its components and its importance for English learners. Writing is influenced by many factors, including social media.

### **1. The nature of writing**

Any language in the world is expressed in oral and written form. In the past, people used to focus on the spoken language rather than written language, which they thought it was the main language. Those two skills are distinguished, (Daniels and Bright) believed that language is produced naturallyby the human mind and while writing is a deliberate product of human intellect..... language can be developed and changes without the conscious interference of its speakers, whereas writing can be petrified or reformed or adapted if the speaker wanted to. They explained that oral language is learned without formal specific instructions and rules, while writing must be learned by planned efforts.

Speaking comes naturally but writing does not because there are for example people who can speak but they cannot write. In order to communicate with each other, people were interested in learning the oral language as a main way of communication and while doing so they neglected the writing ability. Many linguistics points out this negligence, such as De Saussure and Chomsky.

The difficulty of learning and teaching this production skill is one of the reasons to give up writing. In addition, writing is difficult to be mastered; learning to

write in any foreign language is a difficult task for any student. It requires a lot of practice and training, such as thinking, organizing ideas and following grammatical rules to write coherent works. Tribble (1996) stated that:” writing is a language skill which is difficult to acquire”.

Students should be motivated by teachers to write in the correct method. This helps students to pay attention to sentence structure, spelling errors, punctuation, formatting and content. These rules help learners write easily without making mistakes and help to acquire the ability to express their thoughts and ideas without any difficulties, so learners should give equal importance to speaking and writing in language teaching.

## **2. Definition of writing**

Cushing Weigle (2002.19) defines writing as “social phenomenon and as cognitive activity”. The writer is affected by the environment; the social and the cultural behaviour produce the writing ability. For instance, English learners may have prejudices about their own culture and their native language when writing. Writing is a means of communication used between people. This is the process of converting ideas to their written forms, feelings; thoughts are expressed also through this way. English Oxford dictionary defines writing “as a sequence of letters, words, or symbols marked on a surface”.

Hamer (1998) states that writing in a foundation of the language skills is important as reading, speaking and listening. This means that writing is the main means of learning EFL or ESL.

Bell and Burnaby (1984) cited by Nunan (1989) pointed out that writing process is a highly complicated mental activity in which the writer indicates his control

of the different variables. At the sentence level, it includes content, sentence structure, format, vocabulary, spelling, punctuation and control of letters formation. Between the sentences writers must be able to structure information into cohesive and coherent paragraphs and texts; they believed that the authors should be proficient in writing conventions such as capitalization, punctuation, and other writing techniques to achieve successful writing. Cushing refers to Hayes (2002) writing is also social because it is a social artefact and is carried out in a social setting what we write , how we write ,and to whom we are writing is shaped by social convention, social context, and history of social interaction. In addition, the author spends a long time in the process of writing to organize and plan his own thoughts so that readers can understand. He also explains his ideas and provides examples of his writings that convinced readers. All in all, writing is a broad term because it is an important part of language teaching.

### **3. Academic writing**

The Oxford companion to the English language defines academic writing as" the registers of English used scholars and scientists an elevated and often complex style associated with concern for accuracy, objectivity, and dispassionate comment. Academic writing is formal writing used in schools, universities, colleges, etc. It can be used to write papers, reports, texts, books, articles, translations, research papers and so on. Academic writing follows grammatical rules and punctuation. It also requires a structure, such as beginning, middle, and end. This structure usually has a thesis format.

K. Gocsik (2005) cited in Gitana Simanskiene (2005) considers three essential concepts to understand academic writing: First, academic writing is a writing which is

done by scholars for other scholars. University school students are part of the scholar community, and they will participate in activities that scholars have been doing. For example, reading, thinking, arguing, and writing about great ideas. For sure, to be a scholar requires such activities. Therefore, academic writing will help students understand scholarship expectations, conventions and requirements. Academic papers are devoted to topics and issues of interest to the academic world. Students must produce interesting and useful topics for readers. Third, the important of academic writing obligation is to use insightful arguments to improve readers' comprehension. The authors will consider the known knowledge of a subject and then identify their thoughts on the subject. If their paper fails to inform or fails to demonstrate, then they will not be able to meet the expectations of academic readers.

#### **4. The components of writing**

As long as writing skills are a complex task for learning and teaching, it earns some elements that can be followed in order to create effective writing. There are five effective components:

**4.1. Organization:** Organization is considered the first step in writing skills. Any writer needs to organize his own thoughts or ideas before starting to write in order to obtain a well-organized work. Organization makes the writing process of authors and readers simple and clear. According to Starkey (2004, 02) states that "Organization benefits the readers to be able to see how the various points you make in your essay work to gather and how they support your thesis". Organizing and planning ideas can improve the credibility of the writer, free writing, and brainstorming are included as techniques used to write clear and understandable work.

**4.2. Clarity:** clarity conveys the author's message to the readers. Clarity is an important element in the writing process. A clear, easy-to-understand writing style can make readers interested and pay attention to your writing without getting bored. Galko (2001) suggested three strategies for making sentences clear:

**4.2.1. Conciseness:** Authors should select the appropriate words carefully and omit unnecessary words.

**4.2.2. The Use the active voice:** using the active voice to inform the reader that the action is being performed; also display the sentence in a clear and easy-to-understand way.

**4.2.3. Unnecessary words:** Authors must avoid vague, unclear and repetitive words; this can damage the meaning of the written text or paragraph.

**4.3. World choice:** The author must choose words that he knows the meaning of the vocabulary to deliver the message. According to Starkey (2004), learners must take into account the following two characteristics when selecting the words: meaning and connotation. Denotation is "the literal meaning of a word, the connotation is "the implied meaning of a word, which involves emotions, cultural suggestions. Authors' understanding of these aspects of word selection helps them obtain positive information among readers

**Coherence:** Coherence is a necessary element for writing any text (such as paragraphs, paragraphs, and paragraphs). It has to do with the time sequence of thoughts and the organization of thoughts. According to Bailey and Powell (2008), the appropriate method to determine the consistency is to observe its opposite inconsistency. When the paragraph or article is coherent, readers can easily get the principles and ideas. Coherence allows the author to write in the correct way

**4.4. Mechanics:** Mechanics is related to the origin of words and their appearance in sentences or paragraphs and their arrangement or spelling. According to Kane (2000) mechanics includes the following: grammar, punctuation, and capitalization.

**4.4.1. Grammar:** Grammar is the language principle used by the author, mainly emphasising on speech patterns and their interrelationships. Such as: adverbs, verbs, adjectives, pronouns...

**4.4.2. Punctuation:** The "English Dictionary" defines punctuation as a set of symbols and marks used to clarify the meaning of the text by separating the word string into clauses, phrases, and sentences. Correct punctuation can help authors reach their sound objective correctly and directly.

**4.4.3. Capitalization:** Capitalization is important in academic writing. According to Starkey (2004) there are six situations that need to be capitalized:

- The first word of the sentence.
- The first, last, and any other important words of a title
- Names of days and months.
- The first word of a complete quotation, but not a partial quotation.
- Proper nouns (names of people, and places).
- The pronoun I and any contractions made with it.
- Names of nationals and religions.

## **5. The importance of writing**

After speaking and writing, writing is a basic skill in any area of life, because any language in the world contains two main forms of speaking and writing. Since this



is a complex and difficult task, students did not consider it when studying. According to Tribble (1996) students are unlikely find themselves involved in the social roles that require this skill. What he meant was that students are obliged to learn to write because they need to use it in social activities, such as technical manuals, letters to parents or friends, phone messages, work-related letters, and contact information. In addition, writing is the core of communication. For example, people who are far away from each other cannot communicate without using this method of communication. Olson, Judith (2009) believed that writing let students expose their thoughts in clear way. Some students cannot express their thoughts, emotions and ideas verbally, so they need to express them in written form because it gives them the freedom to write.

Additionally, we need writing in any profession we choose for example in police officer has to write precise and clear reports, also for a pilot to write a clear flight plan and so on. Briefly writing is also very important for cultivating student's and writer's mental ability. The more they write, the more they need knowledge and advantages. This also illustrates for students the basis for how to establish a good persuasive force. In short, writing is part of society. a person does not know how to write, equals to he is isolated from the society.

## **6. Types of writing system**

The English writing system illustrates the language is the natural product of the human mind while writing is a deliberate product of human intellect..... Language continually develops and changes without the conscious interference of its speakers, but writing can be petrified or reformed or adapted or adopted at will between spoken and written symbols. Gray (1956) was the first to establish the types of writing system in the 19th century. In order to promote the learning of spelling, Mountford (1996)

divided the writing system into used scientific tools (technologies), spelling or language-specific, shorthand tables (shorthand), cryptography, and bibliography.

**6.1. The Word-concept characters:** Word concept characters are called ideograms or logo texts. Logarithmic graphs or ideograms (hieroglyphs) are words represented in symbolic form. Prototype writing is a picture writing system, but logical writing has nothing to do with pictures (Coulmas, 1989, 40-41). The American Heritage Dictionary defined logograms as "a written symbol representing an entire spoken word without expressing its pronunciation. Also called ideogram, logograph". That is, ideas or concepts are appointed through a character or specifically with a morpheme.

One way of classifying writing systems is by the degree of linguistic study to which their specific functional units refer," writes Coulmas. The term "logographic" or "word writing" refers to writing systems in which the basic functional units are perceived as words. Alternatively, the word "ideographic" is sometime used.

Any writing scheme, however, is founded on a partnership between the various functional units. If those units are expressed in terms, they are said to be logograms and ideographs are two terms for the same thing. The use of the improves the expression and presentation of ideas. System of logographic writing. Pronunciation may or may not be considered part of the logographic scheme and logograms, "a written symbol reflecting an entire spoken word without voicing its pronunciation," according to some dictionaries such as "The American Heritage Dictionary. "The logographic scheme, which is used for mathematical signs and some other characters such as the ampersand (&), names of pronunciation symbols, and icons, requires an absolute

number of symbols. Classical Chinese, modern standard Chinese, and ancient cuneiform writing are all represented by the logographic scheme. "Chinese is generally held to be logographic, or worse, ideographic," Henderson says, "despite the fact that the graphemes of Chinese writing represent morphemes, not words or concepts" (Henderson, 1984, 15-16). That is, the term "morphemic" is used to describe the Chinese writing system's level.

### **6.2. Syllable-sound characters or syllabifies**

"Syllabaries are a type of writing system in which characters denote syllables with no intentional graphic similarity between characters denoting phonetically similar syllables," according to Daniels and Bright (1996, 49). To form a writing system, syllabifies are language signs expressed in the form of syllabic or alphabetic symbols. Only a few writing systems, according to Daniels and Bright (1996), will meet the requirements of syllabifies that do not show a deliberate similarity in graphics but share some vowel phoneme, such as /ba/ and /bi/, /ti/ and /ti/."The argument needs to be made because scripts are sometimes called 'syllabic which...are nothing of the sort," says Sampson, citing the widespread use of the term "syllabic" (1985, 64).

### **6.3. Letter-sound characters**

The alphabetic writing system, according to Daniels and Bright (1996, 39), is "a type of writing system that denotes consonants and vowels". That is, a system based on consonants and vowels in which each symbol represents a phoneme. As Coulmas believes that choosing a script and creating orthography for a language is how the language is presented.

Since the sixth century, the Roman alphabet has been in use. It is made up of 21 letters derived from the Greek alphabet and embraced from Etruscan. Over time, the Roman script has evolved, with some letters being dropped in favour of new symbols, and some letters receiving new sounds. It became extremely useful in various countries as a result of these modifications.

“There are no pure writing systems,” says Gelb, “just like there are no pure races in anthropology or pure languages in linguistics” (Gelb, 1963, 199). Since certain phonemic sounds are presented by graphemes that are not part of the alphabet, such as "sh" and "the," an alphabet is not equivalent to a writing system (Gelb, 1963, 199). Coulmas has used both the "Hebrew alphabet" and the "Arabic alphabet" to clarify certain writing system typology and to emphasize that not all scripts in the "alphabet design" are alphabetic (1996, 15-21; 2003, 119-124).

## **7. Definition of Writing System**

Without the influence of language speakers, the writing system is connected to language by the development of everyday utterances. Daniels and Bright (1996, 3) states that: "Rather, writing is defined as a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the utterer. Writing is bound up with language. It is the intercommunication system that is built upon the use of conventional marks and body language signs".

According to Daniels and Bright (1996, 3) “script” and “writing system” are the same. However, the terms "writing method," "script," and "orthography" were all described by Coulmas (1989). Script allows you to choose from any language's capabilities based on the rules and conditions of that language's framework.

Orthography aids in the proper selection of various scripts so that a precise, uniform, and structured language can be written.

The writing system was described in 1999 as "a collection of visible or tactile signs used in a systematic manner to represent units of language." (Coulmas, 1999, 3) In other words, the writing system can be used to define both "script" (writing in general) and "orthography" (writing in particular) (language specific).

**7.1. The script:** According to Coulmas (2003, 35). Is "the graphic form of the units of a writing system?" According to Coulmas (2003), a writing system may have a variety of scripts, such as the English and Russian alphabets, which have different scripts (English uses the Roman script and Russian uses the Cyrillic). He goes on to say that some language users might see the script as a way to add variety to their language but others might see it as a natural extension of their own.

The Oxford dictionary defined the term as the "Handwriting as distinct from print, written characteristics".

## **7.2. Orthography:**

According to Coulmas (1996) the terms "writing system" and "script" are used to differentiate the orthography of a language. It reflects the written structure of language in its structured form. Orthography is a branch of grammar concerned with the rules of proper spelling, in which the writer makes a normative choice of the possible scripts for writing a given language in a consistent and structured manner.

Orthography, according to Coulmas (2003), is "the standardized variety of a specified, language-specific, writing system." That is to say, each language has its

own orthography, or language specific rules and conventions, which deal with spelling and punctuation.

However, the terms "orthography" and "writing system" may also refer to a collection of rules that form the structure of a language. An alphabetic method of writing codifies and governs capitalization, punctuation, loan word spelling, grapheme-phoneme correspondence, word division, and hyphenation (Coulmas, 1999). The Oxford Dictionary defines orthography as "the traditional spelling scheme of a language."

## **8. Writing in EFL Classes**

In the past, the primary focus of English teaching and learning was on speaking as the most critical productive ability (Brooks & Grundy, 1998). A high level of verbal ability is required when writing a coherent document (McCutchen, 1984). Writing was used to help students develop their oral abilities as well as their grammar and vocabulary skills.

According to (Harmer, 2004) learning or teaching writing is a complex and challenging job. For centuries, it was a necessary aspect of language, used to record spoken language and strengthen grammatical and lexical features. Methodologists have since changed their minds, recognizing the value of writing as a skill in foreign language learning.

According to (Weigle, 2002) since successful writing is so important in our global culture, writing instruction is becoming increasingly important in second and foreign language education.

According to (Grauberg, 1997) Writing is a powerful tool for consolidating and reinforcing language learning. The language used by students. Proficiency is

dependent on the writing process, which necessitates spending time reflecting, preparing, and revising in order to achieve it. Writing is the most important method for an instructor to measure a student's competence and proficiency in the classroom (Harmer, 2004). According to (Downing 2011, 23) "Regardless of how difficult the writing process is, students must improve their writing skills because "good writing improves the ability to achieve good grades in college."

## **9. Approaches to Teach Writing**

To teach literature, there are four main approaches. The text-based approach focuses on students imitating the given model and improving their language accuracy. Writing is seen as a multi-step method in the process approach. The genre method, on the other hand, highlights the linguistic and social conventions of various discourses.

### **9.1. The Product Approach:**

#### **9.1.1. The main features of the approach**

The product method is intended to aid teachers in evaluating students' attempts and to provide language practice (Cheung and Chan, 1999). (Pennington and Cheung 1993). " Teachers will be interested to see that the end product is readable, grammatically correct, and obeys discourse conventions relating to key points, supporting facts, and so on," according to Nunan(1989,36).As a result, the instructor analyses the students' final products in order to determine their shortcomings and strengths.

According to Jordan (1997, 165). The product-oriented approach "A model is given, and various exercises are carried out to highlight its key features. The students are then expected to write a text that is identical to or parallel to the one they just

read". Writing is linked to the structure of the language that students learn as well as the students' imitation of the texts given by the teacher.

The key elements to meet students' needs in terms of rules and systems are linguistic competence and the proper use of grammar, vocabulary, and cohesive devices. "Writing as being mainly about linguistic skills, with emphasis centered on the proper use of vocabulary, syntax, and coherent devices," Badger and White (2000) claims. As a result, the focus in this approach is on correct grammar (Nunan, 1989), and every piece of writing should have a coherent and well-organized structure of phrases, clauses, and sentences (Hyland, 2003).

Filling in the blanks, completing sentences, transforming tenses, and using personal pronouns are some of the methods that the instructor recommends to help students manipulate and mimic the model text (Hyland, 2003) The manipulation of fixed patterns by students in the supervised writing stage is based on the provided or suggested substitution tables. The teacher directs his students in the third stage by giving them a sample text to imitate. In the final stage, students begin free writing, in which they use their prior knowledge to create their goods or scripts (Pincas, 1982).

## **9.2. The Process Approach**

There was a transition from the commodity to the method approach in the early 1980s. The Process approach contrasts with the product-oriented method in that it teaches students how to recognize and manage the different cognitive techniques they'll need to write (Celce-Murcia, 2001). As a result, this approach caters to the learner's basic needs (Caudery, 1998), allowing students to better express themselves as individuals. Without producing, focusing on, discussing, and reworking successive drafts, the writer cannot be flawless in this approach. The method approach, which



treats writing as a creative ability and work, necessitates time and constructive feedback (Nunan, 1991).

Teachers do not focus on the students' final product and do not restrict them to a single subject. Setting goals, creating ideas, arranging material, choosing an acceptable language, drafting, revising, writing, editing, and publishing are all steps in the writing process that must be completed (Graham Stanley, 1993). The key stages in the writing process are brainstorming/pre-writing, drafting, editing and revising, posting, and reflecting (Tompkins, 2015, 115). "For years, the writing process has been described in five recognizable steps: prewriting, drafting, revising, editing, and publishing," according to Donohue (2009, 9).

### **9.2.1. Prewriting**

Pre-writing, according to Sabrio and Burchfield (2009:51), is "all the thought, idea gathering, and other planning one does prior to writing the first draft of an essay." As a result, it is the method of producing and collecting data. Prewriting encourages students to gain a strong understanding of the subject they want to write about (Donohue, 2009). Teachers may use prewriting techniques such as brainstorming, free writing, dreaming, mapping, listening to recordings, chatting, reading, and asking journalist questions to inspire their students to compose (Caswell and Mahler, 2004).

### **9.2.2. Drafting :**

According to Harmer (2004, 05) "the first draft of a piece of writing can be referred to as a draft". The learner's focus is on the material, the consistency of the concepts, and the sentence form and structure at this point. Drafting is the first step in recording ideas on paper, and it aids teachers in assisting students in generating and forming a proper piece of writing (Donohue, 2009).

### **9.2.3. Revising :**

By updating, reorganizing, and polishing their ideas and opinions from the draft document, students reconsider and develop their writing. According to Pottle (2000, 42), students' attention is focused on changing vocabulary, sentence form, phrases, and the order of ideas. He said « students are concerned with rewriting awkward sentences, developing paragraphs in a variety of ways, and adding needed information ».

### **9.2.4. Editing :**

Any piece of writing undergoes significant changes during editing (Donohue, 2009). Editing is described by Muncie (2000, 51) as "putting the piece of writing into its final form." As a result, students polish their writing in preparation for sharing it with others. Their goal is to write in a way that is interesting, readable, and right (Pottle, 2000). According to Donohue (2009), at this point, students examine their errors and concentrate on writing conventions such as spelling, grammar, punctuation, and capitalization. Additionally, according to Atkinson (2003), students must check the order of content, style, spelling, punctuation, handwriting, word choice, and grammar.

### **9.2.5. Publishing :**

It is the final stage of the process, during which the student or writer shares his or her work with others. The act of publishing encourages students to read and develops their writing skills. Writing will thrive when students are given the opportunity to read each other's work in a collaborative atmosphere (Johnson, 2008).

Briefly according to Hyland (2003), the teacher's job is to help students develop strategies for creating, drafting, and refining ideas by guiding them through the writing process rather than focusing on the type. The method approach focuses on optimizing learners' cognitive abilities rather than their appearance.

### **9.3. The Genre Approach**

The practical essence of language is the central concept of this theory; we use language to accomplish specific goals. The product approach is complemented by the genre approach (Badger and White, 2000). It focuses on both material and social meaning, in which the writer employs traditional conventions to help the reader understand his goals. Richards believes that language can't be interpreted or isolated from its social context (2003).

According to Miller (1984), the sense of genre is found in the action or what the writer does, not in the form of discourse or material. Swales (1990 in Devitt, 2008, 37) defines the word genre as follows: «a class of communicative events, the members of which share some set of communicative purposes. These purposes are recognized by the expert members of the parent discourse community, and thereby constitute the rationale for the genre. This rationale shapes the schematic structure of the discourse and influences and constrains the choice of content and style".

The aim that constructs genre and makes it more understandable within its social context is the central aspect of the situation. Within the genre method, a number of techniques may be used. Giving an example, analysing the text type, using demonstration writing, and providing learners with assisted and directed writing assistance can all help students present their final draft (Earl, 2011).

#### **9.4. The Process-Genre Approach:**

Badger and White suggest an approach which is a synthesis of the three approaches, which they term the process genre approach. To summarize, teachers must be diverse in order to inspire students and help them develop their writing skills. In addition, the learner must receive both peer and instructor input in writing. More revisions are made as a result of the suggestions or input from the readers to the authors (Keh, 1990).

#### **Conclusion:**

This chapter dealt with writing in general, introduction of different aspects of writing including its approaches and importance.

**Chapter three:**

**Analysis and**

**Discussion of Results**

## **Introduction:**

The methods used to collect and analyse data from the questionnaire and text observation findings are described in this chapter. It explains the tools and equipment that assisted in the presentation of this study activity, without ignoring the research participants. The findings are discussed in general towards the end of this chapter. This chapter's purpose is to explain the research methods used in this study.

### **1. Data Collection Tools**

In this study, two tools were used: a questionnaire that aimed to gather quantitative data to answer the research questions provided in the introduction, and a corpus analysis that aimed to collect qualitative data to answer the research questions. The questionnaire was sent to Master one English student at Biskra University's Department of English. The survey included 19 questions aimed at determining how texting affects formal writing (abbreviations, acronyms, etc.). On the other side, it seeks to understand these students' perspectives on texting and the reasons for their usage of it in official writing. Text's analysis was the second tool employed to collect data. The procedure entailed analysing the exam papers of 15 Master 1 English students to see if they used a texting style when writing formal essays.

### **2. Population**

Master one English student was the population, 30 were chosen as a sample.

### **3. Procedure**

30 students, 8 males and 22 females of various ages answered the questionnaires. They were distributed the week before the second semester exams. Students' blunders occurred while

writing formal essays were used as examples. The examples were Master one exam papers of the academic writing module. They were brought from the administration of English department of Biskra University. Without exception, all of the students' responses were taken into account, carefully studied, and written down as reasoning to defend some of the mistakes made while writing academically.

## **4. Findings and Analysis**

To summarize the findings of this study, the data acquired from the students' questionnaires and corpus' analysis were examined. Data analysis is utilized to uncover the various errors that students make when writing formal essays. The information was gathered and examined using the above-mentioned theoretical theories.

### **4.1. The Analysis of Student's Questionnaire**

The questionnaire was distributed to thirty students, as previously stated. The questionnaire included a variety of 19 questions formats (closed-ended, open-ended, and multiple-choice). It was divided into three sections as follows:

#### **Section one: (Q1 – Q3)**

This section is structured to obtain general information about the learner's age and gender and the period of learning English.

#### **Section two: (Q4- Q10)**

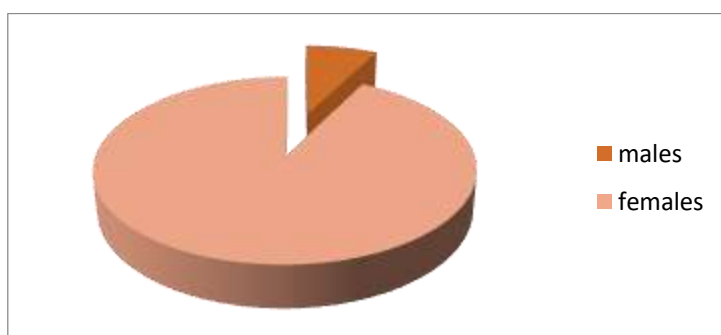
This section focuses on the use of Facebook and academic writing.

### Section three: (Q11-Q19)

This section aims to investigate the relation between the two variables.

All answers were written in English language. When the 30 students handed the questionnaire I stopped to receive answers. The following are the results of the analysis of the collected surveys:

**Question n°01 & 02:** were about age and gender. The questionnaire was sent to 30 student's including 8 males and 22 females. Their ages ranged from 21 to 31 years old as shown in Graph 1 and Table3.



**Graph 01**

males	females	Total
<b>8</b>	<b>22</b>	<b>30</b>
<b>26%</b>	<b>74%</b>	<b>100%</b>

**Table 03: participants' gender.**



**Question n°03: How long have you been learning English language?**

The responses ranged from 4 to 15 years. Two answers were “my whole life” “since middle school”.

**Question n04: Do you think that academic writing is important at the university level?**

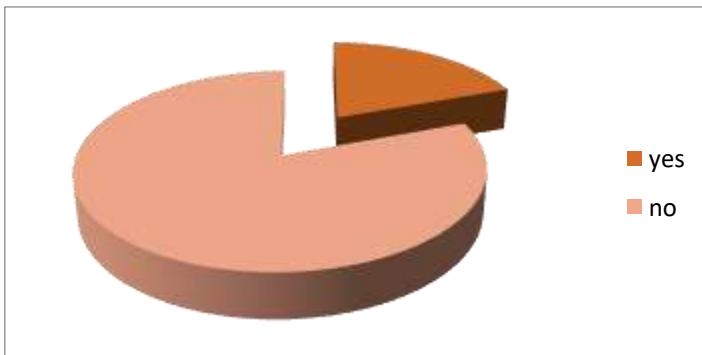
All of the students (30) answered yes for this question. They believe that academic writing is important at the university level.

Yes	No	Total
<b>30</b>	<b>0</b>	<b>30</b>
<b>100%</b>	<b>0%</b>	<b>100%</b>

**Table 04: the importance of academic writing.**

**Question n°05: Have you recently written any academic piece?**

Findings show that 23 student answered yes whereas seven students answered no.



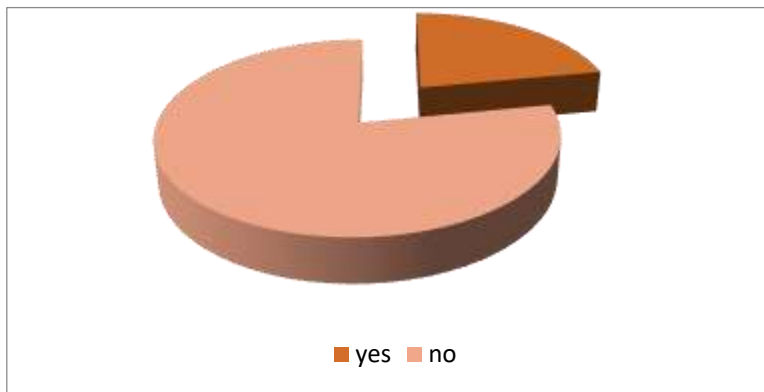
**Graph 02**

Yes	no	Total
<b>23</b>	<b>7</b>	<b>30</b>
<b>77%</b>	<b>23%</b>	<b>100%</b>

**Table 05: participants' academic written pieces.**

**Question n°06: Do you think that students face difficulties in academic writing?**

Results show that 27 student answer with yes while only 3 students said no.



**Graph 03**

yes	no	Total
<b>27</b>	<b>3</b>	<b>30</b>
<b>90%</b>	<b>10%</b>	<b>100%</b>

**Table 06: participants 'difficulties with academic writing.**

**Question n°07: In your opinion should teachers pay more attention to academic writing?**

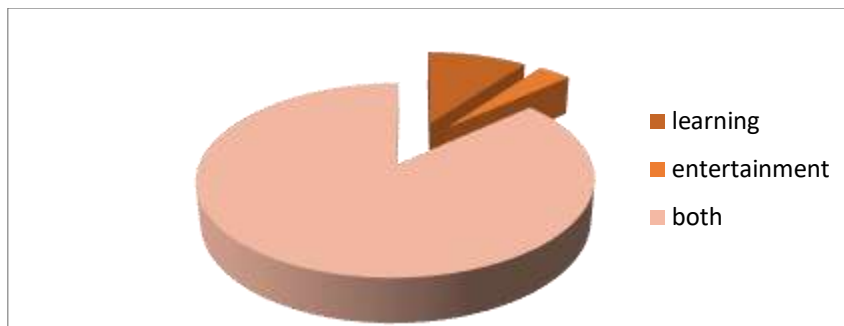
All the participants (30) answer with yes.

### Question n°08: Do you use Facebook in your daily life?

In this question also all the participants answered with yes. They were asked how many hours per day if the answer was yes, their responses ranged from 2 to 6 hours.

### Question n°09: Why do you use Facebook?

Studies revealed that the majority of students 86% use FB for both learning and entertainment. The learning purpose was not that much of concern since only 10% of students use it to study. Only 3% use it for entertainment.



**Graph 04**

learning	entertainment	both	Total
<b>3</b>	<b>1</b>	<b>26</b>	<b>30</b>
<b>10%</b>	<b>3%</b>	<b>87%</b>	<b>100%</b>

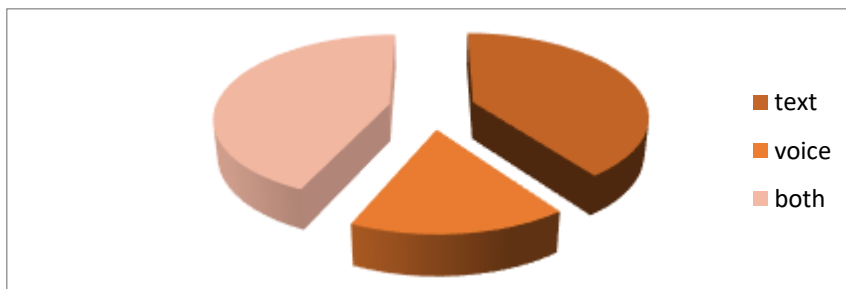
**Table 07: participants' familiarity with FB.**

### Question n°10: In which language do you prefer to chat?

Participants were given the complete freedom to say which language they chat with. The same two languages were mentioned. Most of EFL learners suggested that their favourite languages for texting are Arabic and English.

### Question n°11: How do you prefer to chat?

Findings show that five students prefer speaking while texting on FB and it is for them more quickly, easy, clear and direct. 12% of them prefer to write because they considered it comfortable and helps to avoid the spelling mistakes since their smart devices contains the auto correction spell. It also helps to develop their writing skill. 13 students prefer to use both of them.



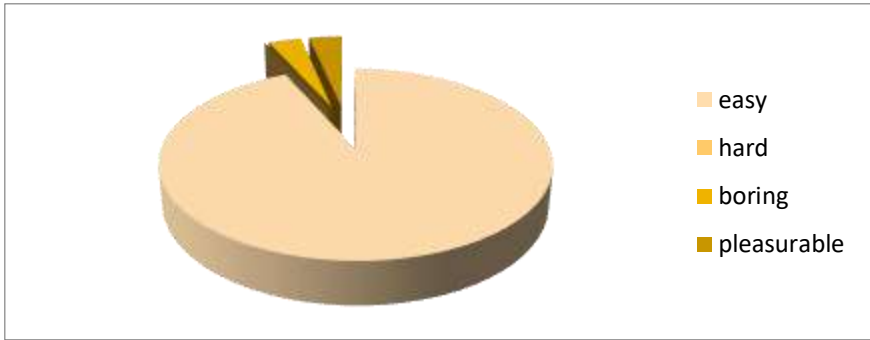
**Graph 05**

text	voice	both	total
<b>12</b>	<b>5</b>	<b>13</b>	<b>30</b>
<b>40%</b>	<b>17%</b>	<b>43%</b>	<b>100%</b>

**Table 08: participants 'way of chatting.**

### Question n°12: How do you find writing on Facebook?

According to the statistics related to this item, 94% of the subjects find writing on FB easy for the reason that they get used to it physically. They also feel that there are no rules to hinder them so they just write. On the other hand, only 3% who said that it's pleasurable and 3% find this task is boring.



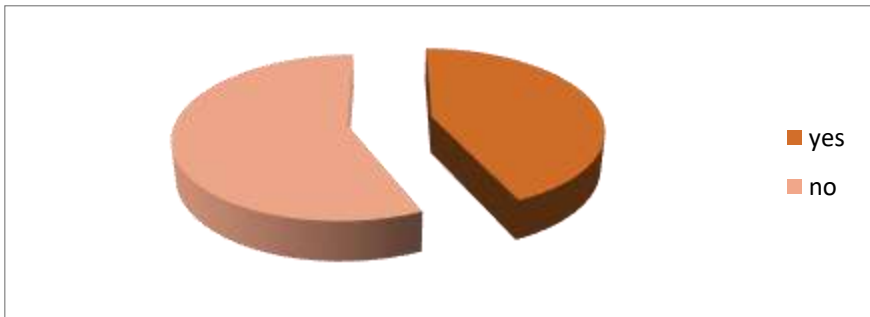
**Graph 06**

Easy	Hard	boring	pleasurab le	Total
<b>28</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>30</b>
<b>94%</b>	<b>0%</b>	<b>3%</b>	<b>3%</b>	<b>100%</b>

**Table 09: participants' writing on FB.**

**Question n°13: Do you mind about the kind of language used in your Facebook text?**

Results show that 57% do not care about the language they use while texting because they write quickly and it doesn't matter for them whereas 43% do mind because it's important to them to leave a good expression.



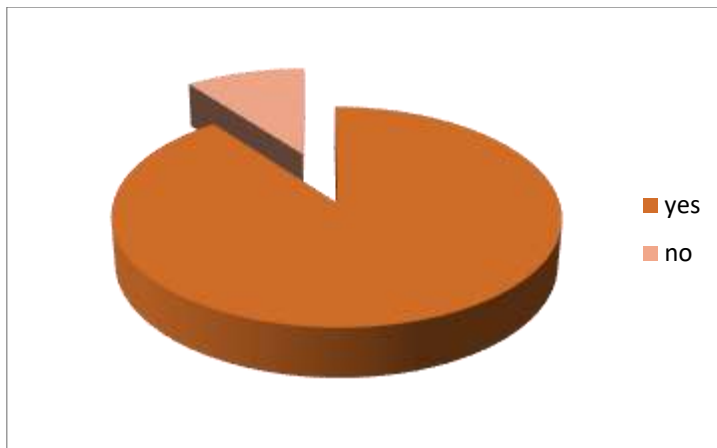
**Graph 07**

Yes	No	Total
<b>13</b>	<b>17</b>	<b>30</b>
<b>43%</b>	<b>57%</b>	<b>100%</b>

**Table 10: paying attention to the language used in FB texting.**

**Question n°14: Do you use abbreviations while texting on Facebook?**

In this question 28 of the participants' answers were positive whereas the rest two were negative.



**Graph 08**

yes	no	total
<b>28</b>	<b>2</b>	<b>30</b>
<b>94%</b>	<b>6%</b>	<b>100%</b>

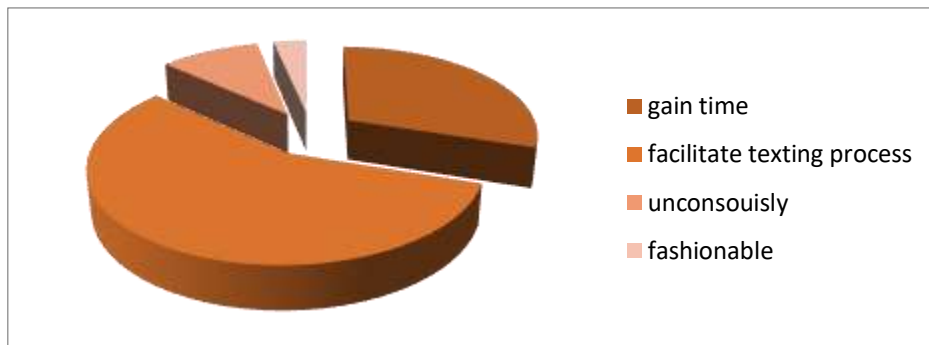
**Table 11: participants' use of abbreviation.**

Some abbreviations that are provided by the participants:

- Gm = good morning
- Plz = please
- Brb = be right back
- Idk = I don't know
- HRU = how are you
- Tbh = to be honest
- Tyt = take your time
- Btw = by the way
- Bcz = because
- ASAP = as soon as possible
- Cu = see you
- Lol = laugh out loud
- Thnx = thanks
- Fb = Facebook
- Std = student
- Lge = language
- OMG = oh my God

**Question n°15: Why do you use abbreviations?**

Participants were interviewed about the reasons that provoked them to use abbreviations while texting. Multiple answers were allowed, so their answers were as follows: 17 students use it to facilitate the texting process. 9 students use it to gain time. When three use it unconsciously and 1 use abbreviations because it is fashionable.



**Graph 09**

Gain time	Facilitate texting	unconsciously	fashionable	Total
<b>9</b>	<b>17</b>	<b>3</b>	<b>1</b>	<b>30</b>
<b>30%</b>	<b>56%</b>	<b>10%</b>	<b>4%</b>	<b>100%</b>

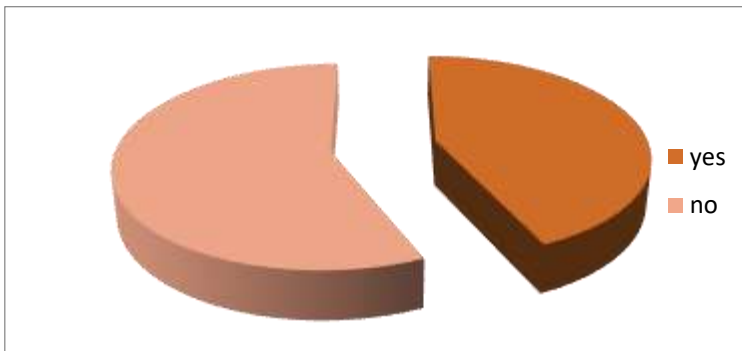
**Table 12: reasons of using abbreviations while FB texting.**

Findings showed that the use of abbreviations is not related to fashion; it's only to gain time and facilitate the texting process (they prefer to communicate fast).



**Question n16: Do you think that Facebook texting has affected your academic writing?**

In this question the researcher wanted to know the effects of FB language on students' academic writing, but this time from the student's perspective. Findings indicated that 43% said "yes" and 56% said "no".



**Graph 10**

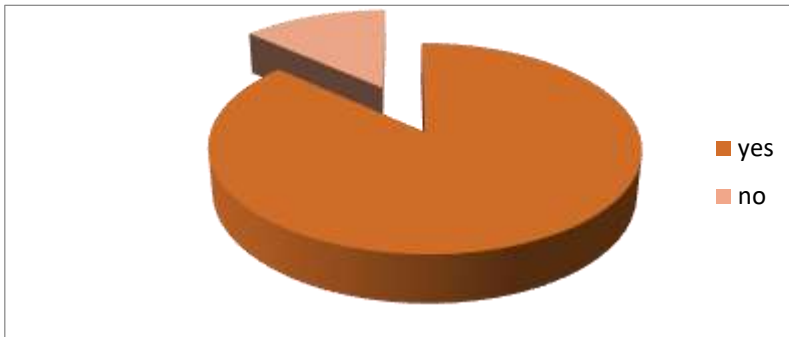
yes	no	Total
<b>13</b>	<b>17</b>	<b>30</b>
<b>43%</b>	<b>57%</b>	<b>100%</b>

**Table 13: the effects of FB texting on self academic writing.**

**Question n°17: In your view has Facebook affected students’ academic writing?**

Participants were asked if FB texting had affected other students’ academic writing or not.

The result showed that 26 student said “yes” while 4 said “no”.



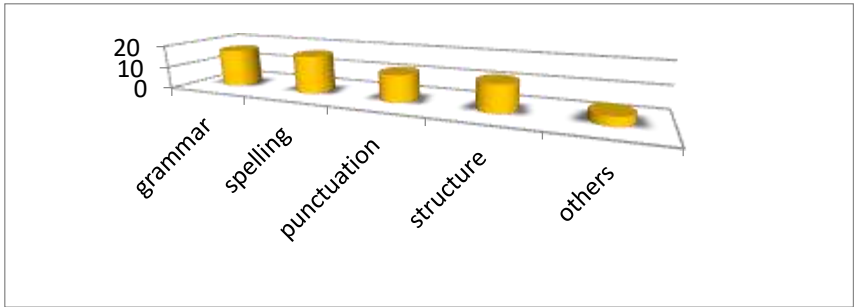
**Graph 11**

Yes	no	Total
<b>26</b>	<b>4</b>	<b>30</b>
<b>87%</b>	<b>13%</b>	<b>100%</b>

**Table 14: the effects of FB texting on other students academic writing.**

**Question n°18: What are the most aspects that are affected?**

Results showed that academic writing can be affected by texting in many ways. Multiple choices are allowed. 12 student agreed that punctuation as structure is the most affected one by texting while 17 think that grammar and spelling are the ones that are most affected. Others (four) have chosen to answer with “other aspects”.



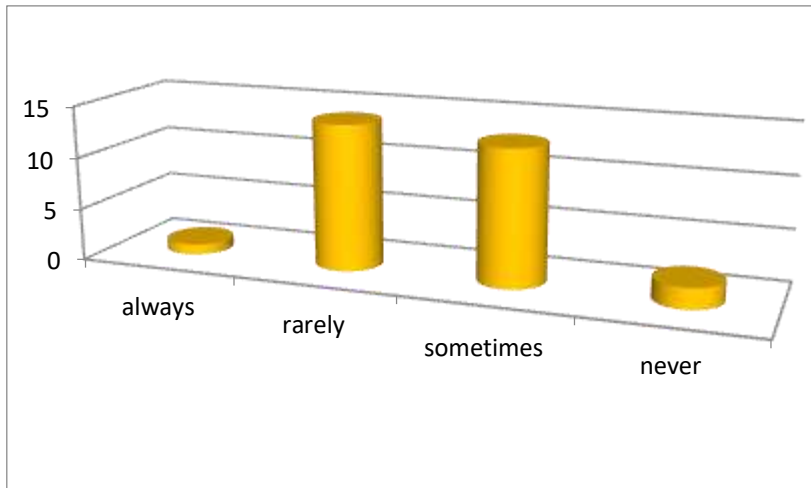
**Graph 12**

gram mar	spellin g	punct uation	struct ure	other	Total
<b>17</b>	<b>17</b>	<b>12</b>	<b>12</b>	<b>4</b>	<b>30</b>
<b>57%</b>	<b>57%</b>	<b>40%</b>	<b>40%</b>	<b>13%</b>	<b>100%</b>

**Table 15: most affected aspects of academic writing.**

**Question n°19: How often do you use formal English while you are texting on Facebook?**

The majority of students admitted that they rarely use formal language while texting(14 students). “Sometimes” is the answer of 13 students. For the rest of students, they said “never”and just one answered “always”. According to the findings participants who answered“rarely”&“never”, they talk only to their friends and use FB only with friends. However, for the oneswho answered “sometimes”, they text and email their teachers.



**Graph 13**

Always	rarely	Sometim es	Never	Total
<b>1</b>	<b>14</b>	<b>13</b>	<b>2</b>	<b>30</b>
<b>3%</b>	<b>47%</b>	<b>43%</b>	<b>7%</b>	<b>100%</b>

**Table 16: frequency of using academic writing while FB texting.**

## 4.2. Corpus Analysis

When looking at some of students' exam papers( 15 paper), there are a few aspects that stand out in terms of how they write formal essays, such as the use of abbreviations and the use of grammatical and spelling errors. The table below lists some common grammatical errors made by pupils when writing formally. These blunders were culled from their examination papers.

Many errors have been discovered in formal essays based on analysis obtained from students' exam papers. These errors have been classified into a variety of categories, with each one assigned to a specific one. Grammar, spelling, punctuation, capitalization, and structure were all taken into account.

Grammar and spelling mistakes are the most committed ones among the examples taken. In grammar mistakes, forgetting the “s” of the third person is the most common mistake as in “help” instead of “helps”. Also neglecting the “s” of plural as in “many teacher” instead of “many teachers”. In addition, to the conjugation mistakes as in “writers don’t” instead of “a writer doesn’t” or in “academic writing have” instead of “has”.

Spelling also took a big part of the observation. Students sometimes write the words as they pronounce them as in “wether” instead of “weather” and “maind” instead of “mind”. Other times, they just get confused and forget the form of the word as in “academcly” instead of “academically” and in “becouse” instead of “because”.

Capitalization errors and structure come in second; most participants do not value capitalization despite the fact that it is an essential requirement for creating a meaningful piece of writing. For structure, learners most of the time, write a verbal sentence without mentioning the doer of the action as in “in addition make the student” instead of “it makes”. Also adding the

pronoun “it” to the sentence many times as in “the academic writing it is more important” instead of “the academic writing is more important”. Another observation about the structure; was about reversing the subject and verb position in declarative sentences as in “were they working” instead of “they were working”. For the punctuation some of the participants did not pay that much attention to it specifically when using transitions as in “.First academic writing is” instead of “First, academic writing is”.

There are a variety of factors that encourage students to make such errors. The majority of them are caused by a lack of focus and a habit of texting which have a detrimental impact on their work and cause them to make mistakes unconsciously.

## **5. Discussion**

Based on students ‘answers, students of master one in the university of Biskra are daily FB users. The results indicate that English language is the most preferred language among students when connecting. Also studies revealed that students are not aware about their use of abbreviations because they believe that short words and abbreviations facilitate their learning process and help them to gain time. The findings of this question supports the previous result in which it confirmed FB texting negative effect. Aforementioned, FB texting affects students' writing and language learning. The different aspects of English language are affected due to the overuse of FB and net speak. Grammar and spelling are the most affected aspects. Most of students are not aware of the difference between formal writing and FB chatting because net language appears in their academic writing.

The outcomes of the study revealed that texting has become a need among students, whether for academic or personal reasons. Different languages are used in texting between

students, but it appears that English is growing popularity. After dialectal Arabic, it became the second most popular language for Facebook discussions. On the other hand 94% of students use abbreviations and acronyms while texting for different reasons. Some students use abbreviations to gain time, some others' aim is to facilitate the process of texting. Most of students want to attract others by using abbreviations while texting, because it is fashionable, however, research findings showed that the most dominant reason of using abbreviations is to gain time and to facilitate the process of communication.

The findings are presented in three sections. First, the general information is presented which is followed by the respondents' attitude about the use of FB. The next section is about the writing process, the impact of FB on students writing performance and its effects to writing aspects. There are 22 female (73%) and 8 male (26%) respondents who use Facebook and responded to the questionnaire. The gender table is the most representative of the descriptions of the general population of university students, in terms of the years spending in studying English at the university

Texting is a phenomenon that saves students time and effort that would otherwise be lost trying to locate the exact spellings of words; nonetheless, the majority of students think that texting has a negative impact on their academic writing. Participants stated in their responses to the survey that texting has carried some of the harmful behaviours into formal essays and paragraphs, and that students have become reckless when writing academically. They begin to disregard the norms and forms that are required to produce a significant piece of writing. Furthermore, they make spelling blunders.

## **Conclusion:**

Through the two research tools, there has been an attempt to discover some of the ways in which master one student at Mohammed khieder Biskra University When writing formal essays, they make blunders, and one of the reasons for this is the harmful impact of texting on them. This chapter attempted to prove and demonstrate the learners' formal writing styles. Indeed, when texting, students write as they speak, disregarding academic requirements such as capital letters, grammar, and so on. This disregard for academic principles has become a habit for students while writing in class. It is widely acknowledged that social media play a significant part in students' everyday lives, whether on a personal level, facilitating interaction between people from all over the world, or on a professional level, by providing helpful information. However, this study found that social media can have a detrimental impact on a student's educational career on the other hand.



# **General Conclusion**

## **General conclusion**

Everywhere, social media is becoming an intrinsic and important aspect of life. Every day, the number of Facebook users grows including Algerians. They devised a novel method of texting to each other in many languages, including English. The current study investigated the detrimental effects of social media on EFL students as well as informal writing mistakes made by English language students in Biskra University. The current study was set to seek answers about the formulated research questions on the phenomena of Facebook texting.

This study is divided into three main chapters: the first dealt with basic concepts related to academic writing, the writing system, types of writing, and components of the writing skill, among other elements. Chapter two provided some of the elements of texting, Facebook and abbreviations. The third chapter includes a description of research instruments, data collecting, and data analysis, as well as a review of the research instruments' outcomes and findings (questionnaire and corpus analysis). This chapter explains why students utilize texting as a type of formal writing. The findings revealed that a variety of factors influence students' decision to text while writing their academic essays. These reasons include saving time, employing them unintentionally or simply because they are easier to use (abbreviations, no capitalization, no punctuation, and grammar and spelling errors). The hypothesis was confirmed as a result of the findings. As a result, the majority of students believed that texting has an impact on their writing. The researcher advises them to keep texting and writing separate in class. In today's age of globalization and technological advancement, FB texting has become a need. The current work paves the way for future investigation.

## **Pedagogical Implications and Recommendations**

Following are some recommendations for students based on the findings of this study. To distinguish between writing while texting and writing in class, students should make a clear distinction between the two. The first is simply used to interact with friends and other people while gaining time, while the second is used to gain time while doing so. The second, on the other hand, should be written in an academic style and adhere to the norms (punctuation, grammar, coherence, etc.) to distinguish between the two styles. Students can join several English study groups on Facebook since they use the social media platform. In these groups they can learn to interact with other members formally without using abbreviations, acronyms, emoticons...etc. This will help to improve their writing.

## **Limitation and further research**

This research was conducted at the University of Biskra only. It was limited too the English Department at the University of Biskra due time constraints. Moreover, it was impossible to reach the students off other universities because of the strict system and the COVID 19. So it was not possible to generate the influence Facebook learner's academic writing performance.

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# Appendices

## Appendix 01

# The Effect of Facebook Texting on Students' Academic Writing

Dear Master one students,

You are kindly asked to answer the following questionnaire which is designed to investigate Facebook texting and its impact on students' academic writing .Your contribution will be useful for the success of this research.

Thank you for your time, efforts and collaboration.

Student's information

1. Age

---

2. Gender

---

3. How long have you been learning English language ?

---

4. Do you think that academic writing is important at the university level ?

*Tick all that apply.*

- Yes  
 No

5. Have you recently written any academic piece ?

*Tick all that apply.*

- Yes  
 No

6. If yes, what is it ?

---

7. Do you think that students face difficulties in academic writing ?

*Tick all that apply.*

- Yes  
 No

8. In your opinion should teachers pay more attention to academic writing ?

*Tick all that apply.*

Yes

No

9. Do you use Facebook in your daily life ?

*Tick all that apply.*

Yes

No

10. If yes, how many hours do you use it per day ?

\_\_\_\_\_

11. Why do you use Facebook ?

*Tick all that apply.*

For your study

For entertainment

Both

12. In which language do you prefer to chat or text ?

\_\_\_\_\_

13. How do you prefer to chat ?

*Tick all that apply.*

- Text
- Voice
- Both

14. Please justify your answer.

---

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15. How do you find writing on Facebook ?

*Tick all that apply.*

- Easy
- Hard
- Boring
- Pleasurable

16. Please justify your answer.

---

17. Do you mind about the kind of language used in your Facebook text ?

*Tick all that apply.*

- Yes
- No

18. Please justify your answer.

---

19. Do you use abbreviations while texting on Facebook ?

*Tick all that apply.*

- Yes
- No

---

21. Why do you use abbreviations ?

*Tick all that apply.*

- Gain time
- It's fashionable
- Use it unconsciously
- Facilitate the texting process

22. Do you think that Facebook texting has affected your academic writing ?

*Tick all that apply.*

- Yes
- No

23. In your view has Facebook texting affected students' academic writing ?

*Tick all that apply.*

- Yes
- No

24. What are the most aspects that are affected ?

*Tick all that apply.*

- Grammar
- Spelling
- Punctuation
- Structure
- Others



25. How often do you use formal English in your Facebook texting ?

*Tick all that apply.*

- Always
- Sometimes
- Rarely
- Never

26. Please justify your answer.

---

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## Appendix 02

### First Term Exam in Academic Writing

Write a precise and concise paragraph about the importance of Academic Writing at university (form 10 pts – content 10 pts).

..... Academic Writing is one of the essential Medium of Communication. It has Multi beneficial on the Learner in university. All the Teacher Courage Student to write academically because of Benefits the their students. First, Academic writing help learner to develop their knowledge and vocabulary when they searching in different sources Books, Article, News, Paper, Encyclopaedia to write Academically. So the learner reads different information in various domains and led them more knowledgeable than before. Second, Academic writing help students to develop their critical thinking. Learners when they conduct a research problem or dissertation and read different views of same topic they will build awareness of the domains and began to criticize it with clear mind. Third, It help learners to develop their skills in reading and searching. Learners who have a good writing skills

- 1 -

## First Term Exam in Academic Writing

Write a precise and concise paragraph about the importance of Academic Writing at university (form 10 pts – content 10 pts).

Academic writing is the formal way of writing which is based on a way and a style. It is important <sup>in universities</sup> due to many factors. First, it enhances the research skills of the students. When the student is able to write in an academic way, it is easy for him to write a research paper or even a dissertation. The student who knows how to write in academic way, he can make a search and find out the useful information, he will be able to analyze and report them. Second, it enhances the professionalism of the student. Writing academically is the way to professionalism. So, when the student is writing academically, he is writing in a professional way. Finally, it engages the student into the career. After graduation, the student is able to apply for a job. Applying for a job includes writing a resume for the company or for the institution. The resume is a sample of the academic writing way. Even after engaging in a job, the academic writing is the only

## First Term Exam in Academic Writing

Write a precise and concise paragraph about the importance of Academic Writing at university (form 10 pts – content 10 pts).

Learning academic writing is an obligation for university students for the exact purpose of its importance in their academic career. First, the formal way of writing allows students to comprehend the previous academic contributions in the specialized field which the students are studying, such as: Essays, books.... Moreover, the mastery of academic writing provides the opportunity of academic contribution to the previous published works in the given domain, for instance a recognized piece of work whether it be an essay, research paper or a book needs to be academically written. On another note, the formal style of writing, enriches the intellectual competence in reading and writing, the two fundamental skills in language. To sum up everything that has been stated so far, learning academic writing as well as mastering it are crucial elements for success as

## First Term Exam in Academic Writing

Write a precise and concise paragraph about the importance of Academic Writing at university (form 10 pts – content 10 pts).

Academic writing plays an important part in daily life of English learners, that's why, EFL learners must take care of it.

Academic writing is considered as one of major fields which may enhance the skills of learners, it helps them to organize their ideas and, it makes their thoughts clear, for instance, when a student organizes a certain programme, and includes academic writing within it which he always practises writing as a part of his daily routine, he will improve himself; because academic writing helps learners to improve their English language in addition to improve the way of writing context from grammar, setting, time, in addition, to style of writing, also academic writing helps English learners to enhance their vocabulary.



## First Term Exam in Academic Writing

Write a precise and concise paragraph about the importance of Academic Writing at university (form 10 pts – content 10 pts).

Academic writing plays a major role at university level. It is a style of writing used in formal essays and other assignments of course. It requires a formal language, specific information with logical structure proved by evidence. Academic writing has many of importance at university. First, it improves students' critical thinking. It helps them to go in deep and read between lines; go beyond language. Second, it helps them to communicate and express their ideas and points of view. In addition, academic writing develops their research skill and writing style, because it helps them to be more academic and objective in doing their research and writing styles to have their own style. Also, it develops their level of language to have a certain level of proficiency; through extensive reading while doing

## First Term Exam in Academic Writing

Write a precise and concise paragraph about the importance of Academic Writing at university (form 10 pts – content 10 pts).

Academic writing is that kind of writing that we use for the highly official reasons and purposes, and it has many sharp rules to take into consideration like the avoidance of subjectivity, abbreviations use, metaphorical speech and many other elements that are marks of creativity. This kind of writing is of much importance for university students as long as they are going to elaborate academic researches at university. It helps them to put some sharp limitations between writing in an official or a creative manner which are fully distinct from each other. Students at university have

## First Term Exam in Academic Writing

Write a precise and concise paragraph about the importance of Academic Writing at university (form 10 pts – content 10 pts).

..... Academic writing is a style in which researchers, writers and.....  
..... students record their reports, research papers, and dissertations. There.....  
..... are some characteristics that should be followed by students when.....  
..... writing academically. Formality, consistency, and evidence are some.....  
..... of them. Formality means use academic language and avoid any.....  
..... colloquial expressions or words. Idioms and contradictions, contractions.....  
..... used in oral language are also forbidden. Consistency means dealing.....  
..... with the same topic and be far of any irrelevant ideas. The choice.....  
..... of words should contribute to enrich the ideas of the topic. This.....  
..... leads to make the work clear and far from ambiguity. Evidence.....  
..... in academic writing is an important characteristic. Students.....  
..... should give true information from their sources including.....  
..... the owners of those information sources. To conclude, writing.....



### First Term Exam in Academic Writing

Write a precise and concise paragraph about the importance of Academic Writing at university  
(form 10 pts – content 10 pts).

Academic writing at university impact gradually on the student's achievement. As they research about problems and topics to solve and write about; they improve their ability to solve everyday's problems and knowing more information that helps also. This kind of writing make them be higher in using formal language and more professional that allows them to write easily in their future career business and administration later on at their work. Student may not observe the important of it at the beginning but the results later is in their benefits, achievement in vocabulary allow them to use extraordinary words that rise their language level and make them using

### First Term Exam in Academic Writing

Write a precise and concise paragraph about the importance of Academic Writing at university (form 10 pts – content 10 pts).

Teaching academic writing increases the university's level. Academic writing helps the students to develop their thoughts and ideas which make them clear to the reader, student will open a road to him that he/she could directly reaches the point. In addition, the process of writing makes student much better communicator and thinker because his communication and thinking skills get developed. Academic writing will provide the students a well-organized thoughts which make them a good writers and ~~give~~ gave them the chance to do beneficial works such as researchers, Academic works and so on. In conclusion, The process of Academic writing not only raises the university but also The student get their own benefits as students, communicators, and thinker in future life.

### First Term Exam in Academic Writing

Write a precise and concise paragraph about the importance of Academic Writing at university (form 10 pts – content 10 pts).

• Academic writing is one of the most important writing style of each individual learner socially university one's and as the first important reason that academic writing helps learners to deal with different topics in different fields means when the student write academically more than one time and in several topics will be knowledgeable in their thinking then it open their mind for many information that it can benefit him/her for writing an other time about an other topic; in addition academic writing rich the skills of learners whether vocabulary, grammatically or in their style of writing and using words it self, one the real examples in University EFL student, they should be style able in using vocabulary terms and answer about the grammatical

### First Term Exam in Academic Writing

Write a precise and concise paragraph about the importance of Academic Writing at university (form 10 pts – content 10 pts).

It is very important to be academic in writing. There are certain levels where a writer don't know the importance of academic writing, maybe he is not able to differentiate between an academic writing and non-academic writing. The first term means that the writing is formal without mistakes, errors etc. when a reader <sup>can</sup> read the academic writing can easily differentiate it from a <sup>normal</sup> writing. Academic writing is very important in all the levels especially at university level, because a writing of this level can not be the same with the other levels. When the writer writes academically his writing be formal writing, well organized because it will be considered as a high level it should not be non-academic. Also the reader of ~~a university~~ <sup>university</sup> writing of university level, when reads ~~a~~ writing and found it academic, he will <sup>know</sup> the level of the writer from his writing. To know how to be academic in writing means...



Write a precise and concise paragraph about the importance of Academic Writing at university (form 10 pts – content 10 pts).

The academic writing has very important influence on developing student capacities. First writing academically increases student's knowledge ~~we use~~ always. Students who use to write in academic way they have always a bagage of information and vocabulary. They helping them to master a language and avoiding plagiarism in their dissertations and make them write in concise ~~we~~ and precise way.

Write a precise and concise paragraph about the importance of Academic Writing at university (form 10 pts – content 10 pts).

The importance of academic writing plays a big role among students at university. First, it is important mainly among master and students because they will have their dissertations the next year, so that they should write academically to be well representative. In the end, teaching academic writing as a module will be beneficial. Second, it aims to be simple and clear to let the student engage in reading, because in this level he has to be obliged to read especially research works. Third, when a student passes an exam in which the test is about writing a paragraph or an essay, using academic writing will make the essay coherent and organized and he will not have much time. To conclude, the advantages of academic writing make any work clear.

(11/20)

(11)

an error like not paraphrasing and plagiarism  
and passive sentence. In university the course of academic  
writing official manual to teach it for treatment  
the common mistake and main academic form, while to  
go any other counting for countermeasures the study became  
a mastery of the writing and the capacity to ~~write~~ write  
any shape of writing. There are many teacher ~~try~~ attempts  
to improve the writing skill of their student. However  
the reading developed the writing by the knowledge any  
cultural to make ~~easy~~ to write in academic way like  
the quote 'reading more to know more' the academic writing.  
It is more important and mandatory in the university because  
the way to solve any problem in writing.

*What is written without effort is read without pleasure.*

*Samuel Johnson*

and what ~~they~~ were they ~~were~~ writing...

Write a precise and concise paragraph about the importance of Academic Writing at university (form 10 pts – content 10 pts).

The importance of academic writing plays a big role among students at university. First, it is important mainly among master and students because they will have their dissertations the next year, so that, they should write academically to be well representative. In the same time teaching academic writing as a module will be beneficial. Second, it aims to be simplicity and clarity to let the student engage in reading, because in this level he has to be obliged to read, especially research works. Third, when a student passing an exam in which the test is about writing a paragraph or an essay, using academic writing will make the essay coherent and organized and he will not waste much time. To conclude, the advantages of academic writing make any work clear.

$\frac{11}{20}$

11



## الملخص

تهدف الدراسة الحالية الى استكشاف تاثير رسائل Facebook على الكتابة الاكاديمية للطلاب. عينة الدراسة هي طلبة الماجستير لغة انجليزية بقسم اللغة الانجليزية بجامعة محمد خيضر بسكرة. باعتماد طريقة مختلطة، اختبر الباحث الفرضية الراسخة و اكد ان المراسلة عبر Facebook يمكن ان تؤثر على قدرات الكتابة لدى الطلاب. كشفت النتائج التي تم الحصول عليها من هاته الدراسة البحثية ان Facebook له تاثير سلبي على اداء الطلاب لا سيما مهاراتهم في الكتابة الاكاديمية.

## Le résumé

L' etude actuelle vise a explorer l'effet de la messagerie Facebook sur l'écriture académique de l'étudiant. L' échantillon de l'étude est composé d'étudiants en Master 1 du département d' anglais de l' université Mohamed khieder de Biskra. Adoptant une méthode mixte, le chercheur a testé l'hypothèse établie et a confirmé que la messagerie via Facebook peut affecter les capacités d'écriture des élèves. Les résultats obtenus à partir de cette étude de recherche ont révélé que Facebook a un impact négatif sur les performances des étudiants, à savoir leurs compétences en rédaction académique.