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**The Effect of Social Media Language on EFL Learners'
Academic Writing Performance.**
**Case of Master One Linguistics Students at M'sila
University.**

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Requirements for the Degree of Master**

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DEDICATION

This thesis is dedicated to:

- My precious beloved *parents* who have always been a constant source of support and encouragement during the challenges of my whole college life, and for their endless care and love.
- My treasured brothers and sister: *Issam, Anis & Amani*, and to my nephew *Aylane*, whom I am truly grateful for having in my life.
 - My dear family, teachers, colleagues and friends.
 - All people who left a touch in my life.

BENSAID Nedjla

DEDICATION

- To my dear *parents* who gave me strength and confidence and have been the source of inspiration behind all my achievements.
- To my *husband* and my lovely *brothers* for their support and love.
- To all my family and friends for their encouragement and prayers .

I appreciate you all .

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ABSTRACT

The revolution of technology has brought a great change among people. The new digital social media tools carry much weight for education and English language learning. This research aims to investigate to what extent social media may affect students' academic writing performance. To explore this effect, this research was conducted at the University of Msila. A descriptive method was applied for the current study in which a sample of 25 teachers and 75 students of first-year master linguistic students were selected from the English department. Qualitative and quantitative tools were used during data gathering and analysis. Two questionnaires were addressed for both teachers and students with corpus analysis of some students' exam papers and some extracts of their daily conversation in Facebook Messenger, Instagram, and WhatsApp. The results indicated that social media and the Netspeak have positive effect outweighing the negative effects on first-year master linguistic students' language learning and writing. The findings reveal that students prefer online learning that motivates them to improve their language learning and writing. Chat rooms may help students and teachers to exchange experiences and course relate material, and engage students in assignments that enhance their writing. However, the findings confirmed that social media language has a negative influence on some students' writing. Students use abbreviations and short form of words unconsciously in their formal writing due to their overuse of texting language. Their mistakes in grammar, punctuation, and capitalization are not related only to the overuse of social media but also to their lack of linguistic proficiency. The study proposes taking into account the conventions of writing in the academic environment. In addition, teachers should be innovative and apply social networks in their classrooms in order to achieve better motivation for students and enhance their awareness about the dangers of texting language on their academic writing.

Key terms: academic writing, ICTs, media, social media, social netorking sites, addiction.

List of Abbreviations

EFL: English as a foreign language.

BCE: Before the Christian Era.

CMC: Computer-Mediated Communication.

ICTs: Information and Communications Technologies

SNSs: Social Networking Sites.

TV: Television.

ASMR: Arab Social Media Report.

Q: Question.

L: Learner.

N: Number of teachers.

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Résumé.

ملخص.

General Introduction

Introduction:

Technology has a vital role in people's lives. Today, people are celebrating continual digital improvements in which the entire world became a global village. The use of technology has enriched human life and affected significantly the various social, economic and educational domains. The revolution in Information and Communication Technologies (ICTs) has become a routine among students from different levels, as Ralston (2012) pointed out that communication technologies are a fact of life in which two-thirds of the world's internet population who use social media are affected by this technology in their language learning process. Technology becomes the best medium to search and gain knowledge.

The speed and the large use of the different mediums of the internet such as social media (Facebook, Twitter, Facebook Messenger, WhatsApp messenger, 2go messenger, Skype, Yahoo Messenger...) led Language users to create a shorthand typing, acronyms, abbreviations, contractions, reductions, coinages and other forms of language. In certain contexts, the use of social media language might be acceptable; however, in academic settings, it is not the case. It may cause some academics to fear the decline of the formal English language. The effect of social media language on students' academic writing performance is debatable.

A great concern is about how the use of online communications might be beneficial or detrimental to the teaching of writing skill in the English language (Warschauer, 2007). Some scholars were calling for the use of online technologies and see it as a beneficial tool to enhance learners' achievement, while others were against such online technologies in the classroom (Guy, 2012; Lederer, 2012). Recently, some studies were about to adopt social media or social networking sites (SNSs) as a teaching and learning tool in institutions of higher learning (Yunus & Salehi, 2012). For instance, some evidence reveals that chat rooms are used for writing purpose (Gonzalez, 2003; Yuan, 2003).

In fact, there are various definitions of the concept of social media, but there is a limited understanding of the exact meaning (Kaplan & Haenlein, 2010). Social media is online communities of internet users who aim to establish social relations and explore knowledge (William, Boyd, Densten, Chin, Diamond & Morgenthaler 2009). Asemah and Edegoh (2012) claim that social networking sites include Twitter, Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), Whats app messenger, 2go messenger, Skype, Google Talk, and Google Messenger are used to contact friends.

Networking is a very important element of human interaction, it affects an individual's thoughts and feelings (Tyson, 2009:10). According to Asad (2012), social media and social networking sites have implications in the domain of education in which students increase their knowledge and share thoughts with others.

A direct relationship between Social Media usage and the academic performance of learners in universities has been found (Oche & Aminu .2010). It is the core of students' life in which they share their learning and their academic experiences (Liccardi, Ounnas, Massey, Kinnunen, Midy, & Sakar. 2007), and It may help them to be more socially connected with others (Ellison et al (2007). Olubiyi (2012) argues that students are engaged approximately 30 minutes a day in social media, and this influences their use of English and grammar. The majority of those students are using short forms of words in their chat rooms such as "4" instead of "for", "U" instead of "You", "h r u" for "how are you", and "lol" in place of "laugh out loud" (Obi, Bulus, Adamu & Sala'at 2012). Those forms may affect their classroom performance and assessment.

Quader (2014) claims that there is a positive relationship between the use of social media and students' academic performance, the students who used social media had high scores on reading skills test and got higher grades. Eastment (2007:501) claims that "all digital social media are impacting upon education far more dramatically than the conventional word-filled web page". According to Asad et al (2012), rising the social learning outcomes of students may increase their academic learning outcomes.

In the other hand, Bunce (2010) states that face-to-face interaction is more effective in language learning than chatrooms interaction which may hinder language production, negotiation, collaboration, and noticing due to slow typing. Social media is blamed for the low grades (Kimberly, Jeong, and Lee, 2009) because of it directs learners' attention to non-educational acts through useless chatting (Kuppuswamy and Shankar, 2010).

1. Statement of the problem

The evolution of technology has changed the world rapidly to be a global market in which the internet is the most important source of information. The use of digital tools in language learning and teaching help students to enhance their fluency and intercultural competence (Grgurovic, Chapelle, and Shelley, 1970). However, there are a divided attention, deviation, and distraction between social media activities and their effect on academic achievement.

Learners' writing competence might be affected in the process. Therefore, it is very important to explore some issues facing students' academic writing as a result of the use of social media. Thus, this study investigates the effect of social media networks and social media language on the academic writing performance of English students master one linguistics in the University of Msila.

2. Research Questions :

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

1. What is the difference between texting and formal writing?
2. To what extent would student addiction to social network influence their academic writing?
3. How has the use of social media influence the academic writing of the students in the University of Msila?

3. Research Hypotheses

1. There is no difference between texting and formal writing.
2. Students' addiction to the social network has no significant influence on their academic writing performance.
3. The Use of social media does not significantly influence the academic performance of the master one linguistics students in University of Msila.

4. Objectives of the Study:

The purpose of this study generally is to examine the effect of Social Media on the Academic writing Performance of students at the University of Msila. The study seeks:

1. To make a clear difference between texting and formal writing.
2. To examine the level of English students addiction to social media and its effect on their academic writing performance.
3. To ascertain how the use of social media has influenced the academic writing of English Master linguistics students in the University of Msila.

5. The significance of the Study:

On the results of this study will be of great benefit to both teachers and students. It will shed light on the trending issues that students face in their writing process. It enables the students to be aware both about the benefits and the negative use of social media on their

academic performance. The study will help students in understanding the diversity of social media. It will provide relevant material for students and other researchers undertaking similar research. The study will help researchers with more information on the influence of social media on student's academic writing performance.

6. The scope of the Study:

This study focuses on the influence of social media on the academic writing performance of students. The study will comprise students at the University of Msila.

7. Research Methodology:

The research design adopted for the study is a descriptive survey. Quantitative and qualitative methods were used for data analysis. In order to reach the objective of the study, a set of tools were used. The tools have been used are a questionnaire for first-year master linguistics students at M'sila University in order to investigate their addiction to social media, what are the most social media that they are exposed to, and how this may affect their academic writing performance. To confirm the effect of social media language on the academic writing of first-year master linguistics students at the University of M'sila, a questionnaire with EFL teachers was conducted. The population in this research are all the full-time undergraduate students of the English Department at the University of Mohamed Bouthaif Msila. The sample of this study is 75 students of first-year master linguistics in the University of M'sila who were selected purposefully. After data gathering, the results were calculated using Excel. Four steps were followed to achieve the study. The first one was the students' questionnaire to investigate the use of social media and the effect of the language used in chatting and connecting on learners' language learning, specifically on their academic writing. The second step was the teachers' questionnaire to ensure how social media language may affect students' academic writing. The third step was corpus analysis of some first-year master linguistics exam papers. The fourth step was an observation or discourse analysis for some extracts from the daily conversation of first-year master linguistics on Facebook Messenger, WhatsApp and Instagram.

Chapter one:
System of writing

Introduction:

In the previous decades, writing was the character of the highly cultivated people; however, the world globalization changed this view and people from different communities and backgrounds can communicate, transfer information, and exchange knowledge using a range of symbols and letters. In other words, Communication across language becomes more essential and the ability to speak and write is not limited to education.

The need to record information, express ideas and thoughts made writing the core in second and foreign language learning. Ensuring academic success is related mainly to the development of the students' four skills. Writing is the basic mode of communication in language learning and teaching in which language is not an object of study, but it is a system of communication.

Nunan (1989: 36) argues that "writing is an extremely complex cognitive activity in which the writer is required to demonstrate communication by means of conventionally visible marks." Thus, writing is a complex process that demands high mental ability and requires the knowledge of the sequence of rules. This chapter intends to examine and explore the nature of writing and represents a whole study of writing as a system of communication.

1. Language Skills

In language learning, all language skills are interrelated in which developing one skill demands establishing another one (Johnson, 2008); for example, enhancing one's ability to speak is based on listening, and developing fluency in reading is based mainly on the writing skill that it may be enhanced through reading (Hamadouche, 2010).

1.1. Receptive skills and productive skills

The interrelated language skills in the classroom environment are divided into receptive skills and productive skills. According to Harmer (2001), the meaning is extracted from the discourse within the receptive skills (listening and reading), whereas with the productive skills students work hard to produce the language.

Furthermore, "in meaningful communication, people employ incremental language skills, not in isolation, but in tandem" (Harmer, 2001:7). That means, language skills in daily

life communication cannot be separated. However, in teaching, language skills may be divided to serve some pedagogical reasons such as lesson or learning organization, teaching objectives, methods, and techniques (Harmer, 2001).

2. Writing in EFL Classes:

In the past, English teaching and studying were based mainly on speaking as the most important productive skill (Brooks & Grundy, 1998). Generating a cohesive text needs to have a high verbal ability (McCutchen, 1984). Writing was used to support students' oral abilities, and to enhance their grammar and vocabulary competences (Harmer, 2004; Weigle, 2002). Brown (2004: 218) explains that:

"In the field of second language teaching, only a half-century ago experts were saying that writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of the language. Now we understand the uniqueness of writing as a skill with its own features and conventions. We also fully understand the difficulty of learning to write "well" in any language, even in our own native language".

Writing is a complex and difficult task to learn or teach. It was a dependent aspect of language for ages, used to record oral language and reinforce the grammatical and lexical features. However, methodologists have changed this view in which they acknowledged the importance of writing as a skill in foreign language learning (Harmer, 2004).

Writing effectively is very important in our global community, and instruction in writing is thus assuming an increasing role in second and foreign language education (Weigle, 2002). Writing consolidates and reinforces language learning in which developing Students' language proficiency is based on the process of writing that requires passing time on reflecting, planning, and revising to have the final product (Grauberg, 1997).

In classroom assessment, writing is the most significant tool that helps a teacher to assess student's performance and proficiency (Harmer, 2004). Despite the complexity of the writing process, students have to develop their writing abilities because "good writing increases your ability to earn good grades in college." (Downing, 2011: 235).

3. The complexity of writing:

Writing is the hardest skills to be mastered (Hess, 2001). It appears to be challenging (Harmer, 1992). Nunan (1999: 217) explains that "...producing a coherent, fluent, extended piece of writing is probably the most difficult thing to do in language. It is something most native speakers never master. For second language learners, the challenges are enormous, particularly for those who go on to a university and study in a language that is not their own". That is, writing is the most complex activity for both EFL students and native speakers. It is a very complicated process of arranging letters, words or sentences (Torres, 2007). The language proficiency itself may not facilitate the writing task (White and Arndt, 1991).

Harmer (2004) states that writing is a vital skill for foreign language speakers as much as for everyone using their own first language, and training students how to write effectively demands both the care and the attention of teachers. Writing is not natural or spontaneous, it has to be taught (White, 1981 in Nunan, 1989). It is an art that requires consciously directed effort and deliberate choice in the language (Rivers and Timperley, 1978).

Cognitive psychologists claim that the lack of clear and direct rules in the writing process made it more complex to achieve and demands a high cognitive ability (Bracewell; in White & Arndt, 1991). Collins and Gentner (1980:62) argue that "consider at least four structural levels: Overall text structure, paragraph structure, sentence structure (syntax), and word structure... clearly, the attempt to coordinate all these requirements is a staggering job.". It is not an easy task to control the various variables of grammar, vocabulary, syntax, spelling, coherence, and cohesion.

Different difficulties occur in writing due to the lack of interaction and feedback between the writer and the receiver (Byrne, 1991). The lack of interaction between the writer and the reader makes the writer responsible of his writing in which s/he presents their product in clear, simple and easy form (McNiff & Whitehead, 2010). That is, "when we write, we must be both writer and reader, stepping in and out of the text as we rework it over time for a particular rhetorical situation." (DeVoss et al,2010: 21).

4. Definition of Writing:

Writing has defined in different and multiple ways. Schmandt-Besserat and Erard (2008:7) argue that writing is "a system of graphic marks that represent the units of a specific language. The units to be represented....are a function of the structure of the language, the needs, and traditions of the society that uses that system, and the capabilities of the human brain". Writing is a system that represents the language in the form of visible signs and symbols that facilitate human interaction. It characterizes a specific language community and represents the language users' thoughts, needs, and traditions.

Nunan (1989: 36) claims that "writing is an extremely complex cognitive activity in which the writer is required to demonstrate communication by means of conventionally visible marks.". That means writing is a difficult activity that requires learner to have high cognitive abilities and to acquire a set of rules to communicate effectively. Speaking is the natural product of the mind and unconscious activity while writing is the product of human intellect, conscious, and mental activity (Daniels and Bright, 1996). Learners must enhance their mental skills to cope with the complexity of writing as Byrne (1988: 1) states "writing requires some conscious mental effort".

Learners write to express their thoughts and opinion. By analyzing learners' written products, teacher can discover his learners' thought and reveal gaps on their thinking because "poor writing reflects poor thinking, and what teachers often view as simply an "error" in writing, in fact, is a reflection of an error in thinking itself" (Giroux, 1988: 54). Nazario, Borchers, and Lewis (2010) argue that good writing requires developing one's critical thinking abilities. Writing "can be used as a learning vehicle to help students learn and think critically" (Giroux, 1988:54); thus, effective writing has the same components of critical thinking (Nazario et al.,2010).

Brown (2001) declares that writing is not only graphic symbols which appear in papers, but a mental process that requires time and reflection in which students apply specific skills and pedagogy to generate ideas, organize them coherently and cohesively, revise and edit their writing to have a final product. Writing is the most challenging process because it demands the use of language through a series of mental processes such as memorizing in which learner uses the long-term memory for the rapid retrieval of domain-specific knowledge (Kellogg, 2001).

Variety in writing abilities may be due to the limitations of the working memory (McCutchen, 1996).

Writing is not an individual possession, but a social act in which individuals interact with each other in a specific domain or a context, sharing the same history, practices, language norms, and culture. In that, Lillis (2001: 31) argued that "... students' academic writing is a social act. That is, student writing takes place within a particular institution, which has a particular history, culture, values, and practices. It involves a shift away from thinking of language or writing skills as an individual possession, towards the notion of an individual engaged in socially situated action; from an individual student having writing skills, to a student doing writing in specific contexts". In addition, Learning how to write is not based on developing the mechanical 'orthographic' skills, but it needs having a cognitive and social relation (Kress, 1989; in Tribble, 1996).

5. Definition of Writing System:

The writing system is bound with language through the production of daily life utterances without the influence of language speakers themselves, Daniels and Bright (1996:3) state 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"

"Script" and "Writing system" was used as synonyms (Daniels and Bright,1996). However, Coulmas (1989) made a clear distinction between "writing system", "script", and "orthography". He argues that the writing system is the graphical representation of certain linguistic units (e.g. syllable writing or phonetic writing). Script gives the opportunity to select possibilities of any language based on the rules and conditions of this language structure. Orthography helps to make the right selection of the different possible scripts in order to write with a specific, uniform, and standardized language (e.g. Swiss German orthography).

In 1999, the writing system was defined as "a set of visible or tactile signs used to represent units of language in a systematic way." (Coulmas, 1999: 560). That is, the writing system can be used to describe both "script" (writing in general) and "orthography" (language specific).

5.1. Script:

The Oxford dictionary defined the term "script" as the "Handwriting as distinct from print, written characteristics". Coulmas (2003: 35) declares that the script is "the graphic form of the units of a writing system." It is a symbolic and diagrammatic representation of language (e.g the Roman alphabet). Coulmas (2003) affirms that the writing system may have a number of scripts such as the English and Russian alphabet that have different scripts (English uses the Roman script and Russian uses the Cyrillic). He adds that Some language users may consider the script to serve language variety, while others may see it as part of their language.

5.2. Orthography:

The language specific or orthography is distinguished from the two notions of "writing system" and "script". It represents the standardized variety of the written system of language. Orthography is the specific part of grammar that deals with the rules of correct spelling in which the writer makes a normative selection of the possible script for writing a particular language in a uniform and standardized way (Coulmas, 1996).

Orthography has been defined in The Oxford Dictionary as "the conventional spelling system of a Language". Coulmas (2003: 35) explained that Orthography is " the standardized variety of a given, language-specific, writing system". That means, each language has its unique orthography or language specific that is concerned with the various rules and conventions of spelling and punctuation. For instance, Both English and Spanish languages have an alphabetic system (Roman script) but characterized by different orthographies and spelling.

However, "orthography" and "writing system" may refer to a set of rules that shape the language structure. Capitalization, Punctuation, loan words spelling, grapheme-phoneme correspondence, word division, and hyphenation are codified and govern the language with an alphabetic system of writing (Coulmas,1999).

6. Types of the writing system:

The English writing system clarifies how spoken language is related to written symbols. Gray (1956) was the first one who established the typology of characters in writing in the 19th century. They were set out according to their historical development (Daniels, 1996).

To facilitate the learning of orthographies, Mountford (1996) has divided the writing system into the used scientific tools (technographies), orthographies or language specific, stenographies (shorthands), cryptographies, and pedographies.

1.1. The Word-concept characters

Word-concept characters are known as ideographs or logographs. Logograms or ideograms (hieroglyphs) are words represented in the form of symbols. Proto-writing is the picture writing system, but logographic writing is not concerned with pictures (Coulmas 1989).

The American Heritage Dictionary defined logograms as "a written symbol representing an entire spoken word without expressing its pronunciation; for example, for 4 reads "four" in English, "Quattro" in Italian, أربعة /arbaʕa/ in Arabic. Also called ideogram, logograph". That is, ideas or concepts are appointed through a character or specifically with a morpheme, for example, the two morphemes in the word cheated "cheat", "ed" have a dependent meaning.

Coulmas describes logographic writing as "One way of classifying writing systems is by the level of linguistic analysis to which their basic functional units relate. Writing systems whose basic functional units are interpreted as words are known as 'logographic' or 'word writing' systems. Alternatively, the term 'ideographic' is also commonly used. However, it is doubtful that there ever was a writing system that expressed ideas, as this term would seem to suggest." (2003:40-41). That is to say, any system of writing is based on the relationship between its different functional units. If those units are represented in a form of words that they called logograms or ideographs. Ideas are better expressed and presented through the use of the logographic writing system.

In some dictionaries such as "The American Heritage Dictionary", Pronunciation may not be considered as part of the logographic system and logograms, "a written symbol representing an entire spoken word without expressing its pronunciation; for example, for 4 read "four" in English, "Quattro" in Italian.". In that, the logographic system demands an

absolute number of symbols as it is applied with mathematical signs and some other characters such as the ampersand (&), names of pronunciation symbols and icons. (Henderson, 1984).

The logographic system is correlated to classical Chinese, modern standard Chinese, and ancient cuneiform writing. This system is used for 3000 years in early Mesopotamia and Asia Minor (Coulmas, 1996). Henderson explains that "Chinese is usually held to be logographic, or, worse, ideographic, even though the graphemes of Chinese writing represent morphemes, and not words or ideas" (Henderson, 1984:15-16). That is, the concept of "morphemic" is used to represent the level of the Chinese writing system.

1.2. Syllable-sound characters or syllabaries

Daniels and Bright (1996: 49) state that "syllabaries are a type of writing system whose characters denote syllables, with no deliberate graphic similarity between characters denoting phonetically similar syllables". In that, syllabaries are language signs represented in form of syllabic or alphabetic symbols to shape a writing system. Definite syllables are represented by discrete symbols in which the sound of each syllable is defined through a character. A single sound may consist of one phoneme or a number of phonemes. Daniels and Bright (1996) affirm that only a few writing systems may meet the requirements of syllabaries that do not reveal an intentional similarity in graphics, but may share some vowel phoneme as in /ba/ and /bi/, /ti/ and /mi/.

Due to the wide use of the concept "syllabic", Sampson points out that "The point needs making because scripts are often called 'syllabic' which...are nothing of the kind" (1985:64). He mentions some systems that are suitable for the narrow categories such as "genuinely syllabic" and emphasizes that "alphasyllabaries" (abugidas) are writing systems that represent graphic similarities in relation to the phonetic similarities. Hiragana and Katakana characters from the Japanese language are clear examples of the "genuinely syllabic". He adds that, in Katakana language, it is so difficult to notice graphic similarities between /ma/, /mi/, /me/, and /mo/.

1.3. Letter-sound characters

Daniels and Bright (1996: 39) argue that the alphabetic writing system is "a type of writing system that denotes consonants and vowels"; that is, it is a system based on consonants and

vowels in which each symbol represent a phoneme. They claim that a set of combined letters or one letter may form a phoneme, for example, a word "cheated" has five phonemes "ch", "ea", "t", "e", and "d".

Alphabet describes a language-specific signary in both alphabetic and non-alphabetic writing systems as Coulmas states "Selecting a script and constructing an orthography for a language that never had one. It is a form of encoding the language visually so that it can be used efficiently in written communication" (1996:12).

Jensen (1970: 520) says that "The Latin alphabet...became the script of the western half of the Roman Empire, and through the agency of Roman Christendom it finally came to be the sole script of the majority of Europe (the only exceptions being the eastern and south-eastern areas using the Greek-Slavonic alphabet). Thus, the most useful script in different areas is the Roman script or what is known as the Latin script.

The Roman script has been used since the sixth century BCE. It is composed of 21 letters embraced from Etruscan and has originated from the Greek alphabet. The Roman or the script has changed over time in which some letters were dropped and new symbols were borrowed, even some different sounds were assigned to some letters. These changes made it so useful in different countries (Jensen, 1970).

Recently, Greek and Cyrillic scripts are the most used scripts, the American and the Georgian scripts are less known (Zide 1996). However, Gelb states that "There are no pure systems of writing just as there are no pure races in anthropology and no pure languages in linguistics." (Gelb, 1963: 199).

An alphabet is not identical to the writing system because some phonemic sound is presented by graphemes that are not part of the alphabet such as "sh" and "th" (Gelb, 1963). In the Spanish language, the "ch" and "ll" digraphs are part of Spanish alphabetic system and they have their dictionary entries, but they have been desegregated by the Association of Spanish Language to be part of the "C" and "L" section respectively (Venezky, 2004).

In addition, Coulmas used both the "Hebrew alphabet" and "Arabic alphabet" to explain some writing system typology and to highlight that not all scripts in the 'alphabet design' are the alphabetic system (1996:15, 21; 2003:119, 124).

7. The elementary rules of writing:

Writing should be restricted to a set of rules that make it more simple and easier for learners. The use of accurate language, word choice, organization, coherence, and clarity are the main criteria of formal and effective writing (Starkey, 2004).

7.1. Organization

Starkey (2004) claims that the organization of ideas and information helps the readers to know how the points are linked together and how they support the thesis. The organization helps the writer to prepare easily for the piece him/her aims to write. He states that “the direction and purpose you get from organization helps your reader to believe what you are saying and to willingly follow your lead” (2004: 2).

Galko (2002) affirms that a range of techniques may organize and give more value to the written piece. The pre-writing technique is the second after data gathering that includes two main steps free writing and brainstorming. Developing any piece of writing needs brainstorming, “brainstorming is to let your ideas flow without judging them” (Galko, 2002:10). Thus, brainstorming is the different ideas and thoughts that come to our mind when we think about a specific topic. In that, Starkey (2004: 10) declares that the flow is the most important character in the pre-writing technique and it is better to call it “the flow writing”.

7.2. Clarity

Starkey (2004:12-9) states that writers have to be clear and direct in their writing. Ambiguous expressions may lead to multiple interpretations. In that, the writer has to:

1. Be concise through avoiding repetition or wordiness and getting directly to the point. Starkey states that "wordiness is boring and it takes up valuable time and space... there are two equally important approaches to more concise writing by eliminating unnecessary words and phrases and using active voice whenever possible." (2004: 15). In that, avoiding wordiness and using the active voice is very important to have clear and concise writing.
2. Use powerful, precise adjectives and adverbs to accomplish clarity.
3. Avoid the use of words or phrases that have multiple interpretations to eliminate ambiguity

4. Word choice: to achieve an effective communication writer has to choose the right lexical items and structures. Kome (2000) state that writers, in their word choice, have to apply the correct denotation meaning of the word (the literal meaning), and the connotation meaning (the implied meaning) which is related to the writer's emotions and opinion.

7.3. Coherence

Coherence is the most essential aspect of any writing in which all parts and ideas are managed and linked in a very correct structure and manner. Murray & Hughes (2008: 45) agreed that "coherence is perhaps the single most important element in any kind of writing". They see that the good writer is the one "who sticks his ideas together as links in a chain, each link connecting the one before it with the one after. If any links are missing, the corrections become unclear and the argument structure breaks down". In addition, Geme, and Lea (2008) explain that writer has to arrange and link the ideas s/he aims to convey in order to make the target piece of writing more simple, clear, and easy for understanding.

7.4. Brevity and simplicity

In order to save the reader's patience and time, the writer must be simple, minimize the number of sentences, and use the exact words. He should " Write to express, not to impress." (Kane,2008).

7.5. Mechanics

Kane (2000) affirms that the writer has to be aware of how words appear, their spelling and arrangement on paper. Moreover, Brooks and Penn (1970: 20) declare that:

"for one thing, in writing, we must understand the structure of the language, what the parts of speech do, how the words relate to one another, what individual words mean the rules of grammar and punctuation."

Any piece of writing requires the understanding of grammar rules, structure, spelling, punctuation, choice words and their meaning, and capitalization.

7.5.1. Grammar

Pronouns, adjectives, adverbs, prepositions are part of grammar rules that the writer has to use them appropriately and correctly (Starkey, 2004). They are defined in The Oxford Dictionary as follows:

- Pronouns: a pronoun is used to replace a noun that has already been mentioned or that is already known.
- Adjective: is a word naming an attribute of a noun such as sweet, red, or technical.
- Adverbs: is a word or phrase that modifies the meaning of an adjective, verb, or another. adverb, expressing manner, place, time, or degree, etc. (e.g. gently, quite, then, there).
- Prepositions: a word governing, and usually preceding, a noun or a pronoun and expressing a relation to another word or element in the clause, as in “the man on the platform”, “she arrived after dinner”, “what did you do for it?”.

7.5.2. Capitalization

Most of the students are not aware of the mistakes they commit when they write especially in capitalization and punctuation. Writing academically demands to start words, sentences or quotes with capital letter (Starkey,2004). As a writer, it is very important to be restricted to the rules of capitalization.

7.5.3. Punctuation

7.5.3.1. Definition

Punctuation is elementary in formal writing, Murray & Hughes (2008) state that "they indicate pauses and sentence boundaries and also eliminate ambiguity. A well punctuated and capitalized piece of writing should make the work easier to read and understand and will; therefore, help it make a more favorable impression on your readers.". In that, having some pauses and sentence boundaries simplify the written work and help the reader to understand what the writer aims to convey. Using punctuation correctly makes the written formal and helps the writer to convey his thoughts, opinion, and ideas more directly (Starkey, 2004).

7.5.3.2. Symbols of punctuation

Some of the necessary symbols of punctuation are defined by Oxford Dictionary as follow:

- The full stop (.): used at the end of a sentence or an abbreviation. It is used to suggest that there is nothing more to say on a topic.
- The comma (,): indicating a pause between parts of a sentence or separating items in a list.
- An exclamation mark (!): indicating an exclamation or express a strong feeling of anger, fear...
- A question mark (?): indicating a question or used to express doubt or uncertainty about something.
- A semi-colon (;): indicating a pause, typically between two main clauses, that is more pronounced than that indicated by a comma.
- Colon (:): precedes an explanation, an enumeration, or list.
- The apostrophe ('): used to indicate either possession (e.g. Harry 's book; boys ' coats) or the omission of letters or numbers (e.g. can 't; he 's; 1 Jan. '99).
- Quotation marks ("): used either to mark the beginning and end of a title or quoted passage or to indicate that a word or phrase is regarded as slang or jargon or is being discussed rather than used within the sentence.
- Hyphen (-): used to join words to indicate that they have a combined meaning or that they are linked in the grammar of a sentence (as in a pick-me-up, rock-forming minerals), to indicate the division of a word at the end of a line, or to indicate a missing element (as in short- and long-term).
- Brackets: each of a pair of marks () [] { } < > used to enclose words or figures so as to separate them from the context.
- Slash (/): used between alternatives (e.g. and/or), infractions (e.g. 3/4), in ratios (e.g. miles/day), or between separate elements of a text.

8. Approaches to Teach Writing:

Mainly, four main approaches are used to teach writing. The product approach focuses on the text in which students imitate the given model and develop their language accuracy. In the process approach, writing is seen as a process with different steps. However, The linguistic and social conventions of different discourses are highlighted with the genre approach. The process-genre approach occurs due to the limitation of the process and genre approaches in which The two approaches are bound together to enhance students' writing.

8.1. The Product Approach

8.1.1. The main features of the approach

The product approach is directed for the purpose of language practice (Cheung and Chan,1999) and to help the teachers in their evaluation of the students' attempts (Pennington and Cheung 1993). The teacher's attention is on the learner's final product (Tickoo,2003). Nunan (1989: 36) declared that teachers "will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on.". Thus, the teacher tries to identify students' weaknesses and strengths through the analysis of their final products.

Jordan (1997:165) claims that in the product-oriented approach "a model is provided and various exercises are undertaken to draw attention to its important features. Students are then required to produce a similar or parallel text.". Writing is related to the structure of language that students learn and the imitation of the texts that the teacher provided. In other words, the analysis of the grammar structure, content, sentences organization, and rhetorical patterns of the model text may raise students' awareness about the various features of the written texts to accomplish the new given task (Hedge 1988).

The linguistic knowledge and the appropriate use of syntax, vocabulary, and cohesive devices are the main elements to satisfy students' needs in term of rules and structures. In that, Badger and White (2000:153) argue that "writing as being primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax, and cohesive devices". Thus, the focus in this approach is given to the grammar accuracy (Nunan, 1989), and any piece of writing should have a logical and well-organization of words, clauses, and sentences (Hyland, 2003).

In this approach, the teacher suggests some techniques such as filling the blanks, completing of sentences, transforming of tenses or personal pronouns that help students to manipulate and imitate the given model text (Hyland, 2003). In addition, the teacher follows four stages of teaching writing. In the first stage, students become much more familiar with their writing by acquiring the grammar rules and vocabulary through the text. In the controlled writing stage, students' manipulation of the fixed patterns is based on the given or the suggested substitution tables. In the third stage, the teacher guides his learners by giving them a model

text to imitate. In the last stage, students start their free writing in which they develop their products or scripts using their previous knowledge (Pincas, 1982).

8.1.2. The Limitations of the approach

The approach is criticized due to the much importance that has given to accuracy and form. Nunan (2015:83) says that "the product approach is mechanical and cripples the creativity of the writer". Zamel (1987, in Khan and Bontha, 2015) explains that the approach causes a gap between the learners' background and the new knowledge they acquired. It ignores the learners' need to develop their ideas and focuses only on language accuracy.

Hyland (2003) claims that the approach has four weaknesses. The first one is the limitation of using the lexical and the syntactic forms only. The second one is on the subjectivity of the formal patterns and the absence of the authentic text analysis. The third problem is with meaning in which product approach focuses on accuracy more than communication. The last problem is are not free to think about a topic to write and they do not have the opportunity to express their ideas.

8.2. The Process Approach:

8.2.1. Definition

On the early 1980s, there was a shift from the product approach to the process approach. The Process approach occurs against the product-oriented method to make the learners able to identify and control the various cognitive strategies they need to write (Celce-Murcia, 2001). Thus, this approach works on The specific needs of the learner (Caudery, 1998) and allow learners to express their ideas better as individuals (Fowler,1989).

In this approach, the writer cannot be perfect without producing, reflecting on, discussing and reworking successive drafts. The process approach requires time and positive feedback and deals with writing as creative skill and work (Nunan, 1991). Teachers' attention is not on the students' final product and they do not limit them with a specific topic. The stress shifts to see writing as a process that demands the following steps: setting goals, generating ideas, organizing information, selecting an appropriate language, drafting, revising, writing, editing, and publishing (Graham Stanley, 1993).

Vanessa Steele(1992) declares that language use, brainstorming, group discussion, and re-writing are the most important classroom activities. Students need to understand the difficulties they may face in different stages of the writing process and they need to employ a strategy to achieve successful writing (Hoffman and Jenifer, 2011). In that, Tompkins, Campbell, Green, and Smith (2015: 115) argue that “Fluent writers understand that writing is a process, and they use the writing process stages”.

Brainstorming/ pre-writing, drafting, editing and revising, publishing, and reflecting are the main steps to follow in the process of writing (Tompkins, 2015). Donohue (2009: 9) claims that “For years, the writing process has been defined in five recognizable steps: Prewriting, Drafting, Revising, Editing, and publishing”.

8.2.2. Prewriting

Sabrio and Burchfield (2009: 51) state that pre-writing "refers to all the thinking, idea gathering, and other preparation one does prior to writing the first draft of an essay". Thus, it is the process of generating and gathering information. Prewriting motivates learners to develop a clear view of the topic they aim to create (Donohue, 2009). Brainstorming, free writing, thinking, mapping, listening to tapes, talking, reading, and journalist questions are some of the prewriting strategies that teachers can use to encourage their students to write (Caswell and Mahler, 2004).

8.2.3. Drafting

Harmer (2004: 05) argues that "we can refer to the first version of a piece writing as a draft" In this stage, learner's attention is on the content, clarity of the ideas, and the sentence form and structure. Drafting is the first step to record ideas on papers (Lerner and Johns, 2012). It helps teachers to assist their students when they try to generate and form a correct piece of writing (Donohue, 2009).

8.2.4. Revising

Learners rethink and improve their writing through modifying, reorganizing and polishing their ideas and thoughts from the draft paper (Lerner and Johns, 2012). Pottle (2000:42) argues that the student's attention is on changing vocabulary, a structure of the sentences, expressions and the order of ideas. He states:

"students are concerned with rewriting awkward sentences, developing paragraphs in a variety of ways, and adding needed information".

8.2.5. Editing

During editing, any piece of writing changes dramatically (Donohue, 2009). Muncie (2000: p.51) defines editing as “putting the piece of writing into its final form”. Thus, students polish their writing to share it with others. Their aim is to make their writing interesting, readable, and correct (Pottle, 2000). Donohue (2009) states that in this stage, students investigate their mistakes and focus on conventions of writing: spelling, grammar, punctuation, and capitalization. Moreover, Atkinson (2003) states that student has to check the order of information, the layout, spelling, punctuation, handwriting, choice of words and grammar.

8.2.6. Publishing

It is the final stage in which student or the writer shares his work with others. Publishing motivates the learner and improves his writing (Weber,2002, in Tompkins et al, 2015). Writing can be flourished through creating a cooperative environment that gives the opportunity for students to read each other's work (Johnson, 2008).

The previous stages are not fixed and do not occur in a sequential manner the recursive nature of the process of writing makes the movement between stages available (Emig,1994). Hyland (2003) states that the teacher's role is to guide students through the writing process, avoiding an emphasis on the form to help them develop strategies for generating, drafting, and refining ideas. The focus in the process approach is not on form but on developing learner's cognitive abilities. The teacher is a guide who facilitates the writing process without giving instructions or judging their way of writing and organizing things (Rex,1994).

8.3. The Genre Approach:

The approach appeared with the birth of the functional linguistic theory by Michael Halliday in 1978. The main principle of this theory is the functional nature of language; thus, we use language to achieve certain goals (Maybin; in Mercer, 1996). In this approach students "recognize and analyze the type of texts that they are expected to simulate or produce,

understand why texts are organized and formatted in specific ways, and become sensitive to specific purposes for writing as well as the typical audiences for such genre" (Hyland, 2004; Paltridge, 2001; in Grabe & Stoller, 2009: 449). Thus, the approach aims to enable students to use the appropriate register and focuses on teaching specific genres.

The genre approach is an extension of the product approach (Badger and White, 2000). It focuses on content as well as in the social context in which the writer uses common conventions that enable the reader to understand his objectives. Language cannot be separated or understood out of its social context (Richards, 2003). DeVitt (2000: 698) explains that "people use genres to do things in the world (social action and purpose) and that these ways of acting become typified through occurring under what is perceived as recurring circumstances". Thus, a genre is a social action that happens in certain situations for a specific purpose.

Miller (1984) states that the meaning of genre is not in the form of the discourse or in the content, but it is in the action or in what the writer does. Swales (1990: 58; in Devitt, 2008:37) defines the word genre as:

" 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 central aspect of the situation is the purpose that structures genre and makes it more understood within its social context. A set of techniques can be used within the genre approach. Giving example, analyze the text type, apply demonstration writing, provide learners with supported and guided writing help students to present their final draft (Earl, 2011).

8.4. The Process-Genre Approach:

Badger and White states that the three previous approaches are complementary "writing involves knowledge about language (as in the product and genre approaches), knowledge of the context in which writing happens and especially the purpose for the writing (as in the genre approaches), and skills in using language (as in the process approaches)" (2000: 157-58). They analyzed the weakness and the strength of the three approaches and suggest a new one "an

approach which is a synthesis of the three approaches, which we term the process genre approach” (p. 157).

In short, Teachers have to be eclectic to motivate their student and improve their writing. In addition, Learner needs to receive both peer feedback and teacher's written feedback. This feedback or the input from the readers to the writer leads to more revision (Keh, 1990).

Conclusion:

Writing is a complex process for foreign learners as well as a native speaker. Approaching the right procedure and developing successful writing requires the understanding of the natural complexity and the variety of the writing process. Learners have to acquire specific skills and a sequence of rules and techniques to write effectively. They should be aware of how other language skills may enhance and improve their writing ability.

Determining students’ success or failure is based on the analysis of the different problems that encounter student while writing. The teacher’s main focus is to raise learner’s knowledge about the nature of the writing system, and the various features and characteristics that shape this system to avoid some serious mistakes and errors that will be a source of discussion in coming chapters.

Chapter Two:

Social Media

Introduction:

The world is witnessing a great advance in the modern technologies which has been widened to encompasses the communication technology. Undoubtedly, modern technology in communication has turned the whole world to a "small village". Additionally, those new technologies carry much weight as the best mediums for communication. The invention of social media has led to a prominent change in individuals' lives during the twentieth century. Social Media is one sort of computer-mediated communication (CMC) which has been defined by Boyd and Ellison (2007) as websites which allow profile creation and visibility of relationships between users. Social networking websites (SNS) such as Facebook, Twitter, and Instagram, on the other hand, are the most common forms of social media. Social networking sites enable its users to communicate and construct social relations for the purpose of exchanging knowledge and information relative to people's real-life experiences (Alassiri et al, 2014).

With this massive number of social networking sites and the increased amount of their users, those social websites seem to have a significant impact on people's lives. This effect is not limited to one aspect of life, but to all the domains including sectors of education, economics, business, and many other disciplines. Students are crucially influenced by social media networks which are used as a medium of interaction among students. Thus, undeniably, digital social media influence student's productive skills especially writing.

This chapter is specifically introduced to present social media and the most important elements that are related to it including; the two main important types of mass media, the concept of social media, its history, and its types with much emphasis on social networking sites as the most crucial type. The chapter covers also the most popular platforms within those interactive social websites (SNSs) across the world as well as in Algeria as a particular case.

1. Traditional media and new media

Mass media is divided into two types which are traditional media and new media. In this section new media is used in its narrowed sense referring to social media. According to Mittal and Mittal (2013), mass media can be classified into two main types: Traditional media such as Folk, TV, Radio, and Newspaper, etc., and New Media (Internet). This latter refers to the different electronic platforms ranging from SNSs to blogs and wikis, in which individuals

socially interact whereas the traditional media encompasses the nonelectronic mediums of communication. Moreover, traditional media is one-way communication in opposition to social media that is two-way communication. This idea was clearly discussed by Logan (2010) who coined the term new media as referring to digital media in general that encompass two-way communication, and which require computing forms that do not exist in old/traditional media such as the TV, telephone, and radio.

2. Social media

Social media has significantly changed the ways individuals interact with one another. Social media can be defined as electronic social platforms used by people to transmit thoughts, ideas, feelings, and to share pictures and videos with the purpose of facilitating communication. Social media includes the set of the different services that make the exchange of the content created by users possible (Taprial & Kanwar 2012, 6). Additionally, social media has been referred to as “social media sites” (Diga & Kelleher, 2009), or a set of information technologies which facilitate interactions and networking (Kapoor et al., 2017; Oestreicher-Singer & Zalmanson, 2013).

“Once social media was introduced, it enabled a new way for people, particularly the younger generation, to connect with one another, based on common interests, goals and even values.”

Raymond Arroyo (2012)

Technology for Abelardo Pardo presents an innovation platform which enables its users to convey their opinions and views about the content has been posted in those platforms. Accordingly, Pardo claims that social media is a platform which permits students to communicate with one another (Pardo, 2013, p. 45). In the same vein, social media refers to “Internet-based applications built on Web 2.0, while Web 2.0 refers to a concept as well as a platform for harnessing collective intelligence” (Huang & Benyoucef, 2013 p.246).

Furthermore, “Web 2.0” as a term points the collection of technologies and ideologies that allow and lead to the creation of media content on the internet (Kaplan & Haenlein, 2010). In other words, web 2.0 is an online technology that enables users to interact and communicate with one another. Social Media, according to Kaplan and Haenlein (2010:61), is a set of

Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that permit the creation and exchange of content among the users. In this sense, social media was grouped by Kaplan and Haenlein into different categories.

3. Kaplan and Haenlein's categorization of social media:

Kaplan and Haenlein distinguished six different types of social media. The classification encompasses three levels each level with two types. Starting with the first level which covers applications such as collaborative projects (e.g., Wikipedia) as well as blogs that score lowest for the reason that they are often text-based and consequently allow a simple exchange. The next level involves the content communities (e.g., YouTube) and social networking sites (e.g., Facebook) which, permit the sharing of pictures, videos, and other forms of media in addition to text-based interaction. The third level is one of the virtual games and social worlds (e.g., World of Warcraft, Second Life), "... which try to replicate all dimensions of face-to-face interactions in a virtual environment" (Kaplan & Haenlein, 2010).

- 3.1. Collaborative projects** allow the creation of common content of many users. wikis', such as Wikipedia, are one site of this type. Such websites allow the addition, the deletion and the modification of content.
- 3.2. Blogs** are the earliest text-based form of social media. A blog is the kind of Social Media equivalent of personal web pages which display date-stamped entries in reverse chronological order. Normally only one person is in charge of the blog with the possibility of interacting with other users through comments
- 3.3. Content communities** do not require the creation of a personal profile page. They have as their fundamental aim the sharing of media content between their users, including text (e.g. Bookcrossing), photographs (Flickr), videos (YouTube) and PowerPoint presentations (SlideShare).
- 3.4. Social networking sites** are applications that allow users to connect through creating personal information profiles and inviting friends and colleagues to have access to the profile as well as permit users to send and receive emails and instant messages. These personal profiles contain any type of information including photographs, videos, audio files, blogs and so on. Some examples of social networking sites are Facebook and Myspace.
- 3.5. Virtual game worlds** are considered to be the first form of virtual worlds. They are platforms in which users appear in the form of personalized avatars and interact according to the rules of the game in the same way they would appear within the real world. Recently, the popularity of these applications has notably increased gaining the support of devices such as Microsoft's Xbox and Sony's PlayStation.
- 3.6. Virtual social worlds**, the second form of virtual worlds, are similar to virtual game worlds in the way that users appear in the form of avatars and interact in a virtual

environment. Moreover, these applications enable individuals to be more free in choosing the way they behave and to live a virtual life identical to their real life.

4. Social networking sites

Social networking sites, abbreviated as SNSs, are the most popular social media used by the young generation. Gremu & Halse (2012) stated that social networking sites provide a platform for individuals to expressing themselves and establishing and maintaining relationships. That is to say, social networking sites enables its users to share information and knowledge about themselves, to communicate with other members for constructing and maintaining social relationships. Boyd & Ellison (2008) defined Social Networking Sites as web-based services which enable users to construct a public or semi-public profile within a bounded system as well as to indicate a list of their co-communicators and to note their lists of connections and other connections made by other users within the system. Additionally, a social networking site represents information about the user; profile name, age, gender, marital status and which is connected to other different social network sites (Chiu et al.,2008).

For Johnson and Onwuegbuzie (2004), social networking sites are web-based communication platforms that provide their users with an interactive feature over the internet and are facilitated using e-mail, instant message, offline messages and posting of images and pictures. In other words, social networking sites provide an interactive platform which permits individuals to share their ideas, events, pictures, interests, posts, and activities. Social Networking Sites are internet based tools which facilitate communication and collaborate in multiple ways. Therefore, Carla (2009) stated that Social Networking Sites, E-mail, instant messaging, view-and photo-sharing sites and comment posting are all tools that help people to communicate and socialize with each other.

5. History of social media

Social media has a valued weight in the global community and it is highly regarded in modern societies. The 20th century was characterized by a growth of the internet, creating the ability to exchange messages from one person to another using digital devices. However, before the advent of the new media, social media, in particular, only the traditional media (television, radio, and newspaper) were accessible. Sajithra K, Dr. Rajindra Patil(2013) claim that Email (1971), Usenet (1979), LISTSERV (1984), and IRC (1988) are considered to be a part of social

media in this era. Figure 1 summarises the history of social media which was presented by Sajithra K, Dr. Rajindra Patil (2013).

In the 21st century witnessed a speed development of social networking sites which was represented in the advent of Facebook, YouTube, Twitter, Friendster, Orkut, Fotolog, Photobucket, Ning, Flickr, Digg, and Netlog (Trisha Dowerah Baruah). From the same perspective, Boyd & Ellison (2008) proposed a timeline (Figure 2)

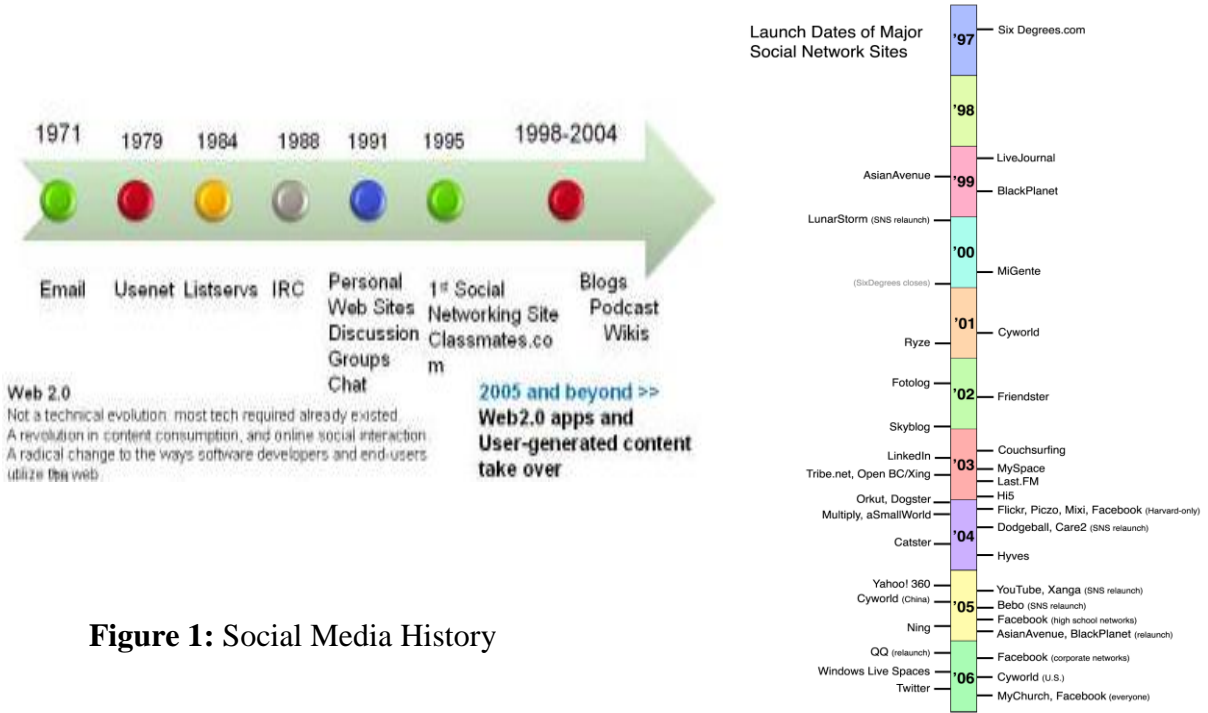


Figure 1: Social Media History

Figure 2: Timeline of the launch dates of many major SNSs and dates when community sites re-launched with SNS features.

6. The Difference between Social Media and Social Networking

As aforementioned, it has been discussed what both social media and social networking sites refer to. Thus, it is crucial to highlight the difference between them. This difference is straightforward; however, still confusing and which cannot be clearly determined and leading people to use both terms interchangeably.

Accordingly, this distinction between those two concepts has been made clear by Davis, as cited in Tharinee Kamnoetsin (2014), which is that social networking sites (SNSs) are one sort of social media whereas the latter is a broad term (Davis III et al., 2012). In the same vein, Kaplan & Haenlein (2010) assert that social networking sites are applications that involve users to create personal information profiles which can include different types of information, and to invite their friends and colleagues to access to those profiles as well as permitting them to exchange e-mails and instant messages between each other.

Consequently, in order to remove this confusion between social media and social networking sites, Daniel Nations (2017), proposed that people may think about social media as fruits, and the social networking as the different categories of fruits (bananas, apples, and oranges). In other words, social networking sites (SNSs) are considered as a subcategory of social media which is the broad term; Facebook, Instagram, WhatsApp, and youtube are examples of social networking sites.

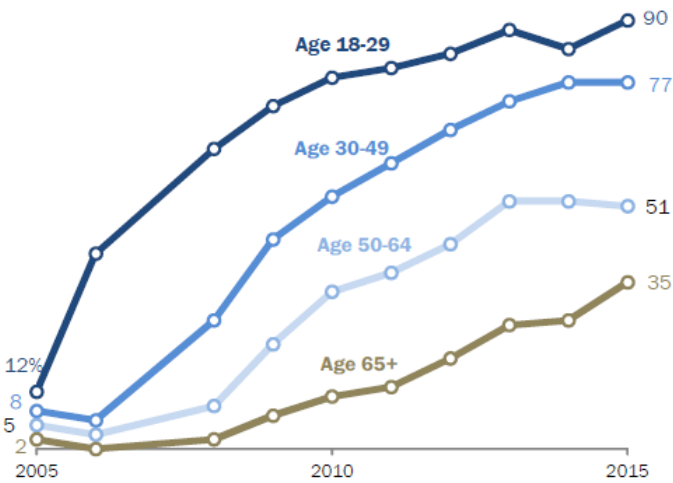
7. The popularity of SNSs:

Today, social media has become a crucial tool that is used in enhancing social networking and sharing of different information through websites. Moreover, the usage of social networking sites (SNSs) has remarkably increased. It is a common phenomenon nowadays. Social Networking Sites are internet-based tools that are used to facilitate communication and interaction between people as well as for exchanging thoughts and establishing social relationships. Namely, this idea was mentioned by Gremu & Halse (2012) who claimed that Social networking sites are platforms used by individuals to express themselves and to establish and maintain their relationship.

According to Boyd & Ellison (2007), Social networking sites have become people's daily social activity in the world. However, the most influenced category by social networking sites and its usage are youth. Additionally, Kuss & Griffiths (2011) stated that researches and empirical data about the consumers expose that the regular utilization of social media has expanded over the last few years and that social networking sites are the most utilized social media for a social reason; for maintaining the already established offline networks, relative to individual one. Moreover, they noticed that teenagers and students shape the largest portion of SNS users in comparison to the general population of users.

Some other recent researches are also indicating that young adults are making most of the Social Networking Sites. Based on a report of the Pew Research surveys viz., "Social Media Usage: 2005-2015" indicates that 65 % adults in 2015 use Social media up from 7% in 2005, and stating that there exists a relation between the use of social media and the age of users. More precisely, individuals with age ranging from 18 to 29 are the most likely user of social media. In addition, the Pew research data reveals that 90% of young adults in 2015 use social media in comparison to 12% in 2005. (Figure 3)

Among all American adults, % who use social networking sites, by age



Source: Pew Research Center surveys, 2005-2006, 2008-2015. No data are available for 2007.
PEW RESEARCH CENTER

Figure 3:

Among all American adults, % who use social networking sites, by age.

Furthermore, majority users in social media are university students who always use social media to communicate and interact with their classmates and maintain an actual relationship (Ellison, Steinfield, & C. Lampe, 2007; Helou & Ab. Rahim, 2014). According to Quader (2014), with the use of Social Networking Sites people are able to discuss different subjects or any topic they like, and this makes them feel free to communicate in Social Networking Sites rather than the classroom environment. Besides, he claims that students are sometimes not comfortable to discuss in the formal settings; however, they feel free in SNS to discuss. In the same vein Asad et al. (2012) state:

“SNSs provides a platform for the students to learn and discuss outside the formal classroom setting, therefore it also encourages students not to use materials only for the academic purpose, it also encourages them to use it in their everyday life (p. 500). ”

8. Advantages and disadvantages of social networking sites:

Social networking sites have many positive aspects that are coupled with negative aspects which are considered to be dangerous. Therefore, some researches were conducted for the purpose of identifying the advantages and disadvantages of SNSs. Akashdeep Bhardwaj summarised both the positive and negative features of social networking sites like the following:

8.1. Advantages of SNSs:

8.1.1. Education:

In the educational domain, social networking sites help teachers and students to better communicate and collaborate with each other. In addition, it assist them to access online resources; hence, it helps them to learn better and faster. Moreover, learning through using SNSs reduces absentees among students and consequently improving their grades. With social networking sites, educational subjects and assignments can be discussed on social sites.

8.1.2. Politics:

Social networking sites can increase people’s contribution in voting that results from seeing their friends shared their posts in SNSs; furthermore, to attend political meetings. In social movements, social networking sites are considered to be an easy and fast method of mobilizing people and sharing information.

8.1.3. Awareness:

The dissemination of information using SNSs is faster in comparison to any other media. Additionally, the inaccessible resources for academic investigations are now available and accessible with SNSs. These new media, motivate individuals to change themselves.

8.1.4. Social Benefits:

Socially, social networking sites enable people to communicate with their friends and to establish and maintain those relationships; helping them find and keep in touch with friends who are geographically far.

8.1.5. Job Opportunities:

Social networking sites are greatly helpful in connecting and finding job opportunities. In other words, employers can find candidates for the job and unemployed find work faster. Also, they have made the existence of thousands of e-commerce jobs.

8.2. Disadvantages of SNSs:

8.2.1. Applications access User Data

The social networking websites or applications oblige users to allow the access to their apps for list of things i.e. the access to the public profile information including: user name, profile picture, friends list, family and relationships information, games being played, the liked pages and the favourite movies and books, music, etc.

8.2.2. Detriment to Work:

Social networking sites allow students to copy and cheat when submitting assignments. In addition to that, light users of SNSs will have better grades than heavy users. Those electronic social platforms cause harm to employees and prospects, that is, the accounts of the prospective employees are to be checked by the employers in terms of poor spelling, grammar, racism, health references to alcohol, drugs, religious content, etc. and which may count against them.

8.2.3. Lack of Privacy :

One feature of invading privacy is that while creating an SNS profile, people, young people in particular, usually do not read conditions required to join those social platforms; consequently, they give out their personal information. Moreover, online advertising policies are considered to be an invasion of privacy since liking these brands means giving access to personal information and preferences to those companies.

8.2.4. Users Vulnerable to Crime

In this virtual world, users are vulnerable to crime. The authorized sharing of intellectual property, ransomware, hacking, identity theft, and phishing are the widespread problems that users may face. Similarly, sharing personal information helps criminals to commit crimes.

8.2.5. Waste of Time

The sustained browsing, commenting, posting and chatting can distract the user and draw him deeper into browsing and make him forget his basic tasks.

9. Positive and negative aspects of SNSs in Education:

The process of investigating the positive and negative aspects of social networking sites was and still the interest of many researchers. As cited in Tharinee Kamnoetsin (2014), the nine studies discussed the positive and negative impacts of Facebook as a social networking site. Those studies indicate that English language learners gain new vocabulary by using Facebook. Furthermore, those nine studies end with numerous conclusions concerning the positive impacts of Facebook.

Those conclusions can be summarized in six points; **(1)** fostering interactions between the instructors and learners through providing a possibility for collaboration and cooperative learning (Shih, 2011), **(2)** encouraging students to cope with their linguistic limitations as well as helping them to express themselves more freely (Promnitz-Hayashi, 2011; Shih, 2011; Wu et al., 2011; Yunus & Salehi, 2012; Yunus, Salehi & Chenzi, 2012), **(3)** the unique, flexible, and fun environment of facebook assists in minimizing student's stress (Shih, 2011; White, 2009; Yunus et al., 2012), **(4)** creating motivation (Kabilan et al., 2010; Promnitz-Hayashi, 2011; White, 2009; Wu et al., 2011; Yunus et al. 2012), **(5)** establishing confidence (Kabilan et al., 2010; Promnitz-Hayashi, 2011; Wu et al., 2011; Yunus et al. 2012), **(6)** assisting EFL to learn the organization of English grammar, structure, vocabulary, content and spelling and developing students' writing skills and learn from one another through posting and commenting on Facebook (Hiew, 2012; Kabilan et al., 2010; Omar et al. 2012; Shih, 2011; Wu et al., 2011; Yunus & Salehi, 2012; Yunus et al., 2012).

However, those studies have not only found positive aspects, but also negative aspects. Facebook, as a social website, has three disadvantages that are: **(1)** these websites are not

appropriate for formal learning (Kabilan et al., 2010; Shih, 2011), (2) they distract students' attention (Yunus & Salehi, 2012), (3) because of the students will use informal forms of language, and then committing grammatical errors (White, 2009).

10. Students addiction to SNSs:

In the 21st century, the internet, especially social media, have obtained crucial importance in human life. Besides, it has a great influence on the way individuals communicate. Social networking sites, as the most important type of social media, attracts the attention of different segments of society despite their different ages and interests. Moreover, many studies and researches revealed that young people show a great interest in social media. In other words, The fact that there is an increasing use of social media by young people is undeniable.

One kind of internet addiction is social media addiction (Kuss & Griffiths, 2012). Internet addiction can be referred to the excessive use of internet which can destroy people's lives in different aspects. As cited in Nusayba. K (2014), Hazar set three major factors in social media addiction: (1) cognitive content addiction, (2) emotional addiction, and (3) behavioral addiction. She added that the social platforms provide virtual spaces for people to perform their different social activities which may cause a shift from face-to-face social interaction to interacting through social media. For Nusayba. K (2014), people are attracted by the different kinds of content that are published in those virtual websites and which lead them to spend more time and then getting addicted to the Internet.

Social media addiction is a term that is used to describe a person's state when he spends much time in using social media such as Facebook, Twitter, Instagram, etc and which can negatively influence his daily life, school life or his social relationships. (Md. Hasnain Ahamad, Beplob Chandra Das). Moreover, the American Psychological Association explained addiction as compulsive behavior that leads to negative effects. The APA (American Psychological Association) stated some types of addiction like drugs, gambling, video gaming, overeating, etc., this addiction will become harmful habits that will affect people's daily activities negatively and keeping them away from other important activities.

According to (Greenfield, 1999; Kim & Kim, 2002), there are forms of addiction that are independent of physical substances: food addiction based on behavior, game addiction, computer addiction, television addiction, shopping addiction, and internet addiction. The latter

was defined by LaRose & Eastin (2002) as habits that begin when the “gratification sought” starts to influence users and then preoccupying them. In recent years, social network addiction was discussed along with internet addiction such as in Pavlicek (2013), who defined a social media addict as the one who uses social media excessively. Das & Sahoo, 2011; Karaiskos, Tzavellas, Balta, & Paparrigopoulos, 2010 assert that social network addiction is a category of internet addiction or technology addiction because of the online messaging and gaming, and interactional activities by users through using the internet by staying connected and perform those activities.

Additionally, Ruggerio (2000), internet users choose online activities which can satisfy their needs; entertainment, information, and social interaction. Moreover, Students uses social media for any reason. There are five motives identified by Nyland (2007) that induce students to use social media. He stated students use social media to meet new people, to entertain, to maintain relationships, and use them for social events and media creation. Similarly, these motives were found by study carried out in the University of Education Winneba in 2013. This study identified that students use social media to connect with old friends and family members, to find new friends, to obtain or share learning materials, to receive an update of events, to post information and to spend time away.

11. What is Netspeak?

The diversity of the new forms of communication like Skype, Facebook, Twitter, Viber, Whatsapp, and other mobile application is due to the rapid development of new technology. Those new forms influenced and changed the language used for developing a new language form called "Netspeak". This new developed language is the language that is widely used on social networking sites and which has its specific features. The term "Netspeak" is an alternative to many other terms such as "Internet language" Crystal (2004).

The Netspeak is generated from the spoken language, which develops rapidly and becomes a communication tool with its own principles. It erases the boundaries between formal and informal communication. It is attractive due to its simplicity and creativity in shaping the message. In online conversations, less attention is paid to grammar and punctuation. The messages are not typed incorrect and formal forms. According to Baron (2001, 20) and Mann and Stewart (2000), Netspeak encompasses of emoticons, flaming, abbreviations, acronyms and new modification on words and sentences. In the same sense Crystal emphasis the way people

chat claiming that individuals write down messages in the same way that they are uttered while conversing using a set of abbreviated terms including acronyms (Crystal, 2001).

The Netspeak can be defined as “Electronic Discourse or E-discourse”. It is a new variety of language which leads to other crucial variations in the structure of the written language. For Davis & Brewer (1997), the term “electronic discourse” refers to written talk which means the writing that replaces the voices. They define E-discourse as:

“one form of interactive electronic communication in which a person uses a keyboard writes a language”.

Davis & Brewer (1997)

According to Lee (2001, 2006) & Smith (2003), in E-discourse, users employ different means to convey their feelings as well as their facial expressions. They created some linguistic devices such as onomatopoeia e.g., “lol” that stands for “laugh out loud”, and “btw” for “by the way”. They use also the keyboard symbols to express smiley faces e.g., :-) which are commonly used in e- discourse to make up for the absence of paralinguistic features at the communication time. Additionally, some researches that have been done in the field of E-discourse, Ferrara, Brunner, & Whittemore, 1991; Murray, 1990; and Werry, 1996 pointed out several techniques of the economic language used in E-discourse including abbreviations, clippings, orthographic reduction, and shortenings ellipsis. (as cited in AbuSa’aleek, A. O. ,2015)

12. Techniques used in E-discourse:

Social media users, in their daily online conversations, use different which allow them to make use of an economical language. Shortenings, clippings, contractions, abbreviations, homophones, and emoticons are the most common techniques.

12.1. Shortening: occurs when dropping the final letters of words (Thurlow & Brown, 2003). For instance, using " goin" instead of "going" and "leavin" instead of "leaving".

12.2. Clipping: is defined by Crystal (2008) as the exclusion of initial and final letters of the word thus, the meaning of the word is preserved. The following expressions are some examples of clippings: "auto" for "automatic", "flu" for "influenza", and "jams" for " pyjamas".

12.3. Contraction: encompasses the exclusion of the vowels from the middle of the word. It refers to a shortened type of a word. Not all English words can be shortened but only auxiliary verbs. These contractions are considered to be a symbol of the colloquial language (Crystal, 2008). There are some examples of contractions like "hv" and "hd" that are used for "have" and "had" respectively or "don't" instead of "do not".

12.4. Abbreviation: refer to a shortened word, phrase or a sentence such as a word " vocabulary" that can be abbreviated to "voc". In Social networking, an abbreviation is defined as a short form of a word like "bcoz" that is used for "because", "pls" for "please" and "esp" for "especially" and many other words (Mcwilliam, Schepman, & Rodway, 2009).

12.5. Homophones: Farina & Lyddy (2011) defined homophones as words that are sound similar but sometimes have a distinct significance and a distinct spelling such as "c" which means "see", and "ur" that denotes " your".

12.6. Emoticons: refer to a representation of a facial expression or an emotion such as a smile that is formed through the combinations of some keyboard characters. These emoticons are used by people to convey their feelings. Crystal (2008) defined emoticons as a type of pictogram that conveys an emotion or a facial expression, as well as to object which can be also represented using those emoticons.

13.The most common abbreviations used in social media:

Abbreviations	Their meaning
IDK	I don't care
2morow	tomorrow
2nte	tonight
AEAP	As early as possible
ASAP	As soon as possible
ASL	Age/sex/location
B3	Blah blahblah
B4YKI	Before you know it
BFF	Best friend forever
BM&Y	Between me and you
BRB	Be right back
BRT	Be right there
BTAM	Be that as it may
C.P	Sleepy
CTN	Cannot talk now
CUS	See you soon

CWOT	Complete waste of time
CYT	See you tomorrow
E123	Easy as 1, 2, 3
EM	Excuse me?
F2F	Face to face
GR	Great
FC	Finger crossed
FOAP	Friend of friend
CTN	Cannot talk now
CUS	See you soon
CWOT	Complete waste of time
CYT	See you tomorrow
E123	Easy as 1, 2, 3
EM	Excuse me?
F2F	Face to face
GR	Great
FC	Finger crossed
FOAP	Friend of friend
IDK	I don't know
ILU/ILY	I love you
IMU	I miss you
IRL	In real life
J/K	Just kidding
JC	Just checking
JTLYK	Just to let you know
KFY	Kiss for you
KMN	Kill me now
KPC	Keeping parents clueless
L8R	Later

Table 1: The most common abbreviations used in social media (Bouchikhi, M., et al, 2017).

14.The most common emoticons used in social media:

Emoticons	Their meaning
☹	Sad
:-/	Confused
;)	Winking
:x	Love struck
:o)	Clown
:p	Tongue
:-*	Kiss
B-)	Cool
:((Crying
O:-)	Angle
:-w	Waiting
:-?	Thinking
:-S	Worried

>:)	Devil
:-&	Sick
<:-P	Party

Table 2 : The most common emoticons used in social media (Bouchikhi, M., et al, 2017).

15.Social networking sites usage in Algeria:

Social media is an electronic platform that is accessible to all people who have an internet connection. Recently, with the rapid development of new technologies, social media has become the most preferable channel of communication. There is no doubt that those developments have influenced people's daily lives. Moreover, people use social media for reading, communicating, making research or shopping.

There are different kinds of social networking like Facebook, Twitter, LinkedIn, MySpace. Each one of those platforms has its specific features but certainly, they all share some common features. They are free, global, and easily accessible. (Suneetha & Kumar, 2012) as cited in (Meriem. N, Nassera. D, Imene. K, 2016).

The existence of social networking sites has caused a crucial change in social relationships in modern life. People now are more exposed to social media than in previous times. For instance, some statistics revealed that Jordan was ranked among the top Arab countries in social media use with a number of 2 million users out of 2.7 million users of the internet in 2011. However, in the Arab level, a local study showed the number of S.N.S users on the internet (Facebook, Twitter, Linked-In) is 70.3 million Arab users (Abdullah. F. Al-Daboubi, 2014).

Certainly, Algeria is not excluded from those countries. Social media have gained a valuable place in the Algerian society especially Facebook. According to the Arab Social Media Report (ASMR), the number of Facebook users in Algeria reached 1,413,280 with a percentage of 3.99 % out of a population of 35,422,589 (Figure 4).

More precisely, despite the fact that the Arab region is a youthful region in general but the size of the youth population does not necessarily correlate with Facebook penetration rates. Algeria has ranked the fourteenth rate out of 20 Arab countries. (Arab Social Media Report) (Figure 5).

Country	Number of Facebook users	Population*	Facebook penetration (%)
Algeria	1,413,280	35,422,589	3.99
Bahrain	276,580	807,131	34.27
Comoros	6,240	691,351	0.90
Djibouti	46,040	879,053	5.24
Egypt	4,634,600	84,474,427	5.49
Iraq	397,140	31,466,698	1.26
Jordan	1,104,340	6,472,392	17.06
Kuwait	629,700	3,050,744	20.64
Lebanon	983,380	4,254,583	23.11
Libya	260,400	6,545,619	3.98
Mauritania	40,000	3,365,675	1.19
Morocco	2,446,300	32,381,283	7.55
Oman	219,320	2,905,114	7.55
Palestine	474,400	4,409,392	10.76
Qatar	512,060	1,508,322	33.95
Saudi Arabia	3,213,420	26,245,969	12.24
Somalia	6,940	9,133,124	0.08
Sudan	319,624	43,192,438	0.74
Syria	241,859	22,505,091	1.07
Tunisia	1,820,880	10,373,957	17.55
UAE	2,135,960	4,707,307	45.38
Yemen	179,400	24,255,928	0.74

Figure 4: Facebook Users and Country Population in the Arab World

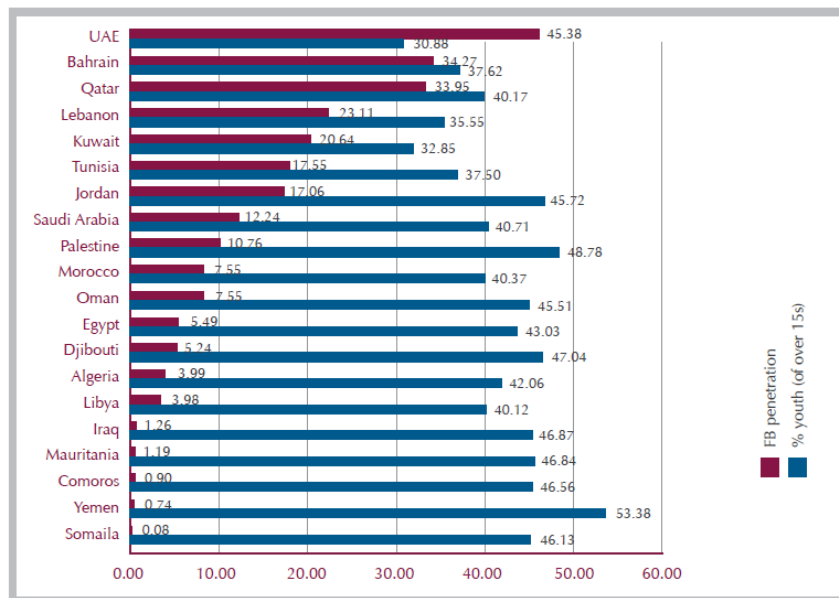


Figure 5: Comparison of Overall Youth Population to Facebook Penetration Rates in Arab Countries except for Syria and Sudan.

16.The most used social networking sites in Algeria:

Algerians, as all people around the world, are using social media either for communicating, reading, sharing photos, making research or shopping. Some previous research revealed that Facebook, Youtube, Twitter, and Instagram are the most used platforms by Algerians. In his research, Behdja Boumarafi (2015) found that Facebook, youtube, and twitter are the most preferred platforms by students with percentages of 100%, 50%, and 28.57%. The results are presented in the following table:

Type of social network	Mean	Standard Deviation	Number of users	Percentage	Rank
Facebook	4.95	2.98	140	100	1
YouTube	3.95	1.83	70	50	2
Twitter	3.78	2.78	40	28.57	3
Skype	2.75	2.04	15	10.70	4
LinkedIn	2.01	1.97	10	7.15	5
MySpace	1.40	2.52	5	3.58	6

Table 3 : The most preferred platforms by Algerian students.

Another study was done by Arab Social Media Report in 2015 revealed that Whatsapp and Facebook were the top used social media channels among Arabs countries. Facebook was the most used social media channel with **87%** followed by WhatsApp with **84%** (Figure6).

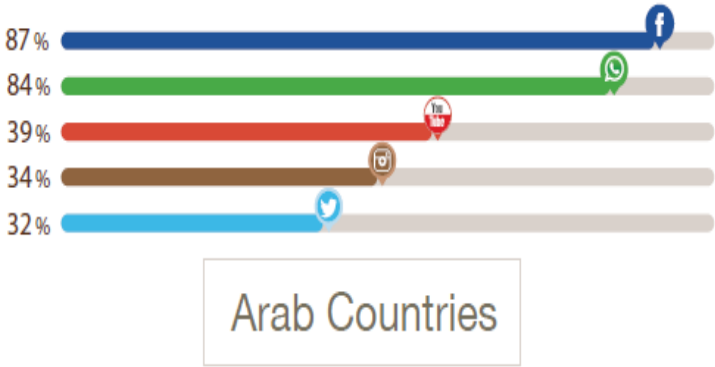


Figure 6: The most used social platforms in Arab countries

In the same report, the Arab Social Media Report (2015), Algerian people are more exposed to WhatsApp with **93%** followed by Facebook and Google+ with **92%** and **27%** respectively whereas Twitter and Youtube with a proportion of **23%** and **22%** respectively (Figure7).

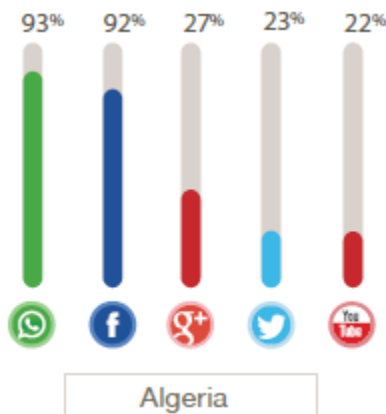


Figure 7: The most used social platforms by Algerians

17. Some examples of Social Media:

17.1. Facebook:

Facebook is a social platform that was created in 2004 by Harvard student “Mark Zuckerberg”. It is among the most popular social networking sites. Facebook.com is a website that allows individuals to create an account after providing the necessary personal information about the user including the name, date of birth, gender, and email address. After that, the user needs to choose a password in order to get account access. The Facebook account includes two important pages the home page and the profile page Caers et al. (2013).

The first page is the profile page or the ‘wall’, is the page where users present themselves. It is shaped of a small profile picture and a large cover photo at the top of the page. It contains also the name of the user in addition to some of his basic information. In this page, there are also few buttons that refer to the user’s friends, photos, and the pages he likes. The second page is the so-called "home page". In this page, the user is informed about some status updates and other activities which are done by their friends. The information showed on this page are automatically and chronologically presented Caers et al. (2013).

According to the Arab Social Media Report (2012), by the end of March 2012, Facebook dominates, with over 901 million ‘monthly active’ users worldwide, of which 500 million access the Facebook platform through their mobiles. Moreover, 500 million Facebook users have daily access and the proportion of 80% of users is located outside North America.

17.2. Twitter:

Twitter is a microblogging service that was created by Jack Dorsey, Noah Glass, Biz Stone, and Evan Williams in March 2006 and launched in July 2007. It is an American social networking service. In this social platform users post and interact with messages that are known as "tweets". Twitter users have the ability to follow others or to be followed. As opposed to the other social networking sites like Facebook, the relationship between the users of Twitter, the follower and the followed, does not require reciprocation. (Haewoon Kwak, Changyun Lee, Hosung Park, and Sue Moon). In other word, Twitter users are not obliged to follow back to each other.

According to some statistics that are done by ASMR (Arab Social Media Report) in 2012, Twitter has reached 500 million marks in February 2012. The active users are about 140 million users who generate about 340 million tweets per day. The same report showed that 60% of the active users access to Twitter to produce tweets, whereas the rest that shapes 40% just log in to get news and information. It also revealed that 70% of users of Twitter live outside of the United States of America and 57% of users access to Twitter from their smartphones and mobile devices.

17.3. WhatsApp:

WhatsApp is a mobile application that is popular among smartphones and mobile devices users. It allows its users to send and receive messages with zero cost with others who use this application. The WhatsApp social network is different from other social networking sites. It is unique in several ways. It allows users to privately and freely send messages to each other through their smartphones.

It was mainly introduced for texting, sharing photos, videos and voice records (Baldwin & Langton, 2001). Additionally, Miss. Tanjum Kamboj and Prof. Manoj Dayal refer to WhatsApp as a cross-platform instant messaging application for smartphones which enables its users to send and receive location information, images, videos, audio and text messages without a cost.

17.4. Instagram:

Instagram is a new form of communication which enables users to share their photos and adjusting them using different filters. It was launched in October 2010 (Bergström & Bäckman, 2013). Instagram can be defined as:

“a mobile photo (and video) capturing and sharing service, has quickly emerged as a new medium in the spotlight in recent years. It provides users an instantaneous way to capture and share their life moments with friends through a series of (filter manipulated) pictures and videos.”

(Yuheng et al., 2014)

Instagram has attracted a great number of users. It reached more than 150 million active users. Instagram has achieved an average of 55 million photos uploaded by users per day, and an average of more than 16 billion shared photos (Yuheng Hu, et al).

18. The effect of social media on academic writing

In the present days, it is apparent that the use of social media is increasing day by day due to the advancement of technology and which has a major influence on how people, especially the youth who show a great interest in social media, interact and communicate with each other. Social Networking Sites are becoming more popular among students through time.

In their study, (Nikleia et al., 2012), started to investigate whether technologies could enhance teaching and learning. In other words, they studied whether social networking sites can promote, enhance, and support teaching and learning processes (Nikleia et al., 2012). Moreover, people, in their electronic interaction, rely on the Netspeak or what is known also as the e-discourse which is a newly developed language with its specific features.

Social media does not only influence people's thoughts, feelings, and ideas but also their writing. The way the young generation speaks and writes in the present is different and changing. They write with short forms and poor grammar. They also use some kinds of symbols that are used in social networking sites in order to express their thoughts. Besides, there are different techniques that are applied by the youth while chatting which permit them to use an economic language. Those techniques are Shortenings, clippings, contractions, abbreviations, homophones, and emoticons.

The previously mentioned practices also have an impact on a students' formal writing. Byrne (1988) defined writing as using graphic symbols or reproducing what has been heard or read. However, there are some differences between formal and informal writing. One difference is the grammar; for instance, the word “do not” is formal while “don't” is quite informal. They also differ in term of vocabulary. Students sometimes use the word “a lot” instead of “much” in a formal setting which could be considered as an informal word. The use of abbreviated words which is not allowed in formal writing.

In the same vein, Crystal (2008) indicates some features such as logograms, a graphic units used to denote words and sounds, like: ‘b’ for ‘be’, and ‘@’ for ‘at’; pictograms (emoticons) such as :-) to express a 'smile'; initialisms such as ‘LOL’ to mean ‘laughing out loud’, and omitted letters and shortenings; and nonstandard spellings. Additionally, (Obi, et al; 2012) stated that the students are used to short forms of writing words while chatting and they forget and use the same forms in the classrooms. They use words such as ‘4’ in place of ‘for’, ‘U’ in place of ‘You’, ‘D’ in place of ‘The’ etc. and this could affect their class assessment.

Therefore, those new forms of writing are creating a new language with its vocabulary, grammar, and spelling. Despite the negative influence of those forms on students' academic writing, it is undeniable that social networking sites have a positive impact on students. They help the young generation and motivate them to learn as well as to improve their English language.

Conclusion

The invention of digital social media has led to a prominent change in the present time. Social networking sites have a great role in people's lives. They founded a bridge between people allowing them to communicate, exchange ideas, sharing photos, reading, and making online shopping. They enable people to stay in contact. Those social networking sites are considered to be new mediums of interaction between people in general and students in particular. They help them to communicate with one another and to build and maintain social relationships.

This chapter is introduced to present social media in general and the most important related concepts. Starting by defining the concept of social media, the two main important types of mass media (traditional and new media), and its history. It also presents the types of social

media and shedding light on social networking sites as the most significant type. The chapter has discussed the most popular social platforms used by individuals around the world as well as the most used ones in Algeria as a particular case.

However, at the present time, social media has a great influence on students' academic achievements, especially in language accuracy. Most of the students are not aware that the newly developed language "Netspeak" which they are using to communicate may have an impact on their academic language. Consequently, many studies, as well as this research paper, have been conducted in order to investigate what effect of the texting language may have on students' academic writing. The following chapter will present the methodology followed in this research with the purpose of developing and analyzing the data that was collected from the different tools that have been used along the research period.

CHAPTER THREE:
Findings and Discussion

Introduction

This study is achieved to examine the different aspects of social media language and how it affects learners' academic writing performance. The two previous chapters tackled the theoretical background and related research to social media and its effects in language learning and teaching. Chapter three is dedicated to the field study. It will introduce the practical part of the research where both the method and process used to conduct this research are explained. The chapter is divided into three sections. Section one provides a full explanation of the overall research design. It describes the methodology and design wherein the setting, subjects, materials, instruments, procedures are clearly investigated in this part. Section two is concerned with the statistical analysis of the data obtained and the discussion of the results. Section three aims to suggest some implications. The first part will include some solutions to maintain academic writing and raise the teachers' awareness of how social media platforms can be used positively to achieve some teaching purposes. The second part presents forward the limitations and advice on further research.

I. Section One: Research Methodology and Design.

Introduction:

As mentioned before, this section is concerned mainly with the research methods and design in which both tools and procedures are explained. The present study aims to investigate the effects of social media language on learners' academic writing performance. To carry out this research, a descriptive study is done through three steps. First, two questionnaires were addressed to both teachers and students to gather more specific information of how social media language may affect students' academic writing. Then, some students' exam papers were observed to determine the students' use of chat language in their formal writing. The last step was an examination of some extract of students' daily conversations in group of social media platforms.

1. Research design

Lia (2010) claims that a research design is a framework or scaffold that helps us to collect and organize data. In the previous chapters, we have presented the theoretical background and the related literature to the system of writing, social media platforms and their

effects on students' academic writing. The following step is to move to the practical part. In relation to what has mentioned in the literature review, most of the researchers argue that social media language affects students' academic writing performance. In that, this research is conducted to investigate how social media language may affect negatively or positively the first year master linguistics EFL learners' academic writing performance at M'sila University. Thus, a descriptive quantitative and qualitative research design is obtained to investigate the effects of the independent variable social media language on the dependent variable students' academic writing. The descriptive survey is used mostly to develop theories and assumptions and make a judgment about a given population. In that, Burns and Grove (2003:201) state that "Descriptive research is designed to provide a picture of a situation as it naturally happens". The quantitative qualitative approach is used to collect reliable data by means of teachers' questionnaire, students' questionnaire, observation of students' exam papers, and examination of students' daily conversations on some social media platforms. Zoltán (2007:42) argues that "quantitative and qualitative inquiry can support and inform each other."

2. Setting :

The research took place in the English language Department of M'sila University during the academic year 2018/2019. It was conducted during the period from the beginning of the first semester to the end of May.

3. Sampling:

Sim and Wright (2000:111) define the term population as "the collection of cases in which the researcher is ultimately interested and to which he or she wishes to make generalizations. A sample of research is then selected from this target population.

The population in this research is all the full-time undergraduate students of the English Department at the University of Msila. Students of Master one linguistics have been chosen as a sample because they have already studied English for seven years before university both in the middle and secondary education levels, and they have studied written expression as a module for 3 years in the University. Their previous knowledge makes them mindful of grammar rules, punctuation, capitalization, and spelling. The total number of the participants is 75 students and 25 teachers.

4. Research Instrument and data collection :

A quantitative and qualitative instrument were used in data collection.

4.1. Questionnaire:

A questionnaire is one of the methodological tools that is used to collect information and provide reliable data. Zoltán (2007:101) claims that “The popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processible”. In that, a questionnaire is a quick and easy way to amass a huge amount of data. It demands planning and thinking of how, when, where, and with whom we conduct it.

4.1.1. The aim of the questionnaire:

The questionnaire is designed to measure what degree of effect does social media language has on student’s academic writing performance.

4.1.2. Description of the questionnaire:

To examine the effect of social media and chat language on learners’ academic writing, two questionnaires were administered; the first one was addressed to master one linguistic student, and the second one was presented to teachers.

4.1.2.1. Students’ questionnaire:

A well-constructed and self-developed questionnaire titled “ Social Media and Academic Writing Performance of Students Questionnaire ” was used to get the desired information from the students of Master one linguistic. This questionnaire aims to investigate the influence of the overuse of social media language on students’ academic writing performance and to figure out the reason for its use in their formal writing. Students’ questionnaire examines the background of students who are chat addicts. It consists of 26 simple and direct questions addresses to 75 students. The questionnaire was a combination of close-ended, open-ended and multiple choice questions. Not all the participants handed their questionnaire since 75 questionnaires were given and only 13 males and 40 female were handed back.

4.1.2.2. Teachers’ questionnaire

This questionnaire aims to affirm the influence of social media language on students’ academic writing performance. Teachers’ questionnaire explores the teachers’ awareness of

using CALL in classrooms. It aims to confirm the effect of social media language on learners' academic writing performance. It consists of 21 questions addresses to 25 teachers. Not all the teachers handed their questionnaire since 25 questionnaires were given and only 15 were handed back.

5. Corpus Analysis:

The second tool used to gather data was corpus analysis. It consisted of the observation of the exams papers of some Master one linguistics students in which students use the style of texting or the social media slang in writing formal essays. In addition, three extracts of students' daily conversation on Instagram, WhatsApp, and Facebook Messenger were examined.

6. Method of Data Analysis:

The descriptive statistics of frequency counts and percentage were used.

7. Procedures:

The students' questionnaire was addressed to 75 students, 18 males and 57 females of different ages. The questionnaire was given before the second-semester exams. The corpus analysis was about the students' use of the social media language in their formal writing. The students' exam papers were chosen randomly from three different modules. They were brought by the supervisor. The teachers' questionnaire was presented to 25 teachers during the second semester to highlight teachers' awareness of using the internet in classrooms, and to affirm the effect of social media language on their students' academic writing. To discover some aspects of the social media language used by first-year master linguistics students, we asked some students to provide us with some extract of their daily conversation in Facebook Messenger, WhatsApp, and Instagram. All the answers presented by teachers and students were taken into consideration and analyzed carefully to reach the aims of the research.

8. Summary:

This section has presented the different research tools used to conduct the study. To examine the effects of social media language on learners' academic writing performance, a group of tools was used; a questionnaire for students, a questionnaire for teachers, and corpus analysis of some students' exam papers and their daily conversation on some social media platforms. The descriptive study was conducted in suitable conditions in which a full

explanation about both the participants and the procedures was provided. The following section will present the data interpretation and the discussion of the results.

II. Section Two: Data Analysis and Discussion

Introduction:

This section is concerned with data analysis, interpretation, and discussion of the results. The answers obtained from the students' questionnaires, teachers' questionnaire, and the corpus analysis of some student's exam papers and their daily conversation on Instagram, WhatsApp, and Facebook Messenger were analyzed to summarize the results of this study. The data analysis aims to define the effect of social media language on learner's academic writing performance through underlining the students' mistakes while writing formal essays. The data analysis followed the theoretical models explained previously.

1. The analysis of the students' Questionnaire:

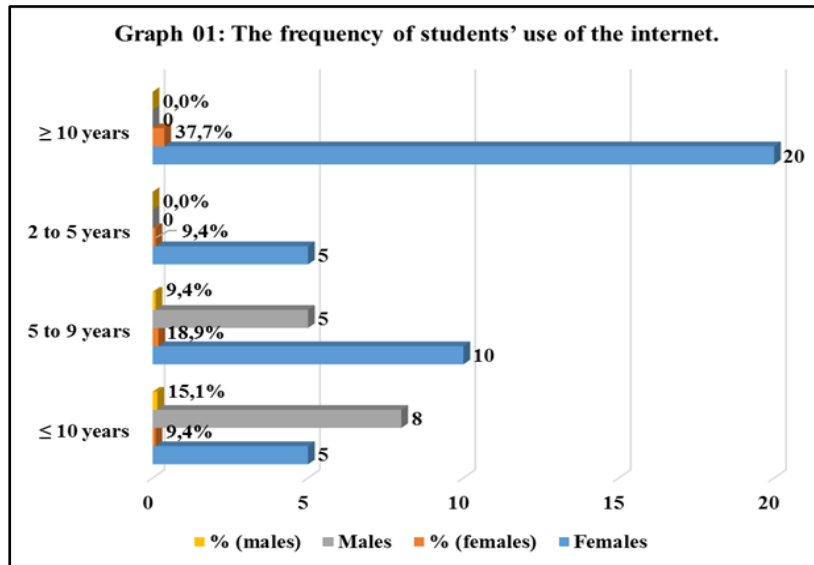
Q1 and Q2: Were about gender and age. 13 males and 40 females have answered the questionnaire. 46 of them, their age was ranging between 18 and 27. The age of two females and one male were ranging between 27 and 35, and two other females and male were aged more than 35.

Q3: For how long time have you been using the internet?

This question is addressed to check if students use widely the internet or no.

	≤ 10 years	5 to 9 years	2 to 5 years	≥ 10 years
Females	5	10	5	20
% (females)	9,4%	18,9%	9,4%	37,7%
Males	8	5	0	0
% (males)	15,1%	9,4%	0,0%	0,0%

Table 04: The frequency of students' use of the internet.



From the table, it seems clear that most of the females (37.7%) have used the internet for less than 10 years, while the majority of males (15,1%) have used it for more than 10 years. So, the net is a very important issue for both females and males, but males show that they have more access to the net than females.

Discussion and interpretation: The results indicates that the net is a very important issue for both females and males, but males show that they have more access to the net than females.

Q4: Are you interested in using social media?

This question was asked to know whether students prefer to use social media or no.

	Yes	No
Females	33	7
% (females)	62,3%	13,2%
Males	11	2
% (males)	20,8%	3,8%

Table 05: Students' use of social media.

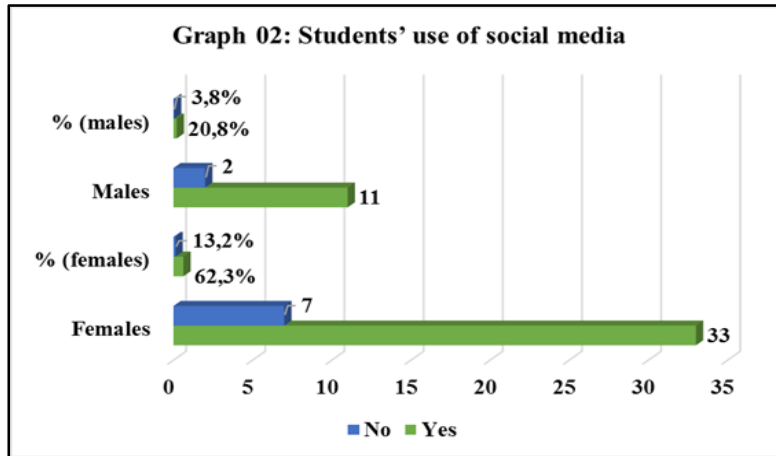


Table (05) reveals that most of the responses for both females (62,3%) and males (20.8%) suggest that students are addicted to social media.

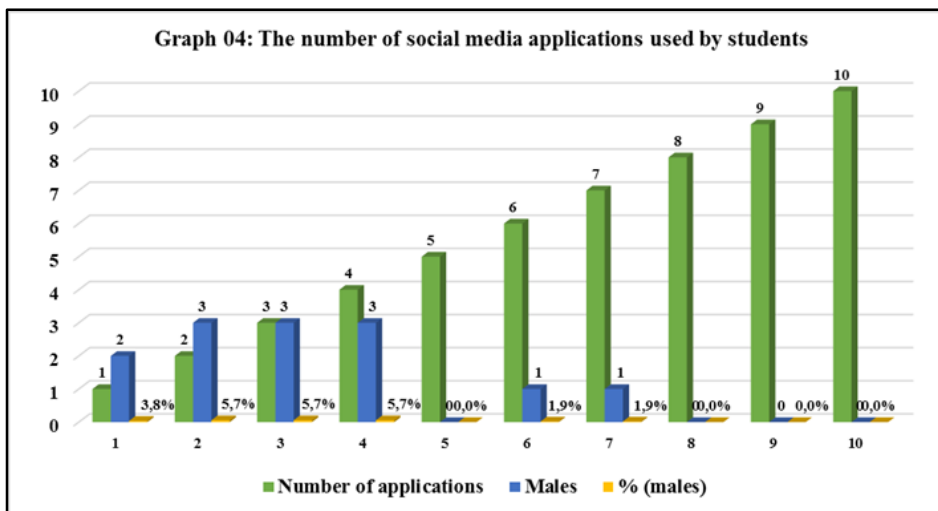
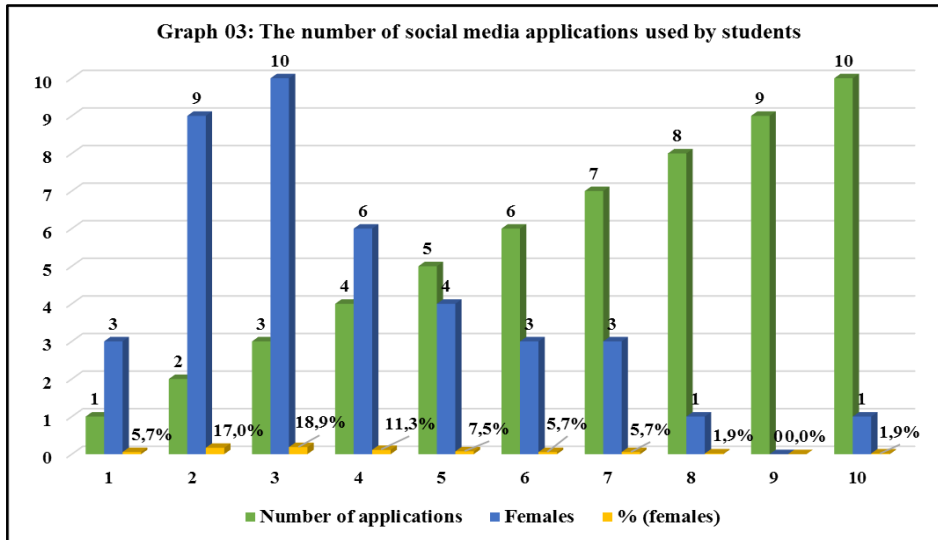
Discussion and interpretation: Based on students' answers, students of master one linguistics in the university of msila are addicted to social media.

Q5: How many social media application do you have?

This question is asked in order to know how many applications a student has.

Number of applications	1	2	3	4	5	6	7	8	9	10
Females	3	9	10	6	4	3	3	1	0	1
% (females)	5,7%	17,0%	18,9%	11,3%	7,5%	5,7%	5,7%	1,9%	0,0%	1,9%
Males	2	3	3	3	0	1	1	0	0	0
% (males)	3,8%	5,7%	5,7%	5,7%	0,0%	1,9%	1,9%	0,0%	0,0%	0,0%

Table 06: The number of social media applications used by students.



According to the table (06), most of the females (18,9%) claim that they are using 3 applications of social media, 17,0% of them are using only 2 applications, 5,7% say that they have 7 application, and one female (1,9%) states that she has 8 applications. For males, two of them (5,7%) are using 2 applications, 5,7% they are using 3 applications, and only one male (1,9%) has 7 applications. So the majority of males and females are interested in social media and they have a number of applications in these networks.

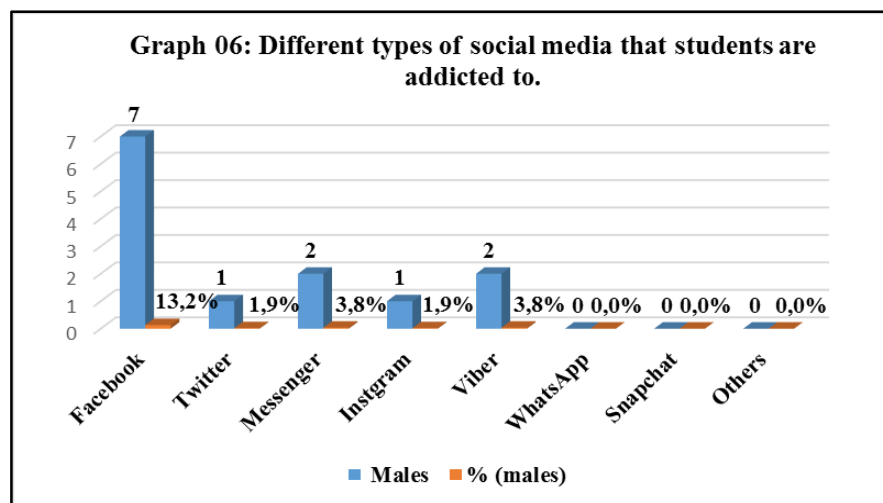
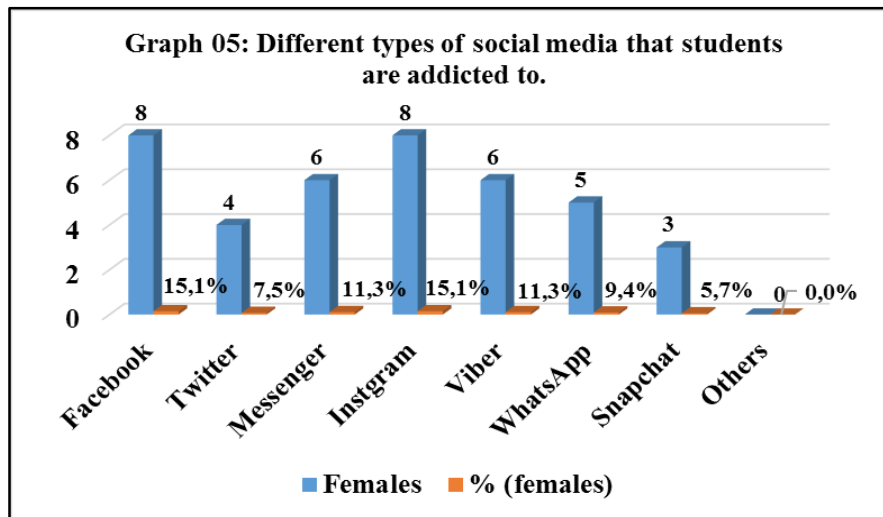
Discussion and interpretation: The majority of males and females are interested in social media and they have a number of applications in these networks.

Q6: What type of social media you prefer more? (Multiple choices were allowed).

This question search for the most type of social media that students are addicted to .

	Facebo- ok	Twitt- er	Messe- -nger	Instgr- ame	Viber	Whats- App	Snap- chat	Othe- rs
Females	8	4	6	8	6	5	3	0
%(female s)	15,1%	7,5%	11,3%	15,1%	11,3 %	9,4%	5,7%	0,0%
Males	7	1	2	1	2	0	0	0
% (males)	13,2%	1,9%	3,8%	1,9%	3,8%	0,0%	0,0%	0,0%

Table 07: Different types of social media that students are addicted to.



From table (07), 8 of the females (15,1%) prefer to use Facebook, 4 of them (7,5%) enjoy using Twitter, 6 females (11,3%) are using messenger, 8 females (15,1%) are using Instagram, 6 females are using Viber, 5 females are using WhatsApp, and only 3 (5,7%) females are using Snapchat. In the other hand, 7 males (13,2%) enjoy Facebook, 2 males (3,8%) are using messenger, 2 others (3,8%) prefer to use Viber, one student (1,9%) is using Twitter, and

another one (1,9%) is using Instagram. So Facebook, Messenger, and Viber are the most used social media among students.

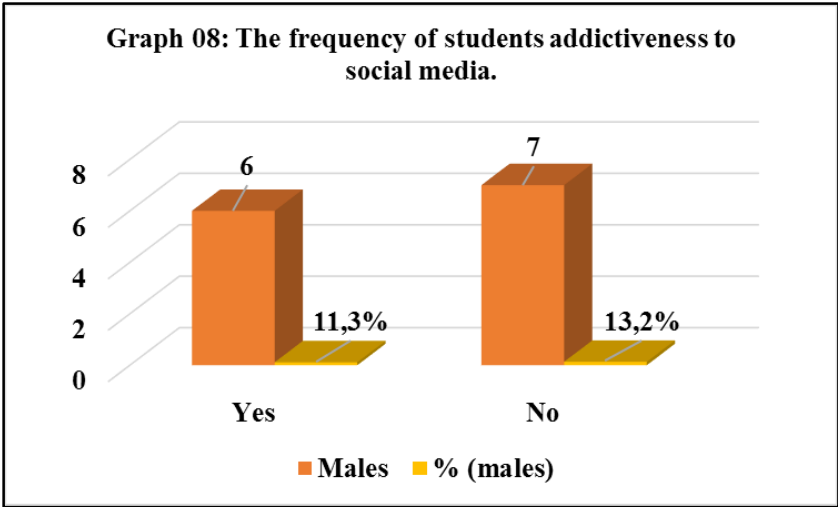
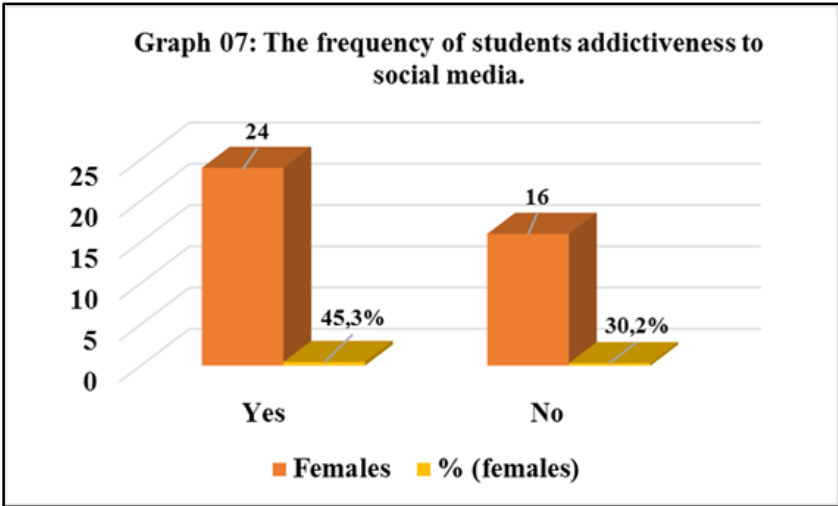
Discussion and interpretation: The results suggest that Facebook, Messenger, and Viber are the most used social media among students.

Q7: Do you spend long time using social media (Facebook, twitter etc.)?

The aim of this question is to check the frequency and to what extent students are addicted to social media.

	Yes	No
Females	24	16
% (females)	45,3%	30,2%
Males	6	7
% (males)	11,3%	13,2%

Table 08: The frequency of students addiction to social media.



According to the table (08), 24 of females (45,3%) spend a long time using social media, 16 of them (30,2%) do not spend a long time using it. For males, 6 males (11,3%) are using social media for a long time, 7 males (13,2%) do not spend a long time using social media. So females are more addicted to social media than males.

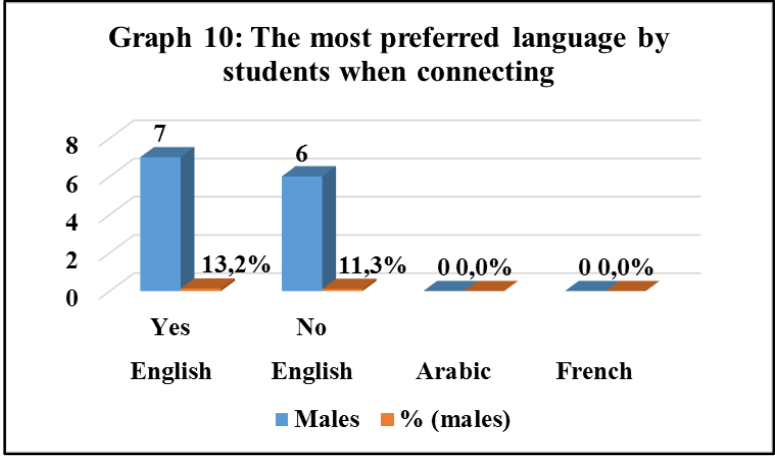
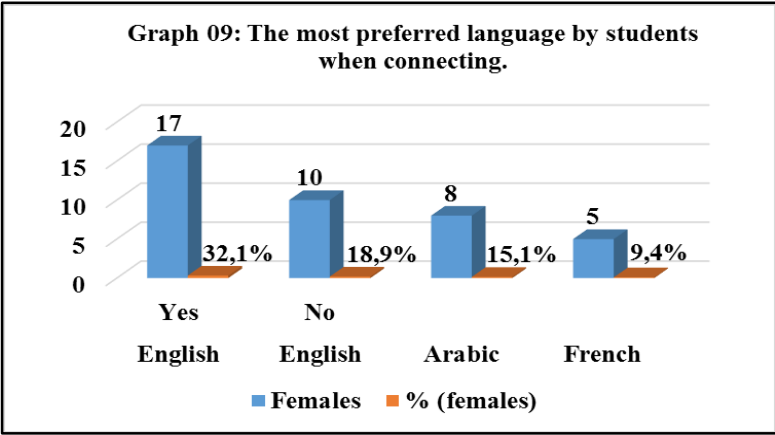
Discussion and interpretation: The findings indicate that females are more addicted to social media than males.

Q8: What is the language you use when chatting, giving a statue or a comment in social media ? (Multiple choices were allowed).

This question is to know which language students prefer more to use when connecting.

	English		Arabic	French
	Yes	No		
Females	17	10	8	5
% (females)	32,1%	18,9%	15,1%	9,4%
Males	7	6	0	0
% (males)	13,2%	11,3%	0,0%	0,0%

Table 09: The most preferred language by students when connecting.



The results in a table (09) summarizes that English is the preferred language used by students when connecting. 17 females (32,1%) and 7 males (13,2%) prefer to use English because in social media setting the English language seems to be much more prestigious than other languages, but 10 females (18,9%) and 6 males (11,3%) disagree in that.

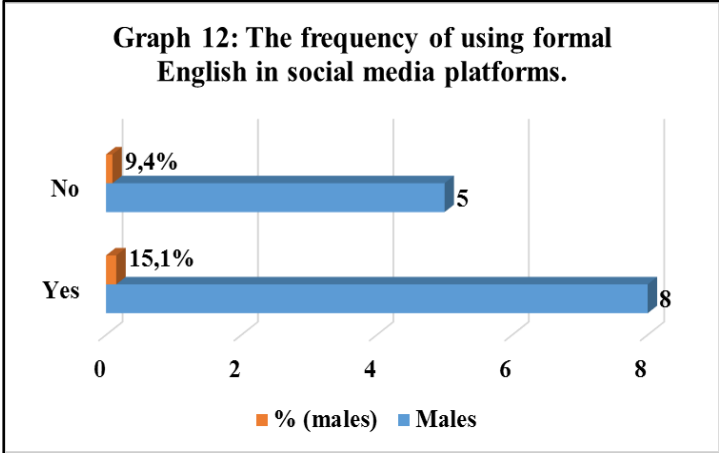
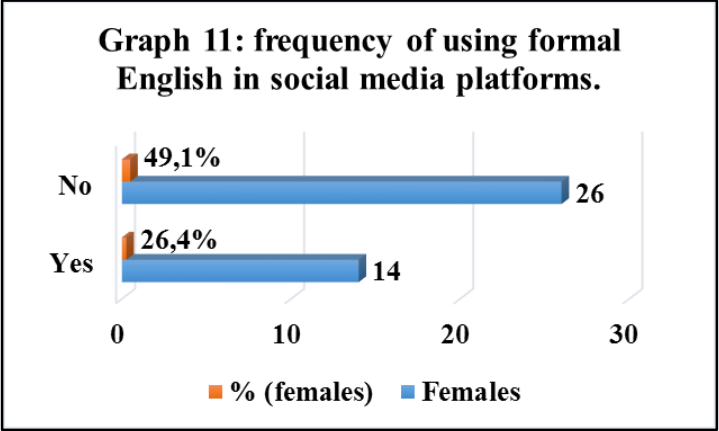
Discussion and interpretation: The results indicate that English language is the most preferred language among students when connecting. The English language seems to be much more prestigious than other languages.

Q9: Do you use formal English on your Facebook/Instagram/Twitter?

This question aims to know if students use formal English when connecting or prefer slang or informal language.

	Yes	No
Females	14	26
% (females)	26,4%	49,1%
Males	8	5
% (males)	15,1%	9,4%

Table 10: The frequency of using formal English in social media platforms.



From the students' answers, most of the females (49,1%) do not use formal English when connecting. However, 15,1% of males use formal English. So, females prefer to use slang language and males do prefer formal English.

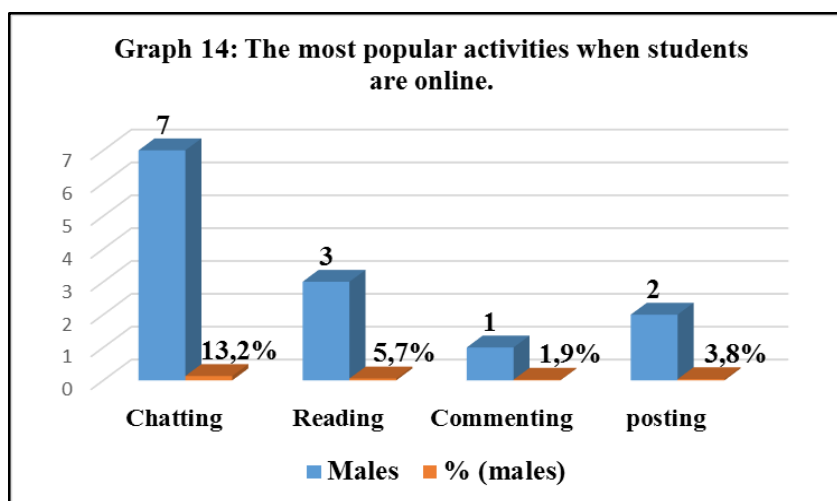
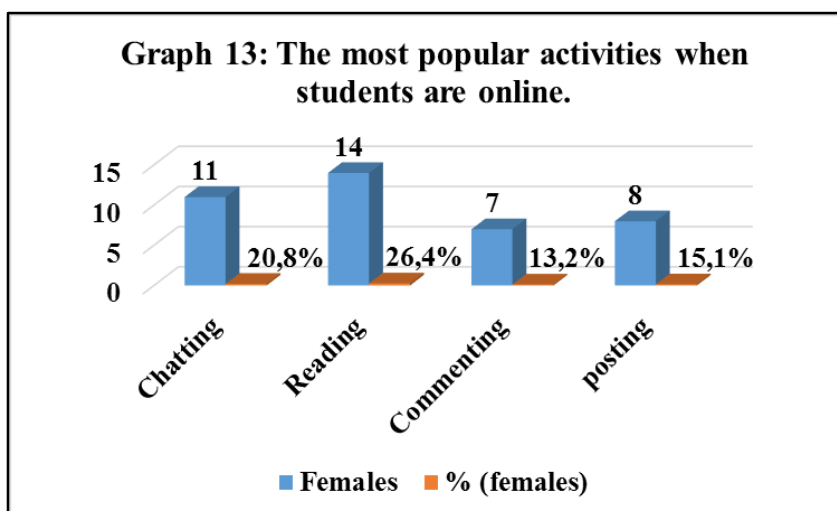
Discussion and interpretation: Females prefer to use slang language and males do prefer formal English.

Q10: When you connect, what do you prefer to do? (Multiple choices were allowed).

This question is purposed to know the most popular activities when students are online.

	Chatting (speaking,writing)	Reading	Commenting	posting
Females	11	14	7	8
% (females)	20,8%	26,4%	13,2%	15,1%
Males	7	3	1	2
% (males)	13,2%	5,7%	1,9%	3,8%

Table 11: The most popular activities when students are online.



From table 08, the majority of females (26,4%) prefer reading when they are online. In the other hand, the majority of males (13,2%) are interested in chatting.

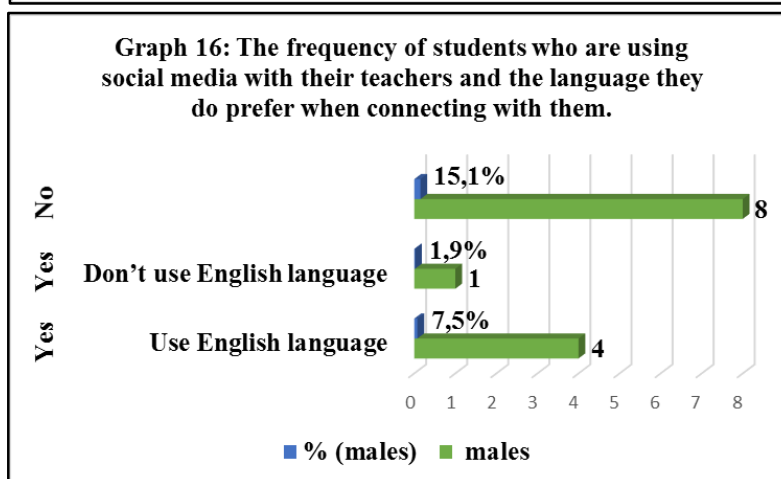
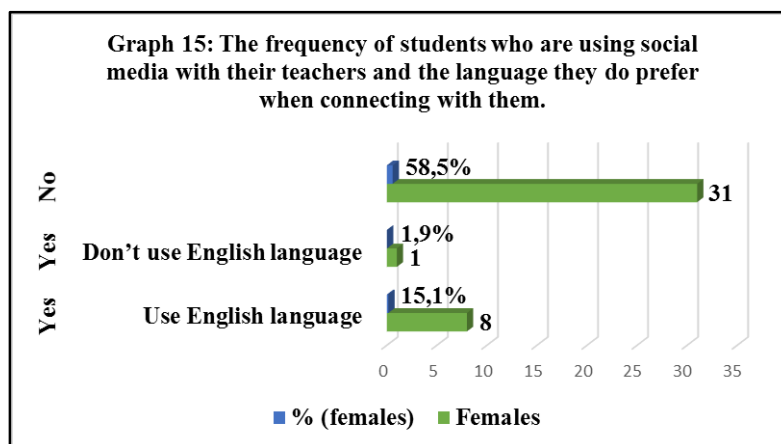
Discussion and interpretation: Reading and chatting are the most popular activity when students are online.

Q11: Do you chat with your teachers ?

The questions aims to know if teachers are using social media as their students do, and which language their students use when chatting with them.

	Yes		No
	Use English language	Do not use English language	
Females	8	1	31
% (females)	15,1%	1,9%	58,5%
Males	4	1	8
% (males)	7,5%	1,9%	15,1%

Table 12: The frequency of students who are using social media with their teachers and the language they do prefer when connecting with them.



The table (12) represents the frequency of students who are using social media with their teachers and the language they do prefer when connecting with them. The majority of females (58,5%) and males (15,1%)do not chat with their teachers. 15,1% of the females and 7,5% of males who chat with their teachers prefer to use the English language.

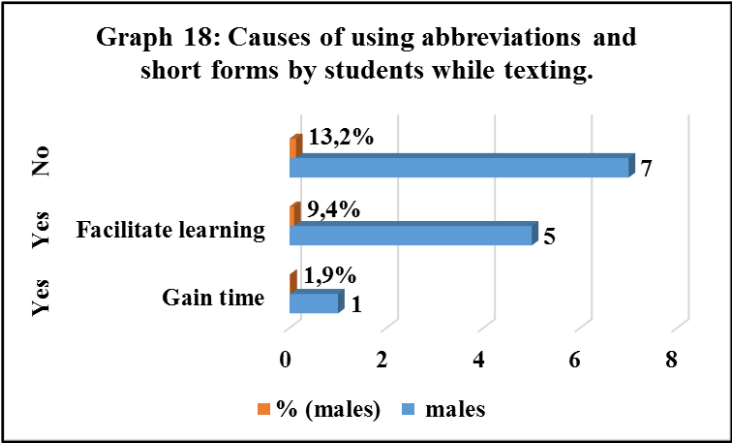
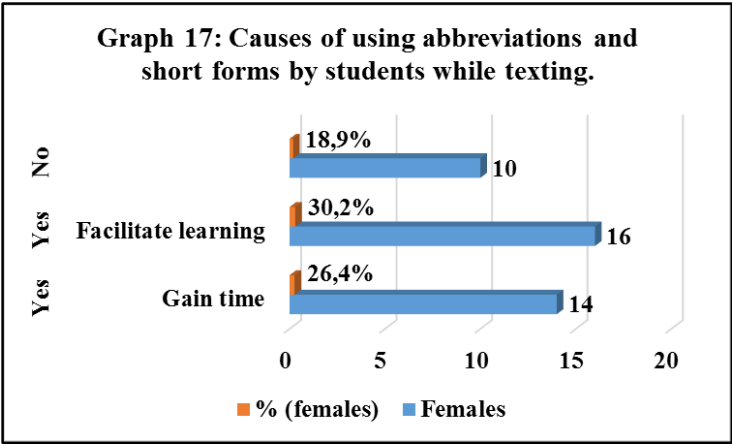
Discussion and interpretation: English language is the most used language by students when chatting with their teachers.

Q12: Do you use abbreviation such as “lol” “omg” while texting?

This question is to know the reason for using abbreviations and short forms while texting and to present the most used one by master one linguistics students.

	Yes		No
	Gain time	Facilitate learning	
Females	14	16	10
% (females)	26,4%	30,2%	18,9%
males	1	5	7
% (males)	1,9%	9,4%	13,2%

Table 13: Causes of using abbreviations and short forms by students while texting.



In table (13) we proposed two choices for students to select about the reasons for using abbreviations and short forms while texting. 26,4% of females and 1,9% of males are using abbreviations and short forms to gain time, 30,2% of females and 9,4% of males are using them to facilitate learning. However, 18,9% of females and 13,2% of males do not use those abbreviations and short forms. Some examples of the most used abbreviations and short form among students are mentioned below.

Discussion and interpretation: The results may suggest that students are aware about their use of using abbreviations and short form words. They believe that abbreviations and short form words facilitate their learning and help them to gain time.

Symbols/abbreviations used	explanation
odl	Oh dear lord
idk	I don't know
Irl	In real life
Ig	I guess
ISWTG	I swear to god
uwu	To express something cute
TBH	To be honest
BTW	By the way
urs	yours
2mrw	tomorrow
4	for
N8	night
OMG	Oh my god
TMI	Too much information
R8	right
LOL	Loughing out loud
HRU	How are you
BRB	Be right back
DW	Don't worry
GM/GA	Good morning /good afternoon
WRUD	What are you doing
UR	your
ABT	about
nd	and
SRSLY	seriously
grt	great
prsnl	personal
hv	have
dnt	Don't
knw	know
cy	See you

plz	please
ru	Are you
thx	thanks
Nm	Never mind
bcz	because
sr	sure
gv	give
2b	To be
fb	facebook
bff	Best friend forever
luv	love
wht	what
yap	yeah
sup	What's up
AFK	Away from keyboard
TTYL	Talk to you later
U2	You too
nth	nothing
np	No problem
K	Ok
smth	Some thing
Qt	cute
wlcm	welcome
ASAP	As soon as possible

Table 14: examples of the most used abbreviations and short forms used by students while texting.

Q13: Does your teacher or your friend correct your mistakes online?

This question is to show how can for social media be used as a source of feedback by learners.

	Yes	No
Number of students	13	40
%	24,5%	75,5%

Table 15: The use of social media to receive feedback.



From the previous table (15), 75,5% of the students claim that they do not receive any correction or feedback from their teachers or their friends when connecting to them, 24,5% of students to receive feedback.

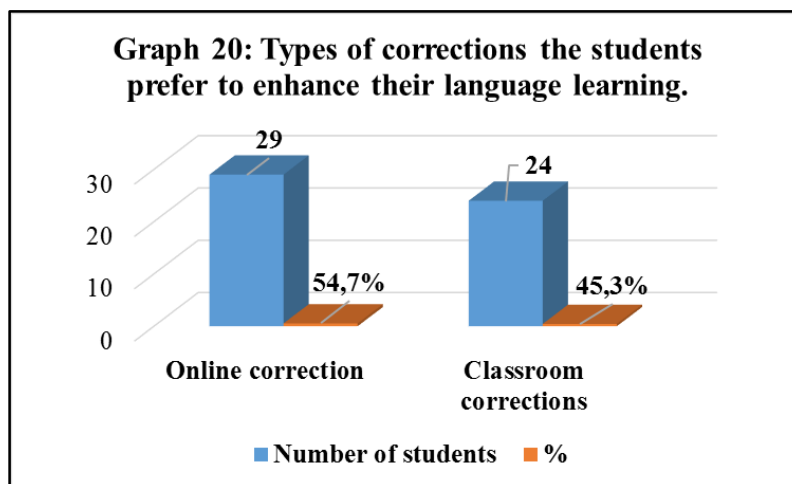
Discussion and interpretation: Social media may help students to receive feedback. Thus to improve their language learning

Q14: Do you prefer online correction or classroom corrections?

This question is to see whether students like the online or classroom correction.

	Online correction	Classroom corrections
Number of students	29	24
%	54,7%	45,3%

Table 16: Types of corrections students prefer to enhance their language learning.



From the above table (16), 29 of the students with 54,7% prefer online correction and 24 students with 45,3% prefer classroom corrections. So the majority of students find online correction more useful and beneficial.

Discussion and interpretation: The majority of students find online correction more useful and beneficial.

Q15: Do social media and online conversation motivate you to improve your language learning?

The purpose of this question is to show how teachers may use social media and online conversation to motivate their learners and develop their language skills.

	Yes	No
Female	25	15
% (females)	47,2%	28,3%
Male	9	4
% (males)	17,0%	7,5%

Table 17: How social media and online conversation can be a source of motivation for language learning.

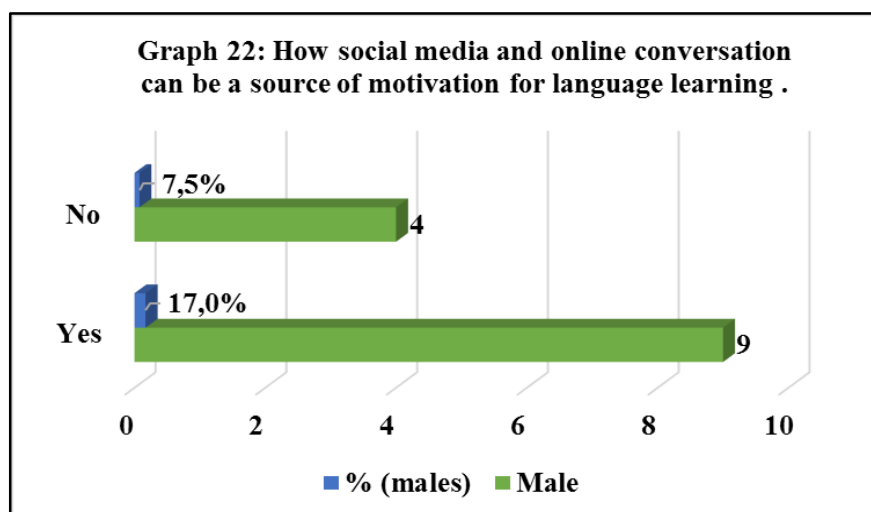
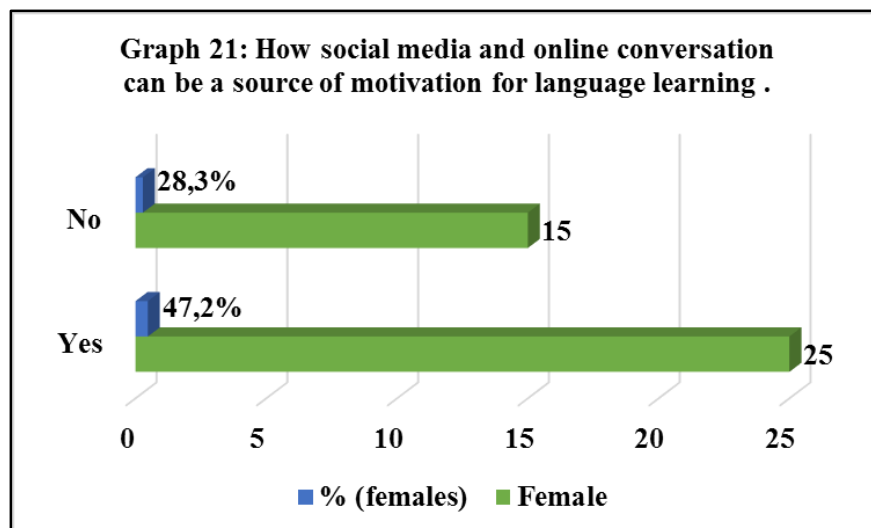


Table (17) shows that most females 47,2% and males 17,0% agree that social media and online conversation motivate them to improve their language learning. 28,3% of females and 7,5% of males disagree with that. Group of students provide us with some reasons, mentioned below, that makes social media as a source of motivation to improve their language learning.

Discussion and interpretation: Social media and online conversation motivate them to improve their language learning. This is in line with previous findings that suggested that students are addicted to social media and this later improve their language learning.

- If yes why:

Gain new vocabulary.
Help to have feedback.
Practicing the language.
Improving the writing skill through posting and texting.
Increase my English level.
To be more formal when needed.
Searching a new words while chating to express my point of view.
Improving my language.
Social media is more comfortable to express myself.
Learn from others who are more skillful in language.
Social media allows me to practice the different language skills.
Engaging in more discussion to learn more.
I can express myself more better behind the screen.
Improve my weakness in grammar.
Helps me to have self-correction while talking to natives.

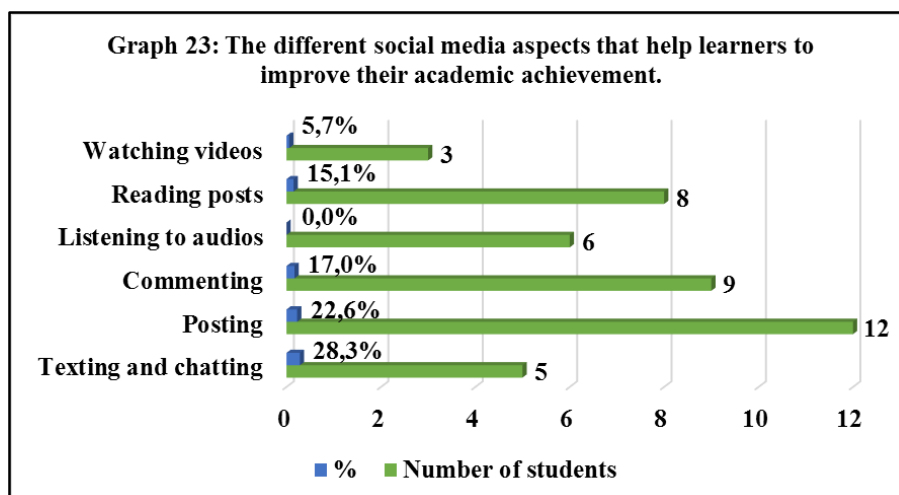
Table 18: Reasons that make social media and online conversation source of motivation for language learning.

Q16: What aspect of social media is helping you more to improve your English language learning?

This question aims to investigate how social media may affect learner’s academic achievement positively.

Social media aspect	Texting and chatting	posting	Commenting	Listening to audios	Reading posts	Watching videos
Number of students	15	12	9	6	8	3
%	28,3%	22,6%	17,0%	11,3%	15,1%	5,7%

Table 19: The different social media applications that help learners to improve their academic achievement.



The table (19) reveals that 15 of students (28,3%) find that texting and chatting help them more to improve their English language learning, 12 of students (22,6%) find that posting is more helpful, 9 of students (17,0%) find commenting affect their language learning positively, 6 of students (11,3%) argue that Listening to audios is beneficial in developing their language skills, 8 of students (15,1%) enhance their language learning through reading posts, and 3 (5,7%) of students find that watching videos improve their English language learning. So social media affect students' language learning positively.

Discussion and interpretation: The results indicate that social media affect students' language learning positively.

Q17: Does it affect your writing skill development ?

The aim of this question is to ensure that social media affects students' writing.

	Yes	No
Number of students	42	11
%	79,2%	20,8%

Table 20: The effect of social media on students' writing

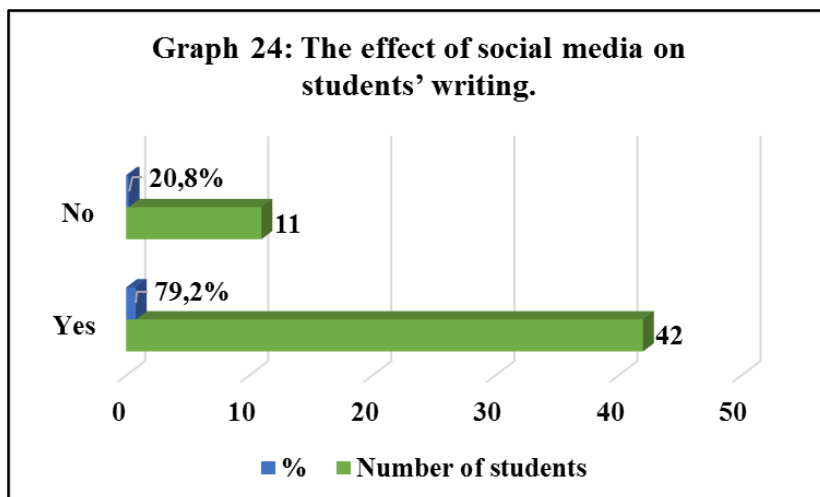


Table (20) indicates that 42 of students (79,2%) claim that social media affect their writing skill development and 11 students (20,8%) argue that social media do not affect their writing skill development. So social media affect students' writing.

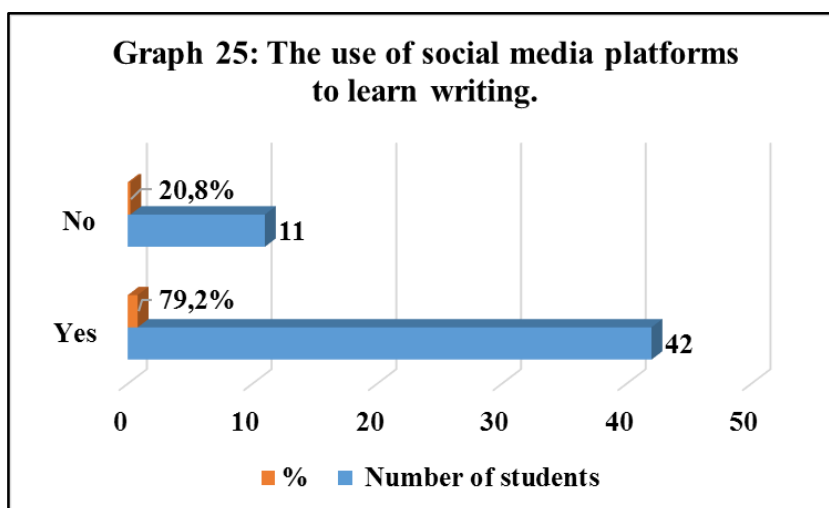
Discussion and interpretation: The findings of this question supports the previous results in which it proved social media affect students' writing.

Q18: Do you think that social media platforms can help you learn writing English?

The aim of this question is to investigate whether social media platforms can help students to learn writing English.

	Yes	No
Number of students	42	11
%	79,2%	20,8%

Table 21: The use of social media platforms to learn writing.



From table (21) 42 of students (79,2%) stated that social media platforms can learn writing English and 11 of students (20,8%) do not think that social media platforms can help them to learn writing English. So social media platforms are effective to learn and teach the writing skill.

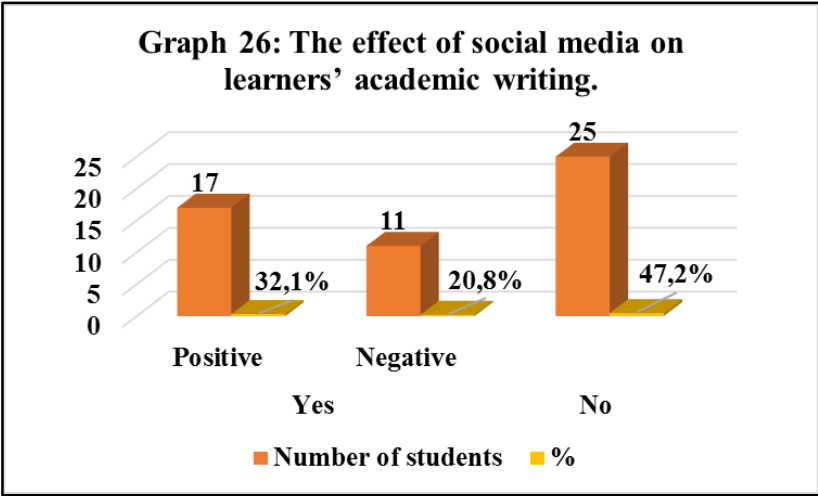
Discussion and interpretation: Social media platforms are effective to learn and teach the writing skill.

Q19: Does social media influence your formal writing ?

The question is to assure that social media affects learners’ academic writing.

	Yes		No
	Positive	Negative	
Number of students	17	11	25
%	32,1%	20,8%	47,2%

Table 22: the effect of social media on learners’ academic writing.



Tables (22) shows that 28 students claim that social media influence their formal writing. 17 student (32,1%)state that social media affect their writing positively, and 11 students (20,8%) state that social media affect their writing negatively. 25 of students (47,2%) claim that their writing is not affected by social media. So social media may affect student’s writing positively.

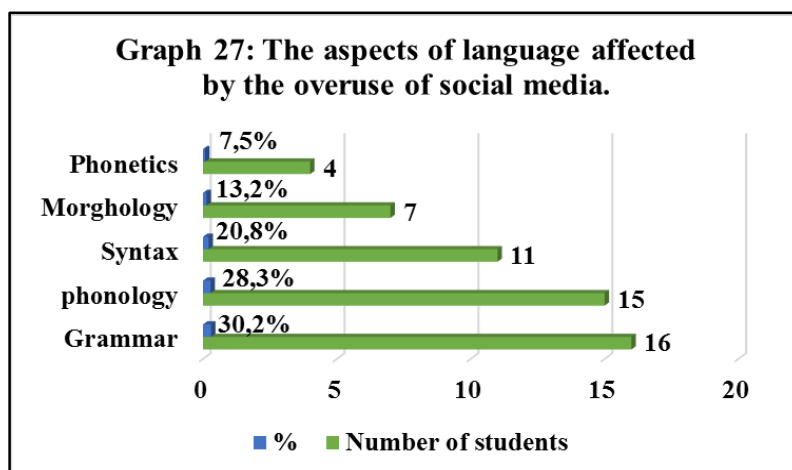
Discussion and interpretation: Based on students' answers, social media may affect student’s writing positively.

Q20: What are the language aspects affected? (Multiple choices were allowed).

This question is to identify the most affected aspects of language to students due to the overuse of social media.

	Grammar	phonology	Syntax	Morghology	Phonetics
Number of students	16	15	11	7	4
%	30,2%	28,3%	20,8%	13,2%	7,5%

Table 23: The aspects of language affected by the overuse of social media.



In table (23), multiple choices were allowed for students. It seems clear from students' answers that Grammar (30,2%), phonology (28,3%), and Syntax (20,8%) are the most aspects affected by the overuse of social media. Morphology (13,2%) and Phonetics (7,5%) are less affected.

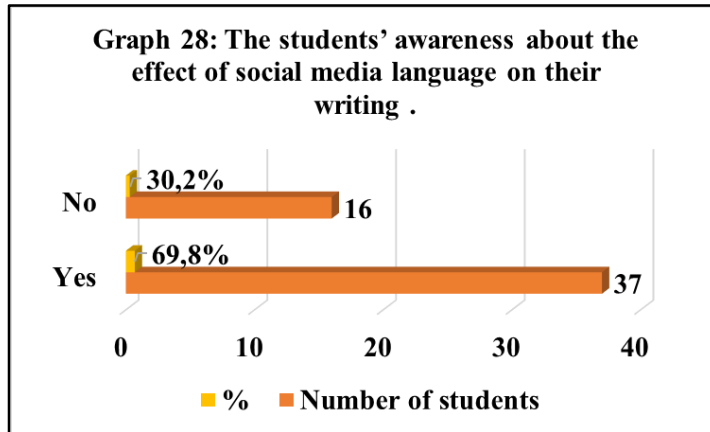
Discussion and interpretation: Asformentioned, social media affect students' writing and language learning. The different aspects of English language are affected due to the overuse of social media and netspeak. Grammar and phonology are the most affected aspects.

Q21: Do you care about the linguistic forms of the language when chatting, giving comment or statue?

This question reveals how students are aware of the effects of social media language on their writing.

	Yes	No
Number of students	37	16
%	69,8%	30,2%

Table 24: the students' awareness about the effect of social media language on their writing.



From table (24), 37 of the students (69,8%) say that they care about the linguistic forms of the language when chatting, giving comment or statue, while 16 of students (30,2%) say that do not care about the linguistic forms of the language when chatting, giving comment or statue. So the majority of students are aware of the differences between formal language and chat language.

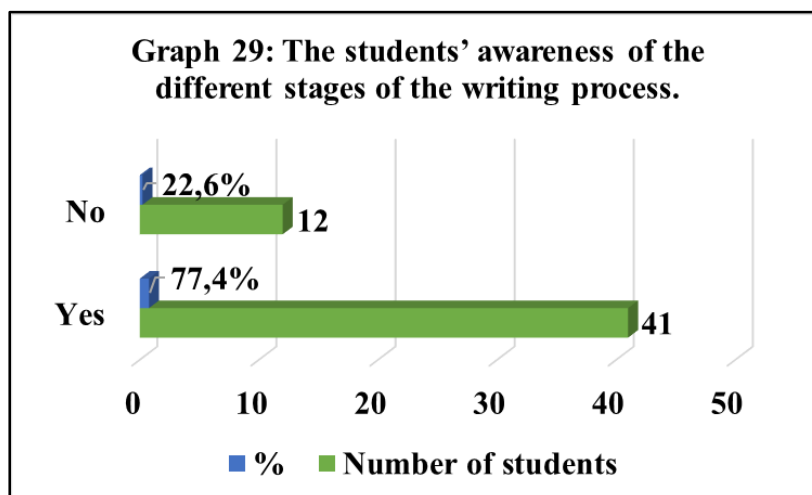
Discussion and interpretation: the majority of students are aware of the differences between formal language and chat language.

Q22: Do you think deeply before you write a post?

This question is addressed to students to know if they do think, edit, and revise their product before posting the final script.

	Yes	No
Number of students	41	12
%	77,4%	22,6%

Table 25: The students' awareness of the different stages of the writing process.



The results in the table (25) reveal that 41 of students (77,4%) think deeply before writing a post and only 12 of students (22,6%) write their posts without revision and editing.

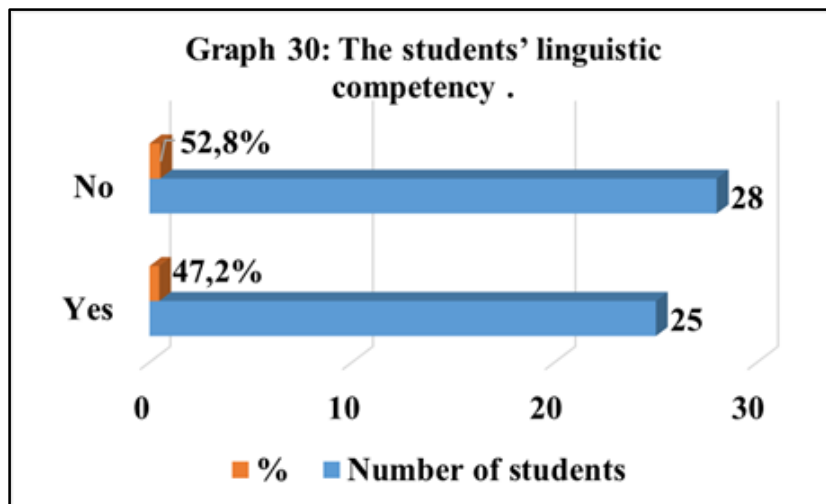
Discussion and interpretation: The results indicate that students are aware about the different stages of the writing process.

Q23: Do you use a dictionary before writing or a posting on social media to get sure of a word or a sentence structure?

The aim of this question is to measure the learners' linguistic competency.

	Yes	No
Number of students	25	28
%	47,2%	52,8%

Table 26: The students' linguistic competency .



From the table (26), it is clear that the majority of students do not use a dictionary before writing or a posting on social media to get sure of a word or a sentence structure. 28 students (52,8%) say that they do not use it and 25 they do (47,2%).

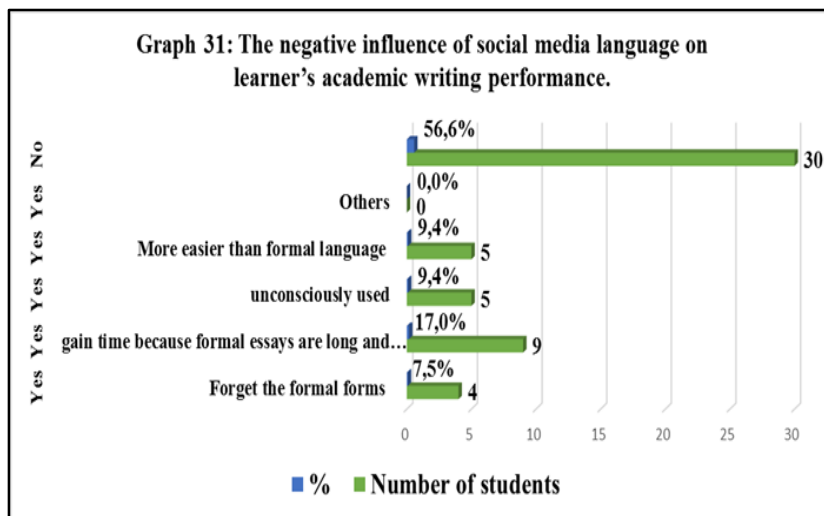
Discussion and interpretation: Students are linguistically competent about the different grammar rules and syntax.

Q24: Do you use in your formal writing the same short forms and abbreviations that are common on social media?

The question is to show the negative influence of social media language on learner's academic writing performance.

	Yes					No
	Forget the formal forms	gain time because formal essays are long and complex	unconsciously used	More easier than formal language	Others	
Number of students	4	9	5	5	0	30
%	7,5%	17,0%	9,4%	9,4%	0,0%	56,6%

Table 27: The negative influence of social media language on learner's academic writing performance.



In the table (27) it seems clear 30 of students (56,6%) do not use the same short forms and abbreviations that are common on social media in their formal writing. They are aware of the negative effect of this chat language in their writing. However, 23 of students claim that they do use abbreviations and short forms in their formal writing, 4 of them (7,5%) claim that they forget the formal forms, 9 of them (17,0%) use it to gain time because formal essays are long and complex, 5 students (9,4%) are using it unconsciously, and other 5 students (9,4%) claim that abbreviations and short forms are easier than formal language. So social media language appears on some students' formal writing.

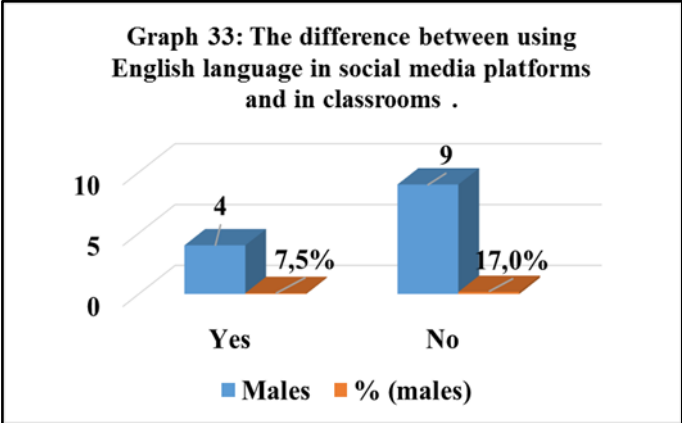
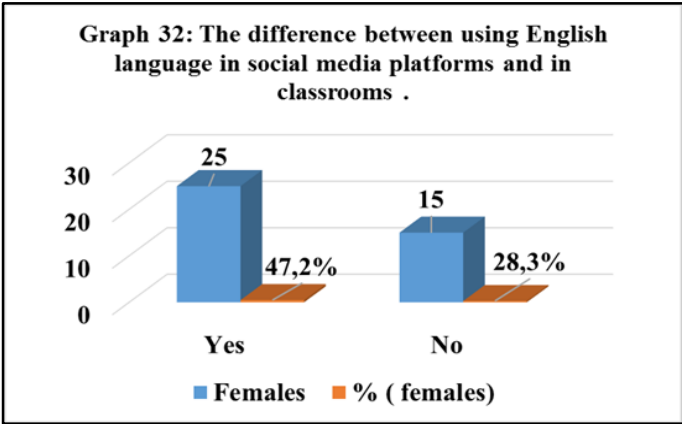
Discussion and interpretation: On line to the previous findings, social media language appears on some students' formal writing.

Q25: Do you feel more comfortable in using the English language with your friends in social media rather than in the academic classroom?

The purpose of this study is to know how social media platforms may be a suitable environment to teach the English language more than the academic classroom.

	Yes	No
Female	25	15
% (females)	47,2%	28,3%
Male	4	9
% (males)	7,5%	17,0%

Table 28: The difference between using English language in social media platforms and in classrooms.



From table (28), we tried to investigate how social media platforms may be a good environment to teach the English language more than the academic classroom. 25 of females (47,2%) and 4 males (7,5%) say that they feel more comfortable in using the English language with their friends in the social media rather than in the academic classroom, they justify their answers with some reasons mentioned in the table the bellow. 15 of females (28,3%) and 9 males (17,0%) prefer using English only in the classroom.

Discussion and interpretation: social media platforms may be a good environment to teach the English language more than the academic classroom.

- If yes why:

Because I can express myself better.
There is no social boundaries between friends.
You want be judged when you make mistakes.
There is no teacher.
Feel more secure and safe even when u make mistakes.
Feel more relax.
I am not obliged to follow the grammar rules and sentence structure.
Chatting reduce my anxiety and stress.
In classroom the language is more formal and boring.
It motivates me to be more creative in expressing my thoughts and ideas.

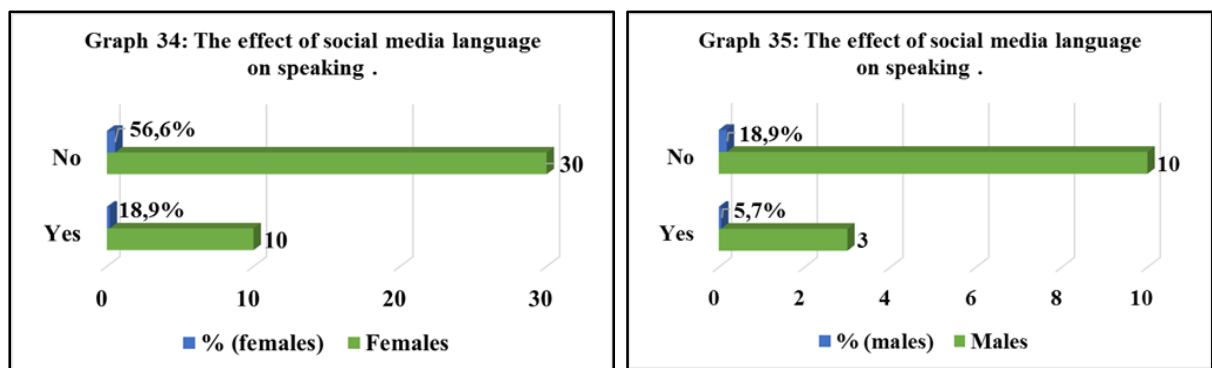
Table 29 : The reasons that make students more comfortable in using English language on social media platforms.

Q26: In your classroom presentation, do you pronounce words or phrases like LOL, OMG?

The question is to affirm if social media language affects other language skills such as speaking or no.

	Yes	No
Female	10	30
% (females)	18,9%	56,6%
Male	3	10
% (males)	5,7%	18,9%

Table 30: The effect of social media language on speaking.



The table (30) shows that most of the females (56,6%)and males (18,9%) argue that social media language does not affect their other language skill . 10 females (18,9%) and 3 males (5,7%) affirm that social media language affects their other language skill such as speaking.

Discussion and interpretation: Social media affect students' academic writing but do not affect their speaking.

2. The analysis of teachers' questionnaire:

Q1: Using the internet or Computer-assisted language learning “CALL” is beneficial to teach productive skills in the classroom.

This question aims to show the positive effect of using “CALL” to enhance students' achievement.

	SA	A	N	D	SD
N	4	11	0	0	0
%	26,7%	73,3%	0,0%	0,0%	0,0%

Table 31: The use of internet or Computer assisted language learning “CALL to teach productive skills in classroom.

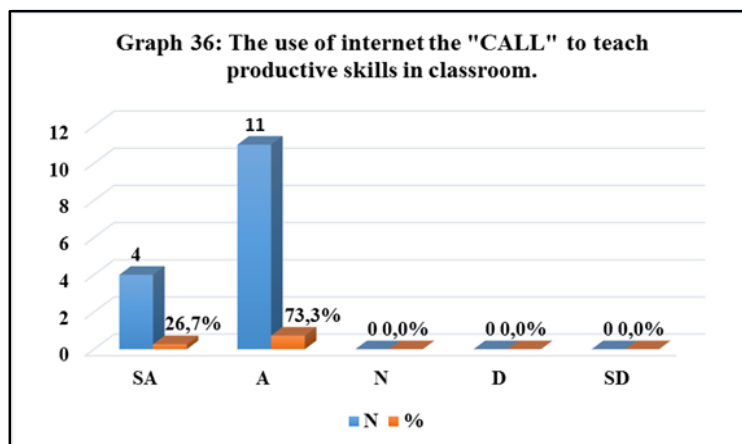


Table (31) shows that 26,7% of teachers are strongly agreed that Using the internet or Computer-assisted language learning “CALL” is beneficial to teach productive skills in the classroom, and 73,3% of them agree also in that.

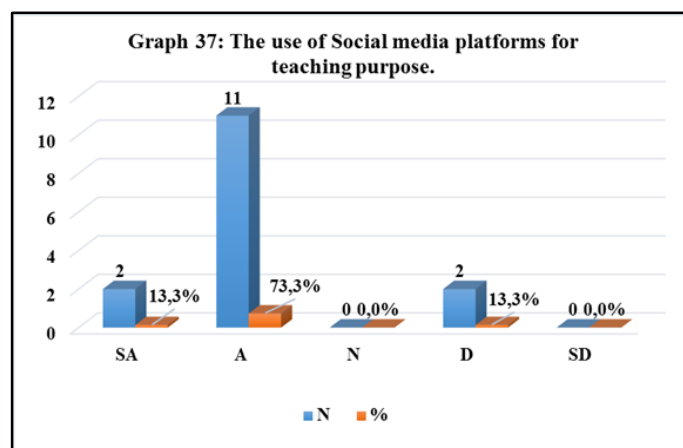
Discussion and interpretation: “CALL” is very important to enhance students' learning and achievement.

Q2: Social media platforms can be used for teaching purposes.

The purpose of this question is to affirm that social media can be used for teaching purposes.

	SA	A	N	D	SD
N	2	11	0	2	0
%	13,3%	73,3%	0,0%	13,3%	0,0%

Table 32: the use of Social media platforms for teaching purpose.



The table (32) explains that 73,3% of teachers agree that Social media platforms can be used for teaching purpose, 13,3% of teachers are strongly agreed, and 13,3% of them disagree that Social media platforms can be used for teaching purpose.

Discussion and interpretation:In line to the finding in students' questionnaire, social media can be used for teaching purpose.

Q3: Social media motivate learners to improve their language learning performance

The question is to ensure that social media motivate learners to improve their language learning.

	SA	A	N	D	SD
N	6	9	0	0	0
%	40,0%	60,0%	0,0%	0,0%	0,0%

Table 33: The use of Social media to motivate learners and improve their language learning performance.

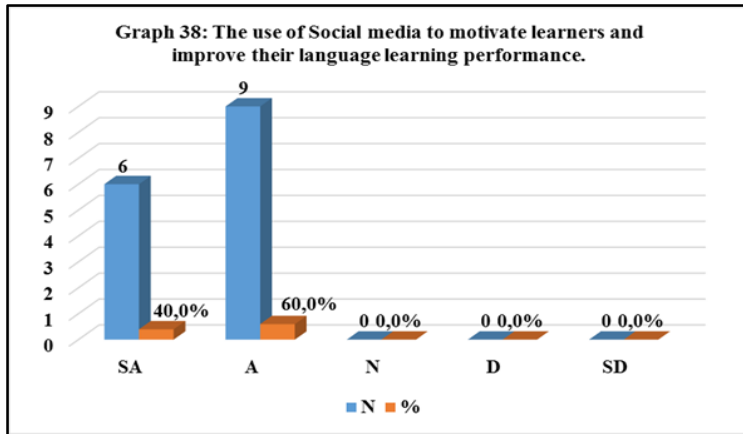


Table (33) shows that 40,0% of teachers agree that Social media motivate learners to improve their language learning performance, and 60,0% of them are strongly agreed.

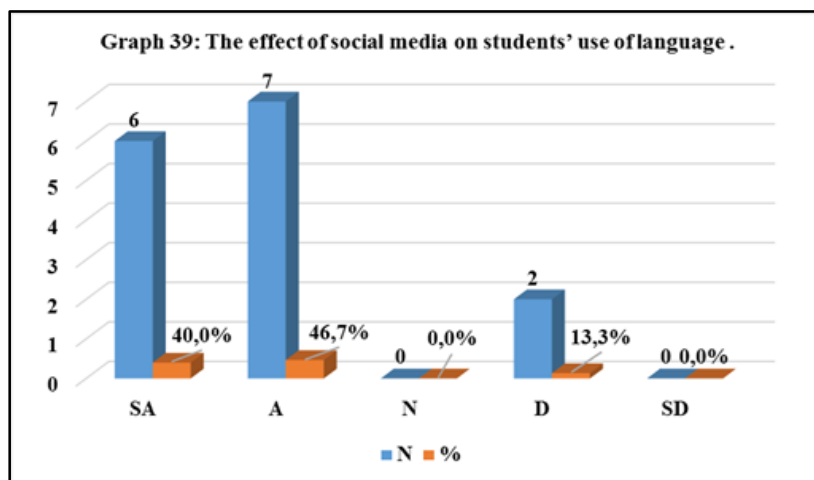
Discussion and interpretation: Asformentioned in the results of question 15 from students' questionnaire, Social media to motivate learners and improve their language learning performance.

Q4: Students' addiction to social media affects their use of language and their academic performance.

The question aims to show that Students' addiction to social media affects their use of language and their academic performance.

	SA	A	N	D	SD
N	6	7	0	2	0
%	40,0%	46,7%	0,0%	13,3%	0,0%

Table 34: The effect of social media on students' use of language .



The results from the table (34) reveal that 46,7% of teachers agree that Students’ addiction to social media affects their use of language and their academic performance, 40,0% of teachers are strongly agreed, whereas 13,3% of teachers disagree.

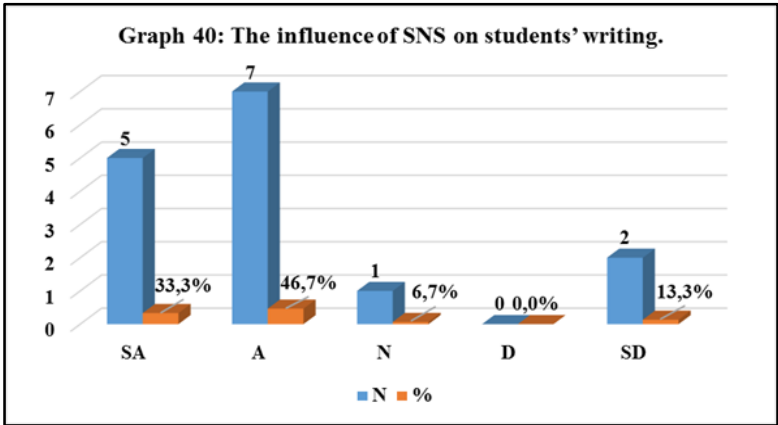
Discussion and interpretation:In line to the findings of question four from the students'questionnaire, students are addicted to social media and this are affecting their language learning and performance.

Q5: SNS affects students’ writing.

The question is to affirm the effect of SNS on students’ writing.

	SA	A	N	D	SD
N	5	7	1	0	2
%	33,3%	46,7%	6,7%	0,0%	13,3%

Table 35: The influence of SNS on students’ writing.



From table (35), 46,7% of teachers agree that SNS affects students’ writing, 33,3% of teachers are strongly agree, 13,3% of teachers are strongly disagreed, and that 6,7% prefer not to answer.

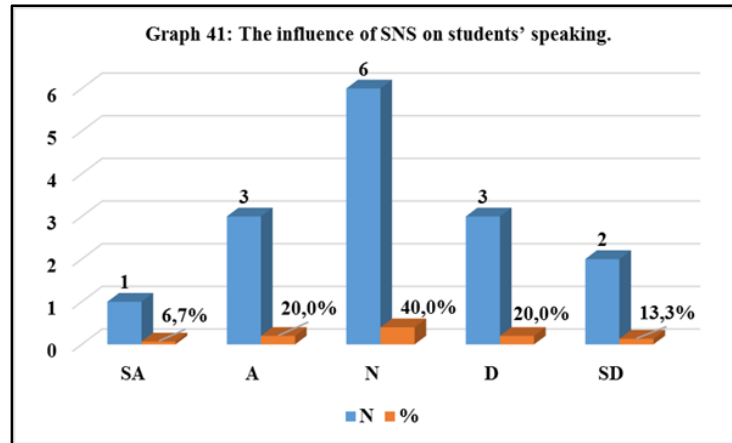
Discussion and interpretation: Confirming the results of question 19 from students' questionnaire, this question ensuring the effect of SNS on students’ writing.

Q6: SNS affects students’ speaking.

The question is to affirm the effect of SNS on students’ speaking.

	SA	A	N	D	SD
N	1	3	6	3	2
%	6,7%	20,0%	40,0%	20,0%	13,3%

Table 36: The influence of SNS on students' speaking.



The table (36) shows that 40,0% prefer not to answer, 20,0% of teachers agree that SNS affects students' speaking, 6,7% of teachers are strongly agreed, 20,0% of teachers disagree, and 13,3% of teachers are strongly disagreed.

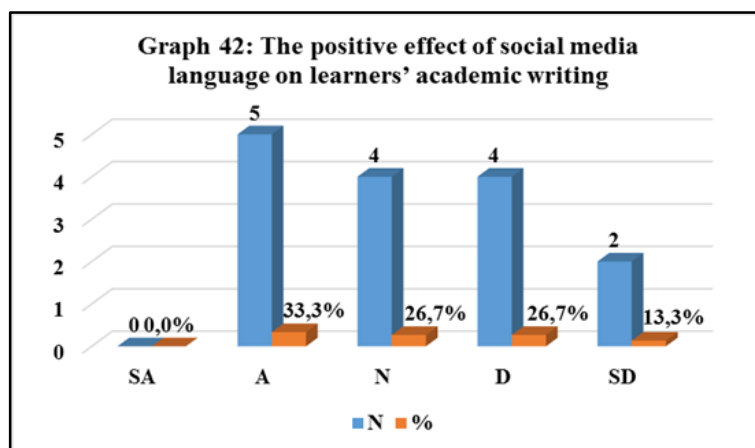
Discussion and interpretation: In contrast to the results from question 26 of students' questionnaire, SNS influence students' speaking.

Q7: Social media language can affect students' academic writing positively.

This question is directed to show the positive effect of social media language on students' writing.

	SA	A	N	D	SD
N	0	5	4	4	2
%	0,0%	33,3%	26,7%	26,7%	13,3%

Table 37: The positive effect of social media language on learners' academic writing.



From this table, 33,3% of teachers agree that Social media language can affect students' academic writing positively, 26,7% of teachers disagree, 13,3% of teachers are strongly disagreed, and 26,7% of teachers prefer to be neutral.

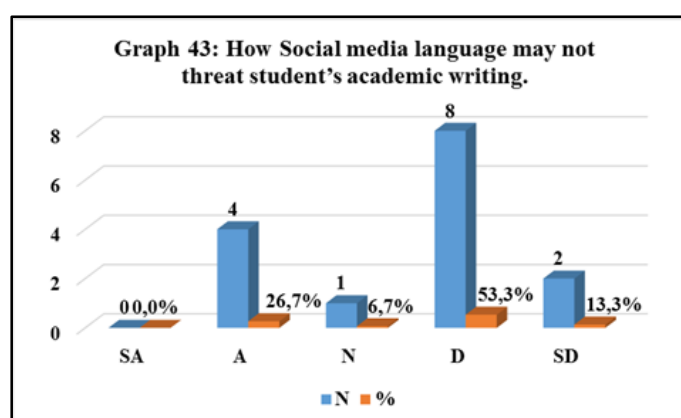
Discussion and interpretation: In line to the findings of question 16 from the students'questionnaire, social media language language affect learners' academic writing and language learning positively.

Q8: Social media language do not threat student's academic writing.

The question is to ascertain that social media do not threat students' academic writing.

	SA	A	N	D	SD
N	0	4	1	8	2
%	0,0%	26,7%	6,7%	53,3%	13,3%

Table 38: How Social media language may not threat student's academic writing.



The table (38) explains that 53,3% of teachers disagree in that Social media language do not threat student's academic writing, 13,3% of teachers are strongly disagreed, 26,7% of teachers agree, and 6,7% are neutral.

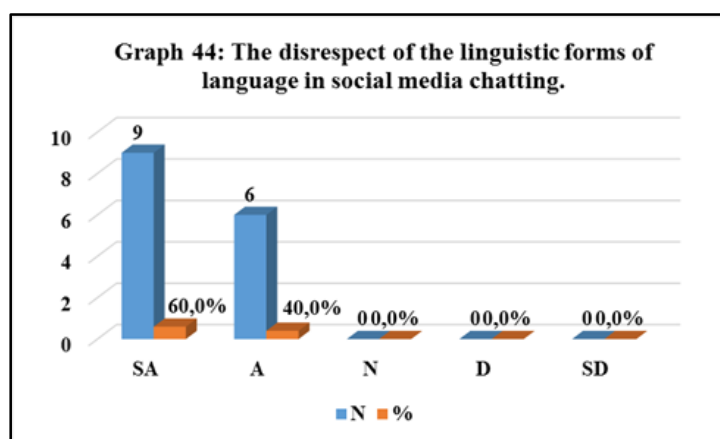
Discussion and interpretation: Social media language may threaten student's academic writing.

Q9: The linguistic forms of language are not respected in social media chatting.

The aim of this question is to show that students do not respect language forms when chatting.

	SA	A	N	D	SD
N	9	6	0	0	0
%	60,0%	40,0%	0,0%	0,0%	0,0%

Table 39: The disrespect of the linguistic forms of language in social media chatting.



The results from the table (39) shows 60,0% of teachers are strongly agreed that The linguistic forms of language are not respected in social media chatting, and 40,0% of teachers agree in that.

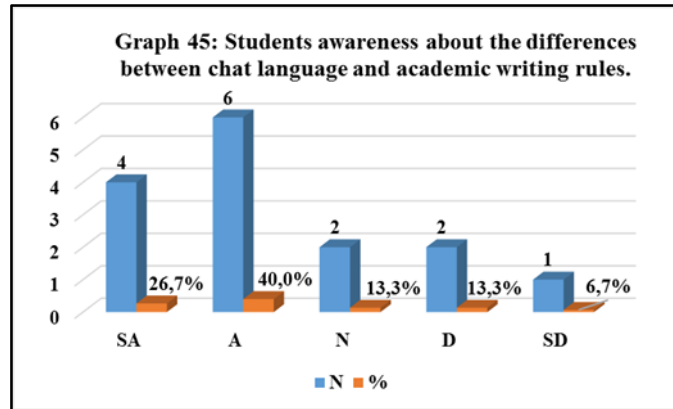
Discussion and interpretation: As mentioned in the results of question 12 from students' questionnaire, students use short form of words and abbreviations and do not respect the linguistic forms of language in social media chatting.

Q10: Students are not aware of the differences between informal language used in social media and formal/academic writing rules.

The question is to define students' awareness of the differences between informal language used in social media and formal/academic writing rules.

	SA	A	N	D	SD
N	4	6	2	2	1
%	26,7%	40,0%	13,3%	13,3%	6,7%

Table 40: Students awareness of the differences between chat language and academic writing rules.



From the table (40), 40,0% of teacher claim they agree that students are not aware of the differences between informal language used in social media and formal/academic writing rules, 26,7% of teachers are strongly agree, 13,3% of teachers disagree, 6,7% of teachers are strongly disagreed, and 13,3% of them are neutral.

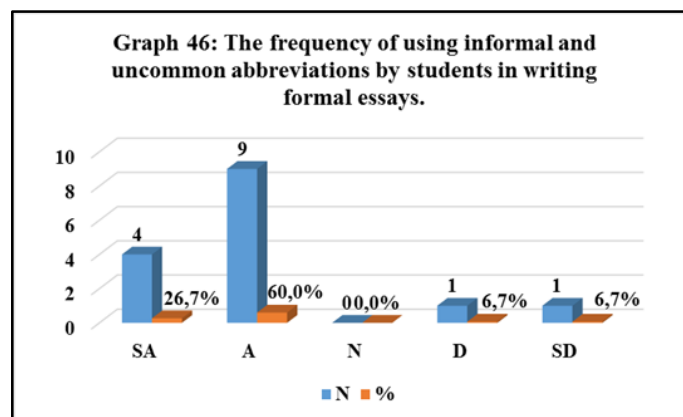
Discussion and interpretation: As the results indicate previously, students are not aware of the differences between informal language used in social media and formal/academic.

Q11: Students use informal and uncommon abbreviations in their formal writing.

This question is to affirm if students do use informal and uncommon abbreviations in their formal writing.

	SA	A	N	D	SD
N	4	9	0	1	1
%	26,7%	60,0%	0,0%	6,7%	6,7%

Table 41: The frequency of using informal and uncommon abbreviations by students in writing formal essays.



The results of the table (41) show that 26,7% of teachers are strongly agreed in students' use of informal and uncommon abbreviations in their formal writing, 26,7% of teachers agree, 6,7% of teachers disagree, and 6,7% of them strongly disagrees.

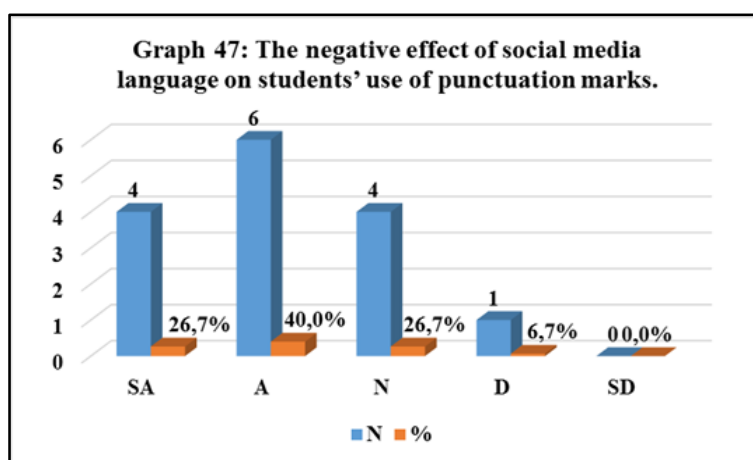
Discussion and interpretation: The findings of this question presents the frequency of using informal and uncommon abbreviations by students in writing .It supports the results of results of question 12 from students' questionnaire

Q12: Students use punctuation marks incorrectly due to the negative effect of social media language

The aim of this question is to show the negative effect of social media language on learners' use of punctuation.

	SA	A	N	D	SD
N	4	6	4	1	0
%	26,7%	40,0%	26,7%	6,7%	0,0%

Table 42: The negative effect of social media language on students' use of Students use punctuation marks.



According to the table (42), 40,0% of teachers agree that Students use punctuation marks incorrectly due to the negative effect of social media language, 26,7% of teachers are strongly agreed, 6,7% of teachers disagree, and 26,7% prefer to be neutral.

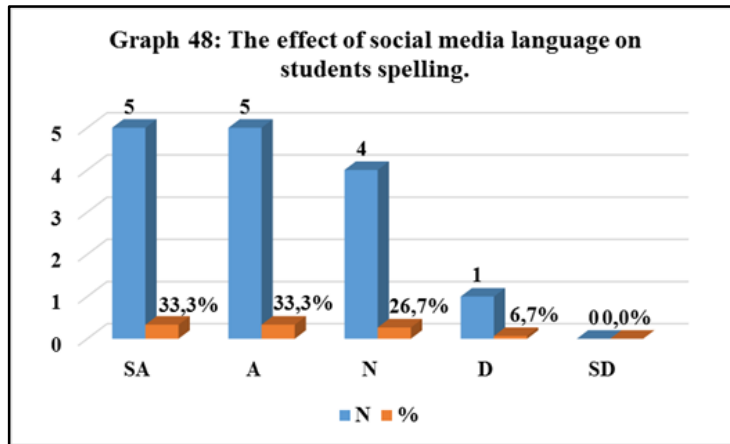
Discussion and interpretation: The results indicate the negative effect of social media language on students' use of punctuation marks.

Q13: Spelling is affected social media language.

The question is to affirm the effect of social media on students' spelling.

	SA	A	N	D	SD
N	5	5	4	1	0
%	33,3%	33,3%	26,7%	6,7%	0,0%

Table 43: The effect of social media language on students spelling.



In the table (43), it is clear that 33,3% of teachers are strongly agreed that spelling is affected by social media language, 33,3% of teachers agree, 6,7% of teachers disagree, and 26,7% of them are neutral.

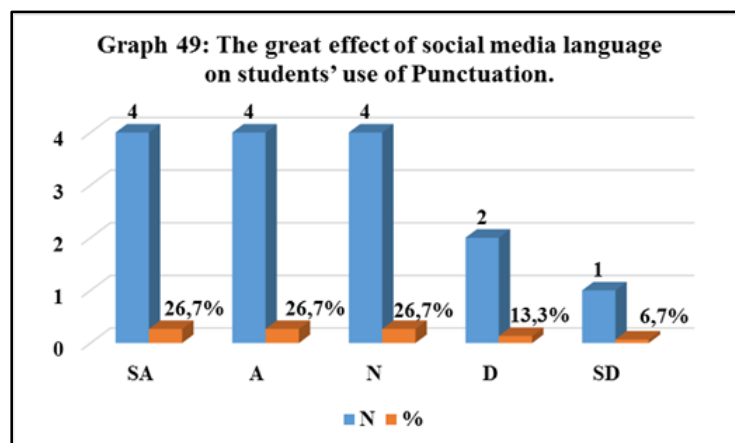
Discussion and interpretation: The findings in line to previous results affirm the effect of social media language on students' spelling.

Q14: Punctuation is the most affected aspect

The question is to affirm the effect of social media on students' Punctuation.

	SA	A	N	D	SD
N	4	4	4	2	1
%	26,7%	26,7%	26,7%	13,3%	6,7%

Table 44: The great effect of social media language on students' use of Punctuation.



The table (44) presents that 26,7% of teachers are strongly agree that Punctuation is the most affected aspect of language by social media language. 26,7% of teachers agree in that, 13,3% of teachers are disagree, 6,7% of them are strongly disagreed and 26,7% prefer to be neutral.

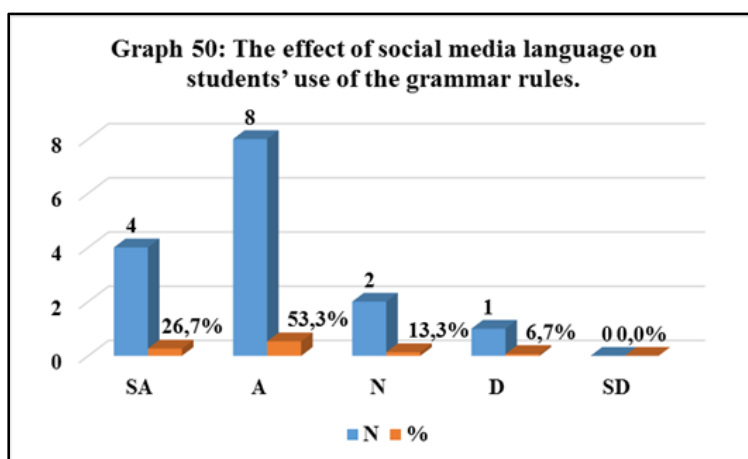
Discussion and interpretation: The findings affirm the effect of social media on students' use of Punctuation. The students' misuse of punctuation marks is due to netspeak in which students do not care about the linguistic forms of language.

Q15: Grammar is the most affected aspect.

The question is to affirm the effect of social media on students' Grammar.

	SA	A	N	D	SD
N	4	8	2	1	0
%	26,7%	53,3%	13,3%	6,7%	0,0%

Table 45: the effect of social media language on students' use of the grammar rules.



From the table above, the majority of teachers (6,7%) affirm that grammar is the most affected aspect of language due to the overuse of social media. 26,7% of teachers are strongly agreed, 6,7% of teachers are against, and 13,3% of them are neutral.

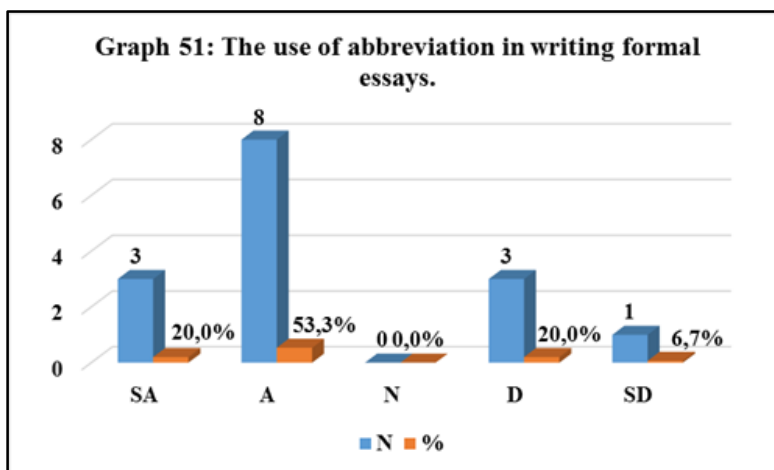
Discussion and interpretation: social media language influence students' use of the grammar rules. The same results has been found in question 20 from students'questionnaire.

Q16: Abbreviation is the most appeared form in students' academic writing due to the large use of texting.

The question is to affirm that abbreviations are the most appeared form in students' academic writing due to the large use of texting.

	SA	A	N	D	SD
N	3	8	0	3	1
%	20,0%	53,3%	0,0%	20,0%	6,7%

Table 46: the use of abbreviation in writing formal essays.



From the table (46), it is clear that most of the teachers 53,3% agree that abbreviations are the most appeared form in students' academic writing due to the large use of texting. 20,0% of teachers are strongly agreed with students' use of abbreviations, 20,0% of teachers disagree, and 6,7% of them strongly disagrees.

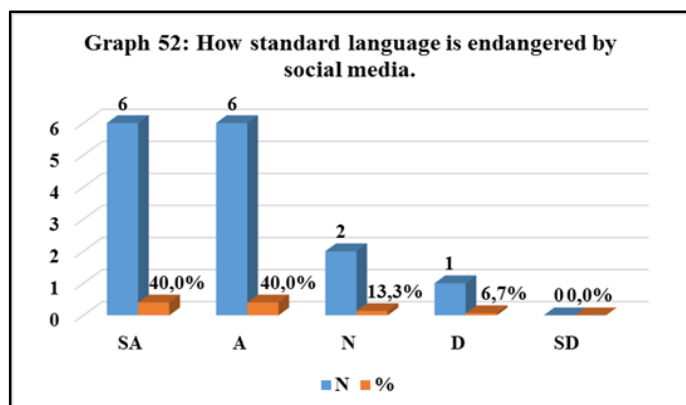
Discussion and interpretation: Both students' questionnaire and teachers questionnaire confirm that students use of abbreviation in writing formal essays due to the large use of texting.

Q17: Standard language is endangered by social media.

The question aims to show the danger of social media language on formal English.

	SA	A	N	D	SD
N	6	6	2	1	0
%	40,0%	40,0%	13,3%	6,7%	0,0%

Table 47: How standard language is endangered by social media.



The table (47) shows that 40,0% of teachers are strongly agreed that standard language is endangered by social media. 40,0% of teachers agree in the effect of social media on standard language, 6,7% of teachers disagree in that, and 13,3% of them are neutral.

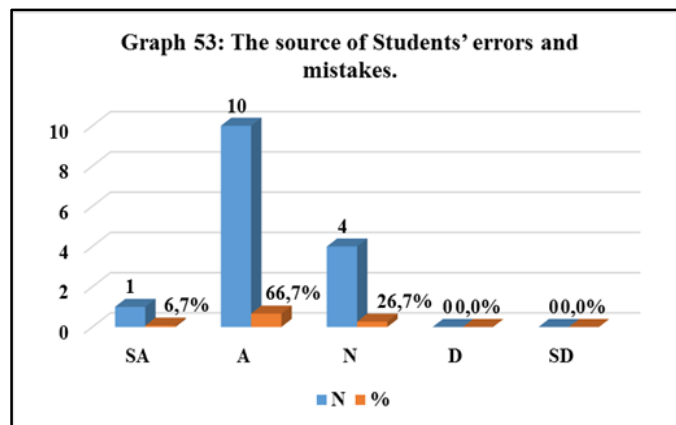
Discussion and interpretation: Standard language is endangered by social media. The overuse of netspeak leads students to use abbreviations and short form of words in their formal writing.

Q18: Students’ errors and mistakes are related to their lack of linguistic proficiency and not to frequent texting.

The purpose of this question is to confirm that students’ errors and mistakes are related to their lack of linguistic proficiency and not to frequent texting.

	SA	A	N	D	SD
N	1	10	4	0	0
%	6,7%	66,7%	26,7%	0,0%	0,0%

Table 48: the source of Students’ errors and mistakes.



It is clear from the table (48) that 66,7% of teachers confirm that Students’ errors and mistakes are related to their lack of linguistic proficiency and not too frequent texting. 6,7% of teachers are strongly agreed with that, and 26,7% are neutral in their answer.

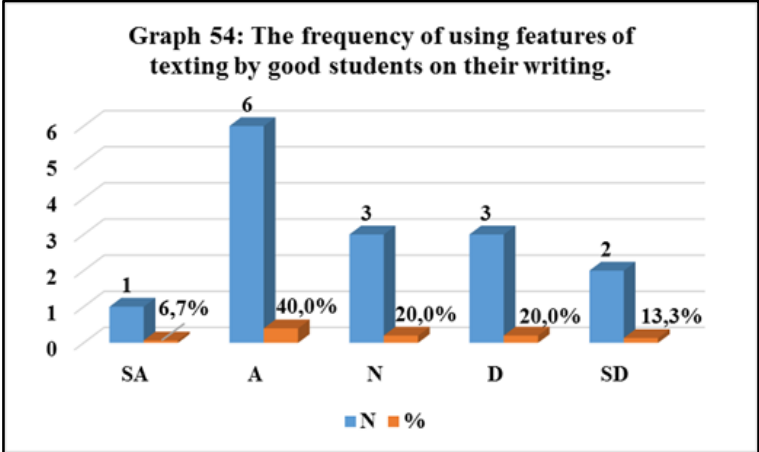
Discussion and interpretation: The results confirm that students’ errors and mistakes are related to their lack of linguistic proficiency and not only to frequent texting. In that, social media is not the only one blamed for the phenomenon.

Q19: good students use Features of texting on their writing more than others.

The question is to show if good students use Features of texting on their writing more than others or no.

	SA	A	N	D	SD
N	1	6	3	3	2
%	6,7%	40,0%	20,0%	20,0%	13,3%

Table 49: The frequency of using features of texting by good students on their writing.



The previous table (49) shows that 40,0% of teachers agree that good students use Features of texting on their writing more than others or no. 6,7% of teachers are strongly agreed, 20,0% of teachers have disagreed, 13,3% of them strongly disagreed, and 20,0% prefer to be neutral.

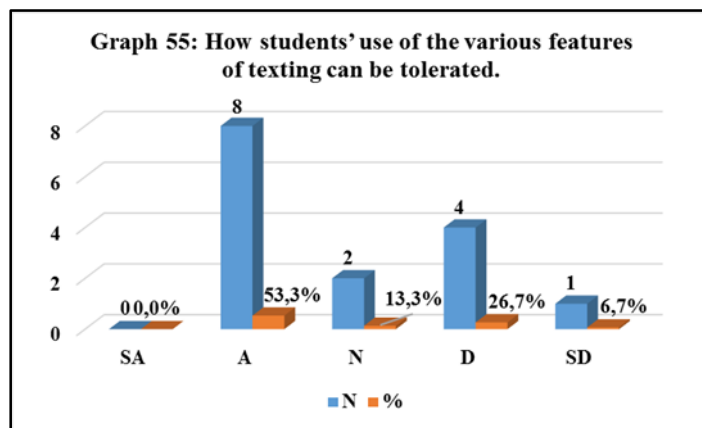
Discussion and interpretation: The findings confirm that good students use features of texting on their writing. They are also addicted to social media and use netspaek when connecting or chatting.

Q20: The use of some features of texting can be tolerated.

The question aims to ascertain that students’ use of some features of texting can be tolerated.

	SA	A	N	D	SD
N	0	8	2	4	1
%	0,0%	53,3%	13,3%	26,7%	6,7%

Table 50: How students’ use of the various features of texting can be tolerated.



From table (50), 53,3% of teachers agree that students' use of some features of texting can be tolerated, 26,7% of teacher disagree in that, 6,7% of them strongly disagree, and 13,3% of them prefer to be neutral.

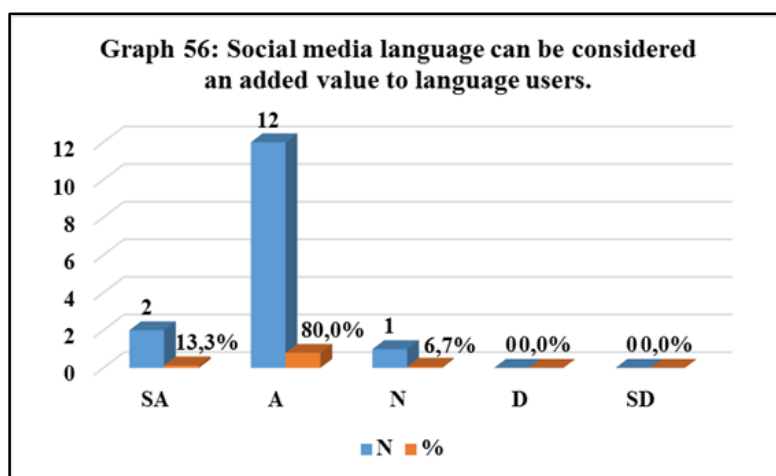
Discussion and interpretation: The findings ascertain that students' use of some features of texting can be tolerated.

Q21: Despite the drawbacks, social media language can be considered an added value to language users.

The question aims to describe how social media language can be considered an added value to language users.

	SA	A	N	D	SD
N	2	12	1	0	0
%	13,3%	80,0%	6,7%	0,0%	0,0%

Table 51: How social media language can be considered an added value to language users.



The table (51) reveals that most of the teachers (80,0%) agree that social media language can be considered an added value to language users, 13,3% of them strongly agree, and 6,7% are neutral.

Discussion and interpretation: Social media language can be considered an added value to language users. It help students to improve their language, develop their skills, and enhance their academic achievement.

3. The Corpus Analysis of Students' exam papers:

The aim of this study is to examine students' exam papers and check the mistakes they make in writing formal essays due to the overuse of social media. While observing 30 copies of students' exam papers, a number of mistakes were marked about their use of abbreviations, short forms, grammar, and spelling mistakes. The following table presents the frequency of student's mistakes while writing formally.

Type of the error	Number of errors
Wrong tense	26
Capitalization	121
Word order	19
Missed subject	17
Absence of preposition	18
Misuse of prepositions	10
Absence of transitions	26
Wrong structure	29
Absence of determiners	14
Misuse of determiners	0
Long sentences	44
Absence of cordinators	17
Misuse of cordinators	22
Word classes	15
« S » of the third person	18

Punctuation	123
Misuse of pronouns	10
Misuse of articles	12
Absence of verb	10
Spelling	61
Long sentences	6
Misuse of words	22
Possession	6
Informal expressions	15
« S » of plural	4
Abbreviation	6
Absence of Cohesion and coherence	8

Table 52: The frequency of student’s mistakes while writing.

In corpus analysis of students exam papers, students’ mistakes have been divided into categories; grammar, spelling, punctuation, capitalization, and abbreviations.

The students’ most committed mistakes in writing formal essays were in the use of capitalization and punctuation. Students are not aware that capitalization is a very important condition to form any formal piece of writing. Students’ mistakes of capitalization mostly appear in their use of the capital letter in the middle of the sentence. In addition, students ‘ misuse of punctuation is unconscious due to their lack of concentration and the large use of texting language.

Students’ spelling and grammar mistakes are in the second place. In spelling, They get confused and forget the correct form of words as in “attention” as opposed to “attention” and “difrent” as opposed to “different”. Students ‘ mistakes in grammar appear mostly with the third person ’s” as in “it study” instead of “it studies”, ”they comes” instead of “they come”. Also they face problems in using the right tense and in dealing with regular and irregular verbs in past tense as in “they were develop” instead of “they were developing” and “it learned” instead of “it learnt”.

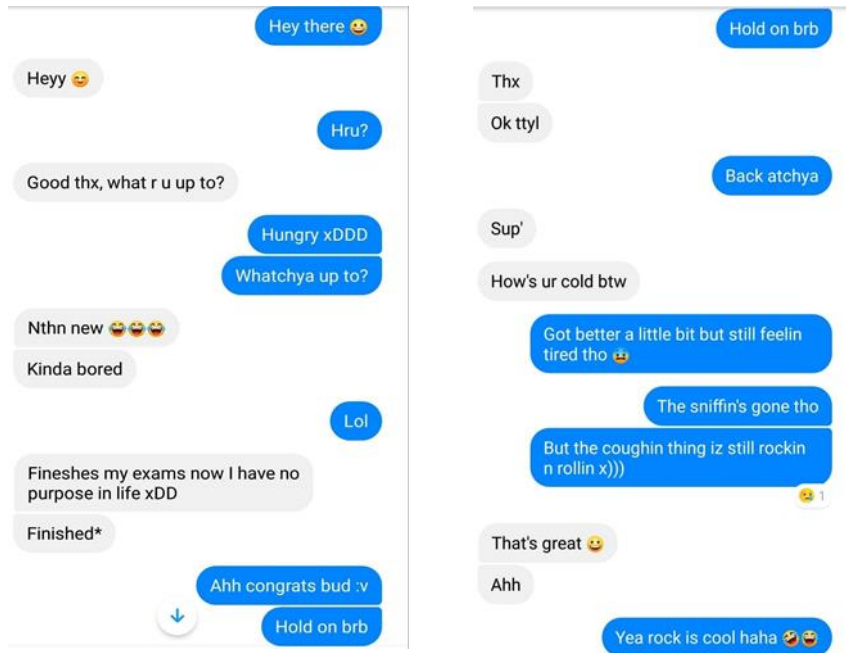
Concerning students' use of abbreviations and short forms, mostly they use "lge" for "language", "nd" for "and", "ling" for "linguistics", and "Eng" for "English". It seems clear that students use abbreviations and short forms that are related to the field of their studies. The table below provides more details about students' mistakes.

Type of the error	Example
Grammar	<ul style="list-style-type: none"> • They comes • It learned • They were develop • It study • Language society
Spelling	<ul style="list-style-type: none"> • Atention • surve • Impotent • Difrent • Fom
Punctuation	<ul style="list-style-type: none"> • ie : • . Culture, is the ...
Capitalization	<ul style="list-style-type: none"> • ... between Their... • Second, They should...
Abbreviation	<ul style="list-style-type: none"> • Lge • Nd • Eg • i.e • eng • ling

Table 53: Student's mistakes.

4. The corpus analysis of the extracts:

4.1. The analysis of the Messenger extract:



The formal version of the conversation is :

A: Hi there.

B: Hi

A: How are you?

B: Good thanks, what about you?

A: I feel hungry ,what about you?

B: Nothing new.

A: Kind of bored .

B: Laughing out loud.

A: I have finished my exams ,now I have no purpose in life.

B: Oh! Congratulations, hold on, be right back.

A: Thanks. Ok, I will talk to you later.

B: I back at you.

A: How is your cold ?

B: I have got better little bit but I still feel tired. The sniffing is gone but the coughing things is still rocking and rolling.

A: That is great.

The analysis :

This written discourse is part of an informal synchronous conversation between two students who use messenger to communicate. In this conversation, both of the students are using a slang language and the new communication signs, such as:

- The use of shortcutting words like in :

H : how

R : are

U : you

Atchya: at you

Ttyl: talk to you later

N: and

- The use of abbreviations in :

Thx: thanks

Lol: laughing out loud

Brb: brother

Gonna: going to

Btw: between

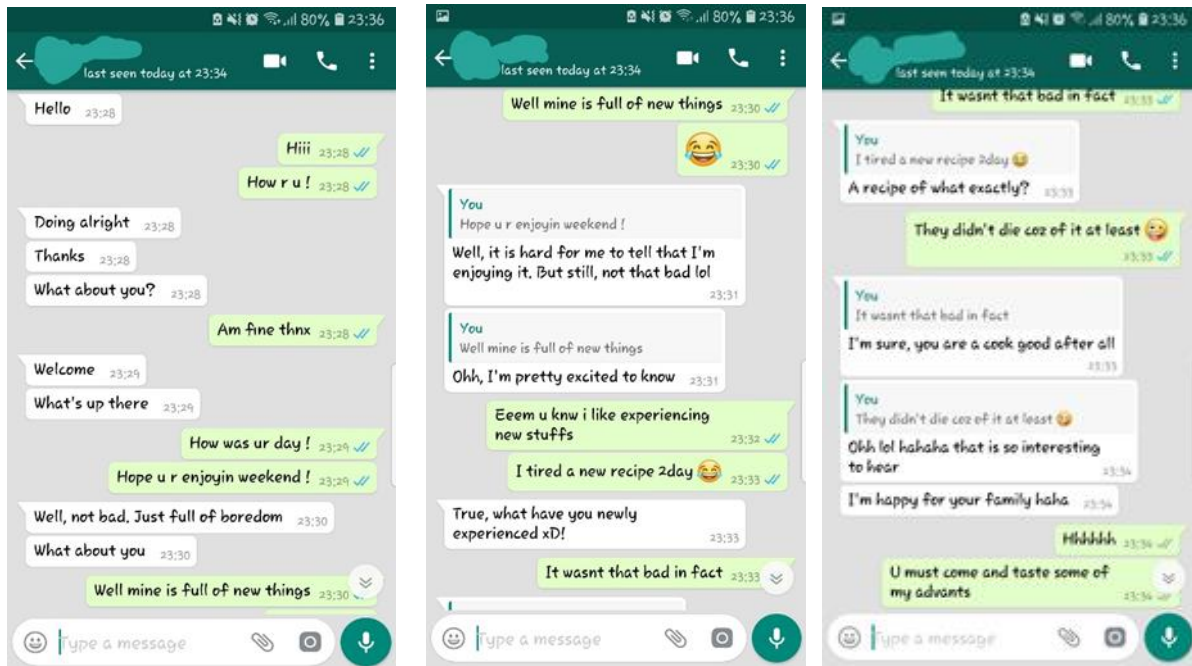
Doc: doctor

Iz: is

Nthn: nothing

Kinda: kind of

4.2. The analysis of the WhatsApp extracts:



The formal version of the conversation is :

A: Hello

B: Hi,how are you?

A: I am doing alright, thanks. What about you?

B: I am fine thanks.

A: Welcome,what 's up there?

B: How was your day?I hope you are enjoying the weekend.

A: Well, just full of boredom. It is hard for me to tell that I am enjoying it, but still not that bad .

B: Well,mine is full of new things.

A:Oh! I am pretty excited to know.

B:You know, I like experiencing new stuffs.

A: True, what have you newly experienced?

B: It was not that bad in fact. I tried two recipe today.

A: A recipe of what exactly ?

B: They did not die because of at least.

A: oh! That is so interesting to hear, I am sure you cook good after all .I am happy for your family.

B: Thanks, you must come and taste some of my advents.

The analysis :

On the level of formality, this conversation is structured written synchronous discourse between two students. They use colloquial language to greet each other and discussing some issues. The two students use abbreviations, short forms of words ,and numbers that have the same pronunciation of some letters, like in:

- The use of shortcutting words like in :

H: how

R: are

U: you

Ur: your

- The use of abbreviations in :

Lol: laughing out load

Thnx: thanks

Am: I am

Knw: know

Coz: because

Tho: though

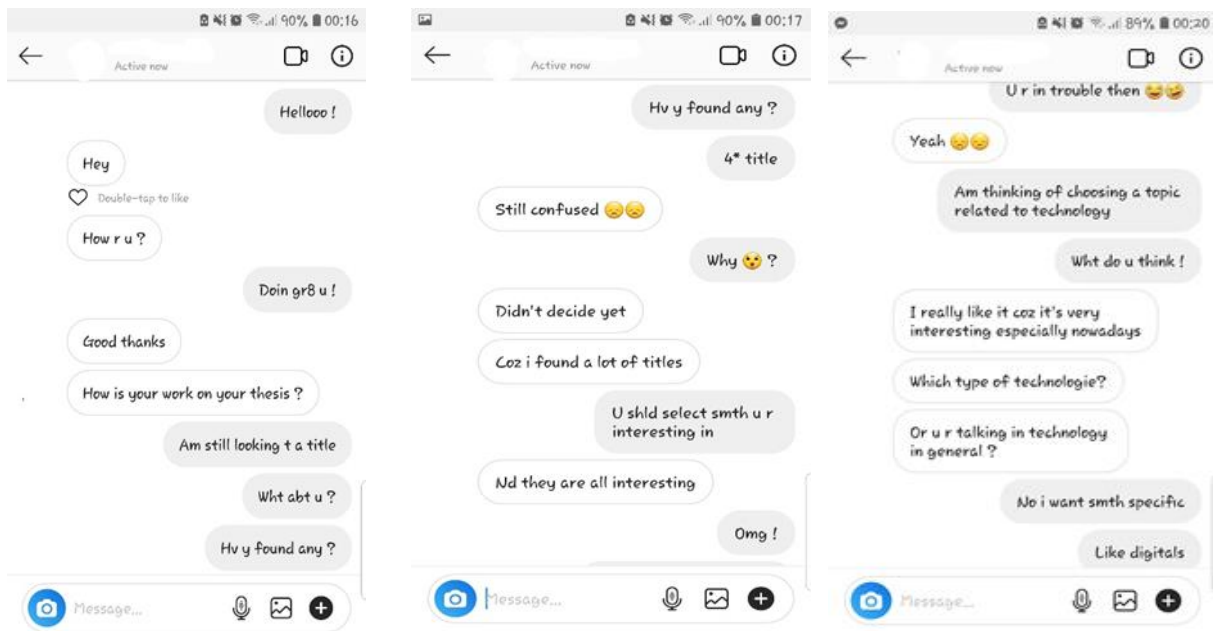
- The use of numbers that have the same pronunciation of some letters like in :

2day: to day

The of question mark and exclamation point like in :

xD !: to express exclamation

4.3. The analysis of the Instgrame extract:



The formal version of the conversation is :

A: Hello!

B: Hi, how are you ?

A: I am doing great

B: Good thanks, how is your work on your thesis?

A: I am still looking for a title. What about you?....Have you found any?

B: I am still confused

A: Why?

B: I did not decide yet because I found a lot of titles.

A: You should select something that you are interesting in.

A: They are all interesting.

B: Oh my God, you are in trouble then.

A: Yes

B: I am thinking of choosing a topic related to technology, what do you think?

A: I really like it because it is very interesting especially nowadays. Which type of technology or you are going to talk in technology in general?

B: No, I want specific thing like digital technology.

The analysis :

Concerning formality, this written discourse is informal synchronous conversation between two students on Instgarm. It takes the form of questions and answers in logical order. Linguistically, it is clear that chatters are using correct tenses with simple direct sentences, but they mostly use shortcutting words, abbreviations, and numbers instead of some letters such as:

- The use of shortcutting words like in :

R: are

U: you

T: to

Y: you

HV: have

Nd: and

The use of abbreviations in :

Doin: doing

Wht: what

Abt: about

Coz: because

Shld: should

Smth: some thing

Am: I am

Omg: Oh my God

- The use of numbers instead of some letters like in :

Gr8: great

4: for

5. Summary of the results:

This chapter presents the analysis of student's questionnaire, teachers questionnaire, the corpus analysis of students' exam papers, and the observation of three extracts from Facebook Messenger, WhatsApp, and Instagram. The chapter aims to investigate students addiction to social media, and how social media language may affect learners' academic writing performance.

From the analysis of the students' questionnaire that was addressed for students of first-year Master linguistics of English at the University of Msila, it is clear that the internet is very important for both females and males. The results suggest that students are totally addicted to social media, and Facebook is the most used social network among students in which females use more informal English when connecting than males who use formal academic English. Most of the students claim that social media affect them positively in which online conversation motivate them to improve their language learning through gaining new vocabulary, improving their weakness in grammar, and practicing the language. Almost, all students prefer online correction that helps them to receive feedback more than classrooms correction, and they state that social media platforms influence their formal writing and it may help them to learn writing English. In addition, the results reveal that the majority of students are using abbreviations and short forms while texting to gain time and avoid boredom. Those sings of communication affect a small number of students' academic writing because students are aware of the differences between formal and informal writing.

After analyzing the teachers' questionnaire, it seems clear that Using the internet or Computer-assisted language learning "CALL" and social media networks is very important to achieve teaching purposes. Most of the teachers agree that social media motivate learners to improve their language learning. However, the overuse of social media language may threaten Students' academic writing. Students use capitalization and punctuation marks incorrectly and spell some words wrongly due to the effect of social media language. In some case, students' mistakes are related to their lack of linguistic proficiency. Mostly, the use of texting language can be tolerated and social media language can affect students' writing positively and it can be considered an added value to language users.

The analysis of students' exam papers reveals that students commit some mistakes when writing such as using the abbreviation, the misuse of capitalization and punctuation, and wrong spelling of words. Students' mistakes appear due to their overuse of social media language, but others are related to their lack of concentration in which they commit them unconsciously. Also, the results show that the misuse of capitalization and punctuation are the most common mistakes in students' formal writing.

According to the corpus analysis of students' daily conversation on some social media platforms, it seems clear that students are using excessively abbreviations, shortcutting words, and numbers instead of letters while texting. They do believe that those signs of communication are effective to save their time and avoid boring and long conversations. Thus, some students do not care about the sentence structure as well as conveying their precise and simple messages. However, some other students use shortcutting instead of correct words because they face problems in spelling.

III. Section Three: Implication ,Recommendations, Delimitation ,and limitations

Introduction:

From a pedagogical point of view, the results of this study indicate the negative impact of social networks language on students' academic writing performance. Therefore, we must raise the level of awareness among learners about the negative use of chat language in their formal writing, and how other applications of social media may help positively to achieve some

educational goals. For this reason, this section presents some of the practical implication, the recommendations, the delimitation, and the limitation of the study.

1. Practical implication

The results of this research imply that almost all students are addicted to social media. A large number of them feel more comfortable in using the English language in social media platforms rather than classrooms. They do prefer learning writing using social media. However, teachers argue that social media language affects the students' writing negatively and undermines their ability to develop their writing skill. This has created a conflict between the findings.

2. Recommendations:

Based on what is found in this paper, it should be very useful for anyone to repeat the study in a broader way. It is also recommended that the researcher should interview the participants in person in order to ensure better credibility for the research.

3. Delimitation

This research focuses on the influence of digital social media language on learners' academic performance. In that, this study narrows down its area from general media to the specific social digital media. Therefore to make the thesis concise, this study focuses only on writing as one productive skill among other productive skill of language learning.

4. Limitation

This research was conducted at the University of Msila only. It was limited to the English Department at the University of Msila due to time constraints. Moreover, it was impossible to reach the students of other universities because of the strict system. So, it was not possible to generalize the influence of social media language on learner 's academic writing performance.

Conclusion

This chapter has presented a detailed description of the procedures that research has adopted. It has described the research design of the study, the sample, the data collection tools and the statistical analysis of the results which proved that social media have a vital role in

facilitating interaction between students and present useful information for both teachers and students. However, students of first year Master linguistic of English language at Msila university have some serious difficulties in their academic writing due to the effects of social media language.

General conclusion

Social networking sites are becoming an integral part of human life. They enable people to keep in touch and communicate with each other through developing a new system of texting with different languages. The current study investigates the effect of social media on EFL learners, and the mistakes that students commit in their formal writing at the University of Msila.

This research was divided into three chapters: chapter one is concerned with a general view of the writing system, types of writing, component of formal writing, and approach to teach writing ...etc. Chapter two is related to social media, SNSs, texting language, and describe students' addiction to social media and its effect in their performance. Chapter three presents mainly the research design, data collection, and analysis, as well as, the discussion of the results. This chapter affirms students addiction to social media, how this later may improve their language learning, and how the chat language impacts their writing skill. The findings reveal that social media platforms may motivate learners to enhance their language learning, develop their skills, and practice language more effectively. However, the social media language affect some students' writing negatively. Students use the style of texting unconsciously in their formal writing. Most of them use abbreviations and short forms because they are easier and to gain time. Students' mistakes in grammar, punctuation, and capitalization mostly are not related only to their overuse of social media but also to their lack of linguistic proficiency.

It is therefore very important to focus on how educators can help their students to take benefits of social networking sites to improve their productive skill. This research suggests that if teachers and students use digital social media inappropriate way, it would be useful for them to enhance their English language learning.

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Appendices

Students' Questionnaire

Questionnaire for the student.

This survey is part of research work in linguistic studies for Master Degree. The questionnaire is entitled as "The Effect of Social Media Language on Learner's Academic Writing Performance". You are kindly requested to answer the questions and comment when necessary by putting a tick in the appropriate box or give a full answer when necessary.

1. Gender:

A. Male

B. Female

2. Age:

A. 18 to 22

B. 22 to 27

C. 27 to 35

D. More than 35

3. Which grade are you in?

A. License

B. Master degree

C. Ph.D. degree

4. For how long time have you been using the internet?

A. More than 10 years

B. 5 to 9 years

C. 2 to 5 years

D. less than 3 years

5. Are you interested in using social media?

A. Yes

B. No

6. How many social media application do you have ?

.....

7. What type of social media do you prefer more?

A. Facebook

B. Twitter

C. Messenger

D. Instagram

E. Viber

F. WhatsApp

G. Snapchat

H. Others

8. Do you spend a long time using social media (Facebook, Twitter etc.)?

A. Yes

B. No

9. What is the language you use when chatting, giving a status or commenting ?

A. English

B. Arabic

C. French

- If it is English, is it because in social media setting the English language seems to be much more prestigious than other languages?

A. Yes B. No

10. Do you use formal English in Facebook/Instagram/Twitter?

A. Yes B. No

11. When you connect, what do you prefer to do?

A. Chatting (speaking, writing) B. Reading

C. Commenting D. Posting

12. Do you chat with your teachers?

A. Yes B. No

- If yes, do you use the English language with them?

A. Yes B. No

13. Do you use an abbreviation such as “lol” and “omg” while texting?

A. Yes B. No

- If yes, why?

A. Gain time B. Facilitate texting

14. Would you provide us with some abbreviations of your own with explanation?

<i>Symbols/abbreviations used.</i>	<i>explanation</i>

15. Does your teacher or your friend correct your mistakes while chatting ?

A. Yes B. No

16. Do you prefer :

A. Online correction B. Classroom corrections

17. Do social media and online conversation motivate you to improve your language learning?

A. Yes B. No

- If yes, how?
-

18. What aspect of social media helps you more in improving your English language learning?

19. Does it affect your writing skill development?

- A. Yes B. No

20. Do you think that social media platforms can help in improving the writing skill ?

- A. Yes B. No

21. Does social media influence your formal writing ?

- A. Yes B. No

- If yes, is the effect:

- A. Positive B. Negative

22. What are the language aspects affected?

- A. Grammar B. Syntax C. Morphology

23. Do you care about the linguistic forms of the language when chatting, commenting or posting a status?

- A. Yes B. No

24. Do you think deeply before you write a post?

- A. Yes B. No

25. Do you use a dictionary before writing or posting on social media to get sure of a word or a sentence structure?

- A. Yes B. No

26. Do you use the same short forms and abbreviations used in social media in your formal writing?

- A. Yes B. No

- If yes, why?

Because:

- A. Forget the formal forms
- B. Gain time because formal essays are long and complex
- C. Unconsciously used
- D. Easier than formal language

Other reasons mention them:

.....

27. Do you feel more comfortable in using the English language with your friends in social media rather than in the academic classroom?

A. Yes

B. No

- If yes why?
-

28. In your classroom presentation, do you pronounce words or phrases like LOL, OMG?

A. Yes

B. No

Thank you for your time and efforts.

Teachers' Questionnaire

Teachers' Questionnaire

This survey is part of research work in linguistic studies for the Master Degree. In order to investigate the effect of social media language on learner's academic writing performance, we have designed this questionnaire as a part of the methodology has been adopted. We would be grateful if you kindly respond to the following items by having a tick in the appropriate box:

Key to symbols:

SA: Strongly Agree, **A:** Agree, **N:** neutral, **D:** Disagree, **SD:** Strongly Disagree

		SA	A	N	D	SD
1	Using internet or Computer Assisted Language Learning (CALL) is beneficial to teach productive skills in classroom.					
2	Social media platforms can be used for teaching purpose.					
3	Social media motivate learners to improve their language learning performance.					
4	Students' addiction to social media affects their use of language and their academic performance.					
5	Social Networking Sites (SNS) affects students' writing.					
6	SNS affects students' speaking.					
7	Social media language can affect students' academic writing positively.					
8	Social media language do not threat student's academic writing.					
9	The linguistic forms of language are not respected in social media chatting.					
10	Students are not aware of the differences between the informal language used in social media and the formal/academic writing rules.					

11	Students use informal and uncommon abbreviations in their formal writing.									
12	Students use punctuation marks incorrectly due to the negative effect of social media language.									
13	Spelling is the most affected aspect in students' academic writing.									
14	Punctuation is the most affected aspect.									
15	Grammar is the most affected									
16	Abbreviations are the most appeared forms in students' academic writing due to the large use of texting.									
17	Standard language is endangered by social media.									
18	Students' errors and mistakes are related to their lack of linguistic proficiency and not to frequent texting.									
19	Good students use features of texting on their writing more than others.									
20	The use of some features of texting in academic writing can be tolerated.									
21	Despite the drawbacks, social media language can be considered an added value to language users.									

Thanks for your precious time.

The tables of the corpus analysis:

	L ₁	L ₂	L ₃	L ₄	L ₅	L ₆	L ₇	L ₈	L ₉	Sum
Wrong tense	4	2	/	/	/	/	/	1	1	8
Capitalization	2	3	8	7	3	3	8	4	1	39
Word order	1	/	1	/	/	/	/	/	/	2
Missed subject	/	/	/	/	/	/	/	/	/	2
Absence of preposition	3	/	/	/	1	1	/	/	1	6
Misuse of prepositions	/	2	/	/	1	1	/	/	/	4
Absence of transitions	/	1	1	1	/	/	/	/	/	3
Wrong structure	/	1	/	/	1	/	/	1	/	3
Absence of determiners	/	/	1	/	/	/	1	/	/	2
Misuse of determiners	/	/	/	/	/	/	/	/	/	0
Long sentences	1	1	/	1	/	/	/	/	1	4
Absence of cordinators	/	/	1	1	/	/	/	/	1	3
Misuse of cordinators	/	/	/	/	/	/	/	2	/	2
Word classes	/	/	/	/	2	/	/	/	/	2
« S » of the third person	/	/	1	1	2	/	1	1	/	5
Punctuation	1	3	7	3	5	3	11	6	/	41
Misuse of pronouns	2	1	1	1	/	/	/	/	/	5
Misuse of articles	1	/	/	/	/	1	1	1	1	4
Absence of verb	1	/	/	1	/	1	/	1	/	4
Spelling	/	5	/	6	2	3	/	/	2	18
Long sentences		2	1	/	/	/	/	/	/	3
Misuse of words	/	1	1	/	1	1			1	4

Possession	/	/	1	/	/	/	/	1	/	2
Informal expressions	1	/	/	/	/	/	1	/	2	4
« S » of plural	1	1	/	/	1	/	/	1	/	4
Abbreviation	/	/	/	2	/	/	/	/	/	2
Absence of Cohesion and coherence	/	/	/	/	/	/	/	/	/	/

Table 54: The analysis of students' exam papers (1).

	L ₁₀	L ₁₁	L ₁₂	L ₁₃	L ₁₄	L ₁₅	L ₁₆	L ₁₇	Sum
Wrong tense	/	/	2	/	/	/	/	/	2
Capitalization	2	1	2	9	3	/	7	/	24
Word order	/	/	/	/	/	1	/	/	1
Missed subject	1	1	/	1	/	/	/	/	3
Absence of preposition	/	/	/	/	/	/	/	/	/
Misuse of prepositions	/	/	/	/	/	/	/	/	/
Absence of transitions	/	/	/	/	/	/	/	/	/
Wrong structure	/	/	/	/	/	/	/	/	/
Absence of determiners	/	/	/	/	/	/	/	/	/
/Misuse of determiners	/	/	/	/	/	/	/	/	/
Long sentences	/	/	/	/	/	/	/	/	/
Absence of cordinators	/	/	/	/	/	5	/	/	5
Misuse of cordinators	/	/	/	/	/	/	/	/	/
Word classes	/	/	/	/	/	/	/	/	/
« S » of the third person	/	/	/	1	1	/	/	/	2
Punctuation	2	/	/	1	3	/	/	/	6
Misuse of pronouns	8	3	5	1	4	2	4	/	27
Misuse of articles	/	/	/	/	/	/	/	/	/
Absence of verb	/	/	/	/	/	/	/	/	/
Spelling	2	/	/	/	/	/	/	/	2
Long sentences	3	3	1	1	1	3	2	/	14
Misuse of words	2	/	/	/	/	1	/	/	3
Possession	/	/	1	/	1	/	/	/	1
Informal expressions	2	/	/	/	1	3	/	/	6
« S » of plural	/	/	/	/	/	/	/	/	/
Abbreviation	/	/	/	/	/	/	/	/	/
Absence of Cohesion and coherence	/	/	/	/	/	4	/	/	4

Table 55: The analysis of students' exam papers (2).

	L ₁₈	L ₁₉	L ₂₀	L ₂₁	L ₂₂	L ₂₃	L ₂₄	L ₂₅	L ₂₆	L ₂₇	L ₂₈	L ₂₉	L ₃₀	Sum
Wrong tense	2	1	/	1	1	1	/	4	/	3	/	1	2	16
Capitalization	8	5	6	5	4	2	2	9	/	4	2	5	6	58
Word order	1	1	2	3	1	/	/	4	/	2	/	2	2	18
Missed subject	1	2	1	2	/	/	/	2	/	2	/	1	3	14
Absence of preposition	1	/	/	4	/	/	/	2	1	3	1	/	/	12
Misuse of prepositions	1	1	1	3	2	1	1	1	1	2	2	3	4	23
Absence of transitions	3	1	2	5	1	2	/	4	/	3	1	1	3	26
Wrong structure	1	3	/	1	3	/	/	2	/	2	/	/	2	14
Absence of determiners	4	1	3	2	4	4	3	6	/	3	4	2	3	39
/Misuse of determiners	1	/	1	2	2	3	2	/	/	/	/	2	1	14
Long sentences	3	2	2	/	4	/	1	3	/	4	1	/	2	22
Absence of coordinators	4	1	3	2	/	/	/	2	/	/	/	/	1	13
Misuse of coordinators	12	5	/	7	4	5	3	6	3	4	4	6	7	55
Word classes	1	1	2	3	/	/	/	3	1	2	/	/	4	17
« S » of the third person	/	/	/	/	1	/	/	/	/	/	/	/	/	/
Punctuation	/	/	1	4	/	3	/	1	/	1	1	/	/	11
Misuse of pronouns	5	2	1	3	/	4	/	5	/	1	2	3	3	29
Misuse of articles	1	/	/	/	1	1	/	1	/	2	/	1	/	7
Absence of verb	2	/	1	/	/	/	/	/	/	/	/	/	2	5
Spelling	3	1	/	1	/	/	/	1	1	/	1	/	/	8
Long sentences	2	1	/	1	1	/	/	/	/	1	/	/	/	6
Misuse of words	1	1	1	1	/	/	/	1	/	1	/	1	1	8
Possession	1	1	/	1	/	/	/	1	/	/	2	/	/	6
Informal expressions	2	1	/	1	1	1	/	4	/	3	/	1	2	16
« S » of plural	8	5	6	5	4	2	2	9	/	4	2	5	6	58
Abbreviation	1	1	2	3	1	/	/	4	/	2	/	2	2	18
Absence of Cohesion and coherence	1	2	1	2	/	/	/	2	/	2	/	1	3	14

Table 56: The analysis of students' exam papers (3).

Some of students' exam papers

C1) Cap Wo
with the rise of the notion of communicative competence in foreign language teaching & learning context, cultural integration has been recognized world wide. Being the blueprint that guides us and the context in which language exists, language and culture become, advisably, taught in relation to each other without separating the former from the latter. At an advanced level, both teachers and learners have objectives to guide their achievements in a foreign language and all classroom:

At an advanced level, learners objective don't consist of the knowledge about only the target language "grammar, vocabulary" but also, the knowledge of how to use that language in a culturally appropriate way in order to function adequately in the target context. For that reason, learners are to possess a cultural knowledge, cultural awareness and cultural competence by the end of the language program. Cultural knowledge is knowing about achievement "literature, art", traditions, values, behaviours of the target culture. In addition to further knowledge of historical events, political issues to generate a better understanding of that culture. Cultural awareness as a second objective is about enabling student to see the differences between the source culture "his native culture" and the target one. This will result in developing a positive attitude and a sense of tolerance toward the target culture. Even more, it may foster students' critical thinking through going beyond his own culture and engaging in reasoning about similarities and differences between the cultural knowledge and cultural awareness, ultimately, will generate a cultural competence, the ultimate goal of a language and cultural studies. It is the ability to cross-culturally communicate and interact successfully. In other words, it's the ability to use pragmatic skills for the sake of functioning in the target culture, properly.

In the end, a language and culture course at an advanced level will be no more than copying if it does not generate a contribution in learners' personal development and general education with fostering their abilities in critical thinking.

Learning others' language and culture also because lge needs culture to be developed and culture needs to be transmitted. That's why learners need to know culture and lge at the same time to have more opportunities not just solving communication problems, but here they should take the neutral position and do not be influenced by anything like behaviors, values, ...

Teaching a new language needs openness, tolerance and teachers should be in touch with the recent updating and accepting others' ideas and thoughts. (They should be neutral also) Teachers' aims to apply and explore different aspects in acquiring the new language through different skills. Their targets are limited to the sake of learning. Teachers and learners have the same targets.

C. The compulsory one

Every culture need a language to be transmitted, and every language need a culture to be developed. Since culture has an interdependent relation with language, the process of learning a foreign language require the learning of those foreign's culture. It may someone said that the language as a means of communication does not require the learning of those foreign people inherited things and values, that one has to consider that the process of communication involve both culture and language as an individual elements. The process of acquisition a foreign language include both teachers and learners as responsible of that process and each one has his own objectives for a successful development and a good acquisition of that foreign language. The list of learners objectives are varied and endless, they depend on their way of thinking, their mentality and their goal of each one, such many are requiring the language to be able to share their ideas to the native speakers, reading literary works or, living abroad, teaching that language, seeing how those people are seeing the world since the language express the way those people think, for their specific purposes or for pleasure. While the teaching of that language has three element to be considered. First, in the teaching process the teachers have to clarify the pragmatic meaning may to be communication process in that language include. Second, they should enhance the ideological understanding of their own learners, Finally, they have to engage their students in practices and ameliorate their critical understanding to be not lost and isolate between their own culture and the culture of those foreign societies, they are studying their language.

Résumé

La révolution des technologies a permis un changement significatif dans la vie des gens. De ce fait, les réseaux sociaux contribuent à leurs tours dans l'éducation et l'apprentissage de la langue anglaise. Cette recherche vise à déterminer dans quelle mesure les réseaux sociaux peuvent affecter la performance académique des étudiants à l'écrit. Afin d'explorer cet effet, une recherche a été menée à l'université de M'sila en appliquant une méthode descriptive, un échantillon de 25 enseignants et de 75 étudiants de première année master linguistique ont été sélectionnés du département d'anglais. Des outils qualitatifs et quantitatifs ont été utilisés lors de la collecte et de l'analyse de données. Deux questionnaires ont été adressés aux enseignants et aux étudiants et une analyse des papiers des épreuves de certains étudiants et des extraits de leurs conversations quotidiennes sur Facebook Messenger, Instagram et WhatsApp. Les résultats ont montré que les réseaux sociaux et le Netspeak ont des effets positifs supérieurs aux effets négatifs sur l'enseignement apprentissage des étudiants de première année master linguistique et que ces étudiants préfèrent un apprentissage en ligne qui les motive à améliorer leur apprentissage et leur performance à l'écrit. Les Chats peuvent aider les étudiants et les enseignants à échanger leurs expériences et leurs contenus, et à engager les étudiants dans des tâches qui les enrichissent à l'écrit. Cependant, les résultats ont confirmé que le langage des réseaux sociaux avait une influence négative sur l'écriture de certains étudiantes. Ils utilisent des abréviations et des formes abrégées de mots de manière inconsciente dans leur écriture académique en raison de leur utilisation excessive de la langue des textos. Leurs erreurs de grammaire, de ponctuation et de capitalisation ne sont pas uniquement liées à l'utilisation abusive des réseaux sociaux, mais également à leur manque de compétences linguistiques. En outre, cette recherche propose de prendre en compte les conventions d'écriture en milieu académique. Ainsi, les enseignants doivent faire preuve d'innovation et utiliser les réseaux sociaux dans leurs classes afin de motiver davantage les étudiants et de les sensibiliser aux dangers du langage textuel dans leurs écrits universitaires.

ملخص

عمل التطور التكنولوجي على احداث تغيير جذري في حياة الافراد في شتى الميادين الاقتصادية والسياسية والفكرية. وسائل التواصل الاجتماعي هي من بين جملة الوسائل التكنولوجية التي اثرت بشكل ملحوظ على التعليم عامة و على تعلم اللغة الإنجليزية خاصة. تهدف هذه الدراسة الى معرفة مدى انتشار الوسائط الاجتماعية بين طلاب الجامعات ومدى ارتباطهم بها على المستوى الاكاديمي من ناحية تشكيلها محفزا ايجابيا لهم لتطوير مهاراتهم اللغوية في اللغة الانجليزية مع التطرق لما تحدثه اللغة المستخدمة في وسائل التواصل الاجتماعي من تأثير على الكتابة الاكاديمية للطلبة. لاستكشاف هذا التأثير، تم إجراء هذا البحث في جامعة محمد بوضياف بولاية المسيلة اذ تم الاعتماد على تطبيق طريقة وصفية للدراسة التي تم فيها اختيار عينة من 25 مدرسا و 75 طالبا سنة أولى ماجستير لسانيات من قسم اللغة الإنجليزية. لضمان نتائج موثوقة ومعقولة تم استخدام جملة من الوسائل و الأدوات النوعية والكمية خلال جمع البيانات وتحليلها. تم توجيه استبيانين لكل من المدرسين والطلاب مع دراسة معمقة ودقيقة لمجموعة من أوراق امتحان بعض الطلاب وبعض مقتطفات من محادثتهم اليومية من WhatsApp و Instagram و Facebook messenger. أشارت النتائج إلى أن وسائل التواصل الاجتماعي ولغة وسائل التواصل الاجتماعي لها تأثير إيجابي تفوق التأثيرات السلبية على تعلم اللغة الإنجليزية لطلاب سنة أولى ماجستير لسانيات بكلية اللغة الإنجليزية لجامعة المسيلة. لقد كشفت النتائج أن الطلاب يفضلون التعلم عبر الإنترنت اذ تساهم هذه الاخيرة في تحفيزهم على تحسين تعلمهم لمختلف مهارات اللغة في الكتابة والتحدث على حد سواء، فغرف المحادثة لوسائل التواصل الاجتماعي تسمح للطلاب والمدرسين على تبادل الخبرات وربط المواد التعليمية المبرمجة باهدافها بشكل مريح واسهل على ما هو عليه في الفصول الدراسية ، كما تسمح ايضا على إشراك الطلاب في مهام تعزز كتابتهم الاكاديمية بشكل ايجابي . بالرغم من هذا كله فقد لوحظ من خلال النتائج المتوصل لها ان لغة وسائل التواصل الاجتماعي لها تأثير سلبي على كتابة بعض الطلاب اذ يعمل البعض منهم على استخدام نوع من الاختصارات والشكل الغير كامل لبعض الجمل دون وعي في كتاباتهم الرسمية بسبب الإفراط في استخدام لغة الرسائل النصية، الا ان أخطائهم في القواعد وعلامات الترقيم والرسملة لا تتعلق فقط بالإفراط في استخدام وسائل التواصل الاجتماعي ولكن أيضا في افتقارهم إلى الكفاءة اللغوية. تقترح هذه الدراسة النظر بشكل دقيق اكثر في كتابة الاتفاقيات في البيئة الأكاديمية، بالإضافة إلى ذلك على المعلمين ان يكونوا مبتكرين بشكل افضل من خلال استخدام شبكات التواصل الاجتماعي في فصولهم الدراسية من أجل تحقيق دافع أفضل للطلاب وتعزيز وعيهم بأخطار لغة الرسائل النصية على كتاباتهم الأكاديمية.