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Exploring the Effects of Textese on EFL students' Quality Writing

A Case Study of Second-Year LMD Students of English at Mohamed Boudiaf University of M'sila

A Dissertation Submitted to the Department of English in Partial Fulfillment of the Requirements for a Master Degree in Linguistics

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Dedication

This thesis is dedicated to:

My precious beloved **parents**(Lamri & Malika) 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.

A special thanks to my superwoman my **mother**(Malika) for always sharing her smiles, her hugs, her words of encouragements and for the countless times she had been there for me.

My treasured **brothers** and **sisters**: Fadi, Abdou, Lamis & **Mayar**, whom I am truly grateful for having in my life.

To my dear **husband** for his support and love.

To everyone who stood beside me and had contributed to my education.

And finally to anyone who ever reads this.

Boutbig Radia

Dedication

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

*To my dear sisters: **Loubna, Asma, Halima,***

Afaf** and **Amani

*To My treasured brothers : **Mohamed** and*

Ahman.

*To my husband, **Ishaq** who stood by my side all the way, and pushed me towards success.*

To My dear family, teachers, colleagues and friends.

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

All people who left a touch in my life

Benyounes Lamia

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Abstract

Text messaging has been a debatable source since it became a very popular way of communication. It is criticized for its negative effect on students' quality writing because of its constant presence in formal situation. This dissertation aims at exploring to what extent text messaging may affect EFL students' quality writing that targeted second year students of English at Mohammed Boudiaf University of M'sila. Therefore, two questionnaires were addressed for both teachers and students. The students' were asked to hand over screenshots of their text messages from their mobile phones. Thus, the results of the analysis of both texts and questionnaires confirmed the hypotheses. It showed that there is a negative effect which appears on the lexical level and the structural one in students' writing in forms of informal language and misuse of punctuation. This study should provide assistance to teachers and students to be aware of the effect that texting has on writing in order to be able to control it. However, the findings confirmed that texting 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.

Key terms: text messaging, writing quality, texting language, communication.

List of Acronyms

EFL: English as foreign Language

2morrow: Tomorrow

IDK: I don't care

BFFE: Best Friend For Ever

BRT: Be Right There

ASAP: AS Soon As Possible

BM&Y: Between Me and You

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ملخص

GENERAL INTRODUCTION

Introduction

Technology has a vital role to play in people's lives. Today, people are celebrating continual digital improvements in which the entire world has become a global village. The use of technology has enriched human's life but affected significantly the various social economic and educational domains. According to Ralston (2012), the revolution in information and communication technologies has become a routine among students from different levels. He 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.

Social media is an internet-based form of communication which is widely gaining ground its platforms allows users to have conversations, share information and create web contents. It encapsulates many forms, including blogs, micro-blogs, wikis, social networking sites, photo-sharing sites, instant messaging, video-sharing sites, podcasts, widgets, virtual worlds, and many more. Most social media are used to transmit one's emotions and ideas, for instance, 'Facebook' users may employ the language freely as they want (Brown, 2017).

Online communication is a vogue today among the youngsters who believe this system facilitates communication and gives it a quick pace. Hence, a great concern among researchers start to rise on whether the use of online communication might be beneficial or detrimental to the teaching of writing skill in the English language (Warschauer,2007)

Texting is a new technique used in conveying messages to others through short messages. It is just a process of sending and receiving brief written messages using a cell phone .It is also called text messaging, mobile messaging, short mail, point-to-point short-message service, and Short Message Service (SMS). For John McWhorter the linguist, texting isn't written language. "It much more closely resembles the kind of language we've had for so many more years: spoken language"(quoted by MichaelC. Copeland in Wired, (2013).

According to Heather Kelly of CNN, "Six billion text messages are sent every day in the United States, and over 2.2 trillion are sent a year. Globally, 8.6 trillion text messages are sent each year, according to Portio Research".

Text messages were consistently longer and contained more sentences, many more abbreviations than IMs, but even the number in texting was small." (Naomi Baron (2008) an important aspect of determining the impact of texting on a young person's spelling skills is the frequency at which the student types and sends a text message. It is presumed that every time a text is typed and sent, a student participates in short spellings, abbreviations and word play (e.g. L8 for "late"). If the number of texts sent is high, it would follow, according to critics of texting, which the student's spelling performance would suffer. In research that coded the frequency of text messages sent to track spelling accuracy of 86 students in Texas, Shaw, Carlson and Waxman (2007) found no negative effects.

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 enhance students' fluency and intercultural competence (Grgurovic, Chapelle, and Shelley, (1970). However, there are a divided attention deviation, and distraction between texting and their effect on students overcoming spelling mistakes. Students' spelling competence might be affected in the process. Therefore, it is very important to explore some issues facing students' spelling mistakes as a result of the use of texting. Thus, this study will explore the effects of textese on EFL students' writing quality of English second year students at the university of M'sila.

2. Research Questions

Three research questions for this study are to be formulated

- What perceptions do EFL teachers and EFL students hold about texting?

- To what extent does texting raise students' written mistakes?
- How do teachers perceive the effects of Texting on students' quality writing?

3. Aims and Objectives

The purpose of this study is to examine the effects of texting on students' quality writing at the University of M'sila. This study seeks:

- To explore the different perceptions EFL students and teachers hold about texting.
- To examine the effects of texting in rising the students' written mistakes.
- To get an overview about teachers' perceptions about texting effects on students' quality writing.

4. Hypotheses

- Second year EFL students at M'sila university hold perception that texting can really affect their quality writing.
- If teachers insist students should write appropriately through texting, students' quality writing would improve.

5. Literature Review

Texting is the use of messages (SMS) electronically as a means of communications between two texters or more using short forms, letters, abbreviations or set up acronyms.

Rosen, Chang, Erwin, Carrier and Cheever(2010)

“posited that to conserve space, SMS text, also called textisms, textese and text-speak,utilizes more abbreviations and otherwise shortening of words, dropping of letters combining letters with symbols or numbers to make an appropriate sound, and acronyms.”

For Bond (2013),texting is the event of arrangement and sending electronic messages, typically belong of alphabetic and numeral quality between two or more users of mobile phones, fixed proneness (e.g) desktop computers or portable services (tablets computers, smartphones). To elucidate its amplitude,Goldstuck(2006)claimed that mobile phones were

introduced to the youth market in the late 1990s and during 2004, 500 billion SMS messages were sent worldwide.

Texting greatly impact learners' writing in the sense that learners do not write complete words; hence, they abbreviate, misspell words, and base their writings of words on oral spelling and neglect rules of grammar and punctuation. Students want to get everything written as fast as possible. They don't want to be bothered with the writing process – drafting, revising and editing (Ross, 2007, p. 4).

Youngsters of today give more importance to message conveyance whatever words and shape them give to words. To illustrate, Crystal (2008) noted that

“texters are prone to ignore spellings, either intentionally or reflexively. The accepted credence is that texting has developed as a twenty-first-century trend as a highly idiosyncratic vivid style, full of contractions and out of the ordinary uses of language, used by an immature generation that doesn't worry about standards.”

However, ML, (2010) conducted a research to investigate the effects of texting on students written skills. It has been found that with the help of text messaging, texting does hurt writing skills as it just finishes the beauty of a sentence. Spellings are most contrived, very badly. In past years, communication has to sustain a drastic transformation which has positive and negative impacts.

What is meant by quality of writing is that academic, standard writing that obey certain conventionalities as to be free from mistakes, repetitions, redundancies, mixed and obscure constructions. Quality of writing implies the proper use of language in form, in coherence, in spelling and in the power of word meaning. Linguist Naomi S. Baron (2009) points out that language is “rule-governed behaviour” and if the language community follows the rules, others will recognize when errors in writing are made (p. 44). (Samson, Impact of Short Message Service, 2008) said:

“There are great impacts of texting on students’ academic writing, spelling, grammar and punctuation because most of the time students use wrong spellings and sentences due to which both the sender and reader pronounce, read and write it in the wrong way and spellings will be used academic writings in projects, papers and email, with the time they get used to it and will be difficult for students to overcome this in the near future or during their professional life or carrier.”

For Rafi(2010), SMS language ignores orthographic and syntactic regulations of a language with an enormous stress on written sounds and compressions For example, , 8 for „ate“, 4 for „four and for“, bcz for „because“ , and short sentences as „how r u? hopu“ll b busy in urstdy.Ma 2. When r v gona meet 4 datwork?

To give a push to learners’ improvement in written expression and decrease their mistakes when texting, practice is the best remediation. For Danish, et., al (2011) who conducted a research on SMS texting and its potential Impacts on student’s written communication skills, found that the more students write, the more they improve upon their writing skills. Therefore, they explore some important factors about the excessive usage of texting they found that its increased use rather enhances the literacy of users, especially the youth instead of harming it.

6. The scope of the study

This study focuses on the effects of texting on students’ writing quality including how to avoid punctuation mistakes and spelling. It concerns EFL Second year male and female quality writing improvement.

7. Research Methodology

The research design adopted for the study is an exploratory descriptive. Quantitative and Qualitative methods were also sought in the questionnaires data collection, use and analysis. In order to reach the objective of the study, a set of tools were used. Two questionnaires, one for teachers and the other for students have been administered to investigate their addiction to texting, and how it affects the quality of their writings.The

sample of this study is constituted of 21 students of second year English students at M'sila University who were selected randomly. Some examples of students' discourse writings on Messenger and Instagram were collected to see how students wrote during their written conversations. After data gathering, the results were analysed.

8. Chapter Division

This dissertation comprises two major chapters. The first chapter represents a literature review of the probed topic. Chapter one Part One provides an Overview about Texting - concept and principles. Part Two treats the exploration of the Effects of Texting on EFL student's quality of writing.

The second chapter, on the other hand, deals with the practical side of this study. It includes the first part which explains the research design and methodology and also the data collection instruments. Accordingly, part two is devoted to data presentation, analysis and discussion. The chapter concludes with mentioning the study limitations. Also, the chapter ends with Texting mistakes and possible remediation and some pedagogical recommendations and implications regarding the effects of textese on EFL learners' quality writing.

9. The Significance of the Study

The results of this study will reveal a 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 negative effect of texting on their writing quality. The study will help students understand the diversity of texting. It will provide relevant material for students and other researchers undertaking similar research.

10. Limitations

The case study was conducted at M'sila University, and targeted only second year teachers and students from the English Department. Due to Covid 19, the number of students was limited. Time also was not in favor of the researchers to conduct an ample research

survey. Hence, the number of recipients was not as expected. This has rendered the study incomplete in terms of results obtained.

**CHAPTER ONE:
AN OVERVIEW ABOUT
TEXTING CONCEPT AND
PRICIPLES**

PART ONE:
TEXTING

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Introduction

Sending texts instead of calling has become a trend especially among teenagers. Whether it is internet-related or mobile services, they seem to never put their phones away. Texting as a phenomenon gained its own language with its specific criteria, mainly shortening and abbreviating words to use less space and less time writing them. They also tend to ignore all sort of writing rules in the process, or at least this is what the media is promoting. Text messaging gained a lot of attention lately due to its spread but it is not a new technology. Yet many questions are raised when it comes to language use and its potential effect such as: Is the language used in texting a written language or a spoken one? Is it beneficial or harmful to learning? These are some of the questions we attempt to answer (Drissi ,2019, p. 22).

It is hard to believe that this “trend” is not so modern, more specifically it goes back to almost 31 years ago where Emails were introduced by Neon SMS. If you ever google the history of text messaging, the common information you find is that the first text message was sent in 1992 by a developer names Neil Papworth, but it had to be from a pc since the first phone with a keyboard was released a year later by Nokia. However, it was until seven years later that people were able to exchange text messages and only in 2010 that the term “texting” interred in the dictionary (Barker,2015).

1.1. Definition of Text Messaging

Texting refers to the sending of short typed messages between mobile phones using the Short Message Service (SMS), a feature of most mobile phones since the late 1990s. In much of the European literature into texting, the term SMS is also used to describe both the medium and the messages (e.g. Kasesniemi and Rautianen 2002). This thesis prefers the terms text messaging and texting used interchangeably to refer to both the medium and the language variety, while the term text message refers to the individual message sent. Use of either text or message in isolation to refer to the above is henceforth avoided, due to the varied meanings of

both in linguistics, although text will be used as a verb to describe the process of writing or sending a text message (Tagg, 2009, p .1).

1.2.Types of messaging

Until the mid 2000's, messaging was bifurcated: you either chatted on your computer or you texted on your phone. The increased popularity of social networks and smart phones changed that, merging online behavior with constant mobile access. The new crop of mobile chat apps rose to popularity as low- or no-cost alternatives to texting, but over time many evolved into full-blown media portals, recognizing that media and content are fundamental to how we now share and communicate in conversation. As streaming speed and bandwidth improved on the mobile web, chat apps kept pace. 5 The messaging ecosystem now boasts over twenty apps with different social and sharing features that act as, essentially, “SMS+”, with group chats, video conferencing, voice calling, stickers, content sharing, and more(Wilson. M, Oran. E, 2014)

1.2.1. Zoom

with wide range of features and easy-to-use interface, dominates the sphere of corporate video conferencing, even despite the known presence of several security concerns (Deep Knowledge Analytics, 2021).

1.2.2.Telegram

Is a cloud solution and cannot be considered “completely secure”: Not only are messages not end-to-end encrypted by default, they are permanently stored on a server, where the service provider (or hackers) could read them at any time (Deep Knowledge Analytics, 2021).

1.2.3. Facebook Messenger

Enables opt-in end-to-end encryption for secret person-to-person chats, not for groups and not by default. This implies that messages which are not “secret” are at risk of being accessed by more than just users and their chat recipients (Deep Knowledge Analytics, 2021).

1.2.4. WhatsApp

Does apply end-to-end encryption, but user data can still be used for marketing purposes according to their privacy policy, the service is not GDPR-compliant, and it requires both personal data and address-book access, which serve to lower its security (Deep Knowledge Analytics, 2021).

1.2.5. Skype

Which once used to dominate the video conferencing sphere, is still one of the most convenient and popular options, despite several security disadvantages (Deep Knowledge Analytics, 2021).

1.3. The Components of a Message

Communication is described as the process of transmitting information and generating common understanding from one person to another. The communication process is the guide toward realizing effective communication. It is through the communication process that the sharing of a common meaning between the sender and the receiver takes place. Therefore this process is made up of four key components. Those components include encoding, medium of transmission, decoding, and feedback. There are also two other factors in the process, and those two factors are present in the form of the sender and the receiver (Sanchez, n. d.).

The sender is an individual, group, or organization who initiates the communication. This source is initially responsible for the success of the message. The sender's experiences,

attitudes, knowledge, skill, perceptions, and culture influence the message. "The written words, spoken words, and nonverbal language selected are paramount in ensuring the receiver interprets the message as intended by the sender" (Burnett & Dollar, 1989 as cited in Sanchez, n.d., p.1).

1.3.1. The Encoding Process(Sender)

It is the first step that the sender must start with which means that he/she must translate information into messages in a form of symbols that represent ideas or concepts and then to be communicated with. The symbols can take on numerous forms such as, languages, words, or gestures (Sanchez, n. d.).

1.3.2. Medium of Transmission

There are many kinds of transmitting a message which are called medium or channel, these channels are the means to convey messages, and most of them are oral or written, but nowadays, with the advancement of technology, visual channels have become more and more common. Also include telephone calls and various written forms such as memos, letters and reports (Sanchez, n. d.).

1.3.3. The Decoding Process

After the right channel is selected the message enters the decoding stage. Once the message is received and examined, the stimulus is sent to the brain for interpreting, in order to assign some type of meaning to it (Sanchez, n. d.).

1.3.4. Feedback

It is a key component in the communication process because it allows the sender to evaluate the effectiveness of the message. Feedback ultimately provides an opportunity for the sender to take corrective action to clarify a misunderstood message. "Feedback plays an important role by indicating significant communication barriers: differences in

background,different interpretations of words, and differing emotional reactions" (Bovee & Thill, 1992 as cited in Sanchez, n.d. p.1).

1.4. Texting Language

Texting language is any form of conversation and exchanging messages which differs from the other forms of CMC (Computer-Mediated Communication) medium. It involves popular features that are used in it, like: acronyms, short forms, polysemes, synonyms, etc (Begaga, 2016).

1.4.1. Acronyms

It is a word formed from the initial letters or groups of letters of the words in a name or a phrase, as UNESCO for the United Nations, Educational, Scientific, and cultural Organization. According to Ya-dong & Kui “Acronym is made up from the first letters of the name of an organization” (Ya-dong, Z., & Kui, Z., 2013 as cited in Sanchez, n.d, p.1) .

Some examples of the common acronyms are listed in the following table:

Acronyms	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	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

Table1.The Most Common Acronyms (Bouchikhi, M., et al, 2017)

1.4.2. Short Forms

It is replacing lengthy words with shorter expressions, and makes them as short as possible. The following table shows some examples of short forms:

Short forms	Equivalent meaning	Short forms	Equivalent meaning
L8R	Latter	Abt	About
NVR	Never	Gd	Good
Pic	Picture	Qk	Quick
BTW	Between	Rcv	Receive

Table 2.Examples of English Short Forms(Begaga, 2016)

1.4.3. Polysemes

A polyseme is the capacity of a sign (such as word, phrase or a symbol) to have a multiple meaning, in which the multiple meanings of a word may be unconnected or unrelated. It depends on the context. For example “com” can refer to “company” or “computer”.

- Mouth as a part of the face mouth as the opening of a river.
- 'Star' shiny things in the sky. 'Star' an excellent actor/actress.

1.5. Benefits and Drawbacks of Texting

As it is a subject of a huge controversial, texting made scholars, such as David Crystal and Craig, talk about it and searched it for years. Some of them came up with good sides of it supporting its use, while others brought the bad side of it claiming that it is harmful to language and to the new generation in general (Drissi, 2019 , p.29).

1.5.1. Benefits

One of the benefits of texting is that it improves academic performance by promoting the spelling and note-taking skills of students (Dansieh, 2011); Texting is a unique form of shorthand writing that is valuable, especially to students whose instructors do not provide handouts or dictate notes during lectures. And since note-taking is the most important skill that students' in higher education need because they are required to take notes during lectures in that regard, texting improves note-taking in two main ways. First, it helps students learn how to use abbreviations in order to improve their writing speed. Second, it teaches them how to communicate big and complex ideas using few words (Dansieh, 2011).

Several studies have been conducted to study the relationship between texting and spelling skills. One such study was conducted by Bushnell, Kemp, and Martin in 2011 among Australian children. The study involved 227 children aged between 10 and 12 years. 82% of the participants informed the researchers that they sent more than five text messages daily (Bushnell, Kemp, & Martin, 2011).

In the study, the students were required to use different text message abbreviations. The study revealed that the types of abbreviations used by the children were positively correlated with their spelling abilities. They also found out that spelling ability improved with an increase in the number of text messages sent by participants (Bushnell et al., 2011). The findings of this study invalidated the claims by media outlets and certain academic experts that texting has a negative influence on the spelling abilities of students. Allowing students to use their mobile phones to text is likely to increase their spelling skills according to the findings of the aforementioned study.

Secondly, texting helps students to read and write (Dansieh, 2011). A recent study revealed that the use of abbreviations in texting is an indication of the acquisition and development of writing and reading abilities. One of the reasons for this correlation is that the elation and freedom of communicating through texts increase the delight of reading and writing (Bushnell et al., 2011). More reading and writing lead to greater engagement and achievement in various literary activities that influence academic performance (Bushnell et al., 2011).

Some critics argue that embracing the culture of texting does not affect conventional literary tasks that involve reading and writing. However, they ignore the fact that engagement with texting more often than not increases exposure to the written word. More exposure increases their appreciation of literary work and has a positive influence on their reading habits (Ochonogor et al., 2012). The positive influence of texting on reading and writing is primarily based on the frequency of involvement in sending and receiving text messages (Bushnell et al., 2011).

A study published in the Journal of Computer Assisted Learning revealed that there is a direct relationship between texting and literacy. It noted that texting improves reading skills and phonological awareness. In order to create abbreviations for certain words, it is necessary

for an individual to comprehend the phonology of words (IvyPanda, 2020). Composing messages encourages students to think about the phonological basis and development of certain words (Bushnell et al., 2011). Spelling is closely associated with the phonology of words. Therefore, improved phonology improves the spelling skills of students (Dansieh, 2011). Researchers have found out that children who text frequently are more likely to possess superior writing and reading skills compared to children who rarely text (Bushnell et al., 2011).

The ability to abbreviate and manipulate words depends on phonological awareness. These arguments were validated by a study conducted by Wood et al. in 2011. The study involved 119 children between the ages of 8 and 12 years and evaluated the reading, spelling, and phonological awareness of participants. The children were requested to provide the text messages that they had sent in a span of two years before the study. Analysis of the messages revealed that texts that were sent at the beginning of the academic years were positive predictors of significant improvements in spelling skills at the end of the academic year (Clare et al., 2011 as cited in IvyPanda, 2020).

Texting has affected the formal writing of students significantly because it has improved creativity and thus enhanced creative writing (IvyPanda, 2020). Abbreviations were created in the 1940s and have been applied in different fields since then. Developing abbreviations is a difficult activity that needs a lot of creativity and imagination (IvyPanda, 2020). It involves breaking down a message into captivating phrases that fit a certain word limit allowed for a text message. Text messages have a 160-character limit. Therefore, students have to come up with ways to shorten their messages in order to fit the character limit. On the other hand, texting involves playing with different aspects of words such as their phonology and spelling (Dansieh, 2011).

In addition to improving spelling and phonology awareness, texting makes students more creative. This creativity is useful in creative writing courses and other disciplines that require critical thinking. The creativity associated with texting emanates from the length constraint of texts, which encourages the economy of expression. This is similar to the economy of expression associated with poetry. Moreover, the brevity of text messages necessitates the eradication of complexity and verbosity. A student finds a way to reduce the most complex message into a simple form that can fit the 160-character limitation (IvyPanda, 2020).

Creating abbreviations, decoding text messages, shortening messages, and eradicating complexity requires both creativity and imagination. The development of these mental faculties is beneficial because they can be applied in other academic activities such as note-taking and research. Brevity is an important component of clear, accurate, and assertive expression in writing. Through texting, students learn how to write briefly and summarize complex statements into concise messages without altering the original meaning (IvyPanda, 2020).

1.5.2. Drawbacks

Despite the aforementioned positive benefits of texting on academic performance, there are negative influences too. The main disadvantage of texting is that it lowers the grammar standards of students because it involves the use of shortcuts and the omission of essential punctuation marks that are important grammar components (Cullington, 2011). The use of homophones and the omission of non-essential letters affect the grammar skills of students negatively. Punctuation and capitalization errors are common grammatical mistakes that students make in texts (Cullington, 2011).

Academic critics argue that texting worsens grammar and academic performance. However, several studies have shown that the grammar made in texts do not impact the

grammar skills of students negatively. A study conducted by Wood and Kemp (2013) among 210 primary schools, secondary school, and undergraduate students revealed that the tendency to make grammatical errors in texts does not affect the students' performance on grammar tests. The study did not find any relationship between the students' understanding of grammar rules and the grammar violations they made when texting (Wood & Kemp, 2013).

The presence of errors in texts among secondary school students was associated with improved spelling abilities. The results showed a correlation between texting and low scores in undergraduate students. The omission of punctuation and capitalization was linked to lower test scores on standardized tests given to the students. The negative correlation validated past studies that associated texting with poor grammar. However, the researchers noted that the links were weak and explained their existence by citing the varied ability levels of different students who participated in the study (Wood & Kemp, 2013).

1.6. Texting as a Teaching Tool

The use of Social Networks in an appropriate way can be recognized as a combination of online and traditional classroom teaching as proposed by Schmidt and Brown (2004). We believe that a combination like this could improve the environment of teaching and learning, as well as technology literacy of both students and teachers (Nouar Kherkhachi, 2016. P, 12). The quality of experiential learning needs to be achieved by examining the teaching style; assessing the students' preferred learning styles; knowing about traditional and online teaching and learning tools and how to select them; and finally, reflecting, realising and revising the teaching plan online . This process will be more dynamic and effective if classroom action research is performed by teachers all the time (Schmidt, 2002)

Conclusion

As the Covid situation is demanding people to follow the new norms, the importance of digital communication is turning out to be very evident. Moreover, it is becoming really

difficult to survive the daily life without having such amazing popular messaging apps on our device. With rich, user-friendly features, these popular messaging applications are crafted to make communication lively and help us stay in touch with people living in diverse geographical locations. Even when the current situations call for social distancing, such great options at your finger tips are turning out to be a great companion for your new journey and keep up the relations.

PART TWO:

**EXPLORING THE
EFFECTS OF TEXTING
ON EFL STUDENTS'
QUALITY OF WRITING**

Introduction

The advent of the age of the Internet has revolutionized virtually all aspects of life. Such a massive revolution has affected education in a global context. While this substantial use of e-technology has undoubtedly enriched our life and resulted in many significant advances in the social, economic and educational domains, it seems to have genuinely affected our use of language both positively and negatively (AL-SALMAN, 2017, p. 237).

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 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 (Bensaid N, Moumen F. Z. 2019 p. 47).

So Due to the heavy use of the net in texting, emailing, chatting, and social networking, users tend to create their own language norms such as acronyms, abbreviations, contractions, reductions, coinages and other forms of language novelty (Bouchikhi, M., et al, 2017). Such innovative uses of language are motivated by various reasons including speed, brevity and simplicity, among other reasons. However, while such innovative uses might be acceptable in certain contexts, they may not be sanctioned in some others. Academic settings are a case in point (AL-SALMAN, 2017, p. 237).

Social media affect students' writing and language learning. Good writing has never been an easy task to achieve especially for second language learners. Algerians seem to

become more and more open to English. Ever since English became the language of globalization, most of the world's societies begin to use it necessarily in trade, commerce, education, politics...etc(Bouchikhi, M., et al, 2017).

Algeria is not an exception since English is considered as the second foreign language taught in schools. Many students every year choose the language as a branch of study at university. However, some problems were noticed concerning writing in English. In exam papers, classroom presentations or written home works, students seem to be not aware about the rules and the skills which are important in writing academically. Social media were blamed firstly concerning this phenomenon and hypotheses were made about how modern technologies can affect directly or indirectly the process of writing academically among students of Algerian universities especially EFL students of MOHAMED BOUDIAF University in Msila, Algeria (Bouchikhi, M., et al, 2017).

The different aspects of English language are affected due to the overuse of social media and net speak. So texting and Social media language appears on some students' formal writing and on their quality of writing and the most affected aspects are syntax, agreement, spelling, punctuation, and vocabulary (Bensaid N, Moumen F. Z. 2019 p. 74).

Most of the students claim that texting and 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. Moreover most of the student claim that it affect them negatively, they do use abbreviations and short forms in their formal writing, forget the formal forms, using it to gain time because formal essays are long and complex, using it

unconsciously, they think that abbreviations and short forms are easier than formal language(Bensaid N, Moumen F. Z. 2019, p. 104).

Most of the teachers agree that texting and social media motivate learners to improve their language learning. However, the overuse of social media language may threat 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 (Bensaid N, Moumen F. Z. 2019 p. 105).

2.1. Texting and the Quality of Writing

The writer should use the writing skill in order to form a correct understandable paragraph or text. In this view, Nunan (1989) said that writing cannot be just a pen and paper. On the other hand, teachers have to rate their students' writing according to the format, content, sentence, and structure, vocabulary, punctuation and spelling (Bouchikhi, M., et al, 2017, P. 06).

Texting is "a language that has swept our world like a tsunami, in less than a decade" (Swartzlander, 2010, p.vi). Texting has become a subject of a number of studies in recent times, it is a popular way for today's generation to stay connected and stay current on events and issues affecting those in their world and their social circles (Ali, Hasnain& Beg. 2019, p. 66)

Oftentimes, it allows them to bond, communicate thoughts quickly, and "speak" in a coded language that affords them a degree of privacy, much like a "secret society."It is a preferred communication for many; replacing phone calls, emails, letter writing and "face time" with friends and family members (Briggs. 2012).

Texting has been perceived in different ways by different scholars. Some scholars have critiqued it on the grounds of distorting English spelling system in the name of simplification (Ali, Hasnain& Beg. 2019, p. 66).

They believe that simplification of spelling is being carried out with no consideration to history and pride associated with language. For example, the word abbreviations and punctuation short-cuts can alter their ability to recognize and apply proper spelling, grammar and punctuation techniques and rules. Other scholars believe that there is no problem with texting as long as one is able to communicate and understand each other through it. The advent of texting has created many variations of English language and allowed the users to break the rules of Standard English. Baron (2008) points out that we are flooding the scriptorium with an abundance of instant and text messages and, as a result, we are unable to distinguish the important from the unimportant or the great works from the so-called “vapour text”. Baron maintains “unless we learn to regulate our current language use, we will have difficulty understanding each other and the standardized forms of our written language will be lost.” (Maynard, 2009, p. 2 as cited in Ali, Hasnain& Beg. 2019, p. 66).

2.2. Definition of Quality Writing

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, p. 235 as cited in Bensaid N, Moumen F. Z. 2019, p.8).

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. Schmandt-Besserat and Erard (2008, p.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"(Bensaid N, Moumen F. Z. 2019 p.10).

Nunan (1989, p.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." Writing is a difficult activity that requires learner to have high cognitive abilities and to acquire a set of rules to communicate effectively(Bensaid N, Moumen F. Z. 2019 p.10).

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 as cited in Bensaid N, Moumen F. Z. 2019 p.10).

Coulmas (1989) argues that the writing system is the graphical representation of certain linguistic units (e.g. syllable writing or phonetic writing). 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, p.560 as cited in Bensaid N, Moumen F. Z. 2019, p.11-12).

Many very different kinds of writing are considered "good" and for many different reasons. There is no formula or program for writing well. However, there are certain qualities that most

examples of good writing share. The following is a brief description of five qualities of good writing: focus, development, unity, coherence, and correctness. The qualities described here are especially important for academic and expository writing (Murray and Anna . n.d).

- **FOCUS:** An essay should have a single clear central idea. Each paragraph should have a clear main point or topic sentence.
- **DEVELOPMENT:** Each paragraph should support or expand the central idea of the paper. The idea of each paragraph should be explained and illustrated through examples, details, and descriptions.
- **UNITY:** Every paragraph in an essay should be related to the main idea. Each paragraph should stick to its main point.
- **COHERENCE:** An essay or paper should be organized logically, flow smoothly, and "stick" together. In other words, everything in the writing should make sense to a reader.
- **CORRECTNESS:** A paper should be written in generally correct Standard English, with complete sentences, and be relatively error-free(Dr. Murray and Anna C, n.d.).

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 as cited in Bensaid N, Moumen F. Z. 2019 p. 09).

2.3. The Effectsof Textingon Syntax

Syntax isthe arrangement of words in sentences, clauses, and phrases, and the study of the formation of sentences and the relationship of their component parts. In a language such as English, the main device for showing the relationship among words is word order; *e.g.*, in “The girl loves the boy,” the subject is in initial position, and the object follows the verb. Transposing them changes the meaning. Sentences are constructed from phrases or groups of words that have a closer relationship to each other than to the words outside the phrase. In the sentence “My dog is playing in the yard” there is a closer relationship between the words “is playing,” which together form the verb, than between the words “playing in the,” which form only part of the verb and part of the phrase indicating the location of the playing. The study of syntax also includes the investigation of the relations among sentences that are similar, such as “John saw Mary” and “Mary was seen by John (Britannica,2016).

According to Baron (2008) and Brown, Shipman, and Vetter (2007), Social Media linguistic characteristic, in general, is its focus on the aspect of abbreviation, acronym, misspelling, vowel omission, subject pronoun, and punctuation (Haryono. Lelono&Kholifah. 2018).

The syntactical characteristics are limited to one out of four aspects, namely the sentence complexity categorized into simplex, complex, compound, and compound-complex sentences. In literal meaning, the syntactical characteristic is related to the rule of phrase and clause formation. It particularly deals with the number of elements which form a sentence which is then classified into simplex and complex (Alwi et al., 2008). In contrast, Carter and McCarthy (2006) categorize it into simplex sentence consisting of one main clause, compound sentence with two or more main clauses, and complex sentence with one main clause and one or more subordinate clause. The use of simplex sentences cannot be separated

from the basic function of the cellphone which only accommodates brief message. However, several complex sentences are also found (Haryono. Lelono& Kholifah. 2018).

At the syntactic level, units of analysis were: word order (e.g., the subject-verb-object [SVO] word order; full sentences; sentence fragments; run-on sentences; subject-verb agreement (SVA); punctuation marks; unconventional punctuation marks; no punctuation marks; and, colloquialisms. All of these syntactic structures of the participants' text messages were analyzed in terms of whether they conformed to, or deviated from, Standard English syntactic structures. For instance, in respect of the word order a majority of text messages of English foreign language students displayed the conventional SVO word order. Similarly, in relation to full sentences, a majority of text messages were full sentences. In contrast, fewer text messages were sentence fragments. With reference to run-on sentences, too, there were fewer text messages that were run-on sentences. Concerning the subject-verb agreement (SVA) structure, all text messages conformed to this structure (Chaka. Mphahlele&Mann, 2015, P .4, 5).

2.4. The Effectsof Texting onAgreement

Agreement is one of those elementary areas of English grammar that, like commas and capital letters, many advanced learners still regularly make mistakes with. Part of the reason is probably that the concept of agreement actually covers quite a wide range of different structures. As a result, different aspects tend to be presented at different times, making it more difficult for learners to make helpful connections between them, and there are numerous places where error is likely (Guinlist, n. d).Also, a present tense verb, so that, for instance, with a third-person singular subject (e.g. John), the verb must have the -s suffix ending. That is, the verb agrees with its subject by having the appropriate ending. Thus, John drinks a lot is grammatical, but John drink a lot isn't grammatical as a sentence on its own, because the verb doesn't agree."(Guinlist, n. d).

Agreement in English is a grammatical indication that two or more neighboring words are sharing part of their meaning with each other. A familiar example is “subject-verb” agreement, where a verb has either singular or plural form depending on which of these two meanings is present in a noun or pronoun that is its subject (Guinlist, n. d).

Overall, there appear to be three main combination types where agreement exists. Besides verbs and their subjects, we find certain adjective-like words agreeing with a noun that usually follows them but sometimes goes before, and pronouns agreeing with nouns or their equivalents. Each of these types has some features that can be obstacles to success in reading and/or writing especially for English foreign language students using texting and text messages and here are some examples of these potential problems.(Guinlist, n. d)

2.4.1. Subject-Verb Agreement

The decision whether to make a subject and verb singular or plural is complicated by the fact that the same ending -s is often involved with both, but with opposite meanings: plural with subjects, singular with verbs. Confusion is obviously possible and may explain some errors. If you believe that you sometimes confuse the two, it might be useful to develop some mnemonic to help you, such as “SSSingular on verbs”. So In writing, success with subject-verb agreement involves recognizing which words in a planned sentence are a verb and its subject, deciding whether the subject has singular or plural meaning, making sure the subject has the right form for the intended meaning, and finally ensuring that the verb has the same. The most difficult step seems to be identifying the subject (Nordquist, 2020).

2.4.2. Agreement between a Noun and Adjective-Like Word Just before it

The main words whose form varies according to whether a following noun is singular or plural are this/these, that/those, another/other and much/many. There is sometimes a special problem with this/these: despite the different spellings, their pronunciations sound the same to speakers of many other languages. This can be a particular problem for such learners if they

are dealing primarily with spoken English. The plural form *other* can also give problems, there being a temptation for some learners of English to add *-s* (e.g. **others people*). One part of the reason is undoubtedly the existence in many languages of plural adjective forms. However, English makes matters worse by possessing a pronoun (as opposed to adjective) use of *other* whose plural does need *-s*.

The determiners *all*, *both*, *several*, *some*, *(a) few* and *zero* resemble number words in needing a following countable noun to be plural in form (though *all*, *some* and *zero* can also accompany singular nouns that are uncountable, e.g. *all information*). Further care is needed with *each* and *every*, which cannot ever have a plural noun, despite their meaning similarity to *all* (Nordquist, 2020).

2.4.3. Agreement between a Noun and an Adjective-Like Word before Another Noun

This agreement combination only involves the possessives *my*, *our*, *your*, *its*, *his*, *her*, *there* and *one's*. They always precede a noun, but not the one they agree with. The fact that possessive adjectives agree with a different noun than the one after them is for some English learners a very likely cause of error. Another is the possessive needed to agree with an earlier use of *one* meaning “people in general”. The correct form is always *one's*, not *his*, *her* or *there* (Nordquist, 2020).

2.4.4. Agreement between a Noun and a Pronoun

Some pronouns, e.g. *all*, *someone*, *enough* and *more*, always have the same form. Many others, however, change their form according to a noun that they represent. The change may indicate “number” (singular / plural), “gender”, “case” (subject / object) or “person” (speaker / addressee / other person). Examples are: (Nordquist, 2020)

NUMBER	GENDER	CASE	PERSON
<i>I - <u>we</u></i> <i>me - <u>us</u></i> <i>he/she/it - <u>they</u></i> <i>him/her/it - <u>them</u></i>	<i>he - <u>she</u> - <u>it</u></i> <i>him - <u>her</u> - <u>it</u></i>	<i>I - <u>me</u></i> <i>we - <u>us</u></i> <i>he - <u>him</u></i> <i>she - <u>her</u></i> <i>they - <u>them</u></i>	<i>I - <u>you</u> - <u>he/she/it</u></i> <i>me - <u>you</u> - <u>him/her/it</u></i> <i>we - <u>you</u> - <u>they</u></i> <i>us - <u>you</u> - <u>them</u></i>
<i>mine - <u>ours</u></i> <i>his/hers/its - <u>theirs</u></i>	<i>his - <u>hers</u> - <u>its</u></i>		<i>mine - <u>yours</u> - <u>his/hers/its</u></i> <i>ours - <u>yours</u> - <u>theirs</u></i>
<i>myself - <u>ourselves</u></i> <i>yourself - <u>yourselves</u></i> <i>himself (etc.) - <u>themselves</u></i>	<i>himself - <u>herself</u></i> <i>- <u>itself</u></i>		<i>myself - <u>yourself</u> - <u>himself</u></i> <i>(etc.)/</i>
<i>another - <u>others</u></i>	<i>who/whom - <u>which</u></i>	<i>who - <u>whom</u></i>	
<i>this - <u>these</u></i> <i>that - <u>those</u></i> <i>one - <u>ones</u></i>		<i>one - <u>one's</u></i>	

Table 3. Pronoun Variation within Different Categories (Nordquist, 2020)

2.5. The Effects of Texting on Spelling

Producing a coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language. It is something most native speakers never master. For second language learners the challenges are enormous, particularly for those who go on to a university and study in a language that is not their own. The writer should use the writing skill in order to form a correct understandable paragraph or text. “According to Starkey, the writing mechanics include grammar, spelling, punctuation, and capitalization. Brooks and Penn (1970, p.20) state that “for one thing, in writing, we must understand the structure of the language, what the parts of speech do, how the words relate to one another, what individual words mean the rules of grammar and punctuation (Bouchikhi, M., et al, 2017. p. 13).

Spelling represents a challenge for both native and nonnative speakers of English and is learned from a combination of repeated experience and memorization. Although there are some rules to follow, there are many cases where rules don't apply, and there are often exceptions to the rules themselves (Murray and Anna . n.d).

Texting actually appears to be improving students' spelling because it increases the use of these important phonological skills (Melbourne child psychology, n. d).

There are several possible explanations for this positive relationship between the use of textisms and spelling ability. The fun of text-messaging one's friends, and the relative freedom of spelling allowed in text-messages, may increase student's overall enjoyment of reading and writing, leading to greater engagement and achievement in lessons. Even if this enjoyment does not translate directly into conventional literacy tasks, engagement with texting is likely to increase exposure to the written word, which has been shown to be a positive predictor of reading ability (Cipielewski & Stanovich, 1992). Many textisms have a highly phonological basis (Thurlow & Brown, 2003), and the freedom to play with word sounds and spellings may help student to master the grapheme-phoneme correspondence rules necessary for conventional spelling proficiency (Plester & Wood, 2009).

Alternatively, being good at spelling (and possessing the phonological skills that come with this) may help EFL language student to distinguish the sound components of words, enabling them to create a large variety of textisms. There is no clear convention for how words should be abbreviated, and like teenagers and young adults (Kemp, 2010, De Jonge & Kemp, 2010, Varnhagen et al., 2009), the current participants produced a variety of textisms. The most consistency was shown for words that could be written as letter/number homophones (e.g., r for are), but other words were re-written in a range of ways, some dropping letters (e.g., thks for thanks), some changing spellings to represent sounds (e.g., thanx) and others doing both (e.g., tnx). Words which appear frequently in text-messages did not appear to have undergone some conventionalized process of abbreviation: the word because was re-written in 17 ways, and the word tomorrow in 29 ways. Future research could explore the categories of textisms produced, and their relationship, if any, to conventional literacy skills (Bushnell, Kemp, & Martin, 2011.p 34).

Students' use of textisms is associated not with declining standards of literacy, but with better spelling skills. Parents and teachers who become aware of this positive relationship will

be better placed to enhance students' literacy development, by supporting their interest in all aspects of traditional and new forms of writing, while also providing guidance on the differences between formal and informal spelling styles. It looks as though digital communication is here to stay, and so rather than deploring students' use of textisms (Bushnell, Kemp, & Martin, 2011.p 35).

Text messaging has been criticized for a perceived negative impact on spelling skills of students and its increasing appearance in formal school papers ; Prøysen (2009) argues that there seems to be some truth in the prophecy that texting English will erode children's ability to spell, punctuate and capitalize correctly, and that children will transfer these new habits into their schoolwork. Prøysen's fieldwork in the United States supported her hypothesis that high school students do not keep the language of text messaging separate from Standard English written texts, so that text messaging language is used in school work. Prøysen's general argument is that if one is struggling with the language learning process, and one has to learn a second language in addition to one's mother tongue, it may be difficult for the weak students to keep up and texting makes things worse. The corruption of language and the degradation in spelling by students have been noticed by many teachers across the world. Textism is blamed for this and many teachers have even formally voiced their complaints of textism creeping into formal "school resister language"(Ali, Hasnain& Beg. 2019. p. 67).

2.6. The Effects of Texting on Punctuation

It is necessary part in English academic writing. With proper punctuation your writing will be more polished and technically correct, and you will convey your voice more directly, Starkey (2004). Murray & Hughes (2008, p.185) state that punctuation indicates pauses and sentence boundaries also help the reader understand what is written.(Bouchikhi, M., et al, 2017, p. 15).Capitalization and punctuation are very important in writing as Murray & Hughes (2008, p.185) said "they indicate pauses and sentence boundaries and also eliminate

ambiguity. A well punctuated and capitalized piece of writing should make the work easier to read and understand and will; therefore, help it make a more favorable impression on your readers”. (Bouchikhi, M., et al, 2017 p. 15).

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

- **full stop (.)**: is used to indicate that the sentence is ended
- **Comma (,)**: is used to make pauses, separate sentences or words, give different examples
- **Exclamation mark (!)**: used to express a strong feeling within a Sentence like anger, fear...
- **Question mark (?)**: used in a sentence to ask a question.
- **Semi-colon (;)**: the use of the semi-colon is generally difficult to use, it is used to join two connected sentences.
- **Colon (:)**: used when listing.
- **Apostrophe (’)**: used to indicate possession.
- **Quotation marks (“”)**: used when quoting someone’s speech.
- **Hyphen (-)**: used to link words together.
- **Brackets()** : always together and used to point out an idea that doesn’t belong to the main sentence
- **Slash (/)**: is used instead of „or“. (Bouchikhi, M., et al, 2017 p. 15).

Students are required to have a proper mastery of English Language skills; accounting for. With the influence of technology and the use of text messages (SMS), there is a worry that the informal nature of text communication, the use of Pidgin English forms and excessive use of abbreviations will continue to negatively impact students’ proper use of grammar, spellings and punctuations. Baron (2008) and Crystal (2008) both see the phenomenon in another perspective and think that SMS texting constitutes a negligible proportion of the

language in use and is thus harmless . Some text messages employed punctuation marks, such as periods (full stops) and commas properly, whilst others did not. Furthermore, a majority of text messages did not have unconventional punctuation marks, except a few that used an ampersand, &, in the place of and, whilst few used emoticons such as ;) and ({}) at their sentence endings. Finally, one third of text messages did not have periods at sentence endings. On this score, seven text messages utilized the colloquialism, wana or wanna, for want to (European Journal of English language and literature studies .2017).

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

2.7. The Effectsof Textingon Vocabulary

Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times don't know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008 as cited in Alqahtani. M. 2015).

The Effect of Texting on L2 Vocabulary Acquisition Previous intervention studies indicated an overall positive trend of vocabulary gains using texting to support EFL students' vocabulary teaching (Tovar Viera, 2016).

Vocabulary has been recently acknowledged to be one of the main areas in second language learning. That is why researchers have place much attention on the vocabulary

acquisition process and have defined it in distinct ways; for instance, Neuman and Dwyer (2009) define it as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". (p. 385). Whereas Ur (1998) perceives vocabulary as the words that are taught in a foreign language, talking about vocabulary instead of only "words". From the definition above, it can be concluded that vocabulary is the knowledge of words learners need to communicate and express their ideas in the target language. According to Webster (1992) developing the mastery skill will help L2 learners to master not only words and their definitions but also to master the language functions and to develop a successful listenership in order to express their ideas effectively. Master a second language shows that the L2 learners dominate the target language in every different component or at least they are proficient in L2, mastery also confirms that L2 learners use suitable learning strategies that suit with their necessities and make them competent speakers, in the words of Hornby (1995) mastery is a "complete knowledge or complete skill".

Language researchers as Hatch & Brown (1995) and Rivers (1989) defines vocabulary mastery as an individual achievement; it means that developing the vocabulary knowledge not only depends on extrinsic aspects as teaching methodology, materials, tasks, and among others but intrinsic factors as learners' motivation, interest, learning and language needs. Vocabulary mastery is a language skill that measures learners' language level proficiency, because the use of language confirms the vocabulary knowledge in each the four language skills. Cameron (2001), Linse & Nunan (2005), Harmon, Wood and Keser (2009) acknowledge that vocabulary mastery is a key skill that should be developed through the language acquisition process and this development is directly related to the L2 learner's vocabulary level. Despite the importance that vocabulary has in the second language learning, some researchers as Oxford (1990) claim that vocabulary is "by far the most sizeable and

unmanageable component in the learning of any language, whether a foreign or one's mother tongue, because of tens of thousands of different meanings", supporting the previous principle Meara (1980) has established that vocabulary knowledge is a remarkable problem in L2 learners, the author also states unlike other language components, vocabulary has no specific rules, and a vague vocabulary system can confuse the learners; which is the reason why L2 learners do not acquire and develop their vocabulary knowledge easily (Alquahtani, 2015. P, 24-26).

The effectiveness of using texting or text messages to enhance the academic vocabulary acquisition of English as a foreign language students ; Texting has become enormously popular as an important means of written communication among school-aged and college students worldwide, many of whom come from different first language (L1) backgrounds (e.g., Kasesniemi, 2003; Spagnolli & Gamberini, 2007) (Li. Cummins. 2019).

2.8. Texting Mistakes and Possible Remediation

2.8.1. Texting at the Level of Mistakes

Algeria is not an exception since English is considered as the second foreign language taught in schools. Many students every year choose the language as a branch of study at university. However, some problems were noticed concerning writing in English. In exam papers, classroom presentations or written home works, students seem to be not aware about the rules and the skills which are important in writing academically. Texting and social media were blamed firstly concerning this phenomenon and hypotheses were made about how modern technologies can affect directly or indirectly the process of writing academically among students of Algerian universities especially EFL students of MOHAMED BOUDIAF University in M'sila, Algeria (Bouchikhi, M., et al, 2017).

Most texting and social media are used to transmit one's emotions and ideas, for instance, "Facebook" users may employ the language freely as they want. The languages they feel

relaxed using it, rather than the language they use to study on the blackboard, which is full of rules and grammar and syntax. One can observe that people everywhere around the world have developed a new structure of texting while connecting in social networks. They may use informal and less correct language like dialect, a lot of abbreviations, acronyms, spelling mistakes, and also emoticons in their daily interaction. Some students admit that they did not realize that they should not use those informal forms in writing because they had seen it often and use it regularly, or they forget and use the same words of texting in the classrooms. Jeong (2005) noted that internet is significantly and negatively related to students' academic performance, as well as emotional attributes. (cited in Peter Osharive, 2015) (Bouchikhi, M., et al, 2017).

The types of mistakes that were taken into consideration are: grammar, spelling, punctuation, capitalization and abbreviations. Grammar and spelling mistakes are the most committed ones among the examples taken. In grammar mistakes, forgetting the "s" of the third person is the most common mistake as in "change" instead of "changes". Also neglecting the "s" of plural as in "two person" instead of "two persons". In addition, to the conjugation mistakes as in "children is" instead of "children are" and "he have" instead of "he has". Spelling mistakes, students sometimes wrote words in French because they are similar to those of English, as in "problem" for "probleme" they also write the words as they pronounce them as in "board" for "bored", "selfphones" for "cell phones", "possibal" for "possible" and "discution" instead of "discussion". Other time, they just get confused and forget the form of the word as in "different" as opposed to "different" and "obset" instead of "upset". Capitalization mistakes and abbreviations are in the second place, most of the students do not give importance to capitalization and knowing that is a necessary condition to form a meaningful piece of writing. Examples here mostly appear in peoples' and places' names as in "steve" for "Steve" and "new york" for "New York", also in writing the word

“god” instead of “God”. Concerning the abbreviations, students most the time use these “lge” for “language”, “ling” for “linguistics” “lit” for “literature”. They use abbreviations that are related to their fields. Punctuation mistakes are also committed among students, as the example “over time the speech community...” instead of “over the time, speech community...”. There are many reasons which push the students to make such mistakes. Most of students are the lack of concentration and the habit of texting which affect negatively on their writing and may commit mistakes unconsciously (Bouchikhi, M., et al, 2017 p. 52-53).

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

- Phonetic spelling used for transcription of standard pronunciation such as “nite” for “night” ,”guyz” for “guys”, “luv” for “love”, “wanna” for “want to” (Danet and Herring, 2007,p 97).
- Emoticons and smiles used for conveying a feeling are: such as facing a hard situation -_-! Being happy :) , being sad :(.
- Multiple punctuation marks or letters used for a prosodic effect are such as: no more!!!!, yes!!!!, aaaaahhhhh, sooooo (Crystal, 2001, p. 34-35).
- Capitalization use: all capitals for “shouting” such as” I SAID NO”, asterisks for emphasis such as “the*real*answer” (Crystal, 2001, p. 35).
- Special abbreviations or acronyms used for saving time and making it convenient, such as b4/B4 (before), lol/LOL (laughing out loud), oic/OIC (oh I see).
- Common shortenings used for easy use and convenience are “u” (you). “I” (I), “r” (are), “thx” (thanks), “pls” (please), “tmr” (tomorrow).

These features were cited in (Tharinee Kamnoestsin, 2014 as cited in Bouchikhi, M., et al, 2017. P. 30- 31).

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

- It is not a suitable environment or it is inappropriate for formal teaching and learning activities (Kabilan et al. 2010. Shih, 2011 as cited in Bouchikhi, M., et al, 2017).
- May affect student learning outcomes and physical and mental health because, they spend too much using it.
- It creates students' distractions (Yunus and Salehi, 2012 as cited in Bouchikhi, M., et al, 2017).
- It creates students habit of using short forms too much or informal writing, which leads to grammar mistakes (white, 2009 as cited in Bouchikhi, M., et al, 2017).
- Can result miscommunication because the writing can be lacking in the opportunities for expression, explanation, and clarification that are found in face-to-face interaction (Zaidieh,2012).(cited in Tharine ekamnoetsin ,2014 as cited in Bouchikhi, M., et al, 2017. P.31-32).

2.8.2. Atthe Levelof Homonyms

Homonyms are words that sound alike but are spelled differently and have completely different meanings. Words like to, too, and two are homonyms. Using the wrong word when it sounds right can destroy the meaning of your prose. Worse yet, it confuses readers. "Homonyms" can be troublesome because it may refer to three distinct classes of words: those with identical pronunciations but different spellings and meanings (sometimes called "homophones"); those with identical pronunciations and identical spellings but different

meanings; and those that are spelled alike but are different in pronunciation and meaning (sometimes called "homographs")(Slide to doc, n. d).

- To/Too/Two

To is a preposition that means headed toward or for and is also used in a verb infinitive. "Jim is going to the gym."

Too is an adverb of degree. "I'm going to the gym too!" or "You go to the gym too much."

Two is a number. "The two of them went to the gym together."

- Your/You're

You're is a pronoun for a person other than you that implies possession. "Your book fell off the table."

But you're is a verb contraction of two words: you and are. "You're going to lose that book."

- There/Their/They're

There is especially confusing because it can be an adverb, a pronoun, a noun, an interjection, or an adjective. "There! I saw it over there."

But it is still different from the possessive pronoun their. "Their cat escaped out the door."

Their used to always indicate the plural, but in the new gender-neutral environment it can also refer to a singular to avoid the "his/her" dichotomy. "Your reader may have their own thoughts about the blog post."

They're is a contraction of they and are. "They're going to find the escaped cat."

- Right/Write/Rite

Right can be an adjective, noun, adverb, transitive verb, intransitive verb so the word itself has many uses. "He wants to right the right turn sign to the right position."

The verb write can be both transitive and intransitive. Either way it expresses the act of writing. "She tells them she writes, and then writes six pages."

Last, rite is a noun that represents a formal or ceremonial act or procedure. "He practices 20 minutes of meditation as his daily rite to start the day."

- Here/Hear

Here denotes a specific location meaning this particular place. "I'm over here!"

Hear is the act of listening with your ears. "Can you hear me?" (ProWritingAid, 2019).

Five examples illustrate how tricky homonyms can be for students:

2.8.2.1. Accept / Except Homonyms

Accept is a verb meaning to receive with approval. Except is used as a preposition meaning excluding, or a verb meaning to leave out. Homonyms are words that sound the same, but are spelled differently and are different in meaning. They are frequently mistaken for each other. Be aware of these homonyms. Accept is mainly used as a verb, meaning to not usually caught by spell influence or imitate. It is rarely used as a noun, meaning feeling or emotion. Effect is most often used as a noun, meaning a result or something that follows as a consequence. Examples: The drought will affect the crops. The effects could include high produce prices (slideshare, n. d).

2.8.2.2. Adapt / Adopt

Adapt is a verb meaning to change in order to fit or be more suitable. Adopt is a verb meaning to take something and make it one's own. Examples: I adapt to my new job. The office decided to adopt new policies regarding vacation days. Allusion / Illusion Allusion is a noun meaning reference. Illusion is a noun meaning fantasy or false impression. Examples: He made an allusion to Datuk A. Samad Said, the famous writer. Datuk A. Samad Said was known for his greatest novel, Salina (slideshare, n. d).

2.8.2.3. By / Buy / Bye

By is a preposition meaning near or way. Buy is a verb meaning to purchase. Bye is slang for goodbye .Examples: I must buy a camera. The store is by the post office. Bye, see you later! Farther / Further Farther is an adjective or adverb meaning more remote or extended. It is related to measurable distance. Further is an adjective or adverb meaning more remote or extended, but it is related to a figurative sense. The distance cannot truly be measured. Examples: I jogged farther today than yesterday. I pushed my body further than ever before (slideshare, n. d).

2.8.2.4. Its / It's

Its is a third-person singular possessive. It's is a contraction of the words it and is. Examples: The cat has something in its paws. It's a small acorn he found out side. Than / Then Than is a conjunction used for comparison. Then is an adverb meaning after ward or at that time. Examples: Zarifi is more athletic than Zuhairi. First they tested strength; then, they tested agility (slideshare, n. d).

During editing, check for homonyms you may have missed in the fast pace of writing your thoughts. Using the right word keeps your writing clear. Your readers will understand your meaning (slideshare, n. d).

So students should be encouraged to focus more on homophones and homographs in writing to solve the problems of misunderstanding them , should pay attention when they are studying semantics particularly homophones and homographs in English and Students should be made fully aware of using homophones and homographs and further remedial work should be given on semantics ,also Teachers should be qualified enough for teaching homophones and homographs in English and should study hard to differentiate between homophones and homographs (slideshare, n. d).

2.8.3. At the Level of Minimal Pairs

A minimal pair is two words that vary by only a single sound, usually meaning sounds that may confuse English learners, like the /f/ and /v/ in *fan* and *van*, or the /e/ and /ɪ/ in *desk* and *disk*. Two words that have only one sound different between them, but it's a sound that changes the meaning. Here are some examples of important "minimal pairs" (British Council, TeachingEnglish, n. d).

Vowel Sounds

Minimal Pair /ɪ/ and /i:/ sit seat

Minimal Pair /e/ and /ɪ/ desk disk

Minimal Pair /e/ and /eɪ/ wet wait

Consonant Sounds

Minimal Pair /b/ and /v/ berry very

Minimal Pair /b/ and /p/ buy pie

Minimal Pair /n/ and /ŋ/ thin thing

Initial Consonant Sounds

Minimal Pair initial /f/ and /p/ fast past

Minimal Pair initial /k/ and /g/ came game

Minimal Pair initial /t/ and /d/ two do

Final Consonant Sounds

Minimal Pair final /k/ and /g/ back bag

Minimal Pair final /m/ and /n/ am an

Minimal Pair final /t/ and /d/ hat had (British Council, TeachingEnglish, n. d).

For Arabic speakers learning English pronunciation and writing, the letter P (or rather, its absence or replacement) may cause problems for listeners. Depending on the Arabic dialect and individual speakers and writers, /p/ may be replaced with /b/, or /f/, resulting in

confusion between words like [paste, baste] or [pill, bill] if the letter is at the beginning of the word. Middle of the word minimal pairs to work on are words like [crumpled, crumbled]. And word on word-final minimal pairs such as [cap, cab] or [stripe, strife] also (American Pronunciation Coach, 2014).

The first important use of minimal pairs is to raise awareness in students that the difference exists. Some of us can't hear the target sounds we are trying to learn. It can be difficult, because you can't pronounce what you can't hear. Many of us will be able to recognize them once we are made aware, with listening discrimination exercises like manysounds.org/pp, students realize there are two sounds, and they'll have to determine where one sound ends and the other begins. The many things website has limited numbers of word pairs—but it is fun! In addition, I made recordings of lots more target minimal pairs for my students, so they can develop their ability to hear the two sounds as different, whether they occur at the beginning, the middle or the end of the word (American Pronunciation Coach, 2014).

2.8.4. Reducing Texting Mistakes

As to make the difference between writing when texting and writing in classes, a clear cut should be done between the two, students should separate the two styles of writing from each other, as the first is simply used to interact with friends and different people and to gain time while doing so. However, the second should be written clearly using an academic style and respecting the rules (punctuation, grammar, coherence...etc.) to separate between the two styles students may join some groups of English learning on Facebook, since, they use Facebook approximately every day. In these groups they can learn to interact with other members formally without using abbreviations, acronyms, emoticons...etc. This will help to improve their writing (Bouchikhi, M., et al, 2017).

Here are the top five mistakes to be sure to not carry over to writing.

2.8.4.1. Punctuation

When you're trying to text quickly – which admit it, is most of the time – the first thing to go is the punctuation. For one thing, putting the proper punctuation in can require a shift from the ABC menu to a numeric and symbolic keyboard on many phones.

The two most commonly omitted punctuation marks are commas and apostrophes. While their absence doesn't make much difference in most texts, they are absolutely necessary to making your meaning clear in formal writing. The often used example of "Let's eat, Grandpa," vs. "Let's eat Grandpa," makes that abundantly clear. Many forms of punctuation have become almost nonexistent in texting communication. And that can be fine when a message is meant to be short and informal. In non-texting writing, however, commas and apostrophes should always be used correctly. In addition, ends of sentences should always have periods, question marks, or exclamation points, as needed.

2.8.4.2. Spelling

We used to think that spell-check was the worst thing to happen to our ability to spell. Well, spell-check has nothing on autocorrect. When you are texting if you get close to the word, the phone does the rest immediately with occasional hilarious results. The result is that we've been trained to not even worry if we've misspelled a word. Needless to say, it's important to check your writing for spelling errors – even when it's been autocorrected.

2.8.4.3. Homophones

One thing that autocorrect and spell-check can't pick up on are homophones. These are words that are spelled correctly but that are used incorrectly. Examples include "site" for "sight," "bear" for "bare," "break" for "brake." Probably the most common is the misuse of "to" and "too" (and sometimes even "two").

Some homophones are used on purpose when texting because they reduce the number of keystrokes: “nite” for “night” and “wud” for “would.” These kinds of substitutions are not important when texting, where a general sense of what you mean is usually all you need. In other forms of writing, though, they can make you seem sloppy, so you should always make sure you are using the correct form of a word.

2.8.4.4. Capitalization

Capitalizing words can seem an unnecessary nuisance when texting, especially because it can require an extra stroke or two to switch to caps. In most other forms of writing, however, capitalization is still necessary in order to improve legibility and distinguish proper nouns from common ones.

On the tiny little keyboards of a smartphone, the use of capitalization has fallen by the wayside. Remember, though, that the following words should always be capitalized: (1) first words of any sentence, (2) proper nouns (like names and cities), and (3) the first person “I.”

Conclusion

Academic writing is affected by the use of texting for communication. Additionally, the study sought out the views of students and teachers regarding the use of texting and its style of writing in academic situations. This chapter has also presented what is texting, and specifically how students became more addictive to text messaging because they took the habit of interacting with other people all over the world in their daily life. Also this chapter tried to give some texting levels of mistakes such homonyms and minimal pairs and to illustrate the students’ ways of writing formally. Indeed, students when texting write the way they speak without giving importance to the academic rules such as capital letters, punctuation...etc., regards to the influences of texting and social media. This chapter gave a general view about writing and quality of writing and the skills which are necessarily required writing, it explains how academic texts and essays should be written and what are the

mistakes that are often used by students' especially, when writing in an formal way in order to make a distinction between what should be written on papers and what is really written by them on their phones and the quality of their writing.

**CHAPTER TWO:
FIELDWORK AND DATA
ANALYSIS**

**PART ONE:
RESEARCH
METHODOLOGY
AND DESIGN**

CHAPTER TWO: FIELDWORK AND DATA ANALYSIS

Part One: Research Methodology and Design

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Introduction

The idea of conducting a research necessitates the respect of certain conventionalities in what concerns the structure and the lay out, and the methodology implied. An overview to literature is paramount. Researchers need also to delve deep in the methodology starting by the approach, the research design and the methods used. So, everything that has relation with research is to displayed-Data collection tools including the instrumentation, surveys are to be presented too. Population and sampling are important elements to mention as they are pivotal for any type of research. The research design has to be very well thought off and construed to be logically understood by readers.

This could give an overview about data collection instruments, surveys and case studies. Interviews and questionnaires require a special care in ethical consideration regarding the recipients addressed. In short, every research project ends with findings, a result of deep scrutiny and investigation. Results found demand implications in the form of stated recommendations. In this part, the researchers tried to treat all the above-mentioned elements so as to give a detailed view about. -

The present chapter is divided into two parts. The first part is about the description of the research methodology and design. It mainly focuses on the nature of the design, the approach and the methods that will be used. It also provides a detailed explanation of the procedures that the research has pursued. The second part provides the data analysis and interpretation of results obtained from both students' and teachers' questionnaires and their future implications.

Part one deal with a detailed description of the methodology, it describes the setting, sample and population used for data collection and explains the procedures for data collection and analysis. An appropriate research design is selected as an overall plan for the present study which is related to texting and its effects on learners' quality writing.

3.1. Research Approach

The term research refers to “the systematic method consisting of enunciating the problem, formulating a hypothesis, collecting the facts or data, analyzing the facts and reaching certain conclusions either in the form of solutions(s) towards the concerned problem” Kothari (1990, p.2).

In this study, the researchers use a classroom educational holistic approach which displays an overall view about how learners use texting in their day to day lives.

3.2. Research Design

According to Parahoo (1997) a research design is an overall plan that entails the appropriate tools, time, and setting for data to be collected and analyzed. In the same vein, Thyer (1993, p. 94) considers a research design as “being a blueprint or detailed plan for higher research studies to be conducted”. Hence, the research design is the overall design set by a researcher to guide him design time, setting, appropriate instruments for collecting data and analyzing it in its required framework. In addition, a simple definition by Mouton (1996) can help give the exact sense of research design which is simply “a set of guidelines and instructions to be followed in addressing the research problem” (p.107).

The research design selected for this study is the descriptive analytical research based on a causal relationship between texting and the learners’ quality writing. In this regard three research instruments were adopted to answer the research questions which are: the corpus analysis of text messaging, in addition to the distribution of students’ and teachers’ questionnaires. To achieve the purpose of completion to the research, certain methodological decisions were taken concerning the research methods in use, research instruments, the selected sample and the research physical setting.

3.3. Qualitative Method

Denzin and Lincoln (1994) hold that qualitative research involves studying ‘things in their natural settings, attempting to make sense or interpret phenomena in terms of the meanings people bring to them’ (as cited in Biggan, 2008, p.86). Similarly, Marczak, DeMatteo and Festinger (2005, p.17) said that: “qualitative research is often used as a source of hypotheses for later testing in quantitative research”. Since researchers seek learners’ opinions in relation to texting and its effects on their written skill, they used written surveys and questionnaires for both teachers and students including lots of open questions that really bear Wh-question, cause -effect questions etc.

The study describes the students’ use of textese and messaging through their mobile phones. Hence, the study describes the way second year tertiary level write and chat using a broken language written in codes. Thus, a causal relationship between students’ communication and the quality of their writing is to be also described.

3.4. Research Methodology

3.4.1. Population and Sampling

Our population is EFL students of 2nd year at the University of Mohamed Boudiaf, M’sila. The population encompasses 3 groups of 32 students. The sample selected for this study represents 20.16% of the total population making the selection of 21 students selected randomly.

Sampling is the process of drawing samples that would be a representative of the population of the study. Kothari (1990) defines sampling as the selection of part of an aggregate or totality on the basis on which a judgment of inference about the aggregate or totality is made. In this work, the simple random sampling technique was used. A code is attributed to every questionnaire sheet that is then selected randomly and studied anonymously.

Since the purpose of this study is to examine the current situation of EFL learners' participation in their communication through textese, both teachers and students of English department are concerned by this study, at least to express their opinions and set down their views on paper.

3.5. Data Collection Procedures

The researchers started the data collection procedure by distributing the students' questionnaires among the respondents who were assured of its anonymous treatment to the results as ethically promised. Hence, ethics, secrecy, places and names of respondents will remain confidential. All along the study until its completion.

3.5.1. Data Collection Tools

Questionnaires for both teachers and students were used as instruments for surveying and collecting data. Also, primary and secondary sources were also sought to give more validity to the research. Samples of students chatting messages were collected for the analysis of the type and nature of communication with regards to the violation in writing quality.

3.5.1.1. Students' Questionnaire-Aim and Description

Participants were informed that the research findings would be used to improve the treatment of the problem of texting in using non-standard English and its effects on learners' quality of writing and its effect on L2 learners. The choice of the questionnaire as survey seems the easiest option for both designers and respondents as Gillham (2000, p.1) affirms that: "the great popularity of questionnaires is that they provide a 'quick fix' for research methodology; no single method has been so much abused".

In the present study, the questionnaire for students is composed of three sections: -section one: (identification for the respondents including gender and age), section two: (eight questions), section three: (four questions with their justifications) (see appendix A). As for the questions wording, we selected Yes, No questions, open-ended questions and ticking the right

answers questions (agree/ disagree) to simplify everything for respondents, to avoid confusions and ambiguity and collect a maximum lot of data.

3.5.1.2. Teachers' Questionnaire-Aim and Description

The questionnaire for teachers' embraces three sections is devoted to direct questions related to the teachers' perception about texting and its effects on the learners' quality of writing. Section one consists of questions on gender, age and experience. Section two comprises seven questions with their justifications and section three includes open questions and Liker scale options.

3.6. Limitations / Delimitation

The study is limited to the number of second year respondents who, due to Covid pandemic, did not attend the day of the questionnaire distribution as their attendance was not compulsory; this had for sure affected the general outcome of the research. Some students did not answer the questions as expected.

As delimitation, the choice of second year students' as targeted population was purposefully done because the recipients are mature students whose knowledge and awareness about texting is more developed.

3.6.1. Issues of Trustworthiness and Ethical Consideration

To be ethical when doing a research is part of true work. Being ethical is being frank with oneself then with others. As the researchers were conducting the research, a note of trustworthiness and ethical consideration was carefully respected by the researchers. Every quoted matter was acknowledged for and even the paraphrased material was also referenced. In short, everything was done in a perfect transparency as to copyright owners.

Conclusion

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 their daily conversation on messenger. The descriptive study was conducted in suitable conditions in which a full 55 explanation about both the participants and the procedures was provided. The following section will present the data interpretation and the discussion of the results.

PART TWO:
ANALYSIS OF RESULTS
AND FINDINGS

Introduction

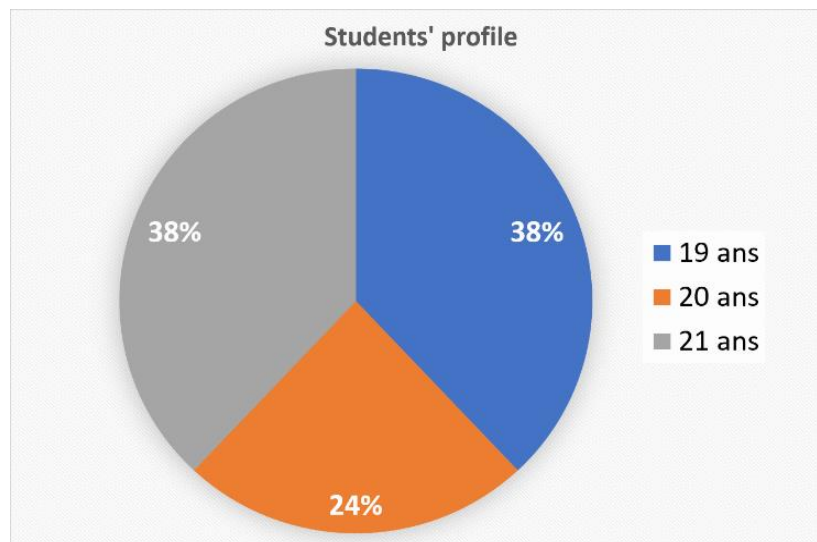
This section is concerned with data analysis, interpretation, and discussion of the results. The answers obtained from the students' questionnaires, teachers' questionnaire, and their daily conversation on Instagram, and facebook messenger were analyzed to summarize the results of this study. The data analysis aims to explore the effect of textese on EFL students' quality writing and its analysis followed the theoretical models explained previously.

3.2. Analysis of Students' Questionnaire

Q1.What is your gender? Q2.Age?

Students' Profile							
		Number					
Age		19	%	20	%	21	%
Gender	Male	02	25%	00%	00%	02	25%
	Female	06	75%	05	100%	06	75%
Total		21					

Table 4.Students' Profile



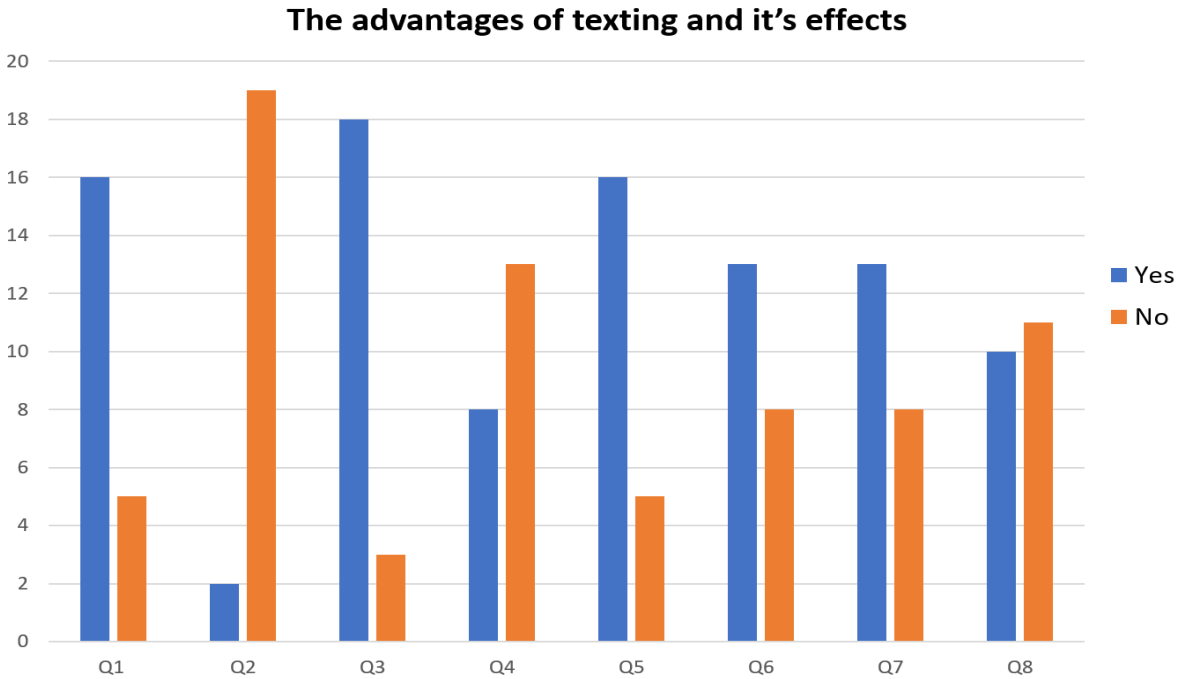
Graph 1.Students' Profile

Concerning students' age and gender, there are three kinds-19,20 and 21 respectively-19 years old are composed of 02 males with a rate of 25%, and 06 females with a rate of 75%.However,those aged 20 comprise nil males and 05 females with a rate of 100%.Finally,those aged 21 are of two kinds-02 males with a rate of25% against 06 females with a rate of 75%.

3.2.1. Section Two: The Merits of Texting and its Effects-

Questions	Yes	%	No	%
1. Texting is just a very short and quick way to communicate	16	76%	05	24%
2. Texting has no effects on the vocabulary	02	09%	19	91%
3. Learners can easily be affected by texting which effects their writing	18	85%	03	15%
4. Texting affects the vocabulary positively	08	38%	13	62%
5. Texting declines grammar and has a huge impact on the lives of the teenagers	16	76%	05	24%
6. Teenagers have become more distracted than ever.	13	61%	08	39%
7. short terminologies are not going to help Communicators using textese	13	61%	08	39%
8. Textese depletes the standard of written and spoken English	10	47%	11	53%

Table 5. The Advantages of Texting and its Effect



Graph2.The Advantages of Texting and its Effects

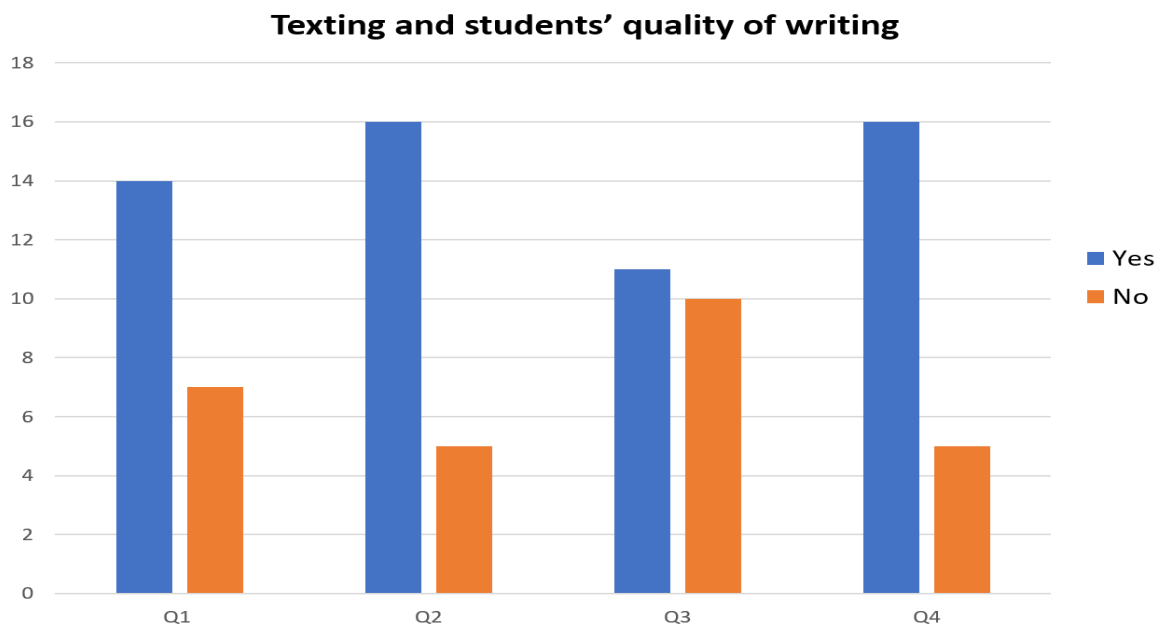
On the merits of Texting and its effects, and on the first option suggested 16 students answered with yes with a rate of 76% against 05 with No with a rate of 24%.As to option2 Texting has no effects on the vocabulary, 02 students with a rate of 9% answered with yes; whereas 19 answered with No with a rate of 91% .On option three, Learners can easily be affected by texting which effects their writing,18 students responded with yes with a rate of 85%,against 03 with a rate of 15% with No.In what convccerns option four, Texting affects the vocabulary positively,08 studenrs said yes with a rate of 38% against 13 with a rate of 62%. For option five, Texting declines grammar and has a huge impact on the lives of the teenagers,16 students responded with yes with a rate of 76% against 05 with 24%.For both options 6 Teenagers have become more distracted than ever.and option 07, short terminologies are not going to help Communicators using textese , two similar groups with13 students responded with yes with a rate of 61% against 08 with a rate of 39% .For the last option, Textese depletes the standard of written and spoken English,ten students with a rate of 47% answered with yes against

11 with a rate of 53%.Hence,the differing rates reflect the students’ awareness in their choice to the suggested options.

3.2.2. Section Three: Texting and Students’ Quality of Writing

Questions/ Statements	Yes	%	No	%
Q1.Texting involves informal use of English which is not good for the growth of the language..	14	66%	07	34%
Q2.Short texting messages have an adverse affect on students’ schoolwork	16	76%	05	24%
Q3.Do you think Texting hinders learners’ abilities to apply grammar in their writing ?	11	52%	10	48%
Q 4. Due to their electronic chatting, learners are making countless syntax, subject-verb agreement and spelling mistakes in writing assignments	16	76%	05	24%
Total	21			

Table 6.Texting and Students’ Quality of Writing



Graph3.Texting and Students’ Quality of Writing

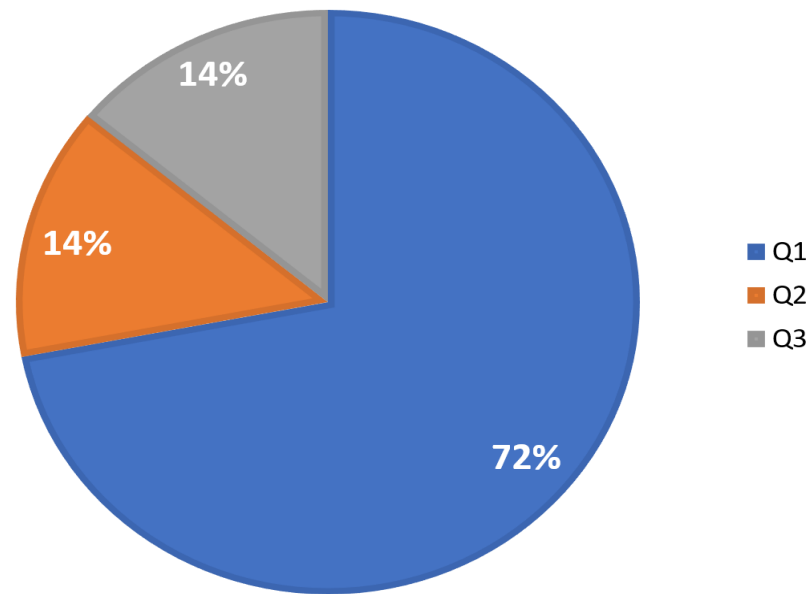
In what concerns Section three related to texting and students’ quality of writing,four questions are issued.For the First question related to Texting involves informal use of English

which is not good for the growth of the language..Why?14 students answered with yes with a rate of 66% against 07 who answered with No with a rate of 34%.For question two which stipulates Short texting messages have an adverse affect on students' schoolwork,16 students with a rate of 76% answered with yes against 05 students with no with a rate of 24%. Concerning question three as Do learners think Texting hinders their abilities to apply grammar in their writing ,11 students with a rate of 42% answered with yes against 10 students with a rate of 48%.Finally, as a response to question four Due to learners' electronic chatting, they are making countless syntax, subject-verb agreement and spelling mistakes in writing assignments;16 students with a rate of 76% answered with Yes as opposed to 05 students with No.

	Supporting arguments -Agreements- to question one: <i>Texting involves informal use of English which is not good for the growth of the language..</i>	<u>Agree</u> score	%
1.	Teenagers are affected by street language which they build upon	10	72%
2.	Because they always use easy language and symbols in writing	02	14%
3.	Because formal language is required in academic writing	02	14%
Total		14	

Table 7.Texting and Learners' Informal use of the Language

TEXTING AND LEARNERS' INFORMAL USE OF THE LANGUAGE



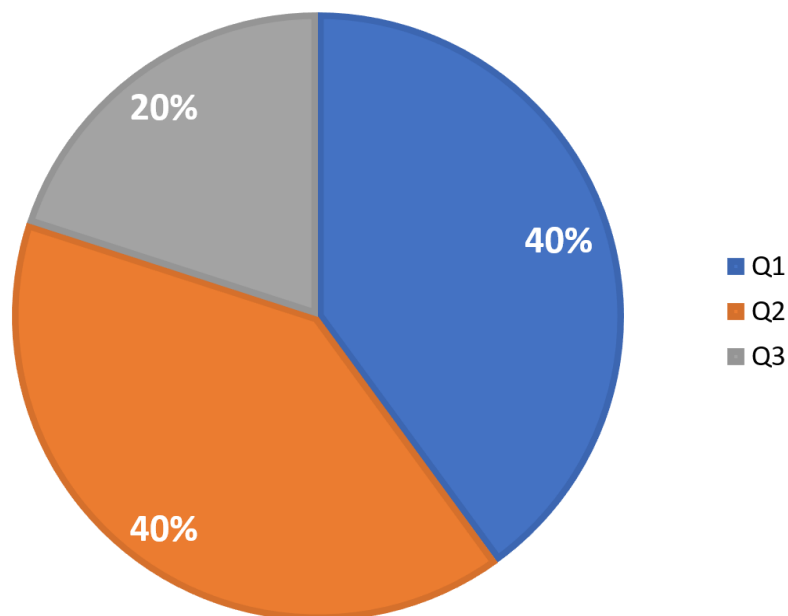
Graph4. Texting and Learners' Informal use of the Language

Table and graph 4 relate to the Supporting arguments-agreements to question one: In response to this, we have recorded three arguments. For the first, Teenagers are affected by street language which they build upon-10 out of 14 with a rate of 72% agreed against 02 with a rate of 14% for the second option which reads because learners always use easy language and symbols in writing, and because formal language is required in academic writing which gained only 02 students out of 14 with a rate of 14%.

	Supporting arguments -Disagreements- to question Two: Short texting messages have an adverse affect onstudents' schoolwork	Disagree score	%
1.	Because, we usually use very limited vocabulary	02	40%
2.	Texting is based on oral communication which hinders our academic writing	02	40%
3.	It depends on the learners' Types-some use short texts but their writing is good.	01	20%
Total		05	

Table 8. Texting and its Adverse Effects on Learners' Schoolwork

TEXTING AND ITS ADVERSE EFFECTS ON LEARNERS' SCHOOLWORK



Graph5. Texting and its Adverse Effects on Learners' Schoolwork

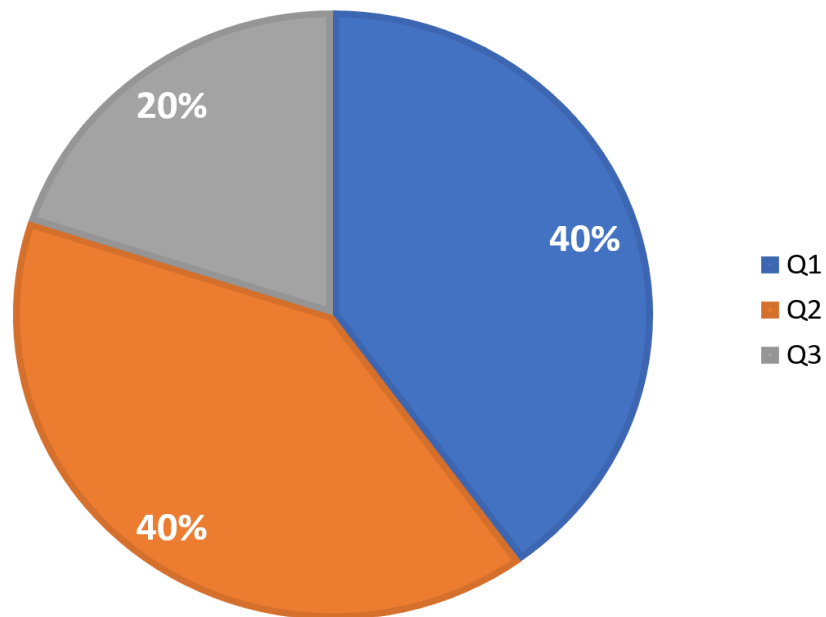
As to Supporting arguments -Disagreements- to question Two: Short texting messages have an adverse affect onstudents' schoolwork, two groups of students with a rate of 40% each responded to the following supporting arguments- Because,they usually use very limited vocabulary and Texting is based on oral communication which hinders their academic writing

respectively. However, for the last option which reads It depends on the learners' Types-some use short texts but their writing is good, only one student opted for this with a rate of 20%.

	Supporting arguments -Agreements- to question Three: <i>Do you think Texting hinders learners' abilities to apply grammar in their writing ?</i>	agree score	%
1.	Our grammar is poor so this affects our writing	05	45%
2.	Yes, since grammar is essential in sentence combination, texting does not favour this- ends in catastrophe	06	55%
Total		11	

Table 9. Texting and its Adverse Effects on Learners' Schoolwork

TEXTING AND ITS ADVERSE EFFECTS ON LEARNERS' SCHOOLWORK



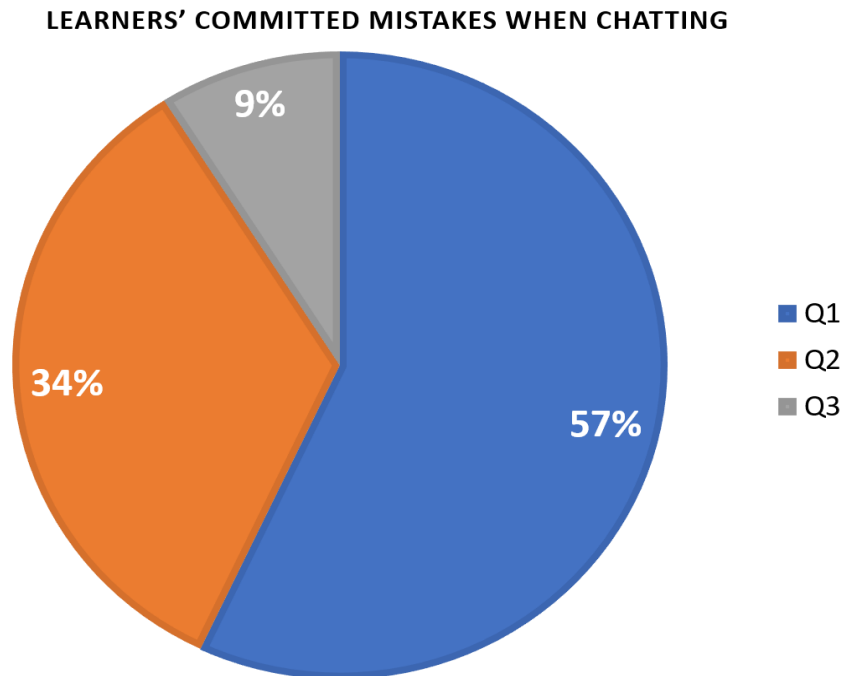
Graph 6. Texting and its Adverse Effects on Learners' Schoolwork

Table 6 is related to Supporting arguments -Agreements- to question Three: Do you think Texting hinders learners' abilities to apply grammar in their writing? To display the agree score for option one, five students with a rate of 45% opted for the idea that their grammar is poor so

this affects their writing against the second option where 06 students with a rate of 55% agreed saying yes, and since grammar is essential in sentence combination, texting does not favour this- this ends in a catastrophe.

Supporting arguments - to question Four: Due to their electronic chatting, learners are making countless syntax, subject-verb agreement and spelling mistakes in writing assignments.	score	%
1.Chatting is never controlled by teachers so chatters make grammar,spelling and subject -verb agreements	12	57%
2.yes, it is rapid writing that enabled learners to commit mistakes without paying attention.	07	34%
3. No answers	02	09%
Total	21	

Table 10.Learners’ Committed mistakes When Chatting

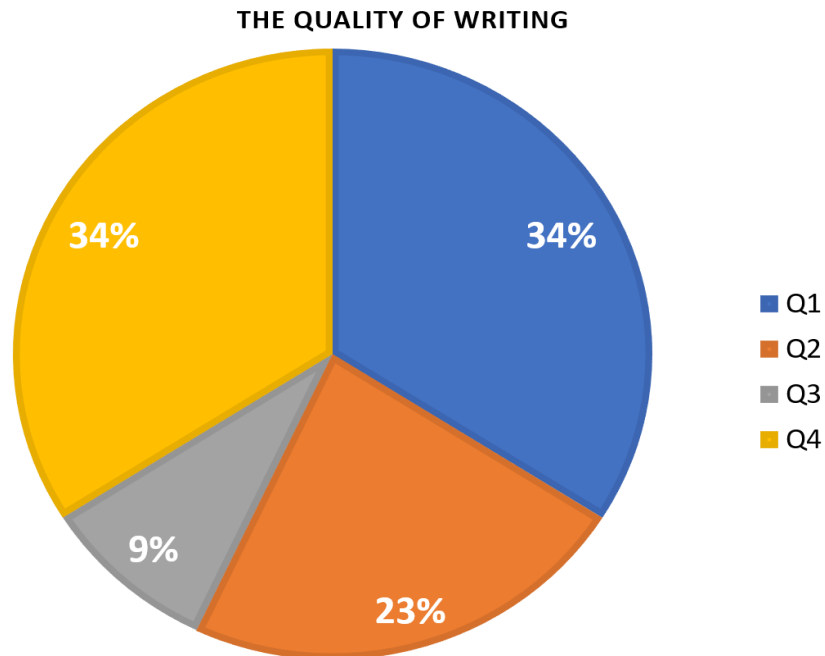


graph7.Learners’ Committed Mistakes When Chatting

As to graph.7 which relates to Supporting arguments - to question Four: Due to their electronic chatting, learners are making countless syntax, subject-verb agreement and spelling mistakes in writing assignments,12 students with a rate 57% said that Chatting is never controlled by teachers so chatters make grammar,spelling and subject -verb agreements,whereas 07 other students with a rate of 34% answered with yes, saying it is rapid writing that enabled learners to commit mistakes without paying attention. Only two students with a rate of 9% gave no answers.

Supporting arguments - to question Five: On the quality of writing	score	%
1.quality writing is the straight forward language	07	34%
2.The capacity to write without making mistakes	05	23%
3. It iswriting using one’s own style	02	09%
4. I believe quality writing is academic writing	07	34%
Total	21	

Table 11.The Quality of Writing

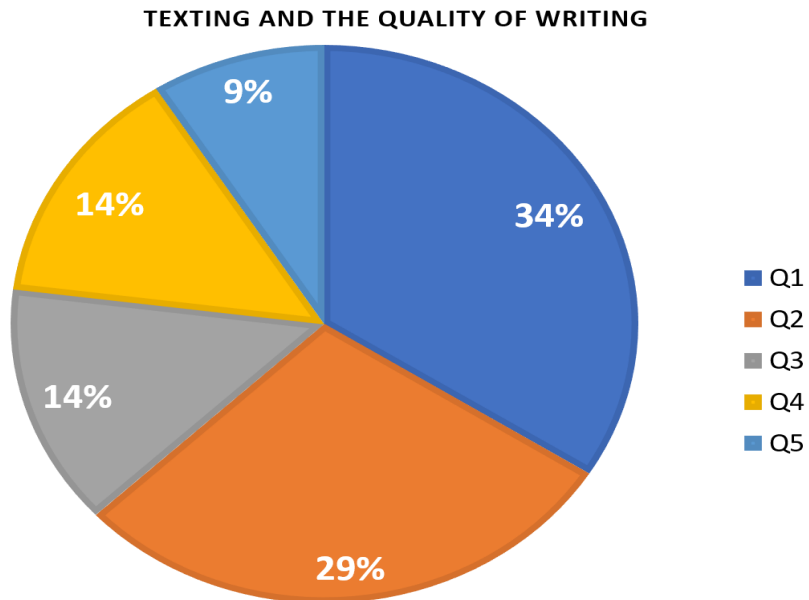


Graph 8.The Quality of Writing

Table and graph 8 are related to Supporting arguments - to *question Five: On the quality of writing* ,two groups of seven students with a rate of 34% said quality writing is the straightforward language,and it is the academuic writing.One group of 05 students with a rate of 13% defines quality of writing as the capacity to write without making mistakes.Finally,the last group of 02 students believe it is writing using their own style.

Supporting arguments - to question six-How do you consider the quality of your writing when using texting? elaborate	score	%
1.not up to the expected standard	07	34%
2. I think it is bad because when texting they always communicate using symbols and acronyms	06	29%
3. my writing is good when texting	03	14%
4. It sounds good and comprehensible though words are not written in full	03	14%
5.I write in complete words respecting the conventionalities of academic writing using capitals and punctuation	02	09%
Total		21

Table 12.Texting and The Quality of Writing



Graph9. Texting and The Quality of Writing

Both table and Fig.9 relate to Supporting arguments - to question six-How do you consider the quality of your writing when using texting? Elaborate. As response to this question, Seven students with a rate of 34% said this is not up to the expected standard, 06 students with a rate of 29% said they thought it is bad because when texting they always communicate using symbols and acronyms. However, two groups of three each with a rate of 14% said their writing is good when texting, and It sounds good and comprehensible though words are not written in full. For the last option which reads students write in complete words respecting the conventionalities of academic writing using capitals and punctuation.

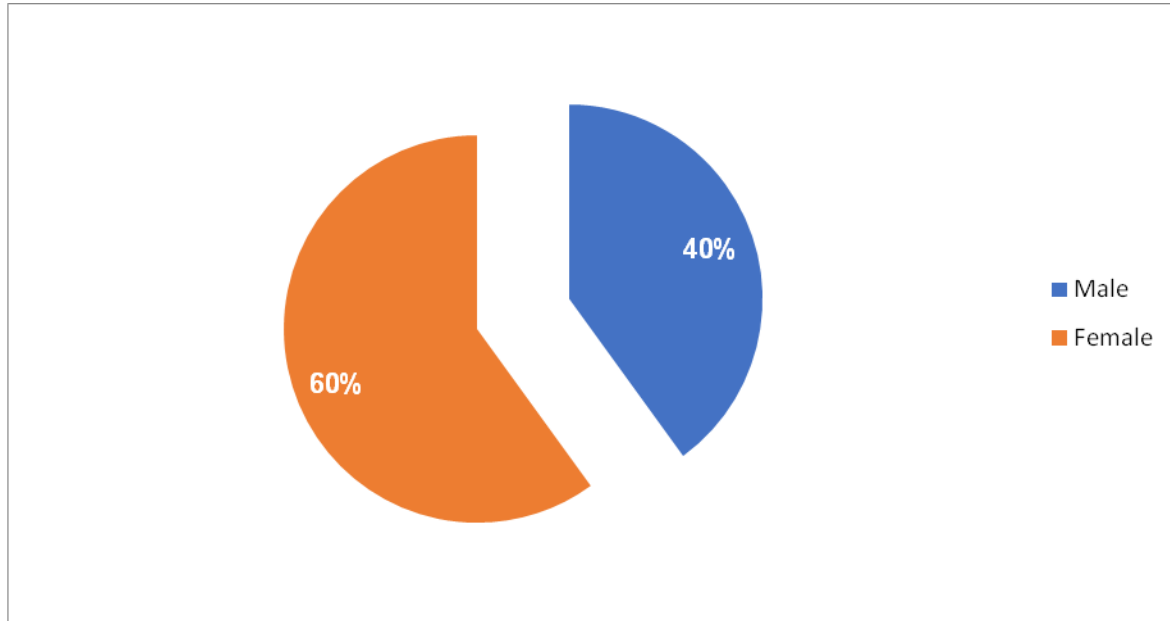
3.3 Analysis of Teachers' Questionnaire

This section consists of three items related to teachers' background information. Gender, Age and experience

Q1: Teachers' Gender

	Number	Percentage
Male	4	40 %
Female	6	60 %

Table13.Sample's Characteristics According to Gender



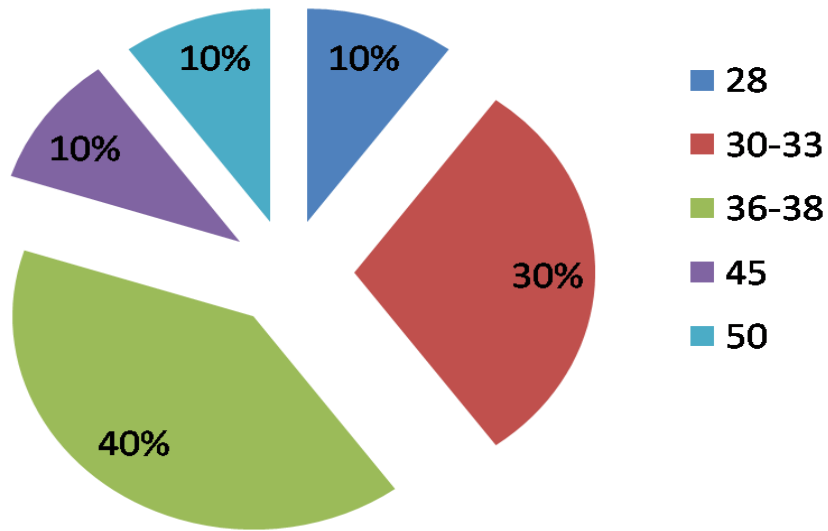
Graph10. Sample's Characteristics According to Gender

Table 10 and fig 10 represent the sample's characteristics according to gender. It is shown that the majority of the teachers (60%) were female; whereas, forty percent of the respondents were males.

Q 2. Teachers' Age

Age				
28	30 - 33	36--38	45	50
01	03	04	01	01
Total				10

Table14.Teachers' Age



Graph11. Teachers' Age

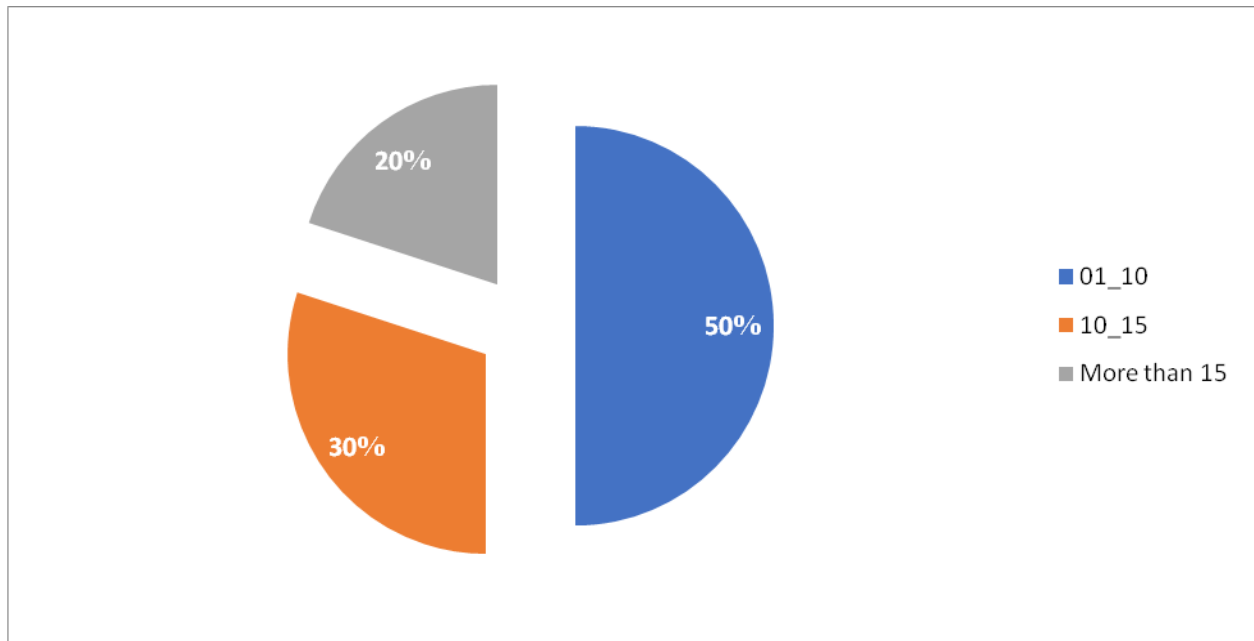
Table and Fig 11 display the Age of the teachers who participated in the survey. The range of age level ranges from 28 (1 teacher), between 30-33(03 teachers), between 36-38 (04 teachers),45(01 teacher) and finally the age of 50(with one teacher).This shows that the majority of teachers are young and are between 28 and 38.

Q 3. Teachers' Teaching Experience

The second question is concerned with the period teachers have been teaching English.Knowing the experience of our sample is very important factor.

Experience	Number	Percentage
1-10	5	50 %
10-15	3	30 %
More than 15+	2	20 %

Table15. Teaching Experience



Graph12.Statistical Representation on Teaching Experience

Statistical representation on teaching experience shows three levels of experience phases. The first category embraces between 1 and 10 years of experience and this includes 05 teachers with a rate of 50%. The second phase which ranges between 10 to 15 years of experience includes 03 teachers with a rate of 30% and finally the last phase concerns those who are beyond 15 years of experience and this includes 02 teachers with a rate of 20%.

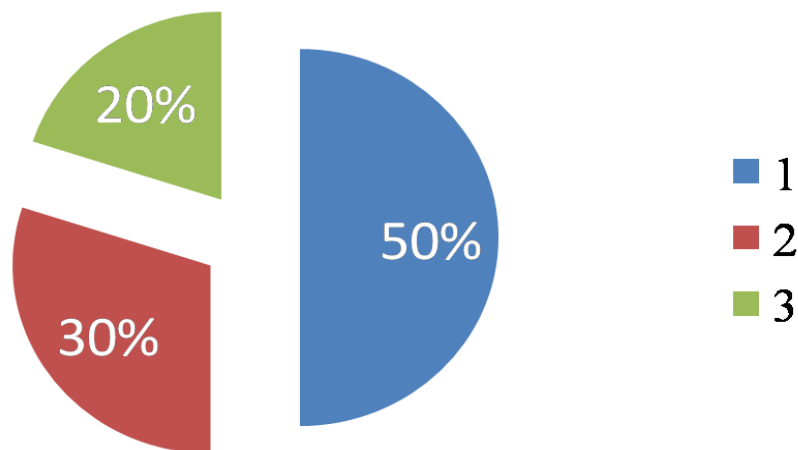
3.3.1 Section Two: The merits of Texting and its effects-

Q 1. what do you know about texting?

Definition to texting	Score	%
1. texting is communicating through a short text	05/10	50%
2. Texting is messaging between two communicators influenced by oral talking	03/10	30%
3. Texting is communicating with people using whatever language	02/10	20%
Total	10	

Table 16. The Definitions to Texting

Q1



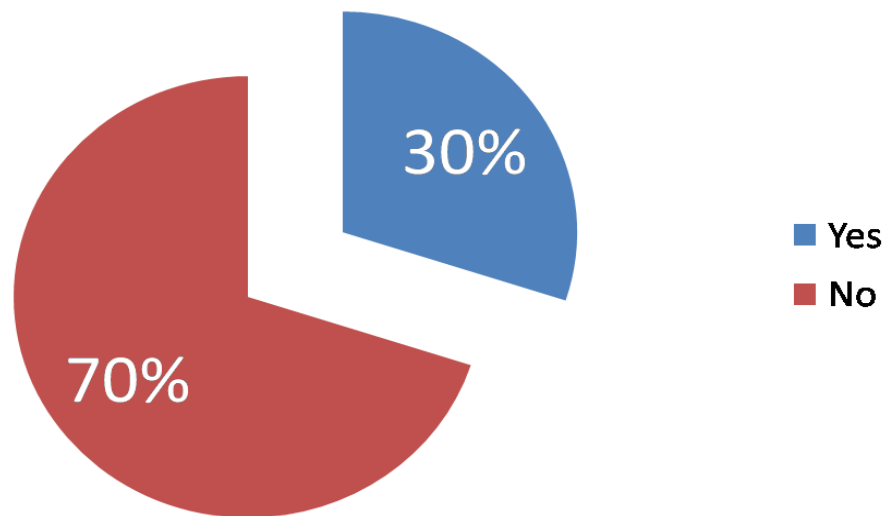
Graph13.The Definitions to Texting

Both Fig and table 13 display the different definitions of Texting-Five teachers out of 15 with a rate of 50% define texting as communicating through a short text; 03 teachers with a rate of 30% define it as messaging between two communicators influenced by oral talking and finally a group of two teachers with a rate of 20% consider texting as communicating with people using whatever language.

Q 2. Is texting a beneficial technique for language improvement for learners?

Options	Yes	%	No	%
Number	03	30%	07	70%
Total	10			
‘Yes’ Advantages				
<p>1.I believe it helps at least at the oral channel</p> <p>2. It is always an asset for communicators to transmit a message</p> <p>3. I think texting is a kind of informal writing that serves a purpose</p>				

Table 17.The Benefits of Texting for Learners’ Improvement



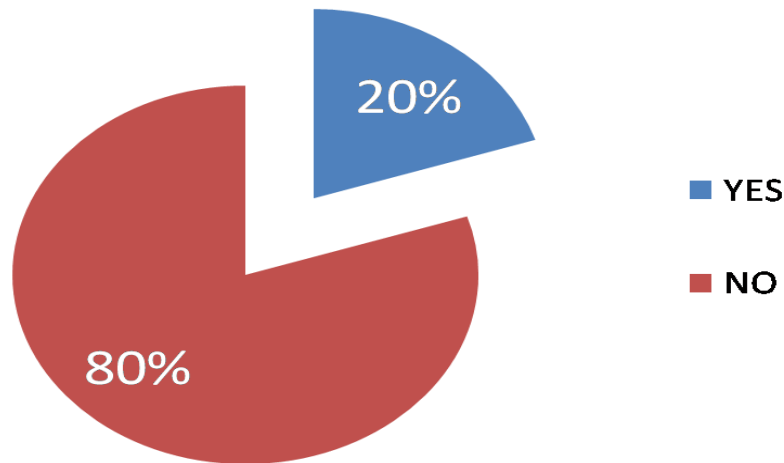
Graph14.The Benefits of Texting for Learners' Improvement

On the Benefits of texting for learners' improvement, three teachers out of ten with a rate of 30% think texting is beneficial against 07 who said no it is not with a rate of 70%. Those who answered with 'yes' argued that they believed it helped at least for the oral channel (spoken English) and that it was always an asset for communication when it is used to transmit a message, in addition to their belief that texting is a kind of informal writing that serves a purpose.

Q 3.As a teacher, do you advise your learners to intensely use texting for their communication? Why?

Options	Yes	%	No	%
Number	02	20%	08	80%
Total	10			
Justifications				
<p>1 No, because texting does not help improve writing</p> <p>2. No, because communication through texting is just temporary</p> <p>3. No, because writing through texting breeds lazy and passive writers</p> <p>4.No, because it is mostly short words and abbreviations and not complete writing</p>				

Table 18. Advising Learners to Use Texting



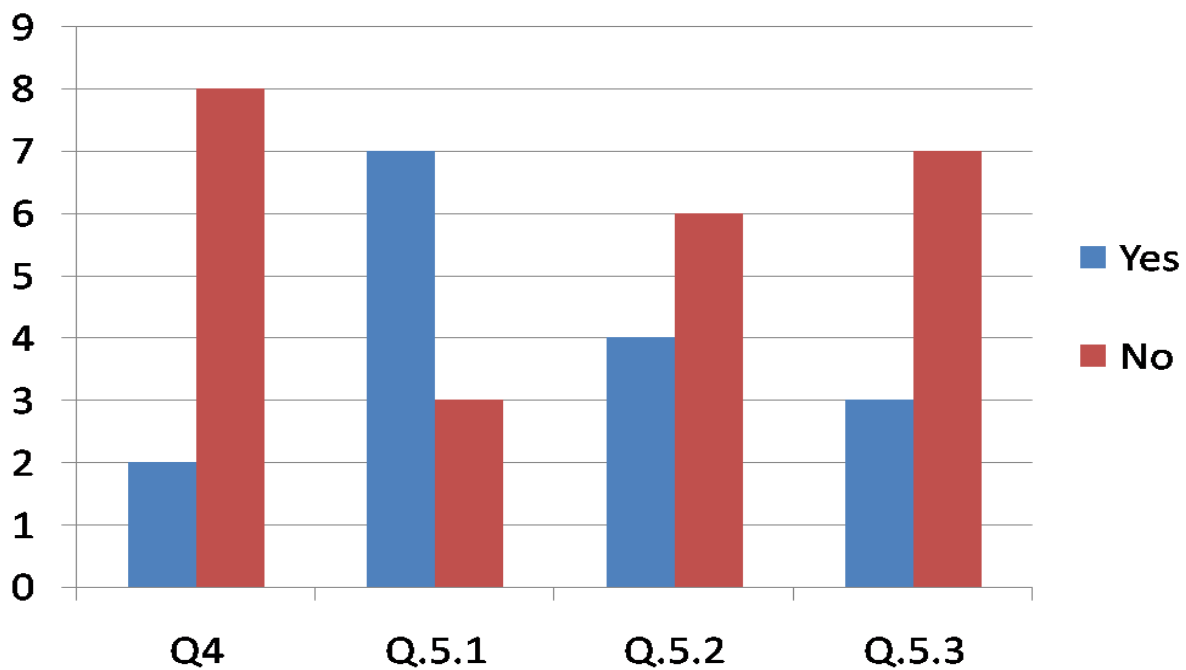
Graph15.Advising Learners to Use Texting

Both table and fig 15 related to question three which treats teacher’s advice to learners to intensely use texting for their communication and the reasons for that, only 02 teachers out of ten with a rate of 20% answered with ‘yes’ against 08 teachers with a rate of 80% who advised

students not to use texting. Those who opted for a ‘NO’ answer believe texting does not help improve writing, communication through texting is just temporary, writing through texting breeds lazy and passive writers, and finally it is mostly short words and abbreviations and not complete writing.

Questions	Yes	%	No	%
Q.4. Do you believe that Texting is the right remedy for grammar and spelling mistakes?	2	20%	8	80%
Q.5. At what level does texting hinder learners’ written proficiency?				
1. At the level of meaning.	7	70%	03	30%
2. The level of grammar and syntax.	4	40%	6	60%
3. At the level of vocabulary.	3	30%	7	70%
Total	10			

Table19. Texting Advantages and Disadvantages



Graph16. Texting Advantages and Disadvantages

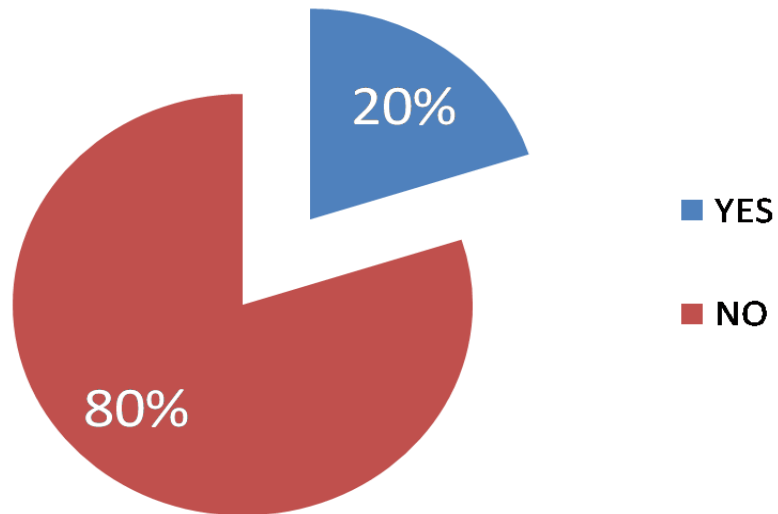
They treat question four which questions whether the belief that Texting is the right remedy for grammar and spelling mistakes or not. For this, only 02 teachers with a rate of 20% answered with yes against 08 with a rate of 80% who answered “No”. This shows that texting is far from being the best remedy for grammar and spelling mistakes.

As to Q.5. At what level does texting hinder learners’ written proficiency, 07 teachers with a rate of 70% opted for -at the level of meaning against only 03 with a rate of 30% who opted negatively. For option two related to -at the level of grammar and syntax, 04 teachers with a rate of 40% answered with yes, against 06 teachers with a rate of 60% with No. As for the last option which denotes -at the level of vocabulary, only 03 teachers with a rate of 30% who answered positively against 07 teachers with a rate of 70% who answered negatively. In short, the majority believe that texting hinders learners’ written proficiency at the level of meaning.

Q 6. As a teacher, do you communicate with your students through texting? If yes, what is your intention?

Options	Yes	%	No	%
Number	02	20%	08	80%
Total	10			
‘Yes’ Intentions				
1. to assign them with some tasks to do				
2. to notify them when something new peeps up				
3. to help them correct their spelling mistakes when writing or chatting				

Table 20. Teachers’ Communication With Their Students Through Texting

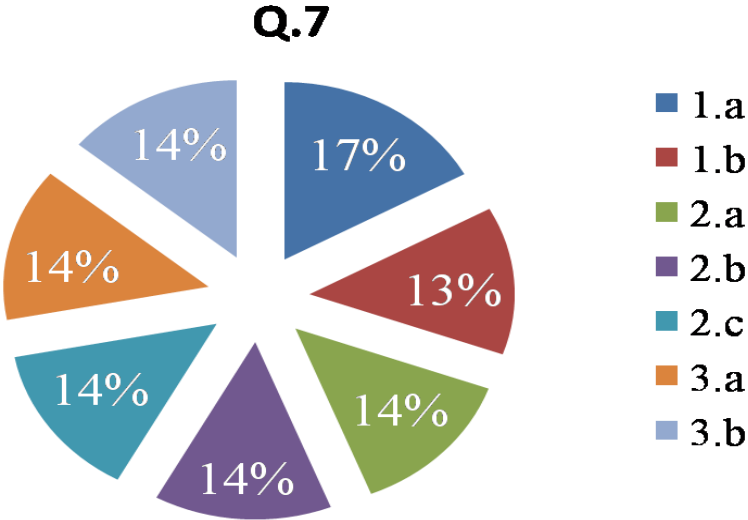


Graph17. Teachers' Communication With Their Students Through Texting

As to question six, tables and Fig 17 display data on whether teachers communicate with their students through texting, two group teachers answered with yes with a rate of 20% against 08 teachers with a rate of 80% who answered with NO. Those who opted for yes showed their positive attitudes and intentions through 1.to assign them with some tasks to do, 2.to notify them when something new or unexpected peeps and 3.to help them correct their spelling mistakes when writing or chatting.

Q.7. How do you control your students' written expression, grammar and vocabulary use through texting?	Nb	%
1.written:		17%
a. by reading their sentences, the use of punctuation and the message content.	08	
b. by observing their logical thinking and unity of thoughts when they write	06	13%
2.grammar	06	14%
a. by looking at their tense, prepositions and syntax relationship		
b. by checking cohesion and word link within a sentence	07	14%
c. by looking at their misplacement of words and pronoun reference	07	14%
3.vocabulary:	07	14%
a. by checking the right use of the parts of speech		
b. by observing their use of the right register	07	14%
Total		48

Table21. Teachers' Control to Their Students in What Concerns Written Expression, Grammar and Vocabulary through Texting Use.



Graph18. Teachers' Control to Their Students in What Concerns Written Expression, Grammar and Vocabulary through Texting Use.

for the result of the first option related to **written expression**, 08 teachers with a rate of 17% opted for a. by reading their sentences use, the use of punctuation and the message content against 06 teachers with a rate of 13% opting for b. by observing their logical thinking and unity of thoughts when they write.

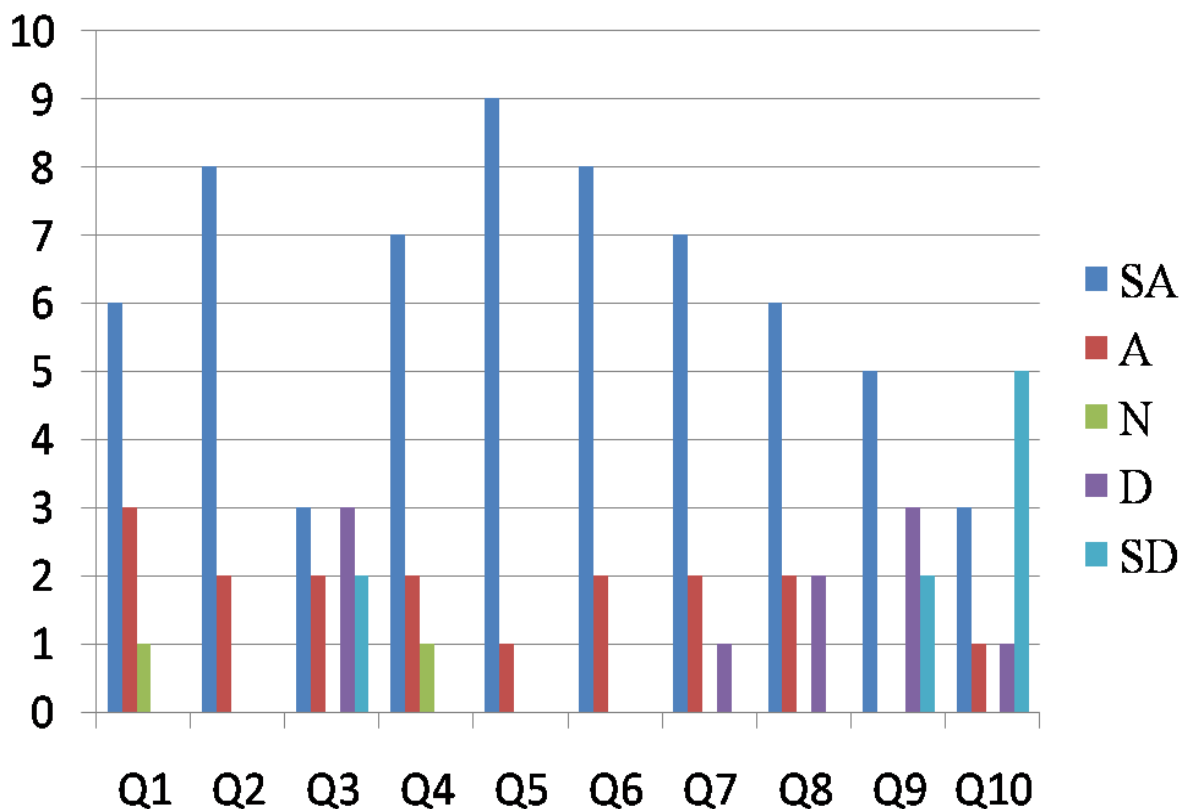
As what concerns **grammar**, 06 teachers with a rate of 14% opted for a. by looking at their tense, prepositions and syntax relationship against 07 with a rate of 14% who opted for b. by checking cohesion and word link within a sentence, and finally 07 teachers with a rate of 14% opted for c. by looking at their misplacement of words and pronoun reference.

In relation to **vocabulary**, 07 teachers with a rate of 14% opted for a. by checking the right use of the parts of speech against other 07 teachers with the same rate who opted for b. by observing their use of the right register.

3.3.2 Section Three: Texting and students' quality of writing-

1	2	3	4	5									
Strongly Agree	Agree	neutral	disagree	Strongly disagree									
				SA 1	%	A 2	%	N 3	%	D 4	%	SD 5	%
1. Texting involves informal use of English which is not good for the growth of the language				6	60%	3	30%	01	10%	00	0%	00	0%
2. Texting is a bad habit for learners who want to maintain their written standard.				08	80%	02	20%	00	0%	00	0%	00	0%
3. As a teacher I never allow my students to communicate through texting				03	30%	02	20%	00	0%	03	30%	02	20%
4. Short texting messages have an adverse effect on students' schoolwork				07	70%	02	20%	01	10%	00	0%	00	0%
5. Quality writing is to adhere to academic writing conventionalities				09	90%	01	10%	00	0%	00	0%	00	0%
6. I always advise my students to write in full when texting				08	80%	02	20%	00	0%	00	0%	00	0%
7. Texting does not promote proficiency in writing because it destroys spelling, and word formation				07	70%	02	20%	00	0%	01	10%	00	0%
8. Texting using acronyms, abbreviations and created wording destroys the principles of syntax and grammar teaching				06	60%	02	20%	00	0%	02	20%	00	0%
9. I always consider my learners' quality of writing as acceptable				05	50%	00	0%	00	0%	03	30%	02	20%
10. Texting mistakes should not be taken as serious because users are just teenagers.				03	30%	01	10%	00	0%	01	10%	05	50%
Total.				10									

Table 22. Texting and Students' Quality of Writing



Graph19. Texting and Students' Quality of Writing

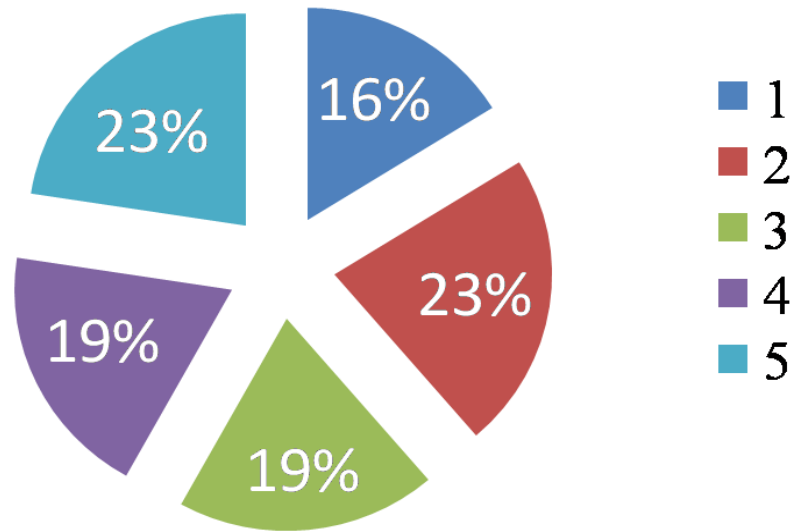
Texting and students' quality of writing, and noting the results on a Likert Scale as the table showed for **option1**. Texting involves informal use of English which is not good for the growth of the language-06 with a rate of 60%strongly agree, 03 with a rate of 30% agree,01 with a rate of 10% declared neutral, nil for agree and disagree. For **option two,2**. Texting is a bad habit for learners who want to maintain their written standard, we have collected 08 teachers with a rate of 80% for strongly agree,02 with a rate of 20% with agree, and nil for neutral, disagree and strongly disagree. For the **third option, (3.)** As a teacher I never allow my students to communicate through texting,we have recorded 03 teachers with a rate of 30% for strongly agree,02 with a rate of 20%, nil for neutral,03 with a rate of 30% for disagree and 02 teachers with a rate of 20% for strongly disagree. For **option four,07** teachers with a rate of 70% strongly agreed,02 teachers with a rate of 20% agreed (01) neutral with a rate of 10%, nil for disagree and strongly disagree.For **option five(5.)** Quality writing is to adhere

to academic writing conventionalities, a collection of data showed the different rates-9 teachers with a rate of 90% for strongly agree,01 with a rate of 10% with agree, nil for neutral, agree and strongly disagree. For **option six,6**. I always advise my students to write in full when texting, a range of answers was to be noted-08 teachers with a rate of 80%,02 with a rate of 20% for agree,nil for neutral, disagree and strongly disagree. For **option seven,7**. Texting does not promote proficiency in writing because it destroys spelling, and word formation.For this, 07 teachers with a rate of 70%for strongly agree,02 with a rate of 20% for agree, nil for neutral,01 for disagree with a rate of 10% and nil for strongly disagree. For **option eight, 8**. Texting using acronyms, abbreviations and created wording destroys the principles of syntax and grammar teaching,06 teachers with a rate of 60% for strongly agree,02 for agree with a rate of 20%, nil for neutral,02 for disagree with 20% as rate, and nil for strongly disagree. As for **option nine, 9**. I always consider my learners’ quality of writing as acceptable,05 teachers with 50% as rate for strongly agree, nil for agree and neutral,03 for disagree with a rate of 30% and 02 teachers with 20% rate for strongly disagree. Finally, **option, 10**. Texting mistakes should not be taken as serious because users are just teenagers,03 teachers with 30% rate for strongly agree,01 with 10% for agree, nil for neutral,01 for disagree with 10% rate and 05 for strongly disagree with a rate of 50%.

Q.8. How do you consider the quality of your students’ writing when using texting? elaborate	Nb	%
1.not up to the level in terms of overall transferring of the message	05	16%
2.very poor in terms of spelling	07	23%
3.problem at the level of sentence combination	06	19%
4.problem with cohesion and coherence	06	19%
5 problem with the use of vocabulary and meaning	07	23%
Total	31	

Table 23. Teachers’ Consideration to Learners’ Quality of Writing Using Texting

Q8

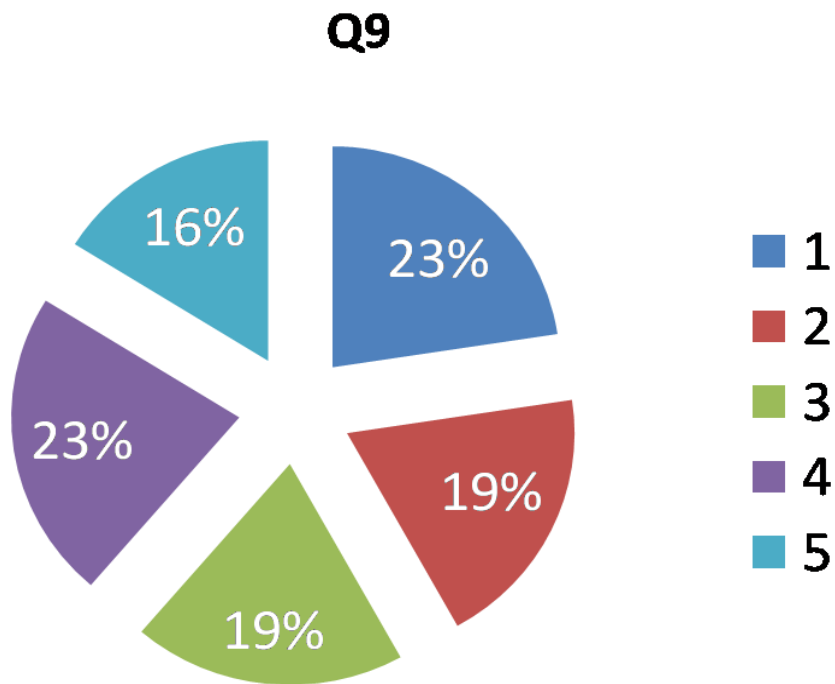


Graph20. Teachers' Consideration to Learners' Quality of Writing Using Texting

In relation to question Eight, **how** do you consider the quality of your students' writing when using texting? 05 teachers with 16% rate opted for the first option 1. not up to the level in terms of overall transferring of the message for the second option, (2). Very poor in terms of spelling, 07 teachers with a rate 23% opted for this. For option three, 3. the problem at the level of sentence combination only 06 teachers with a rate of 19% considered this. In relation to option four, (4). Problem with cohesion and coherence, 06 teachers with a rate of 19% favoured this. Finally, as to option five, (5) problem with the use of vocabulary and meaning, 07 teachers with 23% rate see this right.

Q.9. What advice would you suggest for your learners to avoid texting or to use it intelligently?	Nb	%
1.to respect the spelling of words in case you opt for texting	07	23%
2.to write logically and reasonably and give importance to messages	06	19%
3.to write in complete words and avoid abbreviations	06	19%
4.to write academically and in the language understood by all	07	23%
5.to use punctuation marks to mark pauses and give a chance to receivers to understand what you write	05	16%
Total	31	

Table24. Teachers’ Suggested Advice for Learners to Avoid Texting or to Use it Intelligently



Graph21. Teachers’ Suggested Advicefor Learners to Avoid Texting or to Use it Intelligently?

Q 9.On What advice would teachers suggest for learners to avoid texting or to use it intelligently.7 teachers with a rate of 23% opted for the first option 1.to respect the spelling of words in case you opt for texting. In addition,06 teachers with 19% opted for the second option 2.to write logically and reasonably and give importance to messages. As for the third option, 3.to write in complete words and avoid abbreviations,06 teachers with 23% favoured this. For the fourth option (4.) to write academically and in the language understood by all,07 teachers with a rate of 23% see it the right option. Finally,5 teachers with a rate of 16% selected the last option that reads (5).to use punctuation marks to mark pauses and give a chance to receivers to understand what you write.

3.4 The Corpus Analysis of the Extracts

3.4.1 The Analysis of the Messenger Extracts



3.4.1.1 The Formal Version of Messenger Conversation

A: Hello girls.

B: Hi

C: Hi

A: How are you?

B: Fine and you

C: Good what about you?

B: I miss you girls

A: Just missing you

B: Same here

C: Me too

A: How was your day! Girls

B: So bored what about you?

C: It was so busy

A: Well mine was full of stress and pressure

B: Why that?

A: Preparing for a wedding is not an easy thing at all

B: I feel you

A: Laugh out loud

B: You know I am there for you, if you need anything just call me

C: Oh yes we know, if you need anything just tell me, I am here to help

A: Oh! My God thank you dear I love you

B: You are welcome my lovely

C: I love you more.

A: Thank you girls I really appreciate that.

3.4.1.2 The analysis

This written discourse is part of an informal synchronous conversation between three students in a chatting group who use messenger to communicate. In this conversation, 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

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

2: too

4: For

The use of abbreviations in:

GD: good

UR: your

LOL: Laugh out loud

OMG: Oh my god

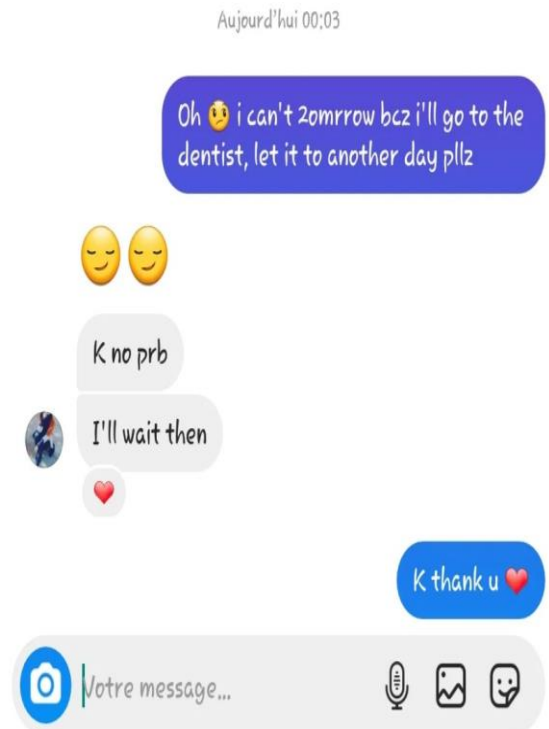
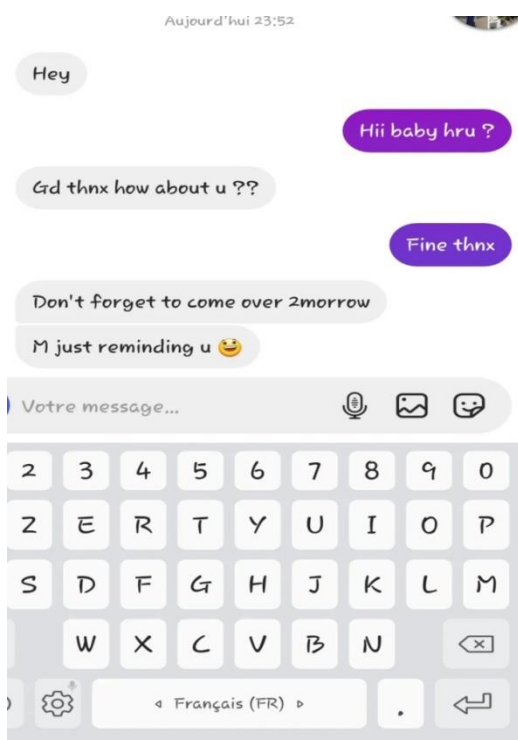
Thnx: thank you

Luv: Love

Wlcm: welcome

Thng: Thing

3.4.2 The Analysis of the Instagram Extracts



3.4.2.1 The formal version of the conversation is

A: Hi

B: Hi baby how is you?

A: Good thanks how about you?

B: I am fine thank you

A: Don't forget to come over tomorrow, I am just reminding you!

B: Oh! I can't tomorrow because I will go to the dentist, let it to another day please

A: Ok no problem, I will wait then

B: Ok thank you

3.4.2.2 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

K: ok

M: am

The use of abbreviations in :

Gd: Good

Thnx: Thanks

Prb: problem

Bcz: because

Plz: please

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

2morrow: Tomorrow

3.5 Discussion of the Results

This part of the work presents the analysis of student's questionnaire, the teachers' questionnaire, and the observation of two extracts from Facebook, Messenger and Instagram.

The chapter aims to explore the effects of textese on EFL students' quality writing.

From the analysis of the students' questionnaire that was addressed to second year EFL students BA degree at the University of M'sila, it is clear that texting is very important for both males and females. The results bring to truth that texting has a huge effect on the vocabulary acquisition for most of the students claim that, due to text messages, they are making countless of syntax, subject-verb agreement and spelling mistakes in writing assignments, because texting is not controlled by their teachers.

Hence, they felt themselves free to make mistakes. In addition, almost, all students agree that texting declines grammar and has a huge impact on their way construing sentences. In addition, the majority of the students confirmed that their quality of writing is not up to the expected standard because they did not perfect and improve themselves while writing through messages. Indeed, their communication was devoid of the true soul of quality writing. Hence, the findings revealed that texting has a negative effects on EFL students' writing quality which appears in most of the cases, redundant, dangling, poor, and incoherent.

After analyzing the teachers' questionnaire, it seems clear that teachers' do not use texting to communicate with their students because they do not believe that texting is the right remedy for grammar and spelling mistakes. Due, to the use of informal English, most of the teachers strongly agree with the idea that says texting is a bad habit for learners who want to maintain their written standard and also, because of the adverse effects on students' schoolwork. When using texting, teachers consider their students' quality writing as very poor in terms of spelling, the use of vocabulary and meaning. Hence, results show that teachers do not advise students to intensely use texting for their communication because it doesn't improve their writing quality but rather destroys it.

According to the corpus analysis of students' daily conversation on some social media platforms, it seems clear that students excessively use abbreviations, shortcut words, and numbers instead of letters while texting. They do believe that those strings 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 when conveying their precise and simple messages. However, some other students use shortcutting instead of using correct words because they face problems in spelling.

Conclusion

To conclude, one can say that texting or text messaging is proportionately a new phenomenon which creates a lot of debates since it appeared. It has a negative effect on students, especially on their writing. This study aimed at exploring whether there is a negative or positive effect of messaging on writing or not. Indeed, all the texting symptoms notified during our analysis proved negative; something that confirmed that there is a huge gap in the learners' quality writing which has to be instantly remedied, if learners want to

improve and write coherently, in a style free of spelling mistakes, informality and misuse of punctuation. Texting does not favor academic writing which forbids the use of contractions, obscured constructions and dangling modifiers.

General conclusion

Text messaging applications 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 present study explores the effects of textese on EFL students' writing quality at the University of M'sila.

This dissertation comprises two major chapters. The first chapter represents a literature review of the probed topic. Chapter one Part One provides an Overview about Texting -concept and principles. Part Two treats the exploration of the Effects of Texting on EFL student's quality of writing. The second chapter, on the other hand, deals with the practical side of this study. It includes the first part which explains the research design and methodology and also the data collection instruments. Accordingly, part two is devoted to data presentation, analysis and discussion. This chapter affirmed that Learners can easily be affected by texting which effects their writing, how texting declines grammar and has a huge impact on their lives. And how they have become more distracted than ever. The findings revealed that Texting involves informal use of English which is not good for the growth of the language, push them to make countless syntax, vocabulary and spelling mistakes, and also it makes the students' affected by the slang language means the chatting language because it's the most used.

It is therefore very important to focus on how educators can help their students to take benefits of text messaging applications to improve their writing quality, so this research suggests that if teachers' and students' use text messaging in an appropriate way, it would be very useful for them to improve their English writing quality.

Recommendations

In the light of the findings, the following recommendations are made;

- Seminars should be organized in the various schools or faculties to enlighten students more about the possible implications of textese usage on their academic performance.
- 2. Students should make sure that they use these text messaging applications judiciously to ensure that they do not become detrimental to their academics.
- Teachers/lecturers can adopt new strategies by channeling assignments or discussions on text messaging applications platforms to help inculcate the habit of using these sites for academic work.
- Students must minimize the time they spend on texting applications to avoid being obsessed by these sites for unnecessary chatting.
- The university authority should also restrict access to certain applications sites that may be prone of distracting students' attention during school hours as a means of minimizing their use.

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APPENDICES

8. Textese depletes the standard of written and spoken English:

a. Yes

b. No

Section Three: Texting and students' quality of writing-Tick the correct answer

1. Texting involves informal use of English which is not good for the growth of the language.

Agree

Disagree

If **agree**, elaborate

.....
.....
.....
.....

2. Short texting messages have an adverse effect on students' schoolwork

Agree

Disagree

If you **disagree**, support your answer

.....
.....
.....
.....
.....

3. Do you think Texting hinders learners' abilities to apply grammar in their writing?

Agree

Disagree

If **Agree** says why?

.....
.....
.....
.....

4. Due to their electronic chatting, learners are making countless syntax, subject-verb agree-

agreement and spelling mistakes in writing assignments.

Agree

Disagree

In both cases, support your decision

.....
.....
.....
.....

5. What is quality writing for you?

.....
.....
.....
.....
.....

6. How do you consider the quality of your writing when using texting? Elaborate

.....
.....

Thanks for your Cooperation

5. At what level does texting hinder learners' written proficiency?

- 1.....

 2.....

6. As a teacher, do you communicate with your students through texting?

a. Yes b. No

If yes, what is your intention?

-

7. How do you control your students' written expression, grammar and vocabulary use through texting?

- 1.....

 2.....

Section Three: Texting and students' quality of writing-*Tick the correct answer-* Please tick the appropriate value on the scale against each item in the list below.

1	2	3	4	5				
Strongly Agree	Agree	neutral	disagree	Strongly disagree				
				SA	A	N	D	SD
				1	2	3	4	5
1. Texting involves informal use of English which is not good for the growth of the language								
2. Texting is a bad habit for learners who want to maintain their written standard.								
3.As I teacher I never allow my students to communicate through texting								
4. Short texting messages have an adverse effect on students' schoolwork								
5.Quality writing is to adhere to academic writing conventionalities								
6. I always advise my students to write in full when texting								
7. Texting does not promote proficiency in writing because it destroys spelling, and word formation								
8. Texting using acronyms, abbreviations and created wording destroys the principles of syntax and grammar teaching								

9. I always consider my learners' quality of writing as acceptable					
10. Texting mistakes should not be taken as serious because users are just teenagers.					

8. How do you consider the quality of your students' writing when using texting? Elaborate

.....

9. What advice would you suggest for your learners to avoid texting or to use it intelligently?

.....

Thanks for your Cooperation

ملخص

أصبحت الرسائل النصية مصدرًا قابلاً للنقاش منذ أن غدت وسيلة اتصال شائعة جدًا. بحيث انه تم انتقادها لتأثيرها السلبي على جودة كتابة الطلاب و ذلك بسبب وجودها المستمر في الكتابة الرسمية. تهدف هذه المذكرة إلى استكشاف إلى أي مدى قد تؤثر الرسائل النصية على جودة كتابة طلاب اللغة الإنجليزية كلغة أجنبية و التي استهدفت طلاب السنة الثانية للغة الإنجليزية في جامعة محمد بوضياف بالمسيلة. لذلك، تم توجيه استبيانين لكل من المعلمين والطلاب. ايضا قد طلب من الطلاب تسليم لقطات شاشة لرسائلهم النصية من هواتفهم المحمولة. وبهذا أكدت نتائج التحليل لكل من النصوص والاستبيانات ان الفرضيات كانت صحيحة. وأظهرت أن هناك تأثيراً سلبياً واضحاً على المستوى المعجمي والبنوي ايضا و يتمثل في كتابة الطلاب بأشكال لغة غير رسمية وعدم القدرة على استخدام علامات الترقيم كما ينبغي.

هذه الدراسة تقدم المساعدة لكل من المعلمين والطلاب ليكونوا على دراية بتأثير الرسائل النصية على الكتابة حتى يكونوا قادرين على التحكم فيها. لان النتائج قد اكدت أن لغة الرسائل النصية لها تأثير سلبي على كتابة بعض الطلاب. حيث انهم يستخدمون الاختصارات والشكل القصير للكلمات دون وعي في كتاباتهم الرسمية بسبب الإفراط في استخدام لغة الرسائل النصية مما قد يشكل عائق في حياتهم الدراسية.