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The influence of Texting Language Patterns on Academic Writing, A Content Analysis of 3rd year students' essays

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A Dissertation Submitted to the Department of English and Literature in Partial Fulfillment of the Requirements for the Master's Degree in Sciences of the Language

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Declaration

I, **GUENIFI Chaima**, do hereby declare that this dissertation is my own original work that has been compiled in my own words. This work has not been falsified or used for other courses and examinations. Nor has another person, university, or institution for another degree or diploma previously, or concurrently, published it, unless explicitly acknowledged (In-text citation and the list of references).

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DEDICATION

With all the love I hold in my heart, this Dissertation is dedicated to:

My mother, *"Salima"* who never stopped believing in me, who always welcomes me with a smile and bids me farewell with a prayer and surrounded me with her care and love;

My father, *"laabidi"* may God have mercy on him, who I always wished would be by my side and be proud of me;

The flowers of my family, my sisters, *"Amira"* and *"Hiba"* who were always by my side and supported me;

My brother-in-law, *"Fateh"* who I always consider him the brother I do not have, who has been always by my side supporting me;

My little angel, my beloved niece *"Anya"* the lovely piece of my heart;

My fiance *"Aymen",* my partner, my confidant, my soulmate, my best friend and my greatest supporter;

My friends who became family, **"Hadil, Djihan, Rayan"** who showed true meaning of friendship;

My Grandmother *"Fatima",* and to all my family, friends and all the dearest people to my heart;

To every heart that prays for me and wishes me luck, to every soul that supports and encourages me.

Thank you to every teacher who taught me a letter, a number, a word that made me able to accomplish this work, I am forever grateful.

Words are not enough to express my gratitude and feelings for all.

THANK YOU from the bottom of my heart.

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THANK YOU

Abstract

In today's digital age, the effect of texting language on academic writing among English as Foreign Language (EFL) students is a subject that has attracted growing attention for several reasons. First, there is a concern that the informal nature of texting language might seep into academic writing. Second, texting language, which possesses abbreviations, acronyms, emoticons, and an informal syntax, is today a dominant form of written interaction. Finally, The growing interest in this issue is also driven by the need for effective teaching strategies that address the influence of digital communication on writing skills.The present study is a content analysis-based study on academic essays written by third-year (L3) students of English at Biskra University during the academic year 2023/2024 aiming to examine the features of texting language patterns and their impact on their academic writing. Using content analysis, the study seeks to uncover how regular use of texting language influences EFL students' writing skills. We hypothesized that the use of texting language patterns in informal communication affects the academic writing skill of EFL students. To accomplish the planned objectives of this study, we opted for a **qualitative** approach, in which we started collecting (10) samples of academic essays written by EFL students and analyze the language patterns used in their texts. A small group of EFL students (05) were chosen for a focus group discussion by interviewing them about their texting habits and the effects these habits may have on their academic writing. Their responses were analyzed thematically. Findings show the students' awareness of the distinct linguistic features of the texting discourse, besides the substantial challenge students face in navigating the transition between the divergent linguistic landscapes of informal texting and the formal academic discourse. The current research suggests the possibility of integrating texting language into academic writing to raise students' awareness of its features and patterns to be considered while writing their essays.

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List of Abbreviations

AW: Academic Writing

EFL : English as Foreing Language

L3 : Third-Year Students

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General Introduction

Introduction

The advent age of the Internet era has revolutionized almost all aspects of life. This tremendous revolution has affected education in a global context. Although this extensive use of technology has certainly improved our lives and led to many noteworthy developments in the social, economic and educational fields, it seems to have had a real impact on the way we use it. With the increasing use of texting among students, there has been growing concern among teachers, parents, researchers and the general public that this practice is detrimental to language use in speaking and writing and will affect standard forms in the long term. (Smith, & Thompson, 2018). People frequently establish their own language standards, such as acronyms, abbreviations, contractions, coinages, and other types of linguistic originality, as a result of the widespread use of the Internet for texting, email, chat, and social networking. (Johnson, 2019). Our lives are controlled by the internet, Email and instant messaging which are famous ways of conversation in which their simple language has informal forms and incomplete sentences. These new language innovations would impact the formal language. Innovations in language, such as new vocabulary, grammar changes, and technological influences have positive and negative impacts on the target language. On one hand, students reading, listening, and viewing original, intriguing, and current target culture material intentionally use technology. They also engage interpersonal skills as they communicate in real time via text with other target language speakers. On the other hand, technological influences in the language classroom have negative impacts despite the ease of use, such as dependency, distractions, and some limitations in interpersonal communication**.** (Boyd, & Ellison, 2007).

Statement of the problem

The wide spread of texting language among EFL learners makes us think about negative effect of texting language on their academic writing. The frequent use of social media and texting language in regular basis along with lack of academic language opportunity may be considered as major causes of students' poor performance in writing.

The vocabulary used in text messages is informal and shows irregular grammar and numerous abbreviations; thus, it may hinder the shift from text messaging to formal academic writing. The present study seeks to investigate specific impacts of texting language on academic writing among EFL learners and to respond to the felt need of developing an overall insight into the said impacts. To write accurately, students should follow the rules of academic writing and avoid incorporating any features of texting language. (Kaplan, & Haenlein, 2010)

Literature Review

Texting has both a textual and interpersonal purposes. The textual purposes focus on personal aspects like messaging and transfer information, while the interpersonal purposes focus on the development of relationships, expressing emotions, and coordinating social interaction. According to Crystal (2008), the excitement and enthusiasm all at once that texting has aroused in such a short span of time is surpassed by no linguistic phenomenon. Bond (2013, p. 56) defines texting as 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 such as desktop computers or portable services.

According to Ferlazzo, (2018), as more and more students are fascinated themselves in a mobile phone using the text users are being multiplied every day. Crystal, (2018, pp. 3-4). University students frequently transmit text messages throughout their study time and

students frequently use texting in their daily academic work. Students spend their time in no of texting, they spend all their time on chatting and messaging with one another. John-Harmen Valk, (2010, pp. 89) believes that we faced difficulties in our writing due to texting. Learners face problems in writing correct spellings and most of the time students use short spellings for different words and sentences like Fab for fabulous, Sup? For what's up? So these are the effects that students face now during different office works or university projects. They face difficulty in writing correct spellings and complete sentences.

Research questions

The goal of this study is to answer the following questions:

1. What specific texting language patterns are most commonly observed in the academic writing of EFL students?

2. How do EFL students perceive the influence of texting language on their academic writing style?

3. What challenges do EFL learners face in adapting their language from texting to formal academic writing?

Statement of the Hypothesis:

The use of texting language patterns in informal communication affects the academic writing skills of EFL students. The overuse of abbreviations, acronyms and other informal language features in texting may affect students' understanding and application of proper grammar and punctuation in their academic writing.

Aims and Objectives

This study aims to investigate the specific linguistic features of texting language patterns that may influence EFL students' Academic Writing.

The objectives that were planned for this study are the following:

1. Identify common linguistic features found in texting language patterns, such as abbreviations, acronyms, and emoticons.

2. Analyze EFL students' academic writing samples to identify instances where these texting language patterns are present.

3. Evaluate the impact of these linguistic features on the clarity, coherence, and overall quality of EFL students' academic writing.

Significance of the study

Studying the influence of texting language patterns on EFL students' academic writing is important, as it provides insights into how the informal language used in texting may impact students' ability to write in a more formal academic style. This research can reveal the challenges students face in maintaining academic writing standards and help educators tailor teaching methods to address these specific language influences and foster better communication skills among EFL students. (Herring, 2013).

Research Methodology

In this qualitative research, we target the population of third year (L3) English students at the University of Biskra. We start with collecting a representative sample of academic essays written by third year EFL students and then analyzing the language patterns used in their texts, such as abbreviations, acronyms and informal expressions. Then, selecting a small group of EFL students and have an interview with them about their texting habits and how it may affect their academic writing. We use content analysis to examine the collected data, qualitatively analyze the academic writing samples to identify specific texting language patterns and analyze the responses to understand the student's perspectives. (Crystal, 2011).

The choice of method

We used a qualitative approach because it is the appropriate one to gather data about this study. As well, qualitative approaches would give an in-depth analysis of personal experiences and perceptions held by EFL students with respect to the use of texting language and how it affected their academic writing (Creswell & Poth, 2018). For that reason, qualitative research is well suited to uncover the complex dynamics at play in the

intersection of texting language and academic writing among EFL students.

Data gathering tools

To gather adequate information for this study, we started collecting a significant sample of academic essays written by EFL students and analyze the language patterns used in their texts, then, selecting a small group of EFL students and interview them about their texting habits and how it may affect their academic writing.

Sampling

The work is concerned with L3 students of English at Biskra University. As this study deals primarily with content analysis of students' essays, we will be collecting 10 third year students' samples of academic writing essays and interview 5 students about how their texting habits may affect their academic writing.

The sampling technique used for this study is chosen random sampling because each student has the same probability and chance of being selected and ensure the representation of all groups.

Structure of the study
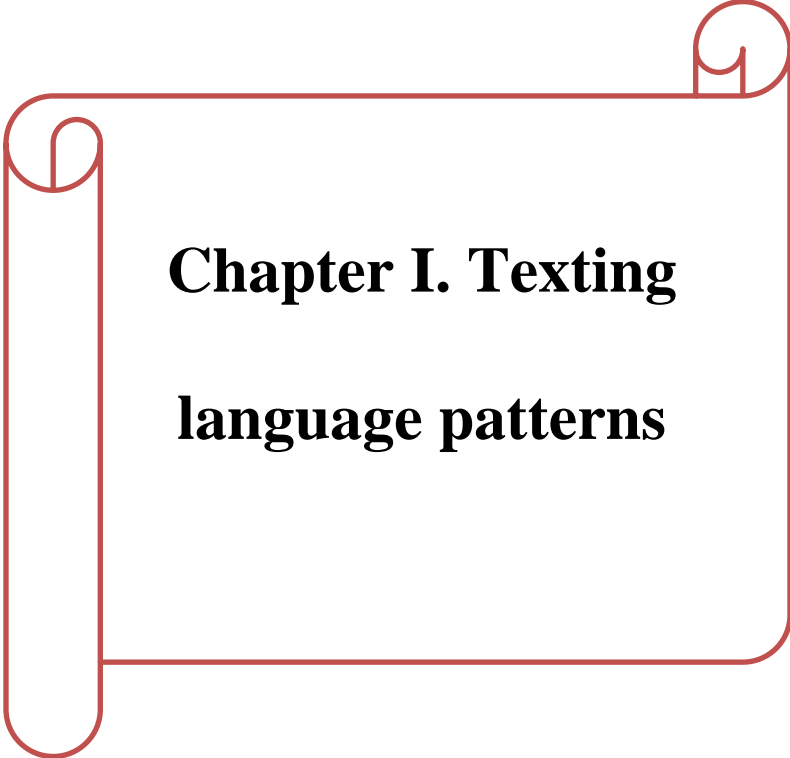
The present research is basically divided into four main chapters. It starts with a general introduction which deals with statement of the problem, literature review, and research questions. It also includes statement of hypothesis, aims and objectives, significance of the study and methodology. The first and second chapters are concerned with the theoretical background of the research (the literature review), the third and fourth chapters are concerned with the practical part in which the results will be analyzed and discussed.

The chapter one includes texting language patterns, introduces the definition of social media, linguistic features in social media, texting and language, characteristics and features of texting language, and the potential influence of texting language on formal writing abilities.

Chapter two includes academic writing; it outlines different definitions of academic writing, its principles, types, components and characteristics, and examines the role of language proficiency and linguistic features in academic writing.

The last chapters concerned with the methodology, analysis and the discussion of the obtained results.

Recommendations, limitations and the conclusion are the last sections in this dissertation.

Chapter I. Texting

language patterns

Chapter I. Texting language patterns

I. Introduction

In today's time of virtual communication, social media networks are seen as very important parts of our day-to-day life. They have transformed our way of talking to each other and sharing information. Texting is among the leading forms of communication that have been enabled by social media; it is widely used especially among young people. There is a kind of language that is seen with learners who overly use texting; this kind of language has got some language patterns and linguistic characteristics which are different from those found in formal written communication. (Tagg, & Evans, 2019).

The influence of texting language patterns on formal writing abilities has become a topic of interest, especially in the context of English as a Foreign Language (EFL) students' academic writing. As EFL students try to develop their writing skills, it is essential to understand the potential impact of texting language on their ability to produce coherent, grammatically accurate, and formal academic texts. (Herring, 2013).

I.1. Texting and language patterns: an overview

To explore this phenomenon, it is crucial to examine the characteristics and features of texting language patterns. Abbreviations, acronyms, emoticons, and informal syntax are among the linguistic elements commonly found in texting. These features contribute to the brevity and efficiency of communication in the digital realm. However, the question arises as to whether the frequent use of such language patterns in texting might accidentally affect EFL students 'formal writing abilities.

Several studies have shed light on the potential influence of texting language patterns on academic writing skill. A study by Smith and Thompson (2018) explored the relationship between texting language patterns and the writing performance of university students. They found that students who frequently used texting language patterns in their everyday communication showed

a tendency to incorporate similar patterns in their academic writing, leading to issues with grammar, vocabulary usage, and coherence.

In a similar vein, Johnson (2019) investigated the impact of texting language on the formal writing abilities of EFL students. The study revealed that EFL students who were heavy users of texting language patterns displayed challenges in adopting a more formal and appropriate writing style in academic contexts. These findings highlight the need to examine the potential consequences of texting language on EFL students 'writing skills and consider strategies to mitigate any negative influence.

Understanding the influence of texting language patterns on EFL students' academic writing is crucial for educators and language instructors. By recognizing the features and characteristics of texting language and its potential impact on formal writing, educators can develop appropriate pedagogical approaches to address these challenges effectively. Therefore, this literature review aims to provide a comprehensive analysis of the influence of texting language patterns on EFL students' academic writing. By examining existing research, exploring the linguistic features of texting language, and discussing its potential influence on formal writing abilities, this study aims to contribute to the understanding of this evolving area of research.

In the subsequent sections, we will delve into the general definition of social media, discuss the linguistic features observed in social media communication, explore the characteristics and features of texting language, and assess the potential influence of texting language patterns on EFL students' formal writing abilities.

I.2. Defining Social Media

According to (Thurlow, & Brown, 2003) Social media refers to a collection of online platforms and applications that enable users to create, share, and exchange content, ideas, and information in virtual communities and networks. These platforms facilitate user-generated content and foster interaction and collaboration among individuals across various geographical locations. Social media platforms encompass a wide range of websites and mobile applications, such as social networking sites (e.g., Facebook, Twitter), media-sharing platforms (e.g., Instagram

YouTube), professional networking sites (e.g., LinkedIn), and messaging apps (e.g., WhatsApp, WeChat).

I.3. Linguistic Features in Social Media

Social media platforms have their unique linguistic features that shape communication practices in these digital spaces. These features include but are not limited to abbreviations, acronyms, emoticons, hashtags, emojis, and informal syntax. These elements play a significant role in facilitating efficient and concise communication within the constraints of character limits and fast- paced interactions. (Crystal, 2008).

1. Abbreviations and Acronyms

In social media communication, abbreviations and acronyms are widely used to condense words or phrases. Examples include LOL (laugh out loud), BRB (be right back), and OMG (oh my God). These linguistic shortcuts help users convey messages quickly and efficiently within the limited character count of social media platforms. (Thurlow, & Brown, 2003).

2. Emoticons and Emojis

Emoticons and emojis are visual representations of facial expressions and emotions used to convey tone and mood in online communication. Emoticons are created using punctuation marks, such as **:-)** for a smiling face, while emojis are pictorial symbols available on most social media platforms (Wood, 2006).

3. Hashtags

Hashtags are keywords or phrases preceded by the **#** symbol, used to categorize and group posts on social media platforms. They enable users to discover and participate in specific conversations or topics. For example, **#Throwback Thursday** is commonly used to share nostalgic posts on Thursdays. (Rosen, Chang, Erwin, Carrier, & Cheever, 2010).

4. Emphasis and Intensifiers

Social media users often employ capitalization, repetition of letters, or exclamation marks to emphasize words or indicate strong emotions. For instance, **I am SO excited!!!!** or **That was AMAZING!!!** These devices help convey enthusiasm or intensity in a concise format.

5. Informal Syntax

In social media communication, informal syntax refers to the *relaxed grammar* and sentence structure used to accommodate the fast-paced and character-limited nature of these platforms.

This includes *sentence fragments*, *omitted words*, and *unconventional punctuation*

Here are examples for the features of informal syntax in social media communication:

- Sentence fragments: "Going to the park later. Can't wait!"

- Omitted words: "Saw the funniest video lol"

- Unconventional punctuation: "That's so amazing!!!! 😊"

I.4. Texting Language

Texting language, also known as texts or SMS language, refers to the unique linguistic style and abbreviations commonly used in text messages and instant messaging platforms. It is characterized by shortened words, acronyms, and symbols intended to convey messages quickly and efficiently within the constraints of limited screen space and typing convenience. (Plester, Wood, & Bell, 2008).

Table 1:Shortened words and abbreviations

Feature	Explanation	Example
Shortened Words and Abbreviations	Texting language often involves shortening words and using abbreviations to save time and space.	For example, 'u' for you , '2' for to or too , and 'LOL' for laugh out loud

Table 2: Acronyms and initialisms

Feature	Explanation	Example
Acronyms and Initialisms	Acronyms and initialisms are widely used in texting language to represent common phrases or expressions. These abbreviations have become widespread in digital communication.	*Acronyms*: • LOL (Laughing Out Loud) • ASAP (As Soon as Possible) • ICYMI (In Case You Missed It) *Initialisms*: • BRB (Be Right Back) • IMO/IMHO (In My Opinion/Humble Opinion) • IIRC (If I Recall Correctly)

Table 3: Emoticons and emojis

Feature	Explanation	Example
Emoticons and Emojis	Emoticons and emojis are visual representations used to express emotions or convey nonverbal cues in text-based communication. Emoticons are created using punctuation marks	such as :-) for a smiling face, while emojis are pictorial symbols representing a wide range of emotions, objects, and concepts.

Table 4: Symbolic substitutions

Feature	Explanation	Example
Symbolic Substitutions	Texting language often involves using symbols or numbers to replace or represent words or sounds	**2nite** instead of **tonight**, @ instead of **at**, **gr8** instead of **great**. These symbolic substitutions help conserve characters and typing effort.

Table 5: Creative spelling and phonetics

Feature	Explanation	Example
Creative Spelling and Phonetics	Texting language frequently employs creative spelling and phonetic representations to capture the sounds and rhythms of spoken language.	Examples include **cu l8r** for **see you later** or **gud** for **good**. These adaptations reflect the informality and playfulness of texting communication.

I.5. Characteristics and features of texting language

Texting language, also known as texts or SMS language, is characterized by several distinct features. Abbreviations and acronyms are commonly used to convey messages quickly and save space. Shortened words and clippings are prevalent. Symbolic representations, including characters and symbols, serve as substitutes for words or sounds. Emoticons and emojis are frequently employed to express emotions, tone, and nonverbal cues. Informal syntax and grammar, along with creative spelling and wordplay, are also characteristic of texting language. These features contribute to its unique and efficient communication style. Sources providing further insights into texting language include (Tagg & Evans, 2019).

I.5.1-Abbreviations and Acronyms

Texting language commonly employs abbreviations and acronyms to convey messages quickly and save space. Examples include "LOL" (laugh out loud), "BTW" (by the way), and "IDK" (I don't know).

I.5.2- Shortened Words and Clippings

Texting language often involves the truncation or clipping of words to fit within the character limit. For instance, "gr8" for "great," "thx" for "thanks," or "b4" for "before."

I.5.3- Symbolic Representations

Texting language utilizes symbols and characters as substitutes for words or sounds. Examples include "*" for censorship, or "<3" for a heart symbol.

I.5.4-Emoticons and Emojis

Texting language often incorporates emoticons and emojis to express emotions, tone, and nonverbal cues. Emoticons are created using punctuation marks, such as :-) for a smiling face, while emojis are graphical symbols representing a wide range of emotions, objects, and concepts.

I.5.5- Informal Syntax and Grammar

Texting language commonly exhibits informal syntax and grammar, including the omission of articles, pronouns, and verb conjugations. It often follows a more relaxed sentence structure and punctuation rules.

I.5.6- Creative Spelling and Wordplay

Texting language often involves creative spelling, intentional misspellings, and wordplay for stylistic and expressive purposes. This includes the use of homophones, puns, and intentional misspellings for humorous or playful effects.

I.6.   The potential influence of texting language on formal writing abilities

The potential influence of texting language on formal writing abilities has been a topic of research and debate. Some (Graff, & Birkenstein, (2014). argue that the use of texting language, with its abbreviations, acronyms, and informal syntax, may negatively impact formal writing

skills. The concern is that frequent exposure to and use of these shorthand forms in texting might lead to a blurring of boundaries between informal and formal writing styles.

One potential influence is the effect on spelling and grammar. Texting language often involves creative spelling and the omission of punctuation and grammatical conventions. Critics argue that this could lead to a decline in spelling accuracy and an erosion of grammatical knowledge, as individuals become accustomed to non-standard linguistic forms. (Ridley, 2012).

Another potential influence is the impact on vocabulary and writing style. Texting language tends to favor brevity and simplicity, with a limited set of abbreviations and acronyms. This may result in a reduced range of vocabulary and a tendency towards informal, conversational writing styles, which may not be appropriate or effective in formal contexts. (Yin, 2017).

However, it's important to note that research on the actual influence of texting language on formal writing abilities is mixed. Some studies have found negative associations between texting language and formal writing skills, particularly in terms of spelling and grammar.

Other studies have suggested that these effects may be minimal or context-dependent, with no significant impact on overall writing proficiency. (Cohen, 2011).

Additionally, it's worth considering that individuals possess the ability to code-switch between different language registers. They can adapt their writing style to suit different contexts, such as academic or professional settings. While frequent use of texting language may influence informal writing, individuals can still demonstrate proficiency in formal writing when required.

Overall, the potential influence of texting language on formal writing abilities is a complex and nuanced topic. While there may be some concerns regarding spelling, grammar, vocabulary, and writing style, the actual impact may vary depending on individual factors,

educational context, and the ability to code-switch between different language registers. (Day,

2013).

Conclusion

In conclusion, the literature review has provided an overview of the influence of texting language patterns on EFL students' academic writing. The widespread adoption of texting as a dominant mode of communication, particularly among younger generations, has given rise to unique language patterns and linguistic features. These features, such as abbreviations, acronyms, emoticons, and informal syntax, contribute to the brevity and efficiency of digital communication but raise questions about their impact on formal writing abilities. Existing research suggests that frequent use of texting language patterns in everyday communication may lead to the incorporation of similar patterns by EFL learners in their academic writing, resulting in issues with grammar, vocabulary usage, and coherence. (Murray, 2019).
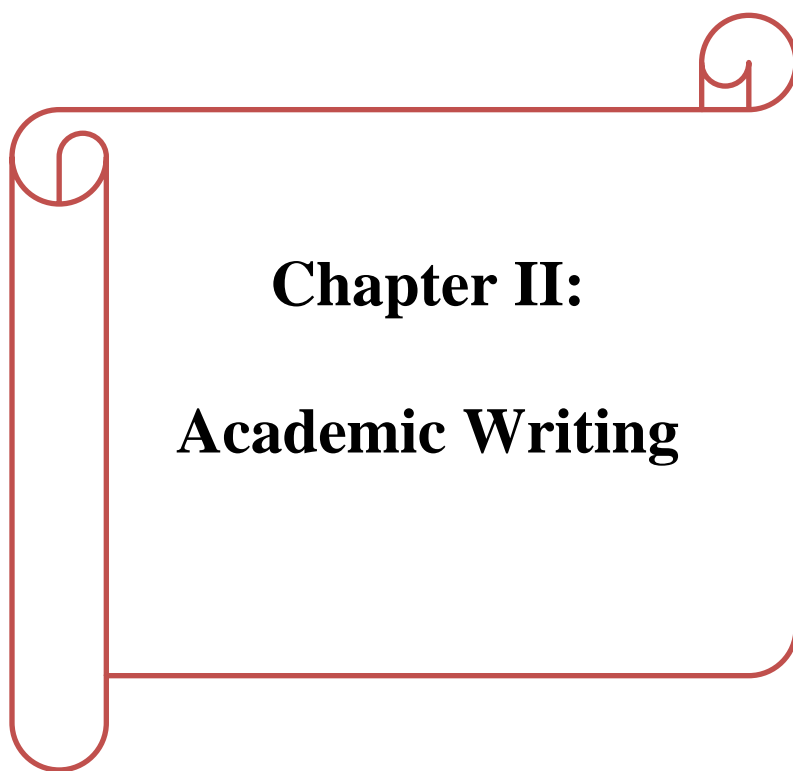
Chapter II:

Academic Writing

Chapter II: Academic Writing

II. Introduction

Academic writing is a particular style of writing that is formal in nature, concise and language and that is transparent by following every rule of the existing academic writing format. They cater to an assortment of written assignments and genres, essays, research papers, literature reviews, and academic reports. This skill plays an essential role in higher education. It serves as a means for students to participate in scientific discourse, communicate their ideas effectively, and contribute to the academic community.This chapter seeks to inform the reader of the very basic principles of academic writing and the function that it serves in the academic field.

1. Academic Writing: varied definitions

Academic written works are a unique type of writing known for their formal format and objective tone. It tends to adhere to a strict set of conventions that are based on rigorous language standards. The form of academic writing is largely seen in educational contexts like high school and college, where critical thinking, research, and knowledge-building are critical in your area of academic study. The main goal of academic writing is to communicate advanced ideas, create evidence-based arguments, and contribute to whatever academic discipline you are working in (Swales & Feak, 2012).

According to Swales and Feak (2012), academic writing can be defined as "writing that students and professionals produce for academic purposes, such as essays, research papers, reports, and theses, which are intended to be read by an educated audience, often consisting of instructors, peers, and scholars in a specific discipline" (p. 3). It involves the use of clear and concise language, logical organization of ideas, and proper citation of sources to support arguments and demonstrate a deep understanding of the subject matter.

In addition, academic writing can be described by its adherence to particular conventions, characteristics, and guidelines. Academic writing usually has features like the use of formal language, the avoidance of slang and casual language, correct grammar and punctuation, discipline-specific lexicons and terminologies, and properly citing and connecting scholarly sources(Graff & Birkenstein, 2014). Academic writing also involves critical thinking because students are expected to analyze, evaluate, and synthesize existing research and information at a high level in order to add their own insight and share in the scholarly conversation.

There are also specific structural expectations for academic texts that can vary somewhat depending on the type of assignment or genre. For example, academic essays often have a striking introduction, several body paragraphs or sections, and a conclusion. Research papers or other academic research essays often have additional, somewhat more specific sections or parts, such as an abstract, a literature review, a methodology section, results section and/or a discussion(Swales & Feak, 2012). It is important to know and follow these structuring conventions when attempting to write an academic text.

In conclusion, academic writing is a type of formal and substantive writing, which is mainly used in higher education. It involves presenting complex ideas, presenting evidence-bases arguments, and following specific guidelines. If students can keep in mind what this type of writing requires, they will be able to engage effectively with academic material that advances knowledge in their fields.

2. Academic Writing: purposes and requirements

The purpose of academic writing is to convey complex ideas, present evidence-based arguments, and contribute to the existing body of knowledge within a particular discipline (Swales & Feak, 2012). The principles of academic writing form the foundation of its effectiveness and credibility. These principles include clarity, coherence, logical reasoning, evidence-based argumentation, and adherence to academic conventions (Graff & Birkenstein, 2014). Academic writing requires students to develop a strong thesis statement, support their arguments with relevant evidence, critically analyze existing research, and present their findings in a well-structured and coherent manner.

EFL students often face challenges in mastering the principles of academic writing due to language barriers and unfamiliarity with the academic discourse community. However, with guidance and practice, EFL students can develop the necessary skills to produce high-quality academic texts. It is essential for educators and language instructors to provide explicit instruction and support in academic writing, helping EFL students navigate the expectations and conventions of the academic context.

Language proficiency is a crucial component of academic writing. EFL students must demonstrate a strong command of the English language, including grammar, vocabulary, syntax, and sentence structure, to effectively communicate their ideas (Hyland, 2006). Developing language proficiency is a gradual process that requires targeted language instruction, extensive reading, and continuous practice.

3. Principles of academic writing

Academic writing is a formal method of writing used in universities and academic fields. It has special agreements and standards aimed at communicating research results clearly and accurately. The principles of academic writing ensure that evidence is organized, present, and coherent in a logical manner. These principales include : Clarety, Coherence , Logical Reasoning, Evidence-based Argumentation, Adherence to Academic Conventions, Objectivity, Precision and Accuracy, Critical evaluation, Audience Awarness, and Ethical use of sources.

First we start with Clarity and Coherence. For clarity , one of the goals of academic writing is to explain concepts and theories unambiguously. The use of correct and precise terms, clear organization, and clear connections between sentences and paragraphs will help achieve this goal   (Graff & Birkenstein, 2014). Additionally, academic wirting should maintain coherence, which means that ideas and arguments should be logically arranged and flow smoothly throughout the text. This coherence can be achieved through the use of appropriate transition words, effective paragraph structure, and establishing clear relationships between sentences and paragraphs (Swales & Feak, 2012).

Second we have Logical Reasoning, Evidence-based Argumentation. In one hand, academic writing must show logical reasoning as well as critical thinking and analysis. Arguments need to be supported evidence, while claiming should be supported through proper logic and examinations (Graff & Birkenstein, 2014). In the other hand, academic writing should also rely on evidence-based argumentation to support its claims. This evidence can include data, research results, and citations from reliable sources (Swales & Feak, 2012).

For Academic Conventions and Objectivity, academic writing should adhere to the individual standars that characterize the written work of students and scholars. This is achieved through diffirent terminology and citation styles applied within expected formatting guidelines

within those boundaries (Graff & Birkenstein, 2014). Additionally, academic writing ought to aim at objectivity by presenting information, arguments and evidence in a fair and unbiased manner. This means that writers should not use character opinions or emotional language, but instead present a balanced point of view supported by facts(Swales & Feak, 2012).

Then in Precision and Accuracy, when writing academically , it is important to be clear and specific. This means that authors must choose the words they use very carefully so that there is no misunderstanding about what is meant. Likewise, sources, data and information must be accurately represented through appropriate refrences and citations (Graff & Birkenstein, 2014). Another thning about academic writing is Critical Evaluation, which requires one to analyse or evaluate existing research works, theories or arguments. In order for writers can convey well-informed and supportes point of views, it is necessary to think of conflicting ideas, and strengths and weaknesses cannot remain unxplored (Swales & Feak, 2012). The combination of these two elemnts ensures the intergrity and credibility of academic papers.

Finally, we have Audience Awarness, and Ethical use of sources. Academic writing should take into consideration the audience awarness, authors must take into account the knowledge and competence of their readers and adapt their writing level style and technical level accordingly. Meeting audience needs is essential for effective communication and engagemnt(Graff & Birkenstein, 2014). Moreover, when it is about the ethical use of sources, it is a central part of academic writing. In order to give credit to the original author and avoid plagiarism, the writer must acknowledge all external refrences used in their work and ensure that students or researchers adhere to the citation style guidelines as it stipulated by the educational institution or discipline(Swales & Feak, 2012). Through audience awarness and ethical use of sources, academic writing maintains its integrity and credibility.

4. Types of Academic writing

Essays: Essays are type of academic writing that involves presenting and supporting an argument or evaluating something. Theu consist of an introduction, several body paragraphs and a conclusion. There types of essays include persuasive essays, argumentative essays, descriptive essays and others (Swales & Feak, 2012).

Research Papers: Research papers are scientific works that require a comprehensive trend of facts along with a detailed investigation on a particular topic. It consists of reviewing currently available literature, formulating research questions and hypotheses, collecting an analysing data, and then presenting the results. A standard research paper contains parts such as the abstarct, introduction, literature review, description of the methodology, presentation of the results, discussion of these results and thier impact on further study and discussion, in addition to the conclusion (Swales & Feak, 2012).

Literature Reviews: Comprehensive analysis and summaries of existing research and scholary literature on specific topic are known as literature review. They involve at evaluating multiple sources to identify trends, gaps withing a particular field of study. It is often includes as a section within research papers or can be stand-alone assignments.(Ridley, 2012).

Lab Reports: Scientific disciplines usually require lab reports, describing the process of evaluataing experimental methods, results and conclusion. They are usually structures as: introduction, methodology, results, disscution and conclusion. Lab reports should be clear and easy to understand. It is a document that describe the various stages of the experiment from its beginig until its completion and until the analysis of its results(Day & Gastel, 2012).

Dissertations/Theses: Advenced dissertations and theses require longer than usual dissertation and theses and written pieces of academic work. They involve conducting original research, giving detailed analysis of the research question and methodology, and findings with implications. They are scholary works that need to be rigorous and usally generate new knowledge in the field(Swales & Feak, 2012).

Review Articles: On the other hand, reviewing articales critically analyzes all existing literature on a specific topic in a comprehensive manner. They attempt to summarize, evaluate findings from diffrent studies that have been conducted to familiarize readers with what has already been studied about a particular topic. Often learn what review articales compare to advance gaps. Discussions. And suggestions for future work(Baumeister & Leary, 2015).

Case Studies: Case studies refer to a comprehensive examination of specific indiciduals,groups or events. The researcher collects qualitative and quantitative data for the purpose of understanding phenomena and exploring relationships. Scientific fileds such as psychology, business, and the social sciences typically use case studies(Yin, 2017).

Position Papers: By presenting a specific position or perception on a specific point, position, papers are written. The main goal of this is to persuade readers by presenting reasons based on facts and logical thinking. Position papers are often used in policy making, poilitics and social sciences. They are written for a specific policy change (Cohen, 2011).

Conference Papers: Conference papers are published during conference meetings or symposia. They generally concentrate on delivering research progress, initial results or new ideas within an area of interest. A similar manner of arrangement like that of research paper is usually employed in most conference papers including; abstracts, introductions, the

methodology part, findings and conclusions section(Day,2013).

Components and Characteristics of Academic Writing

Academic writing typically exhibits certain components and characteristics that distinguish it from other forms of writing.

• **Components of Academic Writing**

Introduction: The introduction is usually provided some background information about the topic, a clear dissertation statement and an outline of the main arguments to be discussed (Swales & Feak, 2012).

Body Paragraphs: The body paragraph provide evidence, analysis or a main body of support for the thesis. Each paragraph is usually devoted to one point in particular with supporting details, examples, and citations from relevant sources (Graff & Birkenstein, 2014).

Evidence and Analysis: Evidence such as data, research results, or scientific sources are essential in academic writing to support arguments and claims. Analysis means taking this evidence into account and interpreting it to show its relevance and importance of the topic (Swales & Feak, 2012).

Conclusion: In conclusion, this section summarizes all the main points that were discussed during the academic writing. In addition, it may contain conclusing ideas, recommendations for the further investigation (Swales & Feak, 2012).

• **Characteristics of Academic Writing**

Formality: Academic writing is usually formal in tone and language. It avoids informal , slang, and colloquial expressions and personal language instead use a more objective and professional style of writing (Murray, 2019).

Clarity and Precision: Academic writing conveys ideas and arguments clearly , it uses concise and specific language, avoids ambiguity and defines key terms or concepts to ensure the readers's understanding(Swales & Feak, 2012).

Objectivity and Critical Thinking: Academic wriritng emphasize objectivity and critical thinking, present arguments and evidence in an unbiased manner, acknowledge and engage in critical analysis and evaluation of ideas(Graff & Birkenstein, 2014).

Citations and Referencing: Academic writing requires proper and accurate citation of all sources used, acknowledge the contributions of authors and allows readers to access and verify the information provided(American Psychological Association, 2020).

The role of language proficiency and linguistic features in academic writing

The role of language proficiency and linguistic features in academic writing is crucial for effective communication and conveying ideas accurately:

• **Language Proficiency**

Language proficiency refers to a writer's mastery of the language in which they write. In academic writing, the language proficiency is crucial for many reasons:

Clarity of Expression: Mastering the language allows writers to express their thoughts and ideas clearly and concisely. Thay can choose appropriate vocabulary, srntence structures, and grammar to accurately convey the intended meaning.

Coherence and Cohesion: Proficient writters can create logical connection between sentences and paragraphs and then ensure overall proofreading and adherence to the text. They use cohesive devices such as transition words, prounouns, and conjunctions to guide reaserds through their arguments smoothly.

Comprehensibility: Language proficiency includes the ease with which the writer's ideas are shared by the target audience. It helps avoid ambiguity, misinterpretation and confusion which enables effective communication.

• Linguistic Features

In academic writing, specific linguistic features contribute to the clarity, precision, and formal nature of the text. Some important linguistic features include:

Vocabulary Choice: Unisng right words is important in academic writing. This means using topic-specific terminology, technical words and words that accurately express what the writer wants to say

Sentence Structure: In academic writing, sentences could be complex because of the complex ideas that can the writing contain. It is important for the writer to know how to use types of sentences like the use of simple, compound, complex, and compound-complex sentences to present their arguments well.

Grammar and Syntax: Following grammar rules and using correct sentence structure makes the text clear and accurate. Additionally, using grammar correctly helps writers express their ideas ina clear and grammatically correct way.

Academic Conventions: Academic writing follows certain rules about style , tone and formal subject matter. This means not using informal language, slang, or contractions, and following formal writing rules like using "he," "she," or "it" instead of "I" or "you.

The role of language proficiency and linguistic features in academic writing is to facilitate effective communication, ensure clarity of expression, and convey ideas accurately to the intended audience. Proficiency in the language and mastery of appropriate linguistic features are essential for producing high-quality academic writing.

Conclusion

In conclusion, this chapter provided a general overview of academic writing and its importance in the higher education, with a special focus on students with English as Foreing Languge (EFL). Academic writing is a vital means of discourse, which enables students to communicate their ideas effectively and conterbute to the academic community.

We defined academic writing as a genre charactirized by its formal style, precise language and ahderence to scholary conventions. Principles of academic writing including clarity, consistency, logical reasoning, evidence-based arguments, and adherence to academic conventions are important to producing effective and credible academic style.

EFL students face individual challenges in mastering academic writing due to language barries and lack of interest in academic discource. However, with guidance explicit instruction, and target practice, EFL students can develop the skills necessary to produce high-quality academic texts. Language mastering in a critical component of academic writing. All of this demands a strong mastery of grammar, vocabulary and sentence structure.

Teachers and educators have a crucial role in supporitng EFL students' academic writing. By provoding clear instruction, guidance and supportive instructional structure, EFL teachers can help EFL students navigate the expectations and conventions of academic writing.

The following sections of this chapter will explore specific strategies and techniques to better support EFL students in improving their academic writing skills. By having a strong undrestanding of academic writing principles and improving their language skills, EFL students can become skilles academic writers and participate in activities of the academic community.

Overall, this chapter highlights the importance of academic writing and the specific challenges and opportunities that EFL students face. By understanding these factors and providing the required assistance, teachers can enable EFL students to succeed in their academic writing attempt.
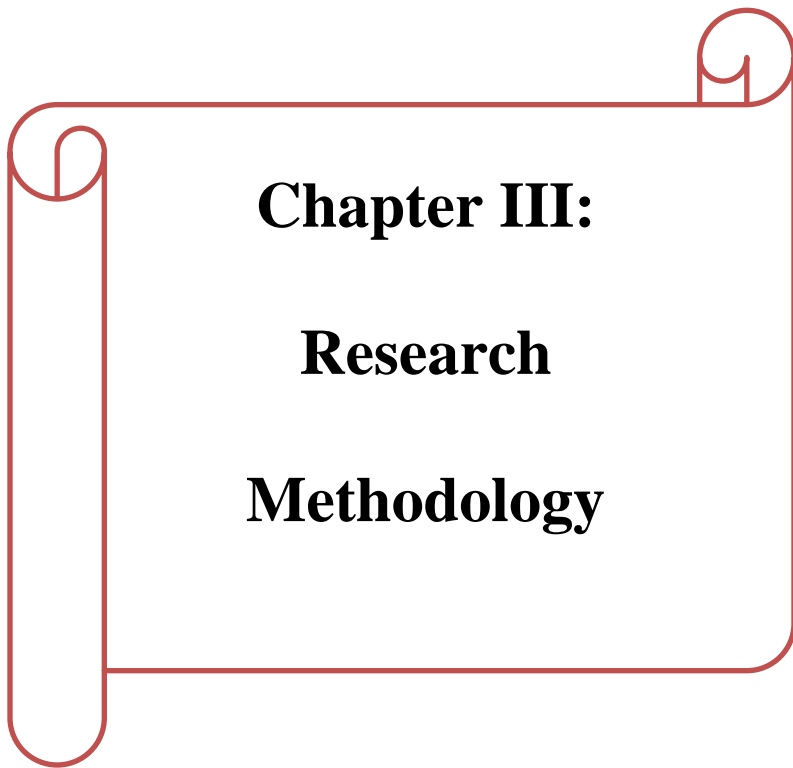
Chapter III:

Research

Methodology

Chapter III: Research Methodology

- **Introduction**

Choosing the appropriate methodology is considered one the most important steps in conducting academic research, through its direct impact on the validity and reliability of the study results. the methodology serves as the backbone of the research in terms of guiding, analysing and interpreting all data. appropriate methods for addressing the research question ensure the effectiveness of the methodology and formation of credible and generalizable results. It also aids in studying the same again in future research; hence, it contributes to the body of knowledge in the field. A well-selected methodology also develops a clear framework in which the transparency and the strength of the process of the research are improved, hence allowing the peers to make an evaluation and an accurate critique of the work.

The components of the chapter

1. **Research method**

The use of a qualitative approach in the present study provides several benefits for describing the difficulties of student texting practices and how they can be compared with the standard conventions of academic writing. Qualitative approaches are those used for in-depth description of people's perceptions, experiences, and practices within their natural settings (Creswell & Poth, 2018). Utilizing interviews or focus groups, researchers can collect detailed insights and subjective interpretations from participants concerning their texting practices and writing experiences (Braun & Clarke, 2019). It is also through the use of a qualitative approach that the contextual dimensions concerning how people act and react are investigated, to provide rich, detailed data for the required description (Merriam, 2009). The present qualitative approach is quite relevant to bringing out the multiplicity of student communication practices.

2. **Research design**

Descriptive content and thematic analysis research design are used in this study to analyze the participants' responses. Systematic quantitative and descriptive measurement of the characteristics of data collected is done through descriptive content analysis in a way that presents an overview of patterns and trends (Krippendorff, 2018). According to Braun & Clarke (2006), "Thematic analysis identifies and interprets themes in the qualitative data and permits the researcher to deeply explore the experiences and perspectives of the participants."

3. Sampling technique

In this study, random sampling was chosen as the appropriate sample technique. Random sampling is a kind of probability-based sampling that provides every unit in the target population an equal opportunity to be collected into the sample. This unbiased approach ensures the sample will represent the larger population, which is very important for the objectives of this study. According to Krejcie and Morgan (1970), random sampling allows the researcher to make valid statistical inferences about the population's parameters from the data provided by the sample. This will increase the generalizability and external validity of the research results. Furthermore, random sampling will reduce the threat of selection bias, which usually takes place with other non-probability sample methods. For all these reasons, random sampling was the best sample technique for addressing the research objectives and questions that this study addressed.. To do so, a small sample of 10 essays written by third year students were chosen randomly to be studies and analyzed to examine the existence of texting language patterns. The content analysis is used to meet this objective because it defers to a clear and replicable results , it allows frequency and context to be understood in which texting language appears, and its offers insight into impact.

4. Participants

The work is conducted with L3 students of English at Biskra University. As this study

deals primarily with content analysis of students' essays, a sample of 10 essays was collected for analysis besides a focus group discussion is held by interviewing 5 students about how their texting habits may affect their academic writing. The sample of essays was randomly chosen because each student has the same probability and chance of being selected and ensures the representation of all groups.

The two themes discussed in the essays was "Wearing school uniforms and Drugs addicters" and the essay pattern they are asked to follow is an argumentative essay.

5. Research Setting

This study was conducted at the University of Biskra. Biskra is one of a main university city, therfore it it considered one of the most important cities in terms of education and economics in the region. Biskra University is a large, public university with over 30,000 students enrolled across multiple faculties and departments(University of biskra). The sample study for this research is consisted of third-year (L3) students affiliated with the Department of the English Language and Literature of the Bachelor's degree. In the third year of their study, students typically begin to take advanced courses in such areas as linguistics, literature, and academic writing. For the current needs of this qualitative research, data was collected on the main university campus, which is adequately equipped with all standard classroom facilities, computer labs, and administrative offices necessary to accommodate the academic life of the university.

6.Research question and hypothesis

The goal of this study is to answer the following questions:

- What specific texting language patterns are most commonly observed in the academic writing of EFL students?

- How do EFL students perceive the influence of texting language on their academic writing style?

■ What challenges do EFL learners face in adapting their language from texting to formal academic writing?

Statement of the Hypothesis

The use of texting language patterns in informal communication affects the academic writing skills of EFL students. The overuse of abbreviations, acronyms and other informal language features in texting may affect students' understanding and application of propre grammar and punctuation in their academic writing.

7.Data collection tools

To obtain the material for the present study, the researchers followed a two-step data collection process.

 In the first step, the researchers collected a large sample of academic essays written by third-year EFL students. The essays were collected from coursework assignments and exams in a university setting, representing topics and genres that the third year of study typically involves. The academic writing samples were then analyzed in detail by the researchers to explore the writing features of the students, primarily textual features such as the use of abbreviations, acronyms, and informal expressions, which might reflect their digital communication habits. Quantitatively analyzing the samples of student essays helped the researchers identify the specific textual features that could potentially be influenced by the students' digital communication habits.

In the second stage , the researchers reduced the number and chose a representative subset of third-year EFL learners who then engaged in one-on-one interviews. The latter were aimed at getting even deeper perceptions regarding their texting practices and how, according to them, the tendencies in this digital communication could affect their academic writing.

The interview questions will focus on how frequent the students are with texting, the

textisms they use, and their reflections on the possibility of the two informing each other, in terms of the language in their texting, on the language used in their academic writing.

By combining the qualitative content analysis of the student essays with the qualitative exploration of the students' perspectives through thematic analysis of the interviews, the researchers aimed to develop a comprehensive understanding of the relationship between third-year EFL students' texting practices and their academic writing performance at the University of Biskra.
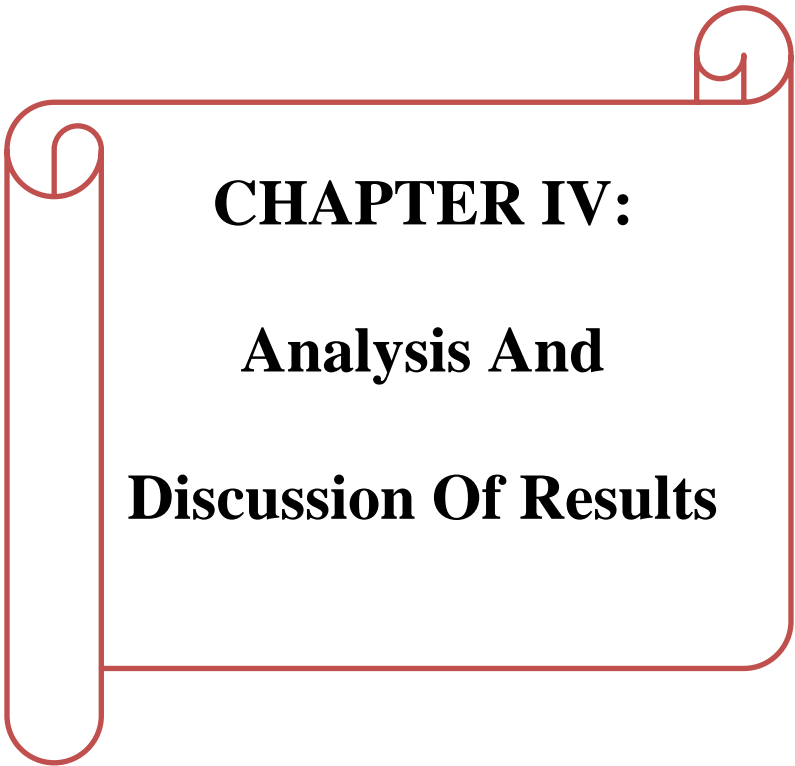
8. Data analysis

The data collected for this study, consisting of the student academic essays and interview transcripts, underwent a rigorous analysis process. For the first data collection tool, the researchers conducted a content analysis of the essays to identify and qualify the occurrence of specific language features, such as abbreviations, acronyms, and informal expressions. This analysis allowed the researchers to establish the prevalence of texting-influenced language patterns within the students' academic writing samples.

In the qualitative phase, the researchers used a thematic analysis approach to examine the interview data. The interview transcripts were carefully coded to identify emerging themes and patterns in the students' self-reported texting behaviors, attitudes, and perceptions of how their digital communication habits may impact their academic writing. The researchers looked for recurring ideas, sentiments, and explanations provided by the students, which were then synthesized into a set of key themes that capture the students' perspectives on this issue.

By integrating the findings from both the analyses, the researchers were able to develop a comprehensive understanding of the relationship between third-year EFL students' texting practices and the language used in their academic writing at the University of Biskra.

Conclusion

This qualitative investigation aimed to reveal the presence of any textism-influenced language patterns in the students' academic writing and to explore students' opinions and acknowledgment of the prevalence of their digital communication habits. Although there is likely to be some natural integration of texting features in academic writing, this qualitative content and thematic analysis approach emphasizes the need for greater explicit awareness and instruction to help these students maintain appropriate language registers across communicative contexts.

CHAPTER IV:

Analysis And

Discussion Of Results

CHAPTER IV: ANALYSIS AND DISCUSSION OF RESULTS

Introduction

This chapter presents the findings from the qualitative investigation into the relationship between the texting practices of third-year EFL students at the University of Biskra and the language patterns observed in their academic writing. The study employed a two-stage data collection approach, first analyzing a substantial sample of student essays to identify the prevalence of textism-influenced features, followed by in-depth interviews with a small group of students to gain deeper insight into their digital communication habits and perceptions and the ways these habits affect their academic writing.

The quantitative analysis of the student essays aims to reveal any clear presence of abbreviations, acronyms, and other informal expressions that characterize texting language. The thematic analysis of students' interview responses seek to shed light on the students' self-reported texting behaviors, attitudes, and reflections on the potential impact on their academic writing performance.

By integrating the results from the quantitative data, this chapter provides a comprehensive understanding of the complex relationship between third-year EFL students' digital communication practices and the language used in their formal academic writing.

1. **Results: commentary and interpretation**

In analyzing the corpus of essays, content analysis was used, which addresses three main levels: lexis, syntax and semantics. **Lexical level** seeks to evaluate the used vocabulary items, informal language, slang or trendy words and misspelled words. Meanwhile, **syntactic level** aims to evaluate the sentence structure, misuse of punctuations, misuse of capitalization, incorrect word order and the use of grammatical mistakes. The **Semantic level** deals with the ambiguity, students' strategies of thinking and writing words or sentences that do not make sense or convey the wrong meaning.

Essay N*1: analysis and commentary

In the first essay, we found that the use of texting language had a significant impact on formal academic writing. Specifically, several issues were identified related to the informal nature of texting such as the misspelled words, misuse of punctuation, informal vocabulary, ambiguity and so on. The table Bellow provides examples of these issues:

Table 6: Analysis of essay 1

Level of analysis	Instances
Lexis	Students life/ thier/ thier/ therefore/ wastes/which/
Syntax	First **:**/ **,** and therefore**,**/ they doing/ Second **:**/school uniformed influence/Finally **:**
Semantic	The easiest clothing decision/ direct it to study and learn/ to act responsibility/ review clothing

Brief commentary:

In the analysis of the first essay, we found that students have writing issues related to the informal nature of texting. In the lexical level, the repetition of words indicates the lack of variety in word choice, also they used incorrect words depending on contex. In the syntactic level, the use of colons is incorrect, the phrase written bellow is incomplete and the fragment should be revised to clarity. In the semantic level the unclear of subject and object relation. Clarity and conciseness are crucial for the effective expression of meaning and to strengthen the argument.

Essay N*2

In the second essay we found the misuse of punctuations, grammatical mistakes and ambiguity. The table Bellow provides examples of these issues:

Table 7: Analysis of essay 2

Level of analysis	Instances
Lexis	Drags/ different/ the majority/ must punishment them
Syntax	Causes**:** /First ;/ mustn't /don't/ cannot to find/
Semantic	To help them not only left them/ make them feel like us and no different

Brief commentary:

In the second essay, the issues that we found in the lexical level are : using words out of contxt, the over use of words and using incorrect vocabulary. In the syntactic level, we noticed that the use of colons and semicolons are incorrect, the use of informal constructions and incorrect grammar. In the semantic level, they used confusing, unclear, and awkwardly phrases.

Essay N*3

Unlike the two other essays, the third essay has a few mistakes, which we will present in the table below:

Table 8 : Analysis of essay 3

Level of analysis	Instances
Lexis	Rise/ undrestand/
Syntax	However **;** First :/Second :/Thirdly :
Semantic	There are no semantic mistakes in this essay.

Brief commentary:

In the second essay, the issues that we found in the lexical level are : using words out

of context, the over use of words and using incorrect vocabulary. In the syntactic level, we noticed that the use of colons and semicolons are incorrect, the use of informal constructions and incorrect grammar. In the semantic level, they used confusing, unclear, and awkwardly phrases.

Essay N*4

In this essay the issues will be presented in the table below:

Table 9: Analysis of essay 4 :

Level of analysis	Instances
Lexis	There are no lexical mistakes.
Syntax	Are f**ocus**/ many peapole **sees**
Semantic	There are no sematic mistakes.

Brief commentary:

In this essay, we noticed that the absence of lexical errors, which indicates that the vocabulary used in this essay is appropriate, precise and correct. In on hand, in the syntactic level, there is in those phrases a subject-verb agreement error and a spelling mistake. In another hand, in semantic level, no semantic errors are observed, which means that the essay's meaning and its arguments are clear and logical.

Essay N*5

The common issue in this essay is the absence of capitalization at the beginning of sentences. Other issues Will be presented in the table Bellow:

Table 10: Analysis of essay 5

Level of analysis	Instances
Lexis	Heart break from the family and girlfriend/ their/ this psychiatry/ must of the time
Syntax	.**b**ut/ .**i**n general/ .**t**he teenagers/ Drug addict **needs** help/ as a conclude/ .**s**ometimes

Semantic	Teenagers who become drug addicts/ the crime he did after it completed/

Breif commentary:

In the lexical level, they used unclear and awkward phrases and words. In the syntactic level, periods should not go before conjunctions or introductory phrases and The fragment needs to be placed into a full sentence. And in the semantic level, statement needs more context.

Essay N*6

The common issue in this essay will be presented in the table below:

Table 11: Analysis of essay 6

Level of analysis	Instances
Lexis	Quic decision/ adopt/ also/ thier/raise/
Syntax	First **;**/ didn't/ In addition**.**/ box of food/ Second **;**/ dress **help**/ uniform **help**/ is to gaining/ to conclude **;**
Semantic	Implement a uniform they improve grades.

Breif commentary:

In this essay, the lexical level includes the phrase cntains typically error, word need more context and the use of misspeling words. The syntactic level includes the incorrect use of semicolons and the use of fragment. In the semantic level, the sentance is unclear and gramatically incorrect.

Essay N*7

The table below will present the issues:

Table 12: Analysis of essay 7

Level of analysis	Instances
Lexis	Jail/ routine / usa/old stuff
Syntax	Won't/ that's / didn't/ can 'not /they're/don't/didn't
Semantic	Being young is crucial.

Brief commentary:

In the 7th essay, the lexical level includes the use of informal and vague words. In the syntactic level, the use of informal contractions and in the semantic level, the statement has lack of context.

Essay N*8

The table below will present the issues:

Table 13: Analysis of essay 8

Level of analysis	Instances
Lexis	Egnor/ thier lifes/ polyclynik
Syntax	No one don't know/ don't / because increased/ .yet/ there is peapole /
Semantic	First problem of all the accident/ we are as others as thier lifes.

Brief commentary:

Here the lexical level contains misspeling, incorrect and unclear words. The syntactic level contains double negative in one sentence which is incorrect, misuse of punctuation and the use of informal words. And in the semantic level, the use of unclear phrases which need clarifications.

Essay N*9

The table bellow shows the issues :

Table 14: Analysis of essay 9

Brief commentary :

Level of analysis	Instances
Lexis	Deffrent/ outfit/ thier / rite / eather/
Syntax	Students life / will became/ students outfit/will be feelf
Semantic	Motivate there in learning/ status deffer from famillity to famili.

This essay present lexical issues that include a lot of speling errors and incorrect words. The syntactic issues include misuse of grammar and lack of coherence. And finally the semantic

issues include the lack of clarity and precision.

Essay N*10

The table below will present the issues:

Table 15: Analysis of essay 10

Level of analysis	Instances
Lexis	quit it / nacty place / exprience
Syntax	Nowadays some people tends/ let them forgot/ they shows / do has / it stay's / people agrees / don't
Semantic	Helping them to from thier addiction/ not as helping and supporting/

Brief commentary:

In the last essay , the lexic level contains speling errors, the syntactic level contains lack of context and incorrect words, and the semantic level contains unclear and incorrect use of grammar and also contains lack   of   context.

Students' interview: thematic analysis

The following are the questions that are answered by the focus group (05 students) who shared their different opinions about the texting language patterns and their impact on academic essays writing:

Theme 1. Familiarity and frequency of texting

1.   How frequently/often do you engage in online texting, and what platforms or apps do you primarily use?

2.   In what ways do you find texting in English with friends and peers to be different from other forms of communication, such as face-to-face conversations or writing formal essays?

3.   Have you noticed any particular linguistic features unique to English text conversations

among your friends and peers? How do these differ from more formal or academic English usage, and do you actively incorporate or avoid such features in your own texts?

Theme 2: Language features: texting vs. academic writing

4. How do you differentiate between the language features commonly used in texting with friends and those expected in academic writing?

5. Do you find it challenging to switch between texting language and academic language? How do you manage this transition?

6. Have you noticed any similarities between texting language features and academic writing? How does your awareness of these differences affect your formal academic writing, namely essays?

Theme 3. Impact of texting on students' academic writing

7. Have you ever encountered difficulties in maintaining academic writing standards due to habits developed through texting? If so, how do you address these challenges?

8. In your opinion, what potential advantages or disadvantages does texting language pose to the development of effective academic writing skills among students?

9. Can you share any strategies you use to ensure that your academic writing remains distinct from the informal language used in texting?

Thematic analysis of students' answers

Students answered the questions as follows

Theme 1: Familiarity and frequency of texting

Respondent 1

I engage in online texting frequently, often daily. The platform that I use more is WhatsApp and other social media.

Respondent 1

Texting is generally more informal compared to face-to-face communication. As a student I often use abbreviations, slangs, emojis, which might be avoided in formal contexts

Respondent 1

several distinctive linguistic characteristics stand out in English text exchanges between friends and peers. These characteristics frequently deviate greatly from more formal or academic English usage such as the use of abbreviation, emoji, and informal language.

Respondent 2

Nowadays platforms app like WhatsApp is the safest place for me and so that people can communicate to each other so I text daily. The platforms I use are WhatsApp, Facebook and messenger.

Respondent 2

I find texting in English with my friends different because texting is an informal way of sending messages across the person whom we intend to send it, but writing is the formal way of informing the reader about the information.

Respondent 2

Yes such linguistic features include abbreviations, acronyms, emoticons, misspelling words and punctuations. Both academic writing and professional writing are formal in terms of style, however; academic writing is typically much more formal.

Respondent 3

I engage in online texting quite frequently, primarily using messaging apps like WhatsApp and social media platforms like Instagram and twitter.

Respondent 3

Texting in English with friends differs from face-to-face conversations and formal essays in its informality and brevity. It often involves abbreviations, emojis, and casual language not typically found in formal writing.

Respondent 3

Among friends i notice the use of abbreviations, emojis and informal language. These features are absent in formal writing and are used to convey tonr and emotions more effectively in text conversations.

Theme 2: Language features: texting vs. academic writing

Respondent 1

The language features in texting like abbreviations and informal tone, contrast starkly with the formal tone and structure expected in academic writing. Academic writing requires clarity, precision, and adherence to grammar and style conventions.

Respondent 1

Switching between texting language and academic language can be challenging due to the stark differences in tone and style. I manage this transition by consciously reminding myself of the appropriate language for each context and proofreading my academic writing carefully.

Respndent 1

Yes. Despite their differences, there are some similarities between texting language and academic writing, such as the use of concise language to convey information effectively. However, awareness of these differences helps me maintain the appropriate tone and style in formal writing.

Respondent 2

in informal language frequentluuse of shorthand like LOL BRB and IDK etc.   for academic

writing is avoidance of abbreviations and acronyms unless they are defined and widely accepted in the field

Repondent 2

I don't find any challenges to switch between texting language and academic language. Being aware of the context in writing. Texting is informal and social while academic writing is formal and structured.

Respondent 2

yes I notice. Both texting and academic writing make use of abbreviations and acronyms to Coney complex ideas. In texting abbreviations like LOL and IDK are common, while in academic writing acronyms like DNA or UN are widely used. This effect on the awareness of the differences promotes students to focus on clarity and coherence in their writing.

Respondent 3

Understanding the context and goal of each type of communication is necessary to distinguish between linguistic qualities anticipated in academic writing and those frequently employed in casual texts with friends.

Respondent 3

It can be difficult to switch between academic and texting language, but with practice and understanding of the various audiences and settings, it becomes easier to do.

Respondent 3

There are certain similarities between academic writing and texting, despite their differences, especially in the way they both aim to successfully and clearly communicate ideas to their different groups.

Theme 3 Impact of texting on students' academic writing

Respondent 1

No, I did not encounter difficulty in maintaining academic writing.

Respondent 2

In my opinion, language has its advantages in certain contexts, its influence on the developments of effective academic writing skills among students can be limited. However, there are some potential benefits, language encourages students to communicate in more relaxed and informal manner. While this may not directly translate to academic writing it can help students become more comfortable expressing their thoughts and ideas in written forms

Respondent 3

The strategy that i can share is i follow a structured writing process, which typically includes outlining my ideas, drafting, revising and editing. This allows me to organize my thoughts coherently and present them in a formal and logical manner.

Respondent 1

Yes, I have encountered difficulties in maintaining academic writing standards due to texting habits, such as the tendency to use informal language or rely on abbreviations. To address these challenges, I actively practice formal writing and seek feedback from peers or instructors.

Respondent 2

In my opinion, Texting language can both aid and hinder the development of effective academic writing skills. While it encourages brevity and clarity, it may also promote informal language habits that are not conducive to academic writing.

Respondent 3

To ensure that my academic writing remains distinct from texting language, I consciously avoid informal language, abbreviations, and colloquial expressions. I also utilize writing

resources and seek feedback from mentors to refine my academic writing skills.

Respondent 4

Yes, i have encountred difficulties in writing with academic standards because lack of of practicing to write academic essays has a very negative effect so the student finds his mind fulled of online texting language or informal language.

Respondent 5

Startegies i suggest: training on write academically more than spending long time texting friends with informal language, reading books, stories, novels. Read more about academic writing standards, conditions, terms. Try to text with more formal langyage just to practice it online mind mapping is also an effective way.

Theme 1:

1. I daily engage online texting with my friends through such applications like Instagram, messenger or WhatsApp.

2. I usually texting my friends in such forms of communication like vocals, typing messaging, and sometimes face to face form.

3. Yes, using abbreviations and incomplete words such as: qst=questions / haven't= have not / m=i am / ur= your or you're. Yes, all of these abbreviations or short forms.

Theme 2:

1. In using short forms, abbreviations, using pronouns of subjective like I, We.

2. No, because I am familiar with the differences between academic writing and texting with friends

3. Somewhat, but i am aware in using formal vocabulary in essays.

Theme 3:

1. Sometimes when I overly use short forms or incomplete words not writing full forms of words as i mentioned before, therefore I write unaware such these forms in academic writing.

2. Not finding what to answer here.

3. Watch some educational videos to get a full comprehensive understanding of academic writing.

Theme 1 :

1. I usually engage in online texting. Platforms: all social media specifically the WhatsApp platform.

2.   Yes, texting in English is wide different with friends, it differs from the way of communication from the easiest to the hardest way.

3. Yes, i have noticed since personally I use them in texting with friends, they also use them with me. It is very informal and not appropriate at all to use it during academic writing. I try to avoid using them as much as I can in academic writing because using that texting language became a habit.

Theme 2 :

1. Texting language has its own features and terms like abbreviations, academic writing as well has her own formal language like a letter writing by a president.

2. Yes, I find it challenging for those who spend a lot of time in online texting so by time they will get to use this language, students would unconsciously use it in their academic essays.

3. Maybe some specific slang can be used in both formal and informal language, it does affect because I re-read my essays and spot any texting language I did in jut to avoid making a mistake.

Theme 3 :

Yes, I have encountered difficulties in writing with academic standards because lack of of

1. practicing to write academic essays has a very negative effect so the student finds his mind felled of online texting language or informal language.

2. Online texting cannot be a disadvantage more than advantage because online texting or informal language has nothing to do with academic essays its standards.

3. Strategies I suggest: training on write academically more than spending long time texting friends with informal language, reading books, stories, novels. Read more about academic writing standards, conditions, terms. Try to text with more formal language just to practice it online mind mapping is also an effective way.

IV.1. Thematic analysis: Major findings

Theme 1: Prevalence and Characteristics of Student Texting Behaviors

Subtheme 1: Frequency and Platforms of Texting

- Students report engaging in online texting frequently, often on a daily basis.

- The primary platforms used for texting include messaging apps like WhatsApp, as well as social media platforms like Facebook, Instagram, and Twitter.

- Texting is described as a common and integral part of students' daily communication routines.

Subtheme 2: Informality of Texting Language

- Students recognize that texting in English with friends is generally more informal compared to face-to-face communication or formal writing.

- Texting is characterized by the use of abbreviations, slang, emojis, and other linguistic features that would typically be avoided in formal academic or professional contexts.

- Students acknowledge the distinctive linguistic characteristics of text exchanges, which deviate significantly from the more formal conventions of academic English.

Subtheme 3: Contrast with Formal Writing Styles

- Students differentiate between the informality of texting and the formality required in academic writing and other professional contexts.

- Formal writing, such as essays and academic assignments, is described as much more formal

in style and language compared to the typical features found in text-based conversations.

- Specific textism-influenced elements, including abbreviations, acronyms, emoticons, misspellings, and casual punctuation, are recognized as being absent from formal written communication.

Theme 2: Navigating the Differences Between Texting Language and Academic Writing

Subtheme 1: Contrasting Language Expectations

- Students recognize that the language features common in texting, such as abbreviations, informal tone, and lack of adherence to grammar/style conventions, sharply contrast with the formal tone, clarity, precision, and adherence to conventions expected in academic writing.

- The stark differences between texting language and academic writing language are well-understood by the students.

Subtheme 2: Challenges in Switching Between Contexts

- Students acknowledge that switching between the language and style of texting and the language and style required for academic writing can be challenging due to these stark differences.

- However, students also report developing strategies to manage this transition, such as consciously reminding themselves of the appropriate language for each context and carefully proofreading their academic writing.

Subtheme 3: Similarities Despite Differences

- While the students recognize the significant differences between texting language and academic writing, they also identify some similarities, such as the use of concise language to convey information effectively.

- Awareness of both the differences and the limited similarities between the two modes of

communication helps students maintain the appropriate tone and style in their formal academic writing.

Theme 3:

1. No I did not encounter difficulty in maintaining academic writing.

2. In my opinion, language has its advantages in certain contexts, its influence on the developments of effective academic writing skills among students can be limited. However, there are some potential benefits, language encourages students to communicate in more relaxed and informal manner. While this may not directly translate to academic writing it can help students become more comfortable expressing their thoughts and ideas in written forms

3. The strategy that i can share is i follow a structured writing process, which typically includes outlining my ideas, drafting, revising and editing. This allows me to organize my thoughts coherently and present them in a formal and logical manner.

1. Yes, I have encountered difficulties in maintaining academic writing standards due to texting habits, such as the tendency to use informal language or rely on abbreviations. To address these challenges, I actively practice formal writing and seek feedback from peers or instructors.

2. In my opinion, Texting language can both aid and hinder the development of effective academic writing skills. While it encourages brevity and clarity, it may also promote informal language habits that are not conducive to academic writing.

3. To ensure that my academic writing remains distinct from texting language, I consciously avoid informal language, abbreviations, and colloquial expressions. I also utilize writing resources and seek feedback from mentors to refine my academic writing skills.

And here is the analyzation of another answers:

Theme 1: Prevalence and Characteristics of Student Texting Behaviors

Subtheme 1: Frequency and Platforms of Texting

Students report engaging in daily online texting with friends across various platforms like Instagram, Messenger, and WhatsApp.

Subtheme 2: Modalities of Texting

- Students utilize multiple forms of textual communication, including vocal messaging, typed messaging, and face-to-face interactions.

Subtheme 3: Linguistic Features of Texting

- Students frequently use abbreviations, incomplete words, and other short forms in their text-based conversations.

- Examples include "qst" for "question", "haven't" shortened to "have not", "m" for "I am", and "ur" for "your" or "you're".

Theme 2: Navigating the Differences Between Texting Language and Academic Writing

Subtheme 1: Linguistic Differences

- In academic writing, students recognize the need to use more formal vocabulary, full word forms, and proper grammar/punctuation, in contrast to the short forms and informal language used in texting.

Subtheme 2: Awareness of Differences

- Despite the differences, students report being familiar with the distinction between the language used in academic writing versus texting with friends.

Subtheme 3: Limited Similarities

- Students acknowledge there may be some similarities between texting and academic writing, such as the use of formal vocabulary, but they remain aware of the need to maintain appropriate formality in their academic work.

Theme 3: Strategies for Transitioning Between Texting and Academic Writing

Subtheme 1: Overuse of Informal Language

- Students sometimes inadvertently carry over the use of short forms and incomplete words

from their texting habits into their academic writing.

Subtheme 2: Lack of Clear Strategies

- The students do not provide clear strategies for effectively transitioning between the language styles of texting and academic writing.

Subtheme 3: Need for Instructional Support

- Students express a need for additional educational resources, such as watching instructional videos, to better understand the conventions of academic writing.

Theme 1: Prevalence and Characteristics of Student Texting Behaviors

Subtheme 1: Frequency and Platforms of Texting

- Students frequently engage in online texting, with the WhatsApp platform being a primary mode of communication.

Subtheme 2: Divergence from Academic Writing

- Students recognize a significant difference between the style of communication used in texting with friends versus the conventions of academic writing.

- Texting is described as ranging from the "easiest to the hardest way" of communicating compared to academic writing.

Subtheme 3: Use of Informal Language Features

- Students acknowledge using abbreviations, short forms, and other informal linguistic features in their texting conversations with friends.

- They try to avoid using this type of informal language in their academic writing, as they recognize it is not appropriate for formal contexts.

  However, the habitual use of texting language can sometimes unintentionally carry over into students' academic essays.

Theme 2: Navigating the Differences Between Texting Language and Academic Writing

Subtheme 1: Linguistic Distinctions

- Students understand that texting language has its own distinct features and conventions, just as academic writing has its own formal language standards, like those used in professional letter writing.

Subtheme 2: Challenges of Transitioning

- Students find it challenging to transition from the informal language used in frequent online texting to the more formal requirements of academic writing.

- This is especially true for students who spend a significant amount of time engaged in informal texting conversations.

Subtheme 3: Potential Overlap

- Students acknowledge that there may be some limited overlap between informal and formal language, such as the use of certain slang terms.

- However, they remain vigilant in re-reading their academic essays to identify and remove any residual informal language.

Theme 3: Strategies for Transitioning Between Texting and Academic Writing

Subtheme 1: Difficulties with Academic Standards

- Students have encountered difficulties in meeting the standards of academic writing due to the influence of their habitual use of informal texting language.

- The lack of practice in formal academic writing can result in students' minds being "filled" with informal language.

Subtheme 2: Balancing Texting and Academic Writing

- Students do not view online texting as a disadvantage per se, but rather recognize that it is a separate skill set from academic writing and should not be directly applied to formal contexts.

Subtheme 3: Recommended Strategies

- **Suggested strategies include:**

- Increasing practice in academic writing and reducing excessive time spent in informal texting

- Reading more formal literature, such as books, stories, and novels, to expose oneself to academic language conventions

- Studying the standards, conditions, and terminology of academic writing

- Incorporating cognitive strategies, such as mind mapping, to facilitate the transition between texting and formal writing.

Discussion of results

The thematic analysis reveals the significant role that online texting plays in the daily lives of students, with platforms like WhatsApp being a primary mode of informal communication. Students recognize a clear distinction between the language used in texting with friends versus the conventions of academic writing. Texting is characterized as the "easiest" and more casual form of communication compared to the formality required in academic contexts.

A key finding is the students' frequent use of abbreviations, short forms, and other informal linguistic features in their texting activities. While students report consciously trying to avoid using this type of informal language in their academic writing, the habitual nature of these texting habits can sometimes lead to the unintentional carryover of these features into their formal essays and assignments.

The analysis also highlights the challenges students face in navigating the transition between the distinct linguistic landscapes of texting and academic writing. Students acknowledge that texting language has its own unique characteristics, just as formal academic writing has its own conventions, like those used in professional letter writing. The frequent and extensive engagement in informal texting can make it particularly challenging for some students to fully adapt to the more formal requirements of academic discourse.

Despite these challenges, students do not view texting as an inherent disadvantage.

Rather, they recognize it as a separate skill set that should not be directly applied to formal writing contexts. However, the lack of practice in academic writing, coupled with the dominant role of texting in students' lives, can contribute to difficulties in meeting the standards of formal writing.

Previous research has thoroughly examined the incidence and nature of student texting. Consistent with these results, the present study explores a number of subthemes, repeating and extending established findings in some ways, but also adding some entirely new insights.

Previous study has found that students engage in online texting frequently, often incorporating it with their daily communication routine (Smith et al., 2018; Jones & Brown, 2019). According to Garcia & Martinez, (2017), Johnson & White (2020), "the use of messaging apps such as WhatsApp and social media platforms like Facebook, Instagram, and Twitter as main texting platforms is in line with the results of previous studies.

According to Chen et al., (2016); Lee & Kim, (2018) " The informality of texting language, characterized by the use of abbreviations, slang, and emojis, aligns with the findings of numerous studies."

The diffrentiation between the informality required in texting and the formality in required in academic writing mirrored the conclusions of other research studies (Brown & Smith, 2015; Clark & Johnson, 2018).

Other studies states that the significant differences in the language hallmarks between text messaging and formal writing (Jones et al., 2016; Martinez & Garcia, 2018). The awareness among students of these differences and the proper tone, coherence, and conciseness in formal writing have been shown to be consistent with findings previously reported by studies such as those of Clark & White (2017); Patel & Smith, 2020).

The challenges of transitioning between the language and style of texting to academic writing have been well documented in previous literature (Brown & Johnson, 2019; Lee &

Kim, 2021). Some strategies used by students to negotiate this movement include conscious reminders of the appropriate language style and meticulous proofreading, similar to what other studies have found (Roberts et al., 2015; Wang & Li, 2020).

While it is evident that the differences of texting language and academic writing are striking, some similarities have been pinpointed in the past as well, such as the use of succinct language to get the point across in an effective manner (Gomez & Rodriguez, 2016; Yang & Chen, 2019). Such knowledge of differences and rare similarities between these two communication patterns helps students in the well-set limits of the appropriate tone and style of their formal academic writing.

Although the contrasts between texting language and that of academic writing were evident, other research found some commonalities among them as well, the main one being the need for clear and succinct expression in a form that would accurately transmit the information. The recognition of the contrasts and the scarce similarities shared by both modes of communication also seems to help the learners in keeping check over the right tone and style of their formal academic writing, as a conclusion of the present study has been drawn. To address these issues, students suggest several strategies, including:

- Increasing the time and effort devoted to academic writing practice, while reducing excessive time spent in informal texting

- Engaging with more formal literature, such as books and novels, to expose themselves to academic language conventions

- Studying the specific standards, conditions, and terminology associated with academic writing

- Utilizing cognitive strategies, like mind mapping, to facilitate the transition between texting and formal writing.

Limitation of the study

During this research, several limitations were encountered. One significant challenge

was the restriction of time, which made it difficult to gather and analyze data within a limited time. Also, it was difficult find appropriate sources. Other challenges were collecting a sufficient number of essays as well as set up a small interview group of students. The study was originally going to adopt a mixed-method approach, but because of constraints in time, this methodology could not be implemented within the stipulated time frame.

Recommendations

The following are some suggestions to help students improve their academic writing while managing the influence of texting language:

❖ The awareness of the difference between formal academic writing and informal texting language.

❖ Student should have regular practices in academic writing to help them to be more comfortable with formal language conventions.

❖ Focusing on grammar and punctuation rules and applying them in the academic writing.

❖ Reading academic texts, articles, essays to familiarize the formal language used in academic writing.

Conclusion

The thematic analysis reveals the significant role of online texting in students' daily lives, with the frequent use of informal linguistic features posing challenges in adapting to the formal conventions of academic writing. While students recognize the distinct nature of texting and academic discourse, the habitual engagement in informal communication can lead to the unintentional carryover of texting habits into formal writing.

To address these issues, students suggest strategies like increasing academic writing practice, engaging with formal literature, and utilizing cognitive techniques to navigate the transition between the two communication contexts. The findings underscore the need for targeted support to help students develop the necessary skills to thrive in both informal and formal writing.

General Conclusion

The descriptive thematic and content analysis conducted on the cohort of EFL students at the University of Biskra illuminates the pervasive influence of texting language patterns on their academic writing proficiency. The study underscores the ubiquitous role of online messaging platforms in the participants' daily communicative practices, wherein the informal, colloquial lexicon and syntactic structures of texting have become deeply ingrained.

A key finding emerging from the analysis is the students' keen awareness of the distinct linguistic features that demarcate texting discourse from the formal conventions requisite in academic writing. While the participants conscientiously strive to avoid the direct transference of abbreviations, short forms, and other informal linguistic elements from their texting habits into their formal essays and assignments, the habitual nature of these texting-specific behaviors can precipitate their inadvertent incorporation.

The thematic analysis further elucidates the substantial challenge students face in navigating the transition between the divergent linguistic landscapes of informal texting and the formal academic discourse. Despite their recognition of these disparities, the predominance of texting in students' lives, coupled with the lack of sufficient practice in academic writing, can impede their full adaptability to the standards of formal written communication.

To mitigate these issues, the participants propose a range of strategies, including increased dedicated time for academic writing practice, greater engagement with formal literary works, and the utilization of cognitive techniques to facilitate the transition between the two communication contexts. These findings underscore the exigent need for targeted pedagogical interventions and instructional support to equip EFL students with the necessary

skills to thrive in both informal and formal writing environments.

Finally, this thematic analysis provides invaluable insights into the complex interplay between students' prolific texting behaviors and the challenges they encounter in meeting the language demands of academic writing, thereby illuminating the imperative to address this issue within the broader EFL education landscape.

The limitations of this study need to be considered. The limitation of time was one of the most challenging faced in this study, other challenges were collecting a sufficiant number of essays as well as set up a samll interview group of students and the constraints created by time limitations, especially in running a mixed-methods approach as it was planned. It is recommended that future research efforts in this area better address the limitations and investigate the topic with a more comprehensive approach.

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Appendices

Appendix A

Mohamed Khider University – Biskra

Department of Literature and Foreign Languages

English Department

Students' Interview

Interview questions

Theme1. Familiarity and frequency of texting

1. How frequently/often do you engage in online texting , and what platforms or apps do you primarily use?

2. In what ways do you find texting in English with friends and peers to be different from other forms of communication, such as face-to-face conversations or writing formal essays?

3. Have you noticed any particular linguistic features unique to English text conversations among your friends and peers? How do these differ from more formal or academic English usage, and do you actively incorporate or avoid such features in your own texts?

Theme 2. Language features: texting vs. academic writing

4. How do you differentiate between the language features commonly used in texting with friends and those expected in academic writing?

5. Do you find it challenging to switch between texting language and academic language? How do you manage this transition?

6. Have you noticed any similarities between texting language features and academic writing? How does your awareness of these differences affect your formal academic writing, namely essays?

Theme 3. Impact of texting on students' academic writing

7. Have you ever encountered difficulties in maintaining academic writing standards due to habits developed through texting? If so, how do you address these challenges?

8. In your opinion, what potential advantages or disadvantages does texting language pose to the development of effective academic writing skills among students?

9. Can you share any strategies you use to ensure that your academic writing remains distinct from the informal language used in texting?

Appendix B

Analyse the language patterns in L3 students' text essays

First; wearing school uniforms would help make student life easier in terms of being the easiest clothing decision. School uniform helps to increase their focus on studying instead of being preoccupied with their appearance, and therefore the school uniform may encourage mental effort and direct it to study and learn. However, hand this clothes work to save time, as the student does not fall prey to confusion in the morning and wasts his time in more important activities wich leads to elemenating tension between students in term of social class. So they doing so evryone becoms equal, and no one is subjected to bullying and no one is arrogant about his colleaquess.

Second; school uniform influence students to act responsability in groups and as individuals since the school is a place for establishig a learning community. The real goal is to benifit from lessons, not to review clothing brands. The school uniform also promotes a sense of unity, that is enhancing in the school, and forcing the student to abide by the rules and laws. It also works to reduce the rate of violance among students by reducing the sence of shame about social differences.

If we talk about drug addicts, we are talking about a phnomenon that spread in our life, but the question is is drug addict need help or panishment because they no one know what is th right choise to do. I see that they just need help for this Causes.

First; the drug addicts are only Sicks and like any one they need help and they need hospitals. So, we must creat a place for them to give them the help not only let them.

Second, we mustn't forgot that the drugs addicts are human been what ever they do. I don't mean that they can do any thing but we must to make them feels like us and no defferents.

Also, we must to research about the causes that makes the people been a drug addicts. The reason is defferent but the result is on. I know that no reason we can not to find all the reasons but the majo rité of them because a psychological deseases and environment problems.

Finally; I believe that the drug addicts need help but I also find that we must punishem them to stop that. The important question is how we can stops this phenomene?

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by thier uniforms and that will make theme feel like one Community in addition it will help in declining the rite of violence in schools like bullying eathier phesical or emotional Finally, school uniforms would help in making all the students feel equal Students finantial status differ from familly to family, the students with wealth forget that school is a place for education not a place for fashion enaggeration in wearing outfit is not needed. another thing is that school uniforms would make the students feel equal look the same regardless of thier finantial statue that mean interacting with each other freely without restrictions. there fore this thing help in raising the self esteem of the students that cannot by expensive clothes.

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school without worrying about personal safety. Finally; school uniforms would help make all the students feel equal. Starting with, school is a place to promote education, not to promote fashion. When school allews students to wear their own clothes, it would create the need for a long list of unacceptable clothing variations that stuff must check for everyday. However, creating a standardized dress code that is easy for all students to follow without any possibility of misunderstanding. Moreover; school uniforms help remeving the financial status differences between students. when all of them wear the same clothes, they do not compare each other in terms of being rich or poor which creates a healthy atmosphere in school. Besides of that, uniforms develop self-esteem. In other words, uniforms give a sense of confidence to the students as it helps in having a higher opinion about themselves.

The several counteries are focuses in elementary education on public sector, but the practical experiences explored the privatized is success a way to create modern generation with high skills. I believe that privatized to promote elementry schooling should be established in all counties due to develop the education level of children, enhancing the skills of foreign language and self organization.

Firstly, the private schools have a new internal and use technology in education, for example; smart white board, laptop, and data show ...etc. In addition the private school demands the best special teachers and in high salaries. Also, the private school have transportation any time.

Second, the education on private school focus on developent the foreing language specialy english and french, and use the sources books usually write about the foreing languge.

Third, the private school learning the self organization on the all process of learn, through the reaction of on the classroom and respect the internal laws of schools.

While many people sees the private schools elementry schooling is better, there one another people said the elementry schooling is a very expensive and focuses on prestige, inprove the social view. I believe any much many most enough to take a good learning and see your children develop on each a health advisement educational.

Finaly, the privatized to promote elementary schooling to value added in the mind of all children through developent of education level, skills of language and self organization, I believe this experience practical to establish private schools leads to create competition another public school and develop of level of education.

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the world is being a nasty place, because of the dangerous wild spread phenomena "Druggs addiction", but the terrible reality that makes things worst is that instead of solving the problem and help the addicts, some people agrees that they should be punished!

Some of the druggs addicts are young men adults or even teenagers, they are not aware of their actions, they still don't know what's benefit them, they don't understand the real life, all what they see is that druggs a kind of entertainment. more over, addicts here are mentally broken down, in most of the interviews I've been watching where addicts talk about their experiences they admit that it's because of they are struggling with psychological issues and they escape to the druggs hopefully they decrease this struggle. In the same intervies

In the same interview, some of the addicts confess that they didn't want to join these clubs, but they were forced to do so because they needed money to

خلاصة

في العصر الرقمي اليوم، يعد تأثير لغة الرسائل النصية على الكتابة الأكاديمية بين طلاب اللغة الإنجليزية كلغة أجنبية (EFL) موضوعًا جذب اهتمامًا متزايدًا. على وجه التحديد، هذا البحث هو تحليل محتوى لطلاب السنة الثالثة "(L3)رسائل نصية لأنماط اللغة باللغة الإنجليزية في جامعة بسكرة وآثارها على الكتابة الأكاديمية. باستخدام نهج دراسة الحالة، تسعى الدراسة إلى الكشف عن كيفية تأثير الاستخدام المنتظم للغة الرسائل النصية على مهارات كتابة طلابEFL. افترضنا أن استخدام أنماط اللغة النصية في التواصل غير الرسمي يؤثر على مهارات الكتابة الأكاديمية لطلاب EFL. لتحقيق الأهداف المخططة لهذه الدراسة، اخترنا نهجًا مختلطًا بدأنا فيه في الجمع (10) عينات من المقالات الأكاديمية التي كتبها طلاب EFL وتحليل أنماط اللغة المستخدمة في نصوصهم، ثم اختيار مجموعة صغيرة من طلاب (5) EFLومقابلتهم حول عاداتهم النصية وكيف يمكن أن تؤثر على كتاباتهم الأكاديمية. يلقي البحث الحالي الضوء على التحديات والآفاق التي قد تصاحب دمج لغة الرسائل النصية في الكتابة الأكاديمية بين طلاب اللغة الإنجليزية في السنة الثالثة.

الكلمات الرئيسية: لغة النصوص، الكتابة الأكاديمية، اللغة الإنجليزية كلغة أجنبية (EFL)، طلاب السنة الثالثة(L3)، مهارة الكتابة.

الكلمات المفتاحية: لغة الرسائل النصية، الكتابة ألكاديمية، اللغة إلنجليزية كلغة أجنبية(EFL) ، طلاب السنة الثالثة(L3) ، مهارة الكتابة.