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Hayette **SALEM**

**An Investigation into the Effects of Texting on EFL Learners' Academic
Writing: The Case of Third-Year Students of English at Mohamed Kheider
University of Biskra**

Dissertation submitted in partial fulfilment of the requirements for the degree of Master in
Sciences of Language

Board of examiners

Dr. Nadia REZIG	Chairperson	University of Biskra
Dr. Abdelhak CHENINI	Supervisor	University of Biskra
Prof. Ahmed BECHAR	Examiner	University of Biskra

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Declaration

I am Hayette **SALEM**, a Master two student at the department of English language division of social sciences. I developed this dissertation under the title of "an Investigation into the Effects of Texting on EFL Learners' Academic Writing". This dissertation is submitted in partial fulfilment of the requirements for the degree of Master in Sciences of Language. I hereby declare that this work from the first word until the last one is my own, and it has been completed according to the guidelines established by the faculty and has not been submitted for any other purpose. This may only be used or reproduced for educational purposes.

This research work was conducted and completed at Mohamed Kheider University of Biskra, Algeria.

Signature:

Ms. Hayette **SALEM**

Dedication

This work is dictated to my parents who tried hard to be the best versions of themselves

To my siblings - especially my sisters - who were always there whenever I needed them, and for always pushing me forward

To my Bestie that still by myside, Nada, and to my college friends who genuinely were great people till the end not users, haters, or fake

To Rofaida, my partner during this path, whom her presence made it easier and bearable, thanks for showing me the real meaning of friendship

Last but not least, I want to thank me for believing in me in doing all this hard work, for never giving up, I want to thank me for just being me at all the times

For all the buried souls of Palestinian heroes, men, women, and pure children.



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Abstract

The practice of text messaging has prevailed around the globe by becoming the most used means of communication nowadays, which made it a source of debate concerning its effects on the written language. Its frequent adoption in formal settings has drawn criticism for its negative influence on students' academic writing. In alignment with this, this study investigated the effects of texting on English as a Foreign Language (EFL) learners' academic writing, aiming to describe how texting is negatively affecting EFL learners' academic writing. Through a qualitative approach, a sample of 20 EFL participants was selected from Mohamed Kheider University of Biskra (males and females). We employed two data collection tools for this study, namely the samples of written quizzes and homework assignments of those 20 EFL participants to present the writing aspects that are most affected by texting in their academic written products, as well as the interviews conducted with EFL teachers of Biskra University seeking for their attitudes towards this phenomenon. After the analysis of the data, the research found that there was a negative effect, which appears on the lexical level and the grammatical one in students' writing in forms of informal language, spelling and grammar mistakes, and misused punctuation. Overall, the study aims to provide valuable insights into the impact of texting on the academic writing of EFL learners that may be beneficial for teachers, students, and other stakeholders. Identifying the effects of this impact on academic writing can help increase awareness among EFL learners. This research has the potential to significantly contribute to EFL education by enhancing our understanding of the relationship between texting and academic writing, thereby improving the teaching and learning of English as a foreign language.

Keywords: text messaging, academic writing, effect, lexical level, grammatical level.

List of Abbreviations and Acronyms

APA: American Psychological Association.

B4: Before.

C U: See You.

DB8: Debate.

EFL: English as a Foreign Language.

ELT: English Language Teaching.

ESL: English as Second Language.

GR8: Great.

GSM: Global System for Mobile Communications.

L2: Second Language.

L3: Third Year Licence.

MMS: Multimedia Messaging Service.

PDAs: Personal Digital Assistants.

SMS: Short Messages Service.

UHF: Ultra-High Frequency.

UK: United Kingdom.

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1. Introduction

English language has become the Lingua Franca of the world, where many societies are incorporating it in all of their systems. Mastering English involves mastering four essential skills, especially in the case of English as a Foreign Language (henceforth EFL). Those four skills are divided into two major types: receptive skills, which include listening and reading, and productive skills, which include speaking and writing. The latter has been a major of interest of many scholars in the world, who have focused on studying seemingly all aspects related to the English language writing skills – the same for the other skills.

One of the main aspects that contributes in giving different writing styles is “context”, which often makes people to write whether academically or non-academically. In addition to that, many other aspects have been affecting the writing skill, especially during this evolving digital world. However, technology has to be credited for its significant role in helping EFL learners to acquire the English language easily and faster.

Nevertheless, this technology also has been influencing the English writing skill in terms of changing some aspects related to it i.e., adding or removing features. Texting, a mode of communication between people via different devices, can be considered as a contributing source causing this change. Texting contains certain features related to the language, which are abbreviations of words, misused punctuation, and informal writing style. English as a Foreign Language learners started to use those features not only when writing in non-academic contexts, but also integrating them into their academic written papers. This brought the phenomenon into light, and the debate about it is still going on because some researchers have found that texting has positive consequences on EFL learners' academic achievements; whereas, others have found the opposite. Therefore, this research study seeks

to identify the potential effects of texting on EFL learners' academic writing, particularly at levels of grammar, vocabulary, and the overall writing style.

2. Statement of the Problem

In today's world, the spread of using the phone/Internet is variously seen among young generation. This phenomenon can also be seen among students around universities, notably in the English as Foreign Language (EFL) classrooms in which the use of online dictionaries is subtly advised to enhance the English language proficiency. This widespread of mobile phones and instant messaging applications made this generation grow up with the habit of texting. The latter is defined as sending virtual written messages, which involves using abbreviations, acronyms, short sentences to communicate quickly.

The increasing prevalence of texting among EFL learners has become a topic of interest in recent years, and it has raised concerns about its potential effects on their academic writing. The literature conducted on this topic has provided conflicting results; some studies have revealed positive effects of texting, while other studies have identified negative ones. However, the majority of studies suggest that texting can be detrimental to EFL learners' writing performance.

The problem addressed in this qualitative study is investigating how texting can impact EFL learners' academic writing, precisely their accuracy in grammar, vocabulary use and spelling, and writing quality. This study aims to examine how texting impacts EFL learners' academic writing by identifying the potential effects associated with this mode of communication, as well as shedding light on EFL teachers' attitudes towards the integration of texting language by their learners in the academic context. The significance of this study lies in its potential contributions to the field of Second Language Acquisition and Pedagogy.

3. Research Questions

The present study seeks to answer the following questions:

RQ1: What is the effect of texting on EFL learners' academic writing?

RQ2: How does texting affect EFL learners' academic writing, in terms of grammar, vocabulary use and spelling, and overall writing style?

RQ3: What are EFL teachers' attitudes towards EFL learners' use of texting in their academic writing?

4. Aims of the Study

The general aim of this study is to investigate the effect of texting on EFL learners' academic writing of third year at Biskra University. More precisely, this work also aims to:

- Examine how those EFL learners tend to integrate the features of texting in their academic writing.
- Shed light on EFL teachers' attitudes and perceptions about this phenomenon.
- Reveal another factor that may intervene in causing the effect.

5. Research Methodology

For this research work, the researcher followed an interpretivist research paradigm and adopted a qualitative approach given the nature of the study, that is to explore and describe the phenomenon being discussed. The researcher seeks to explore the effects of texting on academic writing among EFL learners, highlight the most prevalent features of texting in learners' pieces of writing, and collect teachers' attitudes towards this phenomenon. In this qualitative study, the targeted population is the third-year licence students of English at the University of Mohamed Kheider - Biskra. The sample was chosen

based on purposive sampling approach, which consists of 20 participants (10 males and 10 females) from two different groups.

In accordance with the research design, the written quizzes and homework assignments of the 20 EFL participants and unstructured interviews were included as data collection methods for this study. The data gathered from the participants' written products was compared to each other to highlight any existing features of texting, and where they occur most. Addedly, the samples of participants were also compared based on the gender to show whether it intervened in raising the level of the effect. Also, four EFL teachers of writing at Mohamed Kheider University were interviewed regarding their attitudes about this phenomenon being present in their EFL classes.

As for the data analysis procedures, the participants' written quizzes and homework assignments were analysed via corpus analysis method since it is more suitable for the study. As for the data obtained from the interviews with EFL teachers, it was analysed via thematic analysis method.

6. The Referencing Style for this Dissertation

The referencing style that was used when drafting this dissertation is the 7th edition of the APA (American Psychological Association). The choice was not arbitrary; this referencing style is deemed to be more suitable for the educational research. Therefore, all the requirements of the mentioned style were respected except for the running head and the "justify" function of text alignment. Regarding the running head, it was applied throughout the entire dissertation paper except for the front page. As for the alignment of the text, it was adopted in the body of this work for aesthetic purposes. Both exceptions were based on the agreement between the researcher and the supervisor.

7. Delimitations of the Study

The feasibility of any research work depends heavily on clear delimitations of the scope of the study. For the delimitations of the problem under investigation, the researcher has primarily focused on the following:

- The researcher has chosen third-year students of English due to their academic level of writing; they are neither beginners nor advanced. In addition, the availability of their written samples since the supervisor teaches third year students.
- The researcher focused on providing an in-depth understanding about the effects of texting on the academic writing skills of EFL learners at Biskra University.
- Teachers' interviews have been undertaken to gather in-depth insights from their attitudes towards the phenomenon, as well as to prove its prevalence in EFL classes.

8. Demystifying Terminology

Field: Refers to the subject matter or content being discussed ("Tenor," 2020).

Feminine Speech Communities: "The grouping of people who communicate according to certain common traits that have been associated with feminine performativity" (Usera et al., 2021).

GSM: The Global System for Mobile Communications (GSM) is a standard devised by the European Telecommunications Standards Institute (ETSI), which outlines the protocols for second-generation (2G) digital cellular networks utilised by mobile devices like tablets and phones. the GSM standard originally detailed a digital circuit-switched network tailored for full duplex voice telephony; subsequently, this grew to include packet data delivery via General Packet Radio Service (GPRS), circuit-switched transport, and Enhanced Data Rates for GSM Evolution (EDGE) ("GSM," 2024).

Masculine Speech Communities: “The grouping of people who communicate according to certain common traits that have been associated with masculine performativity” (Usera et al., 2021).

Mode: Refers to the channel (such as writing, or video-conference) of the communication (“Tenor,” 2020).

Tenor: In systemic functional linguistics, the term tenor refers to the participants in a discourse, their relationships to each other, and their purposes (“Tenor,” 2020).

Texting: The term that refers to the activity of creating and transmitting short electronic text messages between two or more mobile device users, which can be sent over cellular networks, via satellite, or internet connections (Rouse, 2017). The term texting was originally used as a shorter form of short message service, but it has now been extended to multimedia message service (MMS) and other forms of messaging.

9. Significance of the Study

This study will be of great importance to all stakeholders (teachers, students, etc.). The research can be used to develop a better understanding of the effects of texting on EFL learners' academic writings, by which the awareness of EFL learners can be raised. Overall, the study has the possibility to make a significant contribution to the field of EFL education by providing valuable insights about the relationship between these two phenomena; therefore, helping to improve the teaching and learning of English as a Foreign Language.

10. Structure of the Dissertation

This dissertation is mainly composed of three chapters. The first chapter concerns the academic writing variable, which is made to provide EFL students a general understanding about academic writing style as well as the core principles and the key elements of it. It is

also made for explaining the process followed in writing academically in addition to the approaches used. It concludes with highlighting the difference between the academic and non-academic style of writing that are seemingly misunderstood by many EFL students, which led those students to fall under the drawbacks of academic writing.

The second chapter is concerned with the variable of texting, which presents brief insights about the history of texting and how it reached to what it is today. Moreover, it deals with the language of texting in terms of its linguistic features and its effects and potential implications to foreign language acquisition. It also presents some of the advantages and disadvantages of texting, which may help students to predict its future.

The third and last chapter serves as a foundational pillar for the study, which delves into various aspects including the research method and approach, the population and sample, and the data gathering tools utilised. The chapter provides a detailed account of the specific data collection procedures employed; namely students' written samples and teachers' unstructured interviews. Finally, it highlights the data analysis techniques employed and offers an interpretation of the findings.

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Introduction

University EFL students are required to write based on some criteria which fall under the course of “academic writing”. During this course, teachers provide students with the academic requirements that they must follow when writing their essays, examination papers, and especially their Master dissertation. However, students and researchers alike face numerous problems when it comes to writing academically because they did not have specialised courses about that in middle and high schools as well as the poor practice of students; students do not pay much attention to the small details of these requirements such as punctuation, capitalisation and so on. This course is considered a difficult task for both teachers and students, in which it has different curricula depending on the course objective.

1.1 General Understanding of Academic Writing

Academic writing is considered one of the fundamental tasks that university students are required to fulfil. It is a formal type of writing, in which one needs to be cautious about everything from the language used to the punctuation. Additionally, the purpose of academic writing is not just to communicate or entertain, it is in fact to search for the truth i.e., learning how things come into being and how people know certain things.

According to Wilson (2022), “Asking you to produce academic writing is asking you to shift from being a receptor of knowledge to being a creator of knowledge” (p.3). This simply means that originality is the key success of any academic piece of writing because in all cases students or researchers try to write about something completely new or give a new interpretation of something that already is already known; thus, they are required to use their own touches to keep it original and authentic.

In essence, freshman EFL learners seem to be frightened by the word “academic” not just because of the academic techniques to be followed but also of the content. The latter is

the pillar of academic writing i.e., putting words on paper is not as hard as not having an idea that is worth writing about (Wilson, 2022); therefore, all the academic requirements will be worthless if those students are not knowledgeable enough or not able to transmit those ideas properly taking into account the context.

1.2 Key Elements of Academic Writing Style

Academic writing style refers to the semantic and textual elements that distinguish academic writing from other discourses. Generally, most academic English tutors agree upon some key elements that should be included in the academic writing style such as:

1.2.1 Language

The language that should be used in EFL learners' academic writing is formal, concise, and precise. Formal regarding the audience and the content conveyed (Swales & Feak, 2012), concise in terms of the length – the use of short but meaningful sentences that make the text coherent and cohesive – and precise simply in terms of using specific expressions.

1.2.2 Diction

Diction refers to vocabulary choice. In English, numerous words can have nearly the same denotative meaning but may differ in their connotative meaning. Bailey (2018), in this sense, emphasised the importance of using academic vocabulary items that convey meaning specific to a particular genre i.e., particularly related to the topic.

1.2.3 Grammar and Punctuation

EFL writers can improve their academic writing by being aware of the grammatical concepts and punctuation (Chauhan, 2022). According to Jonson (2016), mastering basic grammar rules is essential for academic writers as it promotes and maintains writing accuracy. Moreover, punctuation is a set of marks that are used to ensure the clarity and

readability of a text. It clarifies sentence structure by which the reader can be able to make pauses, get more explanation, and know the end of an idea.

1.2.4 Tone

Academic writing tone is generally the overall attitude conveyed throughout the paper reflecting the intended purpose and audience (Williamson, 2021). It should be formal, direct, factual, and unbiased. Given that academic writers are expected to write from an authoritative perspective; hence, it is important to present their arguments convincingly in an objective manner (Labaree, n.d.).

1.3 Core Principles of Academic Writing

Academic writing is based on some core principles that EFL learners and academic writers are required to take into account, which are the following:

1.3.1 Objectivity

Objectivity in academic writing means that the emphasis is on the information and arguments rather than on the writer. In other words, writing objectively involves detaching oneself from the subject-matter to examine what exists rather than what assumed to be true. Osmond (2016) contended that objectivity can be attained in four ways; using the third-person pronouns to help maintain neutral, giving conclusions based on the study direction not on the writers' personal beliefs, avoiding colloquial and biased language, and citing other authors' works to demonstrate the writers' involvement on a topic.

1.3.2 Clarity

Determining the clarity of a text involves presenting ideas in a precise and concise manner, which helps the audience to easily understand the content. Academic writing tends to be clear and concise in terms of focusing on a single idea and employing minimal words to convey its meaning. Lewin (2010) suggested that enhancing writing clarity entails avoiding

complex sentences, random punctuation marks, opaque language, redundancy, and unnecessary passive voice usage.

1.3.3 Coherence and Cohesion

Coherence and cohesion are two standards of textuality that are often used interchangeably, but in fact they are not the same. Coherence concerns text unity regarding the logical flow of ideas across the whole text; whereas, cohesion deals with sentence unity within the text (Chauhan, 2022). Align with this, it is important to note that a text might be coherent without being cohesive, but not vice-versa. Learners use a variety of linguistic devices to maintain their writing coherent and cohesive including hedging techniques both within and across paragraphs (Lewin, 2010), transitional words and expressions (Singh & Lukkarila, 2017), and reference words and conjunctions (Bailey, 2015).

1.3.4 Citation and Referencing

These are seen as essential academic conventions utilised to attribute credit to other authors' original works – acknowledging that the presented idea does not belong to the writer – and strengthen the writers' arguments. Whilst citation is the abbreviated version of source acknowledgement which takes place in the text, reference is the full detailed version that is presented in a separate page at the end of the paper. There are various referencing styles namely APA, MLA, Harvard and others, and each one is characterised differently. However, in-text citation takes two formats either parenthetical (between parenthesis) or narrative (within the running text).

1.4 The Process of Academic Writing

The writing process refers to the steps followed to write a text. It is not simply a linear process from the writer's head onto the paper, it rather involves a sequence of steps that writers can follow to produce their writings. Johnson (2016) stated that "Academic writing is

not an event that occurs in one setting but a process that occurs overtime. And this process is necessarily messy.” (p.2). Different processes were introduced to academic writing; nonetheless, it is generally agreed that writers plan first what to write, write their drafts, revise these drafts, then edit them and proofread the final copies. Therefore, the process of academic writing encompasses three main phases which are:

1.4.1 The Pre-writing Phase

It is the phase that concerns laying the foundation of the text. According to Ellah (2021), writers prepare themselves and engage in two activities: brainstorming and planning. In brainstorming, they gather information and then jot down those ideas without any consideration of quality or spelling mistakes. After that, writers make a plan about the content, its organisation, and the structure employing two strategies: outlining and mind mapping (Ellah, 2021). Writers create an outline that structures their main brainstormed points in the order they will appear in the written piece, or use mind mapping (also known as clustering) through visualising these ideas i.e., they group them by placing the topic in the centre and draw lines connecting any relevant keywords, thoughts, or words and even may delve further by breaking them down as well (Athuraliya, 2023).

1.4.2 The Drafting Phase

After the pre-writing phase and building the framework, writers would have a clear image about what to write. Drafting is the stage of the writing process in which you develop a complete first version of a piece of writing. In other words, it refers to the transformation of that outline into complete sentences and paragraphs with a little attention paid to grammar and spelling since it is only a first draft (Athuraliya, 2023). EFL learners would likely to focus on writing a complete draft clearly and concisely that is composed of introduction, full paragraphs with topic and supporting sentences, and conclusion as well as ensuring consistent formatting and citation practices.

1.4.3 The Revising and Editing Phase

The step that follows drafting in the process of writing is revising. When revising, learners would have the opportunity to make changes to their first drafts before submitting the final copies. These changes are made at the level of the content and the structure. According to Bak (2003), writers need to think about their readers' needs by accounting the following:

- Is the information in a logical order?
- Are the sentences understandable?
- Are the paragraphs well organised?
- Are the ideas, results and analyses described fully enough?
- Is there any needless detail? (p. 7).

Then, writers can be ready to edit their written pieces in terms of the spelling, grammar, punctuation mistakes and word choice by making an "editing checklist" to refine their papers. It should be pointed out that revising concerns the organisation of ideas, syntax, sentence structure, whereas editing concerns the mechanisms of grammar, punctuation, and spelling. Finally, writers go through a proofreading step that involves reading the final draft for any typing errors. Writers are asked to stay on a distance from their works before start proofreading them, so that they can get some clarity and concentrate more. Although it may be seen as time consuming, it is a necessary step to be done.

According to Tribble (1996), on the other hand, there are four processes involved in the writing process, namely, pre-writing, composing/ drafting, revising, and editing as it is shown in Figure 1. They are the same as the previous ones; nevertheless, he divided the processes of revising and editing from each other, considering each one alone.

Figure 1

The Writing Process (Tribble, 1996)



Figure 1 shows that the whole process of writing is dynamic not fixed, in which writers may return to the previous stage even after reaching the next stage for modification. For example, students can return to pre-writing activities after revising or editing their papers. On this essence, Tribble (1996) stated that pre-writing refers to the different techniques of collecting and organising thoughts while drafting deals with wording the primary version of the passage, then writers tend to revise and edit the content where they may add or delete some details as well as correcting their mistakes regarding the academic writing conventions. After this, writers will reach the last stage that stands for the publishing process of their writings to the target audience.

1.5 Approaches of Academic Writing

The emphasis is on rising up EFL learners (as well as ESL learners) ability to write properly and academically, had led researchers to propose various writing approaches. Selvaraj and Aziz (2019) stated that “writing approaches are the ideas, rules and ethics related to writing process which applied in the classrooms particularly in the teaching

writing” (p.455). Over the years, these approaches have been modified till four common approaches are widely recognised by now, namely product-oriented approach, process-oriented approach, genre-oriented approach, and process-genre approach.

1.5.1 Product-oriented Approach

This approach is based on the behaviourist concept of habit formation by means of providing students with a model text where it is analysed to highlight its features. Thus, learners would be able to identify the conventions of writing via the attached model and produce their drafts based on it. Notably, it is more product-focused, as the name indicates, with an emphasis on the surface structure of the produced text as Pincas (1982) states that “writing in product approach as being primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax, and cohesive devices” (as cited in Badger & White, 2000). Steele (2004) reported that product-oriented approach is framed by four correlated stages which are:

- Familiarisation: in this first stage, students are only introduced to the components of the authoritative text to get familiarised with, then discuss the different aspects they have identified in the model text.
- Controlled writing: students engage in controlled practices to exercise the highlighted concepts listed in the model text.
- Guided writing: Students attempt to imitate the template by organising a collection of pre-set ideas in a way that resembles the model.
- Free writing: here, they would be ready to use the acquired knowledge with their skills, sentence structures and various level of vocabulary to produce the final text.

Notwithstanding, the product-oriented approach collapsed due to its only focus on grammatical structure, syntax, and accuracy in imitation over the writing process and students' creativity (Selvaraj & Aziz, 2019).

1.5.2 Process-oriented Approach

On the other hand, process-oriented approach is concerned with the cognitive aspect of the way ideas generated and developed. It can be considered as the consequence of the product approach weaknesses, in which the focus here is on the linguistic skills of writing rather than the linguistic knowledge of writing as the product approach (Eliwarti & Maarof, 2014). Simply put, the process approach has shifted the focus from the final product (text) into the process that the writer goes through to frame a piece of writing.

1.5.3 Genre-oriented Approach

It is generally agreed that writers will be likely to develop a relationship with the target audience and the draft when adopting the genre-based approach. Hasan and Akhand (2011) regarded writing as a social and cultural practice, which simply means that language has a functional role. In other words, language cannot be isolated from its socio-cultural context in order to meet the objective of the communication; otherwise, the message would be misinterpreted. The genre approach to teaching writing emphasises teaching students the specific genres they will need in the future to succeed in social communication especially academic setting (Paltridge, 2004, as cited in Eliwarti, & Maarof, 2014).

It must be noted that genre-based approach is quite similar to product-based approach, yet it can be regarded as the extension of the product approach (Badger & White, 2000). The genre approach is concerned with the linguistic knowledge as the product approach, but in its socio-cultural context unlike the product approach i.e. students need to be supplied with the knowledge of a particular genre to produce a piece of writing that is befitting for this

particular genre. Badger and White (2000) explained its stages starting by students analyse texts with an emphasis on vocabulary and grammar taking into account also the social context of the text, its audience, its source, its purpose; subsequently, students draft partial texts under guidance then work alone to finish them in a way that matches the original text's linguistic style and social environment.

Hyland (2008) argued that using the genre method in the classroom hinders students' creativity through imposing models on them. He continued to say that the genre just allows students to make decisions about how and what to write; it doesn't force them to write in a particular way. While there may be some truth to this argumentation, learners are naturally encouraged to imitate since they are given few opportunities to practise language development.

1.5.4 Process Genre Approach

Due to the limitations of the previous approaches, scholars opted for integrating the essentials of each approach together and this resulted in the process-genre approach. Process-genre approach is a combination of the three approaches discussed above; it focuses on the process of writing (as process approach) taking into consideration the social context and purposes of text in genre writing (as genre approach) as well as highlighting the text features (as product approach). By means of introducing such approach, Badger and White (2000) endeavoured to indicate that writing requires the recognition of the appropriate linguistic features of each context to achieve the communicative objective throughout the different steps of writing process. In other words, they tackled writing skill in terms of linguistic competence, linguistic skill, communicative aim, and the social context.

A model was presented by Badger and White (2000) to account for the process-genre approach fundamentals, which consist of situation, purpose, consideration of the mode, field,

tenor, and the writing process of planning, drafting and publishing the text. Wherein, the teacher provides learners with the necessary data about the situation in order to discern the purpose of the communication; thus, they will consider the properties of language in accordance with the field, mode, and tenor during the writing process. In short, language knowledge and the linguistic skill are taught with an association to particular situations where students expected to draw connection between the purpose and the form of a particular genre over writing process. Parson (1985) identified several reasons for the failure of the traditional approaches:

- Emphasis form and mechanics before, and often at the expense of, ideas and meaning.
- Focus on the product rather than the process.
- Serious neglect of the earliest stages of the writing process.
- Offer of too many artificial contexts for writing.
- Isolation of mechanical skills from the context of writing.

As summation, experts have developed numerous methods to teaching writing to improve and to establish a functional context of learning. The product, process, and genre methods to teaching are the common ones. The product approach emphasises on the linguistic competence unlike the process approach, which focuses on the linguistic skill. For the genre approach, it is crucial to recognize the different purposes of communication along with the linguistic knowledge. The process-genre approach has been introduced as an attempt to combine the three approaches, in which the writing process and the linguistic competence have been studied in relation with the social context. Accordingly, teachers should carefully consider the weaknesses and the strengths of each approach with regard to learners needs.

1.6 The Difference Between Academic Writing and Non-academic Writing

Academic writing and non-academic writing are two distinct styles of writing, in which each one has its own characteristics and purposes. Writers need to be aware of and adhere these conventions to best communicate with their target audience.

On one hand, academic writing is used in formal setting adhering to a certain criterion which typically includes different sections such as introduction, background, methodology, results, discussion and conclusion. It is characterised by using clear and precise language with an objective tone. Moreover, it is based on evidence not only to attribute the sources of information but also to provide readers the opportunity to evaluate the author's arguments (*Academic vs. nonacademic writing styles*, 2023), and it also targets scholarly audience in order to inform them with non-biased facts. Examples of academic writing can be journal articles, research papers, and theses/dissertations.

On the other hand, non-academic writing embraces a more personal approach granting writers the ability to use their personal opinions and emotions to convey the message (Tillard, 2023) i.e., there is no strict or formal structure to be followed. Unlike academic writing, the language employed within the non-academic context is less technical because it is intended to a general audience. Thus, it is used to entertain, inform, or persuade people. Non-academic writing style uses informal tone, relies less on research, and often does not require citations and references. Non-academic writings include newspaper articles and blog posts.

Academic writing is formal and impersonal mode of writing targeted an academic or scholarly audience, whereas non-academic writing is informal and frequently subjective writing aimed at the general public. There are significant differences between these two in terms of a number of factors including audience, purpose, language, structure, and tone.

1.7 Common Drawbacks in Academic Writing

The academic world thrives on clear, concise, and effective communication. However, this path may be intimidating for novice EFL writers and even for professionals. Numerous pitfalls are encountered by EFL students regarding the content, structure, and style.

Most of EFL students are unaware that writing papers in university requires presenting an argument that must be specific, debatable, and defended. The majority present the arguments in vacuum i.e., they do not acknowledge the existence of opposing viewpoints, defend them using incredible sources as evidence, or write them in a vague way. Align with this, Kikula and Quorro (2007) found that among the many significant issues that students in Tanzania encounter while drafting their research proposals was using broad titles with no precise and focused content, and problems were not stated in a clear manner to help readers understand them. All of this sets the stage for a quivery content foundation.

Moreover, the disorganisation of the paper can misguide the readers while going through the argument because there is no logical transition between paragraphs and sections. The paper seems as a maze of thoughts where readers cannot relate which refers to which. Al-Khairy, M. (2013) examined the main issues with academic writing that Saudi Arabian undergraduates at the University of Taif faced while using English as L2. He discovered a number of issues either at the sentence or, more frequently, paragraph level. This means that those ESL students failed in developing the structure in terms of cohesion and coherence.

Another drawback of EFL students in academic writing concerns their writing style. They tend to use informal style, or adopt other people's style and words probably because they lack self-confidence or time. This is considered as a plagiarism; students do not give any acknowledgment to the sources. According to the Ethics Committee of Editors of the British

Journal of Surgery, “[...] Plagiarism ranges from the unreferenced use of others’ published and unpublished ideas, including research grant applications to submission under “new” authorship of a complete paper, sometimes in a different language. It may occur at any stage of planning, research, writing, or publication: It applies to print and electronic versions” (as cited in Skandalakis & Mirilas, 2004, p1023).

It is worth to mention that some students plagiarise unintentionally due to their poor understanding or lack of information about proper citation; nevertheless, other students plagiarise intentionally as a result of their strong desire to get a good grade or their fear of failing. In both cases, students get punished accordingly to their plagiarism extent and their institution policies. In addition to learning how to avoid plagiarism, students also need to understand why they should (Macdonald & Carroll, 2006, as cited in, Berlinck, 2011). Therefore, educators – as professors, researchers, and even members of institutional technical support – need to be aware of the dangers that arise from plagiarism and to be ready for them (Berlinck, 2011).

In sum, academic writing as an activity tends to be a challenging task for many EFL students as it involves delivering information by means of written words, where the writer has to consider a set of requirements for a clear expression of ideas in order to communicate effectively. However, most of them are incautious about the academic writing requirements which led them to commit some mistakes related to the content, structure, and style of writing. Students present their idea with weak arguments, irrelevant content as well as violating the formal structure that should be followed in academic writing, or writing with a style that is not theirs. The latter is unethical activity in academia that is known as plagiarism. Plagiarism is a serious pitfall in academic writing that educators should spot the light on it more often in addition to other wrong practices.

Conclusion

In conclusion, academic writing is a challenging practice that EFL learners deal with in their university journey in order to fulfil their academic tasks. Writing academically means to present information about a specific topic precisely and objectively, so that this piece of writing can be considered as authentic and unbiased. In this regard, it adheres to key elements and core principles to effectively communicate ideas in academic setting. These elements and principles can be seen in terms of clarity, coherence, objectivity as well as taking into consideration the language, diction, grammar and tone. Whereby, readers can follow the writers' ideas without any ambiguity or hardship to understand the arguments presented. Additionally, academic writing relies on evidence to provide credibility to the authors' claims and support their arguments. Moreover, EFL learners need to recognise that writing is not automatic, rather, it follows a process that involves careful planning and much revision in order to end up with a good written piece. Within the writing phase, there are four common approaches that are adopted and adapted based on EFL aims and writing style which are: the product-based, the process-based, the genre-based, and the process-genre approaches. Based on all of the above, it can be said that EFL learners would be able to distinguish between academic and non-academic writing. While both writings convey ideas, they have distinct objectives and audiences. Academic writing targets academics and aims to advance knowledge within a specific field of study; however, non-academic writing aims to engage a wider audience, prioritising entertainment over scholarly depth. It is important to note that academic writing is not without drawbacks, which include imprecise content, poor organisation, and informal style. Some writers may also face problems with plagiarism or citing sources incorrectly, which can seriously harm their academic reputation. Thus, when EFL learners are aware of the basics of academic writing conventions, they can clearly convey their ideas, help expand knowledge, and actively participate in scholarly discussions.

Chapter Two: Texting Language and Writing Proficiency

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Introduction

Technology plays an important role in communication today and text messaging is becoming increasingly popular especially among young generation. Learners then would have a tendency to use it as an officially accepted and standard language, and thus leading to various errors ranging from incorrect spellings to ungrammatical sentence structures. This phenomenon poses a substantial challenge for English language educators since the texting language disregards grammatical and syntactic norms, rendering it neither formal nor standardised. Therefore, educators are required to make their learners consciously aware of this in order to avoid using it in their academic papers and avoid getting penalised.

2.1 Brief History of Texting

“The term ‘text messaging’ or just ‘texting’ refers to the brief typed messages sent using the SMS (‘short message service’) of mobile/cell phones, PDAs (‘personal digital assistants’), smartphones or web browsers” (Thurlow, 2011, p.1). The concept of sending short messages is not new nor modern. The history of texting goes back to almost two centuries ago, specifically to the invention of the electric telegraph in 1837. This invention made it possible for the first-time text-based messages to be wirelessly sent from one location to another. Subsequently, Samuel Morse started with the invention of the short-distance telegraph traveling only two miles, and then the long-distance telegraph spanning 44 miles in 1844. Thus, the 1800s was the inception of text messaging as an idea.

Furthermore, the 1900s marked the development of teletyped devices that allowed the transmission of messages via telephones, which in turn paved the way for text messaging. The University of Hawaii used ALOHAnet ¹ in 1971 to send text message data via ultra-high frequency (UHF) radio waves, which laid the groundwork for the today’s wireless networks.

¹ A pioneering computer networking system developed at the University of Hawai‘i at Mānoa’s College of Engineering in 1971, using simple random-access protocols to create a wireless packet data network.

In this regard, the concept of Short Message Service (SMS) was first developed in 1984 by Friedhelm Hillebrand and Bernard Ghillebaert through Franco-German GSM cooperation. One year later, 1985, texting reached its character limit to 160 characters per message (that are composed with Latin alphabets, and 70 characters for those composed with non-Latin alphabets like Arabic), which led people to omitting letters and even replacing phonemic sounds and syllables with numbers. According to Crystal (2008), phonetic substitution became "obvious" as it is simple to write words like "b4", "c u," and "gr8" just as they are pronounced.

During the 1990s, SMS became widely available for commercial use in Europe and then extended to other regions around the globe. The initial SMS, hence, was sent in 1992 in UK by Neil Papworth from a computer, which was "Merry Christmas". Tiwari (2017) reported that Papworth during an interview said: "In 1992, I had no idea just how popular texting would become, and that this would give rise to emojis and messaging apps used by millions... the Christmas message I sent was a pivotal moment in mobile history". Even though, it was until 1999 that people were possibly able to exchange messages (Barker,2015).

From the 2000s, text messaging started rising its culture around the world typically with the invention of smartphones and touchscreens that made messaging even easier. Touchscreen phones allowed for quicker typing, and made incorporating various digital forms of expression within messages much more convenient. Features like autocorrect, emojis, and multimedia messaging service (MMS) further popularised texting during this period. The verb "texting" was officially added to the dictionary for the first time in 2010 (Barker,2015).

Therefore, the writing style of texting today is the product of a long journey of development combined with several factors. Texting was not invented overnight, rather it

emerged from technological advances that people adapted to. The shift from speaking to writing as a communication led people to adopt some speech-like characteristics to writing, ultimately forming a new form.

2.2 The Language of Texting

Texting has always been a subject of controversial, which has been in an observable development since it came into existing. Many concerns were and are still raised about the effects of its textese² and textisms³ on the written language, especially when learners started to employ them in the academic context. Though many scholars are promoting that textese may damage the language, others are considering it as a sign of a creativity.

Carol Anne Duffy, UK Poet Laureate, stated that “poems are the original text message” (Hough, 2011). In other words, texting language does not degrade writing, instead it is simply an alternative, modernised type of language that often share some features common in poetry. Moreover, Thurlow and Poff (2011) described text messages as notes left on the fridge which require speed and brevity. They claimed that texters are aware of the need for intelligibility, adhering to the Gricean maxims of quantity and manner.

2.2.1 The Linguistic Features of Texting

Textese has dominated this fast-paced world with its distinctive features. Crystal (2008) argued that texts have several unique features; however, none of them are linguistically new. Many of these features were already being used in chat room conversations long before the rise of mobile phones. According to Ali et al. (2021), the linguistic features of texting that they found from their analysis include three elements:

² Refers to the language of text messaging (the whole written system).

³ Words written in textese using nonstandard orthography (Shortis, 2007).

2.2.1.1 Morphosyntactic Elements

This refers to the use of simplified and abbreviated language through the deletion of subject, the functional head such as “u online? (Are you online?)”, the use of contractions and clipping words. In addition to the omission of punctuation, or its overuse for an emphasis reason.

2.2.1.2 Phonological Elements

The language used typically has a more conversational tone; hence, texters often use informal, spoken-like spelling in their messages. This can result in phonological variations through vowel deletions and numbers or one single letter substitution for certain phones. For this reason, phonological decoding abilities are crucial to the production and comprehension of textisms (Waldron et al., 2015).

2.2.1.3 Code Mixing Elements

Code mixing is the use of multiple languages or language varieties within a single piece of writing. Texters may combine several dialects, languages, or registers to produce a distinctive linguistic mixture. For example, mixing Hindu and English: “dis is jahil decision (This is a foolish decision)”.

Finally, Baron (2003) noted that there is no standardised abbreviation lexicon whether globally or within smaller communities. This means that one word can be shortened in various ways, for instance tomorrow can be spelled “tmrw, 2moz, 2morrow” (De Jonge & Kemp, 2012). This illustrates the diversity of textisms across subcultures, within languages, and among friendship groups, where a particular textism can signify a sense of belonging. However, there are many tables that collect all the commonly used abbreviations of texting, and one of them is the periodic table of texting (see Figure 2).

Figure 2*Periodic Table of Texting (Elif, 2009)*

1 OMG oh my God															2 LOL laugh out loud		
3 J/K just kidding	4 W/E whatever											5 Thx thanks	6 XO hug & kiss	7 XOXO hugs & kisses	8 SWAK sealed with a kiss	9 <3 heart love	10 IYQ i like you
11 CYS see you soon	12 J5M just five minutes											13 JAM just a minute	14 JC just checking	15 K okay?	16 JP just playing	17 KIT keep in touch	18 kewl cool
19 def definitely	20 IYD in your dreams	21 ISO in search of	22 L8R later	23 LMK let me know	24 LMHO laugh my head off	25 LTM laugh to myself	26 BFF best friends forever	27 BF best friend	28 LYL love ya lots	29 M4C meet for coffee?	30 meh who cares?	31 LYMI love you, mean it	32 MSG message	33 NBD no big deal	34 MYL mind your language		
35 NME enemy	36 NE1 anyone	37 NISM need I say more	38 NTM not that much	39 OIC oh, I see	40 NW no way	41 NTK nice to know	42 P&C private & confidential	43 PLZ please	44 REHI hi again	45 QT cutie	46 R&R rest & relax	47 RU are you?	48 SEC wait a second	49 SETE smiling ear to ear	50 S^ what's up?		
51 SMH shaking my head	52 SOZ sorry	53 Sk8r skater	54 TAFN that's all for now	55 TACP take a chill pill	56 SWU so what's up?	57 SU shut up	58 TISL this is so lame	59 TTYL talk to you later	60 TRDF tears rolling down face	61 TOM tomorrow	62 W/O without	63 WG wicked grin	64 WBS write back soon	65 WC who cares?	66 TIAIL think I am in love		
67 YR yeah right	68 :) smile																

This table is similar to the periodic table of elements in chemistry, which was created to ease the arrangement of chemical elements. This table was created for the same purpose as well, which mainly was making those abbreviations as a shared knowledge between people.

However, one must first learn the standard language conventions and forms in order to effectively modify and abbreviate the language.

2.2.1 The Effect of Texting on Language Use and Evolution

The increasing prevalence of texting learners has made linguists, scholars, and teachers alike worry about the influence of texting on language use and evolution. They are frightened from what this phenomenon may cause to the language they already possess.

On one hand, Crystal (2008) claims that texting has introduced a new dimension to language use, but its long-term influence remains minimal since it is neither catastrophic nor detrimental to language standards. He also continues to argue that all the widely held beliefs about texting features causing a decline in literacy and harming language as a whole are wrong or at least debatable. In line with this, Plester et al. (2009) demonstrates that the key pragmatic factors like relationship, context, and communication purpose are inherently recognised by both younger and older texters. Hence, people are able to differentiate between when and where to use texting features and not to use them.

Moreover, texting is developing its own kind of grammar and conventions. An example was given by McWhorter (2013) to clarify this, which is the word "LOL". This abbreviated word does not mean "laughing out loud" in its literal meaning anymore (was used to indicate that something is funny before); nevertheless, its meaning has evolved into a subtler meaning acting as a marker for empathy or accommodation i.e., it conveys an attitude. This is what linguists refers to as "pragmatic particle", which simply means the little linguistic units that provide information about the statement tone (Collister, 2015).

On the other hand, U.S. statistics show undisputed decline of the linguistic skills of young people in recent years revealing that texting has been affecting negatively the language. Drouin (2011) states that learners' textese is found in emails written to professors,

wherein the informal tone is dominant and the capitalisation and punctuation rules are violated. Also, Drouin and Driver (2014) argued that the frequency of textisms is correlated negatively with the reading and spelling abilities. In other words, the overall textism density was negatively related to reading and spelling abilities while some textism categories (e.g., omitted apostrophes) were negatively related to literacy skills. This suggests that it is important to categorise textisms differently, as their relationship with adult literacy skills depends on whether they omit conventional features of writing or creatively re-spell words.

Additionally, Rosen et al. (2010) found negative associations between reported textism use in daily communications and formal writing i.e., the more learners use texting in their daily life, the more textese they incorporate in their formal and academic papers. It is agreed that the reason behind learners' frequent spelling and grammar mistakes in assignments and examinations is their confusion between the formal English and textese, which makes it challenging for teachers to understand what students attempt to convey (Aziz et al., 2013). In addition, according to Edutopia.org, a survey conducted online with 1,028 participants showed that 50% believe that texting harms students' literacy skills while 20% say that it might affect them – yet they do not consider it a big problem; at the same time 27% think that it has no adverse consequences (Russell, 2010).

The educational perspective proposed by Crystal (2011) on “internet linguistics” indicates that mastering the benefits and inventive potential of text message language is crucial. Hence, we need to recognise the worth of these modern communication methods and find ways to incorporate them into our educational practices. Just as the internet and emails have become more common in education and teaching, he suggests ways to incorporate text messaging into the classroom to help students learn about the English language that are engaging and accessible.

In sum, the debate over the effect of texting on students' formal language usage in relation to their writing skills is still on going. The scholars have two different views; supporters and opponents of texting. The former point out that texters almost always recognise that language is context specific; therefore, textese does not affect their literacy as long as they are able to distinguish between formal and informal language. Whereas the latter note that it is a threat to language hindering learners formal writing skill and overall accuracy. In this essence, Dansieh (2011) calls for immediate adoption of conscious and pragmatic measures to prevent the phenomenon from further harming students' academic writing.

2.3 The Texting Processes

Text users follow certain processes while texting (Crystal, 2008), which are presented in the following table:

Table 1*The Texting Processes (adapted from Kamran and Soomro, 2018)*

Texting Processes	Description	Examples
Shortening	The lexical item of a word is shortened.	tnx (thanks), bcus (because).
Clipping	Removing a syllable to create a synonym for a word containing more than one syllable.	Pics (pictures), maths (mathematics).
'g' clipping	Removing the 'g' from word ending.	borin (boring), tryin (trying)
Abbreviated forms	The combination of initial letters of each word.	btw (by the way), omg (oh my God)
Numbering	Replacing the whole word or just a part of it with numbers.	4 (for), gr8 (great), 2night (tonight).
Spelling words as pronouncing them	Writing words as they are pronounced.	foto (photo), belive (believe), kool (cool).
Single letter method	Replacing the whole word by a single letter.	u (you), r (are), k (okay).
Contractions	Writing only the consonants of a word with no vowels.	msg (message), dlt (delete), ppl (people).
Letter repetition to achieve speech-like quality	Repeating certain letters to draw attention on sender's message, by adding stress to key words in written form as in oral form.	noooooooooooooo (no!). heyyyyyyyyyy.
Using emoticons	Using emoticons to express feelings.	:) for happy, <3 for love.
Accent stylisation	Writing to reflect spoken language.	innit, gonna

Table 1 presents the processes that senders do practice while texting. It is important to highlight that the majority of people text without any awareness of these processes, but rather due to the popularity of this way of texting. The latter made it easier for most of the people, especially youngsters, to express their thoughts and emotions rapidly through the use of fewer words. In fact, this style of writing originally became popular to save on message space, thus saving on cost and time. Therefore, texting has played a role in shaping language by introducing new words and ways of expression into everyday conversations. This evolution of language through texting is an ongoing process that some of these terms might eventually be incorporated into formal language.

It is agreed upon that these processes make texting more accessible, in which the work needed to communicate complex messages is reduced by using abbreviations, or spelling words as they are pronounced. For example, two friends text each other talking about the mathematics test they took:

A: U did good in maths test 2day?

B: Ughhhhh, dont rmnd me maths'z alwys bin my n8mare :(

As it can be seen that this conversation is written using the processes of clipping, numbering, using emoticons, single letter method, removing vowels. Also, the absence of punctuation is clear in the second sentence besides the use of contractions and the removal of apostrophe. The formal correct way of that utterance would look like:

A: Did you do good in the mathematics test today?

B: Do not remind me of it, mathematics has always been my nightmare.

2.4 Gender Differences in Texting

Since the early start of communication, comparisons have always been made between men and women regarding their communication styles and behaviours. The question that has been raised concerning this topic is: do men and women communicate differently? Are the performative aspects of gendered communication really different?

Men and women usually have consistent behaviour patterns; however, there are some noticeable differences in their interaction processes. Usera et al. (2021) claims that the differences between genders in communication can be approached through a framework of speech communities, which is a set of shared beliefs, practices, and historical experiences within a specific group that over time develop its unique characteristics of communication practices (Wood, 2009). Wood (2009) argues that socialisation plays a crucial role in developing masculine and feminine identities, influencing the patterns of communication among males and females. She highlighted the characteristics of both genders as follows:

Table 2

Characteristics of Masculine and Feminine Speech Communities (Usera et al., 2021)

Masculine Speech Community	Feminine Speech Community
Exhibit knowledge	Maintaining relationships
Instrumentality	Equality
Conversational dominance	Conversational “maintenance” work
Absolute assertion	Tentativeness
Abstractness	Personal concrete style
Non-responsiveness	Responsiveness

Table 2 shows the different characteristics of each gender speech community, which shape the difference between masculine and feminine communication patterns. Males tend to emphasise their knowledge and expertise while speaking, focusing on goal achievement. However, females prioritise maintaining relationships by sharing personal details and emphasising equality in their conversations to foster a sense of support and collaboration. Also, males tend to exhibit dominance in their conversations through frequent speaking and interruptions to reflect their power; whereas, females exhibit their conversational maintenance by keeping their conversations flowing smoothly. Additionally, male communication is often abstract, expressing their opinions with absolute assertion. Nevertheless, female communication is often detailed, specific, and tentative to avoid imposing on others. Finally, males may be less responsive to emotional cues since they prioritise efficiency over emotional connections, but females are attentive listeners and responsive to others' cues.

Crystal (2008) is one of the leading figures who highlighted gendered differences in texting, in which he reported that women use texting more than men. He added that women write long grammatically correct text messages, using more abbreviations and emoticons. Furthermore, Crystal (2008) claimed that females use more soft salutations and farewells. Along with this, Baron and Ling (2011) argued that adolescent males "were comfortable ending their text messages when they had gotten their point across," while adolescent females "felt it was important to soften their messages with concluding courtesy markers" (p. 62).

Tye (2012) surveyed 93 people (42% males and 58% females) regarding their texting frequencies and styles. The results showed that 77% males and 85% females are frequent texters, especially with close friends and co-workers. Additionally, males' style of texting differs from females' style. Males tend to send short, concise, direct text messages with proper grammar and spelling, while females send long, emotional, conversational text

messages with poor spelling and proper grammar. Also, females are more likely to use abbreviations and excessive punctuation marks unlike males.

In short, the majority of studies seem to share the same conclusion about gender differences in texting. They contend that female gender use texting more than male gender, within which the results revealed that “females reported using significantly more textisms than did males ... [and] sending more text messages than did men” (Rosen et al., 2010, p. 430).

2.5 The Advantages and Disadvantages of Texting

Texting is with no doubt has dominated the world of communication, in which people practice it at least once a day. However, it has been a controversial subject for many scholars; some supported its use by focusing on its benefits while others brought its negative side claiming that it is harmful to language.

In recent years, it is generally observed that learners are accompanying their academic language with their “textese” while writing. Some believe texting skills and academic writing abilities cannot coexist since they have different vocabularies and structures; nevertheless, “ordinary people are capable of adapting their writing as the setting demands” (Craig, 2003, p.8). It is true that young texters like to be creative and break the rules; however, they still need to be understood “So there is always an unconscious pressure to respect some of the standard properties of the orthography” (Crystal, 2008, p.17).

Furthermore, texting has introduced a new dimension of convenience, creativity, and speed to language classes, where it has been observed that students who are proficient in using abbreviations tend to perform better in spelling and writing tasks (Boștină-Bratu, 2015). Crystal (2008) highlighted that most abbreviations used in daily texting are in English, such as: bbl (be back late), imo (in my opinion), brb (be right back). Additionally, EFL learners

could encounter more words that widen their vocabulary i.e., enhancing their general writing abilities. It is important to note that due to the texting revolution, this generation writes more than any generation has i.e., it helped in increasing the number of writers.

On the contrary, learners who constantly use texting would be more likely to integrate texting features within their academic papers believing that it is a correct form. According to Berman (2006), SMS terms that are similar to English ones may confuse learners; thus, affecting their spelling proficiency. In this sense, texting is considered as a reason behind the increasing use of ungrammatical and incorrect forms. Thurlow and Brown (2003), likewise, reported that textese degrades traditional literacy skills and corrupts the Standard English language, it even signals the slow death of language. Learners – who are heavy texters – are seen as enemies to the language, violating sentences, pillaging punctuation, and destroying vocabulary (Humphrys, 2007).

Over and above, today's youngsters engage in more writing than speaking which might affect their abilities of verbal interactions. Verheijen (2013) claimed that textese poses a threat to youngsters' social progress. In other words, their excessive reliance on written communication can pose challenges to their public speaking abilities as they become more comfortable with screen-based conversations. Consequently, this often leads them to face difficulties in presenting effectively their work during various school presentations, which could eventually hinder their academic progress.

In short, both new and old technologies have their advantages and disadvantages, and texting is no exception. It could enhance students' writing skills or it could contribute to declining literacy rates. Ultimately, learners are required to pay attention toward the use of their textese and academic language in order to know when and where to employ it.

2.6 The Future of Texting

McWhorter (2013) described texting as “fingered speech”, which simply means that writing as the same way of speaking. He also added that texting is “loose in its structure”, referring to the brute mechanics of writing that texting involves to show that textese is merely a transcription of the spoken language. For example, people do not care much about the rules of punctuation and capitalisation when talking, and this is what they do when texting as well. However, this fingered speech is an example of an emergent complexity i.e., it comes up with a new structure that people have to observe how it is emerging in order to comprehend it.

One of the major forces on language is the need for efficiency. Hence, the speed of communication has always been prioritised in spoken language over length and complexity. Postan (2020) stated that texting is a form of written communication that is meant to be as fast and flexible as spoken language focusing more on efficiency, which would potentially lead the English language evolving to mirror texting more than the reverse. In other words, people may eventually find themselves speak more like texting rather than texting like speaking as a result of this growing emphasis on efficiency.

Therefore, texting is a dynamic form of communication with its own features and structure that are somehow representing an evolution and adaptation of language. Nevertheless, these texts are becoming more divergent from the original languages (Yeager, 2018). So, the question to be asked here is not “if” but “when” will texting become its own language? Although texting is developing a whole battery of new constructions, people see it as the death of written language. In fact, texting offers significant benefits as it enables individuals to seamlessly balance fluency in spoken language, written language, and conversational writing which can help them increasing their linguistic repertoire (McWhorter, 2013).

Consequently, it is worth mentioning that people have always been worried about the decline of language since ages ago, yet the world keeps spinning. Thus, it may also be the case for texting since it is seen far from being a scourge; it is a work in progress that might eventually be a language as Crystal (2011) points out that texting is there to stay and we need to learn to manage it instead of panicking over its very existence. Nevertheless, one cannot neglect the fact that textese is changing the shape of academic language, and it seems wrong to use it academically or even accept the idea that it may be a real language one day.

Conclusion

In conclusion, people, especially learners, often write words as they speak in their text messages, assignments, and reports. This can make it challenging for teachers to understand what they are trying to convey. Wherein they may not realise that the way they write in text messages is different from the Standard English they should use in formal situations, they end up mixing the two, and sometimes even think the informal style is correct. It is worth noting that the distinction is not always obvious to young writers immersed in the casual texting culture; thus, helping students recognise the appropriate context for each style can enhance their overall literacy. However, some researchers have actually considered texting as a sign of creativity, through which learners might enhance their language due to the daily contact with the English language via their phones. The advent of mobile messaging has given rise to an inventive new language, known as “textese”. However, students must distinguish when to adhere to language standards to succeed in their academic and career endeavours.

Chapter Three: Data Analysis and Interpretation

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Introduction

In this chapter, we delve into the process of analysing and interpreting the data collected in this qualitative study investigating the effects of texting on EFL learners' academic writing. The data collected for this study are quizzes and homework assignments of the students as well as the interviews conducted with EFL teachers. The former data was analysed via corpus analysis method; whereas, the latter was analysed via thematic analysis. The data analysis procedures and the results of this study will be clearly presented in the coming paragraphs in addition to the final interpretation of the findings.

3.1 The Research Methodology

It has been repeatedly acknowledged that any methodological decisions are not made in a vacuum; rather, the nature of the study, the research questions and objectives all have a significant role in the appropriate choice of the research methodology. In this section, an account of the carefully-taken decisions in this research study will be presented. In other words, we will provide a discussion of the adopted paradigm, approach, and design in order to justify the choices of the data collection methods as well as the data analysis procedures.

3.1.1 The Research Paradigm

As any successful research project has to be built upon specific ontological and epistemological beliefs that shape the overall framework of the research, including its paradigm, approach, design, and methods. In this regard, this study is carried out from an interpretivist stance since the purpose of this research study is to explore and describe the existing effects of texting on EFL learners' academic writing, showing at what level these effects occur, as well as providing a further understanding of the problem under investigation as Farrow et al. (2020) stated "Instead of finding "truth", the Interpretivist aims to generate understanding and often adopts a relativist position".

3.1.2 The Research Approach

The research approach that has been chosen for this study is a qualitative approach due to the nature of the study and the research questions. Aligning with the interpretivist paradigm, a qualitative approach was the proper fit because the researcher is attempting to provide an exploration of the problem as well as uncovering teachers' perspectives and attitudes regarding this phenomenon.

3.1.3 The Research Design

The selection of the research paradigm and approach imposed the selection of a qualitative research design. In precise terms, a case study design was employed for this research work since it corresponds best to the aims of the study, which in turn dictates that the findings reflect the views of only the studied sample and cannot be generalised. Hence, to answer the research questions of this work, written samples of EFL participants' quizzes and homework assignments and teachers' unstructured interviews were collected and analysed.

3.1.4 Population, Sample, and Sampling Technique

The study population consisted of third-year students of English at Mohamed Kheider University of Biskra. This specific population was carefully selected based on two key factors. First, third-year students have the necessary writing skills – they are neither advanced nor complete beginners – and they have not yet received extensive training in academic writing. Additionally, the third-year written expression curriculum covers paragraph and essay writing, providing these students with foundational knowledge about structural elements. This curricular aligns well with the study's focus as they have a basic understanding of paragraph organization while still exhibiting some variability in their writing styles.

Furthermore, the sample was chosen based on purposive sampling technique due to of the sensitive nature of the study (not everyone is courageous to admit that there is something

affecting their writing). So, the researcher chooses carefully the participants' sample that serve the study. It ended up by selecting 20 students from two different groups of third year, and they are males and females since this study takes gender as a variable into consideration.

3.1.5 Description of the Corpus

Prior to collecting the data required to conduct the research, it is important to acknowledge that the chosen students communicate with their friends in English almost daily through chats and text messages. They prefer texting over phone calls as their main tool for communicating outside the classroom. Additionally, the teachers were introduced to the topic first in order to be on the same page. Then, the permission was granted from them to be interviewed and recorded, and they were reassured that what they say during the interview will not be used in anything else except for the research purposes.

During this interview, several questions were asked in order to explore the relationship between texting and English language writing. First, we are curious about the prevalence of texting among EFL learners. Then, we look at specific writing aspects that are influenced by texting habits and how that impacts students. We dig deeper to examine not just grammar errors, but also the broader effects on argumentation, organisation, and critical thinking skills. EFL teachers are also asked whether they have observed any differences in texting habits based on learner gender. As we continue the discussion, the focus shifts to the potential ways that EFL learners can counteract the negative impacts of texting on their academic writing. Finally, we speculate about the future of EFL writing instruction, considering how texting might evolve and be integrated into teaching approaches, aiming to better understand and improve EFL writing amidst the digital age.

Finally, both types of written quizzes and homework assignments were analysed in order to highlight the existing features of texting in their academic writings, then compared to

each other to identify which one is more affected with those features. The final results of the comparison were checked with the gender of participants in order to confirm or deny the relationship between gender and the effect of texting on writing. In the process of analysing the data, two data analysis tools were followed: corpus analysis in analysing quizzes and homework assignments, and thematic analysis in analysing interviews with EFL teachers.

3.1.6 Data Collection Methods

In the process of conducting this qualitative research study, two main data collection tools were used. First, the samples of the 20 participants – who are third-year Algerian students of English – were gathered, which were their quizzes and homework assignments. These quizzes and assignments served as valuable data points, offering a direct glimpse into the potential effects of texting on their academic writing skills. Concurrently, unstructured interviews were held with EFL teachers of Mohamed Kheider University of Biskra in order to gain insights into their attitudes and perceptions regarding the phenomenon under description, which is “the effect of texting on EFL learners’ academic writing”. Those teachers were asked six main questions concerning the relationship between texting and EFL writing. As experienced educators actively engaged in teaching the intricacies of the English language, their insights and observations shed light on the implications of text messaging habits on student learning and academic performance.

By employing these qualitative methods, we seek to provide an in-depth understanding of how frequent texting practices may influence language acquisition and writing proficiency in academic contexts. Also, these data might be transformed into meaningful findings, offering valuable implications for educators and curriculum developers in the field of English language teaching and learning.

3.1.7 Data Analysis Methods

3.1.7.1 Corpus Analysis

Qualitative corpus analysis is a methodology that allows researchers to conduct in-depth investigations of linguistic phenomena. This approach is grounded in the context of real communicative situations that are digitally stored as language corpora, which can be accessed and analysed using computers.

In other words, it involves analysing large collections of “real-life” language samples stored in corpora in order to gain insights into linguistic patterns and structures, word usage, grammar, and other language features. These corpora include many text forms, such as speeches, magazine articles, and text messages (Yaqoob, 2017).

Those researchers who use qualitative corpus analysis as the basis for their investigations take an inductive approach. They empirically study how the meanings and functions of linguistic forms in the corpus interact with various characteristics of the language used for communication, such as the speaker's age, gender, education level as well as the relationship between the speakers (Hasko, 2012).

Based on this, we have chosen corpus analysis as a main data analysis tool in this research study since it suits significantly the purpose of the study, which focuses on analysing the samples of participants and showing whether or not gender is involved as well.

3.1.7.2 Thematic Analysis

Thematic analysis is an inductive research method used in qualitative studies, which involves identifying, analysing, and interpreting patterns or themes within data (Braun & Clarke, 2006). This method is commonly applied to texts that are derived from interviews, focus groups, and occasionally observations (Galanis, 2018). When using this method, researchers carefully analyse the data to pinpoint recurring themes – topics, ideas, and

meanings. As one of the most used analytical techniques in qualitative research, thematic analysis aims to systematically document a detailed record of the themes and codes that emerge during interviews.

Various methods exist for conducting thematic analysis; however, the most prevalent one involves a six-step process: familiarising oneself with the data, coding, generating themes, reviewing themes, defining and labelling the themes, and finally writing the report (Caulfield, 2023). Following this methodology can help reduce confirmation bias during the analysis. Therefore, this analysis tool is chosen for this study since the researcher aims to interview EFL teachers of writing about their attitudes towards the phenomenon being investigated.

3.1.8 Data Analysis Procedures

In order to analyse the two types of data gathered to answer the research questions, two different data analysis tools were used. The first type of data, which was the handed samples of the participants, was analysed via a corpus analysis method because it is the most suitable method for this kind of data as well as the nature of the study. The final results of the first data were later compared to each other: first according to the type of the written piece, and then according to the gender of the participants to find out whether it can be a factor that intervene in raising the level of effect of texting on their writings.

The other type of data, which was gathered via the interviews with EFL teachers, was analysed via a thematic analysis method, which serves the purpose of gathering those teachers' attitudes towards this phenomenon. First, the data was transcribed and coded separately, then those codes were developed and a thematic framework was created in each data set. Additionally, when analysing the emerging themes, the data merely reflected the

individual attitudes of the interviewed EFL teachers towards the phenomenon being described. Thus, the analysis focused on the content of the discussions.

This study focused on five main criteria of texting that are: abbreviations, grammar mistakes, capitalisation mistakes, spelling and punctuation mistakes. Those texting characteristics were the elements we looked for in the samples to identify the effect of texting on students' writing abilities.

3.2 Results

3.2.1 Participants' Quizzes and Homework Assignments Results

The results of the data analysis varied from one participant to another in a matter of the frequency use of abbreviations, grammar mistakes, capitalisation mistakes, spelling and punctuations mistakes. The results of the same participant varied between quizzes and homework assignments. On one hand, the participants' quizzes were first analysed, and the following table presents the results:

Table 3*The Participants' Results of the Mistakes Committed in Quizzes*

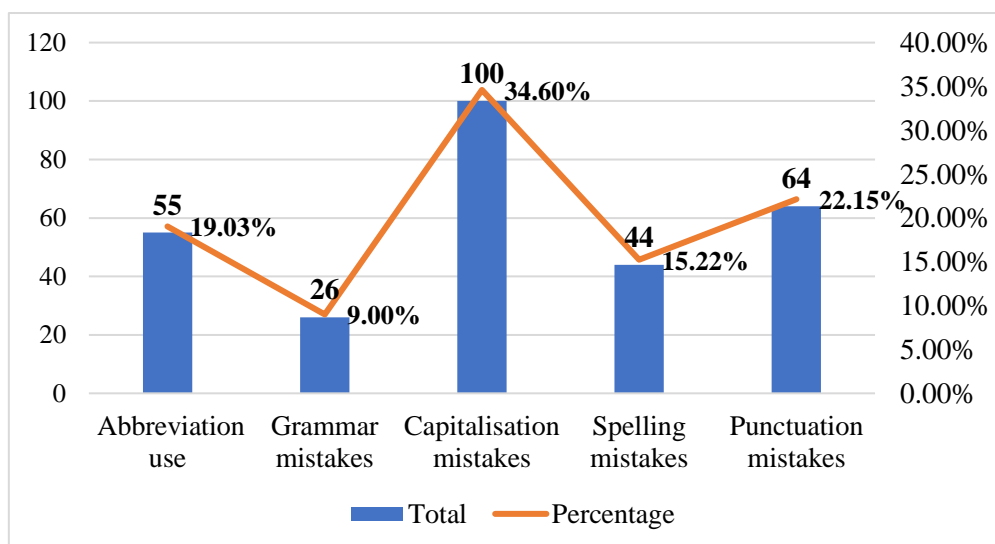
Participants	Abbreviation Use	Grammar mistakes	Capitalisation mistakes	Spelling mistakes	Punctuation mistakes	Totals
Participant 1	0	1	4	1	0	6
Participant 2	3	3	4	5	0	15
Participant 3	6	0	12	12	10	40
Participant 4	0	0	3	1	0	4
Participant 5	6	2	12	2	5	27
Participant 6	1	3	2	0	0	6
Participant 7	3	1	4	3	5	16
Participant 8	0	0	5	0	5	10
Participant 9	3	0	3	1	0	7
Participant 10	3	8	4	0	2	17
Participant 11	2	3	9	7	4	25
Participant 12	1	0	3	0	3	7
Participant 13	2	0	8	3	4	17
Participant 14	4	0	2	0	2	8
Participant 15	3	0	0	1	3	7
Participant 16	1	0	0	1	3	5
Participant 17	2	3	8	1	3	17
Participant 18	6	0	2	3	3	14
Participant 19	4	1	8	0	9	22
Participant 20	5	1	7	3	3	19
Total	55	26	100	44	64	289
Percentage	19.03%	9%	34.60%	15.22%	22.15%	100%

Table 3 shows the results of the mistakes made by all participants in their quizzes, in which we found that the sum of the abbreviations used by participants is 55, making up about 19% of the total mistakes in addition to 26 grammar mistakes that account for approximately 9% of the total. Those grammar mistakes are identified in terms of subject-verb agreement, verb tenses, plural rules, the use of a noun instead of a verb or the opposite. Moreover, capitalisation mistakes are the most common ones among participants with 100 instances, constituting about 35% of the total mistakes, 44 spelling mistakes that represent around 15% of the total, and 64 punctuation errors that make up about 22% of the total mistakes.

These results confirm that those 20 participants used a lot of abbreviations when writing and capitalisation-related mistakes, which is the most significant mistake made by them. These two are, in fact, the most significant features of texting as well as the punctuation mistakes, in which some papers showed the complete absence of punctuation. This has been observed by many teachers so far, who were astonished how EFL learners do not capitalise a proper noun or the beginning of a sentence, but capitalise functional pronouns or verbs. Those results are also visualised in the following Figure:

Figure 3

The Mistakes Committed by Participants in Quizzes



On the other hand, the participants' homework assignments were also analysed in order to answer the main question if there is an effect of texting on academic papers. The same criteria of the analysis have been taken into consideration, and the table below shows the results of the mistakes committed by the participants in their homework assignments:

Table 4

The Participants' Results of the Mistakes Committed in Homework Assignments

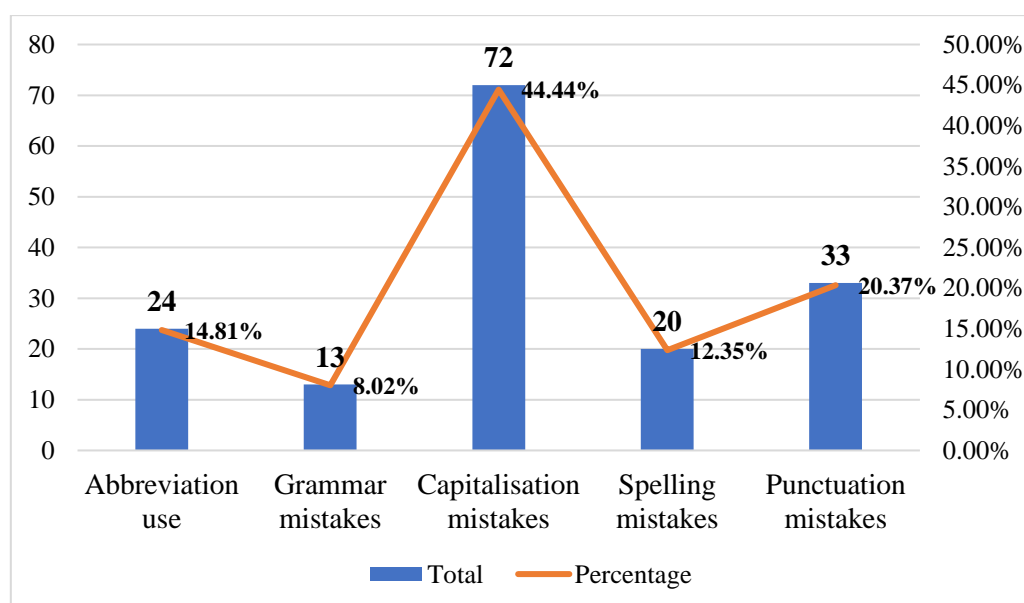
Participants	Abbreviation Use	Grammar mistakes	Capitalisation mistakes	Spelling mistakes	Punctuation mistakes	Totals
Participant 1	0	0	6	0	5	11
Participant 2	0	0	2	0	0	2
Participant 3	0	0	2	1	3	6
Participant 4	0	0	3	0	1	4
Participant 5	0	0	2	0	0	2
Participant 6	0	7	1	2	2	12
Participant 7	4	0	3	3	2	12
Participant 8	1	0	5	0	0	6
Participant 9	2	0	3	1	0	6
Participant 10	3	6	5	0	2	16
Participant 11	4	0	7	4	0	15
Participant 12	2	0	1	0	2	5
Participant 13	1	0	6	4	3	14
Participant 14	0	0	3	1	4	8
Participant 15	2	0	0	0	1	3
Participant 16	0	0	0	1	0	1
Participant 17	1	0	7	0	0	8
Participant 18	3	0	3	1	3	10
Participant 19	0	0	6	0	2	8
Participant 20	1	0	7	2	3	13
Total	24	13	72	20	33	162
Percentage	14.81%	8.02%	44.44%	12.35%	20.37%	100%

Table 4 presents the results of all types of mistakes made by the participants while writing their homework assignments. It shows that the sum of the abbreviations used is 24, making up around 15% of the total mistakes; whereas, they committed 13 grammar mistakes that represent 8% of the total. Additionally, we can see that EFL learners made 72 mistakes related to the capitalisation issue, accounting for 44% of the total mistakes. They also committed 20 spelling mistakes that make about 12% of the total, and the punctuation mistakes are 33 representing approximately 20% of the total mistakes.

It is worth mentioning that capitalisation mistakes are the most ones made by those students in their homework assignments as well, then punctuation mistakes, and finally their use of abbreviations. This preliminary analysis is a clear indication of the existence of texting features in both of quizzes and homework assignments of EFL learners. This chart below shows clearly the results:

Figure 4

The Mistakes Committed by Participants in Homework Assignments



Furthermore, it is important to note that there is a variation in the distribution of the results among participants, in which the mistakes found in homework assignments are slightly lesser than those found in quizzes as it is shown in the following table and figure:

Table 5

Comparison between the Results of Quizzes and Homework Assignments

Type of the written piece	Abbreviation use	Grammar mistakes	Capitalisation mistakes	Spelling mistakes	Punctuation mistakes
Quizzes	55	26	100	44	64
Homework Assignments	24	13	72	20	33

Table 5 reveals the comparison results of the mistakes committed by participants in quizzes and homework assignment. It reveals that the order of the mistakes committed by those participants in their academic written products from the highly one to the lowest (or even vice versa) is the same in both, wherein capitalisation mistakes are the most highly ones present in EFL participants' products, then punctuation mistakes, abbreviations, spelling, and finally grammar mistakes. However, quizzes seem more affected by the features of texting than homework assignments according the results of Table 5. In other words, those participants have made the stated mistakes more when they were writing their quizzes rather than when they were writing their homework assignments.

Figure 5

Comparison between the Results of Quizzes and Homework Assignments

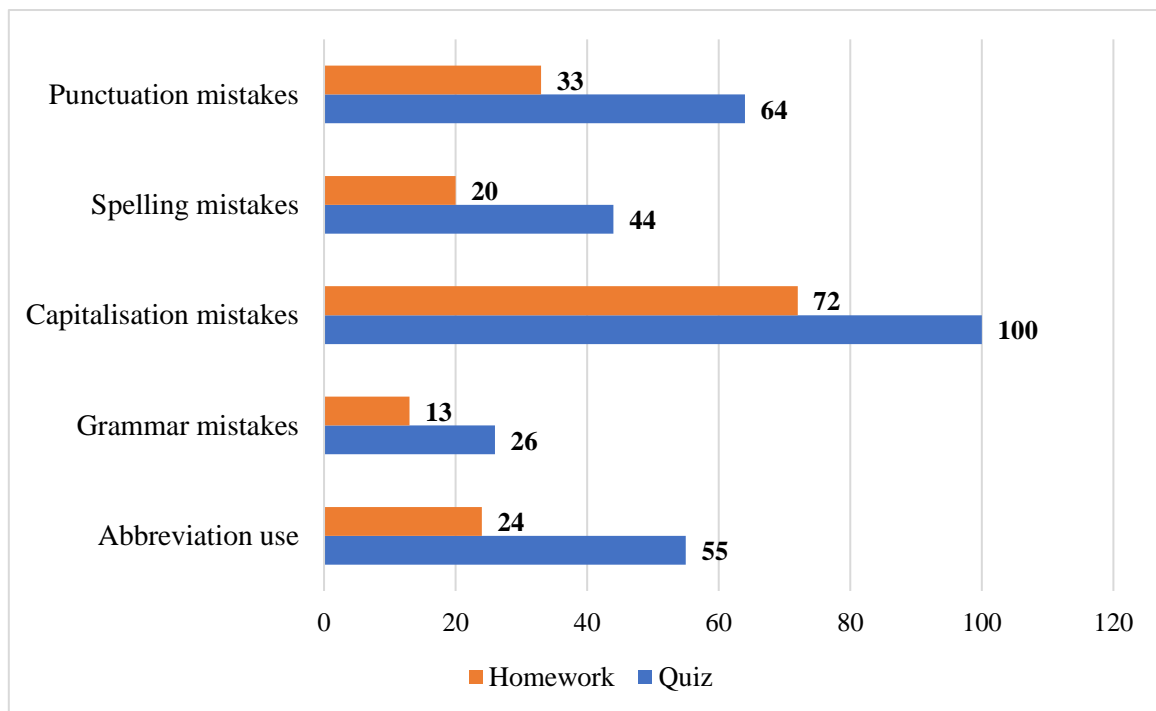


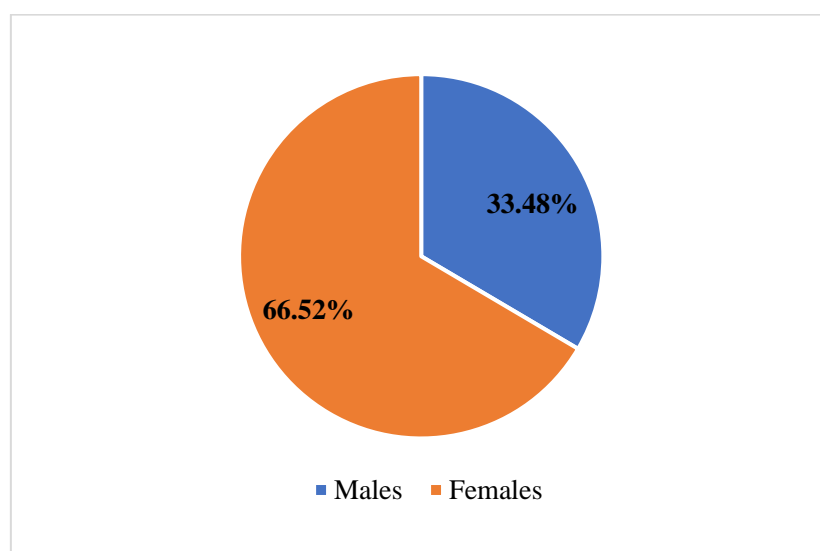
Figure 5 shows clearly the difference between the distribution of the results among the 20 participants, which highlights the mistakes found quizzes and homework assignments. It illustrates that the varied types of mistakes made by students in their quizzes are slightly higher than those made in the homework assignments; nevertheless, capitalisation and punctuation mistakes still feature prominently in both written pieces besides the use of abbreviations.

After the analysis of the samples of the participants and the comparison between them, the variation between their individual results appeared also on gender differences. The following table shows the distribution of the total mistakes' types that both males and females in the quiz and the assignment, in which we found:

Table 6*The Distribution of Results between Female and Male Participants*

Gender	Males	Females
Quizzes	89	200
Homework Assignments	62	100
Sum	151	300
Percentage	33.48%	66.52%

Table 6 presents the distribution of the total mistakes made by male and female participants while answering their quizzes and writing their homework assignments. It reveals that females exhibited a higher frequency of mistakes compared to males, accumulating a total of 300 mistakes in both types of written pieces, whereas males accounted for a total of 151 mistakes. This significant disparity suggests potential differences in the levels of awareness between genders. These results are visualised in the following pie chart:

Figure 6*The Distribution of Results between Female and Male Participants*

As can be seen in figure 6, females have a significantly higher percentage of the total results in both written pieces compared to males, with females accounting for 66.5% and males for 33.5% of the total. This indicates that females are more exposed to texting than males; hence, the texting criteria is presented more in the females' pieces of writing than in males' ones. From this, we may conclude that even though male students committed a quite number of mistakes in quizzes and homework assignments, it seems that they are more aware of the academic context and its requirements that they should respect in their writings unlike female students, who appear to violate more conventions of academic writing.

3.2.2 Teachers' Interviews Results

After getting familiarised with the data collected from the interviews with EFL teachers about their attitudes, the following results were attained (see Table 6). The totals of those results were visualised through the pie chart (see Figure 7).

Table 7

Teachers' Attitudes towards the Effects of Texting on Academic Writing

Teachers	Negative attitudes	Positive attitudes
Teacher A	50%	50%
Teacher B	50%	50%
Teacher C	70%	30%
Teacher D	60%	40%
Total %	57.50%	42.50%

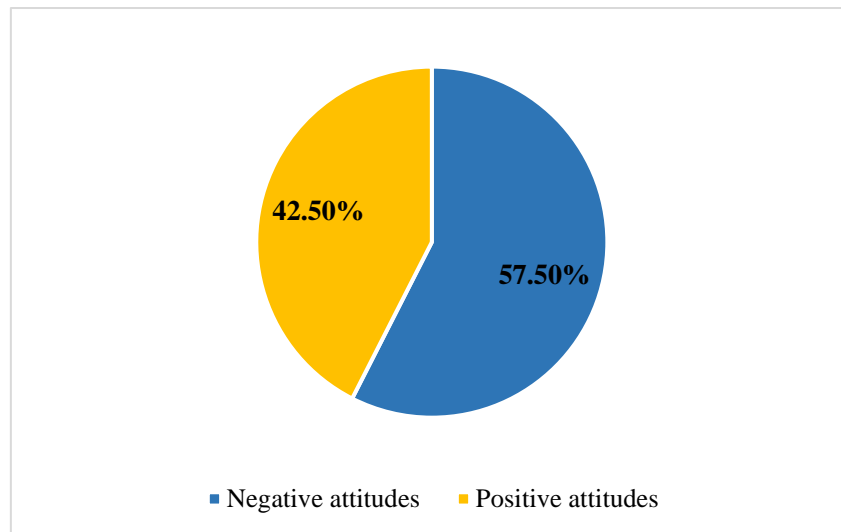
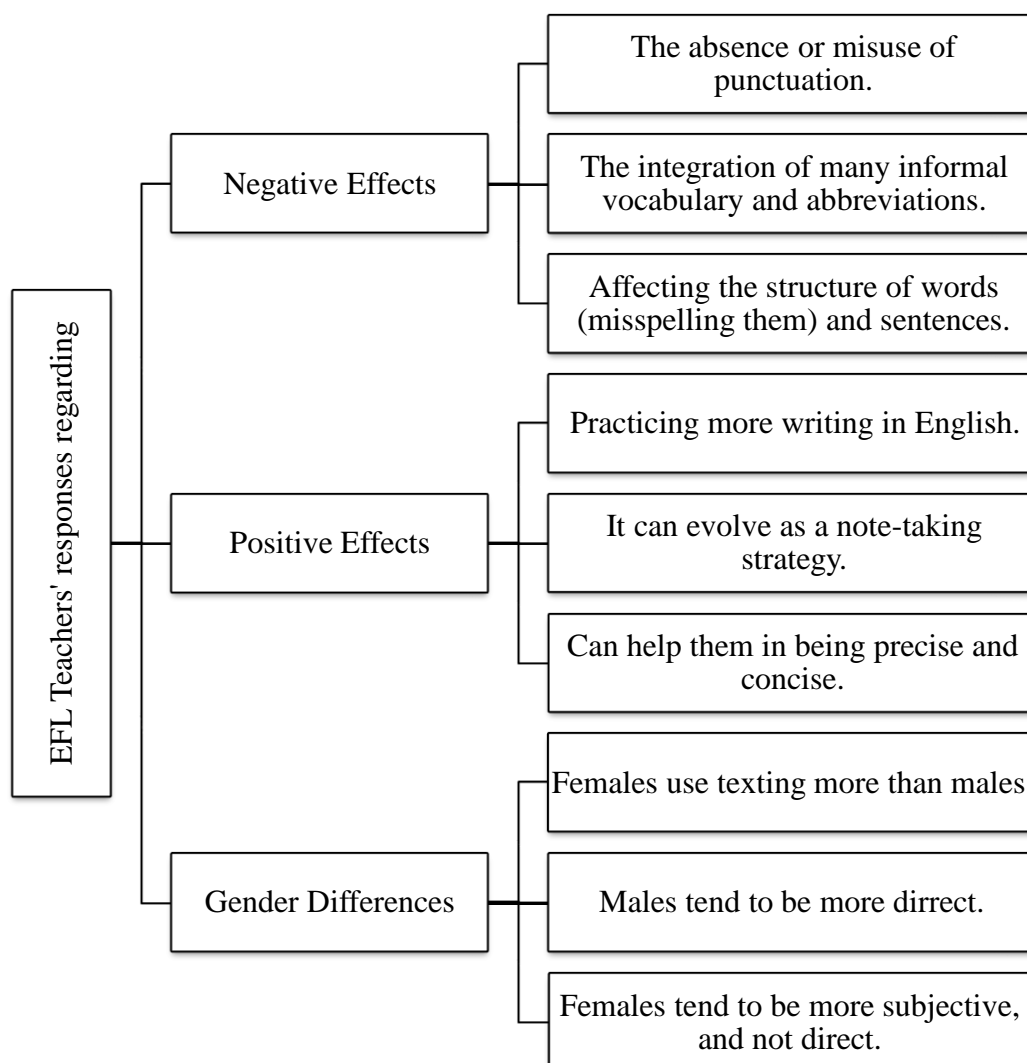
Figure 7*The Total of EFL Teachers' Attitudes Results*

Table 7 and Figure 7 summarise the totals of teachers' responses to the interview questions that investigate their attitudes regarding the effects of texting on EFL learners' academic writing. The results in Table 7 showed that teachers A and B regarded texting as 50% negative and 50% positive, which simply means that they both believe it is helping as much as it is affecting the academic writing. Teachers C and D, on the other hand, showed a higher percentage of negative attitudes than positive ones. Wherein, teacher C attitudes regarding texting are 70% negative and only 30% positive, teacher D had 60% negative attitudes and 40% positive ones. Although teachers' attitudes have differed in measurement, it clearly can be seen in Figure 7 that the negative effects of texting have the highest percentage rather than the positive ones. Therefore, the interview results supported the findings from the analysis of EFL participants' samples of quizzes and homework assignments. Furthermore, the underlying themes of the interviews were **negative effects**, **positive effects**, and **gender differences**.

Figure 8

The Themes Generated from the Teachers' Responses



As can be seen in figure 8, three themes are generated after the process of coding data. The first theme concerns the negative effects of texting, which was the dominant one in all teachers' responses. The four teachers believed that texting has affected the academic rules in terms of the misuse of punctuation, the use of informal vocabulary and abbreviations, and the overall word/sentence structure. Nevertheless, they mentioned that texting might have positive effects, which are considered as the second theme. For instance, allowing students to practice more writing in English, being more precise and concise, and also helping them in

taking notes. The last theme is about gender differences i.e., whether gender plays a role in raising the level of texting effects. Teachers assumed that females use texting more than males, wherein they tend to be more subjective unlike males who tend to be more direct.

3.3 Discussion and Interpretation of Results

The analysis of the results of the participants' samples answered the two main questions of the research study, confirming that the daily practice of texting does have an effect on students' academic writing (EFL students in this case). Additionally, it showed that texting has detrimental effects on EFL learners' academic writing that are demonstrated on the lexical and grammatical levels.

On one hand, the lexical level tends to be affected through the use of misspelled lexis by students in their academic papers, which appeared to be written exactly as the table of "the texting process" discusses in chapter 2. For example, some students used words like "belive", "bcus", and "hv" (have). Others wrote words without the final "e" although it is obligatory, such as "futur" and "requir" as well as the use of abbreviated words like Eng (English), lge (language), and one of the students blended the words "language" and "English" together and came up with "lenglish" for space issues. In addition, those participants have a tremendous problem in capitalisation, especially with the words that begin with the letters "m", "t", "r", and "w"; nevertheless, they do not capitalise proper nouns like "english".

On the other hand, the effect on the grammatical level appears to be related to punctuation. It is considered as the second highest mistake that is committed by the participants, in which the majority of them misused punctuation marks or have not used it at all. For example, there are some paragraphs that include one comma and one full stop, and there are others where commas are used everywhere or the use of ellipsis at the end of paragraphs – it is one of the most used texting features. Furthermore, participants also made

some grammar mistakes concerning subject-verb agreement, the choice of the correct verb tense, and the use of incomplete sentences (sentence fragment). Thus, the overall academic writing quality is affected; however, the level of the affect varied depending on many factors such as the type of the written piece and those students' gender.

The comparison between the distribution of results of the mistakes committed in quizzes and homework assignments confirmed that some participants are somehow aware that the homework assignment is more academic than the quiz, and those features should be avoided. Although the quiz is also an academic paper, students still do not regard it as highly academic as an official test or assignment since they just write what comes into their minds as fast as they can due to time constraints; wherein, the time given to prepare assignments is somehow longer. Hence, the analysis of homework assignments showed less influence of the texting features on the participants' writings. It is also important to highlight that a quite number of learners, nowadays, just copy-paste their works from the net and submit it as theirs; therefore, we cannot conclude that those participants were fully aware to avoid using those texting features in their pieces of writing.

At the beginning of the study, we assumed that students' gender would be one of the main factors that identify the level of the effect of texting in writing. The comparison between the total mistakes made by females and males confirmed the assumption, with which we found that females made around 67% of the total mistakes and males 33% i.e., females' written products contained more features of texting than males' products. This indicates that gender is one of the contributing factors in raising the level of the texting effect on writing. Based on this, we may deduce that those female participants use texting more than males.

The results obtained from the interviews analysis with EFL teachers of Biskra University regarding their attitudes towards this phenomenon supported the samples analysis.

Teachers affirmed that texting has a negative effect on EFL learners' academic writing, in which they noted that those effects concern more the grammatical, lexical, and structural levels rather than other skills as critical thinking. According to teacher D, "[learners] can ... show their critical thinking efficiently, but the way they organise these thoughts is not academic". From this, we may conclude that texting has an impact on argumentation and organisation of ideas through cohesion and coherence.

Furthermore, teachers also revealed their attitudes regarding the factor of gender as being considered in this study. They claimed that gender can be one of the factors in raising the level of texting effects, stating that females are more emotional and use very long sentences while texting or even writing their academic papers unlike males, who tend to be objective and write in a direct and concise way. Thus, females can be seen as the ones who are more affected with the texting features than males. Overall, those teachers' attitudes towards this phenomenon seem to be in between i.e., they all see texting as harming academic writing by violating its rules, and benefiting it by giving learners the chance to write more.

Finally, learners can manage to mitigate the negative impacts of texting on their academic pieces of writing by using formal language in their text messages instead of informal language without any interference of their mother tongues in order to avoid incorporating its features in the academic contexts. For example, texting in correct English in small chat groups can be helpful to learners' engagement and language development.

Conclusion

The phenomenon of text messaging raised a lot of controversy in academia since learners are bringing its features into their academic written products. The present study aimed at revealing if an actual effect does exist, and whether this effect is negative or positive. Eventually, the results of this study confirmed that there is a negative of texting on

EFL learners' academic writing in the forms of: informality, abbreviations, grammar, punctuation and spelling mistakes. It also showed that this effect can raise based on another factor, which was gender in this case study.

General Conclusion

The effect of texting has been a controversial subject since it has dominated the world, in which there is a conflict of attitudes towards its influence on the written language. While there are those who argue that it has been helpful for students to improve their writing skills, others have a different stand claiming that it has a negative effect on academic writing, maintaining that the lack of students' awareness regarding the academic conventions leads to the appearance of texting-like characteristics in their formal writing.

This research focused on the debate over the effect of texting on EFL learners' academic writing, whether it has a negative or a positive effect. It mainly aimed at spotting the light on certain common mistakes that appear in students' formal writing, which can be directly linked to the extensive use of texting as a communication tool among students. It aimed also at showing that gender differences might be a reason behind the different levels of texting effect on students' writings.

In this essence, this dissertation is divided into three chapters. The first chapter dealt with the dependent variable "academic writing", focusing on its key elements, principles, approaches as well as its process. Additionally, the second chapter concerned the independent variable "texting", shedding light on its history, processes and its language. Finally, the last chapter was devoted for the analysis of data and the interpretations of this research results.

In the process of collecting data to conduct this study, two data tools were selected from the targeted population. The first data collected was the handed samples of quizzes and homework assignments from the 20 EFL participants, who were L3 students of English at the University of Biskra. Additionally, the second data was collected from the interviews with EFL teachers. A corpus analysis method was used in analysing the both types of samples,

which were later compared to each other. In addition, a thematic analysis method was used in order to analyse the interviews to obtain the results of this study.

From the analysis of data, the results revealed that texting influence negatively those EFL participants overall academic writing performance. They tend to carry their texting writing style into academic writing, which leads to violating certain rules due to their lack of knowledge regarding the academic requirements. Also, the results showed that students incorporated more texting features in quizzes than in homework assignments. This indicated that quiz samples were more affected by texting features than the samples of homework assignments. Moreover, the comparison between the females and males' samples showed that females made more mistakes than males. Thus, the findings suggested that gender can be a contributing factor in raising the level of texting effect.

Moreover, the results from the interviews with EFL teachers of Biskra University showed that their attitudes towards this phenomenon are in between. In other words, they suggested that texting would be helpful in enhancing the English language writing skills for students only if it is used correctly, claiming that learners should take the positive effects of texting and work on them. Additionally, they assumed that females incorporate more texting features in their academic written products. Since texting cannot be eradicated from teenagers' lives that easily, teachers must consider that it is a daily practice among students. Thus, they can integrate it as a technique or a strategy in the teaching learning process to make learners more cautious as regards academic features.

Therefore, we were able to generate from this study that there is an effect of texting on EFL learners' academic writing, which was proven to be a negative one. Addition to that, we concluded that the participants of this case did incorporate their texting style into their academic writings in terms of misspelled words, abbreviations, misused punctuation, and all

of that affected their overall academic writing style. In conclusion, daily texting can lead to writing breakdowns that students may adopt as habits, damaging their effective writing skills. To address this, students need to be made aware of the distinction between texting and academic writing by making them able to develop a sort of flexibility of varying different types of language constructions, which will help them to shift from texting to academic writing seamlessly without mixing between the two styles.

Implications of the Study

The research findings suggest that the phenomenon of texting has an impact on students' academic performance, particularly their writing skill. Interestingly, many students may not even be conscious of this effect due to their lack of knowledge regarding academic conventions. This study also cleared that one of the factors that may interfere in raising the level of effect is gender, in which we found that females tend to text more than males did. Therefore, these findings can be used in English language teaching (ELT) to identify the source of certain writing issues that students may demonstrate in their written works.

In addition, it provides teachers with the key criteria for texting that students can apply in academic settings as well as raising up the level of awareness about the phenomenon among students and teachers, enabling them to address it more effectively. The figure presented in Chapter 2 (see Figure 2) can serve as a reference for teachers to identify abbreviations that students might incorporate in their writing. Hence, educators can develop targeted strategies to address them and help students improve their writing skills.

Limitations of the Study

The research study presented in this dissertation is not without limitations, through which some obstacles were encountered concerning data gathering and analysis tools. Due to the busy schedule of EFL teachers and lack of time, only four EFL teachers of writing were

interviewed. Thus, the data that had to be collected about teachers' attitudes towards this phenomenon was not sufficient as the research requirements entail. Additionally, since the corpus analysis is a method that deals with online collections of written samples, this led to facing problems in the process of analysing the participants samples gathered for this study because they were handwritten. Therefore, we had to do it manually and this is the reason behind the small size of the research sample that did not accede 20 EFL students.

Recommendations

1. For Teachers

Building on the findings of this study, teachers are recommended to focus on harnessing the positive aspects of texting by encouraging students to utilise texting for controlled vocabulary and grammar practice exercises. One key strategy for that is to integrate texting-like activities, but with a focus on proper grammar and mechanics as well as exploring language learning applications that provide feedback on grammar and mechanics commonly affected by texting. Also, teachers need to teach students explicitly the difference between formal and informal language, including the appropriate application of abbreviations and spelling in order to help them adapt their writing style based on the context.

2. For Students

The students, as well, are recommended to be mindful on how their texting habits might influence their formal writing, paying attention to the use of abbreviations and word spelling and consciously avoid them in formal contexts. In addition, students need to consciously make an effort to use proper grammar and punctuation in their text messages to help maintain good writing habits and prevent them from deteriorating. Moreover, they can engage in controlled practices of focused writing activities and creative writing workshops to sustain a focus on grammar structures and mechanics in academic assignments. Finally,

students should use educational language learning applications, such as grammar-checking applications tailored to texting habits to enhance their writing skills.

3. For Further Research

The present study is purely descriptive qualitative research, describing the phenomenon of texting effects among EFL learners. Hence, the results cannot be generalised since it is only a case study, though they should be taken of equal importance. For this reason, we recommend for further empirical research to test the findings of the study i.e., whether gender as a second independent variable that intervenes in the level of the effect of texting on academic writing skills of language learners. Finally, we suggest that there are more factors that could cause or influence the effect of texting that warrant further investigation. By exploring these additional factors, we can gain a more comprehensive understanding of this phenomenon.

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Appendices

Appendix A: The Interview Questions for EFL Teachers

➤ **Question 1**

In your experience, how prevalent is texting among your EFL learners?

➤ **Question 2**

What specific aspects of EFL learners' writing seem most affected by texting habits?

➤ **Question 3**

Beyond grammatical errors, have you observed any broader impacts of texting on EFL learners' writing, such as argumentation, organization, or critical thinking?

➤ **Question 4**

Do you observe any differences in texting habits based on learner gender?

➤ **Question 5**

In your opinion, as an EFL teacher of writing, how can learners mitigate negative impacts of texting on their academic writing?

➤ **Question 6**

Looking ahead, how do you envision the role of texting evolving in the future of EFL writing instruction?

Appendix B: Teachers A and B Interview Answers

Interview with Teacher A

[00:00 - 00:01] I: Good morning, sir.

[00:02 - 00:03] Teacher A: Good morning.

[00:03 - 00: 20] I: I'm here today to interview you concerning the topic of my dissertation which is entitled "an Investigation About the Effects of Texting on Academic Writing".

[00:20 - 00:26] So the first question is, in your experience, sir, how prevalent is texting among your EFL learners?

[00:28 - 00:36] Teacher A: Texting. First of all, I would like you to explain to me what do you mean by "texting" so that I can provide my answer.

[00:36 - 00: 55] I: Texting is the practice of exchanging short text messages between two or more people via devices and platforms like social media applications, in which people tend to use the abbreviations and the overuse of punctuations and things like this.

[00:55 - 01:05] Teacher A: Well, regarding texting, as you have explained it now, I think I have two points of view. [01:06 - 01:09] One which is negative and the other one is positive.

[01:09 - 01:50] Let me start with the positive point of view. I think texting may help students to continuously practice writing, and maybe this is a good thing because we know that the more we practice something, the more we can improve in developing our skills in it. So, this is, I think, a good side of texting. The fact that students usually text, this makes them, sorry, this makes them usually practice.

[01:51 - 02:50] Teacher A: However, I think that there is a negative side, which is that sometimes there is a negative transfer of the characteristics of texting on their writing when it comes to an academic setting. We know that in texting or while texting, students usually

break the academic conventions; they don't follow strictly the academic writing conventions. Sometimes because of the intensive texting and use of texts or texting, this may help make these students acquire these informal conventions. And when it comes to writing, an academic piece of writing, they may use it.

[02:51 – 03:14] Teacher A: They may use these informal conventions, so it affects their aspects. Yeah, yeah. From one side, it's good because they practice writing, and from another side, it's negative because maybe there is a negative transfer of the informal conventions on the academic writing of these students.

[03:15 - 03:19] I: So according to this, or concerning this negative effect, [03:19 - 03:25] what aspects or what specific aspects that you think or may seem most affected by texting habits?

[03:26 - 03:30] Teacher A: What do you mean by aspects here?

[03:30 - 03:34] I: Aspects like whether vocabulary or grammar or what aspects?

[03:34 - 03:51] Teacher A: I think all aspects are concerned because when texting, they write, they want to convey a message. And to convey a message, they have to write maybe sentences complete or incomplete, with accurate or inaccurate. [03:51 - 04:02] But within these sentences, we find words, vocabulary. We find syntax, arrangements of these units using specific rules.

[04:03 - 04:16] Teacher A: And also, there is grammar; there are grammatical rules. So, I think that all the aspects of writing are concerned with texting.

[04:18 - 04:22] I: Has there been any broader impact of texting on EFL learners' writing?

[04:22 - 04:28] Like such critical thinking or argumentation of their academic papers or something?

[04:29 - 04:30] Teacher A: Not really. [04:30 - 04:31] Not really. [04:34 - 04:38] I have not noticed exactly what you were stating. [04:40 - 04:43] For example, critical thinking or something like that. [04:43 - 04:46] But I have noticed it more. [04:47 - 05:07] What we call the negative side of texting because when I checked or when I am checking or when I usually check the students' written products, usually I found that there is some prevalence of some informal language. For example, informal vocabulary.

[05:08 - 05:29] Teacher A: Sometimes we find that they don't write accurate language, which means broken grammar. There is the overuse of informal diction or vocabulary. There is also the use of some informal conventions like abbreviations, the use of incomplete sentences, and the misuse of punctuation. [05:30 - 05:38] So I think this is what is more noticeable compared to what you may call the positive aspect.

[05:39 - 05:41] I: So, you believe that the grammatical errors are the most ones, [05:41 - 05:45] like demonstrated in the...

[05:45 - 05:57] Teacher A: I think grammatical mistakes, grammatical aspect or the aspect of grammar. Also, even this concerns the vocabulary, the use of informal vocabulary.

[05:57 - 06:05] I: The other question is like do you ever, or have you observed any differences in texting habits based on learners' gender? [06:06 - 06:14] I mean like do you think that or did you observe that females use texting more than males? [06:14 - 06:21] Which one of them incorporated these features of texting on their writing papers?

[06:21 - 06: 43] Teacher A: According to my experience, I did not observe a big difference between males and females when texting because we may find the same practices among both of them, females and males. Maybe the only difference is that females use long messages in contrast to males who are more precise and concise (brief). Maybe we can see

that males are more direct in their writing and tend to be sterner. Females, on the other hand, are more emotional and tend to be more creative and subjective.

[06:45 - 06: 53] I: In your opinion, as an EFL teacher of academic writing, how can learners mitigate the negative aspects of texting on their academic writing?

[06:54 - 07:18] Teacher A: I think they can take the good side in texting, or the good, how to say that, the good gains, benefits from texting and use them when it comes to write in an academic context. [07:18 - 07: 31] For example, as I have said so far, texting helps people to practice. This can help them to improve their writing when it comes to academic writing.

[07:32 - 07: 59] Teacher A: Also, the fact that, for example when texting, this develops a sort of flexibility of varying different types of language constructions in terms of grammar, in terms of vocabulary. This can also be helpful when it comes to writing in an academic context. [07:59 - 08:17] However, I think there should be something very important, which is "students' awareness". Awareness about the academic conventions that should be considered and taken into consideration when it comes to write an academic writing written product.

[08:17 - 08:54] Teacher A: So, if they are aware of these conventions, I think at this moment, at this level, this can help, texting can help these students to improve their academic writing. I think awareness is very crucial. If they are aware, if they know what is academic, what is non-academic, what is formal, what is informal, certainly this may help them to avoid the negative side of texting when it comes to write in an academic context.

[08:55 - 09:04] I: Looking ahead, and as the last question, how do you envision the role of texting in the future of EFL writing instruction?

[09:05 - 09: 24] Teacher A: Yeah, I think texting, following what I have said as an answer to the previous question. I think teachers, pedagogues may consider that today texting is a daily practice among students.

[09:24 - 09:24] I: Yes.

[09:24 - 09:43] Teacher A: So, they may get profit from this practice, and why not incorporate it as a learning, teaching and learning strategy in their teaching and learning practices. [09:44 - 09:57] So they can, how to say that, they can use it, texting, in their teaching and for teachers and for learners in their learning, [09:58 - 10:15] but usually again and again, there is a strong need for making learners aware about what is formal, what is informal, what is academic, what is non-academic.

[10:15 - 10:35] Teacher A: So, if they are aware, and if it's incorporated, if it is used appropriately, for sure this will help learners to use it as a technique or as a strategy, it helps them to improve their academic writing products.

[10:35 - 10:41] I: Thank you so much for your time and answers, this is all for the questions. If you have any suggestions or comments, sir, please be my guest.

[10:41 - 11:06] Teacher A: Well, I thank you, first of all, I thank you for this, for the choice of this topic. I found it very interesting, and I found it also something that is going on with what is happening in our, let's say, in our context, in our daily life, in our teaching and learning contexts. [11:06 - 11:25] So, I see that these questions are very pertinent. And of course, I wish you can get valuable feedback from the answers of this interview, and also from the other people you will interview.

[11:25 - 11:39] Teacher A: And this, I hope that this will help you to get insightful conclusions regarding what you are researching in your master research work. And I wish you the best of luck.

[11:39 - 11:41] I: Thank you so much, sir. Thank you.

[11:41 - 11:41] I: Thank you again.

Interview with Teacher B

[00:00 - 00:05] I: Good morning ma'am. Thank you so much for accepting my invitation to make an interview with you.

[00:05 - 00:06] Teacher B: You're welcome.

[00:07 - 00:13] So the first question is, in your experience, how prevalent is texting among your EFL learners?

[00:15 - 00:46] Teacher B: Well, I was first a teacher in the middle school and texting wasn't at that time available. So, it started when I started working at university with the mobile technology. So, you can say over than 10 years I've experienced students using text messages, using English in order to send messages to their peers or to their teachers.

[00:46 - 00: 53] I: And do you observe any of these features of texting? On their academic papers?

[00:55 - 01:03] Teacher B: Not much because some students differentiated between informal and formal writing.

[01:06 - 01:16] I: In your experience or according to you, what specific aspects of EFL learners' writing seem most affected by these texting habits?

[01:17 - 01:21] Teacher B: Could you repeat please?

[01:21 - 01:24] I: What specific aspects of EFL learners' writing seem most affected by these texting habits?

[01:25 - 01:27] Teacher B: I think speaking. [01:27 - 01:41] Speaking has affected them most because sometimes they use words that the abbreviations for example, when you say I have they say I've or I'd like. [01:41 - 01:51] So these contractions of the personal pronoun with

the auxiliary verb it is mostly common in their writing. [01:51 - 02:02] Rather than for example abbreviations like “you”, when they write “you” they use it just with the letter “U” instead of writing the full personal pronoun “you”.

[02:02 - 02:08] I: Do you observe any grammatical mistakes or any other mistakes?

[02:08 - 02: 23] Teacher B: Yes of course grammatical mistakes, spelling mistakes they are very common in their writings because they don't practice writing. That's why they just hear the word and write it as it is.

[02:23 - 02:32] I: Do you observe any broader impacts like in their critical thinking or in the organization of the structure?

[02:32 - 02: 50] Teacher B: Sometimes I found words that are slang words from pop music. For example, they use it in their writing and I wonder from where they got these words because me personally, I don't know and I am not aware about the meaning of those terms.

[02:51 - 03:06] So this is the only thing that I've noticed even in the middle school because students tend to watch films, and for example when they express the word “police officer” they don't use police officer but they use “cop” instead of “police officer”.

[03:07 - 03:13] I: so true yeah, me myself used to do that. And do you observe any differences in texting habits according or based on learners' gender? [03:13 - 03:17] For example do you think that males use texting more than females or less? [03:17 - 03:21] and which one of them incorporate those features more?

[03:21 - 03:30] Teacher B: I think females use texting more than males because males tend to call rather than use text messages. [03:31 - 03:46] So among the females, yes, we've noticed that ladies are normally vulnerable to such mistakes in their academic writings

[03:46 - 03:56] I: And have you noticed like females incorporating these features more than males when you are like correcting their papers or something like that?

[03:57 - 04:09] Teacher B: Frankly, I don't remember. But yes, ladies tend to make such mistakes in their writings and I've noticed this when I taught the module of grammar. [04:10 - 04:32] yes, they use those abbreviations and those mistakes they thought it was a mistake, sorry I mean correct, but no they weren't they weren't on the right path because they have mixed things between their life their casual life and their academic studies.

[04:32 - 04:43] I: In your opinion like your personal opinion what is your attitude toward this phenomenon I mean texting in general it is negative or positive according to you in the English writing instruction?

[04:43 - 04:53] Teacher B: Honestly texting using English is a good practice of the English language but using abbreviations has a negative effect on them. [04:54 - 04:58] So it has both negative and positive effects.

[04:59 - 05:09] I: So, in your experience or according to you how can learners mitigate those negative aspects of texting on their academic writing?

[05:09 - 05:12] Teacher B: How can learners mitigate those negative aspects? Ummm, [05:13 - 05:21] It is better that they use formal language in their texts rather than using informal language. [05:22 - 05:31] This will enable them to avoid falling in the trap of using those abbreviations even in academic circles. [05:31 - 05:41] So or they use voice messages in order to avoid those mistakes [giggles].

[05:43 - 05:49] I: So, all in all how do you envision the role of texting in the future of EFL writing instruction?

[05:54 - 05:58] Teacher B: This is a hard question yeah. [06:00 - 06:01] Interesting question.

[06:07 - 06:17] So as an idea of incorporating texting in academic circles yeah it sounds like a good idea. [06:17 - 06:26] But if we did not practice it, we will not know what are its real effects in the field on our students.

[06:26 - 06:30] Teacher B: However, it may have a positive effect. [06:30-06:33] Because it will help learners develop, [06:33 - 06:41] Their skills in writing specially to avoid mistakes in spelling and grammar and even style.

[06:41 - 06:45] Teacher B: Okay, they will be precise and concise since the text is a very short message. [06:45 - 06:57] You are obliged to transmit your idea directly and this is one of the characteristics of the English style of writing to be precise and concise.

[06:58 - 07:51] Teacher B: But at the same time, we are afraid as teachers that. This method will not for example be used in its correct form. When it is for example used as it is with its abbreviation, with its mistakes in spelling or for example assimilation of some sounds. So, this maybe will cause a certain problem for academicians, especially for teachers of English because this will not increase the level of students in writing. But rather, it will make it a bad and will create a bad style of writing.

[07:52 - 08:09] Teacher B: Okay they will, instead, create a new problem in writing. Rather than be using it in a positive sense, they will use it in the reverse side which is a negative sense. And this will create another problem in writing.

[08:09 - 08: 19] Teacher B: Add into spelling mistakes and grammatical mistakes, and this time will create a style mistake.

[08:19 - 08:24] I: Do you think that this language of texting cannot be like a formal language? [08:24 - 08: 31] And be taken in like the other languages. They were dialects

before. And they like evolved to be real languages. [08:32 - 08:38] Don't you think that the language of texting like over years from now on can be a real language?

[08:39 - 08:48] Teacher B: Maybe but I'm not sure. I cannot predict because it doesn't seem like a formal language that can be taught. [08:50 - 09:01] However, with the technology that we have nowadays and the globalization that swallows everything, maybe this language will develop. [09:01 - 09: 10] And becomes the new version of English language. Everything is possible.

[09:10 - 09:15] I: So, your overall attitude about texting, is it negative or positive? Or it is in between?

[09:16 - 09: 24] Teacher B: It is in between. It has positive effects and it has negative effects, like just learners have to take these positive effects and like work on them.

[09:24 - 09:26] I: Yes. It is a good method.

[09:26 - 09:31] Teacher B: But it should be used in its correct way. Yeah.

[09:31 - 09: 48] I: So, this is all for the interview. Thank you so much, ma'am.

[09:48 - 10:18] Teacher B: You're welcome. Wish you all the best. It's a good topic. It's a new topic. I've never been interviewed with such interesting topic of texting because it's a new topic. And yes, it will have effects on EFL learners in different aspects, especially on their style of writing.

[10:18] I: Thank you so much, Ma'am.

[10:19] Teacher B: You're welcome.

Appendix C: Some Participants' Samples of Quizzes and Homework Assignments

Figure C1

- Hutchinson and Waters Traced The early origins of English for specific purposes To The end of The Second World War in The new commerce-driven many saw The need of learning English, which was considered The accepted international language.

During The 1960s changes in The world's markets resulted in The rising of ESP as a discipline. ESP emerged due To The development of The world's economy which entailed The progress of Technology.

- The first boost of ESP came from The register analysis of Scientific and Technical writing

Figure C2

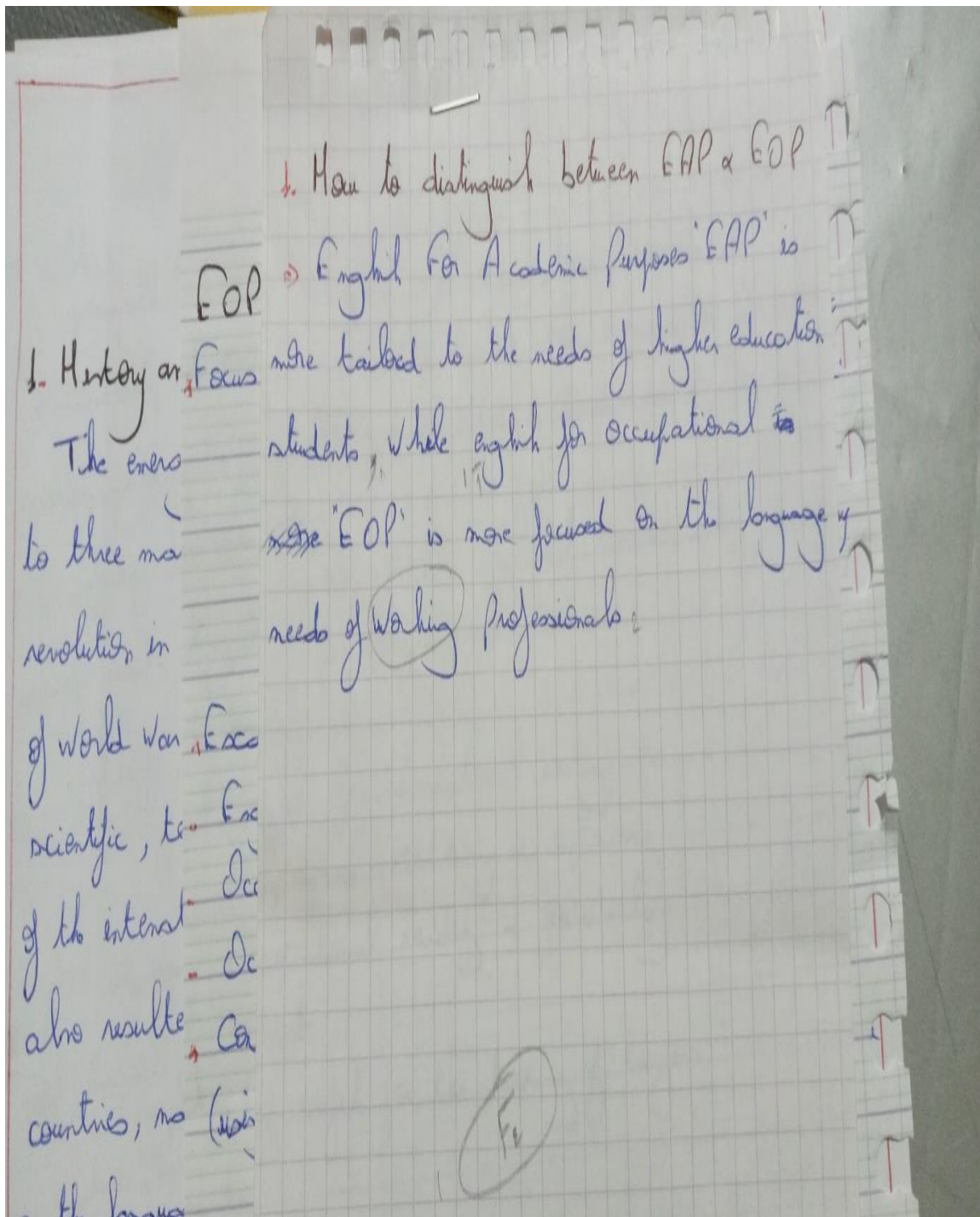


Figure C3

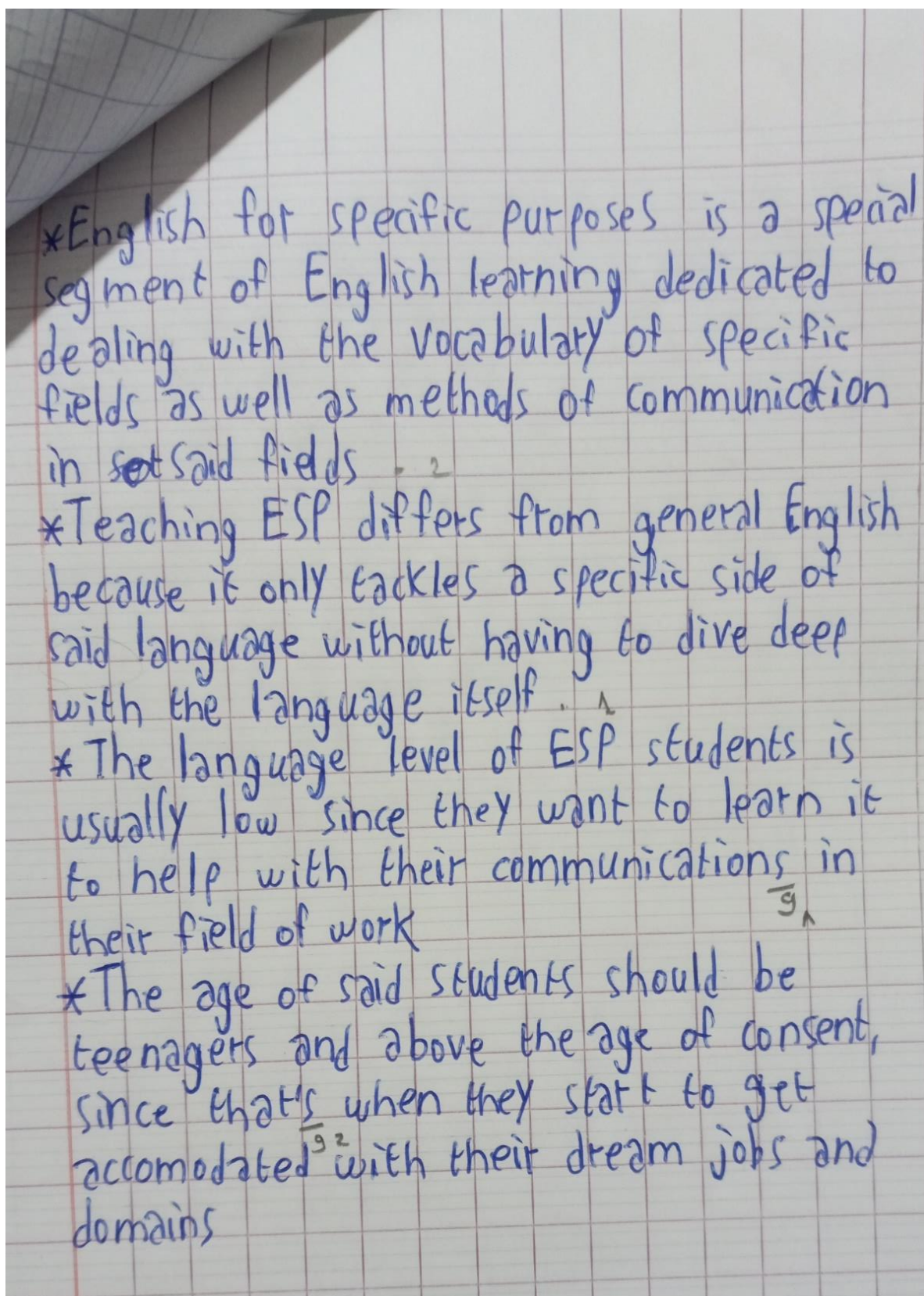


Figure C4

- Homework =

Question: how has the globalization of communication and education influenced the growth and adaptation of ESP programs?

- The globalization of communication and education has profoundly shaped the development of ESP programs. The following key avenues showcase how this influence has manifested:

1. Increased demand for English Proficiency = the global prevalence of Eng has led to a rising demand for ESP programs as individuals seek specialized lang training tailored to their professions.
2. Online learning opportunities = the accessibility of online education and resources has prompted ESP prog to offer online courses and materials, making specialized lang training available to learners worldwide.
3. Customization and specialization = ESP programs have adapted by providing highly specialized and customized content, addressing the diverse linguistic needs of learners in a globally connected world.

Overall, the glob of communication and education has fueled the growth and adaptation of ESP prog to meet the diverse needs of learners around the world.

ملخص

لقد رسخت ممارسة الرسائل النصية نفسها في جميع أنحاء العالم، حتى أصبحت اليوم أكثر وسائل الاتصال استخدامًا، مما أثار جدلاً حول تأثيرها على اللغة المكتوبة. وقد أثار اعتمادها المتكرر في السياقات الرسمية انتقادات لتأثيرها السلبي على الكتابة الأكاديمية للطلاب. على نفس المنوال، بحثت دراسة هذه الأطروحة في آثار الرسائل النصية على الكتابة الأكاديمية لمتعلمي اللغة الإنجليزية كلغة أجنبية، بهدف وصف كيف تؤثر الرسائل النصية سلبًا على الكتابة الأكاديمية للمتعلمين في اللغة الإنجليزية كلغة أجنبية. من خلال المنهج الكيفي، تم اختيار عينة مكونة من 20 مشاركًا من متعلمي اللغة الإنجليزية كلغة أجنبية من جامعة محمد خيضر بسكرة (ذكور وإناث). تم استخدام أداتين لجمع البيانات في هذه الدراسة، وهما عينات من الاختبارات الكتابية والواجبات المنزلية لهؤلاء المشاركين العشرين من متعلمي اللغة الإنجليزية كلغة أجنبية لعرض الجوانب الكتابية الأكثر تأثرًا بالكتابة النصية في نتائجهم الأكاديمي الكتابي، بالإضافة إلى المقابلات التي أجريت مع أساتذة اللغة الإنجليزية كلغة أجنبية بجامعة بسكرة لمعرفة موقفهم تجاه هذه الظاهرة. بعد تحليل البيانات، توصل البحث إلى وجود تأثير سلبي يتجلى على المستوى المعجمي والمستوى النحوي في كتابة الطلبة من حيث الكتابة بلغة غير أكاديمية، ووجود الكثير من الأخطاء الإملائية والنحوية، وسوء استخدام علامات الترقيم. بشكل عام، تهدف هذه الدراسة إلى تقديم رؤى قيمة حول تأثير الرسائل النصية القصيرة على مهارات الكتابة الأكاديمية لدى متعلمي اللغة الإنجليزية كلغة أجنبية من أجل إفادة الأساتذة والطلاب وأصحاب المصلحة الآخرين. إن تحديد عيوب هذا التأثير على الكتابة الأكاديمية يمكن أن يساعد في رفع مستوى الوعي بين متعلمي اللغة الإنجليزية كلغة أجنبية. يتمتع هذا البحث بالقدرة على المساهمة بشكل كبير في تعليم اللغة الإنجليزية كلغة أجنبية من خلال تعزيز فهمنا للعلاقة بين الرسائل النصية والكتابة الأكاديمية، وبالتالي تحسين تعليم وتعلم اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: رسائل نصية، كتابة أكاديمية، تأثير، مستوى معجمي، مستوى نحوي.

Abstrait

La pratique de la messagerie texte s'est imposée dans le monde entier en devenant aujourd'hui le moyen de communication le plus utilisé, ce qui en a fait une source de débat quant à ses effets sur la langue écrite. Son adoption fréquente dans des contextes formels a suscité des critiques pour son influence négative sur la rédaction académique des étudiants. Dans le même esprit, cette étude de thèse a étudié les effets des SMS sur l'écriture académique des apprenants d'anglais langue étrangère (EFL), dans le but de décrire comment l'envoi de SMS

affecte négativement l'écriture académique des apprenants d'EFL. Grâce à une approche qualitative, un échantillon de 20 participants EFL a été sélectionné à l'Université Mohamed Kheider de Biskra (hommes et femmes). Nous avons utilisé deux outils pour collecter les données pour cette étude, à savoir les échantillons de quiz écrits et de devoirs de ces 20 participants EFL pour présenter les aspects d'écriture les plus affectés par l'envoi de SMS dans leurs produits écrits académiques, ainsi que les entretiens réalisés avec des enseignants EFL. À l'Université de Biskra pour connaître leurs attitudes face à ce phénomène. Après l'analyse des données, la recherche a révélé qu'il y avait un effet négatif, qui se manifeste au niveau lexical et grammatical, dans l'écriture des étudiants dans des formes de langage informel, des fautes d'orthographe et de grammaire et une ponctuation mal utilisée. Dans l'ensemble, l'étude vise à fournir des informations précieuses sur l'impact des SMS sur les compétences en rédaction académique des apprenants d'EFL afin de bénéficier aux enseignants, aux étudiants et aux autres parties prenantes. Identifier les défauts de cet impact sur la rédaction académique peut contribuer à sensibiliser les apprenants de l'EFL. Cette recherche a le potentiel de contribuer de manière significative à l'enseignement de l'EFL en améliorant notre compréhension de la relation entre l'envoi de SMS et l'écriture académique, améliorant ainsi l'enseignement et l'apprentissage de l'anglais comme langue étrangère.

Mots-clés : messagerie texte, rédaction académique, effet, niveau lexical, niveau grammatical.