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The Impact of Chatting on Students' Formal Writing
The Case of First Year Master Students of English
at Mohammed Kheider University of Biskra

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Languages

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Dedication

In the Name of God, Most Gracious, Most Merciful

All the Praise is due to God alone, the Sustainers of all the world

THIS WORK IS DEDICATED TO:

- MY PARENTS, THE DEAREST PERSONS TO MY HEART. THANK YOU FOR ALL YOUR ENCOURAGEMENT, SACRIFICE, DEVOTION, LOVE AND TEARS, YOUR HEART, YOUR ENERGY AND SOUL.
- ALSO, I WOULD LIKE TO DEDICATE THIS WORK TO ALL MY FRIENDS WITHOUT EXCEPTION.
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Abstract

This study aims at identifying the impact of the use of chatting on the students' academic writing. It gives an interest to the influence of written media interaction taking place in a real time on the internet; mainly internet (online) chats. This work shows a complete picture of the overuse of chat and students' formal writing. Accordingly, the research questions discussed here are mainly four about the influence of the internet and chatting on EFL writing which is our main focus. We hypothesize that if students are over exposed to chat, their written productions would be negatively affected. The hypothesis is evaluated by a descriptive study inferred from the results of the questionnaires were handed to both students of first year master of English at Mohammed Kheider university of Biskra and teachers of written expression module at the same department to investigate what students and teachers themselves think about the influence of chatting on students' written tasks. From the two questionnaires we get insights to analyze students' written essays which offer a reliable framework in that they provide how orthographic, grammar, spelling, and lack use of punctuation are practiced by students at the university. This adaptation of written English has a negative impact on the students' written productions, and makes a difference between writing and speech, in addition to the claims put forwards by Crystal (2001) that the new medium of interaction in Computer-Mediated Communication (CMC) it is conducted in ways that are neither spoken nor written interaction "Netspeak" as he pointed out. The results of this investigation confirmed the hypothesis and showed that the frequent use of chat has a negative side besides the deviation on students' writing in class work (formal writing). On the basis of the results obtained, some pedagogical implications have been proposed to both students and teachers toward the negative side of chatting and its threat on formal writing.

Key words: chatting, Computer-mediated Communication, Formal Writing, Netspeak.

List of Abbreviations

CMC: Computer-Mediated Communication.

IM: Instant Messaging

WWW: World Wide Web

BBS: Bulletin Board System.

IRC: Internet Relay Chat

FB: Facebook

E-Mail: Electronic Mail.

MUD: Multiuser Domain

MOO: Multiuser Object-Oriented

MUSH: Multiuser Shared Hallucination

MUCK: Multiuser Character Kingdom

MSN: Messenger

EFL: English as a Foreign Language

FW: Formal Writing

F2F: Face to Face

TM: Technical Media

%: Percentages

L1: First Language

L2: Second Language

S: Student

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General Introduction

The internet has emerged as a prominent new technology which dates back to the second half of the last century. It notched probably the biggest boom in the last two decades. The influence of such an intentional, technological tool has widely spread over all the aspects of educational business and economic sectors of the world. People thanks to this medium as a new means of communication or as a medium of computer are easily able to communicate and exchange ideas and views .Thus, the internet has had such an impact on language that it would be destructive.

Recent development in the way people communicate in a “Networked Word” have tinted a new genres of the way students are writing .This development is affected by many factors, which are the computer and the internet. They gave an increase of the emergence of Computer-Mediated Communication (CMC) .The internet comes to control our lives, E-mail and instant messaging (IM) are rapidly replacing conversational forms of correspondence, and the web has become the first part of both information enquiry and leisure activity.

The language itself has developed vastly since its origins and until the 21st century. It has gone from sounds, signs, and symbols to complex sentences governed by grammatical rules. At the end of 21st century, we were introduced to a new language, i.e., the language of instant messaging and electronic communication. This language resembled speech, with simple syntax, incomplete sentences and informal structure.

The use of CMC becomes more widespread in educational contexts and chatting usually is a more synchronous faster form of communication; it is one of the more popular forms of computer mediated communication. While there are numerous advantages of technological advancement, there would be equally disadvantages as well.

The new evolution of the English language is popularly known as “chat-speak”. One of the major disadvantages of using chat speak is its diffusion of the Algerian lives immensely, especially the younger generation in destruction to communicate effectively and efficiently in using appropriate spelling and words, and destroying their ability over their use of language.

According to Terisa (2003) Chatting is a good way to practice informal English. Messages in chatrooms are usually short sentences; sometimes they are not even sentences but just a few words that are not correct grammatically but may be typical of the way we speak in a quick conversation with friends. The use of chat-speak is like a children begin to use short forms in written communications.

Accordingly, the common examples of chat messages are found in replacing words like “you” with “u”, other variants includes” to imply “yes”...etc. Proponents have argued that chat-speak should be welcome medium of communication. Is chat-speak form of destroying the English language or a means of communication which used by individuals to use time effectively?

1. Statement of the problem

A revolution in the use of computer applications in general emerged during the last decade. Computer, in the Arab world takes various forms, ranging from the use of computer to the use of internet, email service, and chatting in order to provide educational content to the learner in a way that is interesting, enjoyable and diverse.

Accordingly, this study is offered to find out the effects behind the highly use of chatting by students of English and the kind of messages they use in chatting process. In addition, chat may affect student’s outcomes either positively or negatively. And this means of communication is bound to have profound effect on student’s written productions.

2. Aims of the study

With carrying out this research, we aim to investigate the impact of frequent use of chatting communication on the learner’s written productions and to check out whether our students make use of chatting features in their English written work. This new sophisticated form of communication and new technology interests the Algerian youth; chat is considered as the most popular technological tool used for communication. The assumption is that chat could lead to a kind of writing which deviates from the formal writing.

3. Key terms

- **Communication**

The way of projecting ideas and thoughts from one person or party to another

- **World Wide Web**

(Often abbreviated “www” or called “the web”). Its outstanding feature is hypertext, a method of instant messages.

- **Internet**

Sometimes called simply “the net”, is a world wide system of computer networks. Crystal (2001: 24) defines the Internet as “... an electronic, global and interactive medium, and each of these properties has consequences for the kind of language found there.

- **Instant Messaging**

Is a form of communication over the internet that offers quick transmission of text-based messages from sender to receiver.

- **Computer-Mediated Communication (CMC)**

Murry defines CMC as “communication that takes place between human beings via the instrumentality of computers” (2000:399). It refers to any form of communication which is carried through the medium of a computer synchronously or asynchronously.

- **Chatting**

Is talking to other people who are using the internet at the same time you are. This “talking” are the exchange of typed-in messages requiring one site as the repository for the messages.

4. Research Questions

In relation to the proposal subject of the study which is concerned with the impact of chat on student’s formal writings, and the possibility of destructing student’s writings when using this new medium of communication (chat). The research questions addressed in this study are the following:

- Does internet have any influence on learner's education?
- What is the kind of language used in the chatting process?
- Which kind of language is attributed to the frequent use of chat?
- Does chatting influence foreign English learners' writing?

5. Research Hypothesis

With regard to the fact of assuming that being exposed to chat language affects the student's written production, in terms of using abbreviations, spelling mistakes and other features, it is assumed that the internet language is so different from traditional language; that it has special label. In fact, the popular belief often promoted by media is that new technologies have been radically affecting it, and in some cases, destroying it. The present study is based on one hypothesis that shall be tested and verified through.

- We hypothesize that if students are over exposed to chat, their written productions would be negatively affected.

6. Research Methodology

6.1. Method

One of the crucial principles that a researcher should consider is the research method. In other words, no research work is organized and systematic without determining the method that a researcher will go through his work. Some of research studies need one research method while some others need more than one.

In this study, we are looking for a correlation between two variables chatting and student's formal writings. The procedure that will be adopted is the descriptive study through using questionnaires for both students of first year Master of English at Mohammed Kheider University of Biskra and teachers of written expression module as tools consist of personal questions related to their knowledge on chatting and its impact on formal writing. It is also followed by analyzing essays written by first year master students of English in written expression module.

6.2. Population

The population of our research is the first year Master, language sciences, students of English at the university Mohammed Kheider of Biskra, the department of Letters and Languages; more specifically English language division. This sample has been randomly chosen. Our sample will consist of 25 students and 10 teachers of both male and female and different age and abilities, we will choose only 25 students and ten teachers to get effective results. This particular study has congealed around a population made up of a specific kind of learner, English students and teachers of written expression with a considerable base of domain knowledge in online communication (chat).

7. Research Tools

With regard to the aim of the research conducted and the way the research questions are going to be answered and to reach the objectives of our study, we will be using two main tools. Questionnaires designed for students of first year Master and teachers of written expression chosen randomly. While the second tool is the analysis of essays has been written by students of first year Master of English.

8. Structure of the study

Our research is divided into two parts: the theoretical part and the field of study. The former includes two chapters. The first one gives a general overview on communication and Computer-Mediated Communication and the second, being the most important element in the research, deals with the language used in internet chatting and its effects on formal writing. The latter consists of an analysis of formal questionnaires addressed to first year Master of English at Biskra University and teachers of written expression module at the same university. These questionnaires are intended to explore the negative side of chatting on students' academic written productions. In addition to the analysis of the students' written essays. The results obtained are going to be analyzed for the sake of obtaining the required data. At the end of this research some pedagogical implications have been proposed to both students and teachers toward the negative side of chatting and its threat on formal writing.

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Chapter One: Communication and Computer-Mediated Communication

Introduction

Recent years have provided evidence that the communication systems progressively change the possibilities of the interaction. Linguists have defined the term “communication” in different ways. In this chapter, we will present a general overview about communication, its definitions and the focus will be on the concept of computer mediated communication (CMC) and its different characteristics, especially the synchronous (real time) and asynchronous (delayed time). Then, it deals with the communication through computer mediated communication (CMC), and makes a distinction between the different forms of communication that are used to exchange textual messages, E-mail, Bulletin Board Systems (BBSs), World Wide Web (WWW), and Internet Relay Chat (IRC). Another aspect that is dealt at the end of this chapter is the popular social websites used most among people such as, Skype, Facebook (FB), and Twitter.

I.1. Communication

Communication commonly refers to two roles: sender and receiver, a process whereby you speak or write. You send a message and other person receives it. Perceptions are powerful. To communicate effectively, you must consider how others will perceive your message. People process their messages through their frame of reference is formed by many factors: attitude, beliefs, culture, education, emotions, expressions. They create messages into perceptions instantly and usually subconsciously. They produce impressions, make judgments, and come to conclusions automatically. Those perceptions determine how they react.

People are born with physical abilities to talk and listen. Effective communication and good speaking require effective learning skills. The person does not know what people are thinking, and also, he does not manage how someone perceives what you communicate. But certainly he can manage how he communicates by written, visual cues (Arredondo, 2007:3-4).

I.1.1. Definition of Communication

Communication covers a wide study area. Studies of communication have engaged people since classical times, if not even earlier. Encyclopedia has defined communication

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as “the transfer of thoughts”, “Even though that idea has been out of date for many years: it is messages, not ideas or thoughts that pass from communicator to receiver”.

According to Crystal (1992:62-63), communication is the transmission and reception of information between signaler and receiver. There are various steps in this process can be recognized. A formulation of messages in the signaler’s brain, and is then encoded in the nervous and muscular systems.

Berger (1995:208) defines the field of communication as “a process that involves the transmission of messages from sender to receiver” .However, Corner and Hawthorne (1992:2) state that “communication studies are about how human meanings are made through the production and reception of various types of sign. It is about visual and verbal sign systems and the technologies used to articulate, record and convey them”.

According to Weekly (1967:338) communication is etymologically related to both “communion” and “community”, comes from the Latin *communicare*, which means to make common” .Devito (1968:61) stated that “communication is the act of transmitting a message from a sender to receiver, through a channel and with the interference of noise”.

The concept of communication is defined by Narula (2006:2-3), it is the interaction with ourselves and others, our external and internal environment. Our communication is sometimes defined, and sometimes undefined. Similarly we are not all times we are conscious of our purpose of communication or the effects that our messages will have on the targeted receivers. Our communication may not be comprehensible all time and for everyone. Human communication is special process in which human beings keep in touch with one another.

I.1.2.Communication Networks

Communication networks are the patterns of contact which are created by the flow of messages among communicators through time and space. What should be understood here is broadest sense to refer to data information, knowledge, images, symbols and any other symbolic forms which can move from one point in a network to

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another or it can be cocreated by network members. These networks include personal contact networks, flows of information within and between groups. (Peter, 2003:3).

I.1.3. Internet Chat

It is one type of electronic communication. This new means of communication became increasingly popular in the mid 1990s, with (IRC) as one of the leading channels for this type of communication. (IRC) allowed people from all over the world to chat with each other either in multi-user group conferences or in one-to-one private discussions. Svennevig (2005) states that when emails and Internet chat groups came into being, people communicate with each other without having any conventions that were established for this particular genre of communication. He says that internet chat builds on the conventions of speech, and it has developed new conventions that are particular of this means of communication, such as a system of abbreviations and icons.

I.2. Jacobson Models of Communication

Jacobson (1960:213-220) elaborated a famous model of the factors of any act of verbal communication which can be generalized for any kind of communication. He argues that the message itself, an addresser, an addressee, a context (the social and historical context in which the utterance is made), a contact (the physical channel and psychological connection between the addresser and addressee), and a code completely or partially known to both addressee, which permits communication to occur. All the previous elements should be required in every oral or written verbal message or speech act (parole).

Jacobson's model has two obvious merits: the first, it takes into consideration, and represents synthetically, a complex set of factors; the second, it makes many of the specific functions of the message deeper in relation to each of these factors in the communication process. This Russian linguist treasures his former belonging to the significant experience of Russian formalism, by introducing the poetic function into his model, as an "*autotelic*" orientation of the message towards itself.

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I.2.1. Function

Jacobson (*Ibid*) created a model of communicative functions and he gave the importance of the context in the communicative function because a shared code was not sufficient. The elements of communication are the addresser, the addressee, context, message, channel, and code. Therefore, depending on the focus of the components of communication; the function emotive (focuses on the addresser's attitude to his or her own message; e.g., interjections and emphatic speech), *conative* (focuses on the addressee; e.g., vocative), referential (refers to the content), *metalinguistic* (refers to the code itself, language about language; i.e., metalanguage), and *poetic* (refers to the additional components of a message apart from content). Each piece of discourse requires an analysis to identify which of the above functions predominate. In other words, although all of these functions or any may be present in any utterance; they are different in their importance as a result of which one function is dominant over the rest. The message is oriented towards the corresponding factor where a particular function dominates.

I.3. Introduction to Computer -Mediated Communication (CMC)

Computer Mediated Communication refers to a means that improve student's abilities to communicate with their peers or other outside classroom settings. Hiltz and Turoff are the first who introduced the term CMC in their study of computer conferencing. The communication occurs via synchronous modes such as live chatting, teleconferencing or asynchronous modes (such as emailing, discussing on the listserv) via the computer terminals.

The impact that internet has on our lives, it is difficult to ignore since it has a fact of life. The growing change, in quantity, technology and a huge number of users as Naughton describes it:

The Internet is one of the most remarkable things human beings have ever made. In terms of its impact on society, it ranks with print, the railways, the telegraph, the automobile, electric power and television. Some would equate it with print and television the two earlier technologies which transformed the communications environments in which people live. Yet is potentially more powerful than both because

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it harmless the intellectual leverage which prints gave to mankind without being hobbled by the one-to-many nature of broadcast television. (1999:1)

Since the internet is available, users interact with their interlocutors across time and geographical boundaries. CMC has widely spread throughout the world because of the technological development of computers as Evans states: “The Internet is like a giant jellyfish. You can't step on it. You can't go around it. You've got to get through it.” (Quoted in Wood, 2005:3).

I.3.1. Definition of Computer- Mediated Communication

Computer Mediated Communication tools continue to provide an incentive for people to learn and use a foreign language by creating an urge to share and know about others. The rapidly changing nature of communication technologies, scholars do not specify forms of CMC ,they describe it simply as “the process by which people create, exchange, and perceive information using networking telecommunication systems that facilitate encoding, transmitting and decoding messages”. (Wood & Smith, 2005:5)

Progress, in the most general sense brings about changes in the way people communicate. Crystal (2001:3) stated that the efficacy of computer mediated communication is obvious as it enables people to communicate across temporal, special barriers, and makes interaction between people continuous and unbiased.

One of the most overt examples of the move away from a technological focus in definitions describes it thus:”CMC, of course, is not just a tool; it is at once technology, medium, and engine of social relations. It is not only structures social relations, it is the space within which the relations occur and the enter that space” (op.cit).

Wood & Smith (2005:4) state that “the field of CMC studies how human behaviors are maintained or altered by the exchange of information through machines.

Bodomo suggests a more recent definition:

CMC is defined as the coding and decoding of linguistic and other symbolic Systems between sender and receiver for information processing in multiple Formats through the medium of the computer and allied technologies...and through media like the internet ,email ,chat systems, text messaging, YouTube , skype,and many more to be

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invented. As is seen, the term computer itself is no longer limited to desktop and laptop devices but generalizes onto smaller but even more powerful gadgets like palmtops, mobile phones...all with internet connectivity. (2010:6)

Hence from all the definitions that are stated, CMC encompasses the application and impacts of computer and digital technologies; however, in practice CMC is usually concerned more specifically with human interpersonal communication on, through and about the internet and web. Two strategies are used for identifying the key principles and issues which define the field of CMC: scholarly definitions and scholarly discussions. Perhaps the most effective way of defining CMC is to try and pin down the core concepts.

I.3.1.1. Cyberspace

The “cyber” in cyberspace comes from the Greek for steersman and carries with it the connotation of control. The term cyberspace used in conjunction with the internet. However, despite its popularity among media reports and marketers, just where this term comes from and what it means is less commonly known. The introduction of cyberspace into common usage, though, follows a trail that leads from science fact to science fiction. Gibson defined it in the following manner:

Cyberspace: A consensual hallucination experienced daily by billion of legitimate operators, in every nations, by children being taught mathematical concepts...A graphic representation of data abstracted from the bank of every computer in the human system. Unthinkable complexity. Lines of light ranged in the nonspace of the mind, clusters and constellations of data, like city lights, receding. (1984:51).

Cyberspace is generally used to transfer to the space when conducting Computer Mediated Communication (CMC).the term “cyberspace” has also been coined to capture the notion of a world of information present or possible in digital form. It includes World Wide Web.

I.3.2.Characteristics of Computer -Mediated Communication

Scholars are interested in understanding the characteristics of CMC and its effects on people, groups and organizations. Murry (2000:397) found that CMC shows “...features of simplified registers associated with both oral and written language”. She also reports that there are norms which are specified to CMC, including the use of

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abbreviations, simplified syntax and the acceptance of surface errors. This new mode of communication is characterized by features such as synchronicity, asynchronicity, and packet. Switching, interactivity, physical transcendence, storing and replication, and hypertextuality.

Other characteristics of CMC in language learning that have been noted include the following:

- It allows collaborative learning activities.
- It encourages participants to take active roles in communication.
- It encourages students to be less self-conscious of their language.
- The main distinction that has been made in CMC is between synchronous (real time) and asynchronous (delayed time) communications.

I.3.3. Modes of Computer -Mediated Communication (CMC)

Two main modes can be differentiated

I.3.3.1.Synchronous Mode

It is a parameter that offers features for communication. Interlocutors can interact spontaneously via the text chatting or the voice chatting so that successful communications occur, it allows for both interactive and written communication. Beach and Lundell (1998) found the synchronous mode created a new social context, in which participants exchanged their messages in response to the point of messages and write their messages in response to the point. Participants in the context require prompt reactions to keep the interactive chains moving. Examples of synchronous CMC include different forms of chat such as instant messaging (IM).

I.3.3.2.Asynchronous Mode

It is unlike learners or participants do in the synchronous, because in those in the asynchronous mode can communicate with others in the environment at a slower pace. The setting was comfortable and dynamic for even sly. Asynchronous CMC refers to the type of communication that does not require participants to be online and available at the same time. They can store the incoming messages so the messages are therefore composed off-

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line, giving the sender the time to think while composing messages, rewrite, or revise those messages (St.John &Cash, 1995:334).

I.4.Communication through Computer- Mediated Communication

Communication media is developed by people who are always discover new ways of how to use this communication media .Before ,they have used the telephone as a technological mean for exchanging of voice symbols, traditional mail-handling for printing legal contracts , they transmit written materials by fax machine and even images over the same telephone lines used for speaking. The interaction which takes place over the internet shares the same history with the above one; this interaction was largely limited to text-based exchange, E-mail, BBSs, IRC are forms used to exchange of textual messages between participants, in addition to the World Wide Web (WWW).Nowadays people are able to share sounds, images and text messages through their desktops. All the forms above are examined by scholars as the followings.

I.4.1.The World Wide Web

According to Dudeney (2007:3) the World Wide Web is abbreviated “WWW”, is the medium of choice for both new and experienced users on the net. It is noticed that it is visually attractive, easy to use and understand, and manages to combine many other Internet-based forms of communication.”WWW” is what less knowledgeable people think of as the Internet. That is, people check out the latest newsgroup messages, or through web they meet friends in a chat room.

Most modern computers already come equipped to get connected to the Internet .What is needed is a modem, a telephone line and an internet service provider. The World Wide Web is increasingly becoming a portal to the other forms of Computer Mediated Communication (CMC), and because it is much more graphical interface, people have been turning to this form of CMC as a way to the other text-based forms. One of the rhetorical effects of the web has been the ways in which the globally accessible messages posted to it address particular audience.

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I.4.2. Electronic Mail

Increasingly, the word “email is used and almost universally accepted-as a verb and a countable noun (“I ll email you tomorrow; “I just got an email from any cousin”). According to Dudeney (2007:10), E-mail is, for many reasons, the most used tool on the internet; it is easy to use, it is cheap, fast and usually reliable. It can be used directly from the browser (Firefox or internet explorer).It is defined by Herring (1996:7) as:

A text-based asynchronous and involves message-by- message transmission. A distinctive feature of the e-mail message that dates back to the early 1970s is its header, containing ”to”,”from”, and subject lines as well as routing information.

E-mail is perhaps became the most well-liked and familiar channel for communicating through the Internet. It is the much slower, paper-based "snail-mail" routed through traditional postal means; e-mail involves the exchange of textual messages between two or more parties. E-mail arrives very quickly and seems to express meaning in a notably variant fashion. (Wood&Smith, 2005:10).

I.4.3. Internet Relay Chat (IRC)

According to Wikipedia, Internet Relay Chat (IRC) is “a form of real-time Internet text messaging (chat) or synchronous conferencing” (2010-03-08).And also, it is made clear that IRC is “mainly designed for group communication in discussion forms, but also allows one-to-one communication via private message as well as chat”.

Werry (1996:47-63) explains that users on IRC take part in simultaneous multi-party interactions mediated on so called “channels” that are upheld by means of server-networks. When users connect to a server and a specific IRC network by means of a (client) program and “join” a channel (i.e. choose their screen name (“nicknames”) and “enter” a channel), they instantly begin to see chat messages from other IRC .Users on their computer screens.

The users of chat messages type the message in so called “buffer window” after which they hit the return key .Werry (1996:50),indicates that Internet Relay Chat (IRC) has sections on “netiquette”,(i.e. “rules” for acceptable and non acceptable behavior).

Crystal (2001:71) explains, “People who fail to conform to these guidelines risk sanctions, such as explicit correction by other participants, or ultimate penalty”. Wood

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&Smith (2005:13) stated that “Internet Relay Chat occurs in real time and is often thematic, addressing the concerns of a particular audience”.

I.4.4. Multiuser Domains

Is another form of synchronous communication, and mainly text-based, interaction occurs in a multiuser domain (MUD). First called multiuser dungeons because they were inspired by the fantasy role-playing game "Dungeons and Dragons," MUDs have inspired an excess of acronyms, each suggesting some specialized quality of its approach to the concept. These include MUDs object-oriented (MOO), multiuser shared hallucination (MUSH), and multiuser character kingdom (MUCK). What is common among all these permutations is that they are text-based virtual realities in which participants interact with an environment, objects, and other participants. Originally constructed of nothing more than the words on the computer screen and the user's imagination, everything about a MUD is invented, although it is all rule-governed by the administering program. Nonetheless, participants enjoy a great deal of freedom in adopting roles, in indicating movement through the virtual environment that they read about on the screen, and in conversing with their fellow participants in a MUD.(Wood&Smith,2005:14).

I.4.5. Chat

According to Dedeney (2007:42) the term chat, when it is used in the field of the internet refers to synchronous or (real time) communication between two or more people by using the key board as the means of communication. Chats were take place in chatrooms relate to those technologies that allow two or more people to exchange text messages in real time; you read messages by other users in the same room and respond.

Velkovoska (2007:13) defined chat as electronic spaces devoted to electronic group conversation where the chatters are identified by nicknames. The participants connect to chat site, join channels or rooms, and communicate by typing typically (one-line) messages, which are transmitted in their entirety when the user presses the “send”. Chat rooms are organized according to various criteria: common interest ,age, or geographical location .Yahoo, MSN , Google are web browsers come with their own built-in chat programmes .Many websites have built-in chat functionality as well.

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I.4.6. Bulletin Board Systems (BBSs)

According to Smith & Wood (2005:12) Bulletin Board System (BBS) is a variant of e-mail and also a form for text based communication, but distinguished by the size of the audience it attempts to reach and the technological manner in which messages are read. In a BBS, the individual contributors send messages to a single computer address and the program then transmits these individual messages that comers can access and read at their destruction.

I.5. General Features of CMC

The linguistic features of CMC are obvious and well-known, e.g., some abbreviations and acronyms. Other features are less known because they are not useful, they are used only by certain groups of people or because they are used unconsciously. It is not important that everyone who communicate online uses all available features of CMC e.g., someone who also not all features are used in all modes of CMC e.g., someone who uses extensive punctuation in chatrooms, it is possible to not use this feature in an email, and someone who uses abbreviations when writing text message on a mobile phone might not use them when writing instant messages on a computer. The choice of features of CMC depends on the person who uses CMC, on the mode of CMC, on the communicative goal, on the relationship of the interlocutors and other situational factors, e.g., time pressure. (Greiffenstern, 2010:45).

Segerstad (2002:72) pointed that abbreviations are well known feature of CMC as a form of written short words, often formed using initial letters. The words are pronounced in full when read out. There are abbreviations which are distinctive to CMC and others which are not.

Phonetic spelling can point the tone of a message and it gives CMC a more speechlike. Thus, more informal-character:

E-style, however, is more direct-closer to the methods used in speech. As for the implied spelling, obviously phonetic spelling is more like speech. Since “night” has three phonemes, why bother with five letters? And since people say “gotta” and “gonna”, why not represent that pronunciation in e-mail? “Hmmm” is often spelled out in e-mail to indicate thinking in progress, as a substitute for “spoken “hmm” or a gesture like scratching the head. Some f these features are not unique to e-style, of course. They are sometimes used in chatting tabloids or informal letters. (Maynor, 1994:50).

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Another feature of CMC is the reduced use of capitalization which can occur sentence-initial but also involves proper names and other terms. The internet is not case sensitive, and it does not matter if words are capitalized or not, so, this feature of CMC may have developed. "The" save a key stroke" is a principle which is widely found in e-mail, chat groups and virtual worlds, where whole sentences can be produced without capital letters marking the beginning of the sentence or proper names" (Crystal,2004:82)."Lower case default mentality means that any use of capitalization is a strongly marked form of communication". (Crystal, 2004:83).when text written completely in capitals is considered as shouting and often unfriendly. New uses of symbols and new functions of capitalization emerged in CMC:

Another distinctive feature of internet graphology is the way two capitals are used-one initial, one medial-a phenomenon sometimes called bicapitalization. There is increased use of symbol not nounly part of traditional punctuation system, such as the # .Unusual combinations of punctuation marks can occur, such as (to express pause) ellipsis dots(...) or the repeated hyphens (---) or the repeated use of commas (,,).Emphasis and attitude can result in exaggerated or random use of punctuation, such as !!!!! Or(Crystal, 2004:83).

The feature of CMC is not so new and revolutionary as they are often depicted. Their frequency and their combination may be new but their creation often follows already existing patterns.

I.6.Social Media

A medium is defined as "entity that helps organize a relationship between two other entities" (*ibid.*). "The term medium stems from the Latin *medius*, which means in the middle, or the middle one. Media have to do with mediation. Social media mediate the social relationships of human beings". (Artz& Kamalipour, 2005:189).

But what is social media, really? "Social media is the media we use to be social. That is it (Safto, 2010:4)."The first part of the terminology, social refers to the instinctual needs we humans have to connect with other human...the second part of chat term refers to the media we use with which we make those connections". (Safko, 2010:4). "Social media

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is global in nature”. (Qalman, 2010:2). And, according to the website Hitursé ,”is less than three years, it became the most popular activity on the web”.

Communication media is developed by people who are always discovering new way of how to use this communication media. Before they have used the telephone as a technological mean for exchanging voice symbols, traditional mail-handling for printing legal contracts and they transmit written by fax machine materials and images over the same telephone lines and for speaking. The interaction which takes place over the internet shares the same history with the above one; this interaction was largely limited to text-based exchange E-mail, BBSs, and IRC are forms used to exchange of textual messages between interlocutors, in addition to the World Wide Web. Nawadays people are able to share shows, images through their desktops”. (Smith *et all.*, 2011).

“Social media” is a very broad term giving to make a picture to the latest evolution of internet and web based communication platforms. A social media site is a platform that lets users generated content to emerge through interactions and collaborations and a virtual community. This discriminates with the earlier websites and other forms of broadcasts media where users are limited to the passive viewing of content. This evolution of the web has many characteristics which must be understood when considering its effects upon organizations; the ones who reach social media, is able to reach a vast number of people instantaneously and even the technologies give a platform which allows for two-way communication. And it is also available to anyone who can use a computer or a computer or a smart phone. (Smith *et all.*, 2011)

I.6.1. Chatting With Skype

Skype lets you to organize, customize, save, search, and add links to chats. Anyone can invite chatters who are not online so that they may be free to join the chat circle later. It is also possible to send information, files, contacts and email links in a Skype chat. While you are chatting with a group; you can even have private conversations on the sly. When you have chats with three, four, or more people, the conversation quickly become lively, fun, and fast faced. It is a situation in which chatters talk to each other all the time, questions are asked, more comments inquires. A Skype messaging environment is more like a virtual mixer. You can speak all the members of a group, pair off, have one-to-one

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conversation, form a new group, or share contact lists with some, and exchange multiple messages by opening as many chats as your desktop.(Loren *et al.*,2007:90-91).

I.6.2.Facebook

Facebook “is by far the most popular and widely used social network”. (Safko, 2010:27).

Some statistics about face book:

- More than 35 million users update their status each day.
- More than 3 billion photos are uploaded each month.
- More than 5 billion pieces of content including blog posts, news, web links, notes, photos, and so on, are shared each week.
- More than 3, 5 million events are created each month (Safko, 2010:27).

Bodom asserted that:

facebook, the new CMC medium [has] become one of the most popular websites...Its popularity has increased so much so that not only the youth but some prominent members of older generations...use it to get in touch with customers ,outituent.
(2010:316).

I.6.3.Twitter

It is five years old and as a September 2010 had 175 million registered users. Twitter gives an account in March 2011 that some 500,000 new Twitter accounts are created each day, and that one billion “tweets” are now written each week. This platform is reaching a wider audience, with people aged over 50 signing up at record-rates. (Smith *et al.*, 2011).

Conclusion

Communication is a process in which people express their feelings and thoughts. We have discussed through this chapter the main concepts that are related to online communication, computer mediated communication (CMC), and Internet Chat, and the different modes of communication. We have reviewed synchronicity and asynchronicity in

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particular, as important characteristics of (CMC).The CMC can be defined in terms of these two parameters.

In the following chapter, we will consider chat as one of the forms of electronic communication that plays a vital role in exchanging the messages via computers among students and those messages exchanges embraced within the parameters of students' formal writing.

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Chapter Two: Language of Chat and Formal Writing

Introduction

Writing is a difficult skill learners have to master, both, native and non-native speakers. Thus, foreign language learners are struggling to write correctly because of the popularity and frequently use of chat messages, and gradually they will be addicted to this habit.

In this chapter, firstly, we have consider the writing system in general, dealing with the main differences between formal and informal styles in writing .Secondly ,the medium of Netspeak, its main characteristics, focusing mainly on chat features and the language used in chat that appear in students' formal writing. At the end, we will tackle the effects of CMC and chatting on English as foreign language learners (EFL) writing.

II.1. Writing System

Undoubtedly, the most important invention in human history was writing. It provides a permanent record of information, opinions, beliefs, feelings, explanations, etc. Writing allows us to share our communication.

People had been talking before writing was invented. The writing system was developed in the Middle East around 3000 BC., by the Samarians and soon spread out to constitute indispensable components of human society. As civilization becomes more complex and greater quantities of information have to be stored and transmitted, the written word becomes more and more indispensable.

Writing is among the most complex human activities. It involves the developments of an idea; the capture of mental representations of knowledge, and of experience with subjects. Arapoff (1967:233) describes writing as “much more than an orthographic symbolization of speech. It is, most importantly, a purposeful selection and organization of experience”. According to Arapoff. ”experience” includes all thoughts, facts, opinions, or ideas, whether acquired first hand through direct perceptions and/or actions or second hand through reading and hearsay.

The relationship between writing and the productive skills, particularly the speaking skill, it has been subject to considerable discussion. Accoding to Weigle (2002:15), the relationship between writing and speaking is important for language testing,

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among other reasons, because the question to what extent writing can be seen as a special case of second language (L2) use and to what extent writing represents a distinctly different ability from speaking drawing the many of the same linguistic resources but also relying on distinctly different mental processes.

Traditionally, most linguists hold the position that the sole reason for the existence of the written form is to present the language in its oral form. Written language has existence, but is simply a shadow cast by speech.” Writing is essentially a means of representing speech in another medium”(Lyons,1968:38).If Lyons and others are right in thinking that writing is speech written down, both spoken and written forms of communication should then have essentially the same characteristics.Yet,it is instantly obvious that each has specific features distinguishing it from the other. A more recent position, thus, has emerged to stress the fact that:

Neither oral or written language is inherently superior to the other, but oral and written texts vary across a number of dimensions including textual features, sociocultural norms and patterns of use, and the cognitive processes involved in text production and comprehension. (Weigle, 2002:15).

However good writing is not equivalent to good spelling and grammar, students should know both correct spelling and how to find the correct spelling of any word.

II.1.1.The Differences between Formal and Informal Writing

There are two main styles of writing, when someone comes to write in English, formal and informal; the way we write in academic and scientific settings differs greatly from the way we write to a friend or close one. The tone, vocabulary and syntax, these differences in styles of writing we find them in many aspects. First, the usage of grammar, in informal writing the contractions are used (can't ,won't ,shouldn't),while in formal writing there are no contractions, the writer writes out full words, e.g., cannot ,will not, should not ,etc .The usage of first ,second ,or third person in informal style, but when he/she writes formally use the third person(except in business letters where first person may be used).The one who writes in informal way ,he/she may address readers using second person pronouns (you ,your ,etc),it differs from formal one because the writer avoids addressing readers using second person pronoun (you ,your ,etc).Another difference shown that informal writing, you may use imperative voice , active voice, short and simple

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sentences, while in formal style, the writer avoids imperative voice, the passive voice, longer and more complex sentences are preferred (short and simple sentences reflects poorly on the writer). Second, the usage of vocabulary, the colloquial words/expressions are used in informal style e.g., (kids, guy, a lot, etc), but in formal situation are avoided, the writer substitute those colloquial words with (children, man/boy, wonderful, many, etc). In informal writing, you may use abbreviated words (photos, TV, etc).

These are just some of the differences between formal and informal writing. The main thing to remember is that both are correct, it is just a matter of tone and setting. Formal English is used mainly in academic writing and business communications, whereas informal English is casual and is appropriate when communicating with friends and other close ones. Choose the writing keeping in mind what you are writing and to whom.

II.2.Netspeak

According to Crystal (2001:17), the term Netspeak is an alternative to “Netlish”, weblish, internet language, cyberspeak, electronic discourse, electronic language, interactive written discourse, Computer-Mediated Communication (CMC). The suffix “speak” in Netspeak stands for writing as well as talking, and that any “speak” suffix also has a receptive element, including “listening” and “reading”.

II.2.1.The Medium of Netspeak

According to Crystal (2001:24-28), “the internet in an electronic global, and interactive medium”, and the kind of language has results because of these properties. The more affected influence arises out of the electronic character of the channel. Crystal here traces the nature of this medium in comparing it to the written and spoken form of the language.

Netspeak comprises characteristics belonging to speak as well as writing. This can be shown in different Net situations. For example, in the web, we find different types of texts developed in the same way as in their electronic form. Thus, the sorts of the general properties of writing are the same page web pages. They are more likely to be written than spoken. On the other hand, we find the medium used display much more properties of speech than writing in situations like in chat groups and virtual worlds, people in these

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situations are writing the way they talk. Although both sides are reliable, there are differences can be established.

Netspeak is a medium which comprises features of speech and writing together. It is an aggregation of trends and idiosyncratic usages .Thus; it is a medium which allows people from anywhere to communicate with people anywhere else about anything.

II.2.2. Speech and Writing

It is necessary to bring into light the distinction between speech and writing before defining the characteristics of language on the internet.

As Crystal puts it, the relationship between speech and writing, has been traditionally treated as fundamental to any discussion about language. Although the distinction many seen perfectly clear to some, others will claim that the border is not clear at all. The apparent difference is in the medium.

Speech uses the transmitting medium of “phonic substance”, typically air-pressure movements produced by the vocal organs, whereas writing uses the transmitting medium of “graphic substance”, typically marks on a surface made by a hand using an implement. It is simply a physical thing. The study of sounds is one dimension; the study of symbols is another. (Crystal, 1995:1).

However, there are differences more complex than this simple division into what was written by our hands and spoken by our mouths. Crystal argues that these two intercours take place in strongly divergent communicative situations. And the differences go much further. The structure of language very much differs: the grammar and vocabulary of writing is strongly diverse from that of speech. There are contrasts in the writing system that does not correspond with those existing in the sound system. (1995:1).

These divergent communicative situations represent the choice people have when they intend to communicate. The language structure is certainly going to vary when people speak, make a phone call, send a text message or a letter. A standard face-to-face conversation usually requires at least two participants at the same time in the same place while a phone call is anchored in time only, text message is not limited by time or place at all.

II.3.Computer Mediated Chat

“Chat” has two connotations, out of which the one referring to the Internet exchange of messages seems to overshadow the traditional meaning. “chat” in a lexical sense is a term means friendly conversation, the situation in which people sharing time and place talk in a friendly way or refers to conversation via computer .Either way “talk” in real time is the case .However ,despite different spatial characteristics the two senses of “chat “can be parallel is ,however ,only relative since computer mediated chat displays far more diversity than the traditional one, whether with regard for purpose-related, situational, or linguistic determinants .These determinants respectively imply such factors as a function of the interaction fulfils, temporal and special characteristics of the computer mediated situation, and linguistic classification of the discourse concerned: each of them can be approached through the attributes paired up to form defining dichotomies.

Determinants are reified in two realization of chat, private and public, a space is provided for respectively person-to person and Multi-participant interaction. In the former, the exchange of messages typically occurs in real time, and is under the control and sole observance of two participants. (Palkovicova, 2003:44).The latter can be tagged as a chat group or chat room communication; i.e.,”...continuous discussions on a particular topic, organized in rooms at particular Internet sites, in which computer users interested in the topic can participate”. (Crystal, 2001:11).As it can be derived from the tag, such a situation allows for a multi-participant interaction that, conventionally, has the form of a discussion, which is why the number of participants is not limited.

II.3.1. The Communicative Space of Chat

Taekke (2008:15-18) believes that the perception part of chat is that we can perceive visual linguistic selections made by others, through networks of computer. The meaning part is that chat, as a technical media, enables the emergence of social systems in cyberspace or in other words, social systems based on the digital medium. Chat as a technical media makes the in directional communication possible.

There are some constraints that make chat a distinctive and unique technical media, it is a special communicative space in which two to twenty or more users at the same time are, so to speak, at the same place in cyberspace, they have the opportunity of writing to

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each other. Any of the participants can type a line of text, or “turn” and by pressing “return”, the line can be transmit to all the others linked to the chartroom.

Chat data back to 1988; it has various kinds, technically speaking, and it is possible to carry out research that defines the differences between the communicative space created by web chat, and internet relay chat (IRC).IRC has a log function, commands, and operators (the first person to join and IRC channel creates the channel and becomes its first operator, and gets privileges that include setting the topic, kicking out and banning others from the channel.

Synchronous chat generates a mode of communication; in synchronous chat you observe the typing of others, which implies another communicative space. It takes place on the user interface, so the number of participants is limited, and it produces a totally different communication situation in which others can see the creation of your utterances, implying the observation of doubt, regrets etc. Instead of fully formed utterances. It enables the possibility of commenting on utterances that is not yet sent. In face to face (F2F) situations .There is no-regulation between the participants often causes the speaker to change the content of the utterances while talking, is a reflection about what he/she wants, in relation to the expressions on the others’ faces .This is natural in F2F situations but it does not seem to work in chat is displayed linearly, so the messages appear in the chat window in the order that they are received by the chat server which can sometimes cause problems, if a message is delayed because of internet connection.

Taekke (2008:19-21) claimed that in chat it is possible to have private conversations between just two persons .Also, it is possible to send a private message to one individual in chartrooms or channel invisible to other users, it makes chat a primary private technical media (TM), like the telephone, but in chat, you can have many chat windows open at the same time, that is, in turn saying something only to one, or to the whole group.

To conclude, chat as a technical media (TM) provides a communicative space or a possibility space for social systems in which to process. In web chat, your position is only determined by your technical and social skills, and in IRC, operators have the power to moderate what you say.

II.3.2. Real Time Chat

Chat is considered as a synchronous mode of CMC; that allows its interlocutors to be online simultaneously. A chat room is a website that gives a place for people to communicate in real time. The interaction which is made by the participants must be electronically transmitted through the intermediate servers to all participants, wherever they may be. (Paolillo, 1999:17).

There are several forms of real-time chat which have slightly different conditions, examples of chat systems are IRC (Internet Relay Chat). (Paolillo, 1999:18), web chat ..., etc .Most chat rooms do not require users to have any special software; IRC allow users to download it from the internet. In a web chat, the participants log on the internet. In a web chat, the participants log on to chat room of their choice, by choosing a user name (nickname) and a password.

In a real –time chat, a huge number of people may be involved in written conversation. Inside the chat room, there is a list of people currently online; when a person enters the chat room, is noticed by other users. Chatting process is an activity in which the users type they connect in a form of a text box, with hitting the enter key, the message is found in the chat window to everyone logged in at that time.

II.4.Features of Chat

Any chat conversation has particular features; and the most attractive ones appear in that they often initially appear in a complex disorder or confusion. The messages can stroll quickly up and off the screen, when several participants are contributing. In addition, chat systems disrupt patterns of turn taking, because of the tendency of overlapping exchanges to cause initiating message and its response to become not included by irrelevant messages (Herring, 1999).The culture of chat rooms, although varying according to purpose, is typically friendly, playful, and disinherited. The content of chat phatic, and chat conversation loses their formality that they tend to be stylistically informal. (Werry, 1996).Topics which are discussed in chat rooms destroyed quickly, making unstructured chat, unproductive to be extended, focused discussions.(Herring& Nix,1997),although participants who chat together and follow a regular basis can improve strategies for achieving coherence.(Herring,1999).

II.4.1.Linguistic Features of Chat

Danet *et al.* (1997) argue that linguist features previously associated with oral communication are strikingly in evidence in real-time chat. They further point out that CMC in general is remarkably playful.

Storrer (2001) claim that use of written language as well as the specific technical setting affect the strategies for language processing during chat communication .Storrer explains that the written chat conversation and focused on two phenomena that she argued reveal significant differences between spoken and written dialogues: organization of turn-taking (also discussed by Herring 1999), and usage of deictic and local expressions (e.g., here, I, me, above).

Schonfeldt (2001) asked and examined the question of how “typed conversations” in chats with an unspecific topic, and being un-moderated. He made a comparison between typed and face to face conversations considering their organizational structures in chat correspond in oral conversation (Werry, 1996).

Werry (1996) point out that electronic written online interaction makes for less time delay for feedback, compared with traditional written communication. She notes that the receiver is usually unable to provide the minimal responses (non verbal form such as nodding, gaze, and verbal forms, such as “mm, hm”.

The common feature that describes chat is the use of abbreviations (e.g.,” lol” loughing out loud”), nonstandard spelling. Many scholars argue that the orthographic innovations as evidence that most users attempt to compensate for the lack of vocal, facial, and gestural signs in text-only CMC what characterizes the group chat is the choice of nickname influence of social network ties. (Paolillo, 2001).

II.4.2.Orthographic Features

The overuse of the alphabet ,capital letters ,spelling ,punctuation ,and way of expressing emphasis (italics ,boldface ,etc),are all orthographic features which are made by the one who used the individual language. English students’ chatters in Algeria for example, they tend to use informal (“phonetic”) spelling, for instance: do wot I did instead

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of do what I did. They omit letters to combine informal spelling for example (thse 4 yr txt) and not (thanks for your text) .There is any capitalization.

E.g., got your email. I'll be over later on in the day.

II.4.3.Lexical Features

Another linguistic feature of chat is using informal vocabulary in online communication. The vocabulary of a language clearly appears in the set of words and idioms given distinctive use within a variety .Ex: Oh goody.....Even goodier.

- The use of interjections
Ohhhhhhhhh
- The use of “in”-terms and abbreviations (BTW, ROTFL, PTB).
e.g.: BTW have you heard an update on the continuing saga?

II.4.4.Grammatical Features

Students' chatters commit to use “telegraphic” language; it is noticed during the online communication (chat). Many possibilities of syntax and morphology, defined in terms of such factors as the distinctive use of sentence structure, word order, and word inflections.

II.5.Chat rooms and Instant Messaging

Chartrooms and instant messaging are tools that allow for synchronous text communication, and sometimes sound and video, to be exchanged between two or more users. A chat room is an online form where there is a communication between the users via text messages. In chat rooms all users can usually see the messages being sent to all users can usually see the messages being sent to all other users; and what characterize the conversation in chat room that is very public, but some chat rooms allow for private messages to another specific user.

Instant messaging is a form of synchronous CMC, it is a private interaction between one or more users, and the messages are only can be seen to those who participate in the conversation. Instant messaging clients require the user to have an account with an instant messaging service.

II.5.1.The Language of Chat groups

According to Crystal (2001:129-130), internet allow people to engage in online conversation by using, either synchronously (in real time), or asynchronously, in postponed time. The situations of people' interaction referred to in several ways ,first ,reflecting the period of internet history when they were introduced, and the subject matter of the group involved, such as chat groups ,newsgroups ,user groups, chartrooms.

Crystal argues that chat groups are “continuous discussion on a particular topic, organized in “rooms” at a particular users interested in the topic can participate”. It is as a “generic term for World-Wide multi-participant electronic discourse, whether real time or not.(2001:130).

II.5.2.Chat Language

According to Crystal (2010:6-234) Chat language is basically written English. However, due to the real-time and informal conversational environments of Instant messaging systems, chat messages are different from the way of conventional English are written. The common features are used in chat language includes: acronyms, short forms, polysemes, synonyms, and miss-spelling of terms.

II.5.2.1.Acronyms

Are formed by extracting the first letters of a sequence of words. For example “as soon as possible” is written in a form of acronym “ASAP” .The top twelve most popular acronyms are listed in the following table:

Acronyms	Equivalent meaning	Acronyms	Equivalent meaning
ASAS	As Soon As Possible	OTP	On The Phone
ASL	Age Sex Location	POS	Parent Over Shoulder
BRB	Be Right Back	TTYL	Talk To You Later
BF	Boy Friend	U2	You Too
GF	Girl Friend	WTH	What The Heck
CU	See You	Y W	You Are Welcome

Table 01: Examples of Popular Acronyms.

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II.5.2.2.Short Forms

Refer to the case in which a lengthy word is replaced with a shorter expressions .The following table shows some examples of short forms.

Short form	Equivalent meaning	Short Form	Equivalent Meaning
L8R	Later	TOM	Tomorrow
NVR	Never	BTW	Between
TAT	That	Pic	Picture
NVM	Never-Mind	Welcome	Welcome

Table02: Examples of Short Forms.

II.5.2.3.Polysemes

Are terms which have multiple interpretations. In chat environment the term may refer either to a word or a short form. For instance, "com" can refer to "company "or "computer". It depends on the context.

II.5.2.4.Synonyms

Are terms which have the similar or same meaning, they are used interchangeably. "Net work adaptor", and "network interface card" are two words used interchangeably during conversation on computer hardware and networking related topics.

II.5.2.5.Icons

Are images inserted along with the text content. Icons can be divided into two groups: text and non-text. Text icons are images carrying graphical text. On-text ones have a little textual content.

II.6.The Impact of Chatting on Students' Language

Some people also have abbreviation problems with highly colloquial kind of language used in CHAT sessions but this is not a universal concern. As Freiermuth expressed a concern about the quality of students' language and warned teachers to try to control extreme use of abbreviations. (Freiermuth 2002:40)

Freirmuth's concerns about the features of the abbreviation of language used in CHAT sessions are not shared by Merchant (2001:305). He argues quite persuasively that

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new and speedy forms of written communication are being developed and that those who are comfortable with using these forms will be at a benefit. He writes:

Derrida, in his deconstruction of Plato's Phaedrus, uncovers an effective ambiguity in the myth of Thamus and Theuth argued that Plato sees that there is an analogy between the invention of writing and the discovery of a new drug, as both 'poison' and 'medicine'. If we expand the analogy to the new forms of communication. We might ask whether these new electronic forms are really dangerously addictive and corrupting, or whether they are innovations which open new vistas of possibility. (Merchant 2000: 305).

Whether the linguistic characteristics of CHAT are regarded as challenging or not, there are some features of the medium that may cause problems for the teacher. These are summed up in an article by Cathy Burnett (2003) as follows:

1. Contributions are going to be expected a very short, often just two or three lines, which can show the way of superficiality and lack of cohesion.
2. There are no paralinguistic clues which can lead easily to misunderstand someone's tone or purpose (this can also take place of course in asynchronous communication but is maybe fewer of an issue in that contributors have more time to think about their message and how others may interpret it).
3. The fact that numerous participants can be composing and posting at the same time can lead to a multi-stranded conversation with a lack of focus and quick 'topic decay'; all of these problems can be rise above, but they certainly need to be kept back in mind when planning CHAT tasks or organizing educational CHAT sessions.

II.6.1. Definition of Instant Messaging

Instant messaging is a form of computer "chat" in what the one has a real time, typed "conversation" with one or more "partners". It is really fast-growing communication medium while people connected to the internet, especially among the youth. According to a Pew report from 2001, "74 % of online teens use instant messaging" (Lenhart, Rainie & Lewis, 2001:3), and "69% of teen instant message users use IM at least several times a week". Given this highly frequent use, which has only been growing since the Pew report was published; IM is clearly a very influential element in many young people's lives.

II.6.2. Academic Effects of Instant Messaging

It is recognized that IM is broadly used by adolescents and students, there seem to be two different opinions of its effect on student academics. Those who see the use of so-called “Internet English” as a breakdown of the English language-according to a recent newspaper article, “Some teachers see the creeping abbreviations as part of a continuing assault of technology on formal written English”.(Lee,2002).On the other hand, those who view this same “Internet English” not only as an example of how language is constantly developing and changing, but also as a type of literacy in and of itself, which can be capitalized on to connect students in more traditional learning. As professor Barbara Bell believes, “any time (students) are reading or writing, it’s going to help”. (Associated Press, 2003:1)

“Bastardization” of language is an important concern about IM. Many articles point out that students who use messaging frequently often use bad grammar, poor punctuation, and inappropriate abbreviations in formal writing. According to Lee (2002:3), "teachers say that papers are being written with shortened words, improper capitalization and punctuation", " However, something that is not always considered is that these mistakes are often unintentional – when students use IM on a frequent basis, they attain a diffusion point where they no longer notice the IM because they are so used to seeing it. Montana Hodgen, a 16-year old high school student in Montclair, New Jersey, "was so accustomed to instant-messaging abbreviations that she often read right past them" (Lee, 2002). As she puts it,

I was so used to reading what my friends wrote to me on Instant Messenger that I didn’t even realize that there was something wrong," she said. She said her ability to separate formal and informal English declined the more she used instant messages (Lee, 2002:3).

This was also a Carl Sharps’ problem, whose 15-year old son's summer job application read "i want 2 b a counselor because i love 2 work with kids" (Friess, 2003:7), and English instructor Cindy Glover, who – while teaching undergraduate freshman composition in 2002 – "spent a lot of time unteaching Internet-speak. 'My students were trying to communicate fairly academic, scholarly thoughts, but some of them didn't seem to know its "y-o-u," not "u"" (Freiss, 2003:7) These examples give credibility to Montana

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Hogden's point, that actually the heavy IM that are used changes students' way of reading words on a page.

Other educators suggest that IM usage is a more positive trend, and reveal that today's students are comfortable with writing, and it an easy task how for them to get words on a page (or, more often, screen.) Barbara Bass, director of the Maryland Writing Project, points out "For a while, people were not writing anything. Now, people are actually seeing words on paper. And that's good" (Helderman, 2003.) In fact, according to another recent newspaper article,

Instant messaging and e-mail are creating a new generation of teenage writers, accustomed to translating their every thought and feeling into words. They write more than any generation has since the days when telephone calls were rare and the mailman rounded more than once a day (Helderman, 2003).

Gloria Jacobs has found that not only are students writing more than they have in years, but they are also revising and editing as well. As the aforementioned article cites her,

Jacobs said too many adults dismiss online writing because they assume kids jot off anything that pops into their heads. While that is sometimes true, she said, she also saw teenagers read over messages before sending them, editing to clear up mistakes or imprecision . . . Liz [Charlton, a 13-year old seventh grader] and her classmates said they will sometimes sit in front of a computer screen for up to 10 minutes, planning a sensitive message – wording and rewording" (Helderman,2003:3)

Some educators have seen the commonness of the frequently-changing IM terminology is lead to open the opportunity for teaching students about evolution of language. Erika Karres, a teacher educator, "shows students how English has evolved since Shakespeare's time" (Lee, 2002:3).

From the points raised above, it is obvious that both 'sides' have suitable concerns in this current discuss. Additional address these issues, we are going to turn more in-depth to the relationships of IM and academic writing, including strategies implemented by actual classroom teachers.

II.6.3. Instant Messaging and Writing

One important concern about IM and other popular technologies (text messaging, video games, etc.) is that they are considered as a potential learning tool. They can be harnessed by educators for helping students to learn school-related content, as is stated by teachers who “encourage students to use instant messaging shorthand to spark their thinking processes”.(Lee,2002).The teacher Trisha Fogary stated “When my children are writing first drafts, I do not care how they spell anything, as long as they are writing...If getting their thoughts and ideas onto paper quicker, the more power to them”.(Lee,2002:36).However, the same teacher stated that “during editing and revising, she expects her students to Standard English”.(Lee,2002:36)

Other teachers have also looked to the students’ interest in writing as "recreation" rather than "work." Robyn Jackson is a high school English teacher, has "organized an online chat room where some Gaithersburg High students meet once a week to discuss literature and writing. The students are allowed to use Internet-speak in the chat room that would never be allowed in formal writing, but the online conversations are vigorous and intelligent" (Helderman, 2003:4) However, the teacher's job doesn't end there-- Jackson believes that part of her job as an educator is to help students to "switch off their informal habits when they leave the chat room" and that "this gives us a wonderful opportunity to speak to students about what language to use where" (Helderman, 2003:4)

Jackson has a point in that educators have interested on students trouble on the distinction between formal and informal writing, thus, the use of informal IM abbreviations in more formal writing situations (Brown-Owens, Eason, & Lader, 2003:6.) .On the other hand, this problem is not insoluble that teachers can teach their Students to understand what constitutes correct language, and knowing also when they can use the suitable kinds of language. Educators have supposed that this level of judgment is something related to adolescents, however, Jackson points out, "I think we expect kids to get it instinctively, and they do not. It is something that has to be explicitly conveyed to children" (Helderman, 2003:4). Some educators argue that language misuse is causing by students faults. It is clear that there are situations where this is true, as well as cases where it is not. However, despite of the situation, teachers can make sure that their students are intends to develop a sense of audience in their writing process. As Leila Christenberry asserts, "It is not that

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there is never a place for this sort of thing, but it is the difference between how you would dress to go out on Saturday night versus how you dress when you do yard work" (Friess, 2003:7).

II.7.Effects of Computer-mediated Communication on EFL Writing

The emergence of CMC lead to a wide range of writing technologies in CMC,a large number of typological errors, frequent use of abbreviation and more simplified spelling. This include different forms of synchronous and asynchronous communication, researchers have characterized Internet Language as "typewritten conversation"; a language that has an oral concept, but medially written. The overuse of CMC by the Algerian youth and its negative ability over their use of English language (English Students), this destruction of students' capacities may handle their effective communication. Additionally, Baron(2001:250) states that the overuse of adverbial subordinate clauses in CMC seem to approximated traditional writing ,but ,when placing more stress upon contexts where message senders appeared personally involved while communicating rather than being rigorously informative, electronic messages more resembled speech.

Students start to use short forms in written communication and replace them with words like "you" with "u" or "Another Subject" with "AS". Other common variants contain "S" to mean "yes" or the use of numerical digit "4" to signify "for". The overuse of the chat has become so profound that educationists have worried about the effects on the students 'academic performance... The use of misspelled words and spellings by replacing normal words and terms in the language is a definite cause for alarm hindering the ability of students and children to communicate effectively through the appropriate written medium, when writing academic papers, essays, drafts or any other literary prose.Herring (2001) explained CMC writing in the following words The one who choose to communicate by using shortcut words, acronyms , (e.g., btw for between , lge for language ,u for you).These conversational forms allow the sender to construct their own meaning and ,in a sense, a language of their own (Pitfield,2004:32).

Conclusion

The use of chat messages is considered by many educators to be inappropriate form of language that is affecting Standard English and leads to lower levels on writing examinations. The second chapter briefly deals with characteristics of chat messages and their effects on formal writing. Both students and teachers should realize that language

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used in chat has a negative impact on EFL writing .To investigate more in the subject, we try as much as possible to relate between chatting and formal writing.

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Chapter Three : Research Findings

Introduction

This chapter aims at presenting and analyzing how written language is affected by the cyberlanguage. It includes the presentation and the analysis of the data obtained from the two questionnaires addressed to both students of first year Master of English and teachers of written expression module at Biskra University.

The ultimate objective of this part is to check the influence of cyberlanguage on students' writing. Questionnaires of both students and teachers are given to twenty –five students are supposed to answer seventeen questions, and twelve questions are given to ten teachers of written expression module. We will then describe and analyze the questionnaires. This analysis will allow us to know the students and teachers views about chatting and its relation with formal writing.

The sample consists of twenty-five students from the English branch at Mohammed Kheider university of Biskra. This sample has been randomly chosen. It is composed of ten teachers of written expression at the same branch. Teachers with different years of work experience at the department of English at university of Biskra .The questionnaire consists of personal questions related to the students sociocultural background and teachers' questions were about the common mistakes their students usually commit in their formal writing, focusing on their views and comments on chatting among students at the university.

This chapter deals with the description of both students and teachers questionnaire in addition to the analysis of fifteen essays done by first year Master students in the exam of written expression. The three findings are carefully analyzed in order to make the relation between cyberlanguage and formal writing and to know to what extent chatting affects negatively the written production in English.

III.1.The choice of Sample

This population of students has been chosen for two reasons. The first reason that has influenced the decision of choosing such a category of students that selected, they are mature enough and supposed to master the writing skill .The second reason, is that their levels (first year Master) indicate that students have already studied the module of written expression for eight semesters consecutively. Ten teachers of written expression because

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they are experienced in reading written work of students where would have many opportunities to face some samples that indicate that their students are written the way they do in chatting process.

III.2. Description of the Questionnaires

The students' questionnaire was designed to investigate the social background of the English students who are chat addicted. Our purpose, therefore, is focusing on the negative impact of the cyberlanguage overuse.

Most teachers' questionnaire was handed directly from 19th of April ,2013 to teachers from the department of English at Biskra University. All the teachers who participated in this questionnaire (10) teach written expression module for different students' levels at Biskra University in the academic year 2012/2013. Both questionnaire of students and teachers took place in a very friendly atmosphere. Our main focus is on asking students to answer in an objective and honest way. The students' questionnaire consists of seventeen questions; each question has a purpose to achieve. The target from these sets of answered questions is to investigate for the main features and factors that strongly support the presence of chat overuse in students' academic written performance. We have mainly used the technique of mixture between close-ended questions and open-ended questions because teachers were restricted with time and have a lot of duties. In short, there are:

- **Numeric Questions:** these questions are used to gain background information of the participants such as teachers' work experience.
- **Open-ended Questions:** are questions that allowed respondents to answer in their own words. The aim of using this type of question is to determine the respondents's opinions towards the subject under study.
- **Close-ended Questions:** which are mostly used in these questionnaires that ask respondents to choose from pre-determined answers. In addition to this type, we have used follow up questions in the form of clarification such as justify your answer.

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III.3.Administration of the Questionnaire

It is essential to emphasize on the seventeen students' questions and twelve teachers' questions that constitute the questionnaires that were handed out to both teachers and students of English and before dealing in details with the questions, it is important to deal with the fact that a certain number of students and teachers either have partly answered the questionnaire or left parts of questions unanswered.

Accordingly to the results that have been gained .The one can deduce that some students are embarrassed simply because they did not understand the questions.

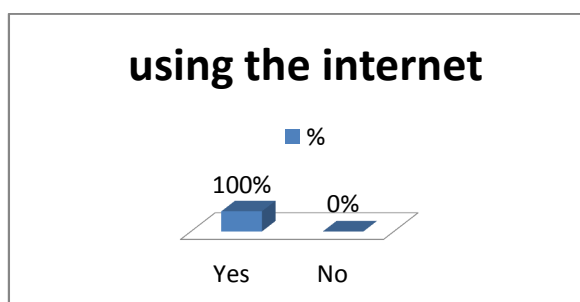
III.3.1.The Analysis of Students' Questionnaire

Question01: Do you use the internet?

The aim of the first question is to check whether the internet and chat are widely used by students or not.

Option	Yes	No	Total
Number of students	25	0	25
%	100%	0%	100%

Table 03: Using the Internet.



Graph01: Using the Internet

The table shows that all the students have answered “yes”. All 25 students have used the internet (100%) and no-option has been completely avoided. The total

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respondents (25) use Internet, so, one can deduce that internet important in that penetrates the students lives.

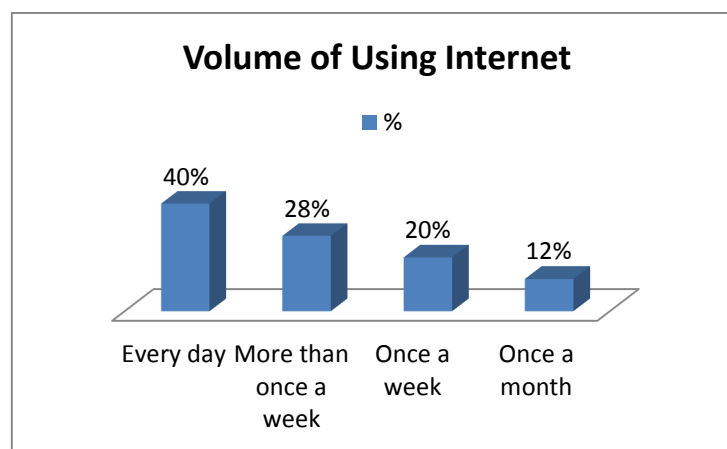
The positive answer of the above question, we required to be more specific if asking them about frequency of using the internet.

Question02: How often do you use the internet?

The aim of this question helps to know whether our students are internet addicted and make a relation between the frequency of using internet and its effects on the English students' writing.

Options	Every day	More than once a week	Once a week	Once a month	Total
Number of students	10	7	5	3	25
%	40%	28%	20%	12%	100%

Table 4: The Volume of Using Internet.



Graph 02: Volume of Using Internet.

From the table above, most of our respondents (40%) are daily users of the internet and (28%) of them said that they use it more than once a week. Only five students (20%) like to use it only once a week and (12 %) of them prefer to use the internet once a month.

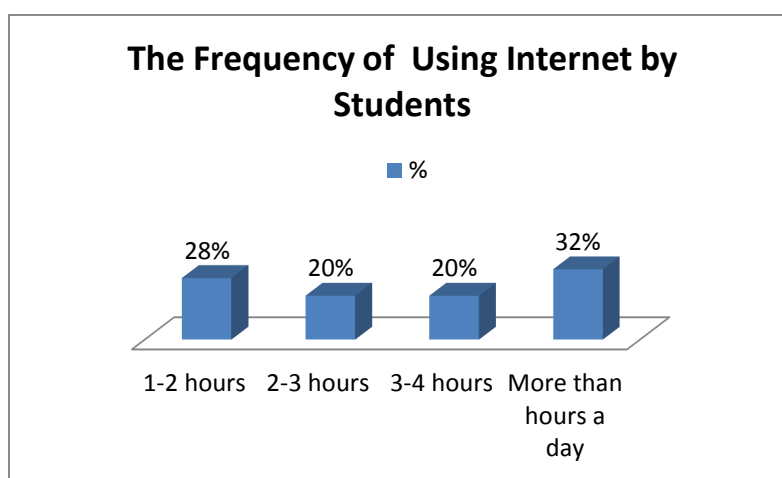
When the majority of students answered that they use the internet, we will go deep in the number of hours they spend in every day.

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Question 03: If you use it every day, how many hours do you use it?

Hours	1-2 hours	2-3 hours	3-4 hours	More than four hours a day	Total
Number of students	7	5	5	8	25
%	28%	20%	20%	32 %	100%

Table 5: The Frequency of using Internet by Students.



Graph03: The Frequency of using Internet by Students.

It is assumed that much time spending in Internet by students may lead to the over presence of chat communication. The table above summarizes in terms of percentages, the hours that are spent in using internet. Hence, the table reveals that (28%) of our students use Internet from 1-2 hours a day, while (20 %) of them ensured that they use Internet from 2-3 hours a day and also (20%) use it between 3-4 hours .On the other hand the most of the respondents said that they use internet more than four hours a day.

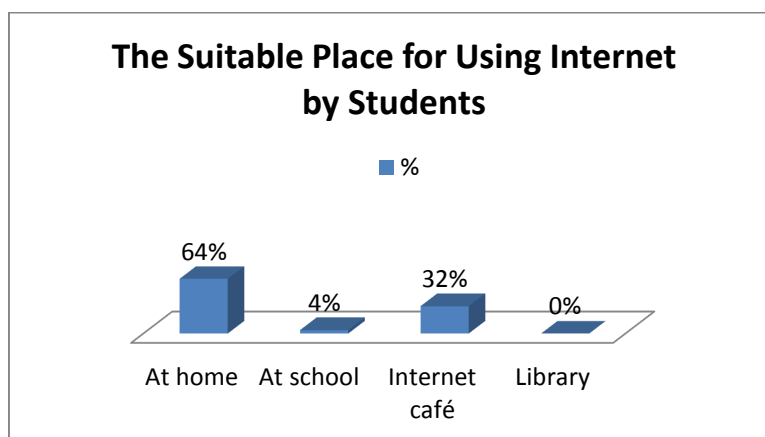
These results demonstrate that (68%) of the students use the Internet no more than four hours. In contrast (32%), they use it more than four hours.

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Question 05: Where do you use the internet most?

Option	At home	At school	Internet café	library	Total
Number of students	16	1	8	0	25
%	64%	4%	32%	0%	100%

Table 06: The Suitable Place for Using Internet by Students.



Graph 04: The Suitable Place for Using Internet by Students.

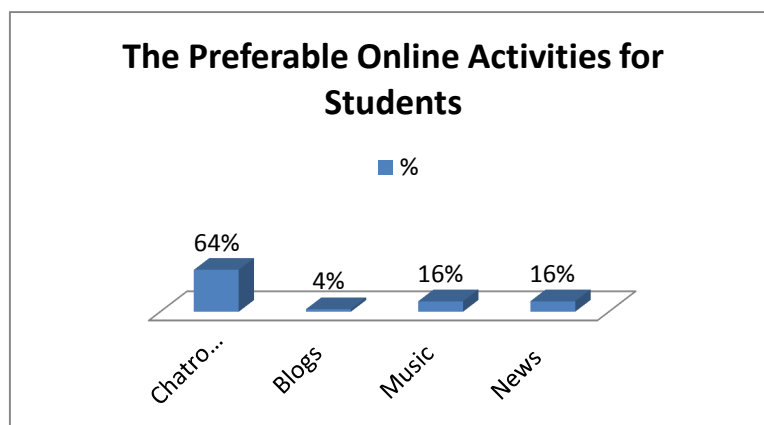
According to previous table, we notice that the majority of students (64%) use the internet at their homes; they found it the suitable atmosphere of freely communication, (32%) use it in Internet café. Only (4%) of the respondents use it at schools. And no one uses the Internet at libraries. Hence, a great number of students prefer to use it at home.

Question04: What do you like doing the most online?

This question seeks to investigate the most popular activities while students being online.

Option	Chatrooms	Blogs	Music	News
Number of students	16	1	4	4
%	64%	4%	16%	16%

Table 07: The Preferable Online Activities for Students.



Graph05: The Preferable Online Activities for Students.

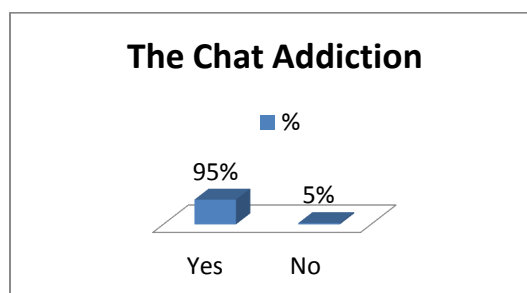
According to the answers expressed. Table 5 is an illustration of the results, so ,it represents that the most student (64%) of them agreed that they were online in order to communicate by using the chatrooms .Music and news are activities have chosen by (16%) of respondents. And only (4%) of them prefer to do online communicating with blogs.

Question 06: Are you a chat addict?

The aim of this question is to make a relation between students' addiction on chatting and its negative impact on their formal writing .The addicted students of using chat indicates the presence of a cyberlanguage adaptation by the students .This may influence negatively their written work.

Option	Yes	No	Total
Number of students	24	1	25
%	95%	5%	100%

Table 8: The Chat Addiction.



Graph06: The Chat Addiction

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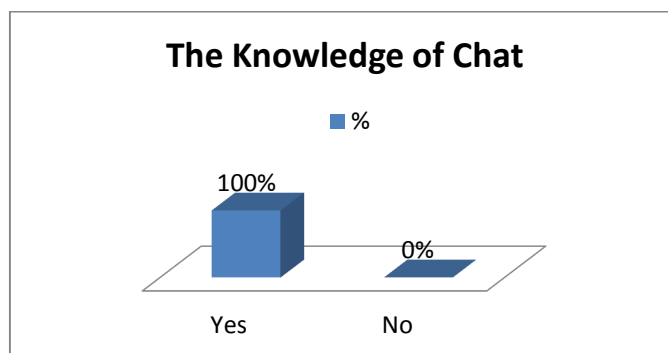
From the results obtained in the table above, we notice that only one student considered himself as no chat addicted which represents (5%) of the sample. While the other 24 of students represent (95%) are a chat addicted.

Question 07: Do you know what chat is?

This question seeks on whether chat is known by the students or not which is our main focus in this investigation.

Option	Yes	No	Total
Number of students	25	1	25
%	100%	0%	100%

Table 9: The Knowledge of Chat.



Graph07: The Knowledge of Chat.

From table 9, it is clear that all of the students know what chat is. It indicates that (100%) of the respondents have ticked the “yes” answer, but no one have preferred the “no” option. It is clear that chat is the most popular and well known activity among students.

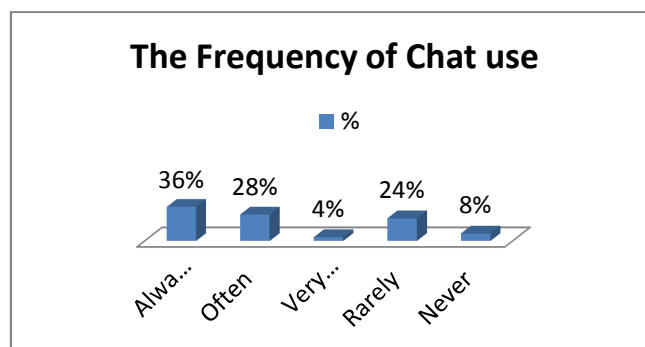
The following question is addressed to those who use chat.

Question08: If you use chat, how much do you use it?

Option	Always	Often	Very often	Rarely	Never	Total
Number of students	9	7	1	6	2	25
%	36%	28%	4%	24%	8%	100%

Table 10: The Frequency of Chat use.

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Graph08: The Frequency of Chat use.

Table 10 above is a representation of the time that is spent in using chat. As nine students (36%) agree that they use chat frequently. (28%) use it often and only (4%) use it very often. It is (24%) who claimed that they use this written media communication rarely. In contrast, (20%) of the respondents never use it. These results indicate that (62%) students use chat (always, often and very often). Hence, the majority of the students spend time in chatting. It is assumed that the overuse of chat by students may lead to the over presence of the cyberlanguage in their writings.

The following question is another concern that may lead to the deterioration of students' formal writing. It is about the language which is preferred to use by students in chatting.

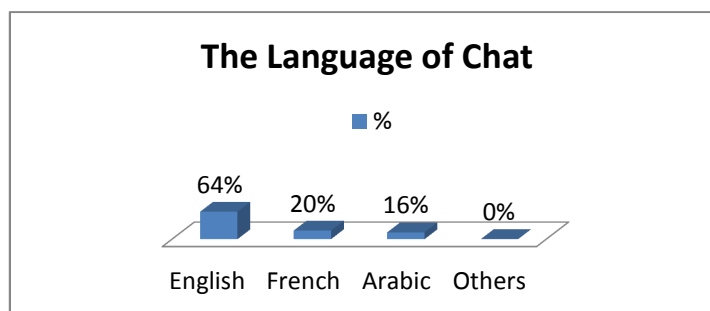
Question09: Which Language do you use when chatting?

The purpose of this question is to know the preferable language that is more used by student to transmit their chat messages and to see if there is a relation between students' writing and the use of those languages (Netspeak) in chat.

Option	English	French	Arabic	Others	Total
Number of Students	16	5	4	0	25
%	64%	20%	16%	0%	100%

Table11: The Language of Chat.

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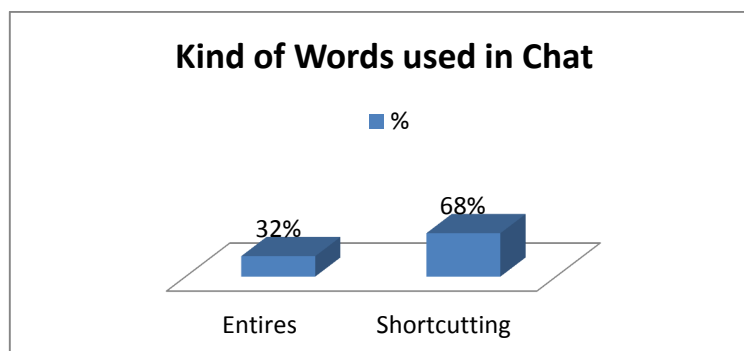
Graph 09: The Language of Chat.

Table 11 shows that we proposed five languages. It allowed the students to say if they mix more than one language in their chat messages and make a combination with their academic written performance. 16 (64%) of the respondents said they use English in chatting and (20%) of them preferred to use French, and (16%) students agreed that they use Arabic. And the use of other languages are not used by all the students who questioned in this questionnaire, so, we can conclude, the student are much more using English, French while Arabic are the least favored.

Question10: Which words do you use in chat?

Options	Entires	Shortcutting	Total
Number of students	8	17	25
%	32%	68%	100%

Table12: Kind of Words used in Chat.



Graph 10: Kind of Words used in Chat.

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Table 12 above is another classification to the kind of words used among students' of first year Master. From the data collected, the entire are used by 8 students (32%). And those who use shortcutting are 17 representing (68%).

The following question is addressed to those who use shortcutting. To know the reasons behind their choices.

Question 11: Why do you use shortcutting?

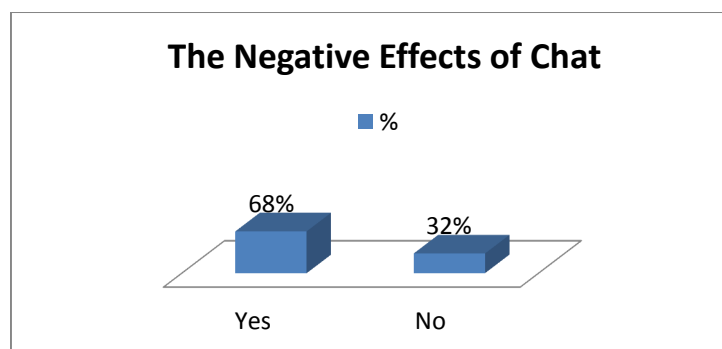
This question explains the respondents' choice of using "shortcutting" in the tenth question. The reasons stated by the students are because of time pressure that one can express whatever he/she wants in short time and space constraints, in addition they use them to respond rapidly to the one they are chatting, and are due to the familiarity of chat language; so, it suits the language used between people. Also, they claimed that they ease the use of this media communication (chat).

Question 12: Do you think that so called "New Language" affects negatively the English Language?

This question supports our hypothesis, it takes a major importance. Students asked to evaluate the negative influence of chat overuse.

Options	Yes	No	Total
Number of students	17	8	25
%	68%	32%	100%

Table13: The Negative Effects of Chat.



Graph11: The Negative Effects of Chat.

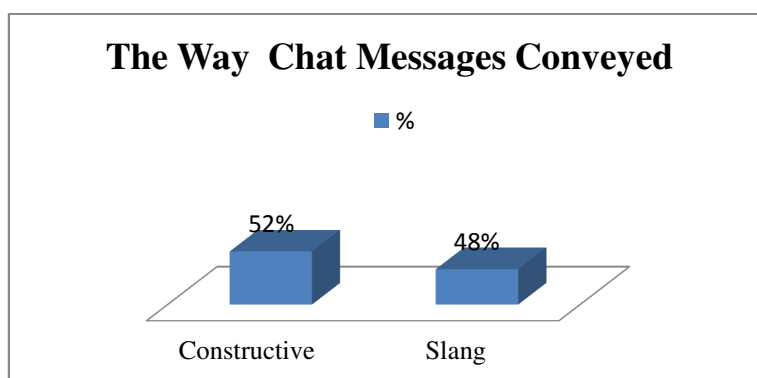
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Table13 sum up the results recorded in the twelfth question .Respectively, (68%) of the respondents have answered “yes “.While (32%) have ticked the “no” option. This interpretation is a significant that the majority of first year Master students think that cyberlanguage affects negatively form of English.

Question13: How is your chat messages designed?

Option	Constructive	Slang	Total
Number of students	13	12	25
%	52%	48%	%

Table14: The Way Chat Messages Conveyed.



Graph12: The Way Chat Messages Conveyed.

The table14 above is another contrast to the real life situation of chat message use among chatters. Students as many users do not actually know that they are deeply involved in its use. From the data collected, a total of (52%) of the respondents agreed that they chat in a constructive manner. While 12 students (48%) said they use slangs or chatroom language they may write a formal text in the classroom like the way they chat.

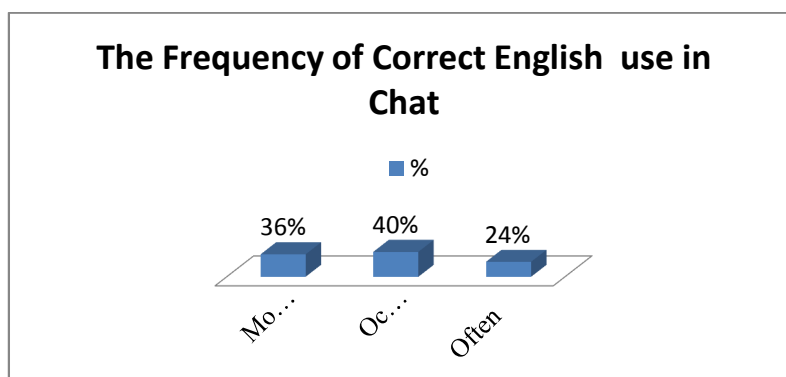
Question 14: How often do you use simple and correct English in your chat messages?

This question answers if our students aware about the presence of cyberlanguage in their academic written work or not.

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Options	Most of time	Occasionally	Often	Total
Number of students	9	10	6	25
%	36%	40%	24%	100%

Table15: The Frequency of Correct English use in Chat.



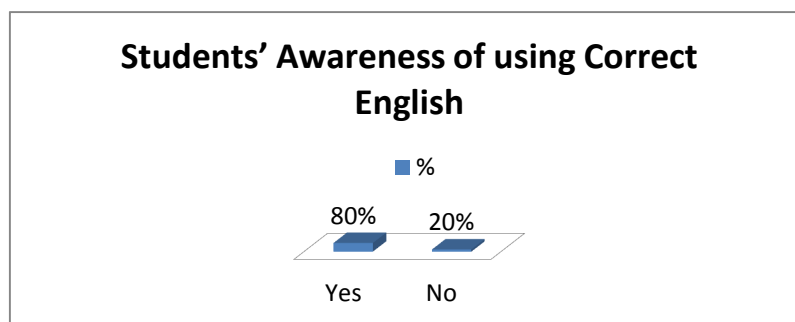
Graph13: The Frequency of Correct English use in Chat.

Reading the above table, it is obvious that the university students are not aware of the dangers associated with the use of chat messages slang and its effects on their written academic performance as (40%) of students agreed that used correct and simple language occasionally. While (36%) use it most of time and those who use it often are 6 representing (24%).the results show that our students are not aware about using correct English.

Question15: Do you mind the kind of language or syntax used in your chat messages?

Options	Yes	No	Total
Number of students	5	20	25
%	20%	80%	100%

Table 16: Students' Awareness of using Correct English.



Graph14:Students' Awareness of using Correct English.

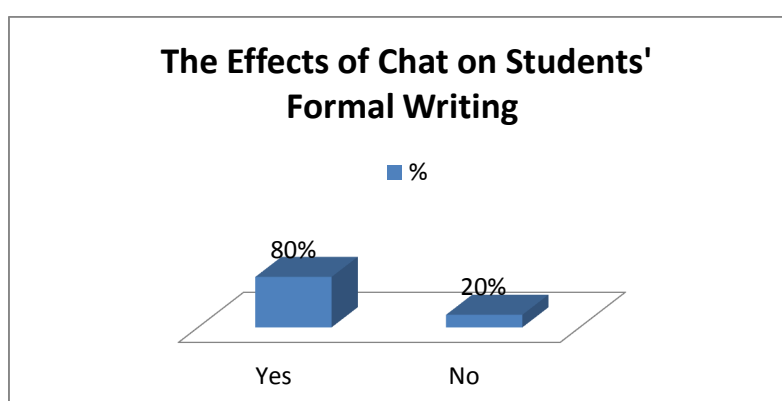
The table above shows that most of students (80%) answered by ticked “no “option, it indicates that the students avoid simple and correct language.(40%) said they mind about syntax in their writing in chat, ten students have answered by” yes”.

Question 16: Have you bothered about the effects of chat messages in terms of formal writing?

This question shows the relation between the overuse of chat message and its effects on the academic performance in writing.

Options	Yes	No	Total
Number of students	20	5	25
%	80%	20%	100 %

Table17: The Effects of Chat on Students' Formal Writing.



Graph15: The Effects of Chat on Students' Formal Writing.

In the table 17 above, it is clear that the majority of students are facing difficulties in their formal writing due to the overuse of chat messages as 20 representing (80%) of the

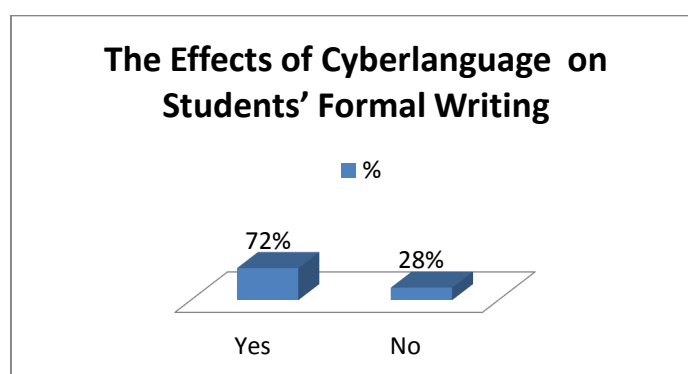
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respondents agreed that they concerned before; they ticked “yes” answer. While the rest, only (20%) have ticked “no” option.

Question 17: Does cyberlanguage affects your writing skill?

Options	Yes	No	Total
Number of students	18	7	25
%	72%	28%	100%

Table18: The Effects of Cyberlanguage on Students’ Formal Writing.



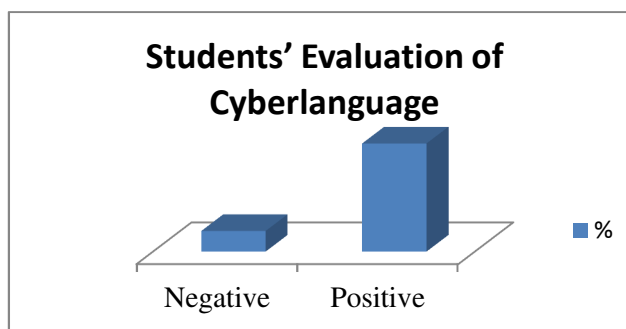
Graph16: The Effects of Cyberlanguage on Students’ Formal Writing.

Afterwards, we end up by asking our population of students about how much cyberlanguage affects students’ formal writing which we think are negatively affects their written production. When asked whether they affected or not, the total respondents (72%) said “yes”; against (28 %) said they no.

Behind both the answers, asking students to explain their choices.

Option	Negative	Positive	Total
Number of students	4	21	25
%	16%	84%	100%

Table19: Students’ Evaluation of Cyberlanguage .



Graph17: Students' Evaluation of Cyberlanguage.

Most of students' (84%) answered this question positively that cyberlanguage affects negatively the formal writing; they explained that always make unintentional mistakes in writing formal pieces; such as, the ignorance of using some punctuation marks and sometimes they use them in wrong places. Also, using many abbreviations without paying attention. Cyberlanguage leads to the loss of grammatical order, using more short sentences, wrong spelling while, those who have answered negatively (16%) say that their formal writing is good due to the use of chatting; they can develop their ideas, knowing more vocabulary, in addition the one who is used to chat, he does not find any difficulties in transmitting the message to the audience.

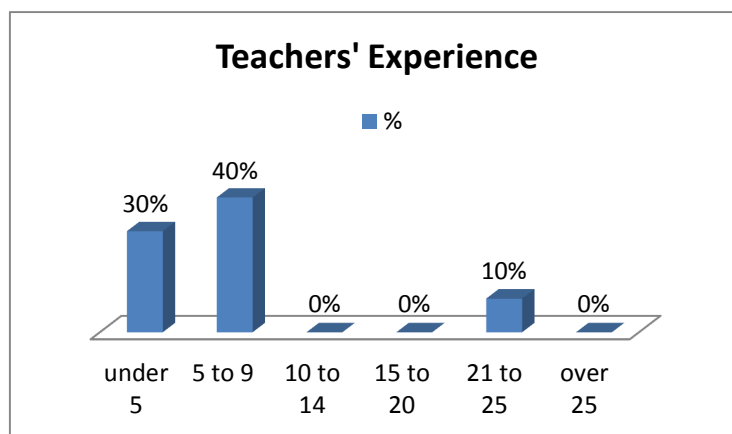
III.3.2.The Analysis of Teachers' Questionnaire

Question 01: How many years of experience do you have?

Teachers, here, required giving numbers of how many years have been teaching

Years	Under 5	5-9	10-14	15-20	21-25	Over 25	total
Number of teachers	3	2	4	0	1	0	10
Percentages	30%	20%	40%	0%	10%	0%	100%

Table20: Teachers' Experience.



Graph18: Teachers' Experience

Table 20 shows teachers' experience in teaching, range from under five years to more than twenty-five. However, only three teachers not have a long period in teaching i.e.,(30%) have been teaching less than five years; (20%) have an experience of teaching from five to nine years, whereas (40%) of them have been worked from ten to fourteen years. And no one from of those teachers has been teaching the time between fifteen and twenty years. In other words, (70%) of teachers who were participated to answer this questionnaire has been teaching for more than five years up to twenty-five. This indicates that they have experience in teaching English.

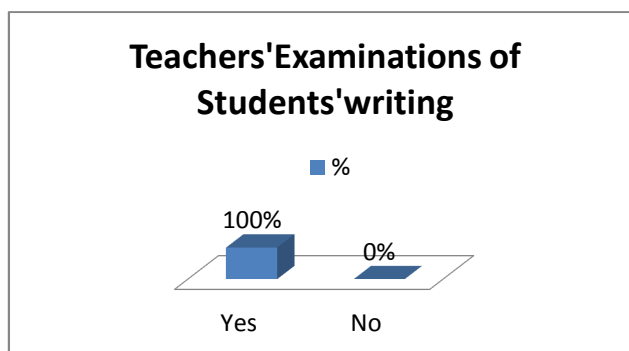
Question02: Have you ever examined your students' written production?

Teachers' examination is a very important task that leads the students to improve their writing skill. Teachers also need to be aware of their students performance by checking each time the mistakes committed in writing for example, spelling, punctuation, and grammatical mistakes..., etc. These features need to be taken into account by teachers when dealing with their students' written pieces.

Options	Yes	No	Total
Number of teachers	10	0	10
%	100%	0%	100%

Table21: Teachers' Examinations of Students' Writing.

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Graph19: Teachers' Examination of Students' Writing.

(100%) of the teachers examined the students' compositions. Departing from the idea that teachers' examination is one of the main stages teachers go through in teaching written expression module. We can say that the examination encourages and enables students to move backwards with the intention to revise their thoughts and may consequently generate new ideas.

The percentage (100%) reveals that all the teachers of written expression have questioned at English department of Biskra University are aware about their students' written productions.

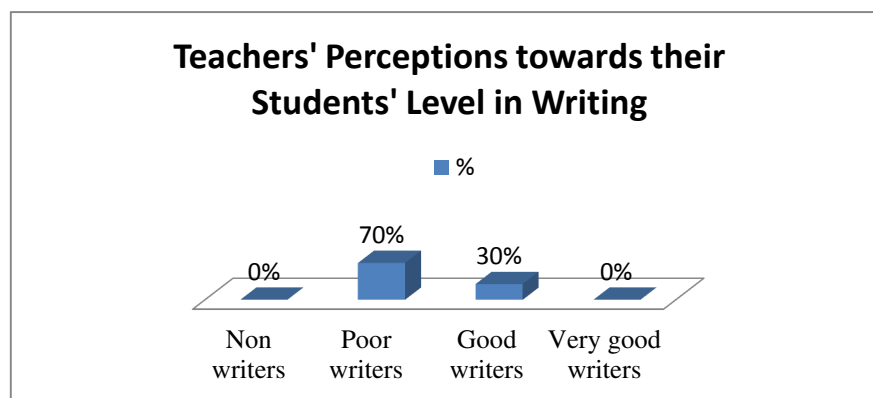
Question 03: How would you rate your students?

The aim of this question is to know how teachers of written expression at Biskra University evaluate their students in writing.

Option	Number of Teachers	Percentages
Non writers	0	0%
Poor writers	07	70%
Good writers	03	30%
Very good writers	0	0%
Total	10	100%

Table 22: Teachers' Perceptions towards their Students' Level in Writing.

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Graph20: Teachers' Perceptions towards their Students' Level in Writing.

The table above reveals that (70%) of the teachers answered that they evaluate their students' level as poor writers; before one can write s/he has first to master the language and most of students have a very low level of English. Also, writing is not an easy task; it is a process which needs constant revisions. Whereas (30%) of the teachers considered their students are good writers; they agree that their students have a good level in their written performance. On the other hand; both the non writers and very good writers are avoided by the respondents. From all the percentages mentioned above, the teachers who are satisfied from their students' writing, they seem to be more motivated than others. Teachers were asked to justify their choices by giving an explanation and arguments.

Whatever your answer is, please explain.

The majority of the teachers have explained their views on the previous evaluations; all these justifications are summarized as the following:

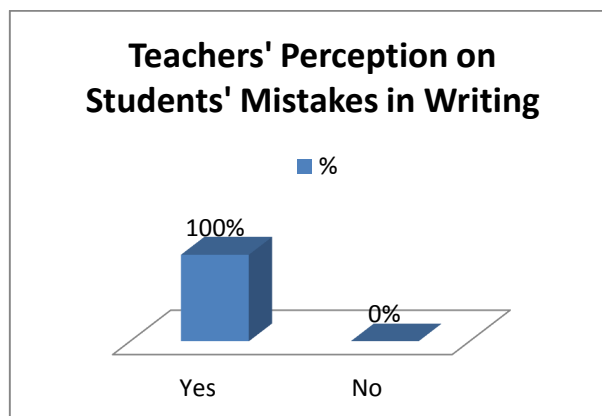
- They are poor writers because the majority of them have different problems being related to writing.
- Others mentioned that they are poor because of the huge number of spelling mistakes, ill structured sentences and shortage of knowledge.
- They relate their answers to the difference between students' abilities.
- A Good writer is the one who gave you correct and precise ideas, these elements which make the content of the composition an acceptable one.
- Since our students are not natives; they learn English as a second language (L2) their mistakes are less countable as those committed in first language (L1).

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Question04: Do your students make mistakes in written expression?

Option	Number of Students	Percentages
Yes	10	100%
No	0	0%
Total	10	100%

Table23: Teachers' Perception on Students' Mistakes in Writing.



Graph21: Teachers' Perception on Students' Mistakes in Writing.

All the teachers (100%) who participated in this questionnaire have reported that their students have made mistakes in written expression module. They claim that they try to lower a bit by helping their students engage in writing with satisfaction. The answers clearly show teachers' awareness of the dangers of these mistakes and what can bring about in terms of formal writing. And the way making mistakes is carefully considered in the following question.

Question05: How often do your students commit mistakes in the following aspects of language?

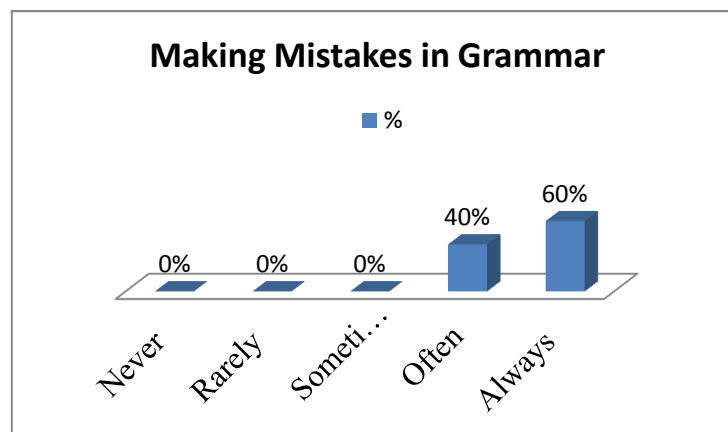
- **Grammar**

Grammar is essential in learning English, it should be taught in any stage of writing or learning English. It is difficult mainly because English is not our native language, it has several rules, and it comprises exceptions.

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Option	Never	Rarely	Sometimes	Often	Always	Total
Number of Teachers	0	0	0	4	6	10
%	0%	0%	0%	40%	60%	100%

Table24: Making Mistakes in Grammar.



Graph22: Making Mistakes in Grammar.

Accordingly, the teachers of written expression take into account the grammatical mistakes when their students write. Among the respondents, 4 teachers (40%) claim that their students often commit grammatical mistakes in their written productions. While the majority of teachers (60%) considered that their students make grammatical mistakes frequently (always).

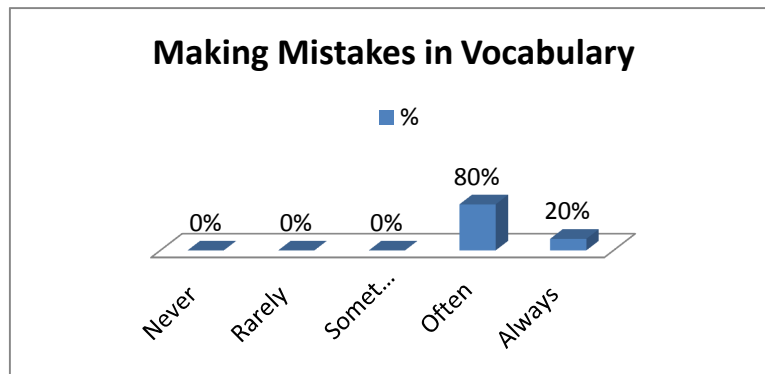
- **Vocabulary**

Vocabulary covers most of the aspects needed to develop the writing skill. Students find difficulties in the process of choosing vocabulary, they confuse of which vocabulary is appropriate to use. Since they are not natives, they are expected to make this kind of mistakes.

Option	Never	Rarely	Sometimes	Often	Always	Total
Number of teachers	0	0	0	8	2	10
%	0%	0%	0%	80%	20%	100%

Table25: Making Mistakes in Vocabulary.

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Graph23: Making Mistakes in Vocabulary.

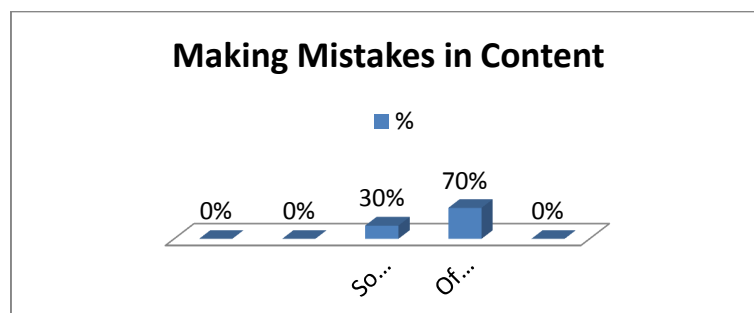
Generally, vocabulary is used to develop students' writing. Teachers of written expression are concerned to know the amount of using vocabulary and the suitable place of each vocabulary. (80%) of the teachers claim that their students are often making mistakes in this important aspect in developing good writing ,as shown in the table above,(20%) of the teachers agree that their students are always committing those kinds of mistakes .

- **Content**

Content is another aspect that should be taken into consideration to both students and teachers. It is important for students to be relevant to the subject that teachers ask about.

Option	Never	Rarely	Sometimes	Often	Always	Total
Number of teachers	0	0	2	8	0	10
%	0%	0%	20%	80%	0%	100%

Table 26: Making Mistakes in Content.



Graph 24: Making Mistakes in Content.

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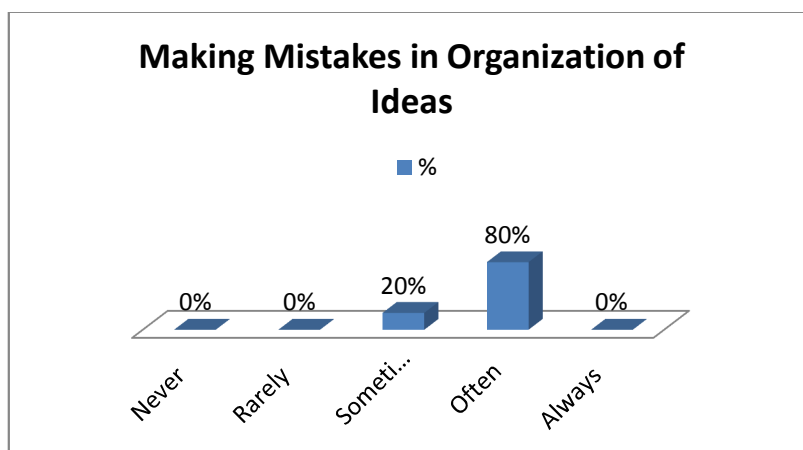
From the results shown above, the majority of the respondents (70%) point that their students are often make mistakes in content. while the rest teachers (30%) reported that they are sometimes committing this kind of mistake.

- **Organization of ideas**

The following table represents another aspect which is considered from the most common mistakes that students are exposed to commit in writing any piece of work.

Option	Never	Rarely	Sometimes	Often	Always	Total
Number of students	0	0	2	8	0	10
%	0%	0%	20%	80%	0%	100%

Table27: Making Mistakes in Organization of Ideas.



Graph25: Making Mistakes in Organization of Ideas.

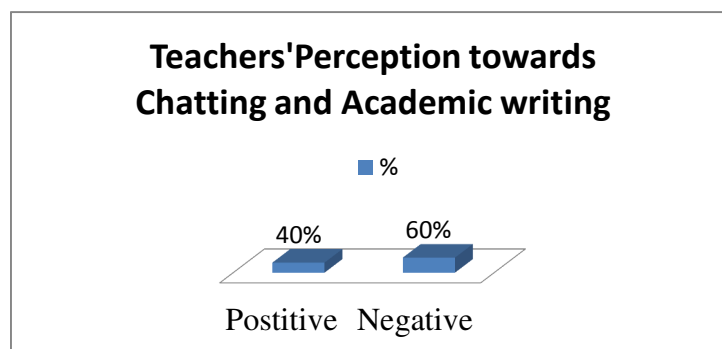
The table5 indicates that (80%) from the teachers who participated in this study said that the students often make mistakes related to the organization of ideas. In other hand only (20%) claim that students sometimes make this kind of mistake.

Question06: What do you think about the impact of chat of EFL writing?

Writing and its teaching in academic context has been a controversial issue among scholars and teachers .It is dramatically varies from writing in non-academic ones.

Option	Number of teachers	Percentages
Positive	4	40%
Negative	6	60%
Total	10	100%

Table28: Teachers' Perceptions on Chatting and Academic Writing.



Graph26: Teachers' Perception on Chatting and Academic Writing.

As indicated in table 6 above, most teachers (60%) claim that chat has a negative impact on students' formal writing. The others (40%), however, report that chat positively support their students' academic writing. Six teachers out ten have explained their choice. Three teachers agree that the option to communicate by using shortened words, acronyms allow students construct and create their own meaning and a language of their own. The use of these conversational forms considered inappropriate in academic writing because it teaches them personal writing rather than academic one. Another teacher stated that chat writing is a language of abbreviations while academic writing is composed of correct grammar, spelling, and punctuation and it affects the formality of language, as students opt to use abbreviations. Two teachers who were questioned in this research said that despite the fact that students learn new words and expressions, they remain using slang not academic English.

On the other hand, the rest of four teachers who think that chatting has a positive side. One teacher explained that chatting may influence students' writing skill that students could become more proficient writers if curriculum adjustments were made a relation between academic writing instruction and the method of communication that students frequently use and understand. Three teachers support the idea that is positive if it is under the fulfillment of certain conditions namely the source of the chat and the objectives assigned.

Question07: Do you have any comments on the use of chat on formal writing?

3/10 from the questioned teachers explain their comments on the use of chat and its relation with formal writing, they claim that the use of chat can develop the students' formal writing if the students are fully aware of the intended objectives.

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(7/10) from the respondents, agree that the students should be aware of the negatives of chatting upon their written productions because this media of communication lead them to the worst that the chatters' students use informal language (including slang, abbreviations) and this is not a hallmark of formal writing.

Question 08: In what way has the overuse of chat influenced the students' written productions?

All the teachers (10/10) agree that the impact is often negative because the whole operation is not planned or has assigned aims to be realized. They claim also that students become addicted to such type of writing that take them far away from what is formal; they write informally as they are chatting for example (using abbreviation a lot, minimize ideas, and poor language quality (vocabulary).

Question 09: What kind of mistakes do the students at the university commit in their academic writing?

The majority of teachers point out the common mistakes committed by the students at the university; they are summarized in the following:

- Using a lot of abbreviations, bad choice of words (adjectives, adverbs...).
- Using personal pronouns "I" "we", using imperative, writing numbers (not in full forms).
- Making mistakes in grammar, vocabulary, content, and organization.
- Spelling mistakes, punctuation and all types of mistakes even the ones made by beginners.

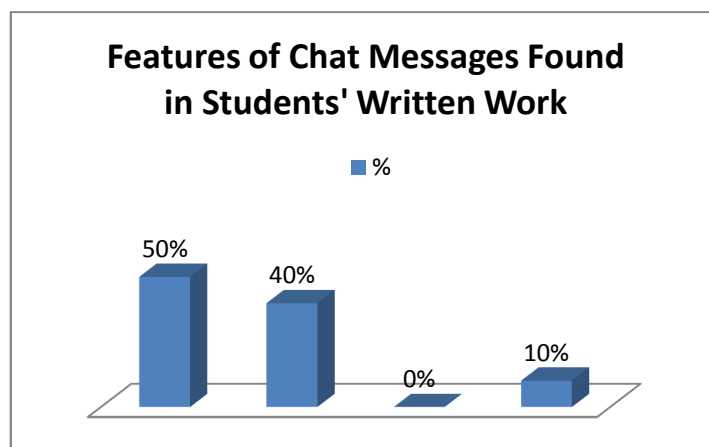
Question 10: What are the features of chat messages found in the students' written work?

The following table indicates the nonstandard features of English that may notice by teachers of written expression in their students' written work.

Option	Number of Teachers	Percentages
Spelling mistakes	5	50%
Lack of punctuation	4	40%
Over punctuation	0	0%
Leave out function words	1	10%
Total	0	100%

Table29: Features of Chat messages found in students' written work.

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Graph27: Features of Chat Messages Fount in Students’ Written Work.

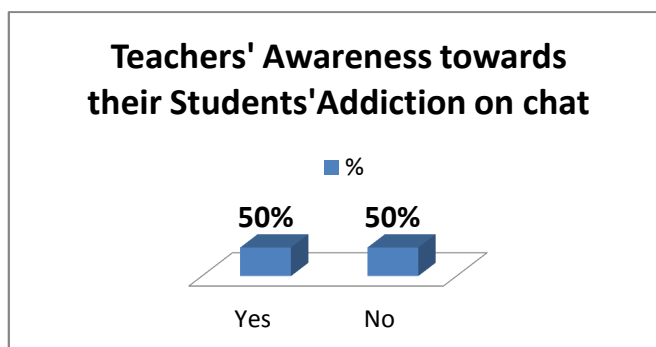
The most common feature of non Standard English was incorrect spelling stated by 5 out the 10 participants (50%).The wrong use of punctuation is the second most prevalent feature of chat messages found by teachers of written expression in their students’ academic written productions, with 4 participants out 10 respondents (40%).The example of lack of punctuation, such as question marks and full stops. Only one teacher (10%) indicates that students leave out function words in their writing.

Question 11: Have you ever read something that made you recognize that your students are addicted to chat.

It is important to know that one major problem which may destroy our students’ formal writing is the overuse of chatting. The time spending for exchanging instant messages; it reflects negatively. The cyberlanguage play an integral role in losing the formality of language. The above question aims at knowing if our teachers are conscious besides the frequent use of chat or not.

Option	Number of teachers	Percentages
Yes	5	50%
No	5	50%
Total	10	100%

Table30: Teachers’ Awareness towards their Students’ Addiction on Chat.



Graph28: Teachers' Awareness towards their Students' Addiction on Chat.

(5/10) of the teachers we questioned concur that they met before with pieces of their students' writing let them deduce clearly the presence of cyberlanguage on their students' written productions. The half of the respondents (50%) have ticked the "yes" option. While the other half (50%) have chosen to answer by ticking the "no" option; they do not think that the mistakes committed by students due to the addiction to chat. It may be caused by other sources such as: stress and depression within classroom.

Question 12: How do you evaluate your students' formal writing?

All the teachers questioned in this study said they were not satisfied with their students' formal writing. This means that the writing skill is really a troublesome skill especially which is written in formal style; and that the students cannot produce acceptable compositions. The majority of teachers has explained and gave their arguments which are summarized as follows:

- Generally, the majority of students have a low proficiency in formal writing.
- The students have not yet mastered the basic of writing; they evaluate their students under formal writing as poor to average because they lack formality.
- When they write, they forget all the basis of following to produce a good piece of writing; they shift from the formality to familiarity.
- Another teacher state that students' formal writing is weak because it is influenced by first language interference and it lacks the characteristics of formal writing.
- It is still poor, in spite of the efforts we make with them to improve their writing, our students still make mistakes, they do not write in a proper way; their writing is full of mistakes, short sentences, lack of using punctuation as if they speak not write.

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III.4.Essays' analysis

Introduction

The study aims to examine the mistakes in a corpus of fifteen English essays written by 15 participants (first year Master of English at Mohammed Kheider university of Biskra). We contacted the administration to give us copies from exam papers of written expression module. We are intended to study the essays and look for abbreviations, contracted forms, spelling mistakes, and incomplete sentences that could be connected with the overuse of chat by students.

III.4.1.Description of the Essays

All the fifteen essays are handwritten; they were about two pages long each. These essays were written at the first semester. The topic given in the essays was optional from three topics suggested to develop essays. The students were not told that we could be analyzing their essays. This area holds significant importance to check the presence of cyberlanguage in students' formal writing. In other words, it attempts to check whether the overuse of chat affects the students' written productions or not. Therefore, the focus of the analysis is to examine the common mistakes related to the negative effects of chat. These are the following parameters used in the essays' analysis: spelling mistakes, punctuation, contracted words, capitals, incomplete sentences, abbreviation.

III.4.2.Analysis

The following table shows types of common mistakes committed by fifteen students of first year Master of English at Mohammed Kheider University of Biskra. The mistakes' types were chosen because they were the most frequent mistakes and researchers considered their mistakes made due to the overuse of chat which affects students' formal writing. The analysis of each student' essay indicates that there is a presence of cyberlanguage. Those mistakes are grouped into six categories (spelling, punctuation, contracted words, capitals, incomplete sentences "short sentences", and abbreviations). It has shown that all types approximately found in students' essays and the number of mistakes was rated from (6-62). Spelling and punctuation are the greatest number of mistakes made by students in their written productions while abbreviations occurred only

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six times. The total number of mistakes is (256) and they are composed of (55 spelling mistakes, 62 punctuation mistakes, 54 mistakes in capitals, 44 mistakes in incomplete sentences, and 6 mistakes in abbreviations).

Option	Spelling	Punctuation	Contracted words	Capitals	Incomplete sentences	Abbreviation	Total mistakes
S 1	4	4	2	3	1	1	15
S 2	3	5	1	7	3	0	19
S 3	3	3	3	4	4	1	18
S 4	4	4	0	3	4	0	15
S 5	5	7	3	4	2	0	21
S 6	4	4	1	3	4	1	17
S 7	5	2	5	6	4	1	23
S 8	2	2	3	5	4	1	17
S 9	3	3	2	5	2	1	16
S 10	3	6	3	0	0	0	12
S 11	5	3	3	3	2	0	16
S 12	2	5	0	2	3	0	12
S 13	6	3	1	1	4	0	15
S 14	2	7	5	6	5	0	25
S 15	4	4	3	2	2	0	15
Total	55	62	35	54	44	6	256

Table30: Number of Mistakes recorded from each Individual.

The above table provides mistakes' profiles for each student in all the categories of mistakes. They were summarized from the subjects' written work and define the number of each student's mistakes in all the categories mentioned. The number of each student's mistakes from (12-25).

Table 30 elucidates that the mistakes made by students in their written essays such as spelling,punctuation were found to be the most occurring among the other mistakes. Punctuation mistakes appeared in their formal writing (62) times and account for (24,22%), followed by spelling mistakes (55 times/21,48%).Besides,capitals took (21,09%) in (54

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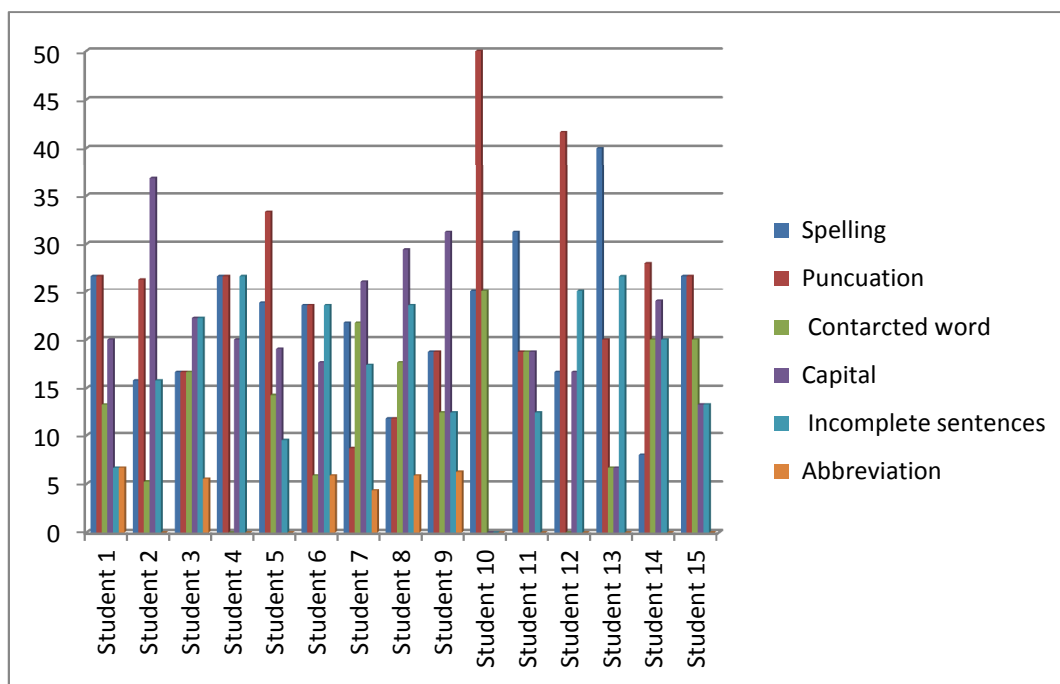
occurrences). Incomplete sentences appeared (44) times at (17,19%), followed by (35) occurrences of contracted words at (13,67%), and finally abbreviations with only six occurrences at (2,35%).

Option	Spelling	Punctuation	Contracted word	Capitals	Incomplete sentences	Abbreviation
S 1	26.67 %	26.67 %	13.32%	20 %	6.67 %	6.67 %
S 2	15.8 %	26.32 %	5.25 %	36.83 %	15.8 %	0 %
S 3	16.67 %	16.67 %	16.67 %	22.22 %	22.22 %	5.55 %
S 4	26.67%	26.67%	0 %	20 %	26.67 %	0 %
S 5	23.81 %	33.33 %	14.29 %	19.05 %	9.52 %	0 %
S 6	23.53 %	23.53	5.88 %	17.65 %	23.53 %	5.88 %
S 7	21.74 %	8.7 %	21.74 %	26.09 %	17.39 %	4.34 %
S 8	11.76 %	11.76 %	17.65 %	29.42 %	23.53 %	5.88 %
S 9	18.75 %	18.75 %	12.5 %	31.25 %	12.5 %	6.25 %
S 10	25 %	50 %	25 %	0 %	0 %	0 %
S 11	31.25 %	18.75 %	18.75 %	18.75 %	12.5 %	0 %
S 12	16.67 %	41.66 %	0 %	16.67 %	25 %	0 %
S 13	40 %	20 %	6.67 %	6.67 %	26.66 %	0 %
S 14	8 %	28 %	20 %	24 %	20 %	0 %
S15	26.67 %	26.67 %	20 %	13.33 %	13.33 %	0 %
Total percentage	21.48 %	24.22%	13.67 %	21.09 %	17.19%	2.35 %

Table31 : Percentages of Mistake types recorded from each Student.

Here, it can be concluded that most of the students of first year Master of English at Biskra University do not use abbreviations rather than committing other mistakes which are mentioned before. The analysis of each student' mistakes provides evidence that our students made those kinds of mistakes to imitate chat conversation where they write incorrect texts in terms of formal writing.

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Graph29: Percentages of each Mistake types recorded from each student.

	Students have less than 10%	Students have between 10 and 20%	Students have between 20 and 30 %	Students have between 30 and 40 %	Students have more than 40 %
Spelling mistakes	1	5	7	1	1
Punctuation mistakes	1	4	7	1	2
Contracted word mistakes	5	6	4	0	0
Capital letters mistakes	2	5	6	2	0
Incomplete sentences mistakes	3	5	7	0	0
Abbreviation mistakes	15	0	0	0	0

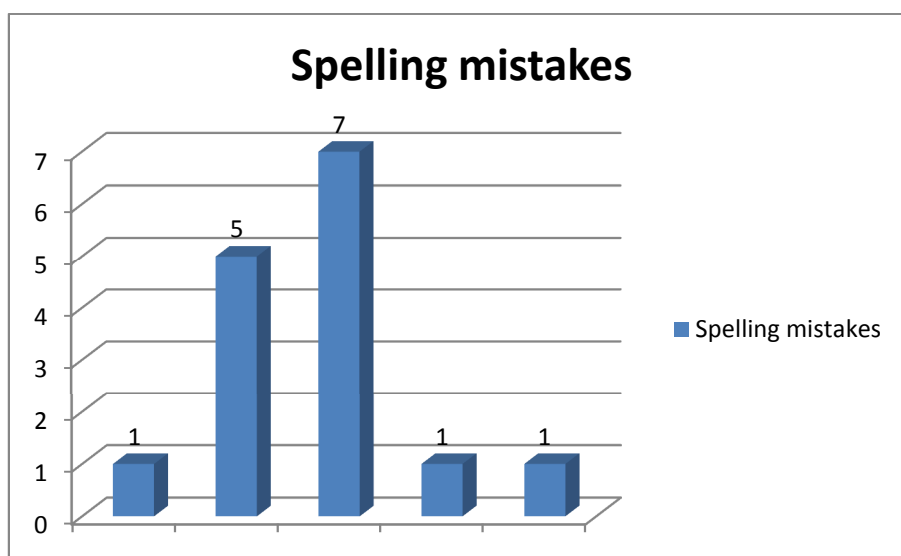
Table32: Frequency of Mistake types made by each Student.

The table above illustrates the frequency of mistakes identified in the subjects' written work. It also defines the differences between students in making mistakes in all the mistakes types .First, The students who made (less than 10%)of mistakes in a mistakes' type from the whole mistakes which were made in the subject written work are only one student in spelling and punctuation mistakes, five students in contracted words mistakes and two students in capitals mistakes. while we find all students made less than (10%) of mistakes in abbreviations. Second, the participants who made between (10% and 20%) of

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mistakes in a mistakes' type are five students in (spelling, capital letters, and incomplete sentences mistakes), four students in punctuation and six from the respondents in contracted words mistakes. While the whole students do not do abbreviation mistakes at this rate. Third, the students who made between (20% and 30%) of mistakes in a mistakes' type are seven students mistakes in (spelling, punctuation, and incomplete sentences mistakes), four students in contracted words , six students in capital letters mistakes, and no one in abbreviation mistakes.Forth, the students who made between (30% and 40 %) of mistakes in a mistakes' type are just two students in capital letters mistakes. One student in each spelling and punctuation mistakes, and no one in (contracted words, incomplete sentences and abbreviation mistakes). Finally , there is just three student who made more than (40%) of mistakes in a mistakes' type, one student in spelling mistakes and two students in punctuation mistakes. In the other hand, there is no student who did mistakes at this rate in the other mistakes' types which are contracted, capitals, incomplete sentences, and abbreviation mistakes .

The following ghraph is a summary of table 3 concerning spelling mistakes.It refers to the way we talk.Einarsson (2004:294) puts forwards that chat language is very similar to the spoken language;thus,students who are used to chat,they use non standard spelling as we have seen in students' written essays.These examples of spelling mistakes were found in students' essay :refering, acadimic, resources,some of tem, themselves,donne,controled, evry ,lurners, adective,reffer ,confims ,spand benifitual, family, learnt, controle, pushs, prode,differenet, awear,they where in hurry,my teacher asked as to write ,whot ,sou ,becouse ,saddenly ,weman ,frome , primery, tray, univercity, ders.



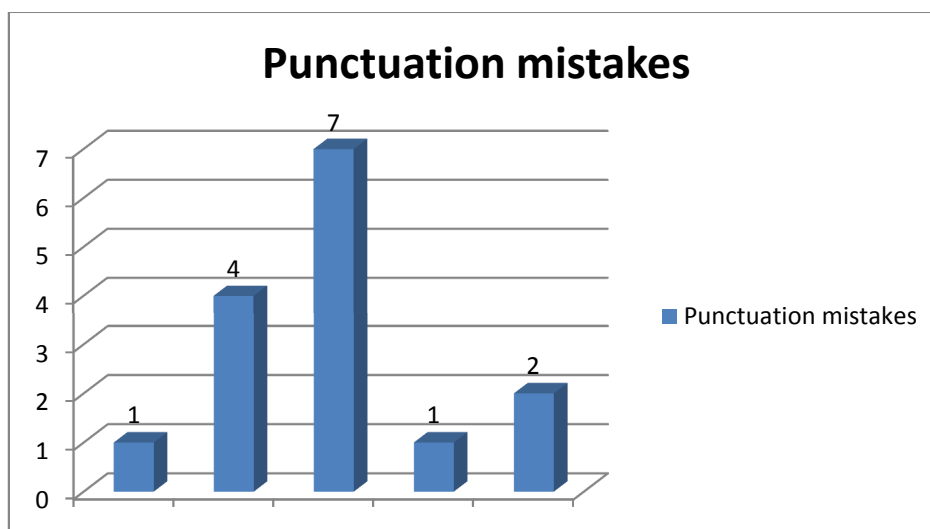
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Graph30: The frequency of Spelling Mistakes.

As you develop your essay, you need to think carefully about how to use appropriate punctuations because it is very important in academic essays. One of the commonest mistakes of first year Master English is wrong use of punctuations in their written essays. Punctuation marks are important in any piece of formal writing because they help readers to understand better and to avoid ambiguities.

Certain punctuations which are frequently encounter in chatting communications that are not suitable elements characterize standardized writing because punctuations differentiates speech from writing, and” reveal how writers view the balance between spoken and written language”. The followings are wrong use punctuation marks took place in the data obtained from the analysis of students’ essays:

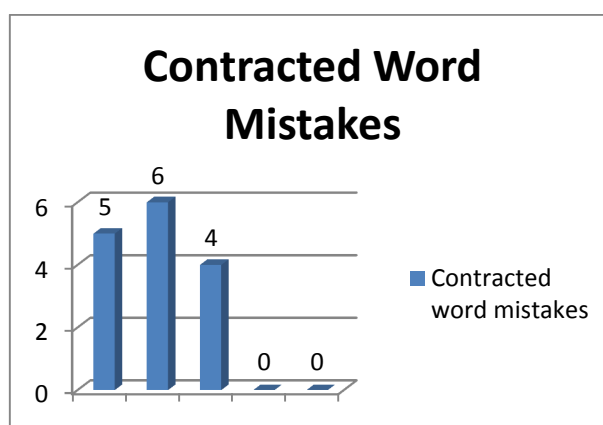
- The results pertaining that the students use unnecessary comma between compound elements that are not independent e.g.”I start wearing glasses, and my grandfather used to call me “the little teacher”.
- Single quotation marks for double quotation marks e.g.”I just took your dearest person in the world” and “no one can stop me”.
- The exaggeration in the use of semicolons and full stops e.g.”I was teaching in a class of about twenty kids; lovely; noisy; talkative; beautiful”. “Losing the ability to think.....”



Graph31: The frequency of Punctuation Mistakes .

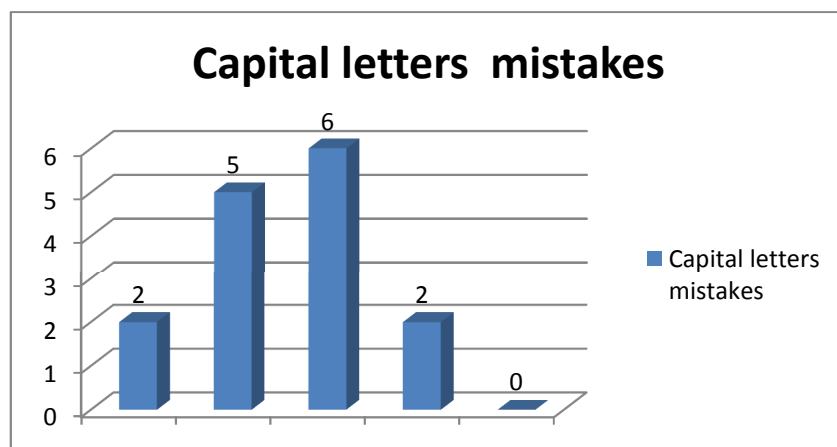
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Contraction is a word formed from two or more words by omitting or combining some sounds. Accordingly, the graph below pertaining the contracted words which were found in students' written essays the students' written compositions demonstrate that there is a use of set contracted words that are similar to the contractions used in chatrooms. In addition, contractions are signals of informality. Besides informal use of spellings, punctuations, the followings are the most frequent used contractions that were remarked in students' formal writing (written essays): couldn't, that's, it's, didn't, doesn't, that's, can't, don't.



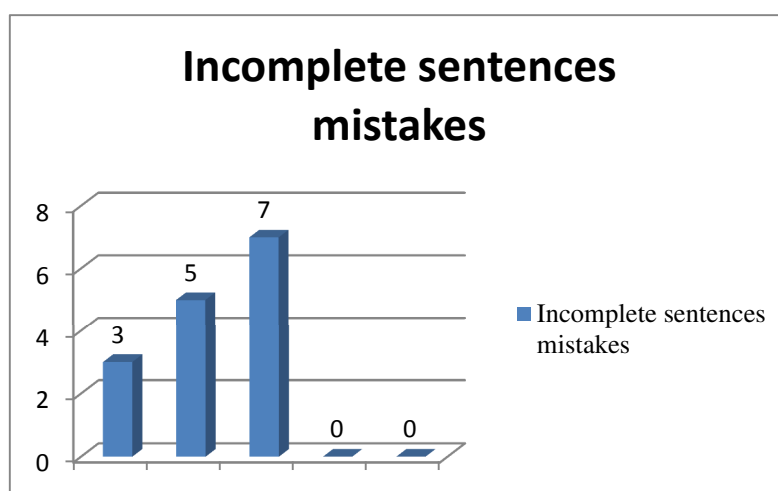
Ghraph32: The frequency of Contracted Word Mistakes.

Capitalization is another interesting features which marked its existence from the common mistakes committed by students of first year Master of English at Biskra university. The absence of standard capitalization in most of students' essays where it is necessary in their formal writing for example, the standard capitalization was found absent in name of countries like in "niger" and after full stops like in ".in fact, it is effective to be knowledgeable person", ".because the lack of confidence at that time...". In fact, it is found that Algerian people chatters tended to type words in whole at capitals, the data obtained reveals the same feature in our students' academic written performance e.g., "LIFE", "MORE", "FOR"...etc.



Graph33: The frequency of Capital letters Mistakes.

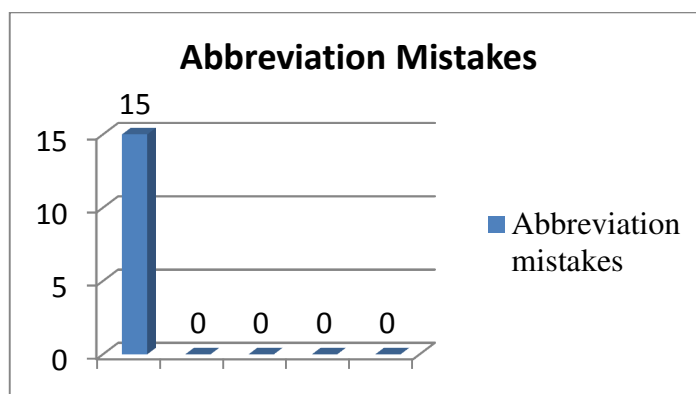
The following graph shows that there was a presence of incomplete sentences that were considered as mistakes not suitable in formal contexts. It is clear that the participants are used to exchange short messages over the internet during chatting process. These incomplete sentences were in which the predicator or the subject was absent, like what we found in the students' writing e.g., "deciding whether or not to spend the night", "cheating in the exam", "from their classmates, bringing papers, write on the table, using phones". Absence of preposition and articles occurred frequently but lack of such clause elements does not necessarily makes a sentence incomplete, and the results are not included in the previous analysis.



Graph 34: The frequency of incomplete sentences mistakes.

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Abbreviations have existed since the written language has existed. Earlier, the abbreviations belonged to the written language only (such as etc, i.e. and e.g.), on the other hand, nowadays, a huge number of abbreviated words that are pronounced as words. Abbreviation is the act of shortening words. The following graph presents the lower committed mistakes which are not popular by the students; it is less used because it occurred only six times. These are examples pertained from the data analysis: "am", "BAC", "M.B", "48" ...etc.



Graph 35: The frequency of Abbreviation Mistakes.

III.5. Interpretation and Results

Over the past decade, chat among Algerian students has become popular on a global scale. This chapter deals with the analysis of the students' written productions in order to investigate the negative side of chatting on students' formal writing. It reports the findings of the questionnaire of both students and teachers, and the analysis of written essays. All the findings aim to check whether the frequent use of chat influences negatively our students' formal writing. In addition, this analysis for the sake of knowing the addiction of students in chatting, and whether their mistakes are related to this habit or not.

After analyzing the questionnaire addressed to the students of first year Master of English at the University of Biskra and teachers of written expression module at the same university, we conclude that the questionnaires have been successfully achieved and were very helpful through the students and teachers contributions about how students are addicted to chatting and by the time they have mastered the shorthand and condensed language of electronics. Most students stated that they make some use of shortcutting in their formal writing. They also agreed with us that they have difficulties in formal writing,

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so there are problems in writing due to the frequent use of chatting. The participants argued that their spelling, grammatical, and lack use of punctuations are mistakes which are committed in their written class work as well as in their examinations. Because of these such mistakes which put the academic writing under threat, we rely on teachers by giving them questionnaire to identify and to get more explanation about these kinds of mistakes and if it has a relation with the language of chat. Thus, they explained that their students lack the basis of formal writing and they believe that this new written media threatens the academic written productions.

After analyzing the students written essays, those are of the different kinds of mistakes founds such as: The use of abbreviations, deviation from the standard use of punctuation, misspelled words, contracted words, and extensive use of incomplete sentences. Analyzing students' essays investigated the possibility of these feature occurrences. These features based on the analogy with the ones taken over the chatrooms conversations. The Results also indicated that many types of mistakes that are frequently made by the students seem to be emerged due to the overuse of chatting .Also; the results showed that abbreviations are not widely used in the students' formal writing.

Conclusion

The first conclusion one can draw from all the results is that students of first year master of English at Mohammed Kheider university of Biskra have difficulties in their writing according to the results collected from all the findings. The analysis of the questionnaires of both students and teachers aims at investigating the impact of chatting on students' formal writing .So, one may assert that students really lack the basis of formal writing since they are addicted to internet and chatting as they mentioned before. The overuse of chat seems to play a great role in affecting students' writing negatively. In this study, the internet, and net communication generally, have revolutionized cyberlanguage in students' formal writing.

The results also indicate that most of teachers believed that chatting has a negative impact on their students' compositions. More importantly, in the light of the negative side of chatting, it becomes clear that teachers of written expression module at Biskra University are aware of the overuse of this new media of communication by their students and believe that it would hinder their students to achieve a better formal writing level. Teachers' questionnaire revealed that the teachers are not satisfied about their students'

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formal writing and they evaluate it as poor writing .Moreover, they seem to be online with the changes that happened to their students' writing with the emergence of the new technological tools such as chat. It appears that teachers are more worried about the potential impact of chatting than their students are .However, the students certainly were the knowledgeable ones and much data was obtained from them.

Another conclusion one jumps on after the analysis and the evaluation of the written essays, as mentioned in chapter three, the written essays were fifteen in total; it is an appropriate number to effective analysis. It helps to analyze how written language is negatively influenced by chat overuse and demonstrates the impact of cyberlanguage. Hence, the students' chatters will lose the ability to spell, or use punctuation appropriately as a result of the time spent online.

General Conclusion

Towards the end of the 20th century, linguists and sociologists became interested in the impact of modes of Computer-Mediated communication (CMC), namely chat on EFL writing. This research is conducted to gain more insights to the students' use of online communication and its effects on their formal writing and to focus on the overuse of chatting among students. The chief aim was to identify these effects in order to shed light on the negative influence of chat on students' formal writing.

This research was to analyze how written language is used and adapted to the particular circumstances of a specific mode of CMC and how it affected negatively the traditional language. For that, it was the mission of this project to clarify concepts like communication, Computer-Mediated Communication, and Netspeak. The review of literature, in this work, has helped us a great deal in the structure of the procedures used in this modest research. This thesis highlighted the most common features of chat and also foregrounded the relationship between speech and writing. Then, it investigated the impact of CMC on the Algerian EFL writing, with extra focus on chatting since it is the core of this study.

In this thesis, the researcher opted for a questionnaire administered to twenty five students. Those students who have participated in this study are first year Master enrolled in the English Branch at Mohammed Kheider University of Biskra. In addition, another questionnaire was administered to ten teachers of written expression module, followed by the analysis of written essays of the fifteen students of the same level. The researcher studied how first year Master students made use of cyberlanguage in their written performance to find out how chat language differs from formal language.

The conclusion we got from the analysis of the students' essays was that students use quite enough features of chatroom conversations in their formal writing. It seems that the inappropriate use of punctuation, wrong spelling, using contracted words, and some use of abbreviations are concerned with some features of written language which are most common in chatroom discussion. This can be due to the overuse of chat media communication.

The results obtained in this study have allowed us to deduce that the frequent use of chat has an impact on written English. The impact was shown in the huge number of mistakes committed by our students in their written productions. These informal features were practiced by first year Master of English included misspell words, wrong use of punctuations, lack use of capitalization, and some use of abbreviated words.

Limitations of the Study

This study has limitations in its design, sample, and methods:

- The study is concerned with a specific population in a given time, period, and context. This population is made up of a particular kind of learners (English students) with focus on online communication knowledge (chat).
- Another limitation that all methods of research did not include students from all faculties and departments of the university.
- The study is limited to the teachers of the written expression module.
- The limitation was specified to the negative effect of chatting not other forms of computer mediated communication such as e-mail ..., etc.

Pedagogical Implications

In the light of the findings of the study, several possible implications can be drawn. It is important to emphasize that:

- Both students and teachers should be aware about the negative effects of cyberlanguage. Increasing teachers' awareness towards the disadvantages of using chat taking into account the new language and its negative impact on English language. Especially the teachers of written expression should be severe in correcting the students' mistakes mainly those caused by cyberlanguage.
- Learners should be "language-sensitive", they should profit from the language they know and bridge the gap between their ends and their means. Intensive care should be directed to the language used by learners, avoid the abbreviated language that is coming more and more into use nowadays, especially among the younger generation, is obviously related to the new communication media (chat).
- Conducting other studies to show the effects of chatting on the destruction of students' formal writing.

- Another possible implication point to the need to consider a variety of factors that support the presence of cyberlanguage.
- The school technology textbook should include a special part about technological means including the different on-line services such as e-mail service and chat service among others.

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Bibliography

APPENDICES

Students' Questionnaire

Dear Students

Please take some time to complete this questionnaire, it will take approximately 25-30 minutes to complete. We are carrying out an investigation on the impact of chatting on students' formal writing as a part of master degree. We would like to know more about how you use the internet and chatting. You can help us to learn by filling in this questionnaire. If you have a question please ask.

Thank You

1. Do you use the internet?

Yes No

2. How often do you use the internet?

Every day More than once a week

Once a week Once a month

3. If you use it every day, how many hours do you use it?

1-2 hours 2-3 hours

3-4 hours More than four hours a day

4. Where do you use the internet most?

At home At school

Internet café Library

5. Are you a chat addict?

Yes No

6. What do you like doing the most online?

Chat rooms Blogs

Music News

APPENDICES

7. do you know what chat is?

Yes No

8. If you use chat, how much do you use it?

Always Often Very often

Rarely Never

9. Which language do you use when you are chatting?

English French

Arabic Others

10. Which words do you use in chat?

Entires Shortcutting

11. Do you use shortcutting?

Yes No

If yes please state your reasons

.....
.....

12. Do you think that so called “new language” affects negatively the English language?

Yes No

13. How is your chat message designed?

Constructive Slang

14. How often do you use simple and correct English in your chat message?

Most of time Occasionally Often

15. Do you mind about the kind of language or syntax used in your chat messages?

Yes No

APPENDICES

16. Have you affected by the effects of chat messages in terms of formal writing?

Yes No

17. Does cyberlanguage affects students' formal writing skill?

Yes No

Explain

.....

.....

.....

APPENDICES

Teachers' Questionnaire

We would be so grateful if you could answer the following questions for the sake of the impact of chat on student's formal writing; the purpose of this questionnaire is to elicit teacher's perceptions of written expression on chat use and its effects on learner's academic written performance.

1. How many years of teaching experience do you have?

Under 5 5-9 10-14
15-20 21-25 Over 25

2. Have you ever examined your student's written production?

Yes No

3. How would you rate your students?

Non writers

Poor writers

Good writers

Very good writers

Whatever you answer is, please explain

.....
.....

4. Do your students make mistakes in written expression?

Yes No

APPENDICES

5. How often do your students commit mistakes in the following aspects of language?

	Never	Rarely	Sometimes	Often	Always
Grammar	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Vocabulary	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Content	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Organization of ideas	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

6. What do you think about the impact of chat on EFL writing?

Positive Negative

Explain:

.....
.....

7. Do you have any comments on the use of chat on formal writing?

.....
.....

8. In what way has the overuse of chat influenced the students' written production?

.....
.....

9. What kinds of mistakes do the students at the university commit in their academic writing?

.....
.....

10. What are the features of chat messages found in the learners' written work?

Spelling mistakes

Lack of punctuation

APPENDICES

Over punctuation

Leave out function words

Use abbreviation/acronyms

11. Have you ever read something that made you recognize that your students are addicted to chat?

Yes No

If yes, please state some examples

.....
.....

12. How do you evaluate your students' formal writing?

.....
.....

Thank you for completing this questionnaire

تهدف هذه الدراسة إلى التعرف على أثر الدردشة على الكتابة الأكاديمية للطلاب، حيث أنه يعطي اهتماما لتأثير التفاعلات الكتابية الآتية التي تشغل زمننا الواقعي على شبكة الانترنت ، أو ما يعرف بالتشات، ويبين هذا العمل صورة كاملة للاستخدام المفرط للدردشة والكتابة لدى الطلاب . وفقا لذلك أسئلة البحث التي تمت مناقشتها هنا هي أربعة أساسا حول تأثير الإنترنت والدردشة على كتابة اللغة الإنجليزية الذي هو محور دراستنا. افترضنا انه إذا تعرض الطلاب للدردشة، منتوج كتابي من شأنه يتأثر سلبا.يتم تقييم الفرضية من قبل دراسة وصفية و الاستدلال علي ذلك من نتائج الاستبيانات التي سلمت إلى كل من طلاب سنة أولى ماستر شعبة انجليزية في جامعة محمد خيضر بسكرة ,و أساتذة مقياس التعبير الكتابي من نفس القسم للتحقيق في رأي الطلاب و الأساتذة حول تأثير الدردشة على المنتوج الكتابي الأكاديمي,من هذه الاستبيانات حصلنا علي رؤى لتحليل المقالات المكتوبة للطلاب التي تقدم إطارا يمكن الاعتماد عليها في أنها تتوفر علي أخطاء هجائية,نحوية,إملائية و عدم استعمال علامات الوقف في مكانها المناسب من قبل الطلاب في الجامعة. هذا التكيف من كتابة اللغة الإنجليزية له تأثير سلبي على المنتوج الكتابي للطلبة ويجعل الفرق بين الكتابة والكلام, بالإضافة إلى وجود مطالب بواسطة كريستال (2001) أن هذه الوسيلة الجديدة من التفاعل في الاتصالات الحاسوبية (CMC) هي عبارة على مزيج من ألفاظ مكتوبة "Netspeak" وأكدت هذه النتائج على التحقق من الفرضية وأظهرت أن الاستخدام المتكرر للدردشة لديه الجانب السلبي إلى جانب الانحراف في المنتوج الكتابي الأكاديمي. وعلى أساس النتائج التي تم الحصول عليها، اقترحت بعض الإرشادات التربوية لكل من الطلاب و الأساتذة حول الجانب السلبي للدردشة و تهديدها للكتابة الأكاديمية.

APPENDICES

Students' Essays

This small event for me was a big lesson and I still remember it until now, all my feelings was mixed I was happy, glad, afraid and exciting at the same time, and after 12 years and after my mother is dead it still keep her words inside my heart.

N° d'anonymat

17, SLWE
27

Note

/ 20

12/56
20

Topic Three :

While we are children, our lives are full of energy, power and a lot of movements. Therefore, we start to search for new things and we try to do them all. This will lead to my small experiment.

This is maybe not a big event according to other people but for me as a girl it was something extraordinary. I was a small and weak girl, my parents used to take care of me all the time because I was suffering from an illness which is caused by the decrease of my blood that makes me spend most of my time in hospitals.

Once when I went home after a long period in hospital, my friends came to visit me, I was very happy to see them, one of my friend's mother suggested to go out and play and of course I was very excited to go and see every thing outside our house. After a long refusing, my mother said that I can go, if I do not go very far.

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Students' Essays

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from my house. I was very glad and we went out rapidly. While we were there one of my friends and he was a boy made a challenge that the one who will climb the tree is the strongest and the best of us. We used to have a big and large garden inside which there was a big and tall tree that no one before could climb. Unfortunately this one was me, I went near to the tree and I put my shoes away then I start climbing; little by little I was in the middle of the tree. My ^{little} sister started crying in order to return back but in contrast, I do not feel afraid at all, for me it was something like magic as if I am flying. I kept on moving and the light of the sun was across my eyes which means that I am near to reach the top of the tree. Suddenly, I stopped, I did not feel any thing around me and I could not keep my eyes open. Few hours later, I walk up to find myself at the bottom of the tree instead of the top and my friends were around me surprised that I am fine.

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Learners who use it in preparing their ^{homework} essays, can get damages on their heads and behaviours. They will be ^{addicted} ~~addicted~~ to this, losing their ability to think, losing their self-confidence, cheating etc, so we must avoid this bad habit in order to be successful students and make the others rely on our ideas and thoughts.

N° d'anonymat

MSLWE
210

Note

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Topic Two:

Bad Internet Essays

The internet is a very important source to get information but sometimes it is good and other times it is bad. Learners using it in different ways and for various aims, one of these aims is to find essays to do their homeworks. When teachers ask his learners to write an essay about a topic, they rely on the internet that offer essays for sale. This is not a legitimate work because of many reasons. Some of these reasons are: it make them lazy, can not use their minds, cheating in the examination, losing self-confidence and can not understand what they are writing.

The first reason that makes this bad is that students will forget that they have ~~a~~ brains to think by. So when they will ^{take} ~~pass~~ their examination, they will find difficulties to use their mind in order to find new ideas that help them to develop their essays.

The second thing that makes this bad is that learners during the exams, they will cheat because

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Uganda got 48 Wilayas, each one of them has its own characteristics, charms and traditions, Bwera is one of them. That is rich of many good things, attractive places, stuffs area, traditional food and clothes and behaviours, and culture.

Bwera is rich of nice places, green space and yellow one (so here) plenty of trees like in Tolga ^{si} Sidi Oba, ~~or~~ plenty of stupa areas like The Masby of Sidi Oba, ~~the~~ Kahina, also there ^{are} kinds of animals such as chamed ..., but it is so hot in summer and not very cold in winter, some times it rains but not very much, it is better to visit in spring because the weather will be nice in that time.

In my wilaya a lot of traditional food are delicious, I advise visitors to Try them like Chalkchaka, Mahjaula very hot, ~~Don't~~ also very hot, They prepare them in a carion like Add, Moulard

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Topic Three:

Death is the worst thing that can happen ever, people can lose their money, their jobs, their freedom, but losing one of the small family especially parents is the worst, and this is what happened to me. I always hear about someone who lost his father, I feel sorry for him/her of course, but sincerely I didn't imagine it in real. Losing my father was my first experience with death, it woke me up to the real life, changed my behaviours and made me stronger and more responsible (when I heard "your father is dead")

The death happened at night in a surprise way since he wasn't sick at all, it was the most frightening, horrible, the saddest and longest night in my entire life, seconds pass as hours, darkness surrounds the house, silence is killing, the house, on my home was seemed very empty since death took all my family not just my father, that's and this is what I really felt at that time.

When I heard "your father is dead" I felt like that someone has slapped me on my face, I heard death talking to me, "hey, you, I am here, I can come whenever I want and take who ever I want, and I just took your dearest person in the world," and no one can stop me." it was the reality, we live forgetting that there is death and it can come in any time, and when it comes it wakes us up on the reality that good times and people can't last forever, ^{and} the happy life can change in a second we can't rely on the love of a person to help us live our life, and we shouldn't forget to

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expect the bad and learn how to accept it, we must live our life leaving a space to the unexpected.

Since I was the youngest girl, I had a special treatment the thing that made me a spoiled girl, and my life was centered on my studies and my father. I wasn't even attracted to any young man because the love of my father didn't leave a place to any one else, but after the death I felt lonely with an empty life, no objectives, no one to impress that's why I had to change my behaviours from a spoiled girl to real one who lives in a real life not in her dream world, my behavior changed to the best, no longer I accept criticism, punishment, orders, and I accept what is offered what ever it was.

Being stronger and more responsible is what death had changed on me, I became responsible in my behavior, my relationships, with my mistakes, my studies, my decisions, my goals and objectives, ... etc, and with every thing that can affect my life, because I knew that I don't have who I rely on any more, and I needed to live my life by myself the thing that made it easier since every thing is studies and counted from the beginning.

Things happens, but we should accept them and to be advantages from them even if they are bad things, and this is where our strength appears.

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an obstacle for me at that period, because I felt like a stranger, I was so shy, so nervous and so unsure and this made my beginning so difficult. Every day I arrived to the university I was wondering about what I am going to do? and where am I going to go? --- and a lot of such kind of questions that I was asking. Day after day I started feeling more easy & comfortable, I met new friends and teachers and I exchanged my ideas with them, fortunately they were very beneficial and helpful, also I get used to the new programmes and methods and they became so usual and common. This experiment was so exciting, frightening and enlightening with a lot of movements and actions, but in fact it was so beneficial for me. I learned how to be flexible while dealing with new faces and places, my mentality changed, my right to life also changed, too.

To conclude, we all agree on that life is full of experiences, but for me the university is the most exciting one in which I have become a mature adult, because it was a turning point in my life.

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People go through different experiences in their lives, for some of them, there is always something new to try, for others, it is the first time to live this situation. Me as a part of the later group was my first time to try something which was completely different from the way I used to live with.

It was during the summer in a very hot day, I was completely bored and about to be crazy girl. Suddenly, something comes to my mind, a softened voice telling me - are you satisfied about your self and the way you are living, why don't you try something new to break this routine. Here I wake up as if a new girl not me and I decide for the first time in my life to teach. Yes teaching, I was teaching kids in a small school, in fact it was an association which were near to my house. I went there, I met the ^{headmaster} director we discussed every thing about what I taught and to whom. The day after, I started my work. I was teaching in a class of about twenty beautiful kids; lovely; noisy; and too talkatives

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Topic 3 =

My lifestyle is plenty of experiences I live to discover the world, to try new things, to meet new peoples, however. The important thing that I live for is my education. As I remember, my first year at university was exciting, enjoying and enlightening as if I ^{was} born in wonderful world.

For me, the first year at university was exciting like my first year in the primary school. Of course, it was my ninth year when I succeeded in BAC exam after eight failures years. I lived an enlightenment year thanking Allah for my great gift. Besides, I attended all my classes which were very exiting to me. Moreover, I tried to do my best to be a good student, and I really did. As I remember my teacher of Written Expression when she always said: "The best paragraph is Amina's paragraph" even in the exams. Till now I still thanking my God for my wonderful experience.

To conclude, from that time I do never I ever let someone break my dreams either myself. I keep trying new things, achieving my goals in order to gain in my life and to live in Paradise in the other life. I learned that life doesn't stop in the first failure. For that, I promise myself to do my best I achieve my goals till the death. God bless me.

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For the first time I didn't know how and what to do with them because it was new experience for me but after that, a bit by bit, I did take control of every thing. I was teaching them Alphabets, songs, verses of Puran and so forth. At the beginning I was afraid because I didn't know anything about teaching but at the same time I was excited and happy because I did realize that I am good in doing something and I am very helpful and beneficial. I have a purpose and a goal to achieve as well as I have a message to send in this life. This experience shows me that everyone can do something good in his life and he should only know that he or she is capable. He can do it easily if he want because when there is want there is a will. I have learned something important, that experience makes the one grow up and appreciate himself more.

In conclusion, experiences are like teachers because they teach you how to live and how to encounter any difficulties or hinders in your life.

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me saying "here I am". Then, I came to the door of the class-room, it was as if I am knocking on heaven's door, then I saw the light came from the "white board". "Good morning everybody" I said, and everybody said "good morning miss", It was the best feeling I ever had in my life. I couldn't believe that, I tried to control myself and every thing but I was so nervous. But still a voice inside me, the voice of my grand father saying "Yes here you are, this is you, look around you, these people need you, they are waiting for every word you say to write it, they trust you, be a good teacher, be yourself". These words was my guide for the whole summer I spent with them that was really wonderful.

During these moment I had experienced a lot of feeling and learned various lessons, that make me very proud of who I am, and very thankful for God for putting me in this way, for my grand-father, and for a dear teacher: Mr B who used to say to me, that I would be a good teacher, but I did, and I will for the last moment of my life, for the last breath I take "Allah".

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to gain time and ~~to~~ use that time appropriately without any confusion, consequently I focused very much on my goals and indeed I have realised lots of them.

As a conclusion I am so confident of the importance of my first trying to determine my spiritual, family and educational goals of my life, it was a successful try that pushes me many steps further positively and of course it is my best experience I wish all human beings be aware of it's effectiveness to make their life successful and beautiful, because the experience it self makes them beautiful in them selves.

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we get poor students in writing essays.

However, others see that this enterprise can help the students by giving them a sample essay to follow and make the research easier.

In conclusion, the use of web sites like "essays for sale" is bad for the students. The students should work hard and if they follow their teachers certainly they will be good writers and they will improve their level and their writing skill.

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Students and Internet.

Internet is a large system of computers that are interconnected to serve millions or even billions of people. It becomes an essential part of our daily life; it used at work, home and school. Some enterprises use the internet as a shop for their products such as academic resources and this considered as an illegal business which causes many negative effects on students who make these enterprises as a source that ^{they} rely on in regard to home work, and this reliance is increasing.

Some people consider it as a positive thing that the internet or precisely some enterprises offer a lots of websites that provide a variety of essays and academic resources for sale; only by a click on button, and a small prices student will get their wants. However, I strongly disagree with that claim since it brings some negative effects on students such as internet addicts and more reliance on such web sites. First, student are becoming addicted to the internet, they spend more and more time playing the computer games or just surfing the net without any particular reason. Accordingly, the time spend on studying is auto-

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