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Title

Chatting Negative Influence on Students' Academic Writing

The Case Study of Second Year Master Students of English

at Mohammed KHEIDER University of Biskra

A Dissertation submitted to the Department of Foreign Languages in partial fulfilment of

the requirements for the Master's Degree in Sciences of Language

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Dedication

I sincerely dedicate this work

To My parents for their patience and sacrifice:

To my mother who made me the person I am today

And who always believed in me.

To my beloved father who gives me the strength and the support in every step of

my life.

To my brothers "Ilyes and Mohamed Abd El Karim" and sisters

"Nadjah, Maroua, and Radhia" for their supports and encouragements.

I wish the best for my sisters in their BAC exam.

Also, I would like to Dedicate This Effort to all My Closest and

Dearest Friends who helped me to accomplish this work.

Imane

Acknowledgments

"In the name of Allah, the compassionate, the merciful"

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Abstract

The core of this research is the enlightenment on one of the most important of students' issues concerning academic writing. The current study aims at determining Chatting Negative Influence on Students' Academic Writing. It sheds the light on the negative impact of the written language of chat communication medium on EFL students' formal productions, and how features of chat language or "cyber language" interfered to be found in students' academic assignments. We hypothesise that if EFL learners depend on chat language as a form of writing and use it within their writings their productivity will be informal and more ambiguous. The main significance of the present research is to enable EFL learners to distinguish between formal and informal English language and to understand the importance of academic writing. Besides, it provides a complete picture to both teachers and learners to understand the reason which hampers EFL learners writing skill. Regardless, to the main objective of the research, a descriptive study inferred from the findings of the questionnaires that were designed and distributed to both students of second year master of English at Biskra University and teachers of written expression module at the same university in order to obtain students' and teachers' presumptions about the new language adopted from computer-mediated communication (chat) to students' written tasks. On the basis of the results of this research it can be concluded that the findings support and confirm the hypotheses. It shows that the frequent use of chatting has a negative aspect beside the deviation on students' writing. Students' over use of chat language within their writings leads to produce a less formal piece of writing and sometimes an obscure writings.

List of Abbreviations

EFL: English as a foreign language

CMC: Computer-Mediated Communication

PDAs: Personnel Digital Assistants

IMC: Internet- Mediated Communication

SC: Synchronous Communication

As C: Asynchronous Communication

WWW: World Wide Web

E-mail: Electronic Mail

IRC: Internet Relay Chat

FB: Facebook

ICT: Information Communication Technology

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Chapter Three: Research and Findings

General Introduction

There is no doubt that the world is changing and developing since the emergence of technology, computers, and networking. Over the few past decades, internet has emanated as a new outstanding technological tool, the use and the impact of such an important modern tool has fulminated over all human aspects.

Internet as a recent boom of communication, specifically a new medium of computer-mediated communication has a decisive influence on English language. The swift expansion of internet use has led to create new varieties of language and new orthographic conventions.

Furthermore, the exposure to authentic materials is the best candidate for learners in order to use English as a foreign language correctly and fluently, in addition to improve students' four skills. Crystal (2004) state "Technology has revolutionised the way that we communicate with each other, the way we use language, the way we read and write, the way we think and the way we teach "(as cited in Reid, 2011).

However, internet is a coin with two faces. The over use of this technology may mislead learners aim, limit learners' capacity, and slow their advancement. Chatting is one of the frustrated tool of English learning. Learners' are relying more and more on digital communication that they totally forget about enhancing their writing skills, they don't know how to do cursive writing. Rosen, Erwin, Carrier & Cheever (2010) claim that "educators and the media have decried the use of these shortcuts, suggesting that they are causing youth….to lose the ability to write acceptable English prose" (p. 421).

Therefore, the main concern of the present research is to explore the relationship between chatting and EFL learners' academic writing and to investigate the negative impact that chat language has on students' prose and compositions.

1. Statement of the Problem

Writing plays an important role in social, cultural, professional and academic context. Since developing good writing skills in foreign language is considered as a standard for producing acceptable essays for exams and coursework, therefore, students must adopt proper academic English in order to deal with both university work and their professional career. The present study determines the relationship between chatting and academic writing. It takes into account the importance of formal writing of EFL learners, and displays that the use of technology is not constantly beneficial to students' performance, however, it can hinder learners' progress. Thus, the extensive use of chatting vocabularies leads to a poor structured writing produced by the learners.

Moreover, EFL learners should be aware of informality features such as spelling errors, use of abbreviations, lack of punctuation, etc., in order to be precisely formal in writing. In other words, the ability to overcome this technological filter to achieve a better performance.

2. Aim of the Study

Language of chat affects students' output positively and negatively. The main concern of the present study is to shed the light on the importance of academic writing to students' educational journey, and how it is decreased due to the extensive use of the communicative technology "chatting".

3. Research Questions

This study investigates the following questions:

1- What is the relationship between chatting and formal writing?

2- How does chatting language affect negatively EFL learners' academic proficiency?

3- How can chat language occur in learners writing?

4- What are the standards (characteristics) which identify academic writing?

4. Research Hypotheses

Concerning the impact of the downside of chatting on students' academic writing, the following hypotheses shall be verified.

1- If EFL learners depend on chat language as a form of writing, their output will be far from formality.

2- If EFL learners use chat language within their writings, the meaning will become ambiguous, therefore, the message conveyed will be misunderstood.

5. Research Methodology

5.1. Choice of the Method

In order to confirm the hypotheses concerning the negative impact that chatting has on learners' academic writing, a quantitative research is adopted to the study and a descriptive method is used. It permits describing how chatting damages the formal writing and helps in collecting the required data about the subject under investigation.

5.2. Population and Sampling

To obtain informations for the current study, the following samples are dealt with:

1) Teachers of Written Expression module of English Division of Biskra University. Seven (07) teachers are the representative sample for the current study.

2) Second Year Master Students of English. The representative sample is randomly chosen. It involves thirty- six (36) students of the entire population. The reason behind choosing this particular sample is that master two students are aware of the different rules of grammar, the proper use of punctuation, capitalization, and so on... Moreover, applying these rules while writing assignments is the main concern.

5.3.Research Tools

With the objective of checking the negative influence of chat language on learners' formal writing, the main tools used are ***Questionnaires*** designed for both English students of second year master and English teachers of written expression module at Biskra University. The study is prepared for learners which have specific knowledge on online communication, it is reasonable to put the questionnaire online. English Master two Students have a special profile posted on the social network site "Facebook". It is a specific page created for them to share different information and inform each other about all the updates such as exam planning, the make-up sessions and exchanging data. For this reason it is convenient to launch the *questionnaire* on this profile (Facebook page of second year master students group) to deal with both second year master students and chatters at the same time.

6. The Structure of The Research
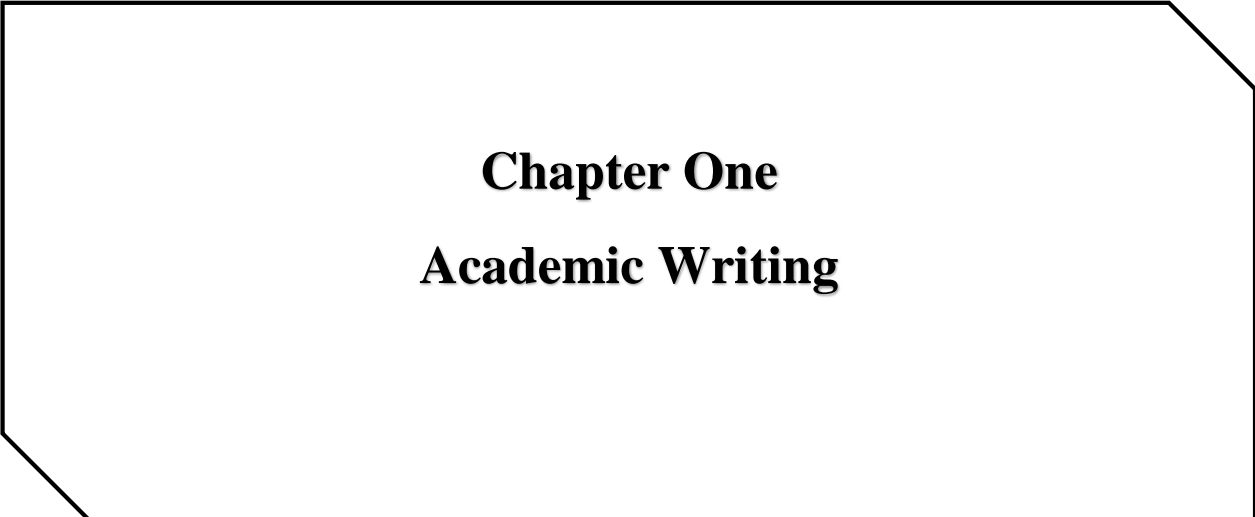
The current research is basically divided into three main chapters. The two initial chapters are particularised for the theoretical frame work.

The first chapter contains detailed informations about the nature of writing skills and academic writing. In addition, the chapter outlines the process, the characteristics, the structure of academic writing, a comparison between informal language and formal language, and concludes with stating the importance of academic writing.

The second chapter attempts to define some social concepts such as communication and computer-mediated communication. It includes determining the social media used for interaction, its characteristics, and its influence on EFL learners' writings.

The third chapter is the field work. It presents the method used to investigate the theme of the dissertation. This chapter is a field study which is concerned with the description and the analysis of the students' and the teachers' questionnaire. We conclude this chapter with

a discussion and providing some suggestions and recommendations for students in order to be more formal in academic writing, in addition, to avoid using chat language within their productions. Thus, to enhance writing skills and produce a qualitative piece of writing.

Chapter One

Academic Writing

Chapter One
Academic Writing

1. Introduction

Learning any foreign language requires a full mastery of the four principle skills; which are joined together to complete one another and not to compete with one another. These skills are divided into two main categories: Receptive skills (listening and reading) and Productive skills (speaking and writing). Although writing and speaking seemed to be classified under the same rate, but they are completely different, as Harmer (2007) states: "productive skills of writing and speaking are different" (p. 246).

A university student is obliged to write different kinds of assignments. In this chapter, we will present and try to cover the main ideas about writing skill generally, and academic writing specifically. This chapter attends to define the nature of writing, and determines the meaning of academic writing. It also aims to shed the light on the main features of academic writing with more focus on the process, structure of writing used in order to facilitate writing, and the importance of academic writing. Therefore, guides the writer to write more meaningful productions.

1.1. Nature of Writing

Writing was neglected for many years. It was not important in comparison to the other skills, specifically to speaking which was regarded the only way for communication. Writing according to Byrne (1988) was only seen as using graphic symbols or reproducing what has been heard or read. In similar to that, Brooks and Grundy (2001) report:

> *The study of language in the twentieth century has tended to concentrate on spoken language. Written language was thought by some to be spoken language put into written form. Many linguists from de Saussure through to Chomsky, for what seemed like good reasons at that time, neglected the written mode in favor of the spoken. This, however contributed to the fact that writing was for long time a neglected area in language teaching* (p. 01).

Furthermore, Harmer (2007) believes that the reasons for considering writing as minority skill are due to: firstly, the unconscious natural acquisition of the spoken language whether in first language and/or in second language, whereas writing should be consciously taught. Secondly, writing was only restricted for the rules of the church and the state.

As a result for the world's revolution, many linguists were interested in writing and shed the light on its importance. Harmer (2007) asserts that "we no longer have to ask ourselves whether writing is a good thing or not. We take it as a fundamental right" (p.03). In other words, the research of Harmer into writing skills accounts writing as a vital skill for foreign language learners as much as for native learners. It is an essential acquirement for learners' needs specifically: taking notes, writing compositions, having written exams, and even in real situations. Harmer (2007) says "the writing skill is important as the other skills (speaking, listening and reading). It is needed for students to know to reflect their knowledge, emotions, or ideas on a paper (how to write letters, how to reply to advertisements how to summarize a text…)" (p.03).

Regardless the importance of the writing skill, it is viewed by most of teachers and researchers as a difficult skill to be learned. Nunan (1989) opines that "it is easier to learn to speak than to learn to write no matter if it is a first language or second language" (p. 12). According to White and Arndt (1991) "writing is far from being a simple matter of transcribing language into written symbols: it is a thinking process in its own right. It demands a conscious intellectual effort which usually has to be sustained over a considerable effort of time" (p.03) retrieved from (Quintero, 2008). Furthermore, Byrne (1988) explains that "writing is clearly much more than the production of sounds, just as speech is more than production of sounds. The symbols have to be arranged according to certain conventions to form words, and words have to be arranged to form sentences. Thus, the idea drawn from the previous definitions is that writing goes beyond ranging and transcribing graphics. It is

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a complex process that requires accuracy and academic use of vocabulary, spelling, grammar, punctuation, and more coherent production.

Above all the common definitions of writing and its complexity, writing is also defined as a way of communication and expressing clearly ones thoughts and feelings. This idea was explained by Hayes (1996)

> *writing is a social act that represents one of many forms of communication i.e. that it enables the writer to share this information, his views, or his feelings with the others and it can be done with in different contexts, example writing e-mails to friends, or relatives, making a shopping list or showing knowledge to what have been learned* (as cited in Price and Maier, 2007, p. 280).

1.2. Academic Writing

According to Hogue (2007), academic writing is considered to be one of writing's genres that used in college to submit any kind of assignments. Academic writing is distinguished from other types of writing because it requires specific form, structure, organization, and conventions. All these characteristics should be simply arranged to present a coherent piece of writing.

The most important goal of being formal in writing is the ability of explaining particular idea in simple way in order to be easily understood. This idea was more clarified by Oshima and Hogue (1998) in their book *Academic writing English*; points out that "academic writing, as the name implies, is the kind of writing that you are required to do in college or university. It differs from other kinds of writing such as personal literacy, journalistic, or business writing. Its differences can be explained in part by its special audience, tone and purposes" (p. 05).

In this context, Gillett, Hammond and Martala (2009) explain that one of the main reasons that justifies academic writing's variation is "the reader" of your writing. For students, in this case, the reader is either the tutor or classmates. Both will make judgments

and comments based on specific criteria. These criteria refer to the tone of the writer, the choice of vocabularies and the style. Therefore, the writer should take into consideration the reader who needs to be impressed, the tone which refers to the style as well as the manner of expressing the information. Knowing the audience and how to report a clear meaning, determines the appropriate choice of words. Monippally and Pawar (2010) describe words saying that "words are like clothes" (p.73), meaning that the context and the purpose define the convenient language for your writing.

It is important before start writing to understand the nature of academic writing to contain all the complexity of conventions in order to be accurate, thus a good writer. As Fowler & Fowler (1906, p. 11) believe "anyone who wishes to become a good writer should endeavor, before he allows himself to be attempted by the more showy qualities, to be direct, simple, brief, vigorous, and lucid" (p.14) (as cited in Hartly, 2008).

Moreover, as it is stated in *Academic Writing, Academic skills guide1* (nd) published by university of Southampton, academic writing can take any form such as (course work essay, literature review, lab report, reflective journal, exam questions, case study, self-evaluation, dissertation, etc.). Academic writing refers to the assignments which are usually formal, structured, and explanatory. It allows students to highlight and investigate a current problem, present position or express opinion concerning specific subject. Research findings are provided with concrete supportive evidence in order to give more credibility. Dealing with these assignments helps students to demonstrate and to develop skills due to the in-depth searching. As matter of fact, Bowker (2007) claims that it gives EFL learners the ability to use different strategies such as: quoting, paraphrasing, and summarising to evolve extra information from several sources (p. 03).

Moreover, Whitaker (2009) describes learners' assumption about academic writing saying that; the majority of students have the idea that writing in a formal structure is a

torture because of its difficulties. For them it is a difficult task to accomplish, whereas it is completely the opposite. Writing should be interesting, beneficial, and moreover entertaining skill because learners will have the chance to discover new knowledge. Whitaker stood along with the concept that academic writing is based on questioning, analysing, and criticising the information obtained without forgetting to present a strong evidence with every assumption. Thus, according to Whitaker (2009) academic writing is about researching, organizing, arranging, responding to others arguments and expressing yourself clearly in writing. Similarly Hinkel (2004) asserts:

> *Although at first glance producing academic assignments and papers may seem difficult and daunting, the greatest advantage of the fact that written academic discourse is highly conventionalized and its features are recurrent is that, with the groundwork in place and consistent practice, producing academic writing is actually relatively easy* (p. 37).

A broader definition of academic writing produced by Monippally and Pawar (2010), they suppose that writing in academic form is for communicating scientific knowledge. It is gallant kind of writing used by scholars of similar branch of knowledge. It can be found in scientific journals and doctoral dissertations in which researchers share their findings and contributions with the intention of developing knowledge in different disciplines. Both researchers emphasise that writers should be like scientists: objective i.e. no need for personal insights, argumentative i.e. have a critical thinking. Klein (1965, p. 02) as cited in Monippally and Pawar (2010) stated that:

> *We want [academic] writers who manifest orderly thought process in their writing, who can organize data for analysis, who can be selective, who can distinguish significant detail from just detail, who can measure length in relation to importance, who can analyze, sort out, discern, discriminate, and discard* (p.78).

1.3.Features of Academic Writing

For university students, the instructor is no longer the only source for learning new concepts and gaining extra information. Academic writing is the path in which the learner

explores and investigates new knowledge, as it is explained previously, through questioning, collecting data, and finding answers. These assumptions and arguments extracted should be scaffolded with strong evidence and referenced in the purpose of showing learner's understanding of the subject.

The fact that academic writing is a unique genre of writing, it has several features that make it differs comparing to other kinds of writing, precisely differs from under graduated writing style. The most important and common characteristics are the following:

1.3.1. Logical Organization

In the light of these features of academic formal writing, Whitaker (2009) contends student follows logical structure to produce well shaped assignments. It is important for writers to section their work in a good ranged order which is "introduction, body, and conclusion". This procedure displays a coherent organization of ideas, a cohesive structure, and an easy production to be read. Readers make good expectations due to well-formed assignments.

1.3.2. Precise and Concise

The meaning of being precise and concise in writing in academic context, as stated in the article *How to improve your academic writing* (2014), is that the writer is interested in using the exact words or terminology, however, using simple language in order to persuade the complete meaning to the reader. It is unnecessary to use difficult words and additional vocabularies such as synonyms, opposites, and explanations to increase the amount of words of the piece of writing. It make it ambiguous rather than academic.

1.3.3. Writing Style

According to Whitaker (2010); Maui (2011), the language used in academic writing is formal language. The writer should use academic vocabularies to describe and explain ideas.

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EFL learners intend to avoid chat language i.e. abbreviations, colloquialisms and slang expressions. Words chosen in writing should be constructive rather than shortcutting. Academic language is a language of eloquence and persuasion. Students have to use their own words in order to avoid plagiarism.

1.3.4. Use of Cautious Language

Another key characteristic of academic writing is the use of cautious statements or what is called "hedging". It refers to the use of specific statements or expressions that are tentative, the purpose of using cautious language is for helping students to back up arguments and support findings with a concrete evidence. The main common methods for the successful use of these cautious are through using: modal verbs as "may, could, would, can", expressive adjectives such as "certain, likely", expressive adverbs like "definitely, undoubtedly, probably, possibly, presumably", verb phrases that make the writer objective, for instance; "appears to, seems to…etc." (How to improve your academic writing, 2014; Yakhontova, 2003).

1.3.5. Brief

Being brief means that the writer should be precise and should avoid the useless expression. Therefore, the elimination of repetition and redundancy (How to improve your academic writing, 2014).

1.3.6. Objectivity

Fulwiler (2009) asserts, "If you want to persuade [your audience] to believe you, it's even preferable to use a deliberately objective tone (passive constructions, no first-person pronouns) and quantitative detail (statistics, graphs) in your writing" (p. 59) cited in (Richards & Miller, 2008, p. 39). Thus, being objective in writing is about being impersonal with the avoidance of self-reflection and emotions. The writer should be more neutral in

identifying arguments. Illustrations, such as, graphs and statistics which are indicators of writer's comprehension.

1.3.7. Use of Correct Punctuation and Grammar

The correct use of grammar and punctuation is another key feature of academic writing. It is important for students to be aware of these conventions in order to avoid mistakes and errors. Murphy (2009) claims that the over use of grammar mistakes and punctuation leads the reader to make a judgement that the writer is careless. Therefore, the writer will be underestimated and the piece of writing will be underrated. However, the awareness and the usual use of punctuations marks increase the audience's interest.

1.3.8. Referencing and Bibliography

Referencing, as pointed out in the article *How to improve your Academic writing* (2014), is one of the principle characteristics of writing academically. It refers to the cited work of original scholars or sources used in extracting information. Referencing involves text citation and bibliography list. Avoiding plagiarism and giving more credibility is the purpose of referencing for any piece of writing has been produced.

1.4.Academic Writing Process

Richards and Schmidt (2002) clarify "writing is viewed as a result of complex process of planning, drafting, reviewing and revising" (p.302). Therefore, it is a whole process which built upon various steps. Despite the different phases, writing process is a cyclical interrelated process. The writer may overlap from one step to another in the goal of proving the piece of writing (Flower& Hayes, 1981; Sdaowski & Paivio, 2001) as cited in (Richards & Miller, 2008, p. 65).

1.4.1. Prewriting

Prewriting, pre-drafting, or invention, all these terms have the same meaning. Prewriting is the fundamental stage of writing. It is one of the four pillars of writing in which the writer starts collecting information and developing ideas. Donal Murray (2001) as it is cited in Richards & Miller (2008), asserts that, "invention is anything a writer does before beginning a draft" (p. 63). In this context, Hogue (2010) claims that the writer is not interested neither about the appropriateness of planning and organising ideas nor about the correct use of grammar, spelling, and punctuation. The continuous flow of ideas is the prior concern for the writer. Noting all whatever comes to the mind guarantee that the writer wouldn't forget any point.

In addition, Elbow (1998) emphasises that prewriting is without doubt like a gate, students keep writing despite the quality of written piece. Hence, writing is about the quantity and not the quality of the assignments. It is simply write.

Leki (1999) asserts, at the beginning, writing may seem difficult. All thoughts are in a mess in the brain. Prewriting differs from one writer to another, thus writers use different strategies to generate ideas. Some of the common used strategies are freewriting, brainstorming, clustering, WH questions, and outlining (p. 27). The use of these techniques unlock the memory to describe and define. It guides researching and make a complete clarity for the preceding phases. Richards & Miller, 2008 state that:

> *Using invention or prewriting strategies may help you take ownership and control of your writing because these strategies help organize and structure your thinking. Invention strategies (e.g., actually putting ideas down on paper, or making a concept map) make visible all of the shadowy, obscure writing notions that float around in your head* (p. 67).

1.4.2. Drafting

Drafting is the following stage to prewriting step. Odell, Vacca & Hobbs (nd) declare that once the student assembles his thoughts and ideas, he shifts from the abstract to produce a concrete (physical) piece of writing based on the previous outline conducted.

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Moreover, in this phase student concentrates on arranging the information collected, generating ideas into more detailed paragraphs including supporting details, reformulating and developing the notes have been taken (Odell , Vacca & Hobbs nd; Academic Writing, 2013).

Furthermore, Whitaker (2009) emphasises on the significance of drafting, it is essential step due to the importance of the content rather than the correctness. Grammar mistakes are considered as a secondary issue, thus, student should not overlap thinking about perfection. Similarly, Galko (2002, p. 49) as cited in Hamadouche states:

> *Drafting means writing a rough, or scratch form of your paper. It is a time to really focus on the main ideas you want to get across in your paper. When drafting, you might skip sections or make notes to yourself to come back and add more examples in certain spots to check your facts later. As you draft, you do not need to worry about grammar, spelling or parts of your paper at a later stag*e (p. 31).

Student should not consider first draft as the final version, instead he/she should reread to redraft again in the goal of extending more ideas, hence, improve writing.

1.4.3. Revising

As it is defined previously, writing is a continuous process. Whenever the writer finishes one step another one pursues. Fulwiler (2002) asserts; finishing drafting does not mean that the writer accomplish writing, in contrast, it is a clear indication that there is much work to do. The key point to understand the meaning of revising or revision is in the two first letters "Re". At this stage, it is repeating the work has been done before, i.e. it is about having another sight to the written work with a different angle. Revising is to review what has been written with an eye of a reader rather than a writer, hence, the student can effectively evaluate his/her production.

Revising as Richards & Miller (2008) define is "the heart of writing" (p.127). At this phase, the writer re-reads the final draft, rethinks about the ideas; whether the ideas are cohesively connected or not, whether he/she included unnecessary informations or not.

Moreover, revising is making double check to rearrange and restructure the piece of writing. In other words, Odell, Vacca & Hobbs (nd) assert that revising is adding details and explanations, supporting arguments with quotations and facts, giving examples and illustrations, eliminating the unnecessary sections which are not relevant to the subject, and reorganizing sentences or thoughts in order to structure coherent sentences.

Henning et al, (2005) state that the purpose of revising the draft is to improve better writing through generating ideas and knowing what interests the reader to include it within the piece of writing. Fulwiler (2002) stood with the same idea and claims that: "if you want to improve from no one, plan for revision" (p. 168). He confirms that revising is like a push to restart again in order to continue writing.

1.4.4. Editing

Editing is the final step before the student submits his/her assignments. The purpose of editing is to make more rigorous productions, and easy to catch the complete meaning. Fulwiler (2002) claims, "Editing is polishing to make paragraphs, the sentences and the individual words communicate carefully, accurately, correctly with clarity, style, and grace" (p. 178). That is to say; editing is a precise reflection about what you intend to mean in the clearest possible way.

Therefore, editing is an essential step in the writing process. It is the place where the writer adjusts the final draft. Editing simply means examining and checking preciseness of the information, connection of the ideas for instance adding transitions or cautious statements, and checking for the correctness on the level of sentences and paragraphs. For example, the writer should verify if there is wordiness, fragment, run-on sentences or repetition. Editing includes reviewing conventions, especially, grammar, spelling, and punctuation. It should be verified and adhered.

Richards & Miller (2008); Fulwiler (2002) argue that, many students get confused about the two concepts of revising and editing as they are the same process. However, it is completely different, revising is about adjusting the details of the content, whereas editing is checking for language style and correctness.

In short, as stated in TE-Kawa-Maui (2011), editing is defined as preparing assignments for publication. It represents the culmination (apex) of your hard work.

1.5. The Structure of Academic Writing

Before determining the structure of academic writing, we need to know the meaning of structure in general. As it is defined in the Longman dictionary of *Language Teaching and Applied Linguistics* (2010), structure "often refers to a sequence of linguistic units that are in a certain relationship to one another" (p. 563).

Academic writing is independent genre because it has its own characteristics, furthermore, writing academically requires particular distinctive style, language expressions, and also necessitates a well-structured form. Academic writing typically has similar, standard, and organised structure in order to convey a meaningful piece of writing, thus to enhance students' performance (The process of academic writing, 2008).

Heady (2007) says that, as soon as you pass to college, you discover that writing in high school is not similar to writing university's assignments, it widely differs. All academic writings share the same basic structure that is based on: introduction; which is about introducing the topic, body (development) where the writer generates ideas, and conclusion; which is a sum up of the topic. This framework is mainly for supporting thoughts and gaining readers' interest. According to Gillett, Hammond & Martala-Lockett (2009), the goal of introducing your subject in a logical sequence is to guide the audience through the external structure of the assignment and not only through the internal content. The following figure 01 (Jordan, 1999, p. 09) illustrates and supports the explanation above.
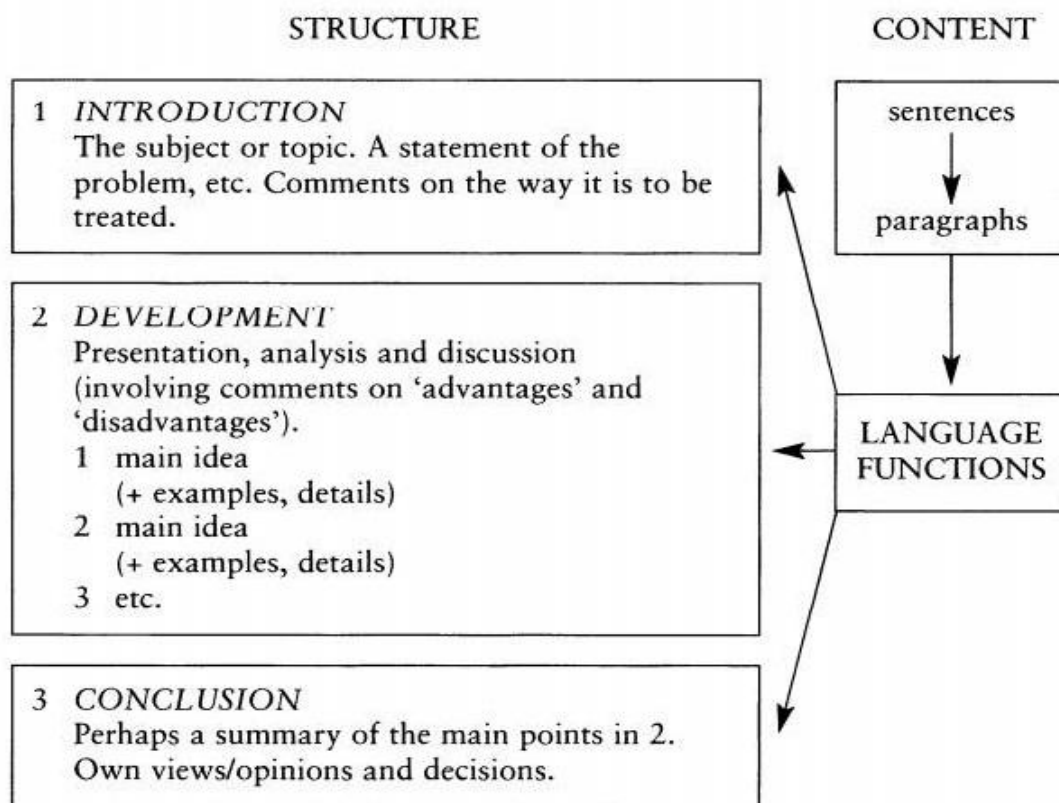
Figure 01: Structure of Academic Writing (Jordan, 1999, p. 09).

1.5.1. Introduction

Bailey (2003) confirms that writing an introduction for any piece of writing is an important section, it is like the step door to the house. It tells a lot of things about the writer, about the organisation of the assignment, and how the ideas are taking the flow.

Despite that writing the introduction is the gate of writing, it might not be the first thing wrote. The introduction is described as an inverted triangle, because it starts with a broad statement to a narrowed statement which is "thesis statement". Writing the introduction starts from more general to more specific. Thesis statement is the back bone of the whole written work, it is brief, but it includes the whole idea of the piece of writing (Bowker, 2007; Academic Writing, 2013).

Figure 02 (Bowker, 2007, p. 37) presents further clarification about the structure of the introduction of an academic writing.
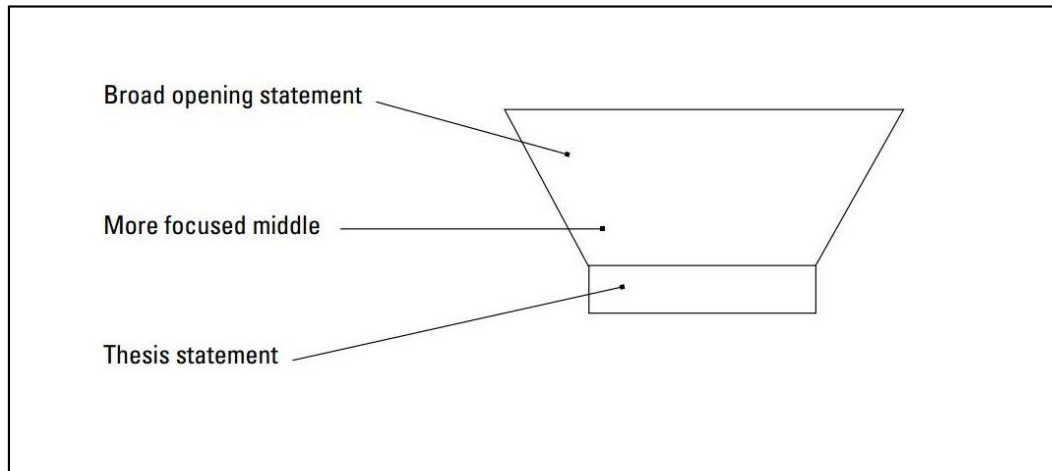
Figure 02: Structure of the Introduction (Bowker, 2007, p. 37)

It is outlined in the *Academic Writing* (2013) article that writing the introduction reflects the writers' understanding to the topic, the way of analysing questions to develop ideas, and the content that the writer intends to cover. Writing a well organised introduction reflects writer's background and the reviewed literature. It helps to catch the audience attention and give them hints about the content of the assignment. Usually, the introduction is between 10-20% the length of the paper.

1.5.2. Body Paragraphs

Bowker (2007); Whitaker (2009) state; all parts of any writing are associated in order to convey a complete meaning of the assignment. Body paragraphs are designed to be the support of the thesis statement. Generally, each idea should be explained and demonstrated in one paragraph. Writing paragraphs graduates by writing the topic sentence which describes the main idea of the paragraph, than support this idea with supporting details which

are examples or evidence for extended clarifications. After writing supporting details the writer concludes the paragraph with a concluding sentence as a closure statement of the idea.

1.5.3. Conclusion

If the introduction is described as an inverted triangle, the conclusion is described as a normal triangle. It goes from the specific to the general. According to Bowker (2007) and Whitaker (2009); writing a conclusion is the sum up of whole idea of the paper has been written. It is summarising and restating the arguments in other words. It is drawing the writer's thoughts briefly and simply. It is not allowed to add new information that wasn't presented in the previous development. The conclusion is about 5 to 10% of the paper's length. When writing the conclusion the writer can include and clarify the importance of his/her research. Besides that, the conclusion might include the writer's self-reflection and recommendation (Academic Writing, 2013). The structure of the conclusion more simplified in the figure 03 (Bowker, 2007, p. 40).
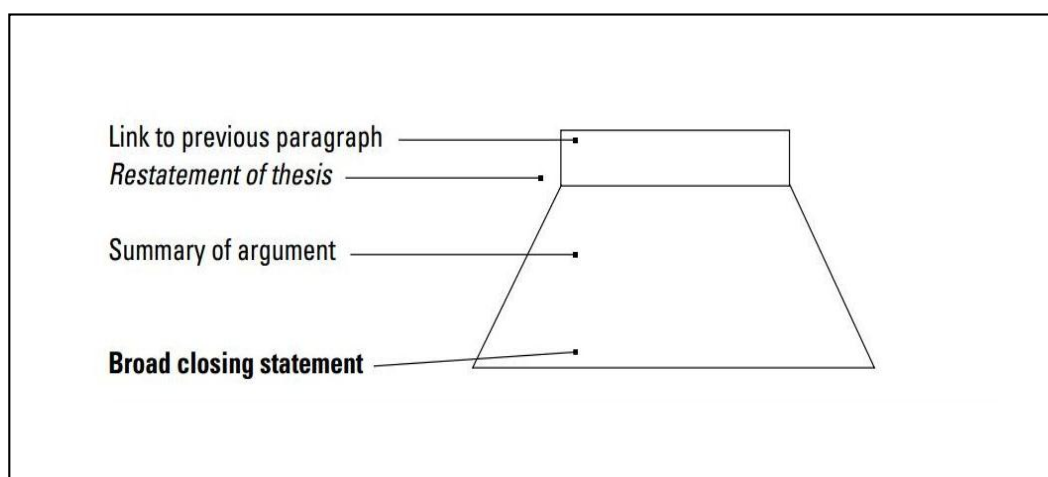
Figure 03: Structure of the Conclusion (Bowker, 2007, p. 40)

As it is important to follow a certain order for writing an academic piece of writing, it is also essential to recognise the academic language and to differentiate between the casual language and the formal language in the sake of producing a well understood paper.

[22]

1.6. Formal Versus Informal Writing

Language writing style differs from one writing to another, this difference is due to one main aspect. It varies according to the audience your writing for. Intimacy and closeness will play a major role for choosing the tone of writing. The words and language used in writing a letter to a friend is not similar to writing an essay submitted to your teacher.

It is important to understand the difference between the casual informal language, and the academic formal language in order to distinguish the use of both styles. The main differences are drawn in the table below. Retrieved from (*Formal and Informal Writing Styles*, 2015)

Formal Features	Informal Features
Complex: in formal writing every idea should be explained in details and supported. Sentences are long and passive voice is used.	**Simple**: sentences are not complete and short. The use of abbreviations or ellipsis. Active voice is commonly used.
The use of cautious: full sentences language, there is no use of constructions.	**The use of constructions** which means the use of abbreviations and shortcutting (couldn't, wouldn't, TV, pics…).
Objective: avoid personal reflections and write with full support of arguments. The use of the third person.	**Subjective**: the writer can reflects his feelings and emotions through the text. The writer express ideas with the first, second, or third person
Vocabulary: the use of specific and precise terms related to the subject.	**Slang and colloquialism**: the written language is like the spoken one.

Table 1: The Difference between Formal and Informal Writing

[23]

1.7. The Importance of Academic Writing

Academic writing as already outlined is a disparate kind of other writings, such as, journalism or creative writing. It is a substantial necessity that university students evolve the proper language, technique and style for their assignments. Moreover, it is important for their engagement to the field work. Seitz states that

> It's not a question of whether our students can do well on the SAT writing exam – of course many of them can...The point is that writing is an essential element of a strong undergraduate education, and we're giving the wrong message when we say that an SAT test is the equivalent of what we ask students to do as writers in college. It goes beyond competence," he said. "It's more complicated (Retrieved from Bromley, 2013).

According to Altiwal (2012), the main significance of writing a good academic papers goes beyond achieving high grades in exams or homework, it gives students the ability to:

Clearly convey a message; students will be able to explain a vague complex ideas in simple precise structure using simple language.
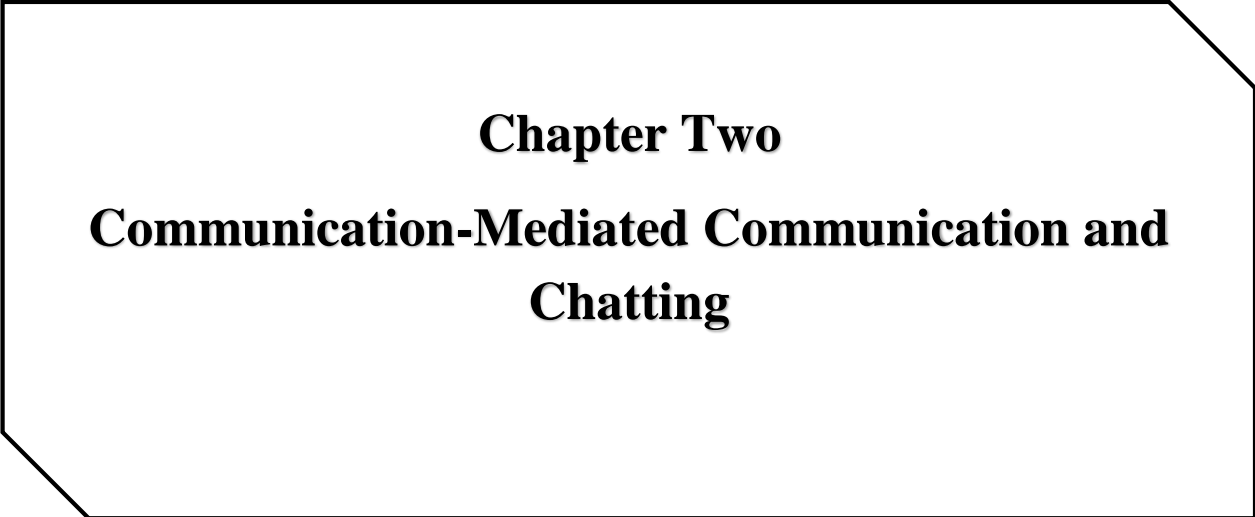
Critically thinking; i.e. it enables students to think clearly, rationally and logically connect ideas supported with arguments.

Objectively thinking; academic writing teaches students to stay out of subjectivity and use facts to describe or explain one's thoughts. It enables them to have several presumptions and views that is differ from their view.

Moreover, accomplishing and mastering writing in an academic structure authorises university students to improve their communicative skills, furthermore, they will take great advantages after graduating when it comes to employment and expertise.

1.8.Conclusion

Substantially, recognising features of academic writing and apprehending the steps of writing assignments enables students to produce a well organised piece of writing which is more creative, clarified, simple, and concise. Thus, this chapter mainly reviews the notion of academic writing its features, process, and structure. In addition, it emphasises on distinguishing between language style used in formal and informal writings. The chapter also tackles the magnitude role that academic writing plays for students' writings.

Chapter Two

Communication-Mediated Communication and Chatting

Chapter Two
Computer-Mediated Communication and Chatting

2. Introduction

In last few years, communication has gradually changed and divers in the way of interaction. Scholars and linguists argue about defining the term "communication". This chapter presents a review about communication, its definition, moreover, it emphasises on the concept of computer-mediated communication and its various features. Subsequently, it reports the different forums of computer-mediated communication; World Wide Web, Electronic mail, and Internet Relay Chat (IRC), and spots the light on the Netspeak which is a new medium of communication. Furthermore, this chapter outlines the main points concerning the theme of the research which is "communication mediated chat". It involves the different types of chatting, characteristics and the specific created language adopted to communication via chatting. Finally, it concludes with reporting the impact of such new variety of language has on students' writing.

2.1. Defining Communication

Our relations in any domain involve and require an effective communication skill, it is important to determine and to understand the nature of communication in order to be competent in any given situation. In addition, it enables the individuals to prove their efficiency and to draw their identity in the community. Carey highlights the importance of communication and states that "communication is the medium within which we exist, as much as is the air we breathe" (as cited in Ess & Sudweeks, 2001. p. 55). The medium in this definition refers to both: the message transmitted between the interlocutors and the fundamental basis for building an interaction. Ess & Sudweeks (2001) emphasise that communication is "the means by which we build our understanding of the world and ourselves" (p. 56). Both of the linguists try to generalise that communication polishes the culture of the society and affords its "uniqueness".

Communication is a fuzzy concept to define, as Thurlow, Tomic & Lengel (2004) clarify "communication is itself something of slippery fish to define" (p. 17). Several studies contributed to determine the meaning of communication. Fiske (1990) himself claims that "communication is one of those human activities that everyone recognizes but few can define satisfactorily" (p.01). Moreover, communication is simply clarified as "a social interaction through messages" (Fiske, p. 02). Therefore, communication can be realised as the exchange and the transmission of information, thoughts, ideas, feelings among sender and receiver in the purpose of reaching an alternate understanding. In other words, Thurlow, Tomic & Lengel (2004) state that communication is "a transaction between them". "Them" here refers to the communicators.

Hence, according to O'Hagan and Ashworth (2002); Brennan and Johnson (2008) effective communication depends on the sharing knowledge between the sender and the receiver. The continuous messages exchanged among them are based on: each one presumption and the way the messages are decoded. McCroskey and Richmond (1999, p. 7) define communication as "the process by which one person stimulates meaning in the mind(s) of another person (or persons) through verbal and nonverbal messages" (As cited in Brennan & Johnson, 2008).

According to Thurlow, Tomic & Lengel (2004, p. 17, 18) communication is:

"**Multifunctional**"; by this expression, researchers assert that while communicating we intend to deliver more than one function.

"**Multimodal**"; means that despite the use of verbal messages, the process of interaction depends also on the nonverbal communication such as "tone, voice, accent, volume, and pauses" and other movements like "gestures, facial expressions, postures".

According to Thurlow, Tomic & Lengel (2004), two major streams interest in defining communication; *the Process School* and *Semiotic School*.

On one hand, *The Process School* treats communication as the transmission of messages; in other words "sender- receiver" model. This school interests in how both communicators decipher the message has been received, and how sender and receiver use media to convey the message. Communicator's intention is an important element for decoding the message.

Fiske (2002) pinpoints that Communication is a process in which each of the interlocutors inspires the other's assumptions and behaviours' reaction. Sharing the same knowledge and understanding is necessary for a successful communication. In other words, it is crucial to avoid communication breakdown. The main role of *The Process School* is to detect where the "communication Failure" has occurred.

On the other hand, *Semiotics School* identifies communication as the production and the exchange of meaning. It is concerned with the message, particularly about the meaning conveyed to the reader/listener. *The Semiotic School* supposes that the messages are constructed of codes, signs, and significant terms which reflect and deliver the meaning of the messages. The sender attends to code a message linguistically, where the receiver tries to decode it and conclude the meaning. This school is not interested in studying "communication Failure", it claims that the breakdown happens due to the different culture of both interlocutors.

With the emergence of technology, the rise of the internet and the race to communicate increased and become more accessible. Lamy & Hample (2007) state "communication changed and took a different varieties, communication is mediated through the computers" (p. 37). The concept of communication changed from the old one, from communicating face-to-face interaction to the age of globalization where communicating is through the use of

computers and "social network". Furthermore, this new technology spread to reach even educational interaction, Igawa and Nuspliger (2012) point out "online communication is a major new medium of English-language communication and literacy in its own right" (p. 212). The global transfer that resulted due to the world's revolution lead to computer-mediated communication's (CMC) birth. What do we mean by CMC, and how does it influence learners' achievement?

2.2. Introduction to Computer-Mediated Communication

The continuous development of the world and technology, the use of computers and the internet is growing and becoming more important for everyone's life. It has a significant impact on our daily life. Some of the profound impact of the internet stated by Greiffenstern (2010) are:

> *The replacement of face-to-face interaction with emails, [...]the creation of new information structures of data bases online services of libraries, and the fact that more and more people get to know each other online first or exclusively* (p. 01).

In other words, internet is one of the most crucial means of contemporary technologies that contributed in the radical change of human beings especially communication as Crystal (2006) states:

> *In recent years, the Internet has come to dominate our lives .E-mail, instant messaging and chat are rapidly replacing conventional forms of correspondence, and the Web has become the first port of call for both information enquiry and leisure activity (p. un).*

Communication nowadays is more facilitated because of what is known by CMC. Greiffenstern (2010) points "there is already number of studies dealing with the new linguistic features which developed in connection with communication on the internet, referring to them with different names. The general term used is computer-mediated communication" (p. 02).

2.2.1. Defining Computer-Mediated Communication

December (1996) (retrieved from Thurlow, Tomic & Lengel, 2004) out put that CMC refers to interaction process that is based on the interchange of informations through a "computer network". In that sense, Aldrich (2008) states" CMC is any communication where the information passed between sender and receiver travels over a computer network" (p.13).

Furthermore, according to Bodomo (2010) 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 such as PDAs, mobile phones, and blackberries; and through media like the internet, email, chat systems, text messaging, YouTube, Skype, and many more to be invented* (p. 06).

The meaning behind this definition reveals that CMC is broader than decoding the natural messages (i.e. texts), however, it includes analysing and transferring symbolic messages; for instance images. He explains that the procedure of exchanging between the interlocutors is no longer limited only to computers, instead it can take place through using other technological devices like "PDAs", "mobile phone" and "black berries". He adds that CMC can be popularized to be IMC "Internet- mediated communication".

As a support, Ess (1996) states "computer-mediated communication starts with text, but, as bandwidth increases. Communication will increasingly employ graphic images, which will lead to complex analogous units and structures that go beyond textual graphs" (p. 19).

The history of computer-mediated communication is backward more than five decades. Its roots are back to the period of Second World War at the beginning of the technological inventions. It was not spread until the mid of 1990s, as Thurlow, Tomic & Lengel (2004) asserted "it's only really been since the mid-1990s that the fast-growing popularity and ubiquity of personal computers (especially for emailing, chatting and surfing the web) has caused CMC to become so attractive to scholarly attention" (p. 15).

2.3. Characteristics of Computer-Mediated Communication

In the sense of understanding the nature of CMC, and how it did change and influence peoples' way of communicating. Scholars and researchers spot the light on discovering CMC's features that are adopted from computers (The Handbook of Research for The Educational Communications and technology, 2001).

The previous findings of researches on computer-mediated communication uncovered a diversity number of characteristics specifically assigned to CMC. Murray (2000) states CMC shows "features of simplified registers associated with both oral and written language" (p. 397) (as cited in Hata, 2003, p. 117). In others words, CMC merges both features of spoken and written text language.

According to Murray some of the particular standards that are related to CMC which give it its uniqueness are the use of: "abbreviations", simple written "structure", acronyms and "symbols", and "formulaic phrases". Besides these features, users take a habit of being content of making errors, whether grammatically or syntactically. In addition, she pointed out to the way people open and close a conversation, it differs from face-to-face interaction to CMC. "In CMC, it is optional because the technology automatically identifies the sender and recipient" (Murray, 2000, p. 402) (as cited in Hata, 2003).

Other Characteristics pointed out in *The Educational Communications Technology* (2001):

- Computer-mediated communication is "Highly interactive communication".
- Computer-mediated communication is "Multi-way communication".
- Computer-mediated communication is "Synchronous or Asynchronous communication".

Synchronicity feature is the most important characteristic that distinguishes CMC.

2.3.1. Synchronous Communication (S C)

In Synchronous Communication (SC), Devic (2008) reports that communication occurs between the participants where they exchange "informations" or data at the same time. It enables the receiver to read the message as soon as the sender hit the bottom send and send it, and enables the addressee to replay immediately.

Aldrich (2008) declares that SC is

> *Communication where sender and receiver are operating in the same interval. The message exchanged is synchronized; the sender and receiver don't have to be in the same place, but do in essence have to be in the same time frame. A phone conversation or instant messenger conversation are examples of synchronous communication* (p. 12-13).

Subsequently, according to numerous studies about communication denote that Synchronous Communication is closely share the same characteristics of "spoken language" (Hirotami, 2009). Both of Synchronous and spoken language partake the fluency and the spontaneity of messages' productivity.

Moreover, Mills (2006) claims synchronous Communication in education can take a place between students through private interaction or group exchange of information by using "chat" conversation or between teacher-students by sending an "e-mail" or publishing notes and assignments into the online classroom group.

2.3.2. Asynchronous Communication (As C)

In contrast, Asynchronous Communication (As C) refers to the kind of communication that does not require to be online at the same time. In (As C), messages can be saved and read whenever the recipient is online. Aldrich (2008) defines asynchronous communication as a "Communication where a sender can transmit a message in one time interval and the receiver can read or listen to it in the next time interval. Voice mail and email are examples of asynchronous communication" (p. 12).

In spite, synchronous communication considered to adopt spoken language features, Carlo (1998) reports that asynchronous communication is similar to written language in its syntax and structure; the complexity of choosing and ranging words (as cited in Hirotami, 2009).

2.4. Forums of CMC

Communication changed and still developing, from face to face interaction to communication through the media. There are different ways in which people are able to communicate through the use of a computer. In nowadays, people can exchange messages in better way. Some of CMC's forums are the following:

2.4.1. World Wide Web

Although at the beginning the World Wide Web for unknowledgeable people it was not familiar, Crystal (2006); Holt (2004) state that it was generally referred to the "internet". Despite the misunderstanding of the concept it is simply known as "the web", abbreviated "w3", and acronym "www". O'Hagan & Ashworth (2002) state that the World Wide Web rated to be one of CMC's forms frequently used and accessed. It includes googling for data which can be texts, "pdf" files, or "multimedia" files.

Holt (2004) refers "The web" to "the set of interlinked hypertext documents on serves around the world" (p. 04). To put it in other way, the web is a "mechanism" which facilitate obtaining any documents or files that have been retained in the computer. Brebner (2002) opines that the World Wide Web is a source of numerous data that is stored in computers in different places. It allows users to seek out various information through surfing on online links and hypertext websites.

Ess & Sudweeks (2001) point that the World Wide Web has a various impact on its users, the main effect is; it helps them find and follow what is needed and interesting for them. This feature supports user's own way of communication specifically, communicating

through CMC. To summarise, Tim Bermers-Lee as cited in Crystal (2006) declares "the universe of network-accessible information, an embodiment of human knowledge" (p. 14).

2.4.2. Electronic Mail

Electronic Mail or as it is shortened "e-mail". Holt (2004) believes that e-mail commonly, refers to the process of transferring messages or documents which delivered through "private mail box" between users. Generally, sending/receiving, incoming/outgoing mails occurs through "communication network".

Apparently, e-mail is nowadays form of communication, it has been used since the mid-1990s, and its origins is related to ancient innovation of communication tools. The first mail was sent in 1971, it was only used by the government in United State.

Baron (1998) claims

> *The family tree of email predates modern computing by more than a century. The earliest technologies- Samuel Morri's telegraph in 1838 and Alexander Graham Bell's telephone in 1876 made it possible to send messages at distances in near-real time* (p. 140) (as cited in Ferhner, 2008).

Ferhner (2008) in his book *Email, SMS, MMS: The Linguistic Creativity of Asynchronous Discourse in The New Media Age* asserts; for many years, Email is the most communal spread appliance academically used on the internet. In a clear manner, he relates the use of e-mails to "adults" communication like teachers rather than teenagers.

2.4.3. Internet Relay Chat (IRC)

Internet Relay Chat is one of technologies new born that came out due to the "telecommunication development". It is a captivating evolution that attracts everyone's attention. It is a fact that the way we communicate changed and still changing because of the global renaissance. Thus, IRC is not like e-mailing. It can be described as "an active communication". IRC according to Charalabidis (1999) refers to "multi-users, real time communication system. Hundreds of thousands of people all over the world use" (p. 11).

According to Thurlow, Tomic & Lengel (2004), IRC is a "synchronous, multi-user, text based chat technology" (p. 182). Hence, Internet Relay Chat is a system of exchanging conversations and messages at the same time in parallel with both chatters. Interaction simply takes place through connecting to "servers", which includes computers or any technological devices. Network is essential for this kind of communication.

O'Hagan & Ashworth (2002) profess

> *A chat system developed by Jarkko Oikarinen in Finland in the late 1980s.*
> *To join an IRC discussion, one needs an IRC client and Internet access.*
> *The IRC client is a program that runs on the user's computer and sends*
> *and receives messages to and from an IRC server* (p. xix) (p. 19).

In other words, chat demands engaging to a "channel". People join to online channel can start personal conversation or a group conversation. The success of IRC process depends on the" client" which refers to a program, for instance skype and viber. These programs are easily downloaded from internet.

2.5. Netspeak

"Netspeak" is an idiom coined by Crystal (2006) "Netlish", "Weblish", "Internet language", "cyberspeak", "electronic discourse", "electronic language", "interactive written discourse", "computer-mediated communication" (CMC). All these terms are substitutional terms for "Netspeak". Another terms were represented by Thurlow, Tomic & Lengel (2004) in the purpose of describing Netspeak; "Netlingo", "e-talk", "tech-speak", "wired-style", "geek-speak" (p. 118), furthermore, the linguists report that each of these expressions is originated from another word, and attributed to determine the language used in the internet. Netspeak is a broader concept to define, it includes writing, speaking, listening, and reading. It is a functional term (ibid).

Crystal (2006) describes Netspeak at the beginning of researching as "a novel medium combining spoken, written, and electronic properties" (p. 52). In other words, Thurlow,

Tomic & Lengel (2004) consider Netspeak as a half-breed between spoken and written language features.

2.5.1. The Medium of Netspeak

A further extensive researches changed the meaning of the Netlingo. Crystal (2006) reports "Netspeak is a new medium of linguistic communication doesn't arrive very often, in the history of the race" (p. 272). Crystal in his book *Language and the Internet* emphasizes on understanding the new language appeared because of the use of "cyberspace". His study reveals that this new language used is a "genuinely" outstanding language. It is neither spoken nor written, it goes beyond both of them "Netspeak as something genuinely different in kind –'speech + writing + electronically mediated properties" (Crystal, p. 51).

Moreover, since Netspeak is, apparently, part of CMC, it has its influence on the way we communicate, and the way we use language. Crystal (2006) (retrieved from Fitzpatrick (2004), asserts that

> *The phenomenon of Netspeak is going to "change the way we think" about language in a fundamental way, because it is a linguistic singularity – a genuine new medium. (...) For Netspeak is something completely new. It is neither "spoken writing" nor "written speech." (...) It is, in short, a fourth medium. In language studies, we are used to discussing issues in terms of "speech vs. writing vs. signing." From now on we must add a further dimension to comparative enquiry: spoken language vs. written language vs. sign language vs. computer-mediated language. Netspeak is a development of millennial significance* (p. 29).

Netspeak is a "Speech looks like writing", this phrase brought many debates about its nature and features. Thurlow, Tomic & Lengel (2004) assert; Netspeak is a synchronous communication of CMC such as "online chat", and "instant messaging". Building relationships is the main purpose of using this language, besides gaining time by typing rapidly and stay "friendly" while communicating at the same time. Thus, the most highlighted feature of Netspeak by Thurlow, Tomic & Lengel (2004) is "highly interactive dynamic, and spontaneous" (p. 125).

2.5.2. Some Features of Netspeak

There are several features specifically symbolise Netspeak. Crystal (2006) states some of these characteristics that are frequently used, for instance, *spoofing*, *trolling*, *spamming*, and *flaming*.

* Spoofing; refers to the mockery messages sent via the internet.

* Trolling; on the other hand, usually refers to a "short message" sent on purpose to enrage the receiver. It is to send a piece of information or a question to "irritate" the recipient and make him doubt, while the sender "sit back to enjoy the resulting explosions" (ibid, p. 56).

* **Spamming**; is sending several messages to the same receiver or group of participants. Usually sending these kind of messages is in an extravagant way.

* **Flaming**; "differs from spamming, in that messages (flames) are always aggressive, related to a specific topic, and directed at an individual recipient" (ibid, p. 58). Flaming is a ruddy and an offensive messages.

Other features presented by Thurlow, Tomic and Lengel (2004, p. 124)

➤ Word compounds and blends (e.g. Weblish, shareware, netiquette, e-and cyber-anything)

➤ Abbreviations and acronyms (e.g. THX 'thanks', IRL 'in real life', F2F'face-to-face', some1'someone')

➤ minimal use of capitalization, punctuation and hyphenation – or none at all (e.g. cooperate and, of course, email and internet)

➤ Generally less regard for accurate spelling and/or typing errors;

➤ Less or no use of traditional openings and closures (e.g. use Hi or Hello instead of Dear . . .). Sometimes people will use nothing at all – especially in online chat and instant messaging where your user ID is given automatically.

2.6.   Communication Mediated Chat

2.6.1. Defining Chat

Chat, as it is previously pointed out, is a "synchronous computer-mediated communication". According to O'Hagan & Ashworth (2002); Purvis & Savarimuthu, (2009), chat is an early discovery which becoming widely spread in the world. Chat is transmitting private messages or into a group messages. The nature of chat "synchronicity" model it into the column of real time communication and immediate reciprocation of messages.

In other words, chat is "A real-time typed conversation that takes place on a computer. A chat room is a location on an Internet server that permits users to chat with others anywhere in the world (Pelajaranan Malaysia, n.d, p. 04).

Furthermore, according to Lamy& Hampel (2007) "chat programs were the first synchronous CMC tools available for language learning and teaching" (p. 115). Learners chat in the sake of exchanging informations, for instance documents, courses, pdf books or articles. Students share their knowledge, therefore, to enhance their learning.

Despite, the positive aspect of chatting programs, this study is conducted to reveal the negative aspect of chatting and the extensive use of cyber language on students' formal writing. Baron (2008) highlights how internet language interferes in our writing and state

"Underlying the contemporary handwriting is actually a deeper concern: that internet language is corrupting the way we craft traditional writing or even speak face-to-face" (p. 176) (cited in Greiffenstern, 2010, p. 22).

2.6.2. Different Kind of Nowadays Chat

Communication was a little bit different from nowadays communication, the improvement of the technological progress changed communicating from sending letters, and telegraphs to mobile messaging and "social networking". Communication shifted from

a long consuming time process to a quick one. Baron (2008) claims "these new forms of language are having profound impacts upon both the linguistic and social dimensions of human interaction" (p. 28) (retrieved from Greiffenstern).

2.6.2.1. Chatting with Skype

Skype (www.skype.com) is an Internet calling service that enables two-party audio and video chat and multi-party audio conferencing. Skype can make computer-to-computer calls as well as computer-to-phone calls (land- or mobile phones). According to the journal of *Social Networking, the "Third Place," and the Evolution of Communication* (2007). Skype facilitates interaction with anyone around the world, sharing ideas and feelings as if you are making a face-to-face conversation, but, from your home place.

Bodomo (2010) asserts Skype was created in 2003 by Niklas Zennstrom and Janus Friis. Communicating via skype is not only based on writing messages, nevertheless, it provides an audio and a visual conversation using a webcam between the participants. "Communication has changed so much that it has even come along with a new verb in the English language, "to skype", meaning to communicate through the internet using a video-based computer-mediated communication tool called Skype" (Bodomo, 2010, p. 364).

Furthermore, Kelsey & St. Amant (2012) state "students and faculty use skype to continue personal and professional connections" (p. viii). Thus, this claim emphasises that learners include technology communication in their learning.

2.6.2.2. Chatting with Facebook

Bodomo (2010) clarifies

> *Facebook, the new CMC medium, would become one of the most popular websites and now at-tracts more than a 100 million participants. Its popularity has increased so much so that not only the youth but some prominent members of older generations, such as businessmen and politicians, even use it to get in touch with customers, constituents and other target groups* (p. 316).

Facebook is an "online networking service" that was created and commenced on February 4, 2004 by Harvard University's colleagues. The founder of this communication tool is Mark Zuckerberg, originally, the basic idea of sharing personal informations on a website was restricted to Harvard University Students (Wikipedia, 2015).

According to Zuckerberg FB was generated "to make a huge community site when you can type someone's name and find all information about them" (Homedesignig, 2009). Facebook was amazingly spread in few later days and months to other universities, just like a plague, quickly and rapidly, furthermore it becomes a global communication tool.

Ashley (2003) says

> *Facebook then may be defined formally as a computer-mediated communication (CMC) tool, an asynchronous (delay) communication tool which enables communication (one-to-one, one-to-many) and collaboration over a period of time through a "different time-different place" mode* (retrieved from Bodomo, 2010, p. 316).

Kelsey & St. Amant (2012) support the idea and claim that chatting via Facebook involves students- students' interaction and teacher-students exchanging of informations discuss students' assignments, which might be published on their walls or online class group, such case is like the case of Biskra University Master two Group.

2.6.2.3. Chatting with Twitter

According to Baron (2006); Kelsey & St. Amant (2012), twitter is another type of CMC chat which is known as "microblogging". Twitter is like Facebook, it is a real time communication that enables its users to post different kind of information or to update what is going on in their daily life. Generally, these different posts are called "twits", it contains no more than 140 characters. Twitter is a new communication tool that has been lunched infiltrated to our life on 2006 (Baran, Baran & Davis, 2012).

2.6.3. Chat Features

According to Ya-dong & Kui (2013), the embryonic language emerged in the digital age, which refers to internet language, has become strikingly popular language for communicating among the "netizens". Netizens is one example of chat language that refers to chat users. Since the efflorescence of the media and the innovations in the 21st century, many scholars interested in understanding features of chatting in the purpose of understanding and learning this new language. Chat language can be identified as a new assortment of language that has specific features adopted from internet and being excessively utilised in the modern age.

2.6.3.1. Linguistic Features

According to Paolillo (2001), considering chat language as a new variety of language used for making contacts and building relationships, it has several characteristics such as abbreviations and nonstandard spelling, many scholars and researchers points that typographic innovations which include orthographic and lexical, grammatical, and paralinguistic features that polish internet language features.

2.6.3.1.1. Orthographic and Lexical Features

Many scholars highlight many orthographic and lexical features as one of the primary outstanding features that identifies chat language. Paolillo & Zelenkauskaite (as cited in Herring, Stein & Virtanen, 2013, p. 122) state that several orthographic and lexical characteristics have been discovered in different languages and defined as: "deletions or reductions, insertions, and substitutions".

* **Reduction:** is a generic strategy that is often symbolises prudence. It aims to enhance chat messages' effectiveness. In other words, reduction means excluding the unnecessary letters of the words.

* Substitutions and Insertion: one of orthographic features that refers to the assertion on specific words of the message for the purpose of emphasising on its important meaning.

Another features that pointed out by Kelsey & St. Amant (2008) are the use of "letter and number homophones acronyms and abbreviations, and e-paralinguistic" (p. 925).

* Letter and number homophones: for the sake of being rapid in typing and for reducing time, chatters replace some letters with numbers homophones. This creativity allows users to speed up the process of communication. Since English is the official language in the world and the most used for chatting, replacing the characters in words is universal. As an example for letter homophone; B, C, O, R, U, Y instead of (Be, See, Oh, Are, You, and Why), whereas for number homophone; 1 instead of one, 2 instead of to and too, 4 instead of for and fore, 8 instead of the articulation eight. Letter and number homophone can be joined together for saving time such as B4 instead of before and 4get instead for forget and so on and so far.

* Abbreviations and acronyms: due to the synchronous nature of chat communication, it becomes necessary for chatters to use acronyms and abbreviations, in other words shortened words or phrases. This point will be explained in details in the preceding element which is chat language.

* E- paralinguistic features: refers to the non-linguistic features such as chat emoticons and unorthodox spelling such as "wot or wat instead of what, laffin instead of laughing" (Kelsey & St. Amant, 2008, p. 928).

2.6.3.1.2. Grammatical Features

According to Kelsey & St. Amant (2008), as a consequence for the extensive time spent in chatting, users have invented a new grammatical way for communicating. The most common grammatical feature of chatting is mimicking features of spoken language. The most used characteristics are the four following features.

Firstly, new inflectional morphemes, it refers to the change on the level of spelling of the morphemes, for instance replacing "s" with "z" in the plural case such as garlz for girls. Another inflectional morphemes used by chatters is "ing", it is changed with only "in". Both scholars claim that the use of this kind of inflections is actually attributed from the spoken communication in the aim of gaining time and space in chat box. As it is presented previously, the most important thing while chatting is delivering the meaning and pursuing the flow of the conversation.

Secondly, the emergence of "pro-drop tendency" (p. 929). It is another grammatical feature developed in chat language. It simply refers to the component of the sentence that can be dropped or omitted. There are different kind of the "pro-drop tendency". First, dropping a pronoun by omitting the subject such as "am instead of I am". Second, dropping the indefinite articles. Finally, dropping "copula and auxiliary" like in this sentence "damn she gone" the auxiliary to "be" is omitted.

Thirdly, "case and agreement". Case refers to the replacement of the subject pronoun with an object pronoun. For instance, "me no like fighting". As it is noticeable the subject "I" has been replaced with the object pronoun "me". In addition, case refers to the replacement of the possessive pronoun with an object pronoun such as "me and me bro" the use of "me" instead of "my" (ibid). Whereas, agreement it refers to the subject verb agreement. It is considered as a challenging situation for internet users. This further example will help for further explanation,

I knew you was

I luvs this ….. lol

In both examples chatters did not make a subject verb agreement. In the first sentence the chatter wrote was instead of were, and in the second sentence the chatter adds an "s" to the verb as if the subject is (he/she).

2.6.3.1.3. Paralinguistic Features

Paralinguistic is another crucial recognized feature of chatting. According to Werry (1996) (as cited in Sampson & McCarthy, n.d), it is defined as the set of creative invention in the linguistic devices in order to reflect the power and the action of the voice, gestures, and tone. The use of these innovation can be detected through the use of:

➢ Capitalisation; whether it is through the ignorance of the capitalisation or the extensive of using it.

➢ Punctuations inclusively.

➢ Reduplicate letters for the expressive intonation.

2.6.3.2. Masking of Identity

In most of chat media, generally, the real identity of chatters can be hidden from the other chatters. Danet (2002) states that users can mask their identity because they can use what is called "Pseudonymity". Pseudonymity is the use of nicknames or pseudonyms. This feature permit chat users to behave freely and express their personality better than face-to-face communication.

Despite the positive characteristic of masking the identity, Pseudonymity gives chatters the ability to supply others with a fake identity. This deceptive information in chat rooms might mislead and deteriorate the communication has been built. Pseudonymity is considered as chat users' protection.

2.6.4. Chat Language

According to Crystal (2006) "The Internet allows people to engage in a multi-party conversation online, either synchronously, in real time, or asynchronously, in postponed time" (p. 134). Chat conversation and message design take a different form of an ordinary English conversation form and also differs from the other forms of CMC medium. The

popular features that are used in chat language involves: acronyms, short forms, polysemes, synonyms, and miss-spelling of terms, these features of hat language are retrieved from (Dong, Cheung Hui & He, 2010).

2.6.4.1. Acronyms

According to Ya-dong & Kui (2013) "Acronym is made up from the first letters of the name of an organization" (p. 108). Furthermore, Hong-mei (2010) describes an acronym as a prevalent technique for creating new shortened words. Combining the elementary characters of a phrase is the process of creating acronyms. These shortened words can be divided into two categories; the first category is initialisms which refers to the words articulated letter by letter such as:

IT stands for Information Technology.

LOL stands for Laugh Out Loud.

ASAP stands for As Soon As Possible.

WWW stands for World Wide Web.

Whereas the second category refers to acronyms which are articulated as ordinary words.

2.6.4.2. Short Forms

Dong, Cheung Hui & He (2010) emphasises that short forms are making long words as short as possible, it is replacing a lengthy word with a concise expression. Many short expressions are attributed and used by chatters. The following table illustrates some of the common short forms used in chat language.

Shortened form	Equivalent meaning	Shortened form	Equivalent meaning
L8R	Later	Tom	Tomorrow
Nvr	Never	Btw	Between
Nvm	Never-mind	Pic	Picture
Frenz	Friends	Congrats	Welcome
Smth	Something	Eg	Example

Table 2: The Common Short Forms Used in Chat Language (Dong, Cheung Hui & He, 2010, p. 6).

2.6.4.3. Polysemes

Dong, Cheung Hui & He (2010) explain that polysemes refers to the terms that might have several interpretation. In IRC, interpreting the term used refers to the context in which the conversation take a place. The term might attributed to a word or a shortened form. For instance the term "comp" might refer to "company" or "computer".

2.6.4.4. Synonyms

Synonyms are expressions or terms used interchangeably due to the similar meaning shared, for instance; "Network adaptor" can be comparably used of the term "Network interface card" in a conversation about a related subject or topic about computer hardware and networking (Dong, Cheung Hui & He, 2010).

2.6.4.5. Misspelling

Due to the synchronicity and the informal nature of chat texts, chat users miss-spell a quantified number of words. Miss-spelling words that occurred in chat conversation can take a place unintentionally, or intentionally in purpose of emphasising on the important word written (ibid).

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2.7. The Impact of Chatting on Students' Academic writing

No one can disguise that power comes to those who have a treasure of informations and know how to use it. Due to the advancement progress of CMC forms, a new language "cyber language" has been created and generated to cover a wide range of our social life, further our educational procession. It becomes an embedded part of our daily life needs. Students' keen to discover this new technological media led to the extravagant use of such tools of communication such as sending e-mails and chatting which itself led to creating a new variety of language.

Despite that net language was restricted to online interaction, chat language leapt to education through a small window of integrating ICT to teaching and learning. Students adopt chat language features to their productivity. In that sense, Segerstad (2002) states that "the rapidity and ease of sending e-mails may influence the way people write, and what they write about" (p.120). That is to say electronic language is negatively affecting our writing. Students are writing the same way they are chatting.

Furthermore, Greiffenstern (2010) propose that

> *Some see negative influence on the use of language, fear of deterioration*
> *of language due to the language features which developed in connection*
> *with the increasing of use of computers and internet, some worry that so*
> *young people might no longer know correct spelling and grammar* (p. 02).

Internet language is harming and damaging students' capability of writing formally and of writing standard language using its rules. As a supports, Humphrey states (2007) " vandal who are doing to our language what Genghis Khan did to his neighbours eight hundred years ago … pillaging our punctuation, savaging our sentences, raping our vocabulary" (retrieved from Oxley, 2010).

Since Netspeak is considered as "written speech" (Crystal, 2006), it has diacritical features that are frequently attributed by EFL learners, Isaac & Ganesh (2014) outline some of downside effects of chat language used in academic writing and it is ranged as follow:

1- Students consider that writing briefly is a new norm of writing; it is observed that students do not write long sentences, in adverse, they write short sentences or phrases. This habit of shortening sentences is due to the use of abbreviations and acronyms. It is known as "the lack of appetite for lengthy content" (ibid, p. 507).

2- EFL students tend to use "code switching" in writing. Sometimes they use formal language when they write academic assignments and sometimes they use informal language "chat language".

3- The mix use of Netspeak language with formal English language; owing to the fact that the over use of CMC forums, students no longer differentiating between formal and informal writing, standard and nonstandard language.

4- EFL Students believe that grammar rules are difficult to learn and memorise, in fact, it makes a challenge to be mastered.

Isaac & Ganesh (2014, p. 507) emphasise on the remarkable effects of chat language on students' academic writing and the mix up of Netspeak with Standard English language and state:

1- The use of inacceptable acronyms and shortcutting.

2- Lack of punctuation or no respect of using it.

3- Misspelling words.

4- The use of different situations of lower case and upper case.

5- Inappropriate use of subject verb agreement.

6- The ambiguity meaning concluded of reading students' piece of writing.

Another supporting point that chat language deteriorates students' writing is the following quotation retrieved from the blog of *Word processed vs Handwritten* (2009), the writer reported that "Because of technology my writing has gotten more informal and it's easier to write in a personal or informal tone. Because I use technology so much to communicate to friends and family it is sometimes difficult to transition to scholarly and formal writing styles". As Crystal claims in his book "txtn the gr8 db8", texting which is characterized with specific features as abbreviations, omissions, and other features makes students ignore language standards, and do not give it its importance. "Text messages destroying our language" (p. 07).

In addition as it is headed in Washington paper in May 2007 that English language is replaced with this un-standard language:

> *I knew this was coming. From the first time one of my friends sent me the message 'I've got 2 go, talk to U later,' I knew the end was near. The English language as we once knew it is out the window, and replacing it is this hip and cool slang-induced language, obsessed with taking the vowels out of words and spelling fonetikally.*

Crystal (2008) states that Chatting language is taking place in our daily life and even in our writings, texting is wrecking our language and raping our vocabulary.

To sum up, due to the simplicity nature of chat language it is easily penetrated to learners' academic writing. Lee (2002), in describing the interference of net language, states that it is a "continuing assault of technology on formal writing" (as cited in Oxley, 2010). He explains that chat language is like an offensive violation on academic writing.

2.8.   Conclusion

Technological advance is highly developing the world, this requires the effectiveness and the convenient use of the language. This part of the study summarises some patterns of CMC and cyber language that is created and developed. Besides, reporting some common feature of chat language. The use of chat language is strongly considered by many researchers as an inappropriate form of writing. It is affecting passively EFL students' academic writing and lowering the quality of their productivity.

Chapter Three

Research and Findings

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Research and Findings

3. Introduction

This study is an endeavor to investigate the negative aspect of chat language and how does it occur and influence students' writings. This chapter includes presenting and analysing the data collected form the two questionnaires that have been distributed to both "Master two" students and "Written Expression" teachers of Biskra University.

With regard that reviewing the impact of "cyber language" on students' productivity is the fundamental objective of the current research, one questionnaire is presented to the students where twenty one questions are asked. However, the other questionnaire is distributed to seven (07) teachers of written expression module where nineteen questions are given. Both students' and teachers' analysis provided us with their presumption about the correlation between chatting and academic writing.

The sample involves thirty six (36) student from the English Branch at Mohamed Kheider University of Biskra. The corpus for this study has been randomly chosen. Students' questionnaire includes studying background questions, and personal social background questions. However, teachers' questionnaire contains questions about teaching proficiency their observation and comments about students' mistakes in writing that are caused due to the over use of "lingo net" .

This chapter illustrates the methods and the tools that were used in collecting and analysing data. A descriptive method has been used which helps to describe how chatting damages the formal writing, and to collect the required data about the subject under investigation. The findings of both questionnaire's analysis are for the purpose of confirming the hypotheses that chatting has a negative effects on students' assignments.

3.1. The Choice of the Sample

In the present study, the population is Master two Students of English Division at Mohamed Kheider University of Biskra. It consists of 180 students divided into 03 groups. As a sample, we chosen at random a group of 36 students from the entire population because it represents (20%) of it. This particular sample is chosen because students' level (second year Master) indicates that students have already studied the module of written expression for seven semesters consecutively, therefore, learners are aware of the different rules of grammar, the proper use of punctuation, capitalization, and the right spelling. Moreover, applying this rules in academic situations is the debate and the backbone of the current research. On the other hand, seven teachers of written expression were chosen because they are experienced and familiar with students' assignments, hence have opportunities to deal with samples that indicate that students are writing the way they chat.

3.2. Description and Administration of the Questionnaires:

Students' questionnaire was deliberated to probe the social background of English students chatters. The aim of the instant study, thus, is to spot the light on the negative side of the excessive use of internet language. Students' questionnaire was posted on the official page on Facebook of Master two students of Biskra University (Facebook page of second year master students group https://www.facebook.com/groups/780328302009943/). The questionnaire was posted on March, 29th 2015. All student were cooperative and helpful. The questionnaire is based on (21) questions varied between closed-ended, open-ended and multiple choice questions in the sake of detecting cyber language used by the students.

Moreover, teachers' questionnaire was distributed directly to seven teachers of written expression who have adequate experience that makes their suggestions and observations valuable for the aim of this research. Teachers were very cooperative in that they handed

back the answered copies in one week. All teachers' questionnaire were handed directly on April, 29ᵗʰ in a very kindly smooth atmosphere "the delaying of handing the questionnaire is due some circumstances". This questionnaire is divided to two main sections, general information which is about teachers' experience, and their view on students' writing in general. The other section is about the connection between chatting and academic writing.

3.3. Analysis of Students Questionnaire

3.3.1. Description of Students' Questionnaire

Section One: General Information

Question 01: What does writing mean to you?

Options	a	b	c	d	a+b	a+c	a+d	b+d	a+c+d	a+b+d	Total
Participants	6	1	0	18	2	1	4	1	2	1	36
Percentage	17%	3%	0%	50%	6%	3%	11.%	3%	6%	3%	100%

Table 3: Students' View about writing
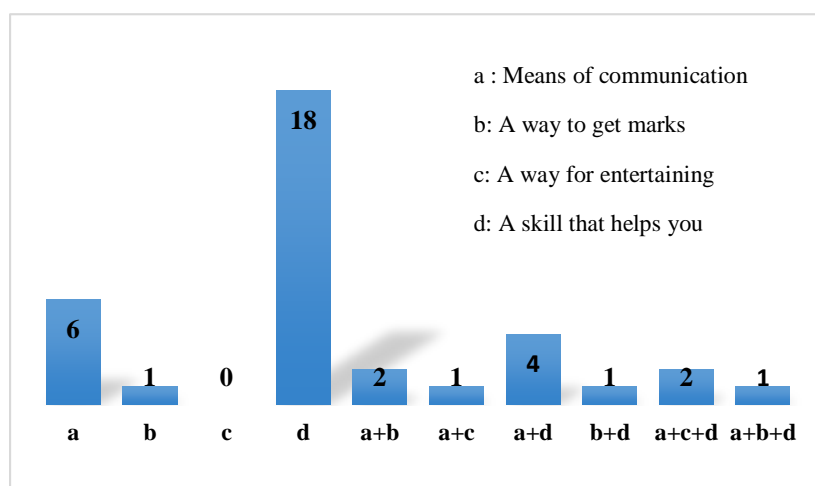
Graph 1: Students' View about writing

The aim of this question is to seek students' view about the meaning of writing. Half of the correspondent (50%) see writing as "a skill that helps you". Other participants (06=17%) see it as a "Means of communication". One student (3%) considers writing as "a

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way to get marks". The other part of the correspondents' answers are varied between the combinations of the items or the choices provided. Four (04) students (11%) think that writing is both "a means of communication" and "a skill that help them". Two (02) different participants (6%) think that writing is a "means of communication" and "a way to get marks", whereas two others (6%) consider it as "a way of communication" and "a skill that helps you". Another two students (6%) point out that writing is" Means of communication+ a way to get marks+ a skill that helps you". While another student (3%) accounts writing as: "Means of communication, a way for entertaining, and a skill that helps you". The result concluded from this question is that the answers collected are more divided between writing as a skill that helps students, and writing as a way of communication.

Question 2: How do you find the course of "Written Expression"?

Options	a	b	c	d	Total
Participants	10	15	5	6	36
Percentage	28%	41%	14%	17%	100%

Table 4: Students' View about "Written Expression" Module
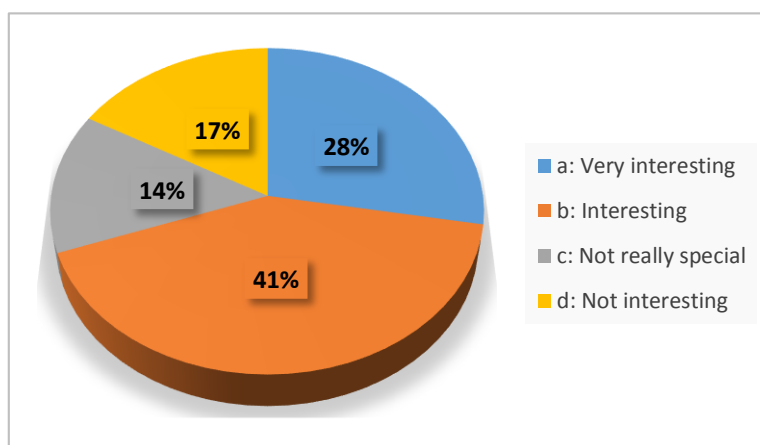
Graph 2: Students' View about "Written Expression" Module

This question reveals the significance of "Written Expression" course. The results show that (41%) of students consider writing an "interesting" module. (10%) of the

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respondent find the module very interesting. The other remaining correspondents rate writing as: "a not really special" module (14%), and a "not interesting" course (17% of the sample). These results prove that Master two students are aware of the importance of the writing skill.

Question 03: When writing compositions, do you proceed through all the writing stages?

Options	a	b
Participants	14	22
Percentage	39%	61%

Table 5: Students' Preceding Writing Stages
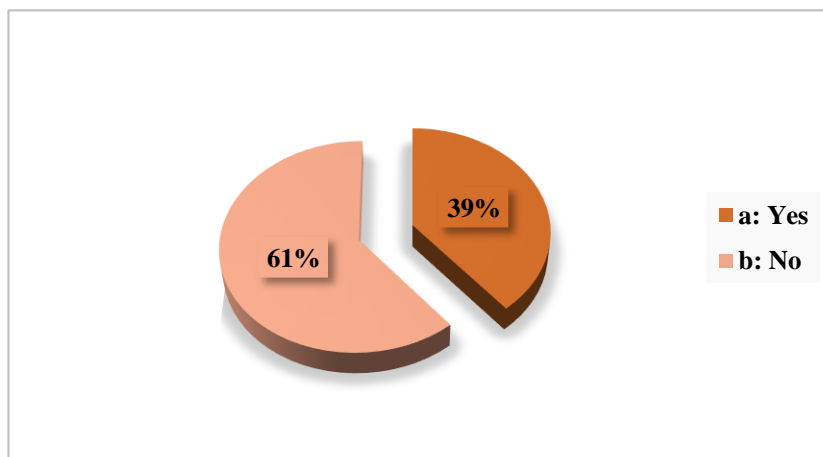
Graph 3: Students' Preceding Writing Stages

The findings of this question display that more than half of the participants (61%) do not follow all writing stages and tick the choice (b) for "No", and only (39%) of the students do proceed the stages and choose (a) for "Yes". In this case, though following the writing stages can offer significant advantages to writers, especially when with regard to the general planning, organization, revision and edition of the final work, most students, who do not follow writing stages, simply believe that the reasons for this issue are due to:

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1- The limited time provided in class or during the exams, it is time consuming and it is not practical in such situations.

2- Since they are foreign language learners they care about structuring the ideas, therefore, all the attention is directed to the ideas rather than how to organize them.

3- Students like to write with their "Own Style" and prefer "freewriting". Following writing stages, according to them, hinders the flow of the ideas, makes them feel bounded by the rules, and such feeling makes their writing "dead".

4- Some students think it is not necessary to pursue all the stages because they are advanced writers. All stages can be mapped directly in the mind, therefore, no need for drafting or planning.

Question 04: If "No", which one of the following stages you don't precede?
a: Prewriting   b: Drafting   c: Revision   d: Editing

Options	a	b	c	d	a+b	a+d	a+c	c+d	None	Total
Participants	7	7	0	2	3	1	1	1	14	36
Percentage	19%	19%	0%	6%	8%	3%	3%	3%	39%	100%

Table 6: Students' Unpreceded Writing Stages
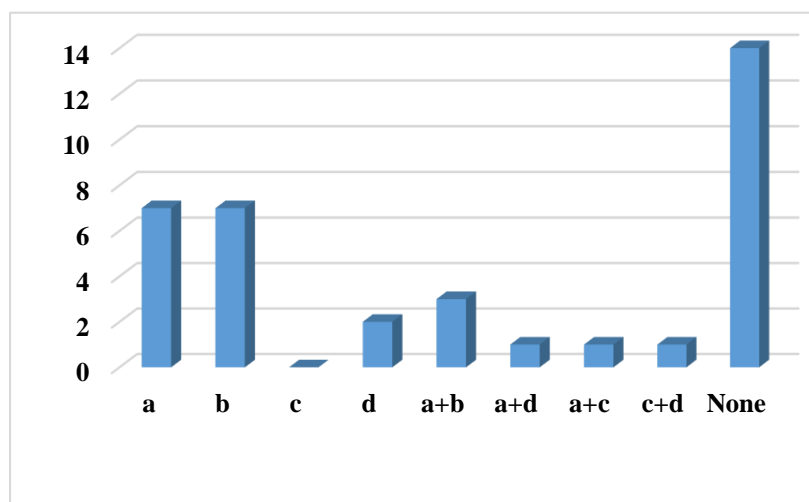
Graph 4: Students' Unpreceded Writing Stages

The findings of this question are diverse between: choosing a single choice or blending the options provided. Some students (39%) did not answer this question because their response for the previous question was "Yes, which is they do follow writing phases". Equal number of students (07=19%) claim that they do not encompass "prewriting stage (b choice)", where the other (07) students claim they do not do the "drafting phase (choice b)".two students (6%) select (d) and assert that "Editing" is the unfollowed stage. Three students (8%) choose (a and b) which means they neither prewrite nor draft (it is a confusing answer). One student, presents 3% of the sample, state that "Prewriting and Editing" are not preceded in writing. One student selects the option (a) and (c) i.e. "Prewriting and Revising". Another student's choice is (c) and (d) i.e. "Revising and Editing". In general, the results show that more than half of students do not pursue the ordinary stages while writing.

Question 05: Do you have difficulties in writing

Options	a	b	Total
Participants	30	6	36
Percentage	83 %	17%	100%

Table 7: Students' Writing Difficulties
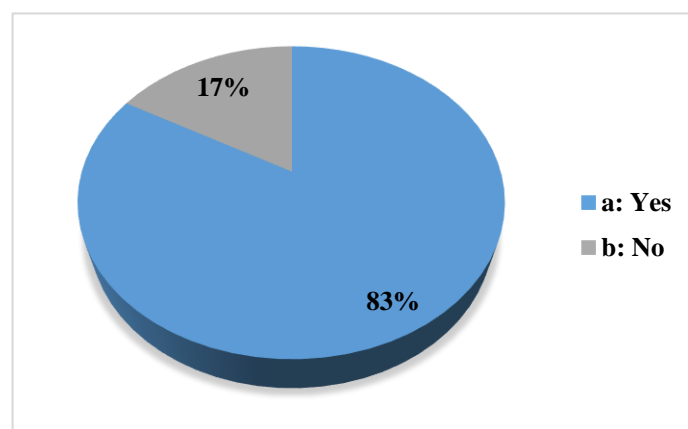
Graph 5: Students' Writing Difficulties

The paramount average presented in both of the table and the pie chart (83%) is the learners' choice (a) for "Yes" to admit that they face difficulties in writing. Conversely, (06) students (17%) state the opposite and select the option (b) for "No" answer. So, the observed result reveal that most of the students have obstacles in their writing skill.

Question 06: Which one of the following activities is difficult for you?

a: Punctuation   b: Grammar   c: Spelling   d: Vocabularies   e: Ideas

Options	Participants	Percentage
a	2	6%
b	2	6%
c	3	8%
d	4	11%
e	8	22%
a+b	1	3%
a+c	1	3%
a+e	2	6%
b+d	1	3%
b+e	1	3%
d+e	4	11%
a+b+d	1	3%
a+d+e	3	8%
a+c+d+e	1	3%
All	1	3%
None	1	3%
Total	36	100%

Table 8: Students' Difficult Activities

This question seeks to determine the difficult activities are faced by the learners. The answers for this question are multiple and varied in different ways. Some student choose one option to indicate that they only face one problem in writing (i.e. either with punctuation, grammar, vocabularies, spelling, or ideas). However, the other students blend the options

disparately, for instance; few students tick both options punctuations and spelling, others ticked more than two options such as punctuation vocabularies, and ideas and so on. The response for this answer depends on the previous question, therefore only one student did not answer this question because he/she asserts in question 5 that he/she does not have any problem in writing. Briefly, what is deduced from this question is that all students face various obstacles in writing skills.

Question 07: Is writing a necessary skill for you to develop?

Options	a	b	Total
Participants	36	0	36
Percentage	100%	0%	100%

Table 9: Students' Necessity for Developing Writing
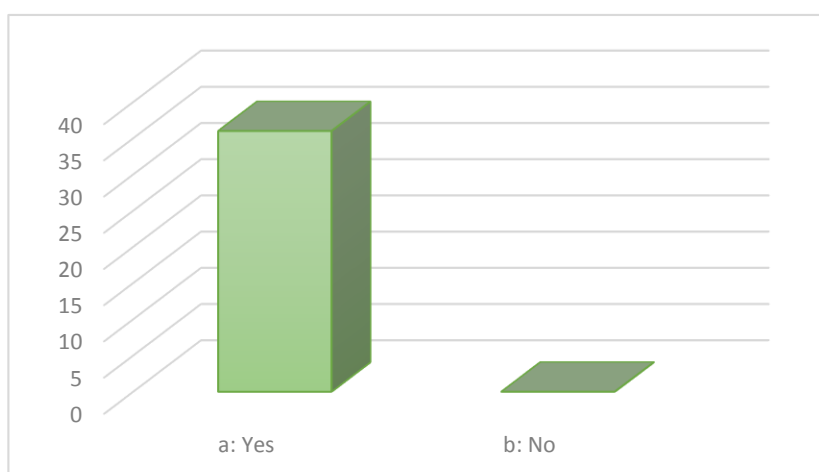
Graph 6: Students' Necessity for Developing Writing

The results show that all of the students (100%) answer that writing is a necessary skill for them to develop. Therefore, it indicates that the learners are conscious of this major skill and its importance for their progress.

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Section Two: Chatting and Academic Writing

Question 08: Do you have internet at home?

Options	a	b	Total
Participants	33	1	36
Percentage	97%	3%	100%

Table 10: Having Internet at Home
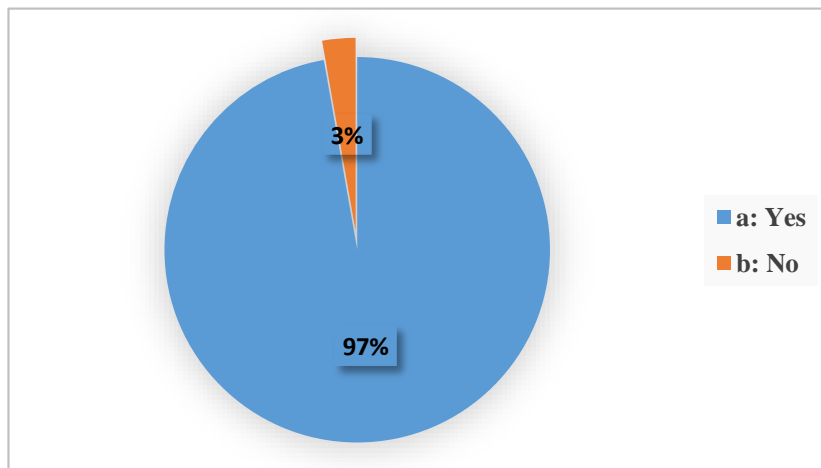
Graph 7: Having Internet at Home

This question allows us to suppose that if students who have internet at home will use it more than those who do not. According to the above table, we notice that the majority (97%) have internet at home, only one student (3%) does not have it and connect usually at the university. The aim of this question is to make a connection between the frequency of using Internet and its influence on the English students' academic writing.

Question 09: How often do you use the internet?

Options	a	b	c	d	Total
Participants	29	0	7	0	36
Percentage	81%	0%	19%	0%	100%

Table 11: The Amount of Internet Use
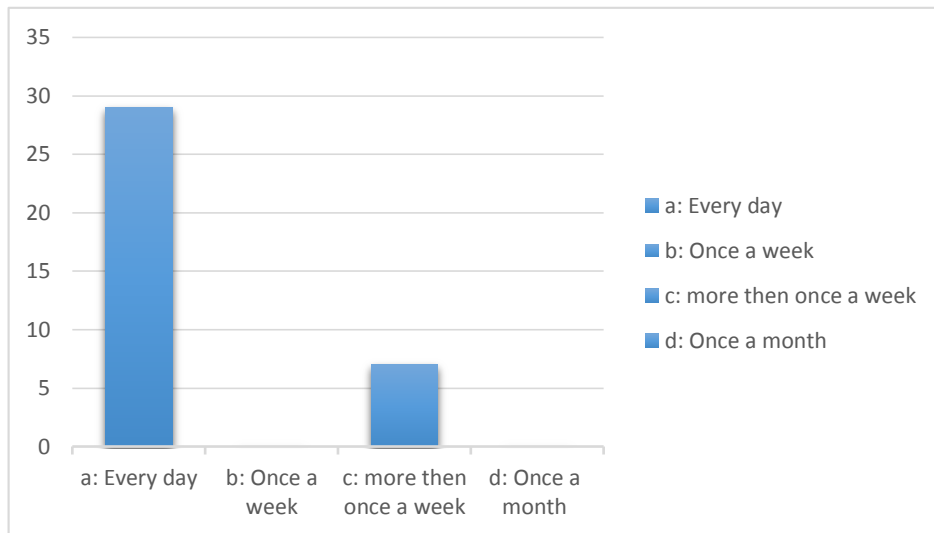
Graph 8: The Amount of Internet Use

The purpose of this question is to know whether Master two Students are internet habitual users or not. The result described in the above graph present that (81%) of students use internet every day "Option (a)". Only few students (07) equals (19%) like to use internet more than once a week "Option (c)". None of the students neither are "once a week users "Option (b)", nor "once a month users "Option (d)". This question needs more clarification, that's why it is preceded with the 10th question.

Question 10: How much time do you spend connecting per day?

Options	a	b	c	d	Total
Participants	7	11	7	11	36
Percentage	19%	31%	19%	31%	100%

Table 12: Students' Frequency of Using Internet
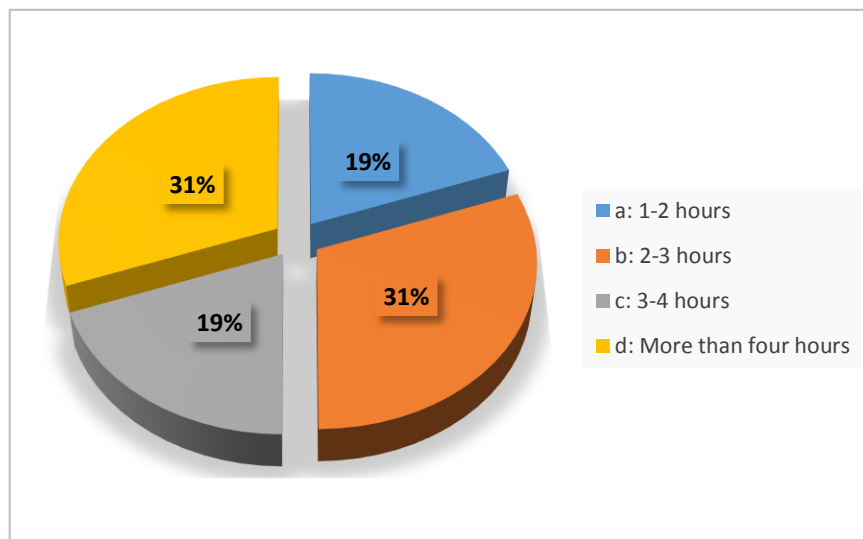
Graph 9: Students' Frequency of Using Internet

The findings shown in the table summarise the frequency use of internet by master two students. The results were equally answered. Seven learners (19%) use internet "1-2 hours" (a). The other (07) students select option (c) for "3-4 hours". Eleven students (31%) answer that they use internet "2-3 hours" choice (b), whereas, the other eleven students (31%) choose the choice (d) which is "more than 4 hours a day". The two highest percentage elucidate that Master two Students are highly users of the internet.

Question 11: Do you know what chat is?

Options	a	b	Total
Participants	36	0	36
Percentage	100%	0%	100%

Table 13: Students' Knowledge of Chat
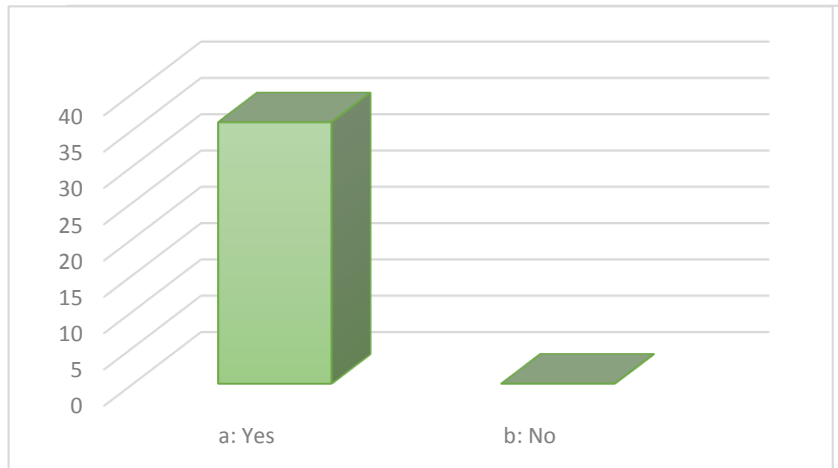
Graph 10: Students' Knowledge of Chat

The main concern of this study is presented in this question, it uncovers whether students are aware and know what chat is. All students tick the option (a) for "Yes" as a response. It means the whole sample (100%) know and recognize what chat is.

Question 12: If you use chat, how much do you use it?

Options	a	b	c	d	Total
Participants	6	20	7	3	36
Percentage	19%	31%	19%	31%	100%

Table 14: The Frequency of Chat use
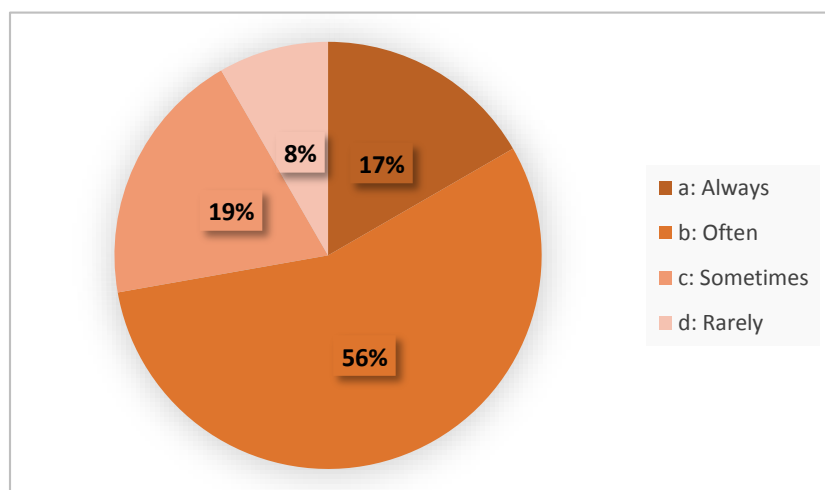
Graph 11: The Frequency of Chat Use

The findings presented in the table 14 summarise the time spent in chatting. Thus, it is noticed that (56%) of students state that they often chat (option b), (19%) of the correspondent reply sometimes (option c). 17% use it frequently (option a). Whereas, only (8%) of the students rarely chat. The results demonstrate that (71%) of the students use chat (often to always), therefore, we conclude that master two students spend a lot of time using chatting communication medium.

Question 13: In addition to your mother tongue, which foreign language do you use when you are chatting?

a: English   b: French   c: Others

Options	a	b	c	a+b	a+c	All	Total
Participants	16	0	3	15	1	1	36
Percentage	44%	0%	8%	42%	3%	3%	100%

Table15: Students' Language Used for Chatting
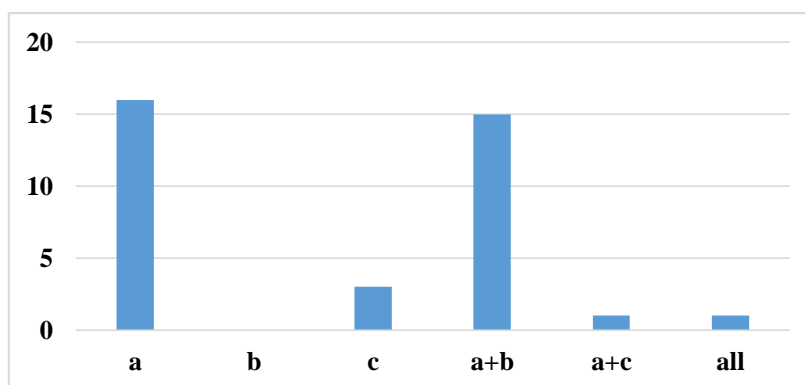
Graph 12: Students' Language Used for Chatting

The results illustrated in the table above confirm that (44%) of the students use English for chatting (a). The other high percentage (42%) presents the group of students who use both languages "English and French" (a+b). It is noticed that three students (8%) chat with other languages (c option). Only one student (3%) uses English and other language (a+c).

[69]

One student select all the options to indicate that He/She uses English, French and other languages. None of the students use only French language (b). This question confirms that students are frequently "English and French" language users. Hence, the outcome of this question is that students use code switch languages in computer-mediated communication.

Question 14: Which words do you use in chat?

Options	a	b	c	Total
Participants	5	7	24	36
Percentage	14%	19%	67%	100%

Table 16: The Kind of Words Used in Chat
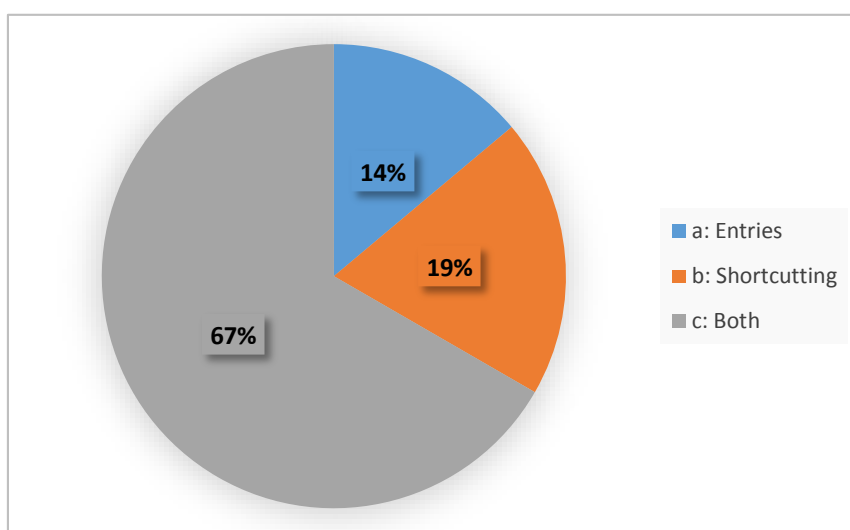
Graph 13: The Kind of Words Used in Chat

From the data collected (24) students (67%) use both words "(a) entries and (b) shortcutting". The only use of shortcutting is by (07) students (19%). While, the entries are used by (05) students (14%). Saving time, space and efforts are students' main reasons for using shortcutting. Thus, Shortcutting is considered as an effective tool of communication that saves time and thoroughly conveys the intended meaning. Chatters prime concern is to deliver messages and to communicate quickly in order to avoid boredom. Students believe

that sending precise messages keep the flow of the conversation. Language construction is not important for the learners. In addition, the use of this kind of words depends on the person he/she is chatting with, whether he/she uses shortcutting or not. Last and not least, forgetting how to spell words seems to be another reason for using shortcutting.

Question 15: How is your chat message designed?

Options	a	b	c	Total
Participants	16	15	5	36
Percentage	44%	42%	14%	100%

Table 17: Chat Message Design
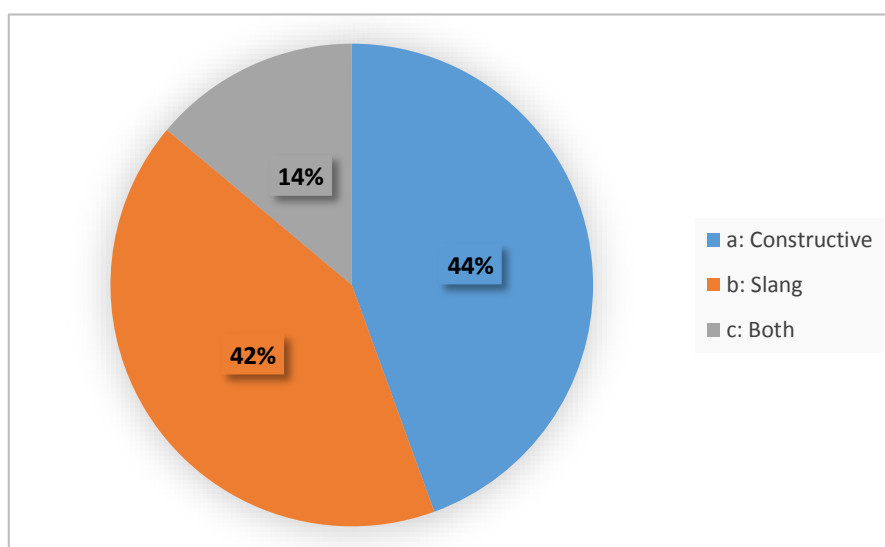
Graph 14: Chat Message Design

Students (44%) assert that they use constructive messages (a), while (42%) of the sample which symbolise (15) students who say they use "Slang" language (b). the five (05) remaining students (14%) illustrate the category of students who uses both of constructive and "Slang" language. This question expresses the presence of "Netlingo" in students' academic performance. Master two students are totally aware of internet language because they use it.

Question 16: Have you ever used chat language (i.e. abbreviations …etc.) in your writings (homework, taking notes or exams)?

a: Yes   b: No

Options	a	b	Total
Participants	26	10	36
Percentage	72%	28%	100%

Table 18: The Use of "Chat Language" in Students' Writings

This important question confirms our hypotheses that cyber language can be found in students' writings and can corrupt their formal writing. A quantified number of students (72%) choose (a) option, which reflects the use of chat language in their writing. On the other hand, (28%) of the sample answered that they do not use this language in writing (b).

Question 17: How often do you use simple and correct English in your chat message?

Options	a	b	c	Total
Participants	18	13	5	36
Percentage	50%	36%	14%	100%

Table 19: Frequency of Using Correct English

14%

50%

36%

■ a: Most of time
■ b: Occaisionally
■ c: Often
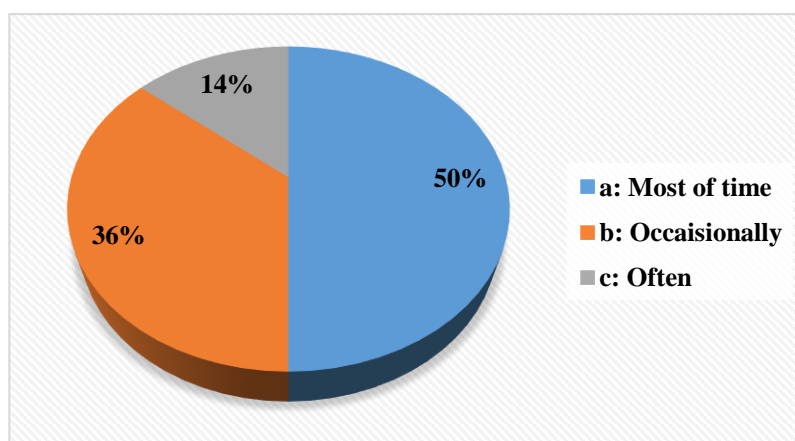
Graph 15: Frequency of Using Correct English

Reading the above findings of this question, half of the sample (50%) use correct English when chatting "Most of the time" (a). the other half is divided between: using it "Occasionally" (b) present (36%), and using it "Often" (c) present (5%). The result shows that the students are aware of the use of correct English.

Question 18: Do you mind about the kind of language or structure used in your chat messages?

Options	a	b	Total
Participants	16	20	36
Percentage	44%	56%	100%

Table 20: Students' Concern about Chat Message Structure
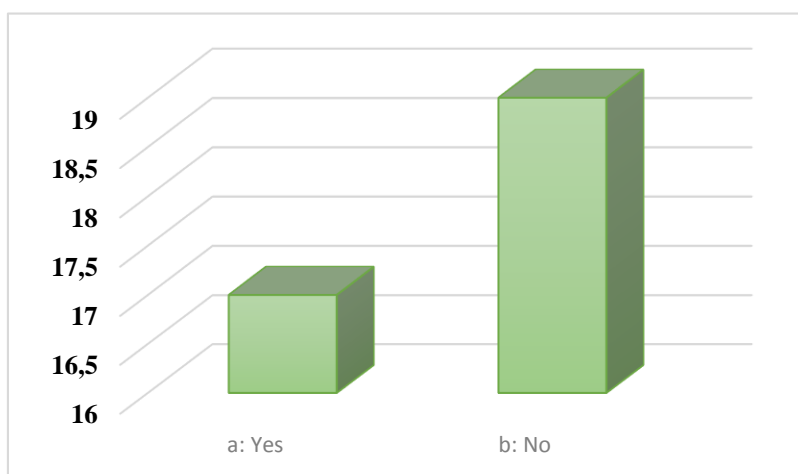
Graph 16: Students' Concern about Chat Message Structure

The result above shows that more than half of the students (53%) tick the option (b) which means they do not mind about the language used in chat message. Whereas, (47%) of the students tick the option (a) which indicate they do mind about their writing while chatting.

Question 19: Do you think that the so called "New Language" influence negatively the English language

    a: Yes   b: No

Options	a	b	Total
Participants	24	12	36
Percentage	67%	33%	100%

Table 21: Negative Influence of "New Language" on English Language

Some of the students (24) tick option (a). It presents (67%) of the sample to express that "cyber language" affects negatively the English language, whereas (33%) of the sample tick (b) which is "No" as a response. They believe that "Netlingo" is not harming the English language.

Question 20: Does "Cyber Language" influence negatively- in particular- students' formal writing skill?

Options	a	b	Total
Participants	26	10	36
Percentage	72%	28%	100%

Table 22: Students' Presumption about the Negative influence of Cyber Language on Formal Writing
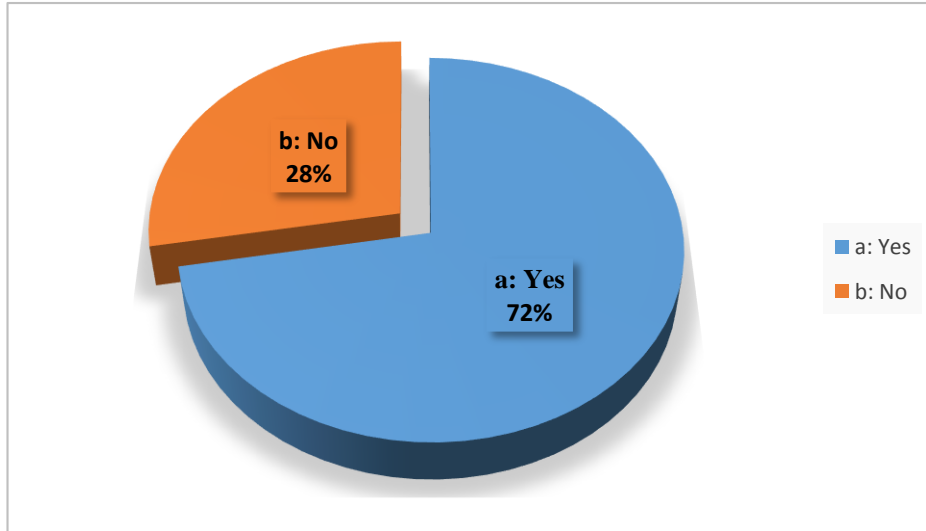
Graph 17: Students' Presumption about the Negative

Influence of Cyber Language on Formal Writing

Our study mostly depend on this question. It whether proves our presumptions or rejects the hypotheses. The findings of this question bring to light that, approximately, most of the students (72%) tick (a) option as an agreement that "Cyber Language" is influencing **NEGATIVELY** students' academic writing. Those students explain that due to the overuse of chatting they are including this particular language within academic writing. Students assert that they use such a language in note taking and sometimes in exams. It is used in drafts in order to gain time, but sometimes they write some of chat language in the official papers forgetting correcting it. In addition students claim that there are some students who do not distinguish between formal English and informal language. However, (10) of the students (28%) disagree with the statement of the question and state that the "new language" do not influence writing.

Question 21: Could you please state as much as you know of English shortcutting words (i.e. abbreviations, and/or acronyms…) and/or sentences used in chatting like "U instead of you/ BCZ instead of because/ CUL see you later and so on…."

P.S: Answering this question is very important, there will be an analysis based on your answers.

The aim of this question is to encounter and collect as much as possible words that EFL students are using in their academic writing. All of master two students wrote a quantified list of abbreviations and acronyms. The following table represents some of chat language provided by the students, whereas the remaining examples of the students are reported in the appendices:

Chat Language	Complete Form	Academic Writing
T8mgo	Time to go	I should probably leave
T2UL	Talk to you later	I will be back or we discuss this later (depends on the context).
ABT	About	Concerning, regarding
R8	Right	Correct
BTWN	Between	Among
Y	Why	For what reason
Hv	Have	Have or own
Em	Them	Them
Esp	Especially	Particularly
NC	No comments	I have nothing to add
FYI	For your information	For your information
IDK	I don't know	I have no idea
HRU	Here you are	I have been searching for you or be my guest
TBH	To be honest	As a matter of fact
KMN	Kill me now	Unbelievable
B4N	Before now	previously

Table 23: English Shortcutting that are used by Master two Students

3.3.2. Discussion of Students' Questionnaire

This part of the chapter deals with the analysis of students' questionnaire in order to investigate the downside of chatting on students' academic writing. The findings objective is to check whether students' are aware of the importance of academic writing, moreover, the writing skill (do students follow writing phases, and do they have difficulties in writing?). In addition, to check whether the recurrent use of chat language influences negatively our students' formal writing. Furthermore, this analysis is for the sake of checking whether students embrace the electronic language in their writings, and whether their mistakes are related to this usage habit.

The results of the first section of students' questionnaire indicate that although most of students are conscious that writing is an interesting and an important skill for them to develop in order to enhance learning English as a foreign language, it shows that (61%) of the students do not proceed writing stages, and (83%) of them face different kinds of difficulties in writing.

Moreover, the second part uncovers that master two students are a frequent users of internet and a chat addictors, (71%) of the students assert that they often to always chat. This result explains students' knowledge of Netlingo and its use in different kinds. Most of students state that they do not mind about the kind of language used and use different kind of chat language (72%) such as constructive, slang, shortcutting and abbreviations in their writings and list some of the electronic language used. Furthermore, students are aware that chat language has a negative influence on their academic writing. This findings support research's hypotheses.

For further confirmations and supports of our assumptions we rely on teachers' responses and perceptions.

[78]

3.4. Analysis of Teachers' Questionnaire

3.4.1. Description of Teachers' Questionnaire

Section One: General Information

Question 1: How many years of teaching experience do you have?

Options	a	b	c	d	Total
Participants	0	6	0	1	7
Percentage	0%	86%	0%	14%	100%

Table 24: Teachers' Experience
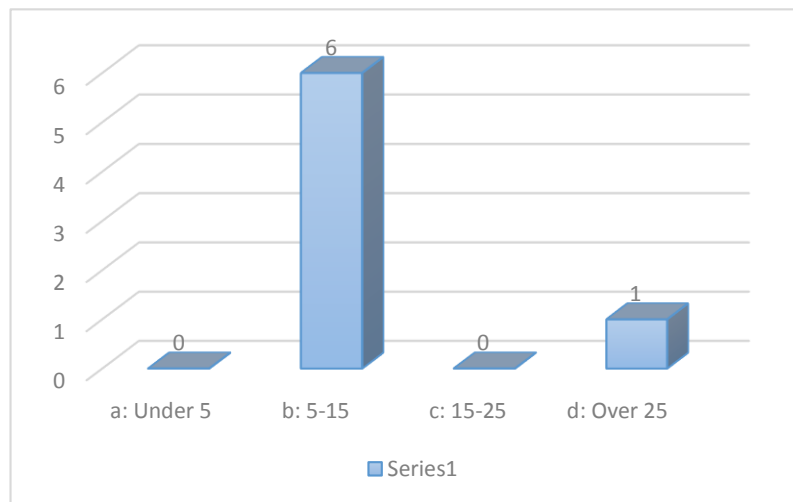
Graph 18: Teachers' Experience

Table 20 identifies teachers' experience in teaching, which is varied from under five years to more than twenty-five. Furthermore, most teachers (06) equally to (86%) have chosen option (b) to indicate that they have a medium teaching experience (between 5 to 15 years). Only one teacher (14%) has a long experience in teaching (option d). The obtained results imply that teachers' experience is important in the analysis of this questionnaire.

Question 2: What qualification do you have?

Options	a	b	c	Total
Participants	0	6	1	7
Percentage	0%	86%	14%	100%

Table 25: Teachers' Qualification
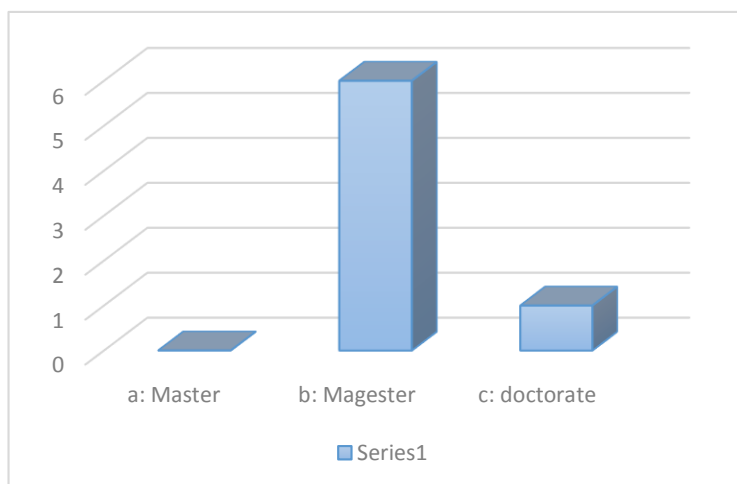
Graph 19: Teachers' Qualification

The aim of this question is to confirm teachers' proficiency in the field of teaching.

Most of teachers (86%) has a Magister qualification (option b). only one teacher who has a

Doctorate qualification (option a).

Question 3: How can you describe your students' level?

Options	a	b	c	c+d	Total
Participants	0	0	6	1	7
Percentage	0%	0%	86%	14%	100%

Table 26: Teachers' Rate about Students' Level
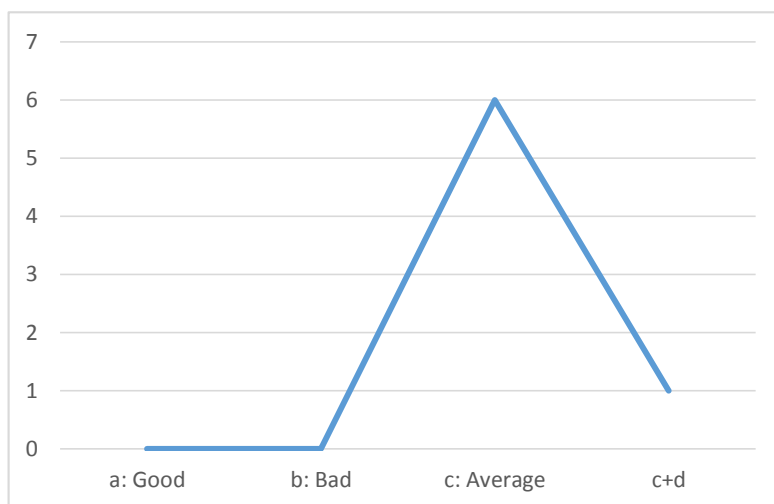
Graph 20: Teachers' Rate about Students' Level

From table 21, the results show that the majority of the surveyed teachers (86%) evaluate their students' level as an average students (option c), only one of the teachers (14%) tick both options (c+d) to indicate that their students' level is ranged from bad to average. The findings reveal that the level of students is just medium and sometimes is poor.

Question 4: Do your students make mistakes when they require writing an essay?

a: Yes   b: No

Options	a	b	Total
Participants	7	0	7
Percentage	100%	0%	100%

Table 27: Teachers' Insight about Students' Writing Mistakes

All teachers (100%) participated in this questionnaire report that, although the explanation and clarification provided in the classroom, students still make mistakes in written expression module (option a), this result is supported by the following question in the sake of understanding the nature of students' mistakes made.

[81]

Question 5: What kind of mistakes they make?

Options	a	b	c	d	a+c+d	all	Total
Participants	0	0	0	0	3	4	7
Percentage	0%	0%	0%	0%	43%	57%	100%

Table 28: Teachers' Perception about Students' Writing Mistake Made
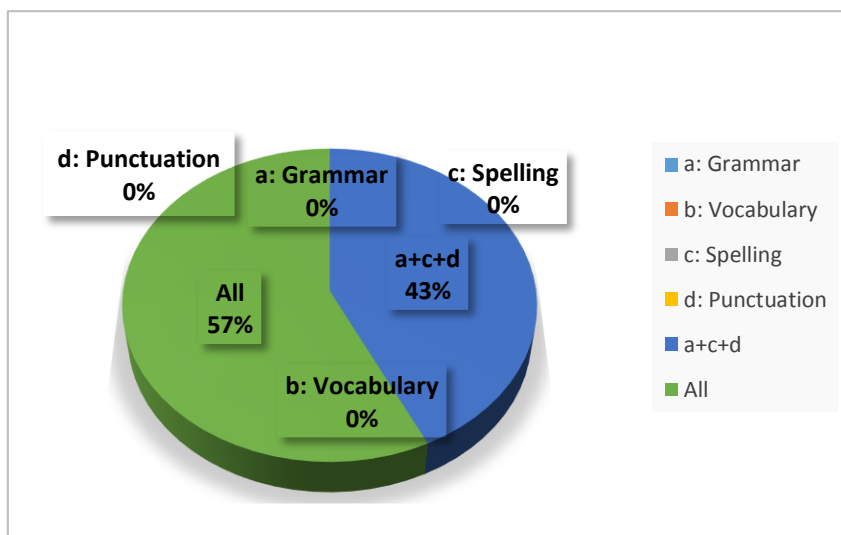
Graph 21: Teachers' Perception about Students' Writing Mistake Made

The results obtained in the table above confirm the respondents' answers to question four. All teachers declare that their students face problems when it comes to writing. Four teachers (57%) claim that students have difficulties with all the options mentioned in the question which are: grammar, vocabulary, punctuation, and spelling. Whereas, the other three teachers (43%) claim that the mistakes that are found in students' writings are: grammar, spelling, and punctuation (options a+c+d).

Question 6: How often they make those mistakes?

a: Always   b: Often   c: Sometimes   d: Rarely

Options	a	b	c	d	Total
Participants	0	0	6	1	7
Percentage	0%	0%	86%	14%	100%

Table 29: Frequency of Making Mistakes

According to most teachers (86%) of written expression module who participated in answering this questionnaire, students often (b) make mistakes, only one teacher (14%) tick option (a) to state that students "always "make mistakes in writing. This findings show that students have difficulties in writing all most of the time and find writing a challenging skill to learn.

Section Two: Chatting and Academic Writing

Question 7: Do you chat?

Options	a	b	Total
Participants	4	3	7
Percentage	57%	43%	100%

Table 30: Teachers' Use of Chat

The aim of this question is to know whether teachers are familiar with the new updates of communication tools that are used by all people, specifically students. Four teachers, which represent (56%) of the sample, say that they do use chat (option a), while the remaining teachers (3 equally to 43%) say they do not use it (option b).

[83]

Question 8: Are you familiar with the language of chat?

Options	a	b	Total
Participants	6	1	7
Percentage	86%	14%	100%

Table 31: Familiarity of Chat Language
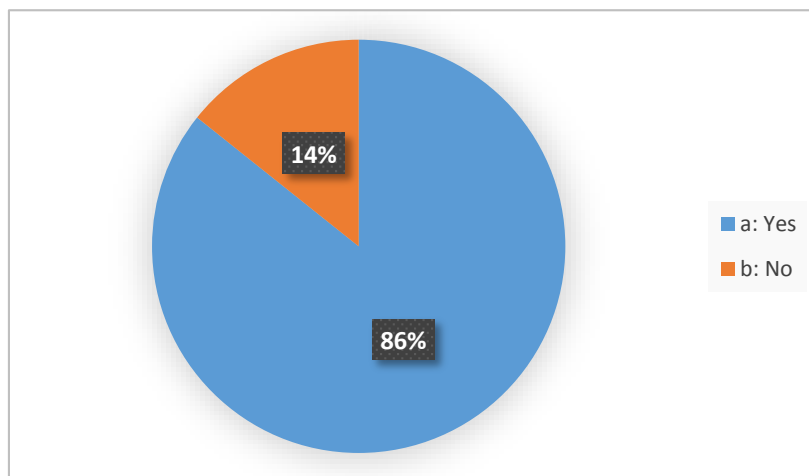
Graph 22: Familiarity of Chat Language

The purpose of this question is to see if teachers are familiar with the new language "cyber language" appeared due to the emergence and development of technology, most of the teachers if not all of them (86%) give a positive answer (option a) of knowing the language of chat, however, only one teacher (14%) who states that she is not familiar with that language. This findings reveal that most of the teachers are aware of internet language used by the students.

Question 9: If "Yes", do you use abbreviation when you chat?

Options	a	b	c	None	Total
Participants	4	1	1	1	7
Percentage	57%	14%	14%	14%	100%

Table 32: Frequency of Using Abbreviation while Chatting
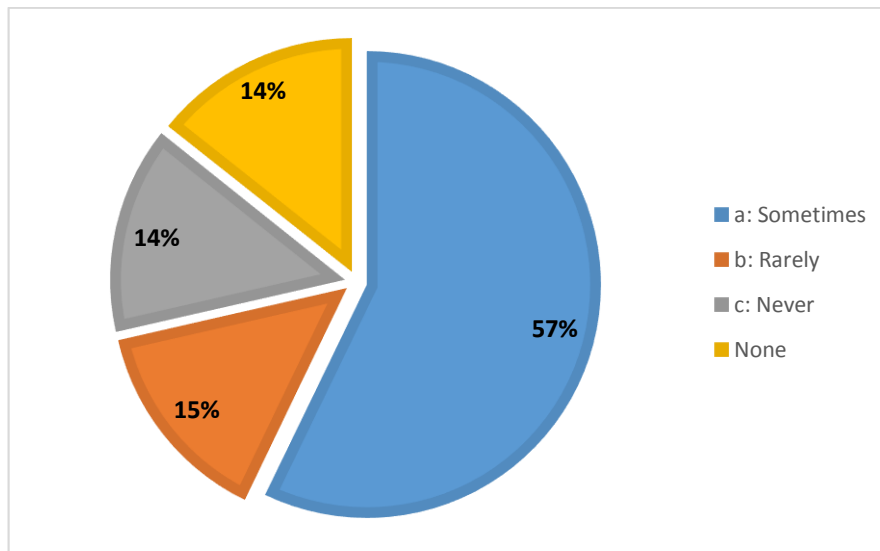
Graph 23: Frequency of Using Abbreviation while Chatting

This question is directed to the teachers who have already answered yes in the previous question. The findings of this question are varied as follows: four teachers (57%) point out they, sometimes, use abbreviation in writing (the proof of this findings was found in teachers' questionnaire), in contrast, one teacher (14%) answers that he never uses abbreviation in his writing (option c), another teacher ticks option (b) to state that he uses it rarely.

Question 10: Have you noticed any change on students' written work since the increase use of chat technology?

Options	a	b	Total
Participants	6	1	7
Percentage	86%	14%	100%

Table 33: The Change of Students' writing Due to The Increase Use of Chat
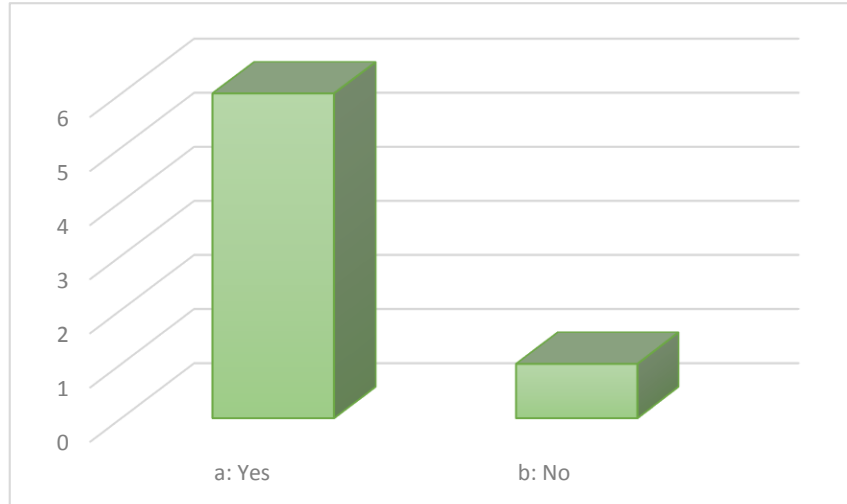
Graph 24: The Change of Students' writing Due to The Increase Use of Chat

The aim of this question is to investigate whether students are implementing chat and using chat language in their productivity. Most of teachers (86%) assert that students are changing the way they writing since the over use of chat medium. Only one teacher (14%) give a negative answer.

Question 11: In what way do you think that the over use of chat influences the students' academic writing?

Options	a	b	a+b	Total
Participants	0	5	2	7
Percentage	0%	71%	29%	100%

Table 34: Teachers' Presumption about the Influence of the Over Use of Chatting on Students' Academic Writing
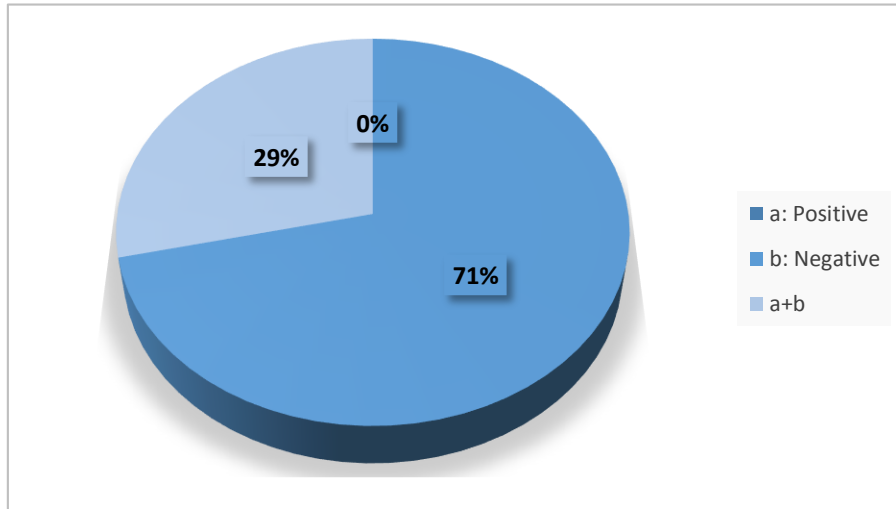
Graph 25: Teachers' Presumption about the Influence of the Over Use of Chatting on Students' Academic Writing

Five of the correspondent (71%) agree that the impact of chatting is often negative. They claim that due the over use of chatting students become addicted to such type of writing, it takes them far away from what is formal; they write informally when it comes to formal situations such as essays, homework, and exams. Furthermore, they claim that students use abbreviations, spoken expressions, slang, contractions, and even symbols and smileys. Chatting is making students tolerant in such type of writing even unconsciously. Only one teacher (14%) points of view that chatting influences writing positively in general, because it improves learners' vocabulary, and negatively in specific (academic writing).

Question 12: Have you observed any feature of chat language in your students' written productions?

a: Yes   b: No

Options	a	b	Total
Participants	6	1	7
Percentage	86%	14%	100%

Table 35: Chat Language Observed in Students' Written Production

The purpose from this question is to confirm and support the previous question. Six teachers (86%) strongly stiffen that their students use cyber language in their writings. In contrast, only one teacher (14%) disagrees and claims that none of chat language features are found in students writing (option b).

Question 13: Have you ever read something of your students' writings that made you recognize that your student is addicted to chat?

a: Yes   b: No

Options	a	b	Total
Participants	5	2	7
Percentage	71%	29%	100%

Table 36: Teachers' Presumptions about Students' Addiction to Chat

As indicated in table 36 above, most teachers (71%) point out that students are chat addictors by ticking option (b). whereas two teachers (29%) claim that their students' writings do not reflect students' addiction to chatting. The aim of this question is to measure the extent use of internet language in academic writing. We conclude that since students are chat addictors, writing complete formal assignments will become much harder task to achieve.

Question 14: What are the features of chat that you have already found in students' written work?

Options	a	b	c	d	e	b+e	a+b+e	a+d+e	a+b+d+e	Total
Participants	0	1	0	0	0	1	1	1	3	7
Percentage	0%	14%	0%	0%	0%	14%	14%	14%	43%	100%

Table 37: Chat Features that are Found in Students' Written Work
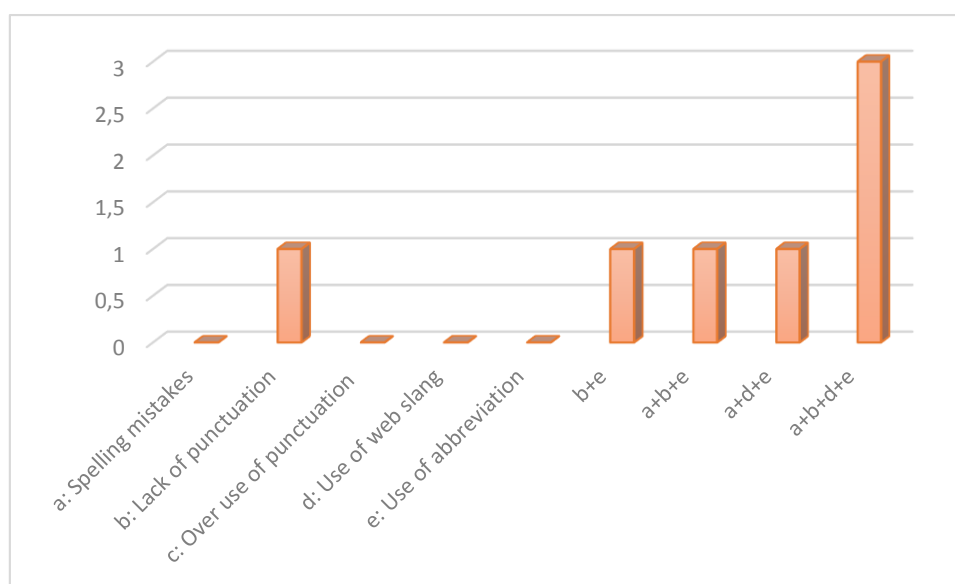
Graph 26: Chat Features that are Found in Students' Written Work

The majority of teachers (43%) indicate the common mistakes often made by the learners are: spelling mistakes, lack of punctuation, use of web slang, and the use of abbreviations (option a+b+d+e). The four remaining answers are varied. One teacher (14%) claimed that the lack of punctuation and the use of abbreviations (options a+e) are the common mistakes made. A different teacher (14%) states that students' writing is full of: spelling mistakes, lack of punctuation, and the use of abbreviations, whereas another teacher points out that it is spelling mistakes, the use of abbreviations the use of abbreviations and the use of abbreviations. Last and not least, one teacher claims that the lack of punctuation

is the only mistake made by learners (option b). It is noticed that there is a contradiction in answering question 13 and question 14. One teacher has claimed that "none of chat language features" are observed or found in students' writings, but in answering question 14 he has stated some features used in writing. However, this findings reveals that students are really adopting web language into the academic writing.

Question 15: Are the students aware of the differences of formal and informal writing?

Options	a	b	Total
Participants	5	2	7
Percentage	71%	29%	100%

Table 38: Students' Awareness of the Formal and Informal Writing
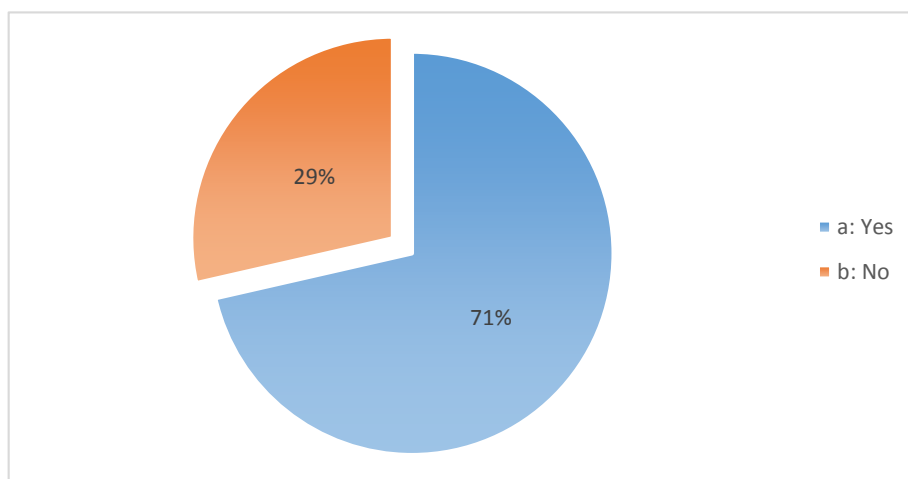
Graph 27: Students' Awareness of the Formal and Informal Writing

Most teachers who (71%) are questioned in this study reply that learners do not distinguish between formal and informal writing. Only two teacher (29%) oppositely answer the question and state that their students make the difference. The purpose of this question is to discover if the students are aware of the academic writing structure and form, and if they are adopting chat language consciously or unconsciously.

Question 16: Do you clarify to your students that they must use only formal academic English when they write?

a: Yes   b: No

Options	a	b	Total
Participants	7	0	7
Percentage	100%	0%	100%

Table 39: Teachers' Clarification about the use of academic writing

All the participants (100%) assert that they emphasise and clarify, to their students, the importance of using formal academic writing at the university. Academic writing is a fundamental requirement for university students to enhance their writing's and assignments' style.

Question 17: How would you evaluate your students' formal writing?

All of the teachers are not content about their students' formal writing. It indicates that students face a lot of problems and writing is a big defiance for them. The majority of the teachers gave their arguments about students' academic writing as follows:

➢ The majority of students' academic writing is poor to intermediated and average writing, except for some students.

➢ Students ignore academic writing rules of style and layout.

➢ Students' writing needs a lot of improvements

➢ Despite the efforts made by teachers to enhance students' writing, students still make mistakes such as lack of punctuations, spelling mistakes, short ideas with long sentences, forgetting words, and the use of spoken expression.

➢ Poor use of vocabularies and the lack of generating ideas.

Question 18: Do you think that academic writing may be in risk because of technological advances in communication?

a: Yes   b: No

Options	a	b	Total
Participants	5	2	7
Percentage	71%	29%	100%

Table 40: Teachers' Presumption about Academic Writing's Risque

Five teachers (71%) believe that academic writing is in risk due to the technological advances in the communication medium (option a), while few teachers (29%) completely disagree. They claim that communication technology should improve the academic writing and not the opposite, it just need guideness to free it from its mistakes and informal aspects. They emphasise that the problem is with the learners who are becoming lazy.

Question 19: If you have more comments on the language of chat and its use in the classroom, Please state your comments.

Concerning teachers' comments about the language of chat used in the classroom, teachers declare the following arguments:

> ➢ Teachers must keep their students aware about the effects of chatting on their writing because it is perceived in their grades.

> ➢ Teachers must raise their students' awareness about the structure and the characteristics of academic writing.

> ➢ Regardless the negative impact of Netlingo on students' writings, students should be aware of this language because it is nowadays language in order to avoid it in academic writing.

➢ Some of the teachers admire the subject of the thesis saying "it is an interesting subject! I like it".

3.4.2. Discussion of Teachers' Questionnaire

To sum up, the findings of teachers' questionnaire reveal that our teachers of written expression module are experienced enough to give their perception about students' level and writings. The majority of teachers (86%) agreed that their students have an average level and all of teachers assert that students are still facing problems in writing although the insights and the clarifications provided at the classroom. They declare that students need to improve their writing. Most teachers (71%) claim that their students' writings are negatively influenced by chat language. Furthermore, (86%) of teachers clarified that their students are changing the way they write due to the over use of chat. Students' essays most of the time seem to be like a first draft or a free piece of writing. In addition, teachers assert that they find difficulties in understanding what students want to convey. Students either use short phrases or long sentences to explain ideas.

Moreover, teachers argue that the different kind of difficulties found in their students' assignments are due to adopting diverse features of chat language such as spelling mistakes, lack use of punctuation, use of web slang, and the use of abbreviations and acronyms. Teachers claim that students are adopting this new language to academic writing because they neglect academic writing rules and do not distinguish between the formal and informal writing. Finally, they state that although the negative impact of chatting on students' writing, students need to know more about it in order to do not use it in academic settings.

3.5. Conclusion

This chapter emphasises on how students' writing is negatively influenced by cyber language. Diverse conclusions emerges from the findings of this research. The crucial result outcomes is that the overuse of chatting affects negatively students' writings. The analysis of both of questionnaires, students and teachers, reveal that second year master students of English at Mohammed Kheider Biskra University have difficulties in their writings due to adopting the cyber language.

General Conclusion

This research offers a review of the emerging research surrounding academic writing and the new medium of communication "chatting". It allows us to seek the negative influence of the overuse of chatting on students' formal writing. The major concern of this thesis is to discover how written language is deteriorated and damaged due to the adopted language of the particular mode of computer-mediated communication, in addition, it pinpoints how chat language does occur in students' productions.

In this dissertation the main concepts are defined, such as, academic writing, communication, computer-mediated communication (CMC), Netspeak, and computer-mediated chat. Regarding literature review of several scholars and linguists namely Crystal and Baron offered a solid base to the current study. This research highlights, on one hand, the significance of academic writing to university students. On the other hand, communication through CMC and the language of chat. Alternatively, it investigates Chatting Negative Influence on EFL Students' Academic Writing.

In this paper, the researcher opts for a questionnaire administered to thirty six students of second year Master enrolled in the English Division at Mohammed Kheider University of Biskra. Beside, another questionnaire administered to seven teachers of written expression module. The researcher studies how second year Master students made use of electronic language in their written performance to find out how chat language differs from formal language.

As a final point concluded from this dissertation and the analysis obtained from both questionnaires, the main hypotheses are accomplished and reached, the results support that students has a poor quality of writing performance and sometimes meaningless assignments because of the quite use of chartroom conversations within their formal writing. Research

questions are successfully answered in this framework. Inconvenient use of punctuation, misspelling, and some use of acronyms and shortcutting are concerned with some features of net language which are commonly used in chatroom discussion and occurred in students' productions. This attractive impact is due to the extensive use of chat media communication.

Suggestions and Recommendations

In the light of the findings of the study, it is apparently essential to suggest some solutions to protect academic writing. It is important to stress that:

➢ Both students and teachers should be conscious about the negative side of chatting and the negative impact of its new language on the formal academic English.

➢ Teachers should be strict in correcting students' mistakes mainly taking into consideration those appeared due to the over use of chat language.

➢ Learners should be aware of the appropriate setting of using formal writing and the appropriate one to use the informal writing (the language of chat).

➢ Students also should care about the language used in the academic setting, avoid the abbreviated language that is coming more and more into nowadays use, especially among the younger generation.

➢ Teachers can do little to alter writing practices of their students outside the classroom. It is true that they cannot require them to use grammatical English in their chat conversations and to evaluate their chat messages, but they can make students more aware of the distinctions between formal and informal English. This will not directly teach them better grammar, and it will not immediately teach them proper spelling. Nevertheless, it can construct a basis for them to be aware about the importance of academic writing.

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APPENDICES

Students' Questionnaire

Dear students, you are kindly requested to fill in this questionnaire, it will take approximately 25-30 minutes to complete. We are carrying out an investigation about **Chatting Negative Influence on Students' Academic Writing**. Your answers are very important for the validity of the research we are undertaking. As such, we hope that you will give us your full attention and interest. Please, mark (✓) the appropriate box (es) or give full answer(s) where the gaps provided.

Thank you, in advance, for your collaboration.

Section One: General Information

1. What does writing mean to you?

    a. Means of communication ☐

    b. A way to get marks ☐

    c. A way for entertaining ☐

    d. A skill that helps you ☐

2. How do you find the course of "Written Expression"?

    a. Very interesting ☐

    b. Interesting ☐

    c. Not really special ☐

    d. Not interesting ☐

3. When writing compositions, do you proceed through all the writing stages?

    a. Yes ☐   b. No ☐

If "No", please, explain why

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4. If "No", which one of the following stages you don't precede?

    a. Prewriting   ⬭

    b. Drafting   ⬭

    c. Revising   ⬭

    d. Editing   ⬭

5. Do you have difficulties in writing?

    a. Yes ⬭   b. No ⬭

6. Which one of the following activities is difficult for you?

    a. Punctuation   ⬭

    b. Grammar   ⬭

    c. Spelling   ⬭

    d. Vocabularies   ⬭

    e. Ideas   ⬭

7. Is writing a necessary skill for you to develop?

    a. Yes ⬭   b. No ⬭

If "No", please, explain why

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Section Two: Chatting and Academic Writing

8. Do you have internet at home?

   a. Yes ☐   b. No ☐

9. How often do you use the internet?

   a. Every day ☐

   b. Once a week ☐

   c. More than once a week ☐

   d. Once a month ☐

10. How many hours per day do you use it?

   a. 1-2 hours ☐

   b. 2-3 hours ☐

   c. 3-4 hours ☐

   d. More than four hours a day ☐

11. Do you know what chat is?

   a. Yes ☐   b. No ☐

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

   a. Always ☐

   b. Often ☐

   c. Sometimes ☐

   d. Rarely ☐

13. In addition to your mother tongue, which foreign language do you use when you are chatting?

   a. English ☐

   b. French ☐

   c. Others ☐

14. Which words do you use in chat?

   a. Entries   ☐

   b. Shortcutting ☐

   c. Both   ☐

*If you use shortcutting please state your reasons

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15. How is your chat message designed?

   a. Constructive   ☐

   b. Slang   ☐

   c. Both   ☐

16. Have you **ever** used chat language (i.e. abbreviations …etc.) in your writings (homework, taking notes or exams)?

  a. Yes   ☐   b. No   ☐

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

   a. Most of time ☐

   b. Occasionally ☐

   c. Often   ☐

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

  a. Yes   ☐   b. No   ☐

19. Do you think that the so called "New Language" influence negatively the English language?

  a. Yes   ☐   b. No   ☐

20. Does "Cyber Language" influence negatively- in particular- students' formal writing skill?

a. Yes ☐   b. No ☐

If "Yes", please, would you explain how?

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21. Could you please state as much as you know of English shortcutting words (i.e. abbreviations, and/or acronyms…) and/or sentences used in chatting like "U instead of you/ BCZ instead of because/ CUL see you later and so on…."

P.S: Answering this question is very important, there will be an analysis based on your answers.

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"Thank you for your cooperation "

Figure 04: Students' Questionnaire Launched on Facebook

Teachers' Questionnaire

We would be so grateful if you could answer the following questions for the sake of investigating the negative impact of chat on students' academic 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. Please, mark (✓) the appropriate box (es) or give full answer(s) where the gaps provided.

Thank you, in advance, for your collaboration

Section One: General Information

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

a. Under 5 ☐

b. 5-15 ☐

c. 15-25 ☐

d. Over 25 ☐

2. What qualification do you have?

a. Master ☐

b. Magisterial ☐

c. Doctorate ☐

3. How can you describe your students' level?

a. Good ☐

b. Bad ☐

c. Average ☐

4. Do your students make mistakes when they require writing an essay?

a. Yes ☐   b. No ☐

5. What kind of mistakes they make?

b. Grammar ☐

c. Vocabulary ☐

d. Spelling ☐

e. Punctuation ☐

6. How often they make those mistakes?

a. Always ☐

b. Often ☐

c. Sometimes ☐

d. Rarely ☐

Section Two: Chatting and Academic Writing

7. Do you chat?

a. Yes ☐   b. No ☐

8. Are you familiar with the language of chat?

a. Yes ☐   b. No ☐

9. If so, do you use abbreviation when you chat?

a. Sometimes ☐

b. Rarely ☐

c. Never ☐

10. Have you noticed any change on students' written work since the increase use of

chat technology?

a. Yes ☐   b. No ☐

11. In what way do you think that the over use of chat influenced the students' academic writing?

a. Positive ☐

b. Negative ☐

Would you please explain:

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12. Have you observed any feature of chat language in your students' productions?

a. Yes ☐   b. No ☐

13. Have you received students' essays that include web slang terminology?

a. Yes ☐   b. No ☐

14. Have you ever read something of your students' writings that made you recognize that your student is addicted to chat?

a. Yes ☐   b. No ☐

15. What are the features of chat that you found in students' written work?

a. Spelling mistakes   ☐

b. Lack use of punctuation   ☐

c. Over use of punctuation   ☐

d. Use of web slang   ☐

e. Use of abbreviations and acronyms   ☐

16. Do you clarify to your students that they must use only formal academic English when they write?

a. Yes ☐   b. No ☐

17. How would you evaluate your students' formal writing?

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18. Do you think that academic writing may be in risk because of technological

advances in communication?

a. Yes ☐   b. No ☐

19. If you have more comments on the language of chat and its use in the classroom?

Please state your comments.

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Thank You

English Shortcutting that are Used by Master two Students

Chat Language	Complete Form
K	Ok or okay
N	No
Y	Why
C	See
W8	Wait
Eg	Example
Gd/ Gud	Good
Esp	Especially
Mnts	Minutes
Wan2	Want to
CUL8R	See you later
SPK	Speak
WKD	Weekend
MYOB	Mind your own business
NC	No comment
GTG	Got to go
IMO	In my opinion
FYI	For your information
GB	Good bye
IDK	I don't know

Chat Language	Complete Form
Univ	University
Fac	Faculty
Dept	Department
Mmnt	Moment
Omit the g like in gettin	Getting
Eve	Evening
TBH	To be honest
KMN	Kill me know
GG	Good gaming
GH	Good half
Lts gw	Let's go
Prty	Pretty
Buty	Beautiful
Cn u	Can you
Bt	But
Dnt	Do not
Ddnt	Did not
Xoxo	Hugs and kisses
Wtf	What the Fuck
TYT	Take your time
OFC	Of course
PB	Problem

Chat Language	Complete Form
BFF	Best friends forever
Gr8	Great
I L Y	I love you
J/K / JK	Just kidding
LMAO	Laugh my ass off
LOL	Laugh out loud
OMG	Oh my God
MSG	Message
2day/2dy	Today
@+	Good bye or talk to you later
Wat/wht	What
BTW	By the way
UR WLCM/ U'r welcome	You are welcome
Yo	Hi or hello
Hav/ hv	Have
Hav 2	Have to
BIF	Before I forget
EZ	Easy
SMTH	Something
SMB	Somebody
Sis	Sister
Br	Brother

الملخص

جوهر هذا البحث هو التنوير على واحدة من أهم المشاكل التي يعاني منها الطلاب المتعلقة بالكتابة الأكاديمية. تهدف الدراسة الحالية الى تحديد الأثر السلبي للدردشة (الشات) على الكتابة الأكاديمية للطلاب. ولذلك نسلط الضوء على التأثير السلبي للغة التواصل الخاصة بالشات على الانتاج الرسمي لطلاب اللغة الأجنبية الانجليزية و كيف لخصائص لغة الشات"cyber language" أن تتداخل و تتواجد في الكتابة الأكاديمية. و لهذا نفترض أن اذا اعتمد الطلبة على لغة الشات كشكل من أشكال الكتابة و استعملوها في كتاباتهم فستؤدي بهم الى انتاج كتابة غير أكاديمية و مبهمة.المغزى الرئيسي من هذا البحث هو تمكين طلاب اللغة الأجنبية الانجليزية من التمييز بين اللغة الانجليزية الرسمية و الغير رسمية و فهم أهمية الكتابة الأكاديمية. الى جانب ذلك، هذا البحث يوضح صورة شاملة لكل من الاساتذة و الطلبة لفهم السبب الذي يعيق مهارة الكتابة لدى طلبة اللغة الأجنبية النجليزية. بغض النظر لأهمية البحث،دراسة البحث وصفية مستخلصة من الاستبيانات التي أجريت و التي تم توزيعها لكل من طلاب الماستر سنة ثانية قسم اللغة الانجليزية بجامعة محمد خيضر و لأساتذة مقياس التعبير الكتابي من نفس الجامعة من أجل التحصل على المعرفة المسبقة للطلبة و الأساتذة حول اللغة الجديدة المقتبسة من الاتصالات الحاسوبية (الدردشة) لمهام الطلاب المكتوبة. على أساس نتائج هذا البحث يمكن أن نستخلص أن النتائج تدعم و تؤكد الفرضيات. النتائج تدل أن كثرة استخدام لغة الشات في كتابات الطلبة له جانب سلبي يؤدي الى إنتاج كتابات أقل رسمية و أقل أكاديمية و أحيانا كتابات غير واضحة المعنى.