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The Effects of Chat Language on Student's Academic Writing

The Case of First Year Master Students of English at Biskra University

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

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Dedi0cation

To the dearest person to My Heart, you are the first one i Didicate this work, although you can not hear this special words My Dear Father .....But for me you are always here .... Thank you so much for all what you have done for me, thanks for your love, care and sacrifice.

To my mother who made me the person I'm today

To my Dear Brother" Lotfi" and Sisters " Fatima , Amel , Dear Nesrine"

To all my friends without exception

Also ;i would like to Didicate this work to Someone who helped me in every step and beleived on me"Habib" , thank you for your support , and Encouragement .

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Abstract

The research addresses one of most common students's inconveniences concerning their academic writing. This research aims to show Chatting negative effects on Student's academic Writing. It focuses on the written language of chat communication of EFL student's productions. The prominence of this study is to enable EFL learners to understand the importance of academic writing, and to be aware of the negative impact of the overuse of chat. Learners should know how chat features and ''Cyberlangauge''are appeared strongly in their academic writing. The hypothesis is that if students are usual chatters, their written production will negatively be affected. A descrirptive method was opted for the current study in which first year master students of English are the sample, to obtain adequate data.Two research tools were implied, a questionnaire, and the analysis of some of the student's written texts, besides to some extracts of Facebook Massenger. The research findings state that the frequent use of chat affects negatively student's written production. Students' overuse of chat language leads to lowering of their level when writing in a formal way. The study suggests considering the conventions of writing in academic setting. In addition, students need to minimize the exposure time to the the Internet communication mediums.

List of abbarevations and Acronyms

As C: asynchronous Communication

BBS : Bulletin Board System

CMC :   Computer-Mediated Communication

EFL :   English Foreing Lnaguage

E-mail : Electronic mail

FB :   Facebook

ICT : Information Communication Technology

IRC : Internet Relay Chat

IM : Instant Messaging

IMC : Internet-Mediated Communication

MUD : Multiuser Domain

MSN : Messenger

SC :   Synchonous Communication

WWW : Worls Wide Web

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General Introduction

Over the past few years, the internet has emerged as a notable new technology which has spread all over the sectors of education, business, economics and other disciplines. Due to this new means of communication people are easily able to communicate and exchange thoughts and ideas with others. The internet brings new stylistic varieties of language, new forms of communication and new written interactions or the so-called "media-written interactions". So the way people communicate in a "Networked World" leads to new ways students are writing.

These new writing mediums gave birth to Computer-Mediated Communication (CMC) which becomes more widespread in educational contexts. In fact, chatting is usually a more synchronous faster form of communication; it is one of the most popular forms of computer mediated communication. The internet comes to control our lives; E-mail and instant messaging (IM) are rapidly replacing conversational forms of correspondence. This development affects on language, from sounds, signs, and symbols to complex sentences governed by grammatical rules, finally to the language of instant messaging and E-mail, with simple syntax, incomplete sentences, and informal structures.

Therefore, the aim of the present research is to examine the relationship between chatting and EFL student's formal writing, and to discuss the negative influence of chat language on student's written production .

Statement of the problem

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 because of the kind of messages and the language of chat they use, all these affects student's output and can hinder their progress. Thus, the extensive use of chatting vocabularies leads to a poor structured writing produced by the learners .

Aims of the study

The study aims to focus on the importance of academic writing to students' educational journey, and to investigate the impact of the frequent use of chatting communication on learner's written productions, and to consult whether learner's make use of chatting features in their English written production. Chat becomes as the most popular technological tool used for communication that interests the Algerien learners, so that it could lead to a kind of writing that deviates from the formal writing.

Research questions

The present research aims at addressing the following questions:
- ✓ Which kind of language is attributed to the frequent use of chat ?
- ✓ What are the strategies that are adopted by the internet users in order to interact?
- ✓ Does chat affect EFL learners' writings?

Hypothesis

If students are usual chatters, their written production would be negatively
affected .

Methodology

The present study discusses the relationship between two variables chatting and student's
academic writings. The approach that is used is the descriptive method to define and
describe how chatting damages the arademic writing and helps in collecting the required data
about the subject under investigation, through using questionnaires for students of first year
Master of English at Mohammed Kheider University of biskra. In addition, analyzing texts
written by first year Master students of English , and analyzing three facebook extrects of
daily conversations of students . These three tools gave insights into the quality of students'
written production.

Research tools

In order to test the research-hypothesis, and to obtain the informations required from the
subjects and to reach the objectives of the study, three main tools were used questionnaire
designed for First year master students, chosen randomly. And dictation a text for students of
the same level. And finally the analysis of three Facebook extracts of student's daily
conversations .

Population

The research population is the first year Master of English, Sciences of language, students
at Mohammed Kheider University of Biskra**.** This sample(70 students) has been chosen

randomly. It will consist of both male and female and different age and abilities, to get effective results.

Significansce of the study

the present study sheds the light on the importance of academic writing to students' educational journey, and how it is decreased due to the extensive use of the computer-mediated communication "chatting", also 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.

Chapter One :

Computer-Mediated Communication

Introduction

The internet has become a fundamental part for everyone's life. How can we imagine the world without it. So, the speedy progress of technology, the use of computers, and the internet is developing and becoming more and more significant in both personal and professional life of an individual. Since the inetrnet became obtainable, and the progress of computer technology is continuous, so the computer-mediated communication has become popular over the world.

This chapter presents Computer-Mediated Communication and its main characteristics. It covers different types of chatting and the new language that appears in chat communication. Finally, it concludes with general features of chat and understunding them, and spots thelight on social media at the end of this chapter.

1.1 Definition of Computer-Mediated Communcation

Wood & Smith (2005:5) describe the rapidly changing nature of communication technologies as "the process by people which create , exchange , and perceive information using networking telecommunication systems that facilitate encoding , transmiting and decoding messages" . Furthermore they state that " the field of CMC studies how human behaviors are maintained or altered by the exchange of information through machines. " (ibid :4)

In that sense, Alderish (2008:13) claims that "CMC is any communication where the information passed between sender and receiver travels over a computer network".

While Herring (1996 :3) pointed a " classic " defintion " CMC is communication that takes place between human being via the instrumentality of computers. " Yet Santoro developed an enigmatic definition by saying "Computer Mediated Communication is a process of human communication via computers , involving peaple , situated in particular contexts , engaging in processes to shape media for a variety of purposes. "

According to Badomo (2010:06) CMC refers to:

> the coding and decodingof linguistic and other symbolic systems betweensender and receiver for information processing in multiple format throughthe medium ofthe computer and allied technologied such as PDAs, mobile phones, and blackberries ; and through media like the internet, email, chat system, text messagine, Yutube ,Skype , and many more to be invented.

The meaning of this definition is that Computer Mediated Communication is broader than natural text messages , he added that communication is not limited only by using computers , but by using modern technological devices like "mobile phones" and "blackberries".

In the early 1960s , the first electronic degital computer was invented , so around 50 years the history of CMC begin .

1.1.1 Cyberspace

In broad sense , cyberspace is a domain characterized by the use of electronic and electromagnetic spectrum to store , modify , and exchange data via networked systems and associated with physical infrastructures. In facts , cyberspace can be taught as the interconnection of human being through computers and telecommunication , without regard to physical geography . Gibson (1984 :51) defined it as :

> A consensual hallicination experienced daily by billions of legitimete

operatores, in every nation,by children being taught mathematical

Concepts… A graphic representation of data abstracted from the bank

of every computer in the human system.Unthinkable complexity, lines

of light ranged in the nonspace of the mind , clusters and constellations

of data ,like city lights, receding . (1984 :51)

1.2 Characteristics of Computer-Mediated Communication

CMC is a topic that scholars shed the light on , and they are interested in understundingits charecterictics and effects on changing peaple's way of communication . Murry (2000 :397) reports that CMC shows " … features of simplified registers associated with both oral and written languuage" . She also found that they are some norms which are specified to CMC like : " Formulaic phrases " , " abbreviations " , acronyms and " symbols ",simple written " structure " . Beside these features , she added that the waypeaple open and close a conversation , it differs from face-to-face interaction to CMC .

Other characteristics of CMC include:

- ✓ Motivating the participants to play an active role in communication .
- ✓ Helping student to gain a self-confidence of their language.
- ✓ Allowing cooperative learning activities .
- ✓ The main distinction that has been made in CMC is between synchronous (real
       time) and asynchronous (delayed time) communications .

1.3 Modes of Computer-Mediated Communication

CMC has two main modes :

1.3.1 Synchronous Mode

In synchronous mode Aldrish (2008:12.13)pointed that :

> Communication where sender and receiver are operating in the
> same interval , the message exchanged is synchnourized , the
> senderand 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 os synchronous
> communication .

In this sense, communication occurs between sender and receiver where they exchange information or date in the same time , it enables the receiver to read the message at the moment the sender press the button to send it , and also enable him to reply immidiately .

According to Strate (1996 :275) " Messages exchanged over the internet transverse not only space but also time " .

1.3.2 Asynchronous Mode

Ascynchronous communication refers to whene there is a time between sending a message and reading it , thus ,the most significant aspect of asynchronous communication is that data is not transmitted at regular interval , and that the sender and receiver do not have to be exactly synchronized all the time .

According to Aldrish (ibid) asynchronous communication is " communication where asender can transmit a message in one time interval and the receiver can read and listen to it in the next time interval . Voice mail and email are exemples of asynchronous communication".

Asynchronous communication is used commonly by voice mail and emails, the electronic letters , fax , websites , and weblogs (or blogs) where a writer or group of writers can post comments daily or hourlly , and this can allow readers to engage in discussion of those comments , so here it appears a asynchronous communication .

1.4 Communication Through Computer-Mediated Communication

Peaple are always descovering new ways of media communication , from using the telephone as a technoligical mean of exchanging of voice symbols , traditional mail-handling for printing contracts , and transmitting the written materials over the same telephone lines that used for speaking .Communication over the internet has the same history with the previous one, it was largely limited to text-based exchanges . E-mail , Bulletin Board System BBS , Multiuser Domain MUD, and Internet Rely Chat 1IRCs are forms of exchanging textual messages , in addition to World Wide Web . In online comminisation , peaple were using only words , but now they can share sounds and images through their computers or smartphones .Scholars examined CMC's forms as the following :

1.4.1 The World Wide Web (WWW)

The world wide web refers simply to'' the web ''and abbreviated as'' WWW ''or '' W3''.thus peaple can read the latest newsgroup messages , or meet friends in chat rooms.

According to Holt (2004 :4) ''the web ''is '' the set of interlinked hypertext documents on serves around the world '', it is a machine that facilitate obtaining any files or documents that have been stored in the computer .

1.4.2 Electronic Mail

Email is the most popular and familiar tool for communication through the internet, It shares between two or more participants sending /receiving , incoming / outgoing mails through '' communication network '' . Thus, according to Holt (2004) e –mail refers to the process of transferring messages or documents which delivered through '' private mail box ''between users .

Herring (1996 : 119) defines e –mail as :

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

The first mail was sent in 1971 , it was used by the government in United State .

Ferhner (2008) in his book Email, SMS , MMS related the use of e-mails to ''adults''communication Like teachers rather than teenagers .

1.4.3 Internet Relay Chat (IRC)

Interner relay chat is an active cmmunication that attracts everyon's attention . According to WiKipedia , IRC is '' a form of real -time internet text messaging (chat) or synchronous conferencing ''(2010) . Also IRC is ''mainly designed for group communication in discussion forms, but also allow one-to-one communication via private message as well as chat ''. According to Wood & Smith (2005: 13) ''Internet Relay Chat occurs in real time and is often thematic, addressing the concernes of particular audience''. Furthermore, Thurlow , Tomic

&Lengel (2004) defines Internet Relay Chat as '' synchronous , multi-user , text based chat technology ''. (p .182) , in other words , IRC is a system that is used for conversation ; sending /receiving mmessages at the same time for both chatters .

Charalabidis defines Ineternet Relay Chat as ''multi-users , real time communication system . Hundreds of thousands of peaple all over the world use'' (1999.11).

Chat needs to engage in a ''channel''in order to share conversation with others, the program that is famouse and more useful from the ''client''like Skype, Facebook or Twitter   lead to the success of the IRC process.

1.4.4 Multiuser Domains (MUD)

MUD is another form of sycnhronous communication, and mostly online text-based, where interaction takes place. Before it was called Multiuser dungeons because they were insbired by the fantasy role-playing game ''Dungeons and Dragons '' Primarily, it started with just words on computer screen and user's imagination, all other things are fabricated, although it is all rull-governed by theadministering program. MUD participants adopt a character when they join to a MUD, each one has his nickname, special character and ambiance , and set of rules .

1.4.5   Chat

Chat is also known as chatting, online chat or internet chat , it is the process of communicating (synchronous communication) , interacting and exchanging messages over the internet . between two or more usres via computer .Once a chat has been initiated , either

user can enter text by typing on the keyboard and the entred text that will appear on the other user's screen . Chat may be delivered through text, verbal, audio, visual or audio-visual communication via the ineternet .

According to O' Hagan & Achworth (2002) ; Purvis & Savarimuthi (2009) ; chat is an early discovery which is becoming widely spread in the world .Furthermore , Lamy & Hampel states that ''chat programs were the first synchhronous CMC tools available forlanguage learning and teaching'' (2007 :115).

Chat can help learners on enhancing their studies, through exchanging information , such as documents , courses , Pdf books or articls , and sharing their knowldge with others.

By contrast to the positive aspect of chatting, it has a negative one on learner's formal writing, because of the extensive use of cyber language. Thus, Baron examine how chat language impact on writing and state ''Underlying the contemporary handwriting is actually a deeper concern:that the internet language is corrupting the way we craft traditional writing or even speak face-toface''(1984 :176).

1.4.6 Bulletin Board Systems (BBS)

A bulletin brooad system (BBS) is a computer or an application devoted for sharing or exchanging messages or other files on a network. The BBS was used to post simple messages between users .It became the primarly kind of online community through the 1980s and early 1990s, before the World Wide Web arrived.

According to Wood & Smith (2005:12) Bulletin Board System (BBS) is a variant of e-mail and also a form for text-based communication, but distinguished by the size of the audience It attemps to reach and the technological manner in which messages are read.

1.5 General Features of CMC

Scholars are interested in understunding and learning chat language ,but they have first to understund its features .Chat language turns up into a new set of language that has specific features adopted from the internet , and is overmuch utilised in modern age .

1.5.1 Linguistic Features

The linguistic features of CMC are clear and well-known (abbreviation and acronym), unlike the other features which are less known because they are not useful , schoolars points that typographic innovations which include orthographic and lexical ,grammatical , and paralinguistic features .

1.5.1.1 Orthographic and Lexical Features

Orthographic and lexical features are mostly notable features that identify chat language .Paolillo & Zelenkauskaite (as cited in Herring , Stein &Virtanen) state that several orthographic and lexical charecteristics have been discovred in diffeerent languages and defined as ''deletions or reductions , insertions ,and substitutions''.

*Reduction: it is making the word smaller by excluding the needless letters on this word

,it is a strategy that is mostly used for improving the effectiveness of chat messages .

***Substitution and Insertion:** this strategy is used by the chatter in order to emphasize the important meaning of somthing , so the chatter asserts specific words of the message .

*Letter and Number homophones : in order to have a speed process communication , and for reducing time and being rapid in typing , so chatters replace using some latters by numbers.English is the most used language in chat , since it is universal , so the replacing charater is also universal , for exemple :letters homophone (B, C, O, R, U, Y), instead of (Be , See , Oh , Are , You , and Why) , and for numbar homophone , 1 intead of one , 2 instead of two , 4 instead of for and fore , 8 instead of the term eight .We can find also cases where letters and numbers are joined together in order to save time like ''B4'' instead of ''before'' and ''4get''instead of forget and so on .

*Abbreviations and acronyms: chatters utilize muany abbreviations and acronyms; which areshortened words or phrases; because of the synchronous nature communication, in order to be rapid and to save time . For exemple the acronym LOL means (Lough Out Loud), IT means (Information Technology).

1.5.2 Grammatical Features

The third linguistic feature that is observed in online communication (chat), is ''Telegraphic'' language. The syntax and morphology can affect the use of word order (replacement of subject pronoun with an object pronoun),sentence structure (omitting one of the sentence components), and word inflections (change on the level of spelling of the morphemes).

1.5.3 Paralinguistic Featurs

They are the observeble cherecteristics that are used in online written language , interms of such factors as the use of multiple letters (GRRRRRRRT), the alternative markers for emphasis (*good * , _good_) , the excessive ponctuation (really !!!!!!!) , the use of smiley ''emoticons '' as in (:-) for happiness , :-(for sadness , :-p) .

1.6 Social Media

Social media according to Qalman (2011 :2) ''social media is global in nature ''.Online social media have earning astounding worldwide and popularity which has led to attracting attention of researchers .Although by time all generations have come to embrace the changes social network has brough about , teenagers and young adults are the most fanatic users of these sites .According to various research studies in the field of online social networkit has been revealed that these sites are impacting the lives of the youth greaty such as Twitter , Facebook , Skype .Social media sites have provided a platform wherby the youth can creat groups and pages based on their common discipline and end up building connections and opportunitis by updating various topics to discuss .Youth who have been interviewed they say that social media has become their lifestyle and it makes their lives easier and efficient .While social media lead to a poor spelling and graammar , allowing spread of misinformation that is perceived as fact , deceasing productivity as those who are supposed to be working spend time in the sites to chat .

1.6.1 Chatting with skype

Skype is a computer program that can be used to make free voice calls over the internet to anyone else who is also using skype , it is free and concidered easy to download and use , and works with most computers .Skype can make computer-to-computer call , and computer-to-phone call . Bodomo (2010) confirms that skype was created in 2003 by Niklas and janus Friis.Communication via skype can provide an audio and visual conversation by using a webcam between the chatters, not only based on writing messages. ''Communication has changed so much that it has even come long 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 :342) .

Furthermore, Kelsey & St. Amant (2008) claims that ''students and faculty use skype to continue personal and professional connections''. In other words, learnes use frequently technology communication in their learning , like having online courses via skype .Teaching via skype enhances learning , the learner can learn from home or anywhere , find students from over the world and learn at any time s/he wants .

1.6.2 Facebook Chatting (FB)

Facebook is a social networking website that facilitates connecting and sharing online conversations whith family and friends .Originallu Facebook is disigned for collegue students, it was created in 2004 by Mark Zuckerberg while he was at Harvard University.

Today, Facebook is the world's largest social network, with more than 1billion usres worldwide. Bodomo defines FB as:

Facebook, the new CMC medium, would become one of the most popular

Websites and now attracts 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(2010 :316)

Moreover, Ashely clarifies:

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 : 316).

Kelsey & St . Amanat (2012) like the idea of chatting via Facebook , because it involves students-student's interaction and teachers students exchanging of information and documents, and can publish it on their wall or their online class groups like ''Biskra-Mohamed Kheider – English Depertement''.

1.6. 3 Chatting with Twitter

Twitter is another type of CMC chat, it is also known as **''microblogging''**, it is a free social messaging tool .It is based on your answer to the question ''what are you doing'',you than post observations , thoughts and whatis going on during the day , these defferents posts called ''twits''. Twitter is like Facebook .Twitter is a new communication tool that has been lunched infiltrated to our life on 2006 (Baran, Baran & Davis , 2012) .

Conclusion

The way that people share their emotions and thoughts online with others called communication. And this concept refers to Computer-Mediated Communication, and Inetrnet chat, also the different modescommunication .These main concepts are presented in this chapter. also the two main types of communication were discussed with its general featurs.

In the following chapter, we will show the relationship between chat and student's academic writing .Also we will recognize the way student's are exchanging messages via computers with different new programmes, and how it affects on their formal writing.

Chapter two :
Chat Language and Academic Writing

Introduction

Writing is a basic skill that learners need strongly in their academic journey. It is a sequence of letters, words, or symbols marked on a surface . Consequently foreing language learners face difficulties to write correct sentences because of the frequency of chat, and they be addicted to this habit progressively. This chapter defines firstly the writing system in general, showing the main differences between formal and informal styles in writing. Socendly, Netspeak and its main characteristics, especialy chat features and the language used in chat that become clear in student's formal writing. At the end , the chapter looks over the effects of Computer-Mediated Communication and chatting on EFL learners writing.

2.1 Writing system : General overview

For many years , writing was ignored and not given importantance as other skills especially speaking , which has the feature as the only way of communication . Byrne (1988) sees writing as only seen as using graphic symbols or reproducing what has been heard or read .

The writing system was developed in the Middle East around 3000 BC, by the Sumarians.Then, it spreads out to build indispensable components of human society . The written words become more indispensable as the civilization become more complex with great quantities of informationthat have to be transsmited.

Among human activities , writing is one of the most complex activity which involves many steps as developing an idea , having knowledge and subject experience of mental representations .Arapoff (1967 :233) describes writing as '' much more than an orthographic

symbolization of speech . It is, most importantly, a purposeful selection and organization of experience ''.

According to Arapoff ''experience '' includes all facts, opinions , ideas ,whether acquired first hand or second hand . Acoording to Harmer (2007), the unconscious acquisition of spoken language in first language or second language with the conscious activity of writing makes a great reason to consider writing as a minority skill than speaking.

Among the results of the world's revolution, numerous linguists shed the light on writing and gave it its importance. Harmer (2007) affirm that '' we no longer have to ask ourselves whether writing is a good thing or not .We take it as a fondamental right ''(p.3) .according to him, writing is a necessary skill for foreing language learners as much as for native learners . Writing is a basic acquirement for learners needs like: taking notes, writing productions , exames . Harmer (ibid) states, ''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 advertisements how to summerize a text …)'' (2007:3) .

However good writing is not equal to a useful spelling and grammar; students should know both correct writing with good spelling and suitable choice of words .

2.1.1 The Difference between Formal and Informal Writing

Two different style of writing in English are distinguished: formal and informal. The style of writing in academic and scientific regulation differs from the style of writing to someone close like a friend. In many aspects , the differnces in writing style (vocabulary and grammar) in informal writing is found when using in grammar the contractions like (can't , couldn't ….) while in formal writing ,the writer should write the full word , e.g ., cannot , could not ,

etc .The usage of first , second , or third person in informal style .whereas when writing formally the writer can use only the third person . When writing in informal way, the writer can adress the readers by using second person pronoun (you, your, etc.) , but when writing in formal one , the writer avoids adressing readers by using second person pronoun . One more differnce between the two styles of writing is in informal writing the writer may use imperative voice , active voice , etc. while in formal style , the writer avoids the imperative voice , the passive voice , he sould rely on short and simple sentences . The writer when using vocabulary in informal style , he /she can use the colloquial words in his/her writing , e.g., (kids , guys , a lot ,etc .) but in formal way it is avoided ; the writer should writ the normal words (children , girl /boy , much , etc .) . Also in informal style the writer may use the abbeviation words like TV ; however, the full form is requiered in formal style (television).

These are some of the differneces between the two styles of writing, formal and informal . Both styles are in fact correct .Formal English is used in academic writing and business communication, whereas informal English is used when communicating whith friends and other close ones.

2.2 Netspeak

It is an informal form of written language used on the internet, characterized by abbreviations, and emoticons. According to Crystal (2001:17), the term netspeak is an alternative to ''Netlish '', weblish, internet language, cyberspace, electronic language, computer-mediated communicatin CMC.

2.2.1 The Medium of Netspeak

Crystal states '' Netspeak is a new medium of linguistic communication doesn't arrive very often , in the history of the race'' (2006 : 272) .Crystal in his book language and the Internet asserts on the new language that appeared because of the overuse of ''cybarspace'' Netspeak is a speech that have the characteristics of writing , this causes many debates about its nature and features .Thurlow, Tomic & Lengel (2004) state that Netspeak is a synchronous communication of Computer-Mediated Communication such as ''online chat'' and ''instant messaging''. The main reason of using this language is to build relationships and gain time while communicating.

So, netspeak is a medium where people from anywhere can communicate and discuss together, it comprises features of speech and writing together.

2.2.2 Speech and Writing

There are many distinctions between speech and writing that should be concidered before defining the characteristic of the language on the internet .Crystal state:

> Speech uses the transmitting medium of '' phonic substance'' , typically
> air-pressure movement produced by the vocal organs , whereas writing
> uses the transmitting medium of '' graphic substance '', typically marks
> on a surface made by a hand using an implement . It is simply a physical
> thing . The study of sounds is one dimension ; the study of symbols is
> anouther . (Crystal , 1997 :1)

Crystal shows that the relation between speech and writing has been treated as a necessery to any discussion about language. The distiction is clear from others, while others claim that the border is not clear. The apparent difference is in the medium.

There are other complex division between this two aspects, what was written by our hands and spoken by our mouths , Crystal agrees that speech and writing take place in strongly divergent communicative situations . Another difference which is the structure of language; the grammar and vocabulary of writing is strongly diverse from that of speech .There are contrasts in the writing system that do not correspod with those existing in the sound system (1995:1).

When people communicate, they have to choose between these divergent communicative situations since the language structure varies when people speak, make a phone call

, or send a text message .

2.3 Computer Mediated Chat

According to Lamy & Hampel ''chat programs were the first synchronous CMC tools available for language learning and teaching ''(2007 :115) . Chat helps learning in exchanging informations, documents, and courses, Pdf books or articles, to share the knowldge and enhance learning.

Furthermore, 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 Malaysi, p.O4) .

Despite its positive aspect, chatting has negative influence on student's formal writing because of the overuse of cyber language .Baron shows how the internet language affects student's productions. He state ''Underlying the contemporary handwriting is a deeper concern: that internet language is corrupting the way we craft traditional writing or even speak face-to-face'' (2008:176) as cited in Greiffenstern, (2010:22).

2.4 Features of Chat

Scholars are interested in identifing chat features to learn and understund more this Language. Language of chatting can be identified as a new set of language that has specific features that are selected from the internet and being utilised in the modern age .There are four features of chat: linguistic, orthographic, grammatical, and lexical feature.

2.4.1Linguistic features

The main feature that describes chat is the appearence of abbreviations (e.g., ''lol'' loughing out loud '') , and the nonstandard spelling .

Schonfeld (2001) made a comparison between typed and face-to-face conversation observing their organizational structure in chat and in oral conversation (Werry, 1996).And he asked a question of how''typed conversation'' in chats have a relation with other topics. Storrer (2001) state that the wriiten chat is based on two differences between spoken and written dialougues: organization of turn-taking, and usage of deictic and local expressions

2.4.2 Orthographic Features

The orthographic feature concerns the overuse of ponctuation, capital letters, spelling, and the way of ewpressing (italics, boldface, etc) . Exemple of english students in Algeria , they use the informal spelling such as : thnx instead of thanks , or (c u latter) and not see you latter .Somtimes they replace some letters by numbers that have the same pronunciation like : talk to you after (tlk 2 u lttr) , thanks for your help (thnx 4 ur hlp) .

2.4.3 Lexical Features

Another important feature of chat is lexical feature. It is concerned with using the informal vocabulary in online communiaction .Ex: Oh boy, Oh my goodness, Comme on, Boy i'm lucky, etc.

- The use of abbreviations (LOL , BTW , etc)
- The use of interjenctions
  Ohhh, mmmm , ahhh

2.4.4 Grammatical Feature

As a consequence of the overuse of chatting , chatters fabricate a new way ofcommunicating which is mimiking the spoken language , and the use of '' telegraphic'' language ; grammaticl features of chat is appeared on the sentence structure , word order , and word inflection .

2.5   Chatrooms and Instant Messaging

Chatroom is a site on a computer network where online conversations are held in real time by a number of users .It allows users to communicate with each other through instant messaging. America online made chat rooms popular in the 1990s after they create subject specific ones . Chatrooms are also utilized by corporations to ollow the users to communicate from anywhere, chatroom messages can be public or private , as the chatter need .

Instant messaging, often shortened to simply "IM" is the exchange of text messages through a software application in real-time. It is the ability to easily see whether a chosen friend is online and connected through the selected service. Instant messaging differs from ordinary e-mail in the immediacy of the message exchange and also makes a continued exchange simpler. Most exchanges are text-only, though popular services, MSN Messenger, Yahoo! Messenger, now allow voice messaging, file sharing and even video chat when both users have cameras.

2.5.1 The Language of Chat Groups

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

Crystal (ibid:129-130) added , internet permits to people to share online conversation synchronously (real time) or asynchronously . The state of people' interaction presentedin

various ways .First, reflecting the period of internet history when they introduced, the subject matter of the group engaged, such as chat groups, newsgroups, user groups chartrooms.

2.5.2 Chat Language

Chat language is any form of converstion and exchanging messages whih differs from the other forms of CMC medium. Chat language involves popular features that are used in it , like : acronyms , short forms , polysemes , synonyms , etc .

2.5.2.1 Acronyms

It is a word formed from the initial letters or groups of letters of the words in a name or a phrase, as UNESCO for the United Nations, Educational, Scientific, and cutural Organization. According to Ya-dong & Kui"Acronym is made up from the first letters of the name of an organization" (2013: 108). Some exemples of the common acronyms are listed in the following table:

Acronyms	Equivalent meaning
ASAP	As Soon As Possible
BRB	Be Right Back
BTW	By The Way
HAGN	Have A Good Night
IDN	I Dont't Know
LOL	Lought Out Loud
TYVM	Thank You Very Much

BFFE	Best Friends For Ever

Table 01 : Exemples of Common Acronyms .

2.5.2.2 Short Forms

It is replacing lenghy words with shorter experssions , and make them as short as possible .
The following table shows some exemples of short forms :

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

Table 02 : Exemples of English short forms .

2.5.2.3 Polysemes

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

- mouth as a part of the face mouth as the opening of a river .

- 'star' shiny things in the sky.. 'star' an excellant actor/actresss

2.6 The impact Of Chatting on Students's Language

With the advent of texting and online social networking , there has been a dictionary of new words and acronyms, based on abbreviations . It is noticed that the incidence of grammatical errors has increased with the increase of time spending online and text communication .

There are some features of the medium that may cause problems for the learner. These are summed up in an article by Cathy Burnett (2003) as follows:

1.Contributions are going to be expected a very short, often just two or three lines,

which can show the way of superficiality and lack of cohesion.

2.There are no paralinguistic clues which can lead easily to misunderstaning of someone's

tone or purpose .

3. Numerous participants can be composing and posting at the same time can lead to a multi-stranded conversation with a lack of focus and quick 'topic decay'.

2.6.1 Definition of Instant Messaging

Abbreviated *IM* is a type of communications service that enables to create a kind of private chat room with another individual in order to communicate in real time over the internet , analagous to a telephone conversation but using text-based, not voice-based,

communication. Typically, the instant messaging system alerts whenever somebody on your private list is online. You can then initiate a chat session with that particular individual.

2.6.2 Instant Messaging and Writing

IM and other common technologies (text messaging , video games, etc.) are characterized by one important concern which is the potential learning tool .It plays a great role in helping students to learn school-related content , as it is announced by teachers who ''encourage students to use instant messaging shorthand to spark their thinking processes''.(Lee, 2002) . Fogary (2002) said "When my children are writing first drafts, I do not care how they spell anything, as long as they are writing...If getting their thoughts and ideas into paper quicker, the more power to them"(ibid,2002:36).

Other teachers consider student's interest in writing as ''recreation'' rather than ''work''. Students buse informal writing when using internet-speak in chat room . Jackson beleives that part of the job as an educator is to help students to ''switch off their informal habits whene they leave the chat room''and ''this give us a wonderful opportunity to speak to students about what language to use where''(Helderman,2003:4).

Looking at the overall information on Instant Messaging's impact on the classroom, there appear to be two camps of thinking on this topic. One side believes that this condensed form of writing is wreaking havoc on academic writing in the classroom. These complaints include students' papers missing end punctuation and students neglecting to capitalise the first letter of a sentence. Some teachers grumble that unique spellings of words are finding their way into academic papers (Diamond 2003, Landrum 2003). Teachers also acknowledge how computers have changed the language of students. Middle school teacher Jacqueline Harding notes that, instead of just covering the usual mistakes in writing--there, their, they're; you're,

your; to, too, two; its, it's--at the beginning of the year, she must now also include such things as u (you), r (are), ur (you are), b4 (before), wuz (was), cuz (because), and 2 (two/too/to). 'To them, it's not wrong,' Harding notes. 'It's acceptable because it's in their culture. It's hard enough to teach them the art of formal writing. Now we've got to overcome this new instant messaging language' (Lee 2002, p. 21).

2.7 The Impact of Computer-Mediated Communication on EFL Writing

The overuse of Computer-Mediated Communication has a negative impact on student's of English language , a great number of errors, the use of abbreviations , wrong spelling, these are consequences of its impact on student's writing . They start first by using short forms in their writing to replace them with words like''you'' by ''u''or''S'to say''yes'', or somtimes the use of nulerical degital to express some letters that have the same pronunciations like ''4'' to signify''for'' , and ''gr8'' for ''great''. Student's overuse of chat became deep and profound that the teachers and educationalists are worried about iyts negative impacts on student's writing . Thus, electronic language is negatively affecting student'ss writing , because student's are writing their formal writings the way they are chatting .

Moreover, Greiffenstern states 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(2010 :02).

So Internat langauge is damaging student's ability to write formally with using the appropriate language with its correct rules .

conclusion

Students and teahers have to perceive that chat language has a negative imapct on EFL Writing. Many researchers considred it as an appropriate form of language that affect nigatively English language and bring down the level of writing . This second chapter summarises the main characteristics of CMC and cyberlangauge and their nigative effects on student's formal writing and reducing their level .

Chapter three :

Data Analysis and discussion of results

Introduction

This study is achieved to examine the negative aspect of chatting and how it affects students's formal writing , it covers presenting and analysing the data that are collected from questionnaire that is addressed for first year master students's of English , and Facebook extracts , and student's written texts .

The main objective of this part is to check the emergence of cyberlanguage on student's formal writing . The questionnaire was given to 70 students , and they are supposed to answer 15 simple direct questions , and three Facebook extracts of English students in a daily conversation and free space to chat with each other , and students textes that was dictated for just 07students in English classrom , we analysed these three finding carefuly in order to know the relation between cyberlanguage and student's formal writing , and to what extent it affects their writing .

3.1 The Choice of the Sample

This population of students has been chosen for one reason which is their level (first year master) in written expression module , they already studied it for hieght semester, so learners are mindful of the rules of grammar , punctuation , capitalization , and the correct spelling .

3.2 Description of the Questionnaire

The aim of the questionnaire is to focus on the negative infeluence of the overuse of cyberlanguage on student's formal writing . Student's quetionnaire is purposed to examine the social background of students who are chat addicts .

Student's questionnaire consists of fifteen simple and direct questions , each question has a precise aim , and the general aim is to check whether cyberlanguage is present in student's academic writing . The majority of questions are close-endd questions in order not take much time when answernig the questionnaire .
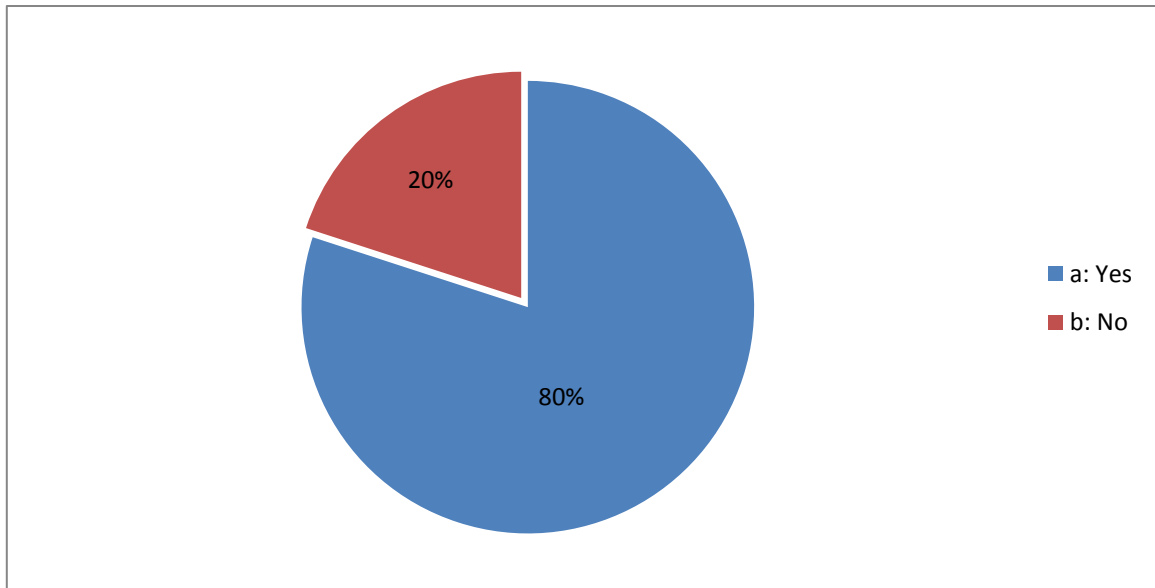
3.3 The Analysis of Student's Quetionnaire

Question one : Do you have access to Internet ?

This question is asked to check whether students use widely the internet or no .

Options	Yes	No	Total
Number of students	56	14	70
%	80**%**	20 **%**	100**%**

Table 01: Student's access to the Internet

Graph 01 : Student's access to the internt

It seems that most of students (80 **%**) answered Yes , and they have the access to the Internet, and the rest of them (20**%**) answered No , they do not have the access to the Internet . So the internet is important in student's lives .

Question 02: How often do you use the internet ?

The aim of the second question is to check whether our students are Internet addicted or not , and to know their frequency of using the Internet and its effects on their writings products .

Options	Every day	More than Once a weak	Once a weak	Once a month	Total
Number of students	27	18	14	11	70
%	38**%**	25**%**	20**%**	16**%**	100**%**

Table 02 : The frequency of using the internet
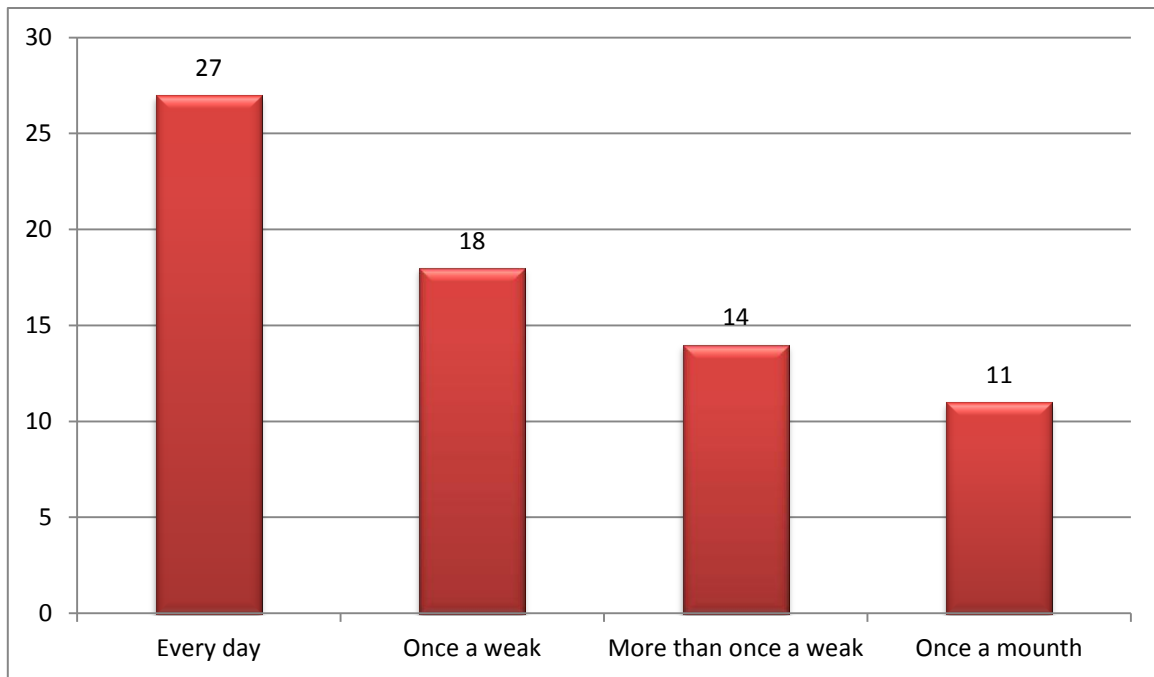
Graph 02 : The frequency of using the internet

From table (02), most of the responses (38%) suggest that students are daily users of the Internet . and (25%) of them use the Internet once a weak, 14 students (20%) use the Internet more than once a weak , only 11 students (16%) use the internet once a month .So the majority of students uses the Internet frequently, we will ask about the hours they spend every day.

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

The aim of this question is to know the frequency of students using the internet, how many hours do they spend online per a day.

Hours	1-2 Hours	2-3 Hours	3-4 Hours	More than four hours a day	Total
Number of students	18	22	16	14	70
%	25%	31%	23%	21%	100%

Table 03 : The time load of using the internet by students .
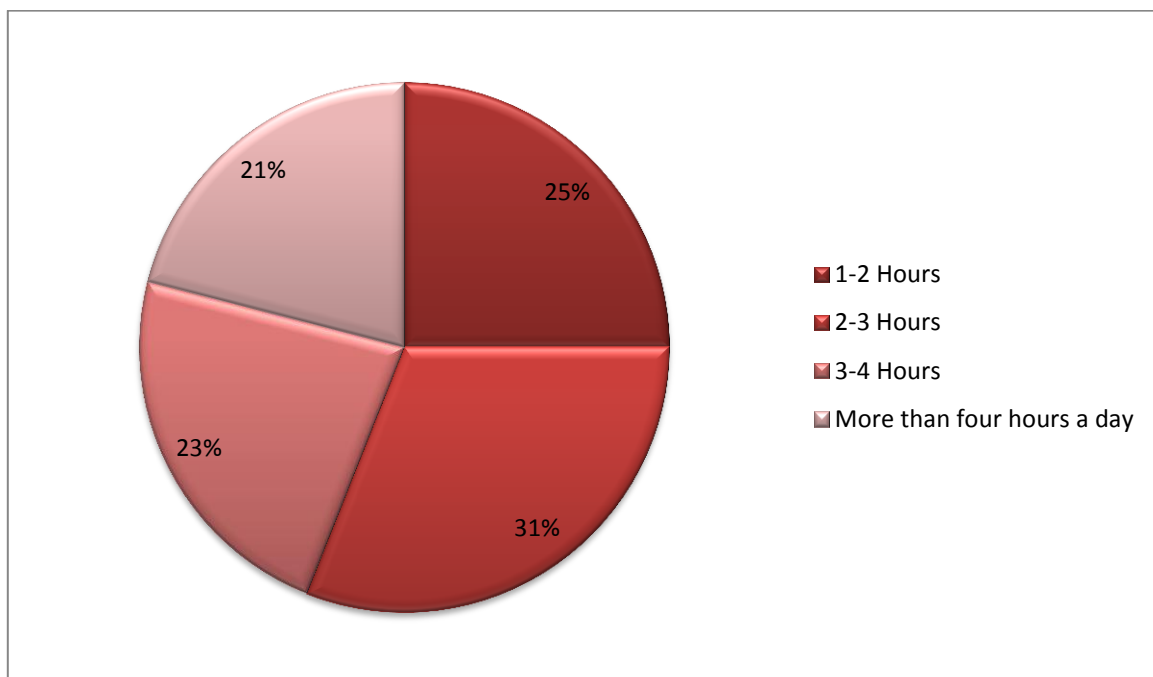
Graph 03 : The time load of using the internet by students .

According to table (03) , students spend many hours using the Internet per day .25% of students use the internet from 1 to 2 hours a day , while 31% of them answered by using it from 2 to 3 hours a day , 23% of them use it from 3 to 4 hours a day , the rest of them 21% use it more than four hours a day .

Question 04 : What do you prefer to do when connecting ?

This question searchs for the most popular activities when students are online .

Options	Chatrooms	Blogs	Research	Music	News	Social network	Total
Number of students	14	05	20	11	06	14	70
%	20	07	28	15	08	20	100%

Table 04 : The prefebale online activities for students
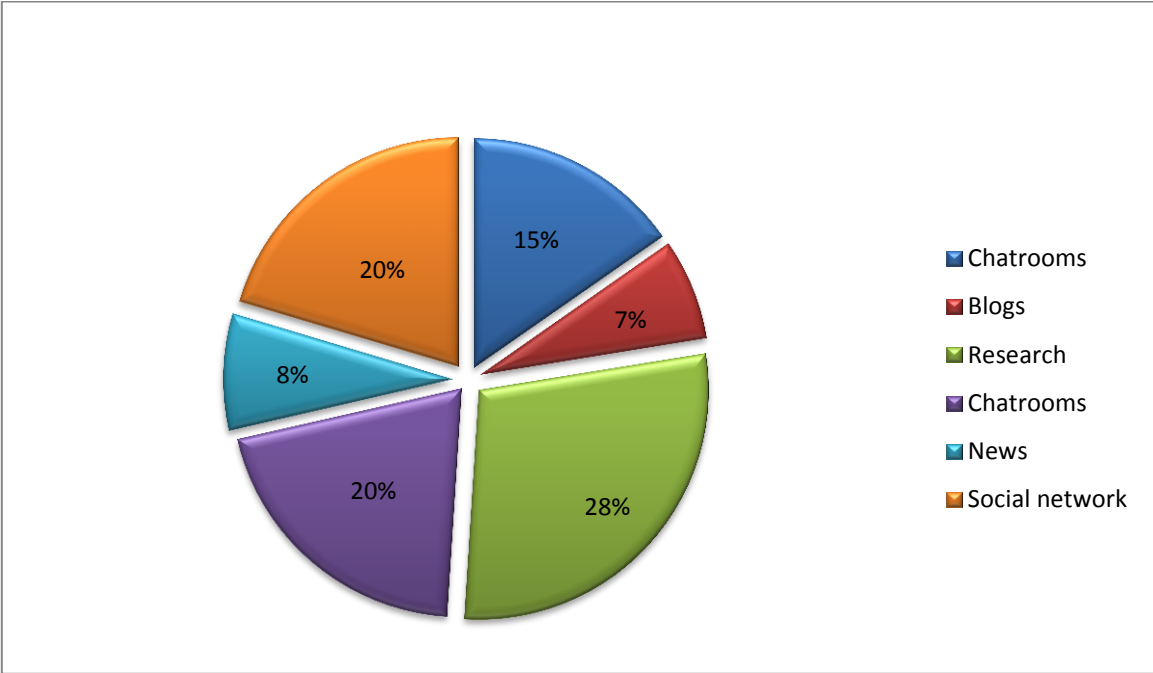
Graph 04 : Prefebale online activities .

The results in table (04) summerizes the prefebale online activities for students , It is clear that 28% of students prefer doing researches , 20% of them prefer chatrooms , also 20% for

social network, also 15% were online in order to listen to music , and 07% to check blogs ,however only 08% of them answered that they were online to look for news .

Question 05 : Do you know what chat is ?

This question was asked to know whether chat is known by students or not. This question is the essence of the present investigation.

Options	Yes	No	Total
Number of Students	60	10	70
%	**80%**	**20%**	**100%**

Table 05: Student's familiarity with Chat.
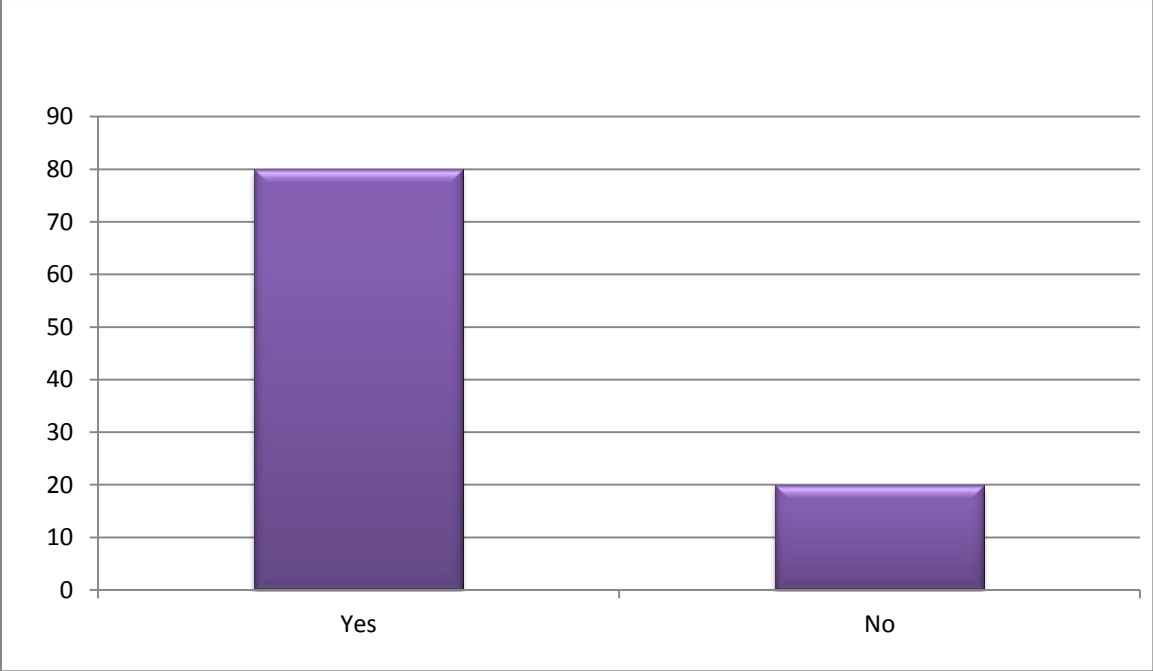
Graph05 : Student familiarity with Chat.

From the answers of the students, it is shown that 80% students know what chat is, ,and 20% answered by no , they do not know it. So chat is a well known activity to students.

Question 06: Do you chat?

Options	Yes	No	Total
Number of students	52	18	70
%	74%	26%	100%

Table 06 : Students'practice of chat .
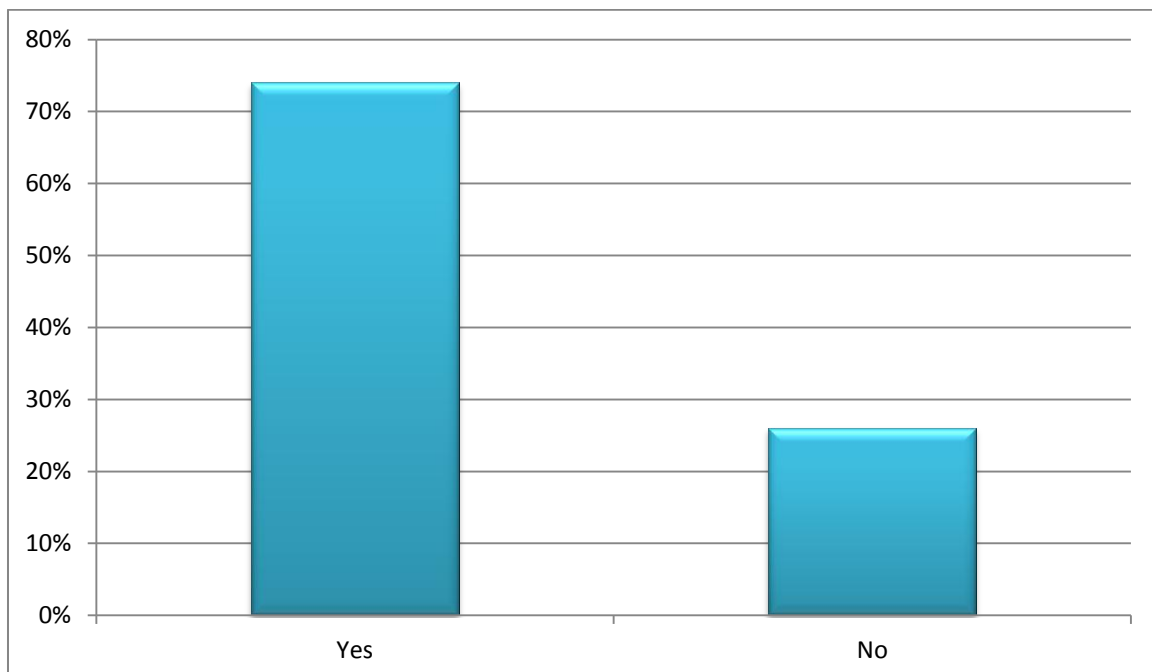
Graph06 : Students'practice of Chat.

From table 06 , the majority of students 74% ansewered by yes, while 26% answered by

No , they do not chat **.** The following question is for students who use chat .

Question07 : How often do you chat ?

This question aimes to konw student's frequency of chat.

Options	Always	Often	Very often	Rarely	Never	Total
Number Of students	18	19	16	09	08	70
%	26**%**	27**%**	22**%**	13**%**	11**%**	100 **%**

Table07: Students' frequency of Chat use
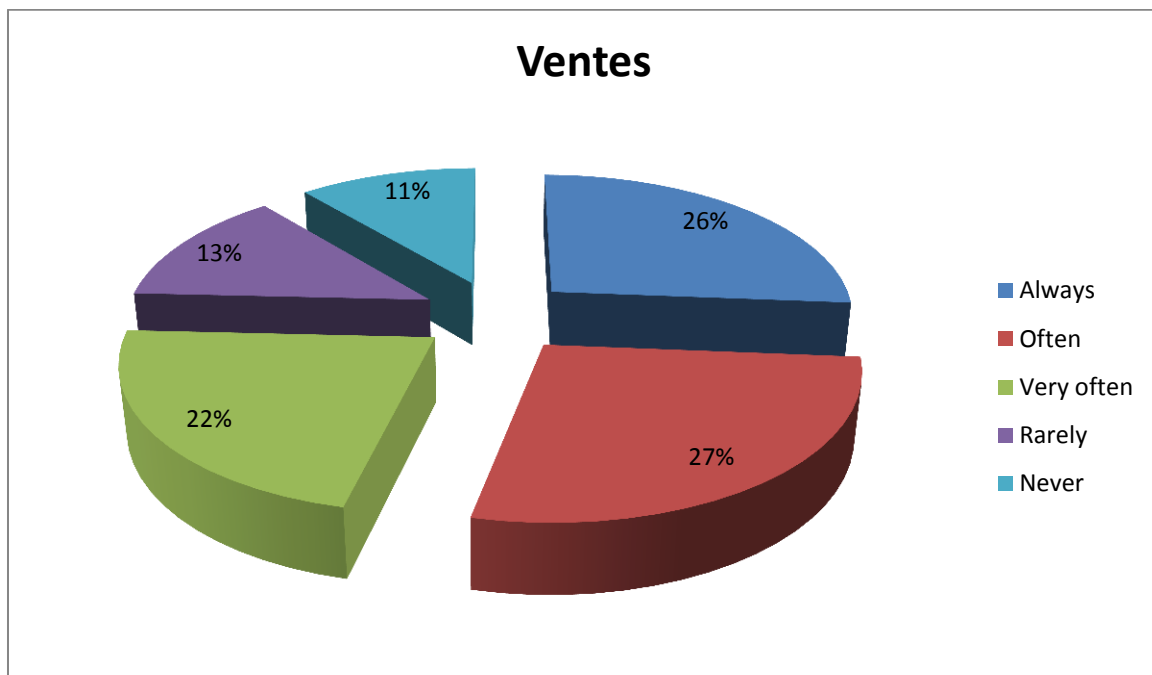
Graph07 : Freaquency of Chat use .

The table represents the time devoted to chat , 18 students (26**%)** always chat , and

And (27**%)** often do it , (22**%)** are often chatting , only (13**%**) answered by Rarely , 08

students (11**%)** said that they do not chat at all .

Question 08 : Which language do you use whene chatting ?

This question is to konw which language is prefebale for students whene chatting , and to

see if there is a relation between chat messages and student's formal writing .

Options	English	Frensh	Arabic	Others	Total
Number Of students	29	19	19	03	70
%	42%	27%	27%	04%	100%

Table 08: Language used bu student's during chat.
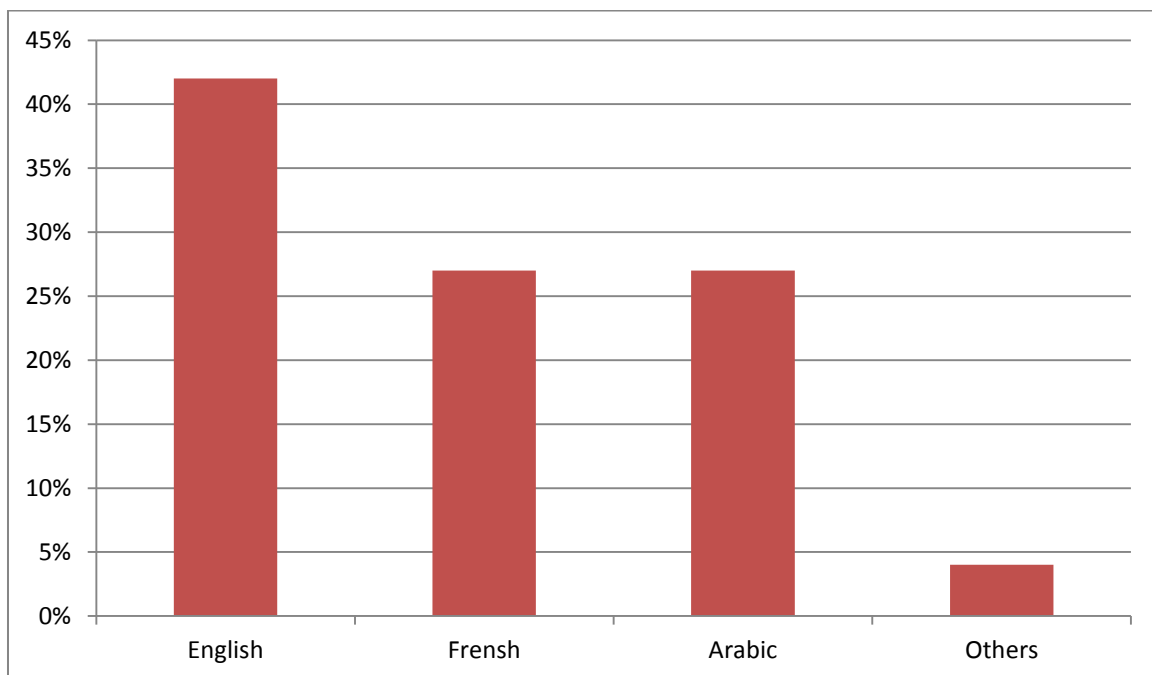
Graph08 : Language used by stdent's during chat.

In table 08 we proposed 03 languages for students to choose : English, Frensh, and Arabic, 29 students (42**%)** choose English language, 19 students (27**%)** answered by Frensh and also (27**%)** by Arabic language , (04 **%)** anserwed by other language

Question 09 : Which kind of words do you use in chat ?

Options	Entires	shortcutting	Total
Number of students	23	47	70
%	33**%**	67**%**	100**%**

Table 09 : The kind of words that are used in chat.
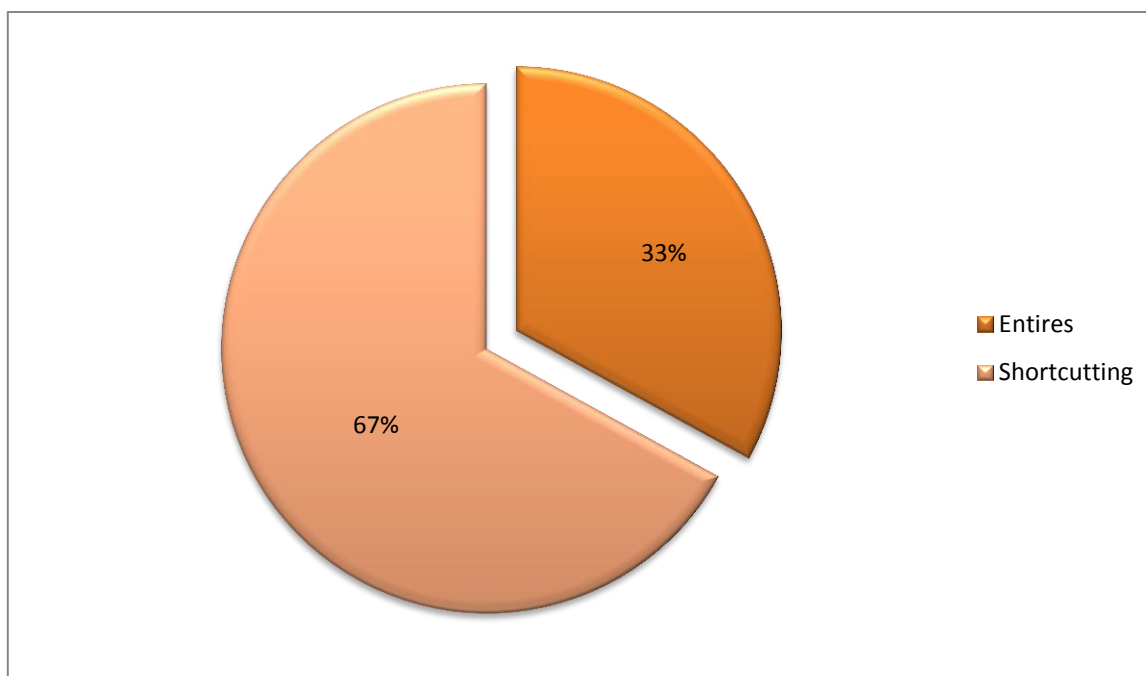
Graph 09 : The kind of language are used in chat .

From the previous table (09) , there is a classification of kind of words that students yse whene chatting , 47 students (67%) ansewered by shortcutting , and 23 students (33%)ansewred by entires .

Question 10 : Do you think that '' Chat language'' affects nigatively your academic writing?

This question is asked to check wether there is a negative enfeluence of chat overuse on students 'writing .

Options	Yes	No	Total
Number Of students	49	21	70
%	**70%**	**30%**	100%

Table 10: The negative effects of chat on writing .
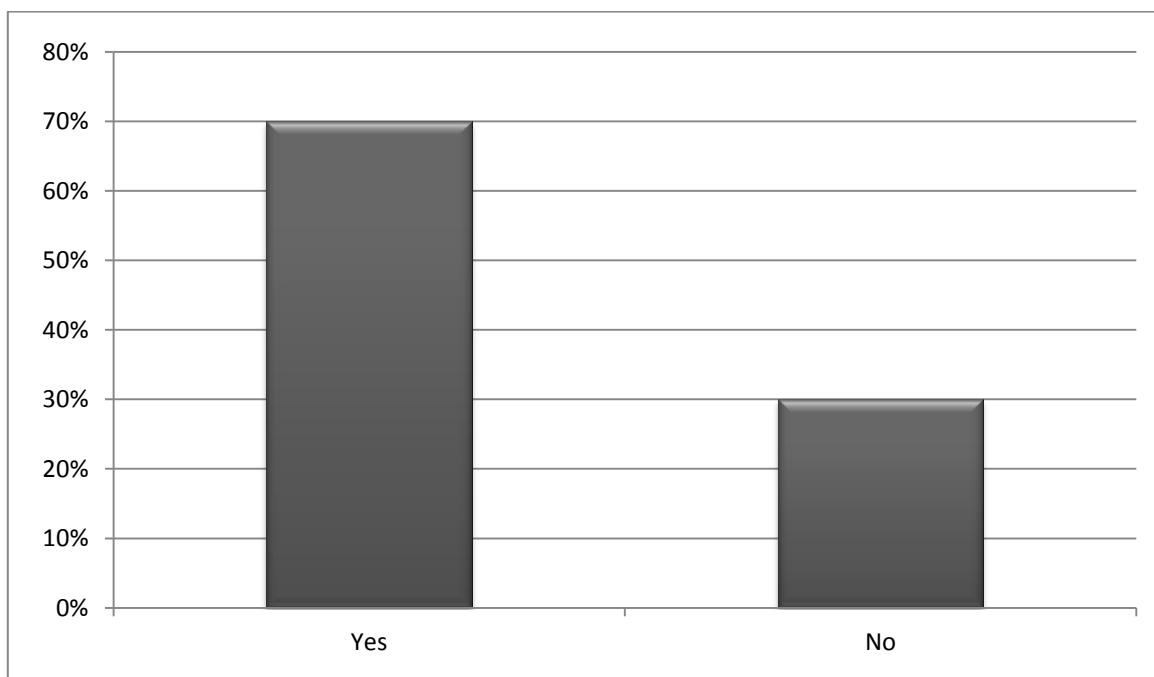
Graph10 : The negative effects of Chat on writing .

From the above table , it is clear that the majority of students agree with the idea that chat affects negatively their products ;49 students (70%) ansewerd by yes , 21 students (30%) answered by No .

Question 11: How is your chat messages presented?

Options	Constructive	Slang	Total
Number Of Students	29	41	70
%	**42%**	**58%**	100**%**

Table 11: The way chat messages conveyed.
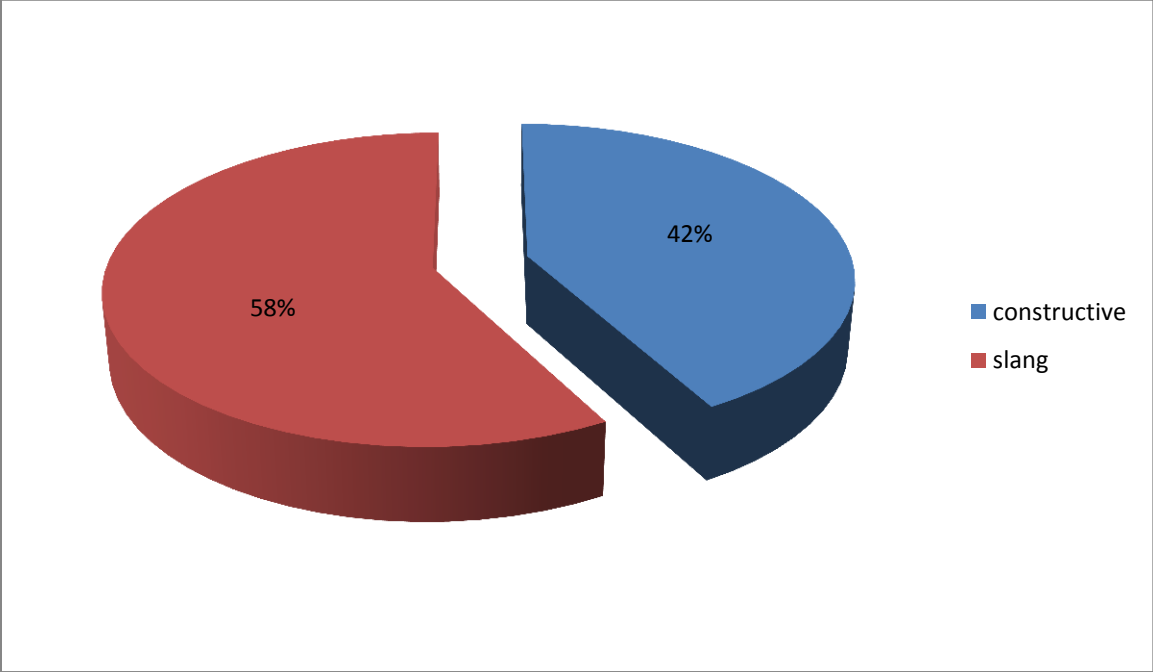
Graph 11 : The way chat messages conveyed .

Table 11 shows another form of chat messages among chatters, 58 %of responses agree that they chat with the constructive manner, while 42% of students said that they write in informal way (slang) in chatrooms.

Question 12 : How often do you use correct and simple English in your chat messages ? This question shows whether students are aware of the effects of chat language on their writing or not.

Options	Most of time	Occationally	Often	Total
Number Of Students	17	30	23	70
%	**25%**	**43%**	**32%**	**100%**

Table 12 : The frequency of using Correct English in in chat messages
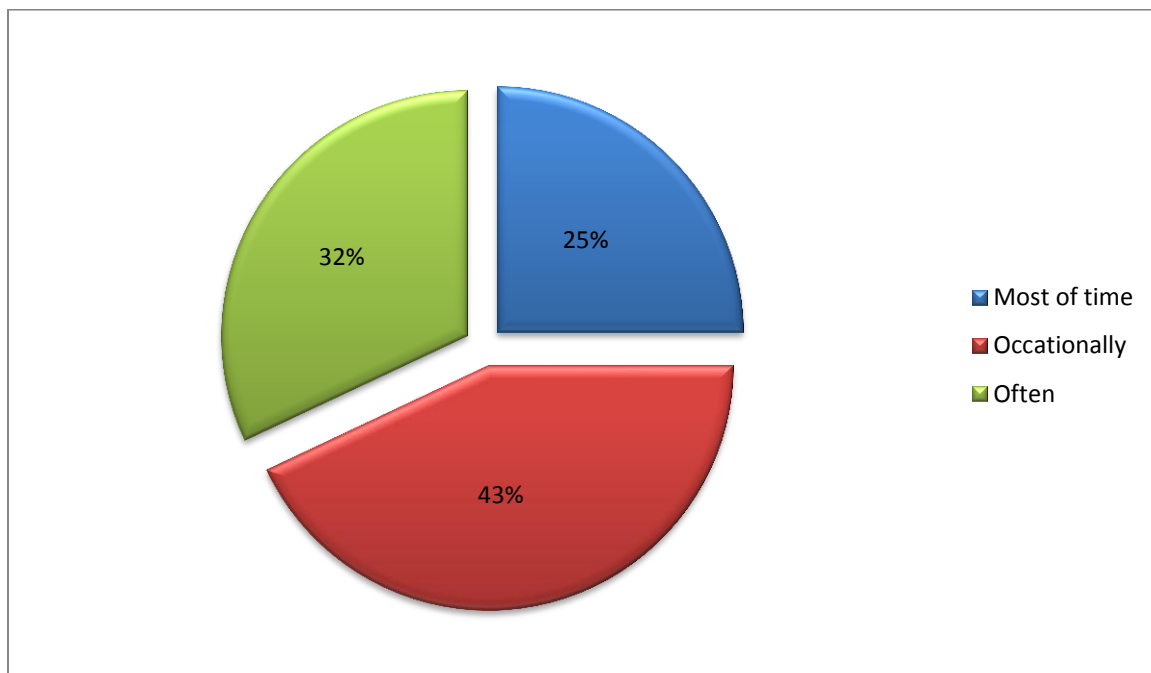
Graph 12 : The Frequency of using Correct English in Chat messages .

From the table , it is clear that students are not awareof the effects on their writing , Therfore, 43% of students use the correct language occationally , while (25%) use it most of the time , and (32%) often use the correct language when chatting .

Question 13: Do you care about the language used in your chat messages?

Options	No	Yes	Total
Number Of Students	47	23	70
%	**67%**	**33%**	100**%**

Table 13 : student's concern of using correct English.
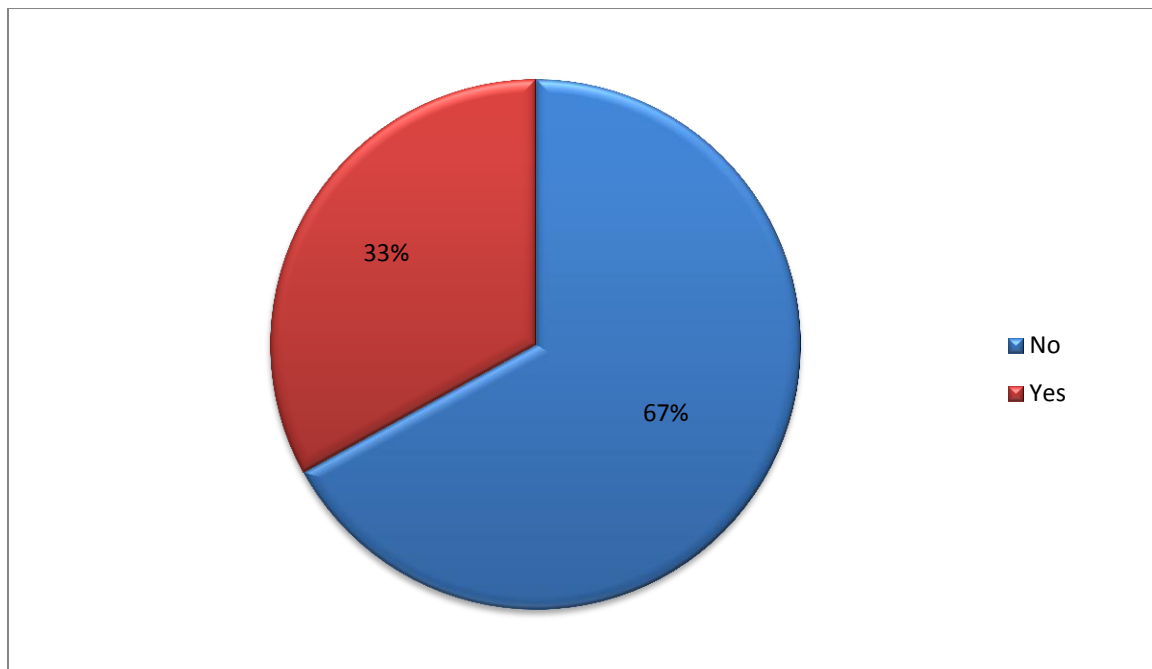
Graph 12 : Student's Concern of Using Correct English .

Table 13 shows that (67%) of students are not concerned with the kind of messages . They use when chatting , while (33%) of them mind about the kind of messages they use in chat .

Question 14 : Do you think thay your formal writing is affected by chat messages ?

The question shows the relation between the academic writing of students and the overuse of chat .

Options	Yes	No	Total
Number Of Students	47	23	70
%	**67%**	**33%**	100%

Table 14 : The Effects of Chat on Student's Formal Writing
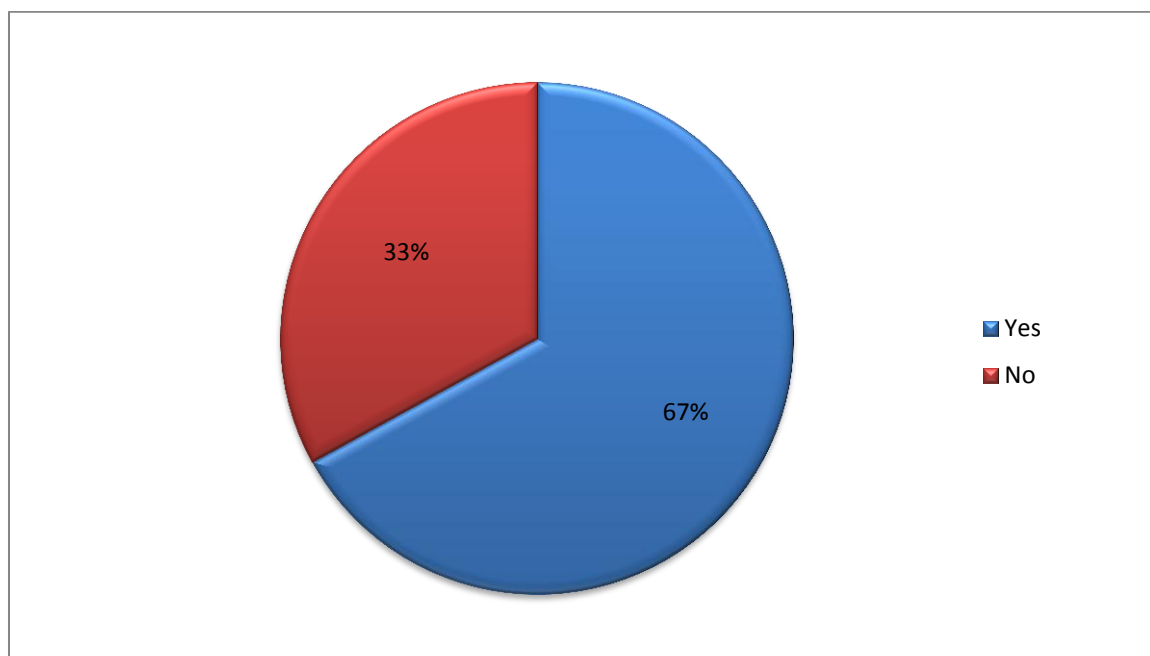
Graph 14 : The Effects of Chat on Student's Formal Writing

From the responses in table 14 , the majority of students answewred by ''yes'' , so it is obvious that they have diffeculties in their formal writing ,(67%) answewred by yes , while only (33%) answewred by ''no'' .

Question 15 : What are the most affected aspects ?

This question aims to know the most affected aspects of language to students bacause of the overuse of chat .

Options	Grammar	Spelling	Ponctuation	Structure	Total
Number Of students	21	24	16	09	70
%	**30%**	**34%**	**23%**	**13%**	100**%**

Table 15 : The Most Affected Aspects of writing.
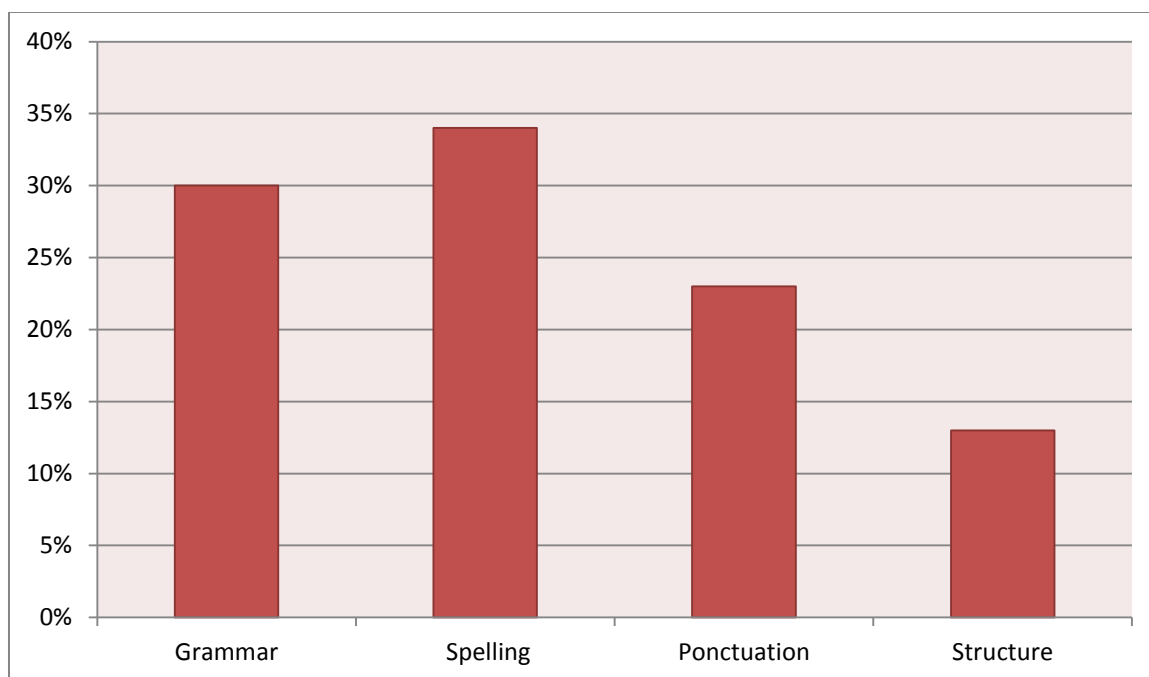
Graph 15 : The Most Affected Aspects of writing.

From the table 15 , it is cler that all the aspects are affected ,(30%) of participants choose grammar as the most affected aspect , (34%) for spelling , and   (23%) for ponctuation , and only (13%) for structure .

3.2 Discourse Analysis: Extracts from Facebook Messenger .

 This study aims to check this three extrects (Messenger extrects) , in order to know more how students use cyberlanguage in their daily conversations and in a free space . These extrects wre comparde with their coresponding formal writing to see the main differences between the two conversations .
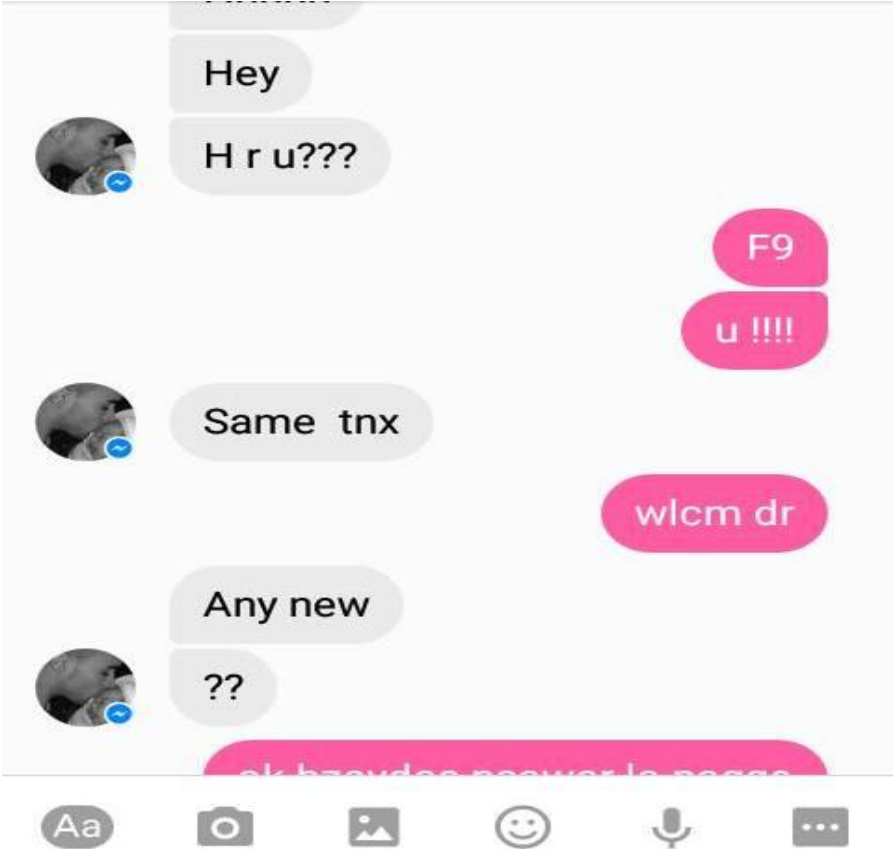
Exemple01 : chat message between facebook friends.

The equivalent formal version to the above conversation may look like this :

   A : Hello , how are you ?

B : I'm fine, How about you !

A : The same , thank you .

B : Welcome dear.

A : Any news ?

The analysis of the Messenger extracts:

On the formality level , this discourse is an iformal conversation btween two Facebook friends , greeting each other on Messenger , using a slang language . It is a synchronous and free communication.

Linguistically Spelling: this online conversation is synchronous, and a structured written discourse, it is in form of questions following by answers, and it includes much of

new communication signs, like :

- using shortcutting words like in :

  H : how

  R : are

  U : you

  Dr : dear

- Using the abbreviation in :

  Wlcm : welcome

   Thnx : thanks

- The use of numbers instead of some letters like in :

   F9 : fine

- The overuse of question mark and exclamation point like in :

H r u ???

U !!!!

Any new ??

Chatters use these signs in their messages to show the deepeness and how much they care, and somtimes it is used to convey the receiver .
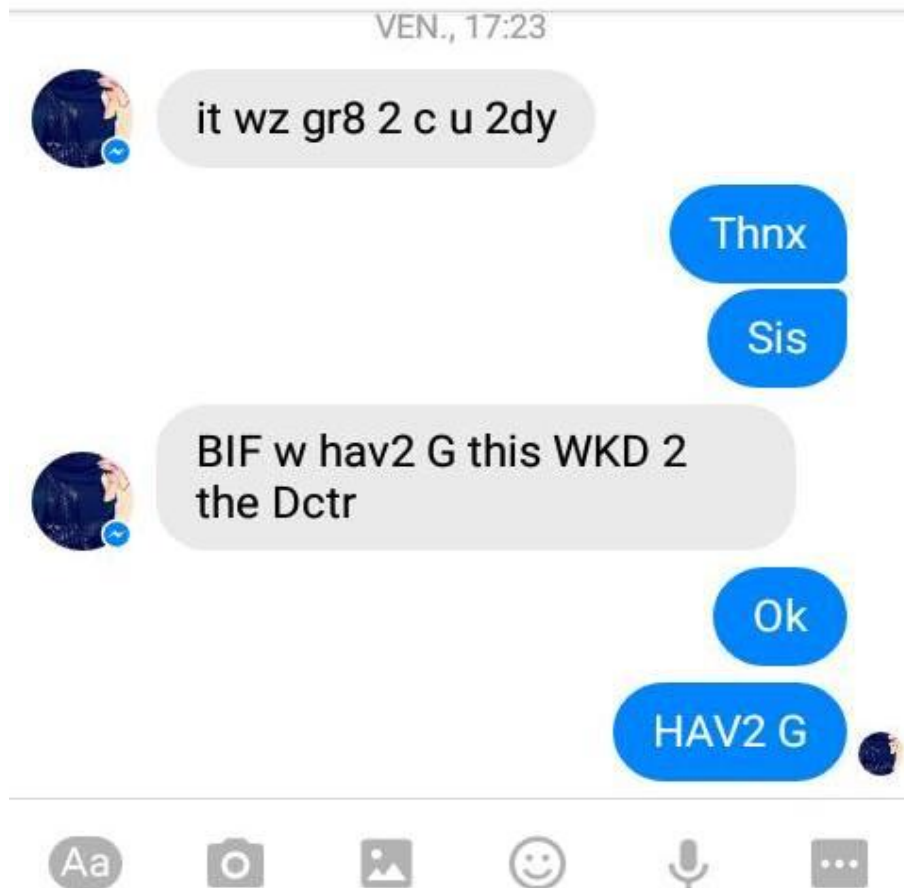
Exemple 02 : chat message between two sisters .

The formal version of the conversation is :

    A : It was great to see you today .

    B : thanks sister .

    A : before i forget we have to go this weakend to the doctor .

    B : ok . I have to go .

The analysis :

As for as formality is concerned from the extract , the conversation is colloquial between two sisters , they were talking about what they will do at the weakend, it is a simple andsynchronous conversation , asking and answering at the same time in a free communication .

Linguistically speaking, the conversation is full of abbareviations and shortcutting words , including also numbers instead of some lettersthat have the same pronunciation . These two susters use in a great number new communication signes like:

- Using abbreviation :

    BIF : before i forget

    WKD : weak-end

    Dctr : doctor

    Thnx : thanks

    Sis : sister

- Using shortcutting words , like in :

    Wz : was

    C : see

    U : you

    W : we

    Hav : have

    G : go

- Using numbers instead of letters , lie in :

    Gr8 : great

    2 : to

2dy : today

Hav2 : have to
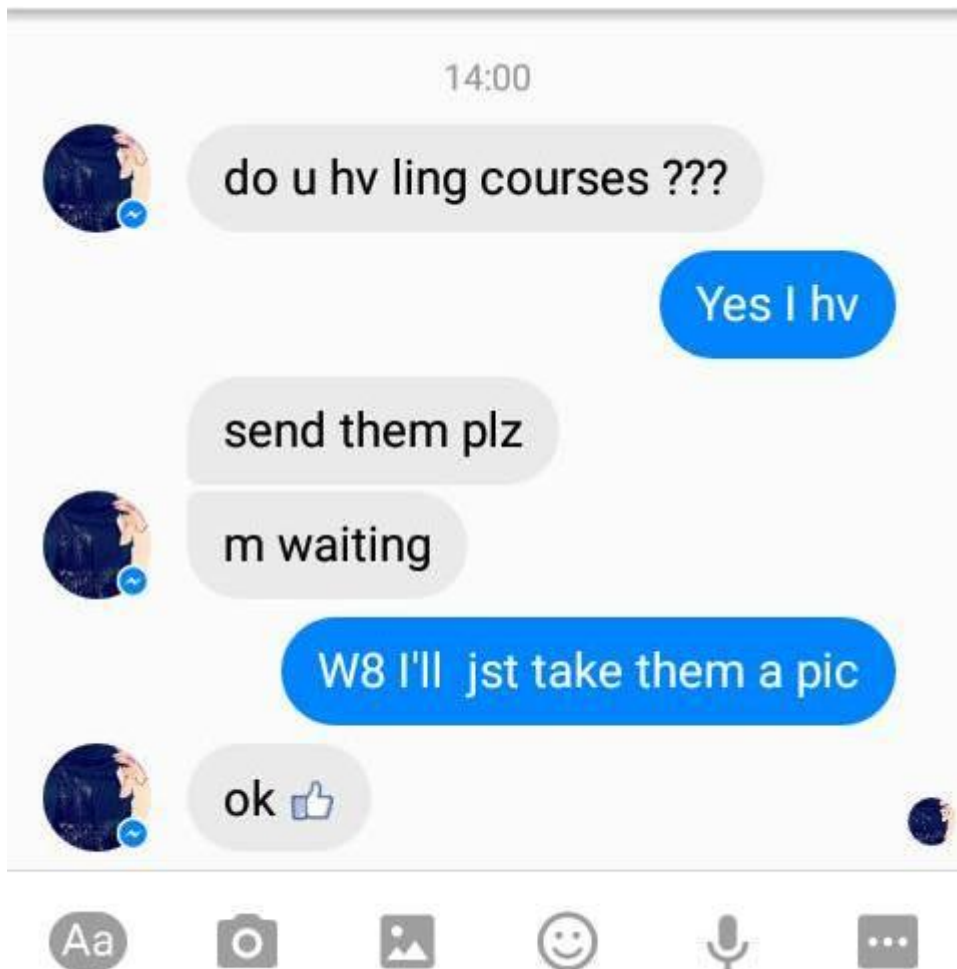
Exemple 03: a text message between student's chatters.

The formal conversation is :

    A : Do you have linguistic courses ?

    B : Yes, i have .

    A : Send them please . I'am i'm waiting **.**

    B : Wait I will picture them.

    A : ok .

The analysis :

Concerning Formality the first observation in this conversation suggest that the discourse is not formal, it is an informal conversation between two students on facebook Messenger . It is fast and synchronous communication, in a free space where chatters may communicate fluently without any supervision .

Linguistically, it is notices from this short online conversation that it is a synchrounous communication, and chatters use shortcutting words , and the overuse ofabbreviations and including numbers in their writings . The writing is very apparent.

 This conversation is a structured one, it is in the form of questions and answers, they follow one anouther and they have a logical connection, it is a structure written discourse, because the chatters is well ordred when chatting.

Chatters use a correct grammar with sipmle present, short and direct sentences, including shortcutting words and the overuse of abbreviations like:

- plz : please
- pic : picture
- ling : linguistic

Indeed, one can observe the overuse of shortcutting words and wrong spelling, like in :
- m : I'm
- u : you
- hv : have
- jst : just

Anouther clear observation that is clear, is the enclusion of numbers instead of some letters that have the same pronunciation, exemple of ''w8'' instead of ''writing wait''.

As a result, it is clear that chatters use excessively these new signs of communication (abbreviations , wrong spelling , numbers instead of letters , etc) , which are concidered for them as an effective tool to save time and avoid boredom . Thus they beleive that sentence structure is not important when chatting , unlike the importance of sending precise messages , and somtimes students face the problem of forgotting how to spell some words , that is why they use shortcutting intead of correct words .

3. 4 Student's Texts Analysis

The purpose of this study is to test students and check the kind of mistakes students made in writing if they are affected by cyberlanguage or not. We look for abbreviations, spelling mistakes, the misuse of ponctuation, and capitalization problemthat could be done by students due to the overuse of chat.

Description of the text:

The text is addresed for first year master students, it is dictated for just 07 of them in Betaibi, in a small group on the 27th April . It is a short simple text in form of monologue. It contains simple and clear words, enough number of pronouns , ponctuation marks , and contractions .

The analysis :

The following table shows the common mistakes made by Master one students of English Mohamed Khidher university of Biskra (07 students). These mistakes are usual and frequent bacause of the overuse of chat that affects their writings , whene analysing student's texts .We also found the existence of cyberlanguage , we found differnet types of mistakes ; spelling mistakes , ponctuation , the use of the abbreviations , and also capitalization mistakes .As it is shown , all these mistakes are found in student's writings , especialy problems with spelling and ponctuation , which are a highly remarkes ones . The total number of mistakes is (90) , they are listed as follows (38)abbreviation mistakes , 31 spelling mistakes , 13 ponctuation mistakes , 08 capitalization mistakes) .

Table 16 indicates the frequent mistakes that were made by students in their writings .Themost occuring mistakes are for abbreviations (38 time / 42.22%) , followed by spelling mistakes (31 time/ 34.44%) . Ponctuation with 13 times (14.44 %) , then the least number is for capitalization (08 time/08.88 %) .

Option	spelling	Ponctuation	Abbreviatins	Capitls
S1	04	03	08	01
	25%	18.75%	50%	06.25%
S2	07	03	06	02
	38.88%	16.66%	33.33%	11.11%
S3	06	02	09	01
	33.33%	11.11%	50%	5.50%
S4	04	03	04	/

	36.36%	27.27%	36.36%	/
S5	01	/	/	02
	33.33%	/	/	66.66%
S6	04	/	04	/
	50%	/	50%	/
S7	05	02	07	02
	31.25%	12.50%	43.75%	12.50%

Table 17 : percentage of mistake types listed from each student .

From the previous table, it is clear that students are affected by chat language in their writing, they use abbreviations with a great number, and we find an enormous number of spelling mistakes. So the analysis of each student's mistake allow us with the evidence that our students are affected by cyberlanguage.
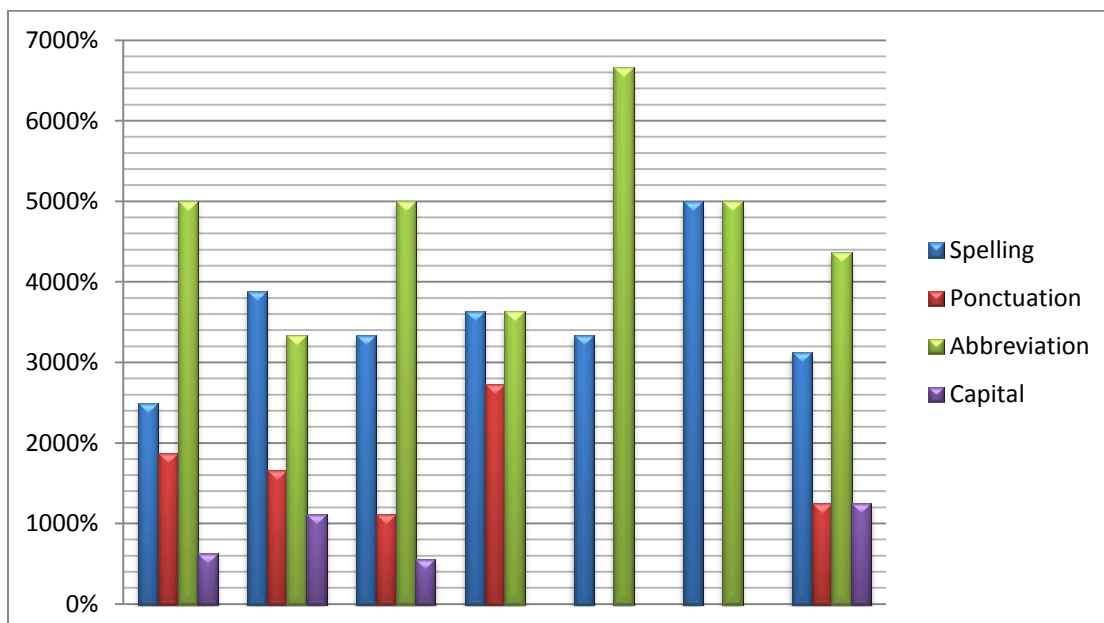
Graph 16 : Types of writing errors produces by each student .

The graph presents the percentage of student's mistakes. Concerning abbreviations,is the most occuring mistakes (42.22%) , students use abbreviations in their writings as they use it in chatrooms .In addition , abbreviations are a signals of informality and act of shortening words . The following is the most ocorring abbreviations that are used by students in their texts : ppl , dnt , nd , etc .Spelling is another feature which is existed in student's writing ,students who overuse chat , they write a non standard spelling , as it is shown in students writing . These exemples of spelling mistakes were found in students texts: aquiered , car<u>e</u>r , l<u>u</u>k , <u>an</u>d (istead of end) . From student's texts, one can observe that students have a problem in using ponctuation marks, and this is a common mistake. Ponctuation is very important in formal writing , due to it, readers can understund better .Frequent mistakes of ponuctuation in chatting communication , which are found in students texts are : the exagiration in the use of semicolons (;) and full stops (.) , the misuse of comma (,) like the unccessery comma between coumpound elemnts .Another interesting feature that was found in students texts is capitalization . Capitalization is also a common mistake , the standard capitalization is not found at the begining of the sentence , or after a full stop in their writing , like in : ….long career . <u>s</u>kills….. , and in , ….like you . <u>i</u>f…., persue you . <u>b</u>ut…,etc.

5.4 Discussion of results:

This chapter deals with the analysis of student's questionnaire , extracts from facebook Massenger , and the analysis of student's texts .The main objective is to investigate the negative aspect of chatting on student's academic writing , and to check whether the frequent use of chat language have an impact on student's formal writing . Moreover, the analysis aims to know wether students are chat addicts, and wether their mistakes are due to this habit.

From the analysis of the questionnaire that was addressed for students of first year Master of English at the University of Biskra . The questionnaire was accomplished and very helpful about how students are affected by cyberlanguage and how they use shorthnad words by time . Most of the students announce that they use shortcutting words in their formal writing, so students face problems in their writing due to the overuse of chatting. Students talk over their spelling, the use of abbreviations , the lack of punctuation , which is a mistake that is observed in their writing whether in class work or in examination , these mistakes leads to the students's academic writing into weak level .

After analysing students written' texts, it is observed that they commit differnet mistakes when writing , such as : the use of the abbreviation , the misuse of ponctuation marks , wrong spelling , and capitalization problem . This result shows that all these types of mistakes are frequently made by students due to the overuse of chatting. Also, the results indicate that abbreviations are widely used by students in their formal writing.

Conclusion

This chapter explores Student's formal writing , and the way it is affected negatively by cyberlanguage . The difinitive result is that the overuse of chatting affects negatively student's formal writing . The analysis of student's quetionnaire , Facebook extrects , and student's written texts reveal that first year Master students of English at Biskra university face difficulties in their formal writing due to the effects of cyberlanguage

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.

General Conclusion

Recently, sociologists and linguists are interested in the influence of Computer-Mediated Communication on student's academic achievement, and particularly the impact of chat language on EFL learners' academic writing. The current research is carried out to have a better understanding of the student's use of online communication, mainly chatting and to find out the impact of its overuse on students' writing skill. The main concern of the present research is to focus on the negative aspects of chatting and its effects on the way students' written communication.

The aim of this research is analyzing student's written language that includes specific modes of Computer-Mediated Communication, and how it is different from the conventional language. The research discusses chat features and highlights the relationship between writing and speech, and it explores the impact of chat on the Algerian EFL written products.

To investigate this issue, a questionnaire was administered to 70 first year Master students of English. In addition, an analysis of written texts of 07 students of the same level was carried out, followed by the analysis of three extracts from Facebook Messenger was accomplished. From these three different tools, the students have used different forms of cyberlanguage in their writing which is different from what they are supposed to write in an academic formal writing .

The discussion of results has revealed that students use various chat features in their formal writing, especially wrong spelling, the misuse of punctuation marks, and the overuse of abbreviations and shortcutting words in their written language. All these inconveniences in their written productions are reported to be due to the overuse of chat.

The main result that the study obtained from the research tools is that the overuse of chatting has a negative impact on student's academic writing. The impact is clear from the number of mistakes that student's made in their written products, such as wrong use of punctuation marks, the wrong spelling, the use of abbreviations and shortcutting words. These results are very interesting to be further investigated on a larger sample in various writing mediums during a longer period of time to have a more accurate and valid results.

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APPENDICES

Student's Quesionnaire

Dear Students

The questionnaire is titled as ''**The impact of chat on student's academic writing''.** It aims to investigate the impact of chatting on student's formal writing as a part of masters degree . Please read the questions carefully , and then answer them by putting a tick in the appropriate box or provide full answer when necessery .

1. Do you have access to the Inetrnet ?

Yes ☐   No ☐

2. How often do you use the Internet ?

Every day ☐   Once a weak ☐

more tha once a weak ☐   once a mounth ☐

4. If you use it every day , how many hours do you spend connecting ?

1-2 hours ☐   2-3 hours ☐

3-4 hours ☐   More than four hours a day ☐

5. what do you prefer to do when connecting ?

Chatrooms ☐   Blogs ☐   research ☐

Music ☐   News ☐   social networks ☐

6. Do you know what chat is ?

Yes ☐   No ☐

7. Do you chat ?

Yes ☐   No ☐

8. How often do you chat ?

Always ☐   Often ☐   Very often ☐

Rarely ☐   Never ☐

9. which language do you use when chatting ?

English ☐   Frensh ☐

Arabic ☐   Others ☐

10. Which kind of words do you use in chat ?

Entires ☐   Shortcutting ☐

If you use shortcutting , explain your reasons

………

………

12. Do you think that ''chat language ''affects negatively your academic language ?

Yes ☐   No ☐

13. How is your chat messages presented ?

Constructive ☐   slang ☐

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

Most of time ☐   Occasionally ☐   Often ☐

15. Do you care about the kind of language used in your chat messages ?

Yes ☐   No ☐

16. Do you think that your formal writing is affected by chat messages ?

Yes   No ☐

17. What are the most affectted aspects ?

Grammar	☐	Spelling	☐
Ponctuation	☐	Structure	☐

Thank you for taking the time to complete this questionnaire .

Begaga Dounia

07/04/2016

The text to dictate

    I don't know who you are . I don't know what you want . If you are looking for ransom , I can tell you i don't have money . But what i do have are a very particular set of skills ; skiils i have acquired over a very long career . Skills that make me a nightmare for peaple like you. If you let my daughter go now ; that'll be the end of it . Iwill not looke for you , I will not persue you . But if you don't , I will look for you , Iwill find you , and I will kill you .

الملخص

تهتم هذه الاطروحة بدراسة احد اهم المشاكل التي يعاني منها الطلاب المتعلقة بالكتابة الاكاديمية , وتهدف هذه الدراسة الى التركيز على الاثر السلبي للدردشة (الشات) على الكتابة الاكاديمية للطلاب . ونسلط الضوء على لغة التواصل الخاصة الانجليزية . ''Cyber language''،للانتاج الرسمي لطلاب اللغة , وطريقة تداخلها وتواجدها في الكتابة الاكاديمية ويتضمن ايضا دراسة خصائص لفة الشات للطلاب . واعتماد الطلبة على الشات كلغة يستعملونها في كتاباتهم قد يؤدي بهم الى انتاج كتابة غير اكاديمية و غامضة . الهدف الرئيسي من هذا البحث هو التسهيل للطلاب لفهم الفرق والتمييز بين اللغة الانجليزية الرسمية والغير رسمية , وادراك اهمية الكتابة الاكاديمية . بالاضافة الى ذلك , فان هذا البحث يسعى لتوضيح السبب وراء اعاقة مهارة الكتابة لدى طلبة اللغة الانجليزية . طريقة دراسة البحث وصفية , مستخلصة من الاستبيانات التي اجريت والتي تم توزيعها على طلبة السنة اولى ماستر قسم اللغة الانجليزية بجامعة محمد خيضر بسكرة .ومن نفس الجامعة االتحصل على مهارات الطلاب المكتوبة . النتائج المستخلصة من هذا البحث تدعم الفرضيات المقدمة , كثرة استخدام لفة الدردشة في كتابات الطلبة تؤثر سلبا على الكتابات الرسمية وتقلل من مستواها , وايضا تؤدي الى كتابات غير واضحة احيانا .

Student's texts

I Don't Know who u r, I don't know wht you want, If you r looking for rainsom. I can tell you I dn't have money. but wht I do have r a very particular set of skils I have aquared over a very long carer, skils that make me a neitmar For people like you. if you let my daughter go now, that will be the end of it. I'll not look for you, I'll not persue u. but if you dn't, I'll look for u, I'll find you and I'll kill u

Student's texts

- I don't know who u r. I don't know wt u want. If u r looking for ransom I can tell u I dnt have money, but wt I do have r a very particular set of skills, skls I have aquired over a very long career. Skls that make me a n8 mare for people like u. If u let my daughter go now, that all be the end of it. I will nt look fr u, I will find u nd I will kill u.

Student's texts

I dont know who u r. I don't know what u want.
If u r looking for ransum I kn tell u I dont have money, but
wt I do have r a very particular set of skill, skls I hv
aquired over a vry long career. Skls tht make m a
nightmare fr pple like u. If u let my daughter go now
tht wll be the end of it. I ll nt luk fr u, I will find u
nd I wll kill u

Student's texts

Note

I dnt know who u r. I dnt know wht u wnt. If ur lvking fr ransom I can tell u I dnt hv money, but wt I do hv r a very particular set of skills, skls I have aquired over a very long carin. Skills tht make mn a n8 mahe fr people like u. If u let my doughter go now tht all be the end of it. I ll mt look fr u, I ll find u nd I ll kill u.

Student's texts

I don't Know who u are, I don't know what you want, If you ar loking for ranson. I can tel you I don't have money. But what I do hav are a very particular set of Skils That acquared over a very long carer. Skils That Make me a nigtmire for people like u. if u late my ~~....~~ daughter go now, That will be The end of it. I will not lok for u, I will not persue you. But if u dont, I will lok for you, I will find you, and I will Kil you.

Student's texts

I don't know who u r, i don't know what u think. If u r looking for ransom, I can Tall.you, I don't have many. But wht I have, I do, have ufe a very perticular. set. of skils, skils I have acquired over avery long carer skils. tht make me a nightmire for ppl, like you. let my daughter.go Now that'll be the and of it. I will not look. for you, I will not pursute you. But if you don't, I will.of look for you, I will. find you, and I will kill u.

Student's texts

I don't know who are you, I don't know what you want, if you are looking for a ransom, I can tell you I don't have money. But what I do he are a very particular set of skills. Skills I have acquired over a very long career, Skills That make me a nightmare for people like you. if you let my daughter go now, that will be The end of it. i will not look for you. I will not pursue you. But if you don't, I will look for you, I will find you, and I will kill you.