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Language Change and learning: The Impact of Technology on EFL

Students Writing Skills

Case Study: Students of Ibn Khaldoun University

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Declaration

We hereby declare that the substance of this Master dissertation is entirely the result of our investigation and that due references or acknowledgments are made whenever necessary to the work of other researchers.

Abstract

Technology is like a speeding train, that lunched humanity into a new phase of evolution, in that, it is constantly changing the way we behave, think, and even the way we communicate, and the various dynamic types of tech, like ICT's and SNS's, are strongly impacting languages, notably the English language. Consequently, most contemporary EFL students are at constants exposure to internet content, and if we correlated it with (Boyd, 2005) notion, suggesting that the internet has created a new hybrid of English (net-speak) which flaunted all aspects of language creativity by taking many shortcuts, this pushes us to wonder about the real impact of tech on English language learning and usage, especially its effect on EFL writing skills. Thus, we sought to investigate the role of tech on Algeria's EFL students from a more linguistic perspective, in particular the students of Ibn Khaldoun university taken as subject matter, our main objectives were to discover how technologies influence students academic writing performance, their vocabulary repertoire and word choice, in addition, we further inserted our theory that predicts the shift of EFL students preference as a speech community from using standard convention of English, to less formal conventions when writing. Moreover, the research has consisted of two main data collection instruments an online questionnaire posted on students and a semi-structured interview with teachers of the same university. Thereafter, while addressing our data, we found that EFL learners tend to include net-speak in their academic activities at school, tech may decrease vocabulary learning due to its repeated and limited glossary, and the overuse of abbreviation may lead to modern literacy as the worst outcome. Finally, the purpose of this study is set to raise both learners and educators awareness of language change, Identifying the particular properties of formal writing that are affected by the use of SNS, and most importantly build a valuable insight that can improve EFL learners writing skills, because technology is a part of evolution and will bring alternatives that allow subtle differences of expression, as such, we have to cop and direct it to serve our own advantages not the other way.

Key Words: **ICT's and SNS's, Writing Skills, Academic Performance, Vocabulary Repertoire, Word Choice, Abbreviation, Language Change, Shift.**

Dedication

All work is due to

Allah the Most Gracious, the Most Merciful

who gave us both strength and patient

In this journey of writing a research paper

And we all agree that we dedicate this work

To our beloved parents for their encouragement, devotion, and love.

And to all people who supported us and help us in this process

Although these Words will never be enough

Thank You All

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List of Abbreviations/Acronyms

- ❖ **EFL   English as a Foreign Language**

- ❖ **ICT   Information and Communication Technology**

- ❖ **SNS   Social Networking Sites**

- ❖ **SVC   Social Virtual Communication**

- ❖ **EC   Electronic Communication**

- ❖ **CMC   Computer Mediated Communication**

- ❖ **E-Learning   Electronic Learning**

- ❖ **FB   Facebook**

- ❖ **ARPCE   The Regulatory Agency for Post Electronic Communication**

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General Introduction

In our modern time, it is pretty challenging to imagine a world with the absence of technology. Because over the past decades it has built strong roots that inter-wind with/and starting from the simplest to most complex aspects or tasks that we conduct in our daily lives Technology in all its types possess certain advantages that provide us with unlimited and unrestricted access to any information, not to mention its ability to break down barriers the likes of time, distance and most importantly language through, of course, using certainly advanced physical or virtual tools that are set to unite people in one vast space made of ones and zeros, the likes of people who share similar interests despite any cultural or social background differences.

Moreover, we acknowledge that online communication as a part of social networking sites or SNS is constantly expanding, changing and shaping the way we interact with others. That is to say. , it has a strong effect on how people communicate using language. Subsequently, modern time students specifically English language learners are keen to access different online platforms the likes of Facebook, Twitter or use language teaching or communication applications regularly for its many benefits and several features. such as forming groups for common topics, reaching and conversing with native speakers as well as the ability to make posts, comments and send instant messages and share all types of information including text, pictures, videos and so on. consequently, the employment of SNS and ICT in general in EFL studies can indeed improve it by facilitating collaboration and interaction that classmates can have in a virtual stress-free learning atmosphere.

Furthermore, Writing is one of the basic four language skills. It is a language product that requires special alertness as it is a medium of communication so writing proficiency demands cognition of its components. and since most students are rather addicted to online chatting where they frequently engage in writing-hakes like emojis and abbreviations. hence, English is surely written differently via social media so as to exchange information and share daily lifestyles. However, they fail to realize the repercussion of their actions in that, language is built by means of conventions and technology has brought people together more than ever. in addition, the popularity of abbreviations and emojis can heavily backfire on language standard standing conventions. that is to say, the language of net causes a threat to the formal and academic writing abilities of EFL modern students as such we decided to conduct a study that sees through the impact of SNS and ICT on EFL learners standard writing skill as our main topic with the inclusion of linguistic touch that deals with language change in a more scientific way.

1. Statement of The Problem

As we mentioned earlier, technology nowadays is nearly inseparable from our day to day life,   and we are getting used to the idea that technology is changing what we can do, and how we do things. but What most people did not consider is how technology is changing the structure and affect the way we use and learn a language, specifically the English language. Similarly, EFL students in the Algerian scholarly settings are commonly known to be attracted to the English culture and entertainment which they have easy access to through the wide range of ICTS devices and SNSs platforms. but since many EFL universities, in particular,   Ibn khaldoun University, Tiaret, usually require students to complete coursework, conduct a research study, and write a thesis. which itself demands certain characteristics and nuances that are related to the need for mastering writing academic skills in English. However, Tech has a great influence on modern writing that can secrets in language change and preference among novice EFL learners, and based on our own primary observation, we noticed that student at Ibn Khaldoun university struggle when it comes to academic writing, Thus, we decided to conduct research that investigates tech especial SNS and ICT effect on English language change, notably changes on the standard written form of the language, in addition,   put an inquiry into our theory that suggests a sort of language shift as a part of language change. That is to say, the gradual replacement of English standard variety by an informal language is largely due to the overuse and the effects of SNS language preference by EFL students.

2. Theory

Learners are increasingly depending on the use of technologies, and it is a sad fact that many contemporary students do not write as articulately or as eloquently as students a generation ago. Thus, we believe that If EFL students would continue to write without paying attention or even not following the simple rules of grammar, spelling, and punctuation students will fail to switch gears between social writing and academic writing. Thereafter, it will diminish the use of the standard version of English. Henceforth, this will leads to a language shift in the near future, where formal writing could be well replaced by the informal type as in the language of the internet, and ICT and SNS usage are speeding up the process.

3. Research Questions

Studying any language change is done through a long period of time and lots of funds and effort are expected. Although we might not have the time or the resource to conduct such a large study yet we can highlight it or observe it by merely comparing and focusing on teachers/learners perspectives and experiences. Subsequently, we intend to give a thoughtful insight towards the changes of English, in particular, the changes that are occurring on the academic and professional writing skills by the effect of SNS and ICT in our own environments "the Algerian university of Ibn Khaldoun, Tiaret. Furthermore, we want to search about the communicative effect and identify any existing macro or micro factors that technologies have on English writing, in addition, discuss our theory of language shift, based on this we will direct our focus on this four different questions:

1) What impact do modern Technologies have on students academic and professional writing abilities?
2) Does the overuse of Technology effects EFL learners vocabulary repertoire?
3) Does the written language of SNS cause any threat for the standard variety of the language, and will this threat manifest in Language Shift?
4) Should the university of Ibn khaldoun employ ICTs in its EFL teachings?

4. Hypothesis

1) Yes, there is a possibility on which students one day replace academic writing with a much shorted and casual type that suits all situations.

2) The effects of ICT on vocabulary learning is negative.

3) The effects of ICT on EFL students writing skills can be both positive and negative it depends on students usage.

4) Tech should be applied but teacher-centred learning should be kept.

5. Objectives

It is widely agreed that Writing skills can be major criteria towards a better academic position and greater educational success. Consequently, The general idea of This investigating is to detect and visualize for EFL students the influence that SNS and ICT have on their writing skills and figure out whether this influence is positive or negative. Based on this, we can number some main goals that we want to achieve behind this study:

1) First, raise both teachers and students ' awareness about the impact of technology on English language use and learn.

2) Identifying the particular properties of formal writing that are affected by the use of social networking sites.

3) Then, by focusing on the changes that effects EFL learners academic writing abilities we can find or devise appropriate solutions that counter technology bad influence if any

4) prove our theory that stands for language shift especially when it most certainly leads to some kind of modern academic literacy Lastly giving insights on how technology changed EFL vocabulary learning and how technology should be implemented so as to increase its benefits over its addiction.

5) Lastly, unlike many other studies that have dealt with this issue, this study tries to look at the problem from a linguistic-pragmatic point of view.

6. Structure of The Dissertation

This research paper under the title "Language Change and learning: The Impact of Technology on EFL Students Writing Skills" was divided into three chapters perceived by a general introduction and finished with a general conclusion, the first chapter represents the theoretical part of our study itself was divided into three sections that correlate aspects of linguistics, ICT, and efl education. The second chapter spells out the main context on which ICT and SNS are used in the Algerian scholarly system and their effect on students English writing skills. And the latter was divided into two sections. ICTs in Algeria and a description of writing types and components the third chapter was the practical part of our paper where it is dedicated to the analysis and the discussion of our collected data from both the administered questionnaire and the interview all in an effort to prove our theory and answer our research questions the paper is later followed by references and appendixes and finished by a translated abstract in both French and Arabic.

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1.11. Introduction

Khvilon & Patru stated that ICT, Information and Communication Technology, is one of the most effective tools that can be used in education (2002). not only that but is elevated into becoming an influential device in many inquiries of English research. Thus, this chapter will be devoted mostly to describing the impact of ICTs on English structure, usage, and learning. However, in order not to miss-lead the reader we begin by defining certain concepts that are closely related to the context of our topic. Subsequently, we divided this chapter into three sections. First, we introduced aspects of language contact and its outcomes and sub-branches of those outcomes. The second section, defines ICT and introduces its various types. The last section, discusses the relation between ICT and education in general, and EFL studies in specific. Basically, this chapter works to connects aspects of linguistics, technology, and education in one molded pot.

Language Contact

Languages have always been exposed, collided, and even united at the brick of contact from the very start of history. In linguistic, language contact represents the situation in which groups of speakers of different languages or varieties interact and affect each other. Moreover, language contact can happen at language borders, between adstratum languages (a language that is in contact with another language in a neighbour population without having an identifiable higher or lower prestige), or as the result of migration, with a meddlesome dialect acting as either a superstratum or a substratum. In other words, factors like geography, conquest, and trade are among the most powerful reasons "why different languages meet and influence each other." Furthermore, in a matter of language structure, contact can secrets a variety of linguistic phenomena, including language convergence, borrowing and relexification.

1.12. The Outcomes of Language Contact

1.12.1. Language Shift

Contact of two different languages can lead to the replacement of one by the other. Usually most common is when one language has a higher social position (prestige). This sometimes leads to language endangerment or death. This phenomenon is called Language shift subsequently it occurs in several situations, for instance when the people in a particular culture or subculture change their native language for communication. It is also the process by which a speech community in a contact situation which is consisted of bilingual speakers gradually stops utilizing one of its claim vernaculars in favour of the other. Furthermore, the

language shift process is generally considered as a social need and as a part of evolution where people are demanded to speak using more modern language especially in the era of globalization, which is most likely due to the social status or prestige, in that, The more frequently they talk using a dominant language, the easier they get along with people with higher social status, a good example would be the statue of french in Algeria, where it is considered as more prestigious, hence, the elites usually converse in French when they are in formal situations even though Arabic is supposed to be the official language of the country or the case of language shift that occurred in the Arabization period upon the independence of Algeria in 1962, where the Algerian community decided to replaced french with Arabic) In short, the act of language shift can be the act of Transfer, replacement, or even language assimilation, in particular, it is the process whereby a speech community shifts to a different language, usually over an extended time, Additionally, the most common shifts are of languages that are perceived to be higher status that spreads at the expense of other languages that are perceived by their speakers to be lower status.

1.12.2. Language Death

The renowned Linguist David Crystal has estimated that "one language [is] dying out somewhere in the world, on average, every two weeks". (By Hook or by Crook: A Journey in Search of English, 2008).In linguistics, language death occurs when a language loses its last native speaker. hence, a language usually dies from natural or political causes, and most commonly the absorption or replacement of a minor language by a major language. Thus the act of language shift decreases the use of one native language, eventually resulting in no native or non-fluent speakers of the variety. As emphasized by Dressler who stated that "Language death occurs in unstable bilingual or multilingual speech communities as a result of language shift from a regressive minority language to a dominant majority language. (Wolfgang, "Language Death." 1988) and Language death can affect any language form "including dialects. Language death should not be confused with language attrition (also called language loss), which describes the loss of proficiency in the first language of an individual" Crystal, David (2000. p. 19). Moreover, a miss conceptualization between language death and extension could occur. subsequently, language extinction is when the language is no longer known, or linguicide, Furthermore, the major factors of language death are either Language Extinction, The Effects of a Dominant Language, or aesthetic loss. To conclude, according to John McWhorter (2020, August 26) death is, ironically, a side effect of people coming together. Globalization means hitherto isolated peoples migrating and sharing space. For them to do so and still keep up distinct languages across generations

happens only amidst unusually tenacious self-isolation, such as that of the Amish or brutal segregation of small communities across the world.

1.12.3. Language Change

All-natural languages change, where it is a variation over time in a language's phonetic, morphological, semantic, syntactic, and other features. in other words, these changes are a reflection of permanent alterations that are made in the features and the use of a language over time. Types of language change include sound changes, lexical changes, semantic changes, and syntactic changes. In addition, language change is being studied in several sub-fields the likes of linguistics: historical linguistics, sociolinguistics, and evolutionary linguistics. furthermore, John Lyons notes that "any standard of evaluation applied to language-change must be based upon a recognition of the various functions a language 'is called upon to fulfil in the society which uses it". That is to say, changes in language can not be categorized as bad or good at least from a linguistic perspective

Moreover, all languages change continuously, and do so in many and varied ways .marcel Cohen details various types of language change under the overall headings of the external Changes and internal Changes of languages.

1.12.3.1. Internal Changes

1.12.3.1.1. Lexical Changes

The research about lexical changes shapes the diachronic parcel of the science of onomasiology .the continuous convergence of modern words within the English dialect (for illustration) makes a difference make it a wealthy field for exploring dialect alter, in spite of the trouble of characterizing accurately and precisely the lexicon accessible to speakers of English .all through its history English has not as it was borrowed words from other dialects but has re-combined and reused them to make unused implications while losing a few ancient words. Additionally, it alludes to individuals utilizing diverse words nowadays than individuals from the past. A semantic alter is exceptionally closely connected to lexical alter but semantic alter has something to do with changes within the meaning behind the words. It is likely the foremost visit sort of language alter and certainly the most straightforward to watch. For occurrence, one can make confident assertions approximately the age of a speaker who employments the word seeking to cruel "going out with" or employments the descriptive word fit to portray somebody they discover appealing. In another example, a more seasoned individual would utilize the word "wireless" to cruel "radio" while the word remote would

certainly cruel remote innovation such as phones and tablets for a more youthful individual (McMahon,1994, p.90).

1.3.3.1.2. Semantic Change

which is additionally known as semantic move depicts the advancement of word usage. In semantic alter, the present-day meaning of the word is diverse from the original usage. Underneath are some cases of semantic alter :

- The word "awful" initially implied "motivating ponder or fear". It may be a portmanteau of the words "wonderment" and "full", utilized initially as a shortening for "full of amazement". In contemporary usage the word more often than not has negative meaning.

- The word "demagogue" initially implied "a prevalent pioneer". Presently the word has strong connotations of a lawmaker who panders to feelings and prejudice.

- The word "egregious" initially implied something that was strikingly great. Presently it means something that's surprisingly awful or flagrant.

- The word "fellow" was used as a term for any "individual of bizarre appearance" and after that to a common reference for a male individual. In any case, within the 20th century beneath the influence of American prevalent culture, the word "fellow" has been steadily replacing "fellow," "bloke," "chap" and presently in plural , it alludes to a blend of sexual orientations (e.g., "Come on, you guys!" may be coordinated to a gather of men and ladies). (McMahon, 1994, p. 175)

1.3.3.1.3.Syntax Change

History records alter in syntactic developments. English language structure is exceptionally moderate to change compared with lexicon alter which can be seen as decently shallow and ephemeral. Modern English language structure is diverse from ancient English in numerous angles. One illustration would be, ancient English recognized sex - the third individual solitary expressive nominative pronoun had three shapes: /se/ was the manly shape,/ paet/ was fix frame, and / SEO/ was the ladylike shape. In any case, in present day English, there's as it were one frame of the third person singular expressive pronoun, that, in any case of sex(Rowe & Levine, 2009, p.359).

1.3.3.1.4. Phonological Change (SOUND)

The sound alter comprises of the hone of dialect alter which causes the phonetic change or phonological alter. It too incorporates the substitution of phonetic highlights which lead to the total misfortune of the first sound and an unused one is presented (Wikipedia, 2012). English articulation is slowly changing, in spite of the fact that it proceeds to reflect both geographical and social contrasts among speakers. Now not is it genuine, in the event

that it ever was, that all taught individuals to talk with Gotten Articulation (RP). A person's discourse can gradually change over the long time within the heading of those around, as is appeared by British people who choose up an American complement in a really brief time (Aitchison, 1991, p. 108). A few cases of sound changes based on distinctive periods are specified below. In the early twentieth century:

- the vowel in words such as cloth and cross exchanged from being that of thought to that of lot

- individuals halted making a qualification in sets such as imperfection and floor

- the quality of the "long O" vowel changed (goat, domestic, know)

- the quality of the "brief A" vowel changed (back, man);   individuals halted employing a "tapped" r-sound between vowels (exceptionally too bad).

In the mid twentieth century:

- words like beyond any doubt, destitute, visit begun to sound indistinguishable to shore, pour, tore;

- the powerless vowels in words such as permeability, carelessness floated absent from the sound of kit;

- individuals began to embed a t-sound in words such as sovereign, making it sound like prints;

Within the late twentieth century,

- the vowel sound at the conclusion of words such as upbeat, coffee, the valley is developing tenser;

- the OO-sounds of goose and foot are losing their lip-rounding and backness;

- the glottal halt amplifies into ever more phonetic situations (not as it were, but also);

- ch- and j-sounds are spreading to words such as Tuesday, decrease (like chooseday, rejuice) (Wells, 1999).

1.3.3.1.5. Spelling Change:

There are administrative organizations to protect national dialects in numerous nations but neither the US nor Awesome Britain has such administrative bodies input. The English language changes with the distribution of modern lexicons, or the way media employments dialect, or with the creation of colloquial terms. Underneath are some illustrations of spelling changes that took put in the history of the English dialect.

Spelling amid 16 and 17 century	Re-spelling
aventure	adventure

avice	advice
crume	crumb
descryve	describe
Langage	language
Nevew	nephew
Samon	salmon

Table 1.1: Examples of English spelling changes that took place amid 16 and 17 centuries

Moreover, when talking almost alter in English spelling, it is additionally basic to talk about the difference between British and American English spellings. The French impact on English has caused numerous of these spelling contrasts between British and English. British English has a propensity to keep the spelling of numerous words of French beginning though Americans attempt to spell words more closely to the way they sound phonetically. Below are a number of cases of them.

1.12.3.2. External Change

Dialects alter for an assortment of reasons such as political weights, technological development as well as social, social, and ethical components. Underneath are illustrations of causes that lead to the alteration within the English language.

1.12.3.2.1. Political Factor

Many times, language change has some kind of political roots such as human migration and invasion. When people move to a country and learn a new language, they learn their adopted language imperfectly. They then pass on these slight imperfections to their children and to the people in their social circle, and eventually alter the language (Aitchison, 1991, p.109). Besides, the language changes brought about by migration, politics play some roles in language change in more immediate ways by the public debates. For instance, increasing environmental awareness and environmental policies in recent decades has led to a number of new words and phrases such as "tree-hugger", "eco-friendly", "carbon footprint", "greenwashing", "locavore", "eco-terrorism" and "green collar jobs." In political debates, just four years ago in the U.S. presidential election, the common citizen" or "average Joe" suddenly supplanted by "Joe the plumber" due to one of the thousands of candidate-voter discussions (Powell & Cooper, 2008). Modern political words such as "9/11" (2001), "weapons of mass destruction" (2002), "red state/blue state/purple state" (2004), "subprime" (2007) can presently be seen in recently altered lexicons.

The freedom of ladies and the battle for sex correspondence have moreover brought approximately some important changes in dialect. For illustration, understudy scholars

nowadays are empowered to use gender-neutral and gender-inclusive things and pronouns and to treat ladies and men in a parallel mold. For case, a police officer for the constable, a firefighter for fire fighter, and humankind for mankind (p. 411).

1.12.3.2.2. Technology Factor

The ever-changing innovation is making trouble for English dialect clients to keep track of unused lexicon and expressions. In truth, dialect itself changes gradually but the internet has speeded up the method of those changes indeed more rapidly. For example, some entirely new words just like the verb "to google', "Facebooking", and numerous other words that are not however within the Oxford English Lexicon, have come into prevalent utilize (Duffy, 2003).

Be that as it may, not all these unused words and slangs being utilized right presently will survive until the end of time. Over a decade prior, the term 'floppy disk' was considered a spanking modern lexical improvement, but now it is once in a while utilized or included in today's discussions because it has been supplanted with 'memory stick'(Wu & Ben-Canaan, 2006).

1.12.3.2.3. Social Factor

Changes in legislative issues, financial matters, and innovation, as a rule, lead to social changes. Social changes produce changes in dialect. In other words, once society begins changing, at that point language change produces uncommon impacts. In nearly every society, a few individuals have social prestige, power, and cash, whereas others have small of these commodities. Ordinary factors incorporate occupation, level of instruction, wage, and sort of private staying, with positioned levels within each variable. Individuals with diverse levels of social status react and see things differently and lexicon and expressions in an unexpected way. (Finegan & Rickford, 2004, p.62).For case, people who are destitute and who cannot manage an instruction or who developed up in a country range where legitimate language structure wasn't energized, their ways of talking will not be as persuasive as somebody of higher standing.

1.13. Information and Communication Technology (ICT)

ICT is an acronym that stands for information and communication technology and it refers to any kind of device that may help in the reception, retention, or recall of information in a given context (Sharma, 2014)the term ICT can also cover mass media, smartphones, computers, and the internet as emphasized by Sobhani (2008) who stated that "there are some signals that prove that ICT exists in a country according to the number of phones available in that country, as well as the number of computers, and finally Internet users. Moreover, in

concern to Campwala, Pandya et al (2016) ICT is an advancement in computer sciences, broadcast communications, and hardware, these mechanical gadgets allow us to store and spread data in content, sound, and even video (p. 46). By the same token, innovation has included the field of education. Subsequently, executing such a device in this field got to be a need. As Zhang, Yang, et al (2016) state:" Numerous countries… are making critical speculation on creating their particular ICT in instruction plans and on bringing different ICT gear and assets for school" (p. 2). Meaning ICT brought a crucial enhancement to the instructing handle and the accessibility of classroom materials that give the improvement of students' learning. As well as, the teachers ' plenitude of differences of hardware that underpins the language instructing through visual help and advanced assets such as recordings that put forward the genuineness within the learning environment.

1.14. The Concept of Communication

Communication in Latin is a reference to sharing or having a relationship between people or things and in general, it is a process of interaction with individuals and the environment . in that, Two or more people interact and impact their thoughts, convictions and attitudes of each other. This range of meaning makes it difficult to have an exact definition of the concept of communication as John Peters emphasis where he argues the difficulty of defining communication emerges from the fact that communication is both a universal phenomenon and a specific discipline of institutional academic study. In other words, there is no straightforward definition but several ones (many of which can take in . human interaction . . . the transfer of information . . . effect or influence . . . mutual understanding . . . community . . . culture . . . etc.) This can be due to the fact that "all human behaviour is ambiguous", just about anything anyone says could be interpreted in a number of ways" cited by Frank. (2006). In brief, if there is one conceivable definition of communication it would be the act of developing meaning among entities or groups through the use of sufficiently mutually understood signs, symbols, and semiotic conventions.

1.15. Types of ICT Communication

1.15.1. SVC or Social Virtual Communication

SVC is a mixture of social and virtual communication which is a type of communication that emerged in the late twentieth century, the virtual concept represents the unphysical type of communication but with the same qualities and interactions that are existed within the social physical type. that is to say, the absence of material support for sending a message unlike for instance letters also distance became relative. furthermore, SVC involves

social media, emails among other internet and frequency drove messaging platforms (Agwu, 2012), and Platforms like Facebook, Skype, Myspace, WhatsApp, Instagram, YouTube, and even phone calls and messaging systems, including the radio and television, are central to communication in modern times. Chiefly, Christy et all (2007, p.61) claim that "Social media platforms most importantly are becoming very dominant and used by a good number of persons for easy communication."Moreover, despite that SVC has encouraged people to interact virtually, It facilitates collaboration, learning, the democratization of information. Yet many scholars believe that it promotes social isolation where it replaces real-life interaction and affect people psychological health by making them less interactive.

1.15.2. EC or E-Communication

We recall, that The root of "communication" is Latin which means to share or to make common. Weekley, E. (1967). *An etymological dictionary of modern English* (Vol. 1, p. 338). and according to New York, NY: Dover Communication is defined as the process of understanding and sharing meaning and the most relevant definition that can include e-communication or electronic communication is what Boston, MA: McGraw-Hill. Said that communication is the process through which we attempt to socially interact by sending and receiving messages. Which suggests that communication uses electronic media or devices such as computers, e-mail, telephone, video calling, FAX machine...etc, to transmit information or messages and the information being sent can take in many forms the likes of texts, images, graphics, sound, pictures, maps, software, and many things. Moreover, the constant growth of EC is making a lot of changes in various intellectual fields and work areas, and the society as a whole, the way we behave and think where people are just a click away from accessing and receiving everything within the global as emphasized by Fiske, J., & Jenkins (n,d. p, 1) who stated that communication takes place between the person who needs to spread something (Called: sender) and the individual for whom it is expecting (called: collector). that is to say, there is a channel that carries the message and transports it from sender to collector. Without a channel, there will be no communication. The recipient can react to the message by giving a response (called: criticism).

1.16. ICT in Education

ICTs that incorporate radio and television, as well as newer digital technologies such as computers and the Internet—have been touted as potentially capable of empowering different types of devices for educational change and reform. When used appropriately, different ICTs are said to increase people access to education, strengthen the relevance of education and make it a digital workplace, and overall raise educational quality, for instance,

recently the educational sector is facing many challenges as in the pandemic (the spread of the corona-virus), as such, online teaching has become a must, in that, we can clearly see the impact of ICT on education by merely observing Students, educators, and all, are working online to make learning continues. Consequently, ICT is transforming teaching and learning aspects into an engaging and active process connected to real life. That is to say,

> The use of ICT in the teaching-learning process has a greater impact on increasing the acquisition of knowledge for both teachers and students through motivating students and promoting engagement, interaction, and collaboration among them in a learning setting.

(Belmokhtar Karima and Badra Ikram Abderrahmane, 2020)

However, according to Victoria L. Tinion (2002), the experience of introducing different ICTs within the classroom and other educational settings all over the world over the past several decades recommends that the full realization of the potential educational benefits of ICTs is not automatic. The viable integration of ICTs into   The ethe educational system is a complex, multifaceted process that involves not just technology—indeed, given enough capital, getting the technology is the easiest part!—but also curriculum and pedagogy, institutional readiness, teacher competencies, and long-term financing, among others.

1.17. Types of ICTs Used in Education

1.17.1. E-Learning

E-learning or electronic learning encompasses learning at all levels, in that, it can include both formal and non-formal, and it usually operates through an information network, such as, an intranet (LAN) or extranet (WAN)—whether wholly or in part, using a browser (Chrome or Firefox or Internet Explorer). However, there is a distinction between Web-based learning and e-learning where the first refers to learning mainly through using the Internet, additionally, e-learning is commonly related to the field of progressed learning innovation or technology (ALT), which bargains with both technologies and associated methodologies in learning using networked and/or multimedia technologies. Furthermore, according to (Major ICT Learning Categories & Types Of ICT PDF (study24hours.com) n,d) e-learning can be 'on-demand. since its easily overcomes factors of timing, attendance, and travel difficulties. It also allows for higher participation and greater interaction.

1.8.2. Blended Learning

Blended is a term used to describe the state in which learning models are made by combining traditional classroom practice with e-learning solutions. That is to say, it is a combination of multiple approaches, and It is usually used to define a situation where different delivery methods are combined together to deliver a particular course. For example, in Malaysia, college students log their attendance to class by scanning QR Code, another example students in a traditional class can be assigned by both print-based and online materials, have online mentoring sessions with their teacher through chat, and are subscribed to a class email list…etc. Moreover, blended learning is seen as mediating or balanced learning, since not all learning is best achieved in an electronically-mediated environment. Instead, many thoughts must be given to the subject matter, the learning objectives and outcomes, the characteristics of the learners, and the learning settings in order to arrive at the optimum ideal learning.

1.8.3.Distance Learning

The Commonwealth of Learning defined distance learning as:

> A way of providing learning opportunities that is characterized by the separation of teacher and learner in time or place, or both time and place; learning that is certified in some way by an institution or agency; the use of a variety of media, including print and electronic; two-way communications that allow learners and tutors to interact; the possibility of occasional face-to-face meetings; and a specialized division of labour in the production and delivery of courses

Taken from (Evaeducation.weebly.com. n,d)
 retrieved from : `ict_for_teacher_professional_development_m`.pdf (`weebly.com`)

In other words, distance learning is a type of education, where students work on their own at domestic or at the office and communicate with the faculty and other students via e-mail, electronic forums, video conferencing, chat rooms, instant messaging, and other forms of computer-based communication. Additionally, what is known as open learning?, most students use learning programs that incorporate a computer-based training (CBT) system and communications tools to produce a virtual classroom and is accessible for all, since the Internet or the World Wide Web (WWW) is virtually available to all computer platforms, as such computers are the foundation for many distance learning systems.

1.18. The Influence of ICT on The English Language Usage and learning

Innovation offers advanced instructive devices for learning English as an outside dialect. For the current think about, the effects of innovation on learning English as a foreign

language among female EFL understudies at Effect College were explored. To attain this point, questionnaires with Likert scale questions were utilized within the study. The survey was partitioned into two parts. The first part started with two common questions almost age and educational level. The moment portion included four specific questions with respect to innovation instruments that enhance learning the English dialect. Thirty-Six participants were included in this consider. The information was analyzed using the Factual Bundle for Social Sciences (SPSS) to obtain precise comes about. The discoveries clearly indicate that computer program, social organizing websites, online recordings, sound instruments (i.e., YouTube, Skype, MP3 players), and smartphone and tablet apps have a positive impact on learning English as an outside dialect. In this manner, innovation devices can clearly be viable in improving the students' dialect and communication skills.

The English dialect is a fundamental portion of people's lives, and they are propelled to memorize it for different reasons. English is considered to be the moment language in numerous parts of the world. Progressions in almost every teach require learning English. Because most research is distributed within the dialect, it is regarded to be an imperative and widespread dialect. In addition, many schools and higher instruction frameworks utilize it as the medium of instruction (Morris & Maxey, 2014).

Learning the English dialect isn't a straightforward task (Ishihara & Cohen, 2014). Instructing strategies for the language has too experienced a heap of changes, and each one has been equipped toward encouraging student learning. The routine instructing strategies have been complemented by mediums such as radio, television, and in the long-run data innovation. The role of technology has been recognized as crucial within the education of the English dialect, and numerous regions of the world have famous the significance of data technology within the setting of English instruction, which has facilitated and expanded English learning to a great extent. In fact, Graddol (2012) expressed that "technology lies at the heart of the globalization handle, affecting work, instruction and culture" (p.18). Typically especially true in current times due to the reality that innovation is indeed reshaping the world through each and each facet of individuals' lives.

1.10. Conclusion

In brief, it is very worthy to note that ICT is a factor of language change and probably the most influencing one as such we believe that we shed enough light on what is exactly meant by ICT and how it is used in learning and its relation to EFL studies, as well as, the concepts of language change and shift. Even though these definitions may seem as merely

abstract or concrete evidence, this section remains the theoretical parts of our study, which is strictly dedicated to informing the reader, so as to, get acquainted with notions and concept that we will use ahead in this paper and more details in the analysis and the discussion section will be provided.

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2.13. Conclusion

2.1. Introduction

Whether we like it or not technology has certainly integrated itself into every aspect of our lives, and education makes no difference since just by an initial observation to the students or teachers across university halls and corridors, one will notice a stunning number of electronic devices, carried and continuously used to access the internet. As such, chapter two will spell out the main context on which ICT and SNS are used in the Algerian scholarly system and their effect on students English writing skills. Consequently, this chapter will be divided into two sections. First, describing how ICT and SNS are situated in Algeria's EFL studies, where we start by narrating current and historical facts. then an introduction to Algeria's most popular site "Facebook" and its influence on EFL learners. The second sector will be strictly dedicated to defining the different types of writing and their features such as (core concepts, mechanics, elements.) As well as the aspects of digital modern writing, In addition, highlighting the advantages and disadvantages of SNS on student academic writing performance.

2.2. The Usage of Information and Communication Technology (ICT) in Algeria

Algeria is a young country with just 60 years or so of independence, so it still has a major setback compared to other developed countries in terms of technology but according to the international trade administration, Algerians are a major tech-savvy and have an increasing interest in communication technology. In addition, the government elite is on a progressive path into both modernizing and digitizing the country based on the statements of ARPCE (the regulatory agency for post electronic communication); which certainly put Algeria at the top among leading African countries. Nevertheless, the use of ICT in the educational sector is nearly absent which makes a problem when having a rather increasing demographic population, for example, crowded classrooms with traditional teaching methods. However, things, fortunately, are changing as Alin Mayared in 2015 stated that several entrepreneurs are using technology to improve the situation, like some are offering online courses that are accessible for everyone others are providing schools with educational kits…and so on". and Algerians in nature are keen to access social media since it offers many opportunities among them it success globalization that encourages the use of English as the internet's lingua franca, so this pushes us to wonder about the effect of communication tech on the changes that happened to English as a language and how Algerians are acquiring the language through the effect of tech in general and SNS specifically.

2.3. The Influence of ICT on Algeria's EFL Students

Numerous people and especially scholarly institutions all around the world are expecting that ICT will bring many benefits to both learners and teachers, this incorporates sharing of assets and learning situations as well as the advancement of collaborative learning, and a general move towards more prominent learner independence. Algeria's policies for ICT use in education are the centre of the nation' efforts for innovation. Consequently, in the adverts of using ICT in EFL learning Algeria mainly focused on computer usages; the focus at the beginning of the reform was providing the physical infrastructure of ICT use and hiring ICT teachers. So, the provision of computer hardware and basic skills to learners was the government priority .there are not much information on when exactly the Algerian educational ministry decided to implement ICT in EFL learning but the use of ICT tools in our EFL setting has become a reality that has imposed itself in force within the last six years. After 2008, the English Department at Batna University (Algeria) as a Payoneer, has launched a huge and promising project for teaching English with one purpose in mind to enhance quality in terms of the strategies and approaches adopted for the teaching of foreign languages(reference). Those promising attitudes towards raising the scale of quality in the teaching of EFL have been characterized by embracing innovative means and pedagogies that rely mainly on fostering learner centeredness and learner autonomy especially after the ongoing institutional reforms of the Higher Education system (2004) that portrayed in the Licence Master Doctorate (LMD) Reforms. Among those reforms, the classroom is not anymore teacher-led, but rather student-led where EFL learners are pushed to take responsibility for their learning. Within this respect, teachers are seen as mentors or facilitators of learning. However, ICT could not fully integrate itself into the Algerian educational system, in that, the country did not yet meet with 21-century standards for several reasons, such as what Watson (ibid.) warned us against the oversimplified and mixed up presumption that teachers will accept innovations in their daily practice by simply making technological devices available. He contends that teachers are by no implies "an empty vessel into which this externally defined innovation must be poured" (ibid., p. 381). Likewise, Huang and Liaw (2005) noted that in any case of how modern and capable technologies are, teachers would resist them as long as their attitudes are negative.

2.4. Social Networking Sites (SNS) in Algeria

SNS is an acronym that stands for social networking sites, it is a concept that refers to an online platform or a rather virtual world that connects different people from different parts

of the world who share similar interests and beliefs and it simply operates by allowing its users to create a public profile and interact and connect by texting via private messages or commenting and posting in public, it also allows total freedom to confirm or deny connection with other users and certainly moral regulations and ethics can restrict them from abusing this sites. However, in the world of the internet people can do anything because it gives them power, opportunity, and space to be creative and free said by Atagana (cited in Elhimden et al, 2014) and of more importance according to Boyd & Ellison (2007) users make up the backbone of the social networking sites in such a way that without them there would be just empty forums, chat-rooms, and applications. Subsequently, In Algeria and according to Algeria''s media Landscape (2017), Internet connectivity became widespread only in 2013. hence, social networks usage were likely initiated by that time and since then it obtains a more prominent role in Algeria's future media due to increasing users especially by youth and students who need tech and internet in their studies and because it became easier to interact with different people all over the world. Moreover,   the current statistics show that the most used two SNS platforms are Facebook and   Twitter "Facebook is utilized by 43.51% which exceeds any other social media sites and the second is Twitter with only 2.68% (Statcounter. 2021)

2.4.1. SNS Usage in Algeria

Rank	Sites	Usage in Percentages
1	Facebook	59.57%
2	YouTube	31.91%
3	Twitter	5.05%
4	Pinterest	1.9%
5	Instagram	0.97%
6	Tumblr	0.41%

Table 2.1: SNS Usage Statistics in Algeria(Social Media Stats Algeria | StatCounter Global Stats**)**

2.5. Facebook as a Popular SNS in Algeria

To begin with, Facebook is a global social network which had been launched to the world in 2004 by Check Zuckerberg, at first Facebook was a closed social application strictly accessible by Harvard college students since it was still under development by it creator, later on, Zuckerburg thought to expand it in other colleges and companies, then after a while, it fully opened it doors for the world to use under the condition of being 13 years old and above when creating an account for free (Akinola, 2015) consequently Facebook became a world

sensation and had a lot of success according to Collier (2010) who stated that "Facebook users can connect and reconnect with their companions, family, and even their old school mates and indeed individuals can form groups with common pastimes and intrigued" Also, Buzzeto-More (2012) added that clients can include each other as FB friends where they can trade by exchanging messages either by composing texts or by utilizing voice calls and many more options. although Facebook has helped with the spread of English it certainly has changed its use and shaped it in many ways, we recon above that texted speech is one of the outcomes of utilizing such a site. Chiefly, the most noticeable change that Facebook had on the English language is on its writing skill then the spoken skill as a secondary effect, because FB users have adopted their writing using an aspect of abbreviations, acronyms, with the neglect of spelling, grammar, and punctuation that basically took on as a random usage, in other words, the excessive frequency in using Facebook in its first stages means adopting its informal language " (Tretenfahn, 2011). the secondary effect of Facebook is on the communication skills of a language mostly psychological, where it can make a person less inverted and more engaged whereas other argue that it promotes antisocial human behaviour and lack of self-confidence by it users. Moreover, we must agree that Facebook is the most popular social networking site in Algeria, especially among university students which can secrets a big influence on Algerians education and language learning.

2.5.1. Facebook as a Language Learning Tool

According to Phillips (2010), Facebook can allow students to successfully display their thoughts, lead online discussions, and ease communication. It can also encourage student-to-student collaboration and give innovative ways for the instructor to include understudies in his or her subject matter. Additionally, in concern to efl learners, Wu and Hsu (2011) believed that the Facebook platform makes a difference and make learning more enjoyable for students, in a way they feel comfortable to share their thoughts and opinions in English. Yunus and Salehi (2012) also emphasise that Facebook empowers language learners to extend their knowledge, which they can utilize for academic and educational goals; by making new ways of interactions with their teachers that have ultimate academic orientation. However, we must state that Facebook is like a sword with two edges even though it is proven to be useful by many scholars in efl performance and engagement it also has a negative side on the language itself that is to say using Facebook to communicate usually involves learners to follow a specific linguistic system based on acronyms, abbreviations and informal structures, that greatly hinders the standard language use which learners aim to

obtain at institutions. This neglect of formal writing will backfire on students academic intake also the psychological effect of excessive use of Facebook, like social addiction that can distract learners from their language learning progress., Ru-Chu Shih (2013) viewed that: Using peer assessment on Facebook to assist students in learning English for Business Communication can be an effective way to improve their grammar skills such as tense and sentence structure as well as to enhance their learning desire of such a difficult professional subject. (P.7). Additionally, (Bouhami, W, 2016) claimed that using Facebook may impact the students' vocabulary by joining groups that have been set up specifically for learning English and learning new vocabularies. (P. 44).

2.6. The Writing Skill of a Language

"Writing is "a complex cognitive and social activity and . . . the mental processes involved as well as the contextual knowledge bases that must be tapped are enormous" (Beaufort, 2007, p. 246). That is to say,   even though the early stages of language was spoken, the writing part had many important roles in creating history and transmitting cultures, but writing came a long way to be fully developed in its way of creating the perfect grammar rules that govern how those abstract symbols conjoint in one meaningful structure. Chiefly, Nunan (1989: 36) said that "writing is an extremely complex cognitive activity in which the writer is required to demonstrate communication by means of conventionally visible marks." In other words, writing is a complex system that is naturally ordered to transmit correct and direct meanings. Thus, it plays an essential skill for education, personal, and business reasons. Moreover, as advances in ICT and SNS allowed people to interact with each other, communication across languages becomes ever more essential. (Cushing, 2002)

2.7. Types of Writing

It is very common that we use different words and expressions accordingly with the situation that we encounter, this kind of switch happens at writing as well. That is to say, the style of writing changes accordingly to the context and the setting, for instance, if we addressed our families and friends we will most of the time use simple words and phrases that are intimate and personal usually categorized as slang or colloquial language. Whereas, if we addressed people that have high social statue or we are placed in a formal setting our writing will be much serious and less personal perhaps more sophisticated, scientific, and we will use complex sentences, this is   categorized as an academic or professional language. In short, these changes and differences in writing lies upon two writing features or two types which are formality vs informality.

2.7.1. Formal Writing

Formal writing is typically found in Textbooks, official reports, academic articles, essays, business letters, contracts, official speeches as a few. Subsequently, as an eg; In your assignments for class or when you simply write an email message to your teacher or school in serious settings, you should not address the academic community in the same way you would talk to your friends and family for the simple reason that your academic writing needs to be both objective and persuasive, and writing that is casual is regularly not as persuading as more formal writings are, that being said formal writing style, in general, tends to cover the use of longer and more complex sentences in specifically it can range from using precise effective words, present others' Arguments Fairly and with an Appropriate Tone, and write in a clear and direct style are few of it core features. There are many types of formal writing but most fall under the category of academic.

2.7.1.1. Academic Writing

Scholarly composing, in a wide sense, is any composing task finished in a scholastic setting such as composing books, term papers, conference papers, scholarly diaries, and thesis and proposal. More particularly, it is composing action performed to fulfill a necessity of a college, college, conference, and distribution. Agreeing to Irvin (2010), "Academic composing is continuously a frame of assessment that inquires you to illustrate the information and appear capability with certain disciplinary abilities in considering, deciphering, and presenting" (p. 8). Murray (2005) characterizes scholastic composing as 'the set of traditions utilized in distributing a paper, or in composing a proposition in a particular discipline'. Oshima and Hogue (2007) view that academic composing could be a kind of formal composing utilized in tall schools and college classes, which is clearly diverse shape individual and inventive composing.

2.7.2. Informal Writing

The informal use of language can occur in casual situations, and as in the case of oral performance of language, informal language may occur within the writing process, especially when it comes to the diction of words, and any language that is presumed as Slang, Jargon, Clichés, and Conversational Language is of informal type. Basically, the writing that we may use when interacting with friends, or chatting online, the act of texting, posting. Is informal as well. Consequently, the informal type is regularly used when writing personal e-mails, letters, text messages or IMs or in "net-speak" through the different Social Network Websites such as making Facebook/Twitter posts. Additionally, Currin and Tracy (2003) argued that: "the

informal can give a chance to see one's own ability before writing a formal paper." (p.16) so writers may first start to compos informal writings before making them appropriate, there are a lot of informal writing types but fall for the slang and net-speak categories

2.7.2.1. Slang Writing

Most Linguists have no simple or clear definition of slang, nevertheless, the word slang according to oxford dictionary (n,d) it was first coined by the conventions of people as a reference to the expression of "low" or "disreputable". However, by the early nineteenth century, it continued to be applied to usages below the level of standard educated speech, and now Slang represents all words, phrases, or usages that are of informal language in both writing and speaking, It can be specific to a particular group of people or context; therefore, the meanings of the words may not be understood or common to all people. Since the purpose of slang can include establishing a group or individual identity (the setting or personality of characters involved in a story) Or exclude outsiders from a conversation, and on a bigger scale out of a social community.

Eg of slang: Did you see her new car? It was lit. The term "lit" refers to something amazing.

2.8. "Net-speak" The Digital Age of Writing

Merchant (2006) stated that "advanced digital instruments are considered to be a factor of standard living within our 21st century, with developing tech innovation always re-configuring conceivable outcomes for communication and information streams. As these advances gain momentum, they are profoundly changing the setting of nearly every perspective of life counting instruction, where students – now became screen-addicted practising reading and writing using computers and/or mobile devices" (p. 85). chiefly, it is known that the internet solely operates on language, based on that our view of net language, in particular, writing has changed tremendously, for instance, students or writers are not only able to produce different types of texts with at most ease, it also facilitated different other tasks that were once considered to be a struggle. Such as publishing, editing and rechecking for plagiarism or intellectual properties, in addition, writers can self-advertise as a bonus , like creating your own fan base and viewing others written works all with just a click of a button. Kent (2002) asserted that: " good page and screen design not only enhances the visual appeal of your writing, but improves its legibility- readers will be able to locate information on the page faster…, will read the text faster" (p. 89)

In short the language of net or digital writing includes all forms of internet uploading through computer or mobile-based writing. which can be a blog post, an e-mail, a text

message. It can be a tweet, or a Facebook update, and much more. all shared via Hypertext and legally checked by smart online devices that provide links that give credits to other writers. Merchant (2006) indicates that digital writing makes it fundamental to tie between the act of "writing" and "technology". Especially, when digital writing is a particular item of the computer age (p. 86). speaking about computers and technology, in general, we feel that is necessary to identify the different aspects or features of digital writing like CMC, texting and abbreviation up next

2.9. Features of Digital Writing

2.9.1. Computer Mediated Communication CMC

These days, with the ever-increasing, utilize of communication advances, analysts see computer-mediated communication as being one of the foremost strategies for communication, in truth, researchers portray it as "the handle by which individuals make, trade and see data utilizing organize media transmission framework that encourages encoding, transmitting and interpreting messages" (December 1996). Essentially, Aldrich states that computer-mediated communication is any communication where the data passes between senders and recipients over a computer arrangement (2008,p.13). Too, Bodomo (2010) characterizes "CMC" as The coding and interpreting of etymological and other typical frameworks between sender and recipient for data handling in numerous groups through the medium of the computer and united advances such as PDAs, versatile phones, and blackberries; and through media just like the web, mail, chat frameworks, content informing, YouTube, Skype, and numerous more to be concocted (p.06). The clarification behind this definition is that CMC is something colossal, it is more than translating messages, basic content, but to it analyzes and send typical messages; moreover, what the researcher Bodomo needs to highlight is that the method of trading data between individuals can be constrained to computers, however, it can include other gadgets like, "mobile phones." and so on.

2.9.2. Texting

Text messaging, or texting, is the act of composing and sending electronic messages, regularly comprising of alphabetic and numeric characters, between two or more users of mobile devices, desktops/laptops, or other types of compatible computers. Text messages are either sent through a cellular network, like SMS or more commonly via an Internet connection as in the use of SNS and different internet messaging sites like emails What's Up and more. Moreover, texting is the act of typing short messages used for personal, family, business and social purposes, Margaret Rouse (n.d.) notes that a person can not refer to

texting without mentioning abbreviations, As it is the most noticeable outcome of the digital age of writing of slang: Did you see her new car? It was lit. The term "lit" refers to something amazing.

2.9.3. Abbreviation

An abbreviation (from Latin *brevis*, meaning *short*) may be an abbreviated frame of a word or expression, by any method. It may comprise of a group of letters or words taken from the complete adaptation of the word or state; for case, the word abbreviation can itself. be represented to be abbreviated as in abbr., abbrv., or abbrev in short Abbreviation is the act of shortening a form of a word or a phrase however the confusion between abbreviations and acronyms are common though Acronyms are also the act of shortening, it takes only the first letter of words example: USA for United States of America/ UK for the United Kingdom. Furthermore, Bailey (2006), defined abbreviation as: "an important and expanding feature of contemporary English" (p. 132).hence we usually observe it in the language of the internet

2.9.3.1. List of Common Abbreviations and Acronyms Used in Texting

Abbreviations	Their meaning
IDK	I don‟t care
2morow	tomorrow
2nte	tonight
AEAP	As early as possible
ASAP	As soon as possible
ASL	Age/sex/location
B4YKI	Before you know it
BFF	Best friend forever
BM&Y	Between me and you
BRB	Be right back
BRT	Be right there
BTAM	Be that as it may
C.P	Sleepy
CTN	Cannot talk now
CUS	See you soon
CWOT	Complete waste of time
CYT	See you tomorrow
E123	Easy as 1, 2, 3

Table 2.2: The most Common Abbreviations/Acronyms Used while Texting(cited from http://bing.com)

2.9.3.2. List of Common Emoticons Used while Texting

☺	Happy
☹	Sad
:-/	Confused
;)	Winking
: x	Love struck
:o)	Clown
: p	Tongue
:-*	Kiss
B-)	Cool
:((	Crying
O:-)	Angle
:-w	Waiting
:-?	Thinking
:-S	Worried
>:)	Devil
:-&	Sick
<:-P	Party

Table n2.3: The most Common Emoticons Used while Texting.

2.10. Mechanics of Writing (Sentence Level Mechanics)

Writing represents a complex task to achieve for most EFL learners, and indeed it can be a strong barrier that prevents learning English or any other language because writing is a system that is restricted to a set of rules and fellows some aspects and criteria, the likes of grammar, spelling, punctuation, and coherence just to name a few, these rules determine how words string together to form a meaningful piece of text;

2.10.1. Grammar

"The word *grammar* is derived from the Greek word (γραμματικὴ τέχνη) (*grammatikề téchnē*), which means " art of letters", from γράμμα (*grámma*), "letter", itself from γράφειν (*gráphein*), "to draw, to write"."(harper. 2010), and In linguistics, it is a set of structural constraints that are put on speakers' or writers' when they attempt to compos clauses, phrases, and words. in a more special way, grammar can be considered as a field that includes domains such as phonology, morphology, and syntax, often complemented by phonetics, semantics, and pragmatics. Naom Chomsky defines it as "a device of some sort for

producing the sentences of the language under analysis" (Chomsky 1957:13). That is to say, it is an analysis of the system and structure of language or a specific language. he also stated that grammar does not necessitate correct meaning and he emphasized this statement by saying the famous phrase on which he is known by "colourless green ideas sleep furiously". in brief, grammar is a guide towards explaining how words are governed, classified, and structured together in a language. intended to form a coherent written or spoken communication.

2.10.2. Vocabulary

EFL learners need to learn different words and enrich their vocabulary repertoire or words mental storage, to, express themself correctly and clearly in the English language. Consequently, learning vocabulary means gaining a high level of language performance with at most confidence and effectiveness because vocabulary, in general, reflects the number of words that each language contain, similarly to what Longman (1995) statement that vocabulary is characterized as all the words that somebody knows, learns, or uses, this in itself means that vocabulary has different classifications which can be distinguished into two different types: The first is "active vocabulary" (Harmer, 1991) states that active vocabulary comprises of those words over which learners can use in their speech and writing, as learners know the accurate meaning of those words. Whereas, The second type is "passive vocabulary" which indicates that learners can recognize the words and understand their meaning when they appear in a speech or writing piece, although they are incapable to produce those words in themselves. In addition, Hatch and Brown (1995) said by mentioning that the word knowledge is merely productive and receptive sides of language, productive goes well with active vocabulary where both stand for learners ability in understanding different terms and how to properly insert them in writing along with high skills in grammar and basic language fluency, while receptive goes with passive vocabulary which requires learns recognition of different words in a speech or writing pieces. And an acquaintance with major grammatical items or forms.

2.10.3. Punctuation

How to properly use commas, ellipses, apostrophes, hyphens, and parentheses. Are good indicators on how writing should be, punctuation are guidelines for sentences and ideas alike it eases understanding restrictive and non-restrictive clauses and other sentence constructions. Harmer (1988) specified that utilizing Punctuation is an imperative aptitude. Where Numerous individuals judge the quality of what is writing not only on the substance

and the language of the writer's penmanship but also on the usage of punctuation. In the case of capital letters, commas, full stops, because if a phrase or sentence boundaries are not pointed accurately, this will not only make a negative impression but can make content hard to understand for readers. Similarly, Murray & Hughes (2008: 185) said that punctuation and capitalization both " indicate pauses and sentence boundaries and also eliminate ambiguity. A well punctuated and capitalized piece of writing should make the work easier to read and understand and will therefore help it make a more favourable impression on your readers."

2.10.4. Capitalization

According to(English sentences.com, 2021) In writing, capitalization is the use of capital letters as a type of punctuation. When we say that something is capitalized, it implies that the primary letter of the word or words may be a capital (i.e. capital A versus lowercase a). Capitalization's genuine objective is to point out and separate specific, individual things from general things, which helps us identify them in a sentence. So, we utilize capitalization to stamp the starting of a sentence and to recognize all sorts of legitimate things, names, and titles. Since a capital letter is the start of each sentence, you know that each sentence employs capitalization at least once. However, Kent (2002) argued: "capitalize proper nouns only- names of people, objects, and entities. Don't capitalize a word because you think it's important or you want it to stand out" (p. 71).meaning that there are no exact rules beside capitalizing proper nouns and different types of names.

2.11. Elements of Good Writing

According to Kane (1988), mechanics means: "the appearance of words, to how they are spelt or arranged on paper" (p 15). which means that writing operates through a set of important elements that work hand to hand with grammar, they are usually concerned with how words assemble and composed in the surface, also according to Starkey (2004: 2) those elements can include organization, coherence, clarity, with accurate language and word choice. we chose to identify the most important ones as fellow:

2.11.1. Organization

Good writers in an effort to reach there at most potential, they ought to well organize their ideas and thoughts within the text, and always double-check for any missing elements that could be critical to their writing. Subsequently, organizing takes place first in the writers' mind where they literally take a moment to organize the storyline of the text in mind by establishing goals and key points that go with readers preferences before even putting it on paper, and since it is commonly known that most readers stick only for 15 seconds or less in

reading anything. Hence, organization mission is to make writing more readable, and that's a good thing! since a reader is more likely to get more interested when a quick scan reveals that the information discussed or shown in writing is relevant. As illustrated by Starkey (2004: 2) who states that "the direction and purpose you get from organization helps your reader to believe what you are saying and to willingly follow your lead". Furthermore, we can say that organization requires a set of strategies that make a piece of writing understandable and clear and deliver it with the esteem it needs, for this reason a wide important procedure called the pre-writing which incorporates free-writing and brainstorming are the most used strategies, Starkey (2004) emphasizes that the pre-writing method in the organization is the planning of the work which comes after perusing and gathering the necessary data. and for Galko (2002: 10) "brainstorming is to let your ideas flow without judging them" which suggests that the brainstorming procedure is exceptionally important in creating and progressing one's writing . additionally Galko said that "free writing" might better be called " flow writing" because the most important aspect to this pre-writing technique is the flow or momentum that it requires.

2.11.2. Clarity

Clarity is built on understanding the fact that people communication is a process of interpreting not just what people write, but what they 'intend to mean or imply, as such, clarity play a major role in the writing process because   it entails the purposes of conveying an understandable message to the other readers and according to Starkey (2004) there are four fundamental elements in making writing clear in the sense of easy and accurate:

◆ Eliminate ambiguity: the writer should avoid using ambiguous words or complex metaphors.

◆ Powerful, precise adjectives and adverbs: the writer should be selective when concerning the right words.

◆ Be concise, according to Starkey (2004: 15) "there are two equally important approaches to more concise writing: eliminating unnecessary words and phrases, using the active (as opposed to passive) voice whenever possible."

◆ Avoid unnecessary repetition: repetition of words, information and ideas can destroy the clarity of the written piece sometimes.

This can be also linked to aspects of pragmatics in particular Grice (1975) four maxims of communication; *QUALITY (Being TRUE), QUANTITY (BEING BRIEF)*
RELATION (BEING RELEVANT), MANNER (BEING CLEAR).

2.11.3. Coherence

Coherence is widely known to be the quality of being logical and consistent, in that, the ideas that are discussed in a piece of written or spoken text ought to be compatible, meaning connected and lead to one end, without any contradiction, as to avoid misunderstandings. Crystal (1985, p. 53), defined it as "the main principle of organization which is assumed to account for the underlying functional connectedness of a piece of spoken or written language." and Coherence is a very necessary skill in writing as illustrated by Murray& Hughes (2008: 45) when they stated that "coherence is perhaps the single most important element in any kind of writing". However, many students do not pay attention that coherence takes place between words. Sentence and even paragraphs and they occasionally presume it for just correct meaning but it also entails correct use of grammar since it genuinely has to do with good and smooth flow or writing.

Eg; An incoherent sentence will be Sarah likes to jump, running, and skate. Instead, it should be parallel like this: Sarah likes jumping, running, and skating.

2.11.4. Words Choice

Creative writing does not only needs learners or students word knowledge but also the ability to choose the right words in the right context, McLean (2011) stated that: "You should switch between different ways of speaking and writing depending on whether the context is formal or informal" (p. 287). That is to say, In order to produce a well-formed text, it is rather vital to be selective by choosing the appropriate form of words that suits the context as emphasized by George Yule who said that "context is the physical environment in which a word is used." (2000. p, 128). furthermore, McLean (2011) stresses that the most important factor that leads to a good understanding. is the choices of words that authors decide, and the way to perfect it, and he suggested few tools that help, the likes of dictionaries that has many benefits in that it does not only give words definition but it also gives their pronunciation, spelling, and use. Thesaurus and antonyms also are of great need. where McLean argue that for a better choice of words, writers should be aware of words' connotations as the same word's use might differ from one context to another. Another important thing that should be avoided during the choice of diction is slang.

2.12. The Impact of SNS on EFL Students Writing Skill

SNS or the various internet-based platforms that promote communication between different individuals in the society often work by allowing the transfer of digital content such as texts for communicative purposes of course. that is to say, that people share a large amount

of information about different topics in society mostly through the act of text messaging, despite the fact that social media for the most part encourage student creativity and personal expression' and most of them are spending time writing more than ever, and that's *good*. However, SNS overuse can be a double edge sword towards the writing skill of a language either it improve students to write creatively or cause a threat to the formal standard of the language by encouraging bad habits especially for new learners so we decided to discuss SNS impact on writing in a matter of advantages vs disadvantages as fellow;

2.12.1. Advantages of SNS on EFL Students Writing

2.12.1.1. Learning Online

Salmon (2003) proposed that "learning-online" may be a new trend, which is seen as an amateur way that enables distance communication, it means that users effortlessly interact via those networks at any time and any place. by means of those online administrations is performed through writing, or what is labeled as "typed word", not to disregard the audio-visual aids provided by Web2.0 sites. All these factors and unique features help users to collaborate; by responding to each other (p. 18). Salmon (2003) also said that: "These technologies allow for real-time communication: users are online together at the same time and speaking or writing to one another immediately" (p.68). Online classes for instance identify the appropriate writing tools for students and provide quick feedback about students work Mekhoukh (2012) argued that ICT renders a broad array of multimedia resources, authentic materials, and a window for possibilities of rigorous learning in language laboratories. Idri (2013) stresses the role of technology in enhancing and extending students' learning. She argues that its appropriate use can make complex processes clearer through the use of visuals and multiple examples found in online simulations or animations, images or photos from websites or CDs, or graphics or data tables. According to Bouguebs (2020), "ICTs bring to surface new teaching/learning approaches such as e-learning courses, computer-mediated learning via e-mails, podcasts, computer facilities for the educational system a safe shift from the traditional mode of learning to an online one" (p. 1). Perception and use of ICT materials among Algerian EFL secondary school teachers 89 Yet, both the introduction and integration of ICT into school instruction should be supported by adequate training. There must also be an emphasis on considering ICT as a means

2.12.1.2. Interaction

SNS can create a safe enjoyable environment for EFL learners, which can nourish their writing skills, through making interactions with peers, teachers, or even other writers, and

online platforms genuinely allow students to share their views about different aspects of their classes or subjects. in a way, they feel comfortable expressing their ideas and opinions freely without any pressure, which typically take place in close spaces the likes of classrooms. In addition, Yunus and Salehi (2012) mention that Facebook as a major site of SNS itself can play a positive role by helping learners to develop their creative thinking skills. In that, they are exposed to wider audiences and different opinions that are essential in improving their writing.

2.12.1.3. Self Marketing and Improvements

Many writers are insecure about their writing, with a steady fear of rejection. Writing regularly on a friendly and non-judgmental platform like a web journal or social networking site permits you to test out modern thoughts and compose new styles without the fear of being scorn or ridicule. You will likely get valuable feedback and constructive criticism from your readers as well. Additionally, you can get immediate reviews and critiques on your writing experiments, and use this to improve and polish your writings. Moreover, the value of social media in marketing your written works (books, articles...etc) is worth all the time and exertion you put into it. Whether you go with self-publishing or conventional publishing methods, SNS can truly offer assistance to young writers because writers presently have a ready-made set of initial sales and reviews, which will boost their subsequent sales.

2.12.2. Disadvantages of SNS on EFL Students Writing

2.12.2.1. Distraction and Social Media Addiction

It is widely known that too much focus on social media most certainly leads to addiction. Most individuals are continuously on social media due to their unconscious desire to always getting feedback and pieces of information about their surroundings or what is out there in the world in the sense they do not want to be left behind with what is happening out there. Subsequently, they find themselves, in an alternative state of mind messing cannot remain a minute without checking SNS for notifications this can affect the human brain in a negative way where it interferes with their natural body reactions like how their mind reacts to situations, process events and also how it remembers events, it can also impact teenagers' brain development by slowing their activities. Since the use of social media, tends to make it users multitask which takes away their concentration ability.

2.12.2.2. Net-speak

Crystal (2001) claims, " The term 'Netspeak' is an alternative to 'Netlish', 'Weblish', 'Internet language', 'Cyberspeak', 'electronic discourse', 'electronic language', 'interactive

written discourse', 'computer mediated communication' (CMC), and other more cumbersome locutions" (p.17). The word itself is a coinage of two words – "internet" and "speak" that involves writing as well as speaking.

2.12.2.3. Academic Literacy

Newman (2002) defined academic literacy as "the set of competencies that lie behind achievement" (p. 5) relating this concept to assessment and success. Casanave and Li (2008) portrayed literacy practices in graduate school as the way graduate students learn the textual conventions of reading and writing, tacit rules of participation, interpersonal relationships between faculty and students, "and the impact of enculturation and interaction on student and faculty identity" (p. 2). Moreover, information literacy is another area that is gaining interest as it focuses on approaching the vast amount of information sources available through the web that the learners have access to and have got to utilize in their learning. This type of literacy deals with "ways of deciphering . . . information more . . . wittingly or critically . . . as an effective receiver or producer within the media spaces in question" (Lankshear & Knobel, 2006, p. 20)

2.13. Conclusion

To conclude, we believe that we have shed enough light on the major concepts and the context that our study is built on, in that, we unveil SNS and ICT situation in the Algerian academic community and we thoroughly identified different aspects and types of writing along with its relation to technology in general, and SNS in specific, because it is the core issue that our research aims to solve and discuss. Subsequently, it is clear that writing is not an easy task but rather a complex process specially when it is academic, and ICT has certainly facilitated that process. However, ICT is a two-edged sword where the simplicity that it offers can be the very threat to the continuity of academic writing.

Chapter Three: Data Analysis and Discussion

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3.2. Methodology

3.3. Target Sample

3.4. Instruments of Data Collection

    3.4.1. Questionnaire

        3.4.1.1. Description

        3.4.1.2. Design and settings

    3.4.2. Interview

        3.4.2.1. Description

        3.4.2.2. Design and Settings

3.5. Data Collection Producers

3.6. Data Analysis and Discussion Design Plan

3.7. Data Analysis

    3.7.1. Questionnaire (Analysis and Interpretation)

      I.   **Part One:** Demographic Questions
      II.   **Part Two:** Participants Attitude and Behaviour
      III.   **Part Three:** EFL students' perspective on the effect of Tech on English change, use, and learning

    3.7.2. Interview Results (Analysis and Comments)

      I.   **Part One:** Language Change
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      III.   **Part Three:** The Experiment

3.9. Discussion Design

3.11. Conclusion

3.1. Introduction

This chapter represents the practical part of our study, which is devoted to data analysis and discussion of both the questionnaire and the interview results that in return examines the influence of ICT and SNS on EFL students writing skills and standard English change. Henceforth, this chapter will be divided into three sections. First, we will present our methodology accompanied by the identification of our target sample and the description of our data collection instrument and its distribution producers. The second section is about the questionnaire and interview analysis where we interpret the results to explain the possible reasons and outcomes of their occurrence. The last section is about discussion, where we inter-wind our findings with our research questions and objectives. Finally, we present our conclusion about the main points discussed by summarizing the insight that we want to reflect on from our study.

3.2. Methodology

Based on the aim of this study, the sample to be investigated, and the time available, these specific factors deemed us to approach our topic as a descriptive case study,through both quantitative and qualitative aspects of data analysis and representation. Henceforth, we will apply a mixed methodology, which is a combination of quantitative results and qualitative findings. Subsequently, our choice of this mixed approach was set to obtain a complete understanding of the research problem by reflecting our topic on our participants' point of view, that will lead us to point out any signs of agreements or contradictions, it will also provide us with flexibility and freedom, in that, it will help us to devise an appropriate plan toward answering our research questions. Chiefly, we intend to view our research topic "The Impacts of ICT and SNS on EFL Standard writing skill, and Overall EFL writing change and shift" solely and analytically based on our participants' responses. All of which is dedicated to accumulating enough facts and statistics so as to establish a wealthy relevant context that has incredible esteem, meaning, and gives a state of reliability to our study. Furthermore, to achieve this mixed-method a combination of various research tools were utilized. First, a primary observation that helped us deduced our research statement. Then, an "online questionnaire was sent to students". Finally, a self-administered "semi-structured interview for teachers", as so to gather the fundamental data that we need and of equal importance, put an inquiry to our main theory that suggests a near "language shift" to the use of English standard writing variety by EFL learners and its replacement with a rather informal convention that suits all situations.

3.3. Target Sample

in order to divers our findings and see our research in a bigger spectrum in terms of insight and value, we decided to choose two types of sample population. Our first choice was a "random sample of Ibn Khaldoun University EFL students, Tiaret, Algeria." In particular, The targeted population were 110 EFL students as of the total number, were most of the approximately 94 students by the percentage of 85.5% are between 20 and 25 of age, from different educational levels, and gender-wise females are leading by two-third estimated by 67% over men who are merely the third of our participants 33%. Although they were all chosen in a totally random way it certainly as a condition it involves all of them meeting the criterion of "EFL learners" with their noticeable access and usage of technology and SNS specifically. The purpose for such a diverse large sample was to first avoid bias data besides it will allow us to check for comparison between levels and further investigate changes that have occurred or are occurring in English learning and use. Moreover, for our second sample which is strictly dedicated to the semi-structured interview, we choose a "convenient target population which is formed by 17 teachers who work at Ibn Khaldoun University" all share the criteria of "long experience, with the fact on which they were taught in a period without the integration of tech into learning. Our second sample serves the qualitative feature to our topic, vis vs, the first which are mostly intended for quantitative purposes.

3.4. Instruments of Data Collection

We stated before that we have used Two different data collecting tools in this study, including an online structured questionnaire that attempts to collect quantitative data from students and a semi-structured interview with teachers to collect qualitative data, the two subgroups who were addressed and targeted are EFL students and teachers,   of the Foreign Languages departments at Ibn Khaldoun University, Tiaret, Algeria. Giving the importance of how our data was collected we explain and describe the two instruments as fellow;

3.4.1. Questionnaire

3.4.1.1. Description

A questionnaire is known to be a research instrument that consists of a series of questions that gather essential data from respondents, and since we decided to obtain information that is related to our topic and our own scholarly environments the kind of information that can be recorded as a count or has a numerical value for statistical analysis. Therefore, we created "structured online questionnaires".

3.4.1.2. Design and settings

The questionnaire contained 18 different questions divided into three sections. The first section is Demographic Questions that are structured by merely Multiple choice questions (as in age and level of education) and one   Dichotomous question (gender). The second part is about the participants' attitude and behaviour towards our topic it has 8 questions Mostly are Multiple choice, Dichotomous, contingency, and frequency scale questions. The last part is dedicated to gathering respondents views and agreements towards our topic main ideas, it had 7 questions where it employed Multiple and Single choices, Agreement scale questions were employed. Additionally, concerning the settings, we published the question via SNS on the date "August 10th, 2021."

3.4.2. Interview

3.4.2.1. Description

An interview is a conversation where one participant asks questions, and the other provides answers, yet our interview was a computer-mediated one, due to lockdown and pandemic procedure we, unfortunately, were not able to conduct it face to face in sort speak, so we either sent a script or contacted teachers through internet chat applications. Nevertheless, we sought to collect qualitative data, therefore, we gave the respondent the ability to elaborate more on their thought by exchanging longer answers and questions. Consequently, we devised a semi-structured interview strictly for teachers, the interviewee sample was formed by 17 teachers, their identities have been kept anonymous as to avoid any discomfort or paradoxical views, we also avoided any sort of sensitive questions, in that, we directly asked them to answer few pre-prepared and semi-guided questions after a proper self-introduction and explanation to the content and purpose of the interview.

3.4.2.2. Design and Settings

The interview had 10 different types of questions divided into three parts, they were organized in a focused aspect on which we consistently guided their answers as to not stray from the main research ideas. Subsequently, The first part was to gather teachers attitudes and agreement which had five questions two of them were single choice questions and the rest are open-ended. The second part, had more value cause it included our four main research questions all opened ended. The last part had two different items one task which is rather an experimental, the subject of this experiment was to make teachers guess a bunch of mixed slang and academic vocabulary and the vary the last question was a bonus question a kind of ethical hypothesis, so to gain more unstructured even contradicted data to yield more insights, "the interview was conducted on August 15, 2021"

3.5. Data Collection Producers

We must restate that we are in a difficult period, the pandemic alone was not the only obstacle that holds us back, but time restrictions push us to devise a data collection approach, where it ironically depended on utilizing technology to reach our participants. Nevertheless, all students" and teachers answers were taken into consideration with no exception, we analyzed carefully and thoroughly every piece of information we obtained, besides, we took notes and jet down every argument, explanation, thoughts that we come across in the process and linked them to our topic.

3.6. Data Analysis and Discussion Design Plan
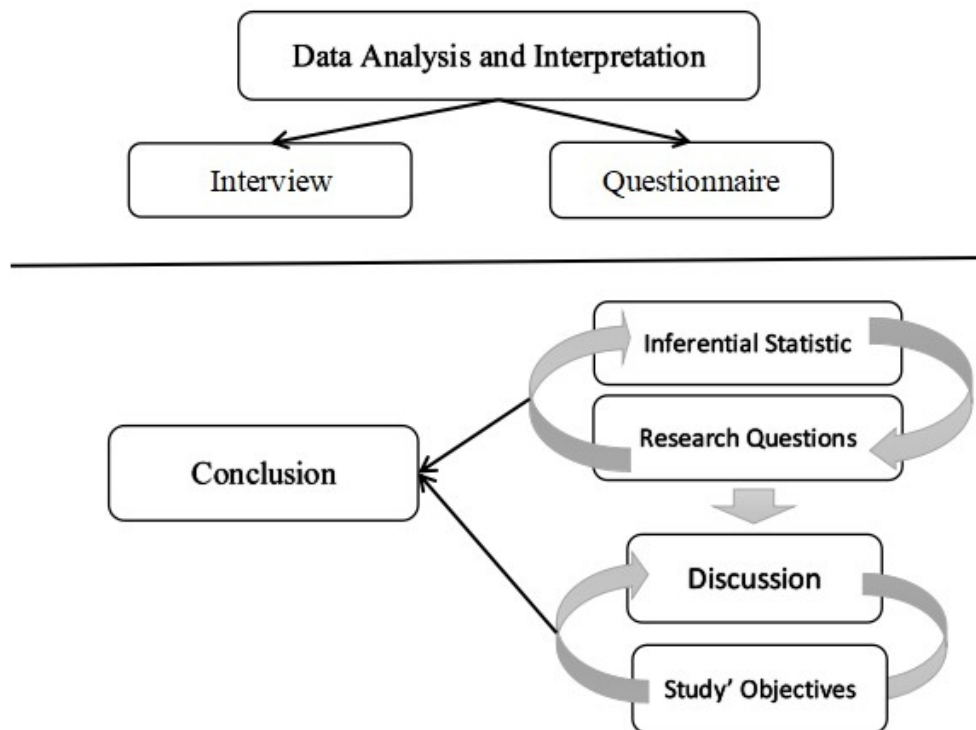
Figure 3.1: Data Analysis and Discussion Design Plan

3.7. Data Analysis

The submitted instruments were organized by the researchers and analyzed both on quantity for mathematical statistics and quality for reliability. Chiefly, Graphs and Tables, and figures were utilized to present the data (Pie charts and tables showing the choices, percentages and numbers that reflect responders' answers). In addition, a comment which is a rather brief explanation was given under the results for more clarity. Moreover, we coded and transcripts recurring themes and most shared responses for qualitative responses and we described the links and patterns across the interview identifying thematic patterns.

3.7.1. Questionnaire (Analysis and Interpretation)

I.   Part One: Demographic Questions

1)   Question 01: The Age of Participant

Participants' Age	Number of Participants	Percentage
20 to 25	94	85.5%
25 to 30	10	9.1%
Above 30	6	5.5%

Chart 3.1: The Participants Age   **Table 3.1**: The Participants Age
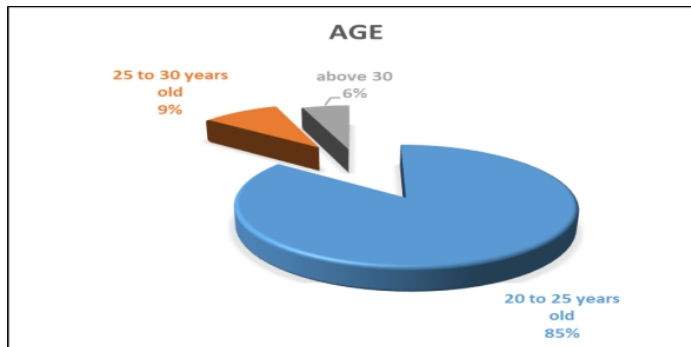
In the table and pie chart above, we can see that most of our participants' age is around (85.5%) by the number of 94, which is a typical age variant to the most student at college since it is common in the Algerian scholarly years that most high school graduates enrol to college by the age of 17 or more, the second least percentage is 9.1% that perhaps reflect the number of high-senior students in particular students of advance classes like master students lastly the participants who are above 30 which can either represent few rare adult students cause college does not have an age limit, here we can observe that even though that our data source are random yet we remarkably got a steady variable estimated by 85.5%.

2)   Question 02: The Participants Gender
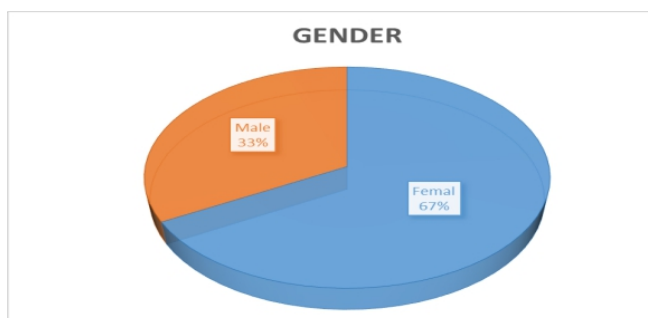
Participants' Gender	Number of Participants	Percentage
Females	74	67%
Males	36	33%

Chart 3.2: The Participants Gender   **Table 3.2:** The Participants Gender

We can obviously see that females surpassed the number of males by 67% (nub =74) while males are just over one-third of the participants estimated by 33% (nub-=36), this can be explain by a the bigger picture that showcase Algerian females having a strong preference to language studies and based on the data some upcoming responses will not be neutral and will tilt to the feminist perspective.

3)   Question 03: The Participants' Level of Education
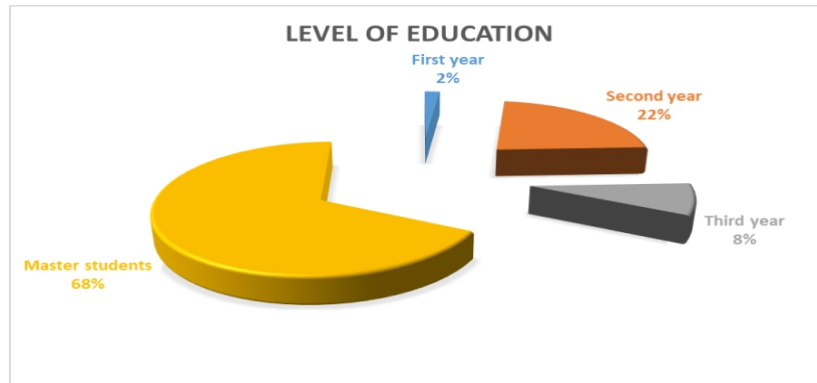
Chart 3.3: The Participants' Level of Education

Participants' Answer	Number of Participants	Percentage
1 year students	2	2%
2 year students	24	22%
3 year students	9	8%
Master year students	75	68%

Table 3.3: The Participants Level of Education

Although we tried to obtain a totally random but semi convenient sample of participants we end up having uneven sub-groups where the largest percentage of students was 68% (nub=75) formed only by master degree students, the second most numbered sub-group by (22%, nub=24) are of 2nd-year level. the third sub-group is 3rd-year students (8%, nub= 9) and the lowest group made by two 1st-year students 2%. This kind of participation surprised us because we published the questionnaire to all kinds of EFL students in the same college so we expected to have various participation from all levels. Nevertheless, this can be related to several circumstances and factors such as 1st-year students may not fully immerse in the university activity and 3rd-year students at the bunch of graduation so they neglect to be part of any university research requests thus we have obtained two good variables seniors and freshman.

II. Part Two: Participants Attitude and Behaviour

4) **Question 4: How often do you use your Smartphone or PC in communication?**
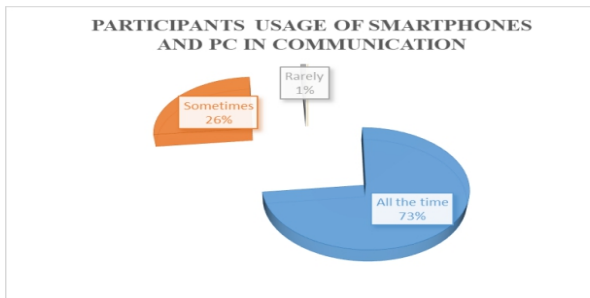

Participants' Answer	Number of Participants	Percentage
All the time	80	73%
Sometimes	29	26%
Rarely	1	1%
Not at all	0	0%

Chart 3.4: participant usage frequency of PC and smartphones in communication   **Table 3.4:** participant usage frequency of PC and smartphones in communication

Certainly, smartphones or portable computers are essential tools that we use daily in our lives to stay connected or conduct different tasks via the internet which makes them intertwined, and these results exactly show what we have expected, a large percentage of EFL students by the number of (73%, nub=80) use their electronic devices to access internet nearly all day and the second high percentage (26%, nub=29) usage is consistent but spread throughout their day, hence, labeled as "sometimes" , and only one answered rarely 1%.

5) **Question 5: Are you interested in using social networking sites as a means for language exchange?**
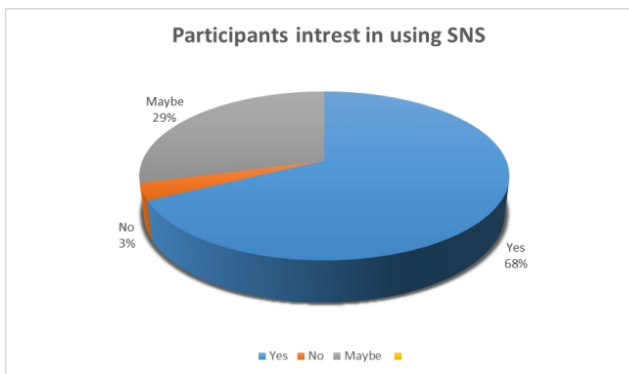
Participants' Answer	Number of Participants	Percentage
Yes	75	68%
No	3	3%
Maybe	32	29%

Chart 3.5: Participants interest in using SNS   **Table 3.5:** Participants interest in using SNS

Most of our informants (68%, nub=75) when they were asked about using SNS as online platforms for language exchanged they answered "Yes". whereas, only (3%, nub=3) responded by "No" and almost third of participants by the percentage of (29%, nub=32) are "not-sure".this data may appear as irrelevant yet it confirmed that the basis of internet use by Algerian EFL students is situated on language exchange and usage.

6)   **Question 6: How frequently you access social media sites in your day?**
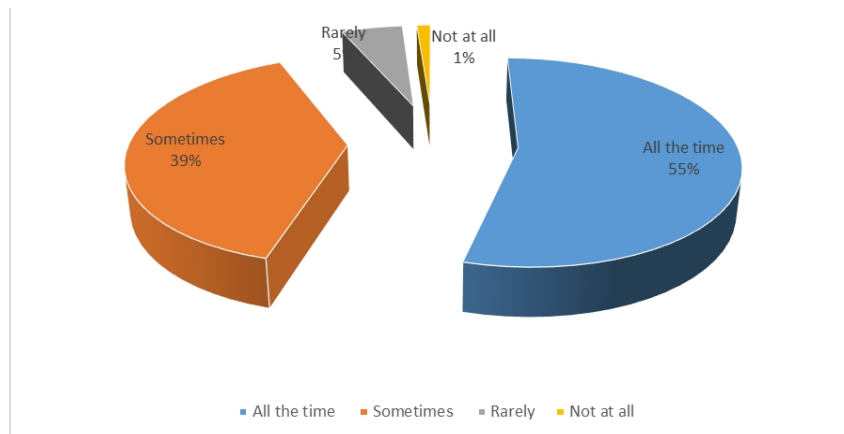
Chart 3.6: Participants' SNS access Frequency

Participants' Answer	Number of Participants	Percentage
All the time	61	55%
Sometimes	43	39%
Rarely	5	5%
Not at all	1	1%

Table 2.6: Participants' SNS access Frequency

When asking about students SNS usage in their daily lives we found that more than half of our participants (55%, nub= 61) are always connected, and (39%, nub=43) are moderate users it means they use it extensively but at separate times during the day "sometimes" and the two lowest usage frequencies are (5%, nub=5) who claimed that they "rarely" access SNS and only one by 1% said "never". This data shows the power SNS has on people, especially language students where it affect lies on their language use and learning.

7)   **Question 7: What are the sites that you usually access?**

This was an apparent open-ended question since there are a lot of SNS platforms and we wanted to see which one has the most impact on our sample, Subsequently, our participants' answers all included the re-occurrences of "Facebook, Instagram, YouTube, Whats-up, Twitter" but also there where other exceptions like "Duolingo a language exchanging application, and other educational sites like "Research-gate, Academia Britishpedia." The data we collected was rich were students named us a wide range of sits some are educational this attributes to master students who are required to conduct a research study for their graduation.

8) **Question 8: What attracts you more when you utilize English in surfing the web?**
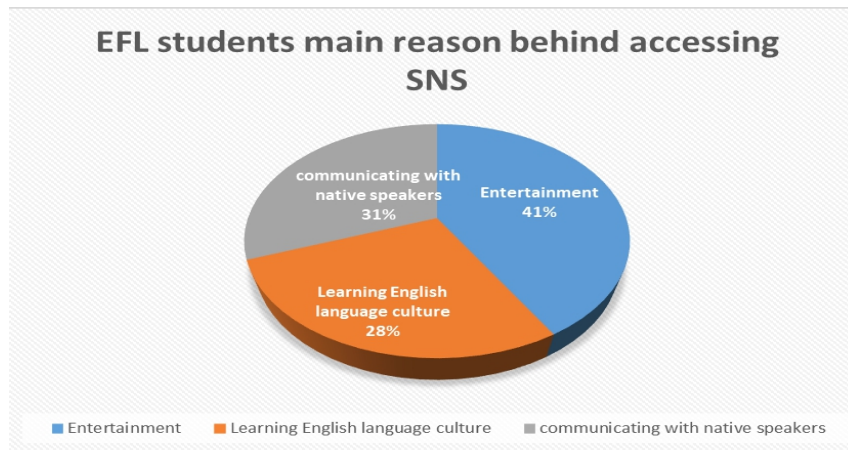
Chart 3.7: EFL' students Main Reasons Behind Accessing SNS

Participants' Answer	Number of Participants	Percentage
Entertainment	45	41%
Learning English language culture	31	28%
Communicating with native speakers	34	31%

Table 3.7: EFL' students Main Reasons Behind Accessing SNS

When we asked students about their reasons for accessing SNS we had all close percentages among the three choices that we gave them. However, the most chosen one by students was by (41%, nub=45) "using SNS for entertainment, to, escape boredom". The second was "communicating with natives" estimated by (31%, nub=34), and the last choice had (28%, nub=31) who claimed that they use SNS for learning English culture, here we can notice that all students replies are closed In percentage this indicates that student may use SNS for all these reasons simultaneously.

9) **Question 9: What are your thoughts about Technology usage in English language learning?**
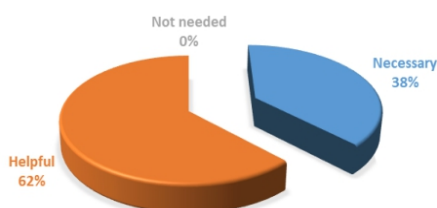
Participants' Answer	Number of Participants	Percentage
Necessary	42	38%
Helpful	68	62%
Not needed	0	0%

Chart 3.8: The Importance of Using Tech in Education   **Table 3.8:** The Importance of Using Tech in Education

Here when we asked students about the importance of tech or ICT in English language learning most answered by "Helpful" to some extent approximately (62%, nub=68), and (38%, nub =42) emphasized its role by saying it is "necessary". Whereas, no one claimed that is "not needed". from the results above we can clearly see how ICT is integrated with modern language learning that no one believes it is possible to learn without ICT. Thus, we deduce that all students in this sample are tech acknowledging and know exactly how to use tech in their studies.

10) **Question 10: How did technology improve your writing skill proficiency?**

The Benefits Scale of ICT and SNS on English Language
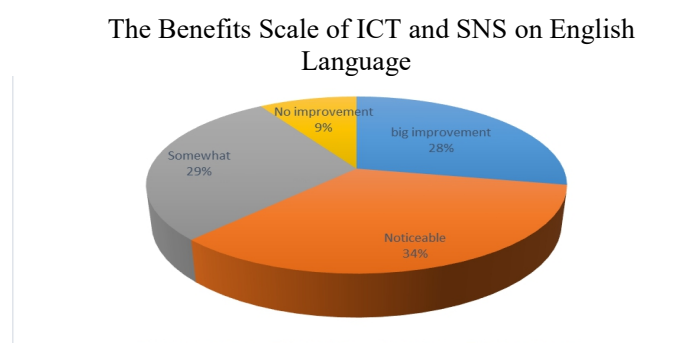
Chart 3.9: The Benefits Scale of ICT and SNS on English Language

Participants' Answer	Number of Participants	Percentage
Big improvement	30	28%
Noticeable	37	34%
Somewhat	31	29%
Not at all	11	9%

Table 3.9: The Benefits Scale of ICT and SNS on English Language

In this improvement scale question, we directly asked about tech role in improving students writing skills and we had very close adjacent responses in terms of percentage was the biggest by not far was (34%, nub=37) students who claim that "ICT had a very noticeable improvement to their writing skill" . the second-highest was (29%, nub=31) students who are not sure and answered "somehow" almost similar percentage (28%, nub=30) emphasized and vow that their skill had "very big improvement thanks to ICT" the last result was formed only by (9%, nub=11) who disapproved and said, "it did not help them at all". the data obviously favour ICT role in a positive way it seems that our participants either integrate tech on their studies or based it on them.

11) **Question 11: When texting via social media, do you keep in mind the sentence structure, as in spelling, grammar, and punctuation?**

Participants' Answer	Number of Participants	Percentage
Yes	55	50%
No	55	50%
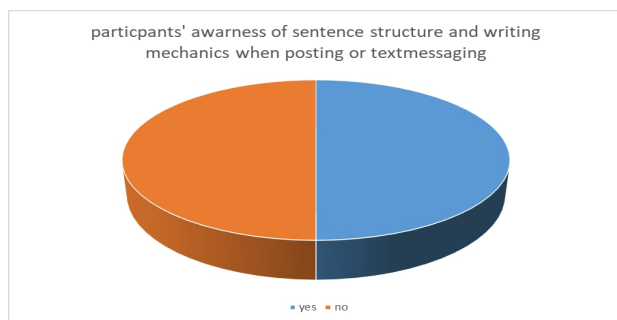
Chart 3.10: participants awareness writing while using SNS

Table 3.10: participants awareness writing mechanics mechanics while using SNS

In this dichotomous question where we asked the student if they keep in mind the basics rules of writing and use correct grammar spelling and punctuation when texting or posting via SNS remarkably half of the participants said yes and the other said no, we cant really explain this kind of results perhaps our participants are not fully aware of their net writing

III.Part Three: EFL students' perspective on the effect of Tech on English change, use, and learning

12) **Question 12: Do you think that technology like social media and electronic communication has changed the English language?**

Participants' Answer	Number of Participants	Percentage
Yes	77	70%
No	5	5%
Maybe	27	25%
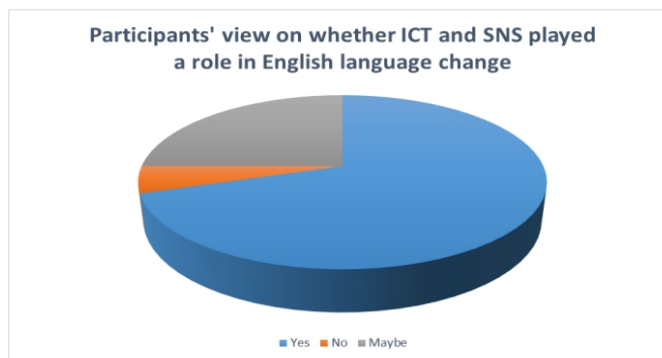
Chart 3.11: ICT and SNS role in English change

Table 3.11: ICT and SNS role in English language language change

Here this question was an inquiry into English language change through the effect of ICT where most of our participants (70%, nub=77) agreed to it by saying yes and only (5%, nub=5) disagree by saying no and one quot-er of the participants estimated by (25%, nub=27) are not sure and answered maybe, the results show how clearly tech impact on language is and how it constantly changing by the time.

13) Question 13: if there is a change what was the biggest change at ?

THE MOST IMPACTED PART OF THE LANGUAGE

Speaking 44%

Writing 56%

Participants' Answer	Number of Participants	Percentage
Writing	62	56%
Speaking	48	44%

Chart 3.12: The Most Affected Part of The English by ICT

Table 3.12: The Most Affected Part of The English language by ICT

Another dichotomous question presented to students formed by two single-choices as an inquiry to what ICT had the biggest changed at in English, More than half (56%, nub=62) answered "changes at the written part of language", and the rest (44%, nub=48) choose "the spoken part". The results reflect how clearly ICT is impacting student writing skills in a bigger spectrum.

14) Question 14: If you choose writing, how?

This was a contingency open-ended question to those who choose "writing part" in the previous to gather ideas on how exactly ICT changed English writing we had various answers we will highlight the more reoccurring and most interesting;

like student (a) answered by "Slang".

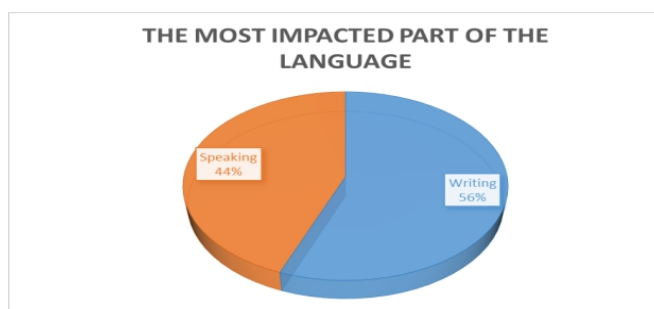*(b) proclaim that it "led to the invention and creation of new forms of writing such as the abbreviations of words in social media*

(c) "Using abbreviations and even new words".

(d) "The appearance of new acronyms."

(e) "In creating new terminologies or developing new term"

(F)" Keyboard corrector".

(g) "The system of writing changed with the use of contractions which lead people to miss-writing and forgetting spelling rules."

Most of the responses we had mention abbreviation or acronyms which is true since they are the most noticeable changes but other may have a bigger role interesting responds said that the features of that ICT have is what changing the language the likes of auto-correcting and predictive keyboards which lead users to neglect to spell and in general writing mechanism and constant texting posting leads to creating new words or changing the meaning of old ones.

15) Question 15: How does technology Negatively affect EFL students writing skills?
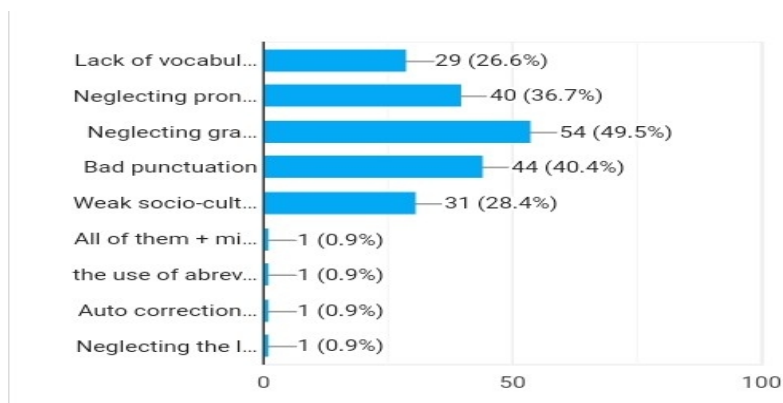
Figure 3.2: Negative effects of tech on English

Participants' Age	Number of Participants	Percentage
Lack of vocabulary	29	26.6%
Neglecting grammar	54	49.5%
Bad punctuation	44	40.4%
Weak sociocultural intake of the language	31	28.4%
Others…	4	3.6%

Table 3.13: Negative effects of tech on English

The figure above reflects a multiple-choice question about the disadvantages of ICT on students writing skills. the results show that approximately half of our participants (49.5%, nub=54) choose "neglecting grammar as an outcome", and (40.4%, nub=44) students choose "bad punctuation", (28.4%, nub=31) agreed that these advantages come as "sociocultural attributions" , and (26.6%, nub=29) claim that it effect students "vocabulary intake" and we got other suggestions from four participants which form (3.6 %, nub=4) of responses, for instance, one suggested that it makes students "depended on abbreviation," another said "keyboard auto-correction." Based on these data, we clearly see two strong choices "punctuation and grammar" as the most noticeable influenced parts by technology.

16) Question 16: How does technology Positively affect EFL students writing skills?
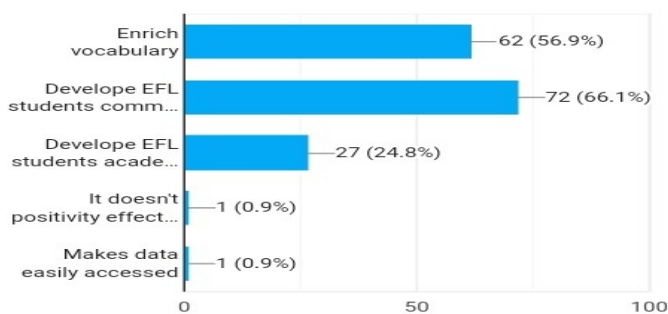

Figure 3.3: Positive effects of tech on English

Participants' Age	Number of Participants	Percentage
Enrich vocabulary	62	56.9%
Develop EFL students communicative skills	72	66.1%
Develop EFL students academic abilities	27	24.8%
Others…	2	1.8%

Table 3.14: Positive effects of tech on English

In contrast to the previous question here the figure above reflects the advantages of ICT on the writing skill English, and we can see that more than half (56.9%, nub=62) agree that ICT help enriches students vocabulary and most high (66.1%, nub=72) ICT develop their communicative skills in writing and (27.8%, nub=27) develop EFL academic abilities and two other participants suggested that it does have any advantages and other said it facilitates writing since it provides a lot of information, we deduce that ICT is a great source of words and information because many new terminologies are constantly created in SNS.

17) **Question 17: Does EFL students and teachers at Ibn Khaldun university need to employ social media in English language learning?**

Participants' Answers	Number of Participants	Percentage
Yes	52	47%
No	14	13%
Maybe	44	40%
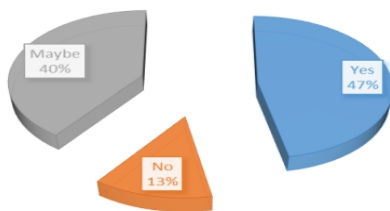
Chart 3.13: The employment of tech in the university of Ibn Khaldoun

Table: 3.15: The employment of tech in the university of Ibn Khaldoun

This is on-point question about ICT role in EFL learning, where we asked students about implementing and using ICT in the curriculum at the university of Ibn Khaldoun, almost half (47%, nub=52) said "yes", only (13%, nub=14) said "no", and (40%, nub=44) are "neutral or unsure", these results reflects the notion of that despite the negativity ICT has on students, our world is evolving and it require us to keep up and adapt ourselves and tech towards mutual benefaction.

18) Question 18. Lastly, which way is more perfect for you, learning English through…
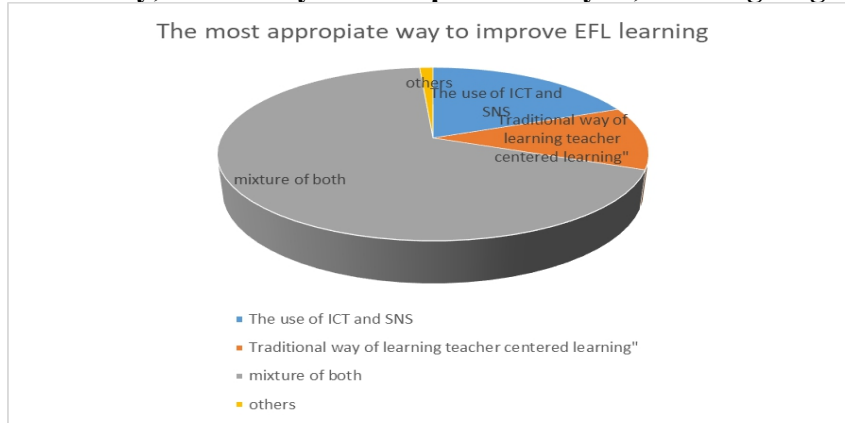
Chart 3.14: Methods of improving EFL learning

Participants' Answers	Number of Participants	Percentage
The use of ICT and SNS mediated teaching	62	19.1%
The old traditional way of teaching with an emphasis on the role of teachers	27	11.8%
A mixture of both (two above choices)	72	68.2%
Others…	1	0.9%

Table 3.16: Methods of improving EFL learning

Our last question was also about the use of ICT in EFL teaching where we put an inquiry to what kind of English teaching method is preferred by EFL students and a large percentage (66.1%, nub=72) choose "a mixture of both modern ICT teaching and old traditional one". the second-highest percentage was (19.1%, nub=62) who choose "the use of ICT and SNS in teaching" and the two lowest are (11.8%, nub =27) prefer the old traditional way, and one suggested learning English by " Simply interacting with more people who know English ". We yet again confirm how much tech is needed in education, perhaps it made education more affordable and convenient to ordinary people even those without income.

3.7.2. Interview Results (Analysis and Comments)

In our analysis of the interview answers, we used both thematic and content analysis, the thematic aspect was a repetition of some already used close-ended questions in the questionnaire for comparison. Then, we focused on the content more where we showcase the most related and relevant answers for our questions (researcher interest).

I.   **Part One: Language Change**

     1. Q1: Do you agree that ICT is changing the English language ?

     2. Our first question was an apparent open-ended one, obviously, it requires a yes-no answer for thematic reasons. Chiefly, based on our text analysis almost everyone except for two, agreed that ICT has changed English.

     2. Q2; If you have to choose which kind of tech has the biggest impact on English language change, what would you choose among these….

Participants' Answers	N	P
SNS "like Facebook and Twitter…"	9	55%
SMS and MMS "cell communication"	0	0%
TV and radio	5	30%
All above	2	15%

Table 3.17: The types of ICT that causes English language change
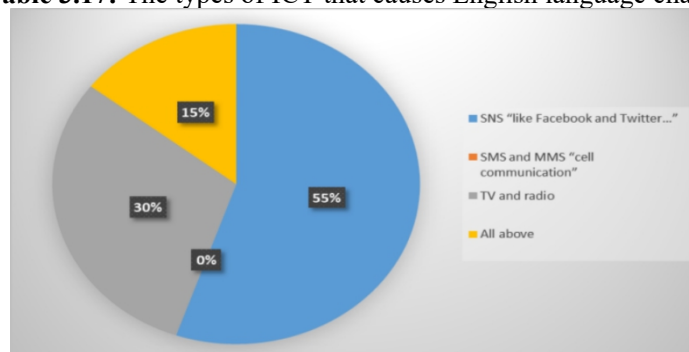
Chart 3.18: The types of ICT that causes English language change

     More than half of teachers(55%, nub=9) think that social platforms have the biggest impact on English language change, and one-third of them estimated by (30%, nub=5) saying "TV and radio" only two say "all above", this indicates that most teachers have the ability to notice the high influence of SNS on EFL learners.

     3. Q3: What is the most noticeable affected part of the English language ?
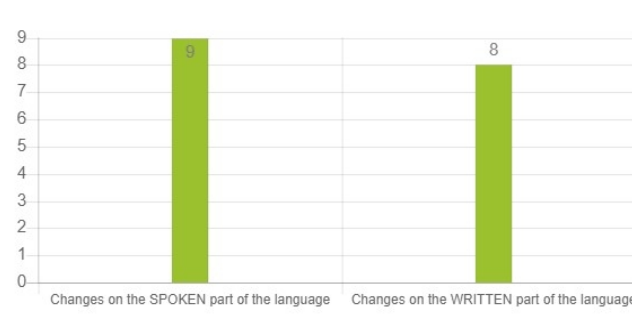
Figure 3.4: The Most Affected Part of the English language by ICT

It was a close split decision but. Apparently, most teachers (nub=9) by over one voice, think that the most noticeable changes due to technology are of the spoken part of English. Whereas, eight teachers think that is the written part, unlike students who by majority chose the written teachers voted for spoken this can be attributed to their teaching environment where they are closely interacting with various EFL learners. Hence, they can see the changes themselves.

II. Part Two: The effects of tech on EFL standard writing skill

4. Q4: Does the written language of SNS cause any threat to the standard variety of English?

This open-ended question involved narrating our main hypothesis about standard English writing being diminished or shifted on account to the informal writings of SNS we self code our responders' answers and gather the most essential and interesting remark and ideas out of each teachers point of view, as for statistical reasons most agreed on yes and few said no.

We will start with the ones who said "**NO**"

Teacher 1 said *"no, because SNS will help improve the English language"*

and another said

T2, *"No, I believe people are aware of the changes and they use that written language of SNS on purpose and only when needed"*

Both statements reflect teachers believe in the switch awareness students have basically students will adapt to changes but always maintain their ability to switch their writing from informal to formal settings

In concern to teachers who approved and answered "**YES**" they explain their choices as fellow the first one said;

T3 *"I guess it does in a way it hurts the morphological dimension of the language."*

Perhaps his statements push us to consider the effect of SNS on the phenomena that governs how words are put together out of smaller pieces that linguists call morphemes, the same point of view was discussed by another teacher;

T4 who stated "*Yes many words will be altered and even new words will be added.*"

Another **T5** said "to the edge of creating new words out of scratch"

Which is very possible since Popular examples of neologisms can be found in science, fiction, films and television, branding, literature,and more that SNS has help spread,

Illustrated by **T6** who suggested

"To some extent. People are creating and using neologisms related to SNS in their daily interactions undertaken in English."

These past suggestions all are categorized under vocabulary change. but other justifications were around the overuse of SNS and word choice a teacher said

T7 *"Yes, because the users will be affected by the written variety and use it in their daily life ."* and another agreed, in the same way, saying

T8, *"Yes, used to read-only short paragraph or abbreviations, nowadays people never care to know more about a new word or the origin of the abbreviation"*

5. **Q5. Can modern tech like ICT and SNS help develop EFL students academic abilities:?**

Note: Most agreed **YES** that it can Except two who are not sure **MAYBE**

One teacher said it

T.1 *"Depends on the personal use, not to the modern tech"* which is an interesting thought since technology is just a means of communication that wouldn't work unless we operate it. So a person should use it for its own benefits another argument said *"it needs control."*

It is relatively easy to get distracted and lose focus while surfing SNS which could inevitably affect students from doing their scholarly tasks

The last interesting response was

T.2 *"Yes, once they start noticing mistakes they're in progress"*

It means a sense of self-awareness should be applied which SNS can stand on this because it can offer multiple reviews from various users and for free

6. **Q6. How does SNS overuse effects EFL students vocabulary repertoire?**

In regrades to what some teachers said about our previous answers regarding the relation of SNS sites with words change, we decided to ask teachers directly about the effect of SNS on the mental storage of students

One claimed that

T/1 *"it extends the glossary."*

Suggesting that SNS will extend the Glossary of terms and enrich student vocabulary since it is a virtual world that has millions of users from various backgrounds

Wheres, a few teachers contradicted this by saying

T/2 *"SNS Offer a standard (limited) vocabulary which is not even rich like books"*

Similarly. **T/3** said *"When it comes to vocabulary EFL students don't have a lot to benefit from the SNS overuse, the repertoire is limited"*

Meaning that SNS users tend to overuse and repeat certain words and generally use simple language that no students will benefit from.

In terms of vocabulary, we also had few other interesting responses where a teacher said

T/4 *"They may replace the academic vocabulary with the constantly used in [sns]"* and besides another stated;

T/5 *"we learn the wrong way of speaking, vulgar words"* here it comes to semantics some words are not considered as academic but rather slang and their use is not ideal informal settings

The last response said that it can affect students spelling abilities illustrated

T/6 *"they will forget how words are spelt."*

This is true since SNS offer automatic correction and some users do not even bother to correct their texts, we asked about the same idea in the next question.

7. **Q7: Is it normal that writing will become exactly as speaking with the neglect of grammar, spelling and punctuation?**

Note: In this question most said **NO**

T:1 claims this will not happen because *"each skill is controlled"*

Meaning that the mechanics of writing are static and will not change by time or technology and a teacher stated that

T:2 *"no, it must keep some form of support"*

In the sense that writing has its defenders.

In contrast, some approved this idea saying **YES**

one even said **T:3** "Yes, it is normal since they write the way they utter words"

another **T:4** "Yes but I think it will take so many years"

Lastly, a fair amount of respondents are not sure saying **MAYBE**, on the emphasis that it will be based on how human beings will use technology in the future.

III. Part Three: The Experiment

We asked teachers to identify the following terms:

Words	Were able to recognize	Failed to recognized
Academic words		
Occur	15	2
variable	16	1
legislation	15	2
constitutional	14	3
Slang words		
Hip	4	13
Busted	6	11
Lit	4	13

YOLO	7	10

Table 3.18: The Experiment Results

As expected academic words are much easier to identify by experienced teachers compared to slang (Net-speak). we believe that teachers failed to recognize most of the slang words because of time and cultural factors, teachers in Ibn Khaldoun university most of them were taught by the traditional way of learning which involved reading books, writing essays, and teacher-centred focus while SNS came much late to their lives, perhaps in their adultery compared to students who probably grow up with its influence, and genuinely students are more prone to learn culture compared to teachers since they have much knowledge to what is new in the world via the constant interaction and access to social media. Another remark we observed, was that teachers when they attempted to give us meanings of the previous words, had more objective and analytical thinking, like the word **hip** which is an informal expression that reflects something "new or fashionable" most answered "a part of the body" which is correct, another example the word **lit** some said it is an abbreviation to "literature or light" but it means something "cool or amazing". despite the fact that we already explained to them that these words are under the slang category.

8. **Q8: Should we fight for the right to good writing?**

The last question was an ethical one, which suggests that if writing properly is neglected, how should we react to it.

Note: here most said **YES** to fighting this possible negative outcome and presented some solid reasons

one responded by

Tt1: *"For sure, we should never disrespect the rules of the standard version because the power of writing enables students to get recognition and respect from others besides good reputation and high skills or potentials."*

Likewise, someone also commented

Tt2 *"It's actually our duty as the English language graduated in linguistics speciality, but for others, it doesn't matter"*

like the EFL community and scholarly community in general, have to fight for academic and professional writing continuity

Some teachers offer solutions

Tt3 *"We have to in a way WE rationalize thé use of ICT's"*

Meaning restricting the use of technology so it won't interfere with scholarly writing

only one said **NO** with the following statement;

Tt4 *"I think languages are made to facilitate our life If it will be easier to speak or to write why we will fight ?!"*

Meaning this change is inviolable, and we should accept it, go with the flow in sort of speaking.

3.9. Discussion Design

Njobe (1992) states that "analysis based on statistical computations is seen as being more objective. In the latter, the researcher is being more guided by the outcome of the statistical computations even against [his or her] own wishes and beliefs."(p. 23). Therefore, we will discuss our topic solely and objectively based on our participants' responses the discussion will take the form of a long essay where each paragraph discuss each research question in an effort to achieve our objectives and prove our theory, additionally we self-coded some responses so the reader can go back and check with our analysis.

3.10. Discussion

The English language is one of the most widely spoken languages in the world, and in Algeria, it can be said that is on its way to becoming the most predominant foreign language ever taught in the country's schools because it is in high demand as a skill for labour, travel, and it offers countless opportunities of education. this statue was built by several factors the most leading one are of dynamic technologies especially "internet and social media sites", which had contributed to forecasting English throughout the globe in the first place, and it surely affected its usage, learning, even its structure in the process, besides, by looking at the fact that technologies impact how EFL learners perceive the world, it is crucial that students are well equipped with sophisticated writing skills if they ever wanted to succeed in college or career settings, and be valuable contributors in the academic and professional world. However, the main issue is that of tech influence, in particular, contemporary EFL learners are exposed to social media, and those who use the language of SNS tend to include it in their academic activities at school which will ultimately influence their literacy practices, as such, our descriptive research takes a close look at the influence of technology on language change from a more linguistic perspective, where it focuses on SNS impacts on EFL learners standard writing skill at Ibn Khaldoun University of Algeria as our study case sample.

Writing is a necessary skill to have, especially when ICT communication has become such a staple stigma in this modern world, and most EFL students at Ibn Khaldoun university according to our data analysis; 73% of them consistently use their smart devices to access the internet, and 55% consistently use SNS and engage in various writing outlets of e-mail,

instant messaging, as well as blogging or making status in Facebook…etc. However, it is known that many contemporary students do not write as articulately or as eloquently as students a generation ago, even though writing is much popular in 21cenery thanks to the advents of texting and messaging that SNS operate on, which is an interesting point to discuss. Subsequently, we mention in chapter two, that tech has formed a blend of speech and writing called "net-speak" that totally escaped the standard conventions of English. Henceforth. we were interested to see how exactly this type of language affects student academic and professional writing as our first research question, to begin with, in **question 13** when we asked students to describe how tech improved their writing all had positive outlooks just 9% said it did not help, and when we asked about the purpose of them surfing internet 41% said for fun and passing time, but with the combination of the other two choices more than half divided by 31% chose language exchange with natives and 28% chosen cultural learning, this reflects students lack motives behind using SNS for learning academic English. That is to say, students apparently believe that by devoting much time to social media, they assume that their learning and writing will be improved automatically, through just interacting with natives or by learning much about the language culture yet they don't realize that they were merely practising writing with their friends, creating a new form of communication that is probably inconvenient to their academic learning. or they simply prefer writing for communication over academic activity. This idea can be backed up by **question 16** when we asked about the positive side of using SNS, where 66.1% agree that it develop EFL students communicative skills but only 24.8% said it develop EFL students academic abilities. Furthermore, (Dean, 2000) "stated that young people need to learn how to write in Standard English. It may be as simple as learning the concept of dressing to fit the occasion". EFl students are not able to neglect the academic aspect of the language since they are obliged to write different types of essays, articles, thesis for their graduation, which push us to deal with the issue of context or "students ability to switch writing from informal to formal". as emphasized by Hagemann who stated that without the necessary background knowledge of their language, students have been expected to switch gears between social writing and academic writing and know when and how to apply the conventions (2003). In **question 16** when we asked students about the negative side of tech on writing, almost half chosen to neglect grammar and 40% choose punctuation, looking at the fact that those are too necessary mechanics that create absolute clarity if used correctly, one convention or, in other words, net-speak is not allowed in formal writing but social media language is being used so frequently that students use it unconsciously in academic settings, **Question 11** confirm this,

"When texting via social media, do you keep in mind the sentence structure, as in spelling, grammar, and punctuate?" we got 50/50 which reflects students lack the awareness to writing mechanics while writing, as illustrated by Lynne Truss (2003)where She has contended against the onslaught of irregular punctuation in Net-speak (smileys and emoticons), fearful that writers will forget the real uses of semi-colons, dashes, and parentheses. also (Hagemann, 2003) emphasizes the same point saying good grammar, spelling, and punctuation, contribute and aid meaning and communication. Moreover, teachers view about this research question lies upon their answers for **q4** and **q5** where some teachers are more focused on the changes that threaten standard writing, like the act of abbreviations and acronyms and the over-dependence on SNS artificial features, such as, keyboards that correct and even predict words while typing, some even have automated punctuation to the point that users do not need knowledge about the basics of writing.

According to Thornbury (2002) "without grammar very little can be conveyed, without vocabulary, nothing can be conveyed" (p. 13) this show how much important learning vocabulary is, in transferring and forming meaning since they are considered as the building blocks of a language. Thus, to constitute and conjoint words into meaningful messages, one has to know them first. Likewise, Siriwan (2007) suggested that " vocabulary learning is referred to as learning a collection or the total stock of words in a language that one used in particular contexts". That is to say, every learner has a vocabulary mental storage or repertoire in his mind classified and ready to use in specific situations or occasions Subsequently in our research we sought to find how exactly modern technology. SNS notably. effects students vocabulary use and learning, as one of the main research questions. For starters, we initially collected qualitative responds indirectly in concern to students responses about tech influence on vocabulary, in other words, we did not pose this particular question directly as to collect unconscious reactions. in **Q**uestion **15** "How does technology Negatively affect students writing skills the English language?" We inserted "Lack of vocabulary" as a choice but only 26.6% of students agree on this wherein the counter-**question 16** "the advantages of SNS on writing" more than half 56.6% choose that it enriches vocabulary; Here most students have a positive attitude in terms of learning words through SNS and if we go back to **question 3**, these responses come mostly from master students, who are or will write their dissertation, and in **Question 7;"** What areseveralthat you usually access?" Some suggested a number of educational sites. Subsequently, we can

deduce from students view that SNS can be an effective stimulus for 'engagement, collaboration and it is an open space where EFL students find it easy to address different subjects and learn new words in the process. However, when we asked teachers within the interview about "the effect of SNS on vocabulary" we got some surprising responses. Consequently, although students can indeed learn new words using SNS, what kind of words and are they limited "as in repeated", and most importantly, do "they benefit student academic writing or not?" We collected some interesting ideas from teachers. Based on the interview we can not ignore the fact on which SNS offer a limited glossary. Chiefly, Nation (2001) argues on the importance of the number of words needed to use the language. by stating that " an EFL learner needs a core of vocabulary that will serve him/her in most situations; this core would be about 2,000 words" (p. 26). but the need for vocabulary is completely conditioned on the need of its users and we all know that EFL students conduct different academic tasks and some study scientific subjects like linguistics this kind of content typically has a rich glossary of terms. Besides, we can link this limited glossary to others teachers perspectives who claim that a single book is richer in words than all the conversations that someone might share with friends online. Moreover, in contrast, many proclaim that SNS is a great source of neologisms, due to the different changes that a word can take (suffix and prefix), also the meanings a word takes when it collocate with other words. However, consistent abbreviation, distinctly its informality, causes a problem. That is to say. using the wrong words, slang terms in a formal context, and it even raises the issue of whether students can use the language appropriately in real-life situations. Harmer (1991) also supports this point and asserts that " choosing words carefully in certain situations is more important than choosing grammatical structures because language learners can not use structures correctly if they do not have enough vocabulary knowledge" (p. 154). Furthermore, based on the results of the interview experiment and students few indirect questions about the vocabulary, we believe that Teachers are more aware and much knowledgeable to academic terms than of the slang and abbreviation Unlike students who use incorrect or inappropriate vocabulary forms in different contexts, which is often done instinctively rather than consciously, in brief, we can deduce that tech will limit students knowledge about of vocabulary for a number of thins the phoneticians of abbreviation acronyms words choice and most important tech is limited glossary all this untreated will diminish their abilities and achievements in academic settings.

We recon above in chapter one that all languages change over time, and those changes often manifest in the area of language use, in other words, people are the main responsible for those changes, and technology usage is rapidly speeding up the process of change (now and then a new term arises other disappears and so on) this consisting alteration of language can lead to the phenomena of language shift or even language death, bearing in mind this idea and when we interwind it with ou main theory that suggests "the shift of EFL students preference as a speech community from using standard convention of English in their scholarly settings, to less formal conventions used approximately in all situations" which is best described as "SNS language or net-speak" which can be observed over an extended period of time. Nevertheless, before we begin connecting the dots with our collected data, we need to state that Language change inevitably leads to variation, and variation within a speech community often leads to a social valuation of particular features as 'good' or 'bad'. 'Good' variants are typically believed to be characterized by logical superiority or venerability, or both. Similarly, the rise of internet slang popularity may cause a threat to the sustainability of standard English. Furthermore, We posed the same idea in an indirect way to students through a number of questions, in **question 12,** 70% of EFL students believe that tech is changing English, additionally, in **question 13** more than half of them, 56% think that these changes happened and are likely to reoccur again in the written part of English, and when we asked how in **Question 14**, most linked it to the repeated act of shorting words (abbreviation and acronyms), for an example; all students have seen phrases such as "LOL" (Laugh Out Loud), "YOLO" (You Only Live Once) which become firmly embedded in the English language over the past ten years or so. Besides, some students think that the facilitation features or the oversimplified spell check and the predictable keyboards that tech offered to write are heavily replacing essential writing knowledge and heading towards some kind of modern literacy. Moreover, in regards to teachers perspective about our theory "standard language shift in usage," we posed it both directly and indirectly in 5 different types of questions in **q1** all agreed that tech is changing EFL writing skills in a way and on **Q2**; 9 teachers with a percentage of 55% claim that SNS "like Facebook and Twitter…" are among the biggest sources of English change while in **Q4**: we in a direct way asked if "does the written language of SNS cause any threat to the standard variety of English and will it lead to language shift" most answered yes. Giving us several explanations, the most reoccurring was "it hurts the morphological dimension of the language, creating new words out of scratch, fostering literacy among student, net-speak usage shift to cover all situations" all of which backfire on students writing clarity and meaning, for example; When a writer fails to observe

conventions, the reader is likely to be distracted, annoyed, or confused. When a writer does observe conventions, the reader's attention can be focused on the message being sent, this notion that backs up our theory. However, some said no, stating that SNS could also help improve their writing, in fact, many researchers believe that there is t a correlation between the ability to use abbreviations and the ability to spell. After all, to abbreviate, you have to know which letters to abbreviate!, and in relation to the theory in **q8** "Should we fight for the right to good writing?" we got some interesting ideas most said "yes" wish proves that there is a real threat. and some said "no" illustrating that is a part of evolution and it is inevitable, some think that is regrettable, but others recognize it as a reinvigorate of a language, bringing alternatives that allow subtle differences of expression. In brief, we believe that our theory is correct. Subsequently, we can not stop the rise of technology development tech has a strong influence on learners that made them blind about the value in writing well and have spread tech false notion that anyone could compose a lucidly written product. However, with the content misuse of information, students wasting their time chatting with friends instead of investing that time into studies-lecturers or teachers their behaviour will be transmitted into formal settings forcing academic writing out of the picture thus tech have fostered an ignorance that will not easily be undone.

3.11. Conclusion

  It is difficult to come to a definite conclusion about what kind of influence tech has on students writing in terms of negative vs positive, yet we highlighted several points about the effect it has on language usage and change, like the overuse of abbreviations, net-speak, and the effect on vocabulary repertoire or word choice. However, even though we believe that we proved our theory of standard writing being replaced by informal SNS language which is a grave threat to the academic world, we still have hope that students are aware of the changes and they will surely adapt and direct technology to their advantages. Chiefly, if we look at the findings we will see that most students are eager to fully integrate tech on the university of Ibn Khaldoun, where they want a structured education that uses both tech and traditional way of teaching and learning.

General Conclusion

The present world is dubbed as the world of communications, where the spread of ICTs has led to the expansion and diversity of social interactions. However, if people kept interacting which has become much easier and quick thanks to the various Social Networking Sites they will actively reshape their language.As such, our study focuses on English language change, because it is the world lingua franca, particularly the impact of the various ICTs on EFL learners writing skills, the idea behind our research spells out from our primary observation to how modern EFL students at Ibn Khaldoun university write their scholarly tasks with remarkable insurgents of internet language abbreviation, slang, and overall informal writing in what is supposed to be academic in essence. Moreover, we hypothesise that the outcome of such behaviour will lead to language shift where EFL students will gradually replace academic writing to less formal conventions. Hence, our aim is to make a coherent and valuable insights that highlights technology impacts on students standard writing skills in a more linguistic outlook.

The general layout of this study involved three different chapters. Subsequently, we began with introducing some valuable theoretical background hoping that the reader will get familiarize with the different concepts that we involved in our research such as ICT, the phenomena of language change, shift, and others, additionally, the first chapter highlights the relation between ICT, language, and education. The second chapter was the contextualization of our study, it describes the environment of the topic, in that, we discussed the use of ICT in Algeria and SNS influence on Algerian EFL students, and since we put the focus of our study on EFL students writing skills we decided to include the background of writing its components, types, and even the interrelation that it has with ICT and SNS technologies. The last chapter was entirely built on our participants' responses. In other words, it was structured accordingly to the data collected from our two research instruments an online questionnaire for EFL students and an interview with teachers both from Ibn Khaldoun university. Moreover, as for our methodology, we tilted to the descriptive part but we attempted to presents a work that has both quality and quantity. Thus, a mixed approach was conducted by collecting both thematic statistics from students and quality answers from teachers.

Finally, we are confident that we managed to give adequate answers to all our research questions, where we found that the ever-growing popularity of net-speak that stands for writing as you speak on the internet, brought bad habits for students as in the neglect of writing mechanics, abbreviation and slang, will negatively diminish students academic intake,

we also uncovered the misconception that ICTs a notably, social media enriching efl students vocabulary repertoire, by revealing that netspeak is operating on a rather limited and repeated glossary of words, even though we acknowledge that internet is a great source of neologisms but it is merely adding bits of prefix/suffix. Additionally, SNS may promote a language that suits all contexts, in that, students will fail to distinguish which language to use on different occasions. That is to say, failure to switch gears between formal and informal language especially while writing. However, we have also proven that most students and teachers are fully aware of technology effect on their language learning and teaching, additionally, they are eager to use technology in their workplace because to them it carries many beneficial features like collaboration, interaction, and of equal importance smart keyboards (writing never bing easier with magical keyboards). Their ideal purpose behind the inclusion of modern technologies in their university is to maximize students' English skills and provide a space where learning can be best facilitated. we must also state that as tech is evolving, the system of language is deemed to find subtle and quick ways off expression, finally, as not to foster writing ignorance we recommend more practical studies on this topic, and we suggest that both students and teachers must give an ample of time and effort devoted to mastering standard writing mechanics such as conducting workshops for writing modules.

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Appendixes

Appendix (A) Questionnaire

We hereby invite you to participate in our research questionnaire which is a direct investigation that deals in general with the impact of information and communication technology ICT, notably SNS (social networking sites) on EFL students writing skills and its outcome on English language change, your contribution will be appreciated and our research context lies on your responses so please answer all of our answers in a thoughtful way. Thank you…

Part One: Demographic Questions

1. Age
- 20 to 25 ☐
- 25 to 30 ☐
- Above 30 ☐

2. Gender
- Female ☐
- Male ☐

3. Educational Level
- 1-year students ☐
- 2-year students ☐
- 3-year students ☐
- Master year students ☐

Part Two: Participants Attitude and Behaviour

4. How often do you use your Smartphone or PC in communication?
- All the time ☐
- Sometimes ☐
- Rarely ☐
- Not at all ☐

5. Are you interested in using social networking sites as a means for language exchange?
- Yes ☐
- No ☐
- Maybe ☐

6. How frequently do you access social media sites in your day?

- All the time ☐
- Sometimes ☐
- Rarely ☐
- Not at all ☐

7. What are the sites that you usually access?

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8. What attracts you more when you utilize English in surfing the web?

- Entertainment ☐
- Learning English language culture ☐
- Communicating with native speakers ☐

9. What are your thoughts about Technology usage in English language learning?

- Necessary ☐
- Helpful ☐
- Not Needed ☐

10. How did technology improve your writing skill proficiency? CHANGE

- Big improvement ☐
- Noticeable ☐
- Somewhat ☐
- Not at All ☐

11. When texting via social media, do you keep in mind the sentence structure, as in spelling, grammar, and punctuation?

- Yes ☐
- No ☐

Part Three: EFL students' perspective on the effect of Tech on English change, use, and learning

12. Do you think that technology like social media and electronic communication has changed the English language?

- Yes ☐
- No ☐
- Maybe ☐

13. if there is a change what was the biggest change?

- Writing ☐
- Speaking ☐

14. If you choose writing, how?

[   ]

15. How does technology Negatively affect EFL students writing skills?

- Lack of vocabulary ☐
- Neglecting grammar ☐
- Bad punctuation ☐
- Weak sociocultural intake of the language ☐
- Others…

[   ]

16. How does technology Positively affect EFL students writing skills?

- Enrich vocabulary ☐
- Develop EFL students communicative skills ☐
- Develop EFL students academic abilities ☐
- Others…

[   ]

17. Does EFL students and teachers at Ibn Khaldun university need to employ social media in English language learning?, Though it may have some negative effects.

- Yes ☐
- No ☐
- Maybe ☐

18. Lastly, which way is more perfect for you, learning English through…

- The use of ICT and SNS mediated teaching ☐
- The old traditional way of teaching with an emphasis on the role of teachers ☐
- A mixture of both (two above choices) ☐
- Others…

[   ]

Interview

Interview Script

Introduction

Hello, we are Master two second-year students, and we hereby invite you to participate in our small **semi-structured interview** which is strictly dedicated for **educational and research purposes**, your **honest** input is important for us so we respectfully ask you to answer all of **our questions as such**. That is to say, we do not care if your answer is wrong or correct but what interest us more is your **point of view**, lastly, rest assured that your identity will be kept **anonymous**.

Note 01: **SNS** refers to social networking sites

ICT to information and communication Technology

Netspeak The informal language that is usually used when texting, posting, commenting via SNS

The Content and The Purpose of This Interview

Our topic is **"The effect or the impact of SNS on English language change, in particular, changes on the standard writing form of English (formal, academic, and professional writing)"**. Subsequently, since we believe that The Internet has done many things such as changing the way we think, communicate, and behave with each other, it certainly has set into motion a new phase of evolution for language use. In that, it created a new **hybrid "A blend of speech and writing"** Boyed (2005) described it as **"netspeak"** (informal day to day language between friends and family, basically, it involves people writing similarly to what they speak). chiefly it is common that many EFL students in Algeria access the internet on daily basis and they tend to overuse such informal "netspeak" variety of English but as stated by Trus (2003)"The problem has remained in its popularity, and everywhere now we have seen the fruits of grammatical ignorance and indifference" (Truss, 2003) this way of writing with ignorance to even the basics of writing mechanisms may lead to some kind of **academic literacy** among EFL learners or in a bigger scale it can result in "English standard version or in general academic and professional variety of English being **gradually replaced** by a more of an informal type in the linguistic act of **language shift."**

Questions

Part One: your attitude behind this topic

✱ **1. Do you agree that ICT has changed the English language, justify your answer ?**

✱ 2. Is ICT still changing English, and how ?

✱ 3. If you have to choose which kind of tech has the biggest impact on English language change, what would you choose among these….

- ☐ SNS "like Facebook and Twitter…"
- ☐ SMS and MMS "cell communication"
- ☐ TV and radio
- ☐ All above

✱ 4. What is the most noticeable affected part of the English language ?

- ☐ Changes on the SPOKEN part of the language
- ☐ Changes on the WRITTEN part of the language

✱ 5. Is it possible that the English standard version will diminish by the constant impact of SNS "netspeak writing", explain ?

Part two: your point of view

✱ 6. how Does the written language of SNS cause any threat to the standard variety of English?

"please at least write short answers if possible"

✱ 7. how Can modern tech like ICT and SNS help develop EFL students academic abilities?

✳ 8. How does SNS overuse effects EFL students vocabulary repertoire?

✳ 9. Is it normal that writing will become exactly as speaking with the neglect of grammar, spelling and punctuation, explain ?

Part Three: experiment

It is commonly known that Nearly everyone has a mobile phone so **text** messaging has become one of the most common mediums for using chat **slang**. With the involvement of acronyms and abbreviations.

Based on this we ask you to identify or describe the meaning of the following words:

Academic words

✳ constitutional

✳ legislation

✳ variable

81

* Occur

Slange words

* Hip

* Busted

* Lit

* YOLO

* Finnaly: Should we fight for the right of good writing ?

Submit

ملخص باللغة العربية

التكنولوجيا تشبه القطار السريع، الذي دفع البشرية إلى مرحلة جديدة من التطور ، حيث انها تعمل باستمرار على تغيير الطريقة التي نتصرف بها ونفكر بها ، وحتى الطريقة التي نتواصل بها ، وأنواع التكنولوجيا الديناميكية المختلفة ، مثل تكنولوجيا المعلومات والاتصالات و SNS، تؤثر بشدة على اللغات ، ولا سيما اللغة الإنجليزية. وبالتالي ، فإن معظم طلاب اللغة الإنجليزية المعاصرين يتعرضون لمحتوى الإنترنت ، وإذا ربطنا ذلك بمفهوم Boyd (2005)الذي يشير إلى أن الإنترنت قد أوجدة مزيجًا جديدًا من اللغة الإنجليزية (net-speak)الذي يتباهى بجميع جوانب الإبداع اللغوي من خلال اتباع العديد من الاختصارات ،بتالي ذلك يدفعنا هذا إلى التساؤل عن التأثير الحقيقي للتكنولوجيا على تعلم اللغة الإنجليزية واستخدامها ، وخاصة تأثيرها على مهارات كتابة اللغة الإنجليزية كلغة أجنبية. ولهذا ، سعينا إلى التحقيق في دور التكنولوجيا في طلاب اللغة الإنجليزية في الجزائر من منظور لغوي أكثر ، ولا سيما طلاب جامعة ابن خلدون الذين يعتبرون موضوع دراستنا الحالية ، وكانت أهدافنا الرئيسية هي اكتشاف كيفية تأثير التقنيات على أداء الكتابة الأكاديمية للطلاب ، ومخزون مفرداتهم واختيار الكلمات ، بالإضافة إلى ذلك ، قمنا بإدخال نظريتنا التي تتنبأ بتحول تفضيل طلاب اللغة الإنجليزية كلغة أجنبية كمجتمع حديث من استخدام اصطلاح قياسي للغة الإنجليزية إلى اصطلاحات أقل رسمية عند الكتابة. علاوة على ذلك ، يتكون البحث من أداتين رئيسيتين لجمع البيانات ، استبيان عبر الإنترنت تم نشره على الطلاب ومقابلة شبه منظمة مع مدرسين في نفس الجامعة. بعد ذلك ، أثناء معالجة بياناتنا ، وجدنا أن متعلمي اللغة الإنجليزية كلغة أجنبية يميلون إلى تضمين حديث الإنترنت في أنشطتهم الأكاديمية في المدرسة ، وقد تقلل التكنولوجيا من تعلم المفردات بسبب معجمها المتكرر والمحدود ، وقد يؤدي الإفراط في استخدام الاختصار إلى جهل القراءة والكتابة ك أسوأ نتيجة. أخيرًا ، تم تعيين الغرض من هذه الدراسة لرفع وعي كل من المتعلمين والمعلمين بتغيير اللغة ، وتحديد الخصائص المعينة للكتابة الرسمية التي تتأثر باستخدام SNS، والأهم من ذلك بناء رؤية قيمة يمكن أن تحسن مهارات الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية ، لأن التكنولوجيا هي جزء من التطور وستجلب البدائل التي تسمح بالاختلافات الدقيقة في التعبير ، على هذا النحو ، علينا أن نضبطها ونوجهها لخدمة مزايانا الخاصة وليس العكس.

الكلمات الرئيسية: تكنولوجيا المعلومات والاتصالات و SNS، مهارات الكتابة ، الأداء الأكاديمي ، ذخيرة المفردات ، اختيار الكلمات ، الاختصار ، تغيير اللغة ، التحول.

Abstract in French (Résumé)

La technologie est comme un train à grande vitesse, qui a lancé l'humanité dans une nouvelle phase d'évolution, en cela change constamment notre façon de nous comporter, de penser et même de communiquer, et les différents types de technologies dynamiques, comme les TIC et les SNS, ont un impact important langues, notamment la langue anglaise. Par conséquent, la plupart des étudiants EFL contemporains sont constamment exposés au contenu Internet, et si nous le corrélons avec la notion (Boyd, 2005), suggérant qu'Internet a créé un nouvel hybride d'anglais (net-speak) qui affichait tous aspects de la créativité langagière en prenant de nombreux raccourcis, cela nous pousse à nous interroger sur impact réel de la technologie sur l'apprentissage et l'utilisation de la langue anglaise, en particulier son effet sur l'EFL compétences en écriture. Ainsi, nous avons cherché à enquêter sur le rôle de la technologie sur les étudiants EFL algériens de une perspective plus linguistique, en particulier les étudiants de l'université Ibn Khaldoun pris comme matière, nos principaux objectifs étaient de découvrir comment les technologies influencent les étudiants performance d'écriture académique, leur répertoire de vocabulaire et le choix des mots, en outre, nous en outre inséré notre théorie qui prédit le changement de préférence des étudiants EFL en tant que discours communauté d'utiliser la convention standard de l'anglais, à des conventions moins formelles lorsque l'écriture. De plus, la recherche a consisté en deux principaux instruments de collecte de données, un questionnaire en ligne posté sur les élèves et un entretien semi-directif avec des enseignants de la même université. Par la suite, en examinant nos données, nous avons constaté que les apprenants EFL ont tendance à inclure le net-speak dans leurs activités académiques à l'école, la technologie peut diminuer le vocabulaire l'apprentissage en raison de son glossaire répété et limité, et l'abus d'abréviations peut conduire à l'alphabétisation moderne comme le pire résultat. Enfin, l'objectif de cette étude est de relever à la fois Sensibilisation des apprenants et des éducateurs au changement de langue, Identifier les propriétés particulières de écriture formelle qui sont affectées par l'utilisation de SNS, et surtout construire un précieux un aperçu qui peut améliorer les compétences d'écriture des apprenants EFL, car la technologie fait partie de l'évolution et apportera des alternatives qui permettent de subtiles différences d'expression, en tant que telles, nous devons nous en accommoder et l'orienter pour servir nos propres avantages et non l'inverse.

Mots clés : TIC et SNS, compétences en rédaction, performances académiques, vocabulaire Répertoire, choix de mots, abréviation, changement de langue, décalage.