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The Effect of Facebook on EFL Master 2 Students' Academic Writing at The University of Ibn Khaldoun Tiaret

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Dedications

I dedicate this work to those whom I love most in my life, those who supported me and

believed in me since I can remember, my family who gave me strength and confidence. May

ALLAH bless and protect them.

Acyl

This work is dedicated to the most precious people in my life, my Mother, my two sisters, my two brothers, and to every single one of my family young and old, who supported me. May ALLAH bless you all and protect.

Finally, this work is dedicated especially to my late father who is just by remembering him, pushed me further in life. May he rest in peace.

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Abstract

This research investigates the extent to which social media may affect students' academic writing. To explore this effect, this research was conducted at the University of Ibn Khaldoun. A descriptive method was implemented for the current study in which a sample of 60 second-year master's students were randomly selected from our English department. Quantitative tools were used during data gathering and analysis. Our primary goal is to understand psycholinguistic elements of this issue by uncovering the relationship between Facebook and academic writing, revealing the characteristics of student's writing attributed to the use of Facebook by employing coherent examinations. Another aim of the study is the practical exhibition and explanation of language use in the social media app and attempts to isolate linguistic features in certain situations. A questionnaire was addressed to students in order to find the answers concerning the effects of Facebook on academic writing. Nevertheless, the findings confirms that social media language has a negative influence on students' writing. Students use abbreviations and short form of words unconsciously in their formal writing due to their overexploitation of texting language. Their mistakes in grammar, punctuation, and capitalization are not related only to the overuse of social media but also to their lack of linguistic dexterity.

Keywords: Academic Writing, Psycholinguistics, EFL, Master 2 students, abbreviations, social media, Facebook,

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List of Acronyms

SM: Social Media

EFL: English as a Foreign Language

MA: Masters of Art

General Introduction

General Introduction

This research project reviews a problem faced by many EFL students. That is, The effect of Facebook on students' academic writing, that may not be explicitly seen among universities and may not contain comprehensive research on this matter. Therefore, We found it quite interesting to indulge in this research and employ a cognitive approach within the confines of the linguistic atmosphere. In the light of this research, a question has been raised that needs an answer or solution which is What is the effect of Facebook on students' academic writing?. Our main hypothesis states that Facebook has a negative effect on the student's academic writing. As for our second hypothesis we want to know if there is a psycholinguistic effect going on in the students' mind. Concerning our aims and objectives is to reveal if there is a negative effect of using Facebook on the sample group's academic writing as well as uncovering the psycholinguistic effect. The first chapter consists of giving a complete understanding of Facebook along with its elements and also the meaning and components of academic writing, the second chapter deals with the interpretations and analysis of the findings. We did not encounter any hindrances during our investigation. We hope that this study brings much assistance for future research.

Chapter One: Literature Review

1.1 Introduction:

This chapter will represent an overview of Facebook and Academic writing and evaluation of the available literature demonstrating the knowledge and understanding of the theme. Nonetheless, This review should describe, summarise and objectively evaluate previous published work.

1.2 elements of Facebook

1.2.1 Description

We can acquire access to Facebook from devices with interconnected platforms or systems, such as personal computers, tablets and smartphones. After registering, users can set up a profile laying bare information about themselves. They can post photos, multimedia and text which are shared with any other users who have agreed to be their "friend" or, with different privacy settings, openly. Users can also share or exchange information promptly with each other with Facebook Messenger, join common-interest groups, and obtain notifications on a specific deed, action, function, or sphere of action of their Facebook friends and the pages they follow. The matter of numerous contentions and disputes, Facebook has often been found at fault and criticised over issues such as user privacy (as with the Cambridge Analytica data scandal), political juggle (as with the 2016 U.S. elections), mass monitoring and surveillance, psychological effects such as addiction and low self-esteem, and substantive information or material viewed as conspiracy theories, fake news, copyright infringement, hate speech and having latent or dormant effects on student's academic writings. Commentators have formally accused Facebook of voluntarily abetting the spread

of such content, as well as representing disproportionately its number of users to appeal to advertisers.

Access to Facebook is free of charge, and the company makes most of its wealth from a notice or announcement in a public medium promoting a product, service, or event or publicising a job vacancy on the website. New users can create profiles, upload photos, join an antecedent group, and launch new groups. The site has many constituents, including Timeline, a space on each user's profile page where users can post their content and friends can post a verbal, written, or recorded communication; Status, which permit users to alert friends to their present location or situation; and news feed, which informs users of changes to their friends' profiles and status. Users can chat with each other and send each other private messages. Users can signal their endorsement of content on Facebook with the Like button, a feature that also appears on many other websites. Other services that are part of Meta Platforms are Instagram, a photo- and video-sharing social network; Messenger, an instant-messaging application; and WhatsApp.

This research examines the effects of Facebook in the sociolinguistic and psycholinguistic domain, why they joined, how they interact and on top of that how it affects their behaviour. In addition, the denouement of their performances on an academic level. The review evidently demonstrates that while many fascinating topics have been addressed, much of the work done so far has been fragmented and circumscribed to particular settings. It offers insight into the strengths and shortcomings of these studies, integrates research findings, and offers directions for future research.

1.2.2 Culture

Facebook has become the vanguard for the means of access to a social network platform on the internet because it lures the heedfulness of all the bracket groups of the society and Algeria is no exception. Algerian students use it depending on their requirements. Hence, when someone logs into Facebook he or she contemplates the magnitude to which this universe has become a small settlement where all cultures are put in a melting pot and where everything is at a fingertip. Nonetheless, Facebook overshadows the social sphere for connecting with others. With the ongoing overhauling in how we communicate to others, particularly no longer requiring face-to-face conversations. Hence,we need to ask, has life been relatively reshaped by Facebook? . Whether we love it or hate it, what are the benefits the society can glean from Facebook?, What new challenges do we face? Well, here we're here to untangle this.

1.2.2.1 Facebook Impact on Daily Life

Some of the strong assets include more cost effective and energy effective communication. We can convey small ideas swiftly to people. We can share our outlooks and see how lots of people respond to it. We can see distinct interpretations of things from others. It can even be used as a learning instrument to see the reverberations and causes of failed communication.

But it is not the be all and end all. The relationship needs to reach into the real world, to increase the profoundness of the relationship. It can help people who find it difficult to initiate conversations, like the socially anxious and lonely.

1.2.2.1.1 Communication

In 2009, Facebook's chat program exceeded the one billion messages per day landmark, less than a year after the platform was launched. These numbers do not take other communication procedures on Facebook -- such as posts, messages, pokes and comments -- into account, but do display the huge and growing prominence of the site as a means for contacts to exchange information. Even on a cultural level, that type of prevalence symbolises a capacity to forge language and communication methods among users.

1.2.2.2 Segment Closure

Knowing the magnitude of this social platform and the sheer power it possesses, no wonder it engulfs many facades of our lives and one of them is students putting their writing proficiency into effect. This study reviews the effects and use of Facebook for academic purposes and examines whether and how this popular social networking site contributes to learning in formal education as well as providing the required responses to whether or not its effects have a beneficial or detrimental impact on student's academic writing within the Algerian contex

1.3 Academic Writing

1.3.1 Meaning

Academic writing has one essential subject or topic with every part contributing to the principles of the argument, without divergence or repetitions. Its objective is to inform. It is also written in the standard form of the language. A few of the main features of academic

writing that are often discussed are: complex, formal, objective, explicit, hedged, and responsible. It uses precise and accurate language, and must be well organised and planned.

To put it quite simply, academic writing is the writing done for academic purposes. It is getting into a conversation with others, but the manner this conversation is conducted differs from how everyday conversation blossoms. Yes, academic writing pertains to expressing your ideas, but those ideas need to be submitted as a feedback to some other person or group; and they also need to be scrupulously detailed, well supported, logically arrayed, meticulously reasoned, and firmly stitched together. Academic writing is writing which imparts ideas, research and information to the wider academic circle. It can be divided into two categories: student academic writing, which is used as a form of appraisal at university, as well as at schools as preliminary measures for university study; and expert academic writing, which is a writing that is designed for publication in an academic journal or printed work. Both types of academic writing (student and expert) are expected to abide by the same required level of attainment and quality, which can be tough for students to gain mastery over it.

There is more than one kind of academic writing. In academic settings, we write for many different purposes. We write reading responses, literature reviews, argumentative essays, book reviews, empirical research articles, grant proposals, conference abstracts, commentaries, memoranda, and many other text types. Each of these types of academic writing has its own objective, organisational configuration, and linguistic characteristics.

Moreover, academic writing or scholarly writing is a published document manufactured as part of academic work, containing reports on empirical fieldwork or research in social sciences or a comprehensive written study of a single specialised subject or an aspect of it in which scholars study culture, put forward new theories, or expand

interpretations from archives, as well as an undergraduate variant of all of these. Though the tone, style, content, and organisation of academic writing alter across genres and across publication procedures, approximately all academic writing share a proportionately formal prose register, frequent reference to other academic work, and the utilisation of moderately well constructed rhetorical moves to clarify the compass of the project, locate it in the appropriate research, and to promote a new input and involvement. Academic writing is a formal style of writing used in universities and scholarly publications. You'll stumble across it in books on academic topics and journal articles , and you'll be expected to write research papers, essays, and dissertations in academic modus operandi.

Academic writing emulates the same writing series of actions or steps taken as other types of texts, but it has fixed procedures or a system of rules in terms of content, style and structure. It is an essential skill that should be:

1.3.2 Important Attributes of Academic Writing

1.3.2.1 Academic writing formula

1.3.2.1.1 Neutral and Formal

The main objective of Academic writing is carrying the information in a neutral objective way to prevent prejudice. It portrays the labour of other researchers and the results of the research conducted in a fair, accurate and precise way. The intention is to ground arguments on the evidence, not the author's prejudice. the entire arguments presented are supposed to be supported with fitting evidence, not just declared. This means clearly mapping the methodology and stating the limitations of the research being conducted sincerely.

Academic writing uses The formal manner or style of writing that guarantees the research is submitted in a persistent way throughout all various texts so that studies can be

justly evaluated and compared with other research. Considering this, it always ensures the use of the right tone with the language chosen. it evades street language, abbreviations, clichés, and conversational phrases in other words informal language.

1.3.2.1.2 Comprehensible and Jargon

Academic writing uses plain and accurate, unambiguous language that is as precise as possible and evades hazy, unclear language to secure the reader's understanding and comprehension of the meaning or issue that is being addressed. It always ascertains the accurate and direct path for conveying the meaning. It also avoids the use of words that indicate or suggests uncertainty and doubt like "maybe", because that makes the readers feel that the research is less reliable as a source of information.

the use of professional language or jargon in academic writing is usual and frequent, the reason for that is its usage makes the intention of focusing on a specific audience. It is utilised because it facilitates effective and efficient communication and lets the writing be more concise and accurate. Specialist terms are utilised to transmit information more accurately than a corresponding non-professional term. and only used when it is commonly used by other researchers in the field dealt with by the research.

1.3.2.1.3 Well constructed and Focused

An academic text is not just an assemblage of ideas about a theme, it demands to have a clear target. Starting with a closely connected and appropriate research question or thesis statement, and using it to put in place a focused argument. Only incorporating information

that is relevant to the overall purpose. A logical and consistent structure is vital to coordinate ideas. Paying attention to structure at three tiers: the composition and anatomy of the entire text, paragraph structure, and sentence structure.

Concerning the overall structure, we must always include an introduction and conclusion, separating portions of long texts into a self-contained part of a larger composition, more specifically sections or chapters with clear headings, in addition to that, the information displayed must be in a logical and coherent disposition and layout. Moving on to the paragraph structure, researchers or students must start a new paragraph when moving to a brand new idea. It's important to mention that we must use a topic sentence at the start of each paragraph to communicate what it's about, and make smooth transitions between paragraphs, all white making sure that every paragraph has a bearing on or connection with the subject at issue. And lastly, referring to sentence structure, the use of transition words to reveal the association between different ideas within and between sentences must be applied, moreover using appropriate punctuation to circumvent sentence fragments and splinters or run-on sentences. And finally, employing an assortment of sentence lengths and structures.

1.3.2.1.4 Well sourced

Academic writing makes use of sources to bolster up its claims. Sources are other written work (or media objects like photographs or films) that the author examines or uses as confirmation or evidence. Many of the sources will be written by other scholars; academic writing is produced or conducted by two or more parties working together and builds on prior research. It's essential to consider which sources are credible and plausible to use in academic writing. For example, citing Wikipedia is for the most part discouraged. students should not

have recourse on websites for information; instead, use academic databases and your university library to find trustworthy sources. It's a must to always cite sources in academic writing. This means recognizing and acknowledging whenever you quote or paraphrase someone else's work by comprising a citation in the text and a reference list at the end.

1.3.2.1.5 Accurate and Stable

According to the website Scribbr, not only following the laws of grammar, punctuation and citation, it's crucial to invariably implement stylistic conventions regarding: How to write numbers, inserting abbreviations, using verb tenses in various sections, capitalization of terms and headings, spelling and punctuation differences between UK and US English.

In some instances there are multiple adequate techniques that students can choose between. The most important thing is to apply the same rules consistently, and to meticulously check for errors in a text before it is published or shared.

1.3.2.2 Academic writing should not be

As we have established, academic writing follows a specific writing operation in order to facilitate the accomplishment of our aims and purposes. However, students or researchers find themselves departing from those accepted standards when their writing process deviates to be:

1.3.2.2.1 Subjective

Academic writing usually attempts to steer clear away from being too personal. Information about the author may come in at some points for instance in the acknowledgements or in a personal rumination but for the most part the script should focus on the research itself.

The person who carries out academic or scientific research must stay away from addressing the reader directly with the second-person pronoun "you." Using the impersonal pronoun "one" or an alternate phrasing is much more recommended than sweeping statements. The use of the first-person pronoun "I" used to be similarly disapproved in academic writing, but it is progressively acknowledged in many domains. If the researcher is dubious on whether to use the first person, he or she must pay attention to the protocols in the field or ask their respective professor. When someone refers to himself, it should be warranted. The writer has the ability to give a description or account on what they did on their research, but one must avoid haphazardly embedding personal thoughts and feelings.

1.3.2.2.2 Verboseness and Repetition

Academic writing is not just about using overly complex and verbose words and phrases. Its aim is the delivery of information in an accurate, concise and precise manner; it tends to cut completely or substitute the words and phrases with direct, simple and plain terms that serve the meaning rather than change it. Academic writing always tries to the extent of feasibility to opt for single-word terms rather than phrasal verbs.

The use of repetition can help the readers to better understand the desired meaning or idea but, the unnecessary repetition in academic writing can bring dullness and causes the

writing to feel redundant and boring especially when the repetition of these ideas has no purpose and it creates less appealing writing.

1.3.2.2.3 Controversial & High-flown

An academic text is not comparable to a journalistic, literary, or marketing text. Although the researcher is still trying to be compelling, many of the techniques from these styles are not suitable in an academic context. Precisely, one must avoid conjuring up drama, appeals to emotion and pretentious claims. Nevertheless, the writer may be writing about a topic that's delicate or important to him, needless to say, the focal point of academic writing is to clearly convey ideas, information and arguments, not to stimulate an emotional retort. In a nutshell, researchers should avoid using biassed or subjective language. Students are sometimes lured to make the case for their topic with inflated, groundless claims and fancy language. Adhering and clinging to specific, sensible arguments that one can support with substantiated evidence and not make a mountain out of the molehill of the meaning.

1.3.3 Types of academic writing

1.3.3.1 Essay:

According to the Cambridge English dictionary an essay is "a short piece of writing on a particular subject, especially one done by students as part of the work for a course".

An academic essay is a short form of academic writing that generally aims to deliver or persuade a single idea or a concept to the reader through research-based selected evidence delivered in a formal and objective manner. Generally, an essay consists of three parts:

introduction, body and conclusion paragraphs. The introduction serves as the entry point in which the reader gets to know the topic being addressed. it is presented in the form of a thesis statement. The body or middle paragraph of the essay is the lengthiest part of the essay. it aims to explore the topic in a more detailed manner than the introduction and also provides and backs it up with solid arguments and evidence for effective persuasion. And lastly, the concluding paragraph or the conclusion is the final part of the essay that aims to wrap up and close the topic usually by a summary of what has been explored in the body and the introduction and then provides the conclusion of the essay. Moreover, Essays as a rule are used as literary criticism, political manifestos, learned arguments, observations of daily life, recollections, and reflections of the author. Nearly all modern essays are written in prose, but works in verse have been dubbed essays (e.g., Alexander Pope's An Essay on Criticism and An Essay on Man). The concept of an "essay" has been extended to other media beyond writing. A film essay is a movie that repeatedly integrates documentary filmmaking styles and concentrates more on the evolution of a theme. A photographic essay inquires into a topic with a related series of images that may have associated captions or text.

1.3.3.2 Research Paper

A research paper is also an expanded essay that attempts to analyse an idea or a view and argues a specific matter put forward by a researcher. When it is written everything that the researcher knows and has thought about is utilised and provided. it is built upon what is known about the subject and makes a deliberate attempt to find out what experts know. A research paper involves surveying a field of knowledge in order to find the best possible information in that field. And that survey can be orderly and focused. often in response to a question chosen by the researcher. On top of that, A research paper is a standard form of academic writing. Research papers instruct students and academics to track down information

about a topic, speak out on that topic, and deliver support (or evidence) for that position in an organised and orderly report. The term research paper may also allude to a scholarly article that comprises the results of original research or an assessment of research conducted by others. Most scholarly articles must go through a process of peer review before they can be approved for publication in an academic journal.

An APA style format research paper generally has a title page, abstract, introduction, method, results, discussion, and references; it also should be written in the past tense. It may also contain charts and diagrams. A proper APA style title page is between 10 to 12 words with a specific reflection on the content of the actual paper. an abstract is a non-indented one-block paragraph that does not exceed 120 words that provide an overview of the methods and styles used to approach the issue or argument and also result and a discussion. The introduction's purpose is to prepare the reader for the research by giving a summed up version of the research with serious assessment and evaluation of the subject and argument presented. Generally, the introduction starts broad and ends more focused. The method is the segment that describes the approach to the study in-depth and in a way that it is possible to replicate by other researchers, it also presents the participants by giving their count, gender, occupation and everything seen by the researcher as a relevant piece of information for the study. The methods phase also includes the materials used for the research like questionnaires. And special devices used, and the procedure of the full study operation. The result is where you present your finding and analyse it without any interpretation on the result that's done in the next stage which is discussion, it is where the researcher states his view and whether the findings support his hypothesis. And finally, references is where the researcher provides the resources and books used in the study, generally, it comes in alphabetical order.

1.3.3.3 Dissertation

A dissertation also referred to as the thesis is a research project usually submitted as a final exam by the student to get a certain degree, the objective of the project is to examine the autonomous and independent research competence of students, with the evaluation used to help determine their grade. The dissertation project is primarily independent and tends to be a long piece of writing, but there is usually some guidance from a supervisor and also the main question is often selected by the student.

Dissertations are not all similar in their structure; they vary depending on the field being dealt with. Generally, a dissertation starts with a title page that holds the dissertation title, the name of the researcher, the department or institution of the researcher and the date of the submission and all the relevant information mostly referred to by the institution. Just like the research paper, a dissertation also has an abstract but it is a bit longer so it should be the last thing to be written. it declares the goal of the research and main topic, the method used, the result and the conclusion, an abstract is simply a summary of the research that is why it should be written last, there is also an often optional section that comes before the abstract which the acknowledgement section in which the researcher gives his thanks to whoever he wishes. Then the table of content as the name suggests, it states the content of the dissertation, it is basically an outline that lists chapters, headings, subheadings and their corresponding page numbers. If the researcher used a number of tables and figures he should list them and also apply abbreviations and jargon and highly specialised terms or words and explain them. The dissertation introduction states the topic and its relevant purpose, what to expect from this research and gives the reader a proper context to work. Through the literature review, the researcher should show the relevance of the work being conducted by addressing the gap in the literature and building on that to suggest solutions. The

methodology is where the researcher states his approach and how he tackled the research but not only this he or she should explain why use this approach over another. The result section states the finding relevant to the topic just like the research paper without further explanation that is done in the discussion. the discussion is where the researcher examines that data and explores their meaning in relation to the topic. then a final conclusion where the main research question is answered and a proper explanation of the result. Then the references where the source has been used get cited.

Before submitting the work it should be handed to the supervisor and other instructors for proofreading, to ensure that the work is error-free.

1.3.3.4 Research Proposal

A research proposal is a piece of written, printed, or electronic paper that provides information or evidence that serves as an official record, basically, a document proposing a research assignment, generally in the sciences or academia, and usually amounts to a request for promotion of that research. Proposals are assessed on the cost and probable impact of the proposed research, and on the robustness of the proposed plan for carrying it out. Academic research proposals are by and large written as part of the initial conditions of writing a thesis, research paper, or dissertation. They generally tread on the heels of the same setup as a research paper, with an introduction, a literature review, a discussion of research methodology, objectives, and a conclusion. This fundamental structure may change between projects and between domains, each of which may have its own specifications. Research proposals are written in future tense and have different points of prominence. Like scientific articles, research proposals have segments characterising the research background, significance, methods, and references. The method section of research proposals is far more elaborate and demands a more detailed explanation than those of scientific articles, enabling

an exhaustive and all-inclusive understanding of the price and risks of the study and the plans for reducing them. Instead of a section describing the results, research proposals have an area of outlining suppositions or proposed explanations made on the basis of limited evidence as a starting point for further investigation or the expected results.

1.3.3.5 Literature Review

A literature review is a text written by a researcher or student to consider the essential points of current understanding in addition to substantive findings, as well as theoretical and methodological input to a specific topic. Over and above that, it is a critical synthesis of existing research on a topic to form a theory or a system, usually written in order to notify the approach of a new piece of research. Literature reviews are subsidiary sources, and in and of themselves, do not inquire into any new or original probationary work. Furthermore, a literature review can be construed as a review of an abstract achievement. Customarily affiliated with academic-oriented literature, such as a thesis or peer-reviewed article, a literature review usually paves the way for a research proposal and results section. Its primary goals are to position the current study within the body of literature and to supply context for the particular reader, additionally, It critically probes the information compiled by pinpointing gaps in current knowledge; by exhibiting restrictions of theories and opinions; and by developing areas for further research and inspecting sections of controversy. Literature reviews are a staple for research in nearly every academic field. The key objective of literature review is to communicate to the reader what knowledge and ideas have been displayed and fixed on a particular subject to be studied. It is always important to be confident that one's proposed research is new, and a literature review will help determine that. Literature review is essential for appointing any research as it permits us to gain a

comprehensive vision about what already can be found in the research field and in what dimensions, and with what hypotheses.

1.3.3.6 Annotated Bibliography

An annotated bibliography is a bibliography that provides a brief statement or account of the main points of each of the entries. The intention of annotations is to deliver the reader with a summary and an appraisal of each source. Each summary should be a succinct exhibition of the source's main idea and give the reader an overview of the source's content. Annotated bibs can help you remember specific information contained in your source and often act as a springboard to further research because you are able to see what has already been written about your topic (Ellison, 2010, p. 56). Furthermore, an annotated bibliography is a number of connected source references that contain a short illustrative text (an annotation) for each source. It may be allocated as part of the research process for a paper, or as a separate assignment to gather and interpret pertinent sources on a theme. In summary, an annotated bibliography can perform several purposes, from merely characterising the sources to evaluating them and describing their significance for one's own research. Once the annotations are written, it's important to ensure they're structured according to the guidelines and instructions of whatever style one's working with. Three common styles are: APA, MLA, and Chicago. It's also worth mentioning that there are three types of annotations. Firstly, descriptive annotations: When the assignment is just about amassing and condensing information, putting more emphasis on the essential arguments and procedures of each source. Secondly, evaluative annotations: When the assignment is about the making of a judgement about the amount, number, or value of the sources, one should also assess the authenticity or soundness and effectiveness of these methods and arguments. And finally,

reflective annotations: refers to a part of a larger research process, the researcher needs to examine the applicability and practicality of the sources in a research.

1.3.4 Conclusion

This chapter has set out the foundations of this dissertation by presenting the meaning of Facebook and academic writing in a comprehensive and thorough manner. It included most aspects and elements of both Facebook and academic writing in order to gain deep intuitive insight on the subject and procure a well-constructed and substantial meaning out of those constituents.

1.4 Facebook and Academic Writing contact.

1.4.1 Introducion

Social Media (SM) is essential in Algeria and the world as a whole, It has influenced the way Algerian people and the world interact with each other, with technology expanding daily and with the way of interaction in SM, and one of these changes is the rising popularity of shortened style of writing used in texting in SM which contain abbreviations and acronyms and similar techniques to shorten words and sentences alike, this trend sacrifices the use of proper grammar, proper punctuation and spelling all for the sake of convenience, Algerian

EFL students are also beginning to embrace this trend. It is undeniable that Facebook holds some sort of culpability on young people, typically student's academic writing. Firstly, this chapter reveals the effects of Facebook on language components such as syntax and goes to inspect the said effects on its properties. Secondly, this chapter is going to reveal the sociolinguistic impact it bears on Algerian EFL students and their propensity on writing academic papers. And finally, unfold the impact it has on the students' minds and divulge the psycholinguistic aspect of it.

In this table some examples of texting abbreviation and acronyms use:

Table 1: Common Abbreviations and Acronyms Used while texting in SM

The word	The meaning
IDK	I do not know
L8R	later
CUS	See you soon
LOL	Laughing out loud
OMG	Oh my God

1.4.1.2 Facebook and academic writing interaction

It has been argued that effective learning environments encourage learner-focused, knowledge-centred, assessment centred, and community-centred learning (Bransford, Brown, & Cocking, 1999). Online learning environments, such as Facebook, afford entrance to educational experiences that are more fluid and adaptable in time and space than classroom teaching and learning. In order to efficiently apply online learning environments, teachers should not only take advantage of the strengthened capability of content distribution provided by online learning platforms, but also draw attention to the role of interaction, together with student-student, student-teacher, student-content, teacher-teacher, teacher-content, and

content-content interaction (Anderson, 2004). The essential functions of relationship, interaction, and engagement have been emphasised by numerous online learning theories. Based on social presence theory, it has been affirmed that learners are able to present themselves online and be viewed as being real and present (Lowenthal, 2010). Online learner participation is an operation of preserving relations with others and is assisted by engaging activities, making participation and learning inseparable (Hrastinski, 2009). Facebook has become omnipresent, particularly among the youth (Lenhart, 2015). There has been plentiful research on the implication of Web 2.0 technologies including social networking sites, especially on young people's health, socialisation, psychology, and education outcomes (Loader, Vromen, & Xenos, 2014; McHaney, 2011; O'Keeffe, Clarke-Pearson, & Council on Communications and Media, 2011; Valenzuela, Arriagada, & Scherman, 2012). In defiance of concerns about whether social networking sites have become a distasteful diversion for students and whether they negatively affect student's academic achievement (Ivala & Gachago, 2012; Jacobsen & Forste, 2011), educators are keen and ardent to understand how this fundamental shift in student's communication procedure might as well introduce an opportunity for teachers to scheme creative instructions to improve student learning. Efforts to incorporate Facebook into teaching and learning and to understand student's readiness to cooperate have considerably grown.

Social media brings two-way conversations to classrooms and by doing so decentralises control over the learning and teaching process (Barczyk & Duncan, 2012). Facebook, as the most popular social networking service, has obtained much attention by educators and researchers. The high reputation of Facebook has made it a preference for educators concerned in employing social networking sites for teaching, and has been transforming the way students are taught (Shaltry, Henriksen, Wu, & Dickson, 2013). Facebook provides students with increased authority in the learning process by giving them

more command over the frequency and depth of learning-related communication. Adding to this, it gives both teacher and students with an additional platform for teaching and learning, prolonging the classroom experience in terms of both time and space (Shiu, Fong, & Lam, 2010). Education researchers have emphasised not only a need for enhanced utilisation of Facebook in classrooms, but also the need for a better understanding of how this SM site can be merged into teaching to guarantee both teachers and students feel comfortable about it (Fewkes & McCabe, 2012). Assembling a community and fostering a sense of communal spirit within class are also frequently stated positive effects of using Facebook for academic purposes. English and Duncan-Howell (2008) found that a Facebook course group for college students promoted students' affective communication such as encouragement, group reinforcement, and sense of community within the class. Focus group sessions with 46 college students demonstrated that students utilising social technologies including Facebook reported enhanced interplay with both classmates and professors, strengthened peer learning, growth in critical thinking proficiency because of the possibility to comment on other's posts, self-checking of learning process, autonomous learning, and generally pleasant and agreeable learning climate (Hamid et al., 2015). Using statistical and content analysis of students' Facebook posts, Razak, Saeed, and Ahmad (2013) found that using Facebook as a learning environment for English writing increased learner-learner and learner-instructor interaction, information sharing, and students' sense of belonging. Rasiah (2014) dissected Facebook posts of 122 students and deduced that Facebook urged students to join forces effectively with their peers and with faculty. Omar, Embi, and Yunus (2012) also reported positive feedback from students about Facebook's effectiveness as a platform for information-sharing tasks. Madge, Meek, Wellens, and Hooley (2009) found that Facebook usage helped new students settle into the university environment.

Correspondingly, the rapid progression of technology development has affected every element of human lives, including personal, social, and professional ones. For language teachers, this advancement has directly affected their teaching habits through its inclusion into their traditional and conventional teaching course of study and material. This integration of technology is unavoidable since today's learners have different ways of learning if compared to their teacher's in the past. Prensky (2001) defined today's learners as `digital natives' while their teachers `digital immigrants'. He determined that digital natives as the "native speakers of the digital language of computers, video games and the Internet" and digital immigrants as "those who were not born into the digital world but have, at some later point of lives, become fascinated by and adopted many or most aspects of the new technology are" (Prensky, 2001, p. 1-2). He also clarified that the digital natives incline to be less inquisitive in participating in the standard classroom since they can gain access to information faster than their teachers, the digital immigrants. Therefore, to figure out this issue, digital immigrant teachers should develop and refine new skills of consolidating technology when teaching the digital native students. In line with this argument, Chapelle and Jamieson (2008) stated that teachers who fail to integrate technology in language teaching are likely to be considered behind the times.

1.4.1.3 the relationship between Writing and Facebook

Going back to the fact that millennials have been interacting and communicating on SM on an everyday basis. Writing is one of the skills by which they interact. For this reason, we observe a connection between SM use and writing faculty. Writing is an ability that is frequently demanded and a vital skill of academic achievement which deserves special consideration. It is a significant skill which plays an essential role in effective communication. Its mastery has always been and continued to be an intangible and elusive

goal for most students. Learned from a young age at school, the act of writing licences leads to success in academic and professional life. Students' writing performances are evaluated in job recruitments and promotions at the workplace. This fundamental skill, consequently, necessitates further attention and can be reinforced through Facebook. Zheng, Yim & Warschauser (2018) highlight that "writing via social media can provide opportunities for English learners to communicate with native English speakers and practise their written language in authentic and motivating ways" (p. 1). Taking into account the growing role of SM in education, writing via Facebook becomes a worthwhile experience in the long run.

The use of SM in the sphere of education has unquestionably brought some edge for education participants. Social networking tools are "among the most dominant on the Web today. These services bring people together with common interests, experiences, and activities; allowing people to share their commonalities" (Bonk, 2009, p. 329). Facebook assists students in communicating and sharing their opinions and ideas on multiple topics.

Technology as a means of storing information has provided humanity with great advances (Ahmed and Hassan, 2017). In this context, Facebook maintains the advancement of social manifestations adopted by man over time through anthropology, cultural formation, in the construction of a new society, through rapid social dissemination and communicative ease (Salih and Elsaid, 2018). Thereby, the use of technology, expands ideas and puts forward interaction to ameliorate life in society. Thinking about the interactive model emerging in cyberculture sends our attention to social networks on the internet, which lure ever-increasing numbers of users, which is unquestionably echoed in the offline reality (Alshammari, 2020). Almarwaey and Lim, (2019) describe social networks as variations of interpersonal bonds that connect individuals with common interests. Diverse interactional forms flow within

social networks, in a lively and vigorous process that alters its structure. Networks ``provide sociability, support, information, a sense of integration (Khatun and Al-Dhlan, 2017).

1.4.1.4 Student Writing attributed to the Use of Facebook for Communication

In Facebook, Text messaging is one of the main ways of communication among workers particularly students these days. It is a handy, quick and cheaper means of text interchange. Text messaging is the fruit of modern technology. It has a prominent influence on academic writing in many elements that are difficult to overlook and avoid. The notable influence of text messaging is freestyle writing of the English language by students belonging to high classes who have mobile phones at their hands. the use of text language encourages and fosters learning or acquiring of a new trend in communication. Students use sensible communicative language in SMS. When students use text messaging via their phones. They become capable of conveying not only written communication but also spoken communication. They speak well as there is no concern of spelling and punctuation errors. In this manner, the SMS language makes them confident and self assured to use the English Language. Students gradually sense more comfort while using language in text messaging. On one side, text messaging is aiding the users of the language while on the other side it is damaging the academic writing skills of the students in spelling, sentence structure, punctuation, discourse and pragmatics of the language.

As presently, Technology dominates student learning and communication. Students are now required to write more often than students of preceding generations. Nevertheless, educators fear that students will draw upon their most commonly applied form of communication, texting and SM, for their sentence patterns, grammar, punctuation, and word choice. Previous studies demonstrate that writing trends affiliated with texting and SM are

now seeping through academic writing. According to Pew Research, 80 percent of students share their phone numbers as a primary contact method with friends, but actual phone calls are not the major communication method used. Given that texting often presents an evolving shorthand and does not oblige dedication to great grammatical proficiency, many educators speculate if the continuing texting revolution could negatively impact student's writing abilities. The objective of this study is to identify the types of academic writing blunders and inaccuracies being committed by students that are swayed by the utilisation of texting and Facebook for communication in the second chapter. This study additionally aims to ascertain the prevalence and frequency of these academic writing errors.

Simultaneously, a study by (Chantal N. van Dijk et al, 2016) refers to textese as a language register and observed that use of textese did not impair or damage the written language skills of participants. Indeed, the study indicates that students who texted routinely may see an improvement in written language skills and even grammar. At a minimum, texting puts communication muscles to work regularly for teens who are sometimes otherwise secluded and would likely communicate less without an option to text. Another study by (Agathe Battestini et al, 2010) looked at texting on the campuses of 70 universities and found that individuals regularly carried on text conversations with as many as nine other people. That kind of simultaneous execution of multiple tasks with written communication even in text form may as well help propel stronger skills. Another component of this study is the examination of the attitudes of students and teachers concerning the infiltration of texting and SM style writing into scholastic writing.

Ultimately, Texting further encourages using improper grammar and substandard writing abilities. By texting, it is much simpler for people to take the easy road by spelling things wrong to make words shorter like "cuz" instead of "because" or to incorrectly arrange

sentences that would not be adequate in an actual paper. For instance, texts are often "run-on sentences" with no punctuation or distinction between thoughts. This ends up setting up a dramatic impact on people since texting is such an important part of people's days. Since everyone texts repeatedly, their ongoing application of incorrect grammar or use of a language can unravel into their day to day. Students can be so accustomed to employing these "shortcuts" in texting that it gravely affects one's knowledge of correct grammar. For example, we know with many of our friends, they regularly spell words incorrectly or in a shorter way because via texting it makes it easier and faster for them to get their point across. Nevertheless, as we can see, in many cases they end up forgetting the actual spelling of certain words since they are no longer used to writing it like that. In general, these smaller elements about texting end up having much bigger effects in real life. The ceaseless usage of improper grammar and spelling can impact how people communicate with each other. It makes them forfeit their aptitude on how to express their ideas and thoughts coherently and successfully.

1.4.1.5 "textspeak" subverting the language

Back in the days, when people first began visiting chat rooms, texting and sending emails, they further started to abbreviate in ways that they had not done before. Basically, they started to use written means or modes of expression as a way of communicating in speech. The unofficial, vaguely fabricated sentences and the colloquial and vernacular vocabulary common in speech abruptly materialised as writing on the screen, and this looked rather strange to some folk. As with many new things, it was technology enthusiasts who started this trend, breaking the rules by writing things such as "c u l8ter" and other shortened forms of language. Multiple new abbreviations were the outcome of practical inhibitions. At the outset, electronic messages had to be very short. With the increase of mobile phone-based

messaging notably, the screen size created a major space limitation in terms of how much you could write. Complement this with a financial constraint (you often had to pay by the character), and the consequence was a system of communication where it made sense to shorten words as much as possible. Albeit some of these restrictions have gone away, others remain. Twitter, for example, still obliges that you use no more than 140 characters in a tweet.

Even though some of the abbreviations used online have been in the language for hundreds of years (the phrase "IOU"has been around for 200 years), some people found (and still find) their use difficult to digest. Given how swiftly technology has altered the linguistic outlook, this is perhaps not a mind-boggling reaction. Nonetheless, the negative backlash goes beyond taking exception to spelling and abbreviations. Online communication appears to jeopardise all features of language, in particular vocabulary, punctuation, capitalisation and all of the other traditional and formal rules of grammar and diction. We believe that change is a tricky thing for some people, and since language is such a ubiquitous and integral part of our lives, people with a conservative frame of mind time and again display unwillingness to accept or tolerate changes in this area.

1.4.2 Syntax

1.4.2.1 Description

Syntax is one of the principal areas of linguistic research developed in recent decades. Overall, it encircles the whole study of how words are organised in any language to generate a meaningful sentence. It analyses the arrangement and formation of sentences and illustrates how words and phrases are ordered to form correct sentences.

Table 2: Parts of Speech

Nouns	—+plural endings "books"	Det. Adj. _____ (this is called a Noun Phrase) "the small box"
Verbs	____ + tense endings "speaks"	Aux. ____ (this is called a Verb Phrase) "is speaking"
Adjectives	____ + er / est "big"	Det. ____ Noun "the big tree"
Adverbs	Adj. + ly "kindly"	____ Adj. or Verb or Adv. "kindly smiled"
Determiners	a, an, the, this, that, these, those, pronouns, quantities	___ Adj. Noun "that beautiful dress"
Auxiliary Verbs	forms of be, have, may, can, shall	NP ____ VP "the car is working"
Prepositions	at, in, on, under, over, of	____ NP (this is called a Prepositional Phrase) "over my head"
Conjunctions	and, but, or	N or V or Adj. ____ N or V or Adj. "coffee or tea"

1.4.2.2 Facebook's input on students' grammar

Language has developed as time goes on, developing changes in grammar. There are also dissimilarities of grammar in the English language and it is contingent on where a person lives. By way of illustration, there are differences in American English and British English Grammar. Grammar, is something we tend to think of as a globally firm and stable concept, but in actuality, it is not. Overtime, grammar has gradually developed as our world has been changing and as a result new writing pedagogy takes shape. Recently, Facebook has been a changing and a worldwide agent that has affected grammar and writing skills. Facebook can unquestionably have a positive or negative effect on writing skills and grammar, depending on the individual and his or her pattern of grammar. If a person has commendable background knowledge of grammar then SM will bolster and fortify grammar skills as it can be used as an instrument to review and correct poor grammar. Anyhow, if a person has poor writing skills and grammar schema, then SM can impart to prolong and perpetuate poor grammar usage. In this paper, We will support a conclusion that will design our point of view that there are both positive and negative effects on writing skills posed by Facebook and that these effects fluctuate conditionally and on an individual basis. Students of all ages are conspicuously being driven to social networks. Utilising this social network tool to its advantage has been considered and noted by several researchers. Pascopella and Richardson (2009) discuss how students are doing a great deal of writing on social networks. According to Richardson and Pascopella (2009), it has almost been forty years since the teaching of writing in schools has had a major shift. It may be with the invention of Facebook, YouTube, blogs and wikis that the new writing pedagogy is upon us and is redirecting our writing of today (Richardson and Pascopella, 2009).The transferring of a new writing pedagogy is a scary idea for district administrators and many others (Richardson and Pascopella, 2009). Transferring to a new writing pedagogy is unfamiliar and unknown, but

research shows that numerous students are utilising SM sites to do a great deal of writing (Richardson and Pascopella, 2009). However, this writing is outside the norms of traditional writing and is not with-standing teacher's expectations (Richardson and Pascopella, 2009).

Having said that, with the growing demands of faster communication, several notable changes have taken place. People appear to always be hasty to send messages across sometimes without the worry of using proper Grammar. In essence, language evolves, and this is no exception to the language used on SM. One of the most significant effects of SM on verbal and written English is the appropriation of vocabulary (Dalzell & Victor 2017). Certain words that had particular meanings are now carrying new meanings depending on the context of the application, and the magnitude of this phenomenon has affected verbal communication too. (Dalzell & Victor 2017) claims that language has become more volatile with synonyms growing every day. The implication is that internet slangs, which seem to have been approved and accepted as English words, are being used in communication and academic writing everywhere.

Moreover, there is a lot of slang usage on SM, which would appear to have deceived many people to use incorrect spelling, grammar, and informal language. The prevalence of slang has only increased to the scale that some words have become part of common writing in academia. Obi, Bulus,Adamu & Sala (2012), study showed that users who frequently use social media adopted atypical practices of writing and abbreviating words in formal settings and during chatting which is becoming integral to their formal writing skills. Hoffmann and Bublitz (2017) explain this scenario by indicating that most SM communication is concerned with being practical and that the prime concerns are attainability and mutual intelligibility. Although abbreviations and improper language use may be comprehensible among students and young people, teachers sometimes have trouble understanding the modern informal language. Nevertheless, for many people, the use of informal language as influenced by SM

seems to have made English simpler, but the ability to communicate deep thoughts is perhaps

eroded (Zappavigna2012).

Table 3: Common Errors Used in Texting in SM

error	correction	explanation
I'm to busy today.	I am too busy today.	Not Using "too" the Proper way.
The tree are losing there leaves.	The trees are losing their leaves.	Confusing "there" and "their".
A good night's sleep has a positive affect on your day.	A good night's sleep has a positive effect on your day.	Confusing affect and effect.
That's gr8!	That is great!	Using texting slang.
Your welcome.	You are welcome.	Confusing "your" and "you are".
Today will be better then yesterday.	Today will be better than yesterday.	Confusing "then" and "than".
Its an amazing day!	It is an amazing day!	Confusing "its" and "it is".
My favourite SM platforms are:Twitter; Instagram;and Facebook.	My favourite SM platform are: Twitter, Instagram, and Facebook.	Wrong punctuation usage.
I went to the beach. because It was hot.	I went to the beach, because it was hot.	Wrong punctuation usage.
I now how it works.	I know how it works.	Confusing "now" and "know".
I saw pics they were design years back.	I saw the pictures They were designed years back.	Dropping an article and using the wrong tense.
It started to rain alot lately.	It has started to rain a lot lately.	Misspelling a lot.

In the end, with the introduction of SM onto the scene, its effect on student's Writing is declaring itself progressively. The effect of Facebook language is seen mostly in Grammar and spelling errors areas. Grammar and spelling are more vital in school but, wrong spelling, omission and overall non grammatical rules are tolerable on SM. This carries dispute and disagreements to writing as students write improper and incorrect grammar and spellings in their writings at school or academia. On top of that, using Text Language. Abbreviations that are standard in SM are disfavored in formal writing. Students are required to spell words entirely and not use 'text speak' or 'slang'. Student's academic writing are now marked by SM abbreviated words (textspeak) and slangs.

The language used in Facebook or other SM is gently deteriorating the writing of students, making them write without heed for grammatical and spelling rules. Some students are inclined to shift SM abbreviations, misspellings, acronyms, typos and the inadequacies or mismatched grammar rules into their writing. Students should realise that there is a difference between formal and informal writing and that each type of writing has an objective and specific aficionados the content should appeal to. With this said, The Facebook language should not be an option, a substitute or an alternative for educational or formal writing.

1.2. Vocabulary and Punctuation

The rise of the internet and the weighty array of SM networks have, unquestionably, succeeded in an exponential growth in new types of written language such as Facebook posts. It is indisputable that Facebook has had a forceful impact on the enormous volume of students we are now able to communicate with, it's also had an impact on the frequency with which we are able to communicate with them. This has led to us being exposed to countless different personalities, point of views, and approaches when we use Facebook to

communicate. Apart from SM professionals and academic journalists, the bulk of what is written by the general public on SM is not amended, monitored or verified to guarantee that appropriate use of the language is taken into consideration. With the freedom to use languages however we prefer to on SM, trends are bound to turn up.

One of the most notable ways that Facebook has affected our language, is through the seizure or approbation of existing vocabulary. Words that had existing meanings, have now been given other meanings in an online context, which then overflows into verbal communication. Long ago, if somebody said the word "wall" to you, you might think of the ones in your house, or the ones outside in the street; however, in a SM context the word "wall" refers to the homepage of your SM profile, where you can partake in sharing angles of one's life/work in a public forum. A few other words which have been re-designed for SM include: Tablet, which is used to refer to portable screens, Troll, which is a term used to characterise an internet user who strives for attention by making exorbitant or irrational comments about something or someone, Stream(ing), which is the transmission of data as a steady continuous flow and Catfish, which is a term used to pertain to an internet user who pretends to be someone other than themselves online.

Moving on to the punctuation part. Punctuation marks are to writing what pauses, tone, tune, gaze and gesture are to speaking. All of the misleading information that can be produced by the use of pitch and tone in speaking can be formed by the inadequate or unsuitable usage of punctuation marks in writing.

Not long ago, the problem with punctuation marks is not so much that we do not know how to use them. It is though the looseness or slackness which comes with SM interaction that impedes people's capacity to use punctuation marks. Chat is a quasi-exchange of messages which has characteristics with in-person communication and many suppose that persistent and steady use of punctuation marks will hamper the natural or more precisely

impromptu flow of discussions. Regrettably, an average person spends a greater time reading and writing on different SM and this has staggeringly influenced our use of punctuation marks in official writings, consequently, the poor performance in writing assignments in schools and tasks in workplaces.

It is vital to use punctuation marks properly even in our text messaging apps. Students must be aware that they have nothing to lose if they use punctuation marks in chats, indeed it makes students more accomplished and proficient users of the language.

1.4.3 The psycholinguistic effect of Facebook on students' Mental faculties

1.4.3.1 Psycholinguistics

Psycholinguistics covers the cognitive processes that make it possible to generate grammatical and meaningful sentences out of vocabulary and grammatical structure as well as the processes that make it possible to understand utterances, words, texts, etc. (Miller & Eimas , 1983)

Psycholinguistics, which means psychology of language is the study of the psychological and neurological factors that enable humans to acquire, use, comprehend and produce language (Altmann, 2001, p.1).

1.4.3.2 Language acquisition of students in Facebook

"As the main means of communication, language acquisition is one of the most significant research domains of human cognition … While the acquisition of the mother tongue (L1) occurs at an early age, the acquisition of L2 is relatively slow and depends on a variety of factors," Pikhart & Botezat (2021). In this light, researchers tried to investigate the unconscious knowledge or language obtained in Facebook settings. Nonetheless, students use these hundreds of times each day. Perhaps a medical comparison might be helpful here: you

use the muscles of your body constantly in order to move your limbs or to keep your balance while standing. You can do that without knowing how it works. But your central nervous system 'knows' how the muscles are innervated. Such unconscious knowledge is based on the internalisation of language structures which we extracted from our environment which is the language used in Facebook when we are messaging each other or posting in our timelines.

Table 4: Student Acquisition of Language on Facebook

Input	Language used in the Facebook context.
Action by the student	1. Extraction of structures. 2. Storage in long term memory as unconscious knowledge.

If one implements this perspective to language acquisition then one can uphold the following:

1. No student makes a conscious decision to learn the language displayed in Facebook

2. Acquisition is unconscious in the student's mind and can be compared with the unfolding of other instincts.

To put it simply, the language faculty is instinctive so that the student can immediately process the language he/she hears in the surroundings. The student typically does not wait for instructions from people before acquiring the language used in Facebook habitat.

1.4.3.3 The bad habits acquired when students use Facebook

This fixation of using English in informal short forms is predominant among English language users, and affects students" academic writing. In Algeria, Facebook has become a crucial part of life far and wide. It seems that people use Facebook more than any other SNSs for studying or for social reasons. In texting Algerians use different languages for example: Arabic, French, and even English. This research is more concerned with the use of the English language by Algerian students. Sometimes EFL learners use the English language colloquially in their academic writing. They use unsuitable forms or casual language in

writing class, such as: "lge" instead of language. One participant from Yunus et al. study (2012) stated that using short forms and abbreviations is not a positive learning experience because students may get used to the habit and then use it in the formal writing tasks in school. Selwyn (2009) pointed out that Facebook was unsuccessful in developing student's writing because students use vernacular writing structures rather than formal writing styles. Research by Rosen et al. (2009) found that those young adults who used more language based textisms (short cuts such as LOL, 2nite, etc.) in daily writing produced worse formal writing than those young adults who used fewer linguistic textisms in daily writing.

The regular characteristics of nonstandard and slangy writing deemed unfitting in a writing class that have been extensively used on online chats or social networks sites are as follows:

These features were cited in (Tharinee Kamnoestsin, 2014), and were extracted from Ms. Bouchikhi & Ms. Bouanani 2016/2017 Extended Essay.

Table 5: Common Features of informal writing in Facebook

-phonetic spelling used for transcription of standard pronunciation.	"Nite" for night. "Guyz" for guys.	(Danet and Herring, 2007,p 97).
-multiple punctuation marks or letters used for a rhythmic effect.	Sooooooo aaaahhhhh	(Crystal, 2001, p. 34-35).
-capitalization use: all capitals for „shouting"	"I SAID NO"	(Crystal, 2001, p. 34-35).

1.4.4 Conclusion:

This chapter has brought to light the syntactic denouement of Facebook which is produced directly to students' writing abilities. On top of that, a series of keynotes relevant to the theme has been addressed with great research and fact-finding purpose. Those keynotes present an overlap to address the sociolinguistic effects of Facebook, ultimately leading to the psycholinguistic effects of Facebook on students' academic writing, further explaining the

language processing of the language used on Facebook and the addictive bad habits learned in those surroundings.

Chapter two: Findings and discussion.

2.1 Introduction

This chapter represents the methods used in gathering data from the questionnaire. It explains the tools and instruments which helped present this research work; without neglecting the participants (the sample population) of this research work. This chapter ends with a conclusive evaluation of the results. Furthermore, This research will provide foundations to build upon the underlying basis and principle for future research as it will put forward the effects of Facebook on students' functioning and performances. Likewise, our main hypothesis is that Facebook has a negative effect on the student's academic writing. As for our second hypothesis we want to know if there is a psycholinguistic effect going on in the student's mind. The findings of this research will be significant simply for the reason that they will enable us to gain in depth insights into this phenomenon.

2.2 Instruments of data collection

The main tool used in this research is a questionnaire which attempts to collect quantitative data that provide answers to the research questions as mentioned in the introduction. The questionnaire was addressed to the second year EFL master's students of Ibn khaldoun University. The latter contained 38 questions that aim to see how formal writing can be affected by Facebook. On the other hand, it tries to figure out the attitudes of these students towards Facebook and the impact inflicted on their academic performance.

2.3 Methodology

This research will address the effects of Facebook on academic writings using an amalgamation of quantitative and qualitative methods and procedures via an Online questionnaire, designed especially for this survey that aims to collect information from a targeted group of respondents. In other words, it can be an efficient means of measuring the behaviour, attitudes, priorities, opinions and intentions of relatively large numbers of subjects more cheaply and promptly than other techniques. Additionally, Survey research is often used to assess thoughts, beliefs and sentiments. This latter can be specific and restricted, or it can have more global, extensive goals. A questionnaire comprises a prearranged set of queries that is given to a sample group. With a spokesperson sample, that is, one that is representative of the larger population of interest, one can depict the stances of the population from which the sample was drawn. A good sample selection is key as it allows one to generalise the findings and outcomes from the sample to the population, which is the whole intention of survey research. Anyhow, we decided to employ this method as we concluded that it is the most fitting and pragmatic procedure to investigate this occurrence and extract the final results of our data gathering. This research will be carried out in a sample group of second year master students at University Ibn Khaldoun by handing out the online questionnaire and sending them back to us in order to initiate the analysis process, tallying the results and submitting them. So, does Facebook have a negative proclivity towards student's academic writing? Is there a psycholinguistic effect on the students? typically the language they process and acquire from Facebook and the unconscious use of the latter.
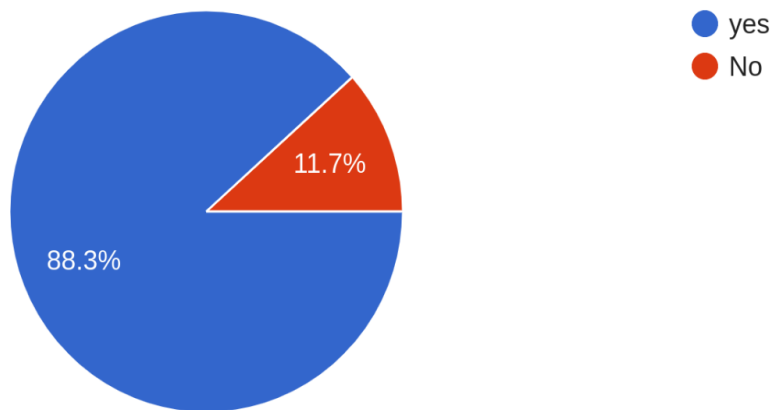
2.4 findings and analysis

Question n°3: Do you use Facebook?

Graph 1: Facebook Usage for Students

Graph 2: Students' Reasons for Using Facebook
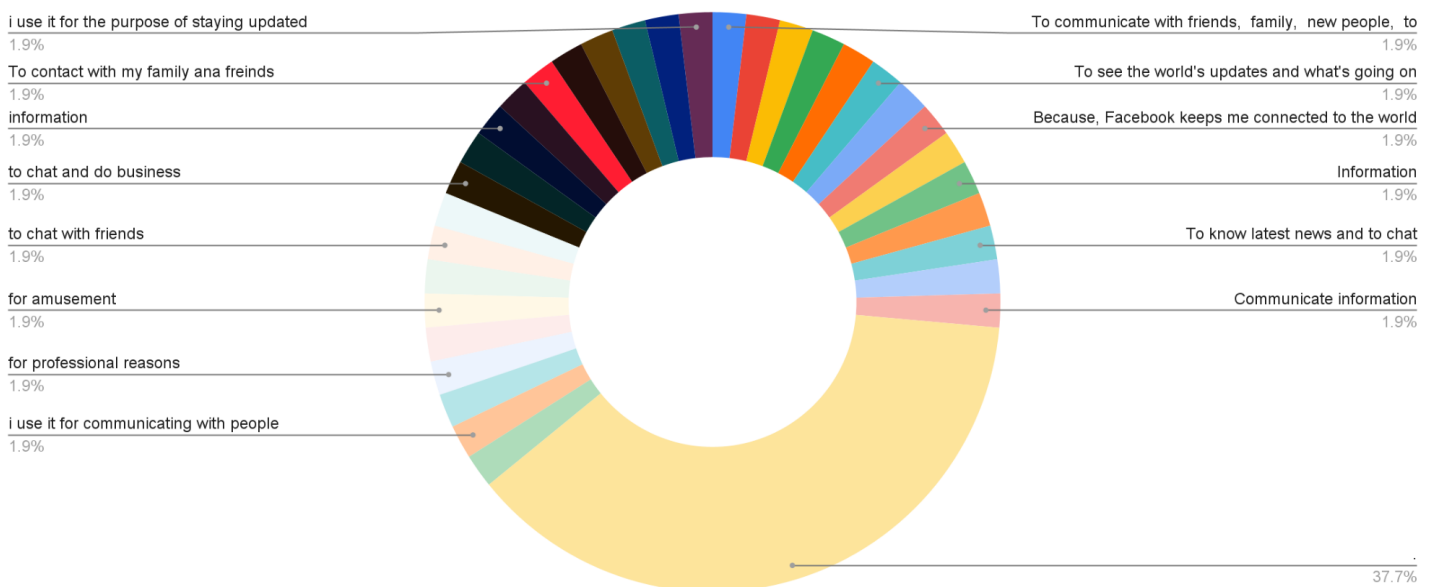
When asked if they use Facebook, most of the participants answered yes. The results show that 88.3% of students use this SM platform; which means Facebook is very important for them and has become a necessity in their life. As for the remaining 11.7% do not use it mainly because they think it's a waste of time and energy or deactivated because they prioritised their mental health.

Question n°4: How much time do you spend on Facebook?

Graph 3: Time Spent Using Facebook

How much time do you spend on Facebook?

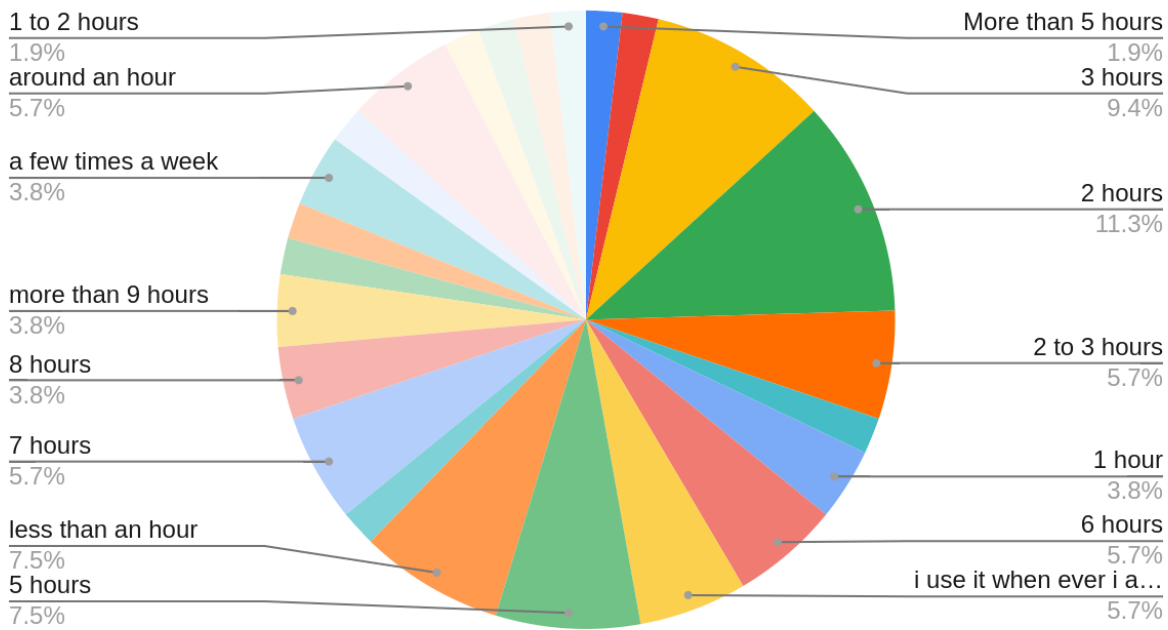|	
1 to 2 hours	More than 5 hours
1.9%	1.9%
around an hour	3 hours
5.7%	9.4%
a few times a week	2 hours
3.8%	11.3%
more than 9 hours	2 to 3 hours
3.8%	5.7%
8 hours	1 hour
3.8%	3.8%
7 hours	6 hours
5.7%	5.7%
less than an hour	i use it when ever i a…
7.5%	5.7%
5 hours	
7.5%	

Students were asked about how much Facebook occupies their time, the great majority of them spend more than five hours a day. As for the rest, the time frame varies from one person to another as the pie chart shows below.

Question n°5: Does Facebook affect your academic writing performance?

Graph 4: Does Facebook Affect Students' Academic Performance

Facebook affect academic performance

- 🔴 No
- 🔵 Yes
- ⚪ I don't know

22.6%

28.3%

49.1%
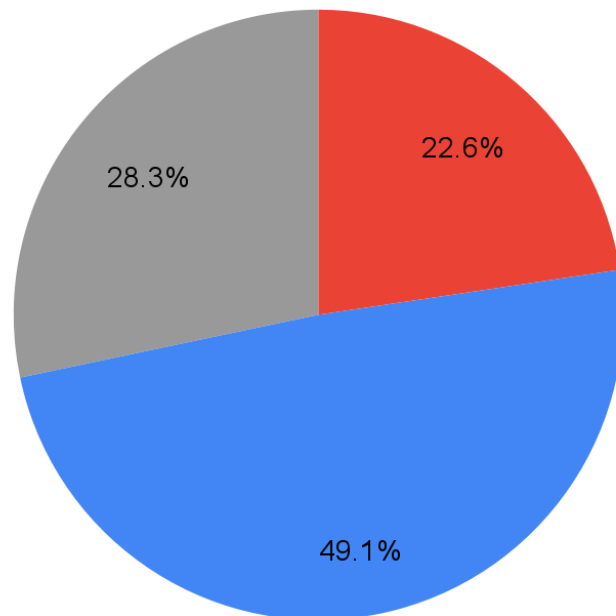
Concerning this question, we asked the students if Facebook has any active effect on their academic writing and a staggering 49.1% say it does. Besides, 28.3% claim they are oblivious to the supposed effects it bears on their academic performance. The remaining 22.6% say it has no impact on their academic production whatsoever. We can deduce from this finding that Facebook plays a role in the academic writing of students and validates an existent effect of Facebook on learners' writing.

Question n°6: Does it influence your vocabulary, punctuation and grammar?

Graph 5: Does Facebook Influence Students' Vocabulary, Punctuation and Grammar

Does it influence your vocabulary, punctuation, grammar?

- Yes
- No
- I don't know

32.1%

50.9%

17.0%
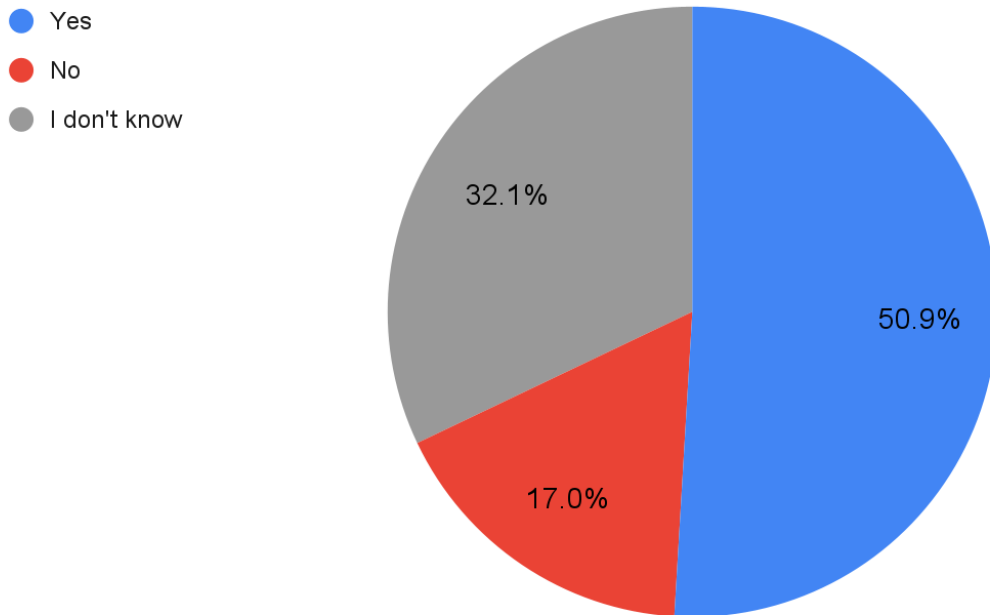
● Some respondents' reasons why they think Facebook affects their academic writing:

Table 6: Facebook influence on Grammar, punctuation and vocabulary

When using abbreviations
When seeing more videos
because we use a lot of abbreviations and we never use punctuation
It plays a vital role in fluency and accuracy
I learned a lot of things, one of them was grammar
Texting on Facebook has affected my grammar in a lot of ways. I do not use good grammar and spelling when I talk to my friends.
I deal with this new vocabulary
Maybe i learnt more about them
because of abbreviations and so on
abbreviations and slangs

Because I use it to look for posts in English or chat.
i see and read a lot English posts
i see a lot of English posts
i try to check and read posts a lot on Facebook

Findings show that Facebook affects student's writing abilities considerably negatively, 50.9%

claim so. Moreover, 32.1% concede that they are unmindful and unaware of the effects while

17% declare Facebook presents no issue with their academic writing. The result brings more

legitimacy to our assumption about the effect of Facebook on student's academic writing.

Table 6 row 7: This student asserts that texting came out
to be disadvantageous to their writing since Facebook does not encourage good grammar use
on their platform.

Table 6 row 11: The learner thinks that the punctuation aspect is not taken into account when
you're chatting or posting..etc. Yet another unhealthy phenomenon that hinders the students
academic writing.

● Some respondents reasons why they think Facebook does not have an effect on their

academic writing:

**Table 7:Facebook does not influence Grammar, punctuation and vocabulary**

My writing is influenced by my readings (books, novels) and not facebook.(I cannot let it affect my daily activities and certainly my studies).
I read and watch only good content.
I'm well versed on the English language.
I think it's not enough.
I do not think it affects my academic performance.

Question n°7: Do you care about the formal writing of the language when chatting,

commenting or posting a status?

Graph 6 : formal Writing while using Facebook

Do you care about the formal writing of the language when chatting, commenting or posting a status?

49.1%   50.9%

● No   ● Yes
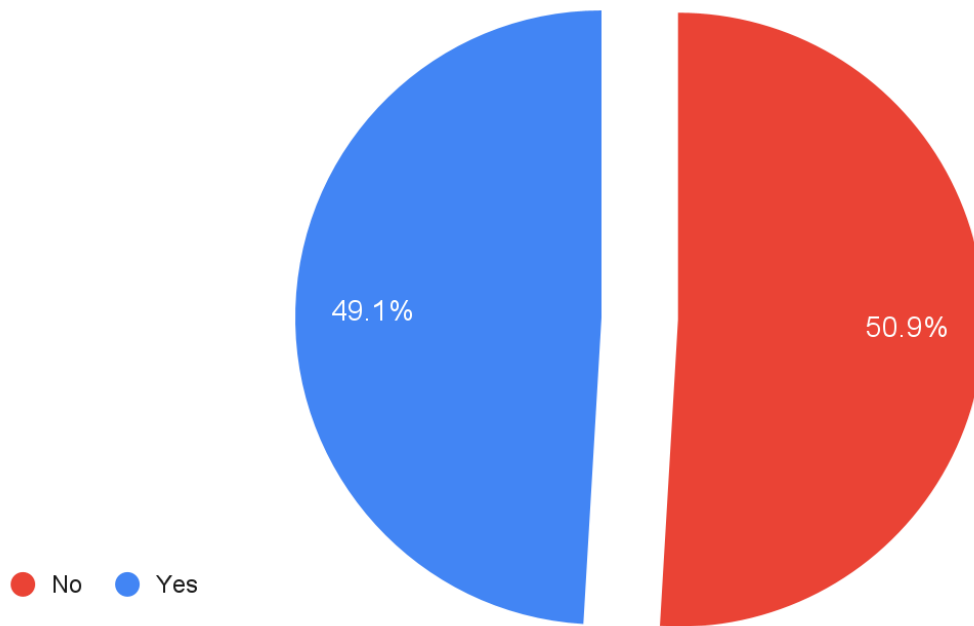
●   The respondents explain why:

Table 8:formal writing when using SM

I do not use formal language on Facebook because it takes a lot of time, energy, paraphrasing,..etc
Communication with friends does not need that
I share it with my friends so there is no need for formal writing
Using the formal style in writing has such beauty, in addition, that would make it easy to understand and attract readers.
No, because the formal writing can be sometimes too long
Having a correct way of writing helps in understanding the meaning of the message
To get used to the correct writing
I do not care because I feel like everyone is doing the same and they can understand me
I want to convey my opinions and messages properly

I am weak and I learn from the mistakes
I do not like spelling mistakes
It is something viewed by many people, it would be better if it's in a correct form
to avoid being slow
it is not formal like writing an email
I consider it as training
I mainly use it for communication, therefore formal writing is not relevant
I rarely comment or talk on Facebook
for professionalism
…

The participants were asked if they give heed to the language they use in the Facebook environment when they are enjoying the features Facebook is giving them. 50.9% say they do not pay attention to their writing whilst 49.1% assert that they are alert and conscious of the way they write. This finding shows us a close call between the students who are on the lookout of the things they write but also demonstrates the students who ignore the form of their writing. Only a narrow margin separates the two portions.

Table 8 row 2: What we can understand is that Facebook puts this student in a position where he does not need to use formal language since he is chatting to his friends. Furthermore, Facebook poses a negative effect to the student's academic writing.

Question n°8: Do you think deeply before you write a post?

Graph 7: Do Students Think Deeply Before Posting

Deeply thinkinhg before posting

● Yes
● No

50.9%   49.1%
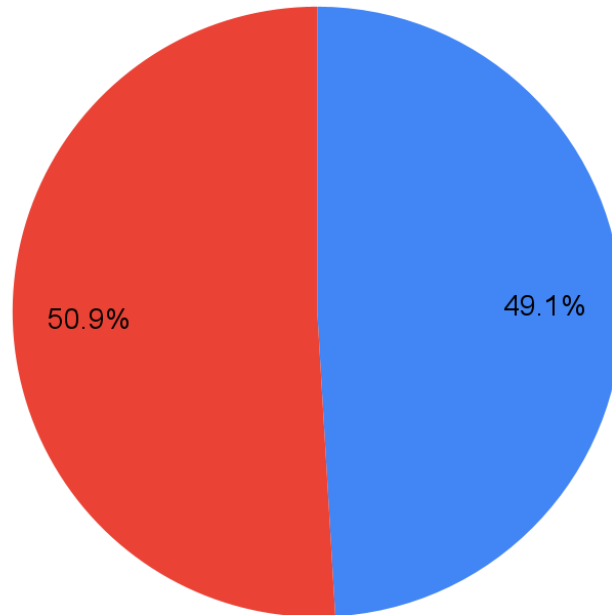
● Student's explanation:

Table 9: Thinking Deeply Before Answering

Because I express myself as I want and like
Till I'm sure that I write correct English
to make sure my sentence is coherent
I simply post it.
I do not feel the need to
I have colleagues and people I work for so I have to watch my grammar
I could not care less lol
…

Concerning this question, the students were called on to respond if they took time to formulate a sentence on a profound level to gain more insight and demonstrate that the hypothesis about Facebook comprising a concealed psycholinguistic effect is true or false. It's another close call since the results show that 50.9% of the learners are inattentive to their writing. Still and all, 49.1% of students articulate what they say when using Facebook. Our findings so far show us the psycholinguistic effect is well real.

Table 9 row 5: This student does not feel compelled to put effort into the things he writes due to the effect he has been submerged into.

Table 9 row 7: this student care-free attitude towards his writing is most likely the cause of the psycholinguistic effect that is rampant among the MA2 students.

Table 9 row 4: As we can see the student wants to post without thinking too much about embellishments or any such thing.

Question n°9: Do you use your Facebook style of writing in your academic writing?

<p style="text-align:center;">**Graph 8: The Use of Facebook Style of Writing in Academic Writing**</p>
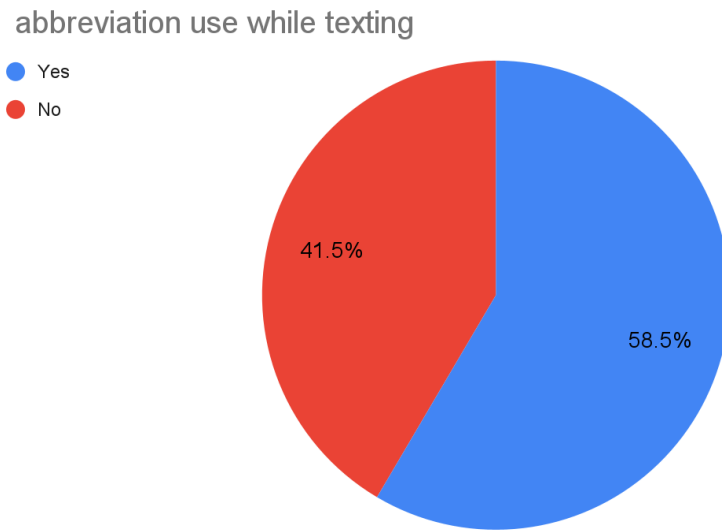
Facebook style of writing use within academic writing

- ● No
- ● Yes
- ● I don't know

28.3%

45.3%

26.4%
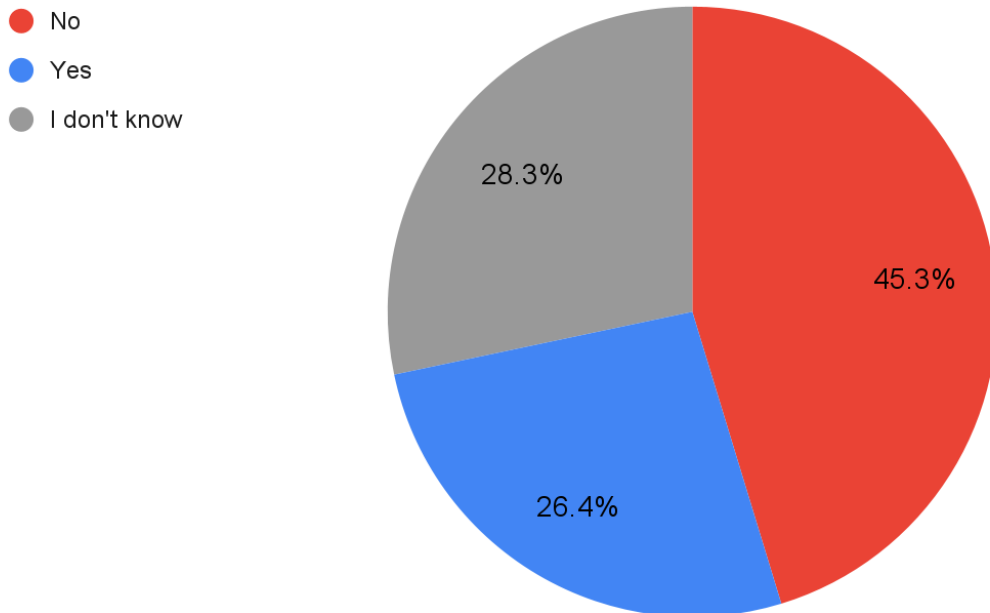
Students were questioned if they merged their mode of expression on Facebook with their academic papers in order to obtain an understanding on this particular matter. According to the results, 45.3% abstain from merging their Facebook style of writing on their papers. Nonetheless, 26.4% say they incorporate the Facebook style onto their forms. Lastly, 28.3% claim they are unobservant if such a thing happens to them. What we can interpret is that the great majority of students do not believe that their Facebook style of writing is applied in academic papers putting our two hypotheses under denial.

Question n°10: Do you use an abbreviation such as 'lol' and 'omg' while texting?

Graph 9: The Use of Abbreviation in SM

abbreviation use while texting

● Yes
● No

41.5%

58.5%

Graph 10: Students' Reasons for Using Abbreviations

Count of If yes, Why?

● To gain time
● To facilitate texting
● for convenience sometimes
● I'm used to it.
● i don't like using them
● Formal is boring
● Abbs are used by all people.(It is a lge itself later on)
● because it is fun

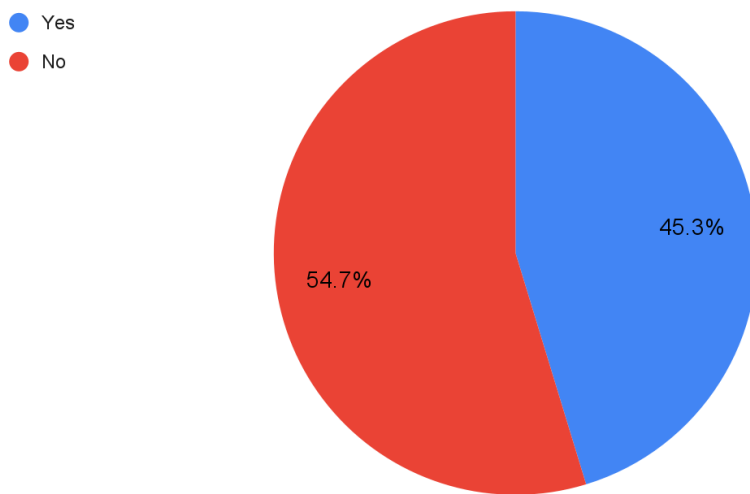5.7%

31.4%

48.6%
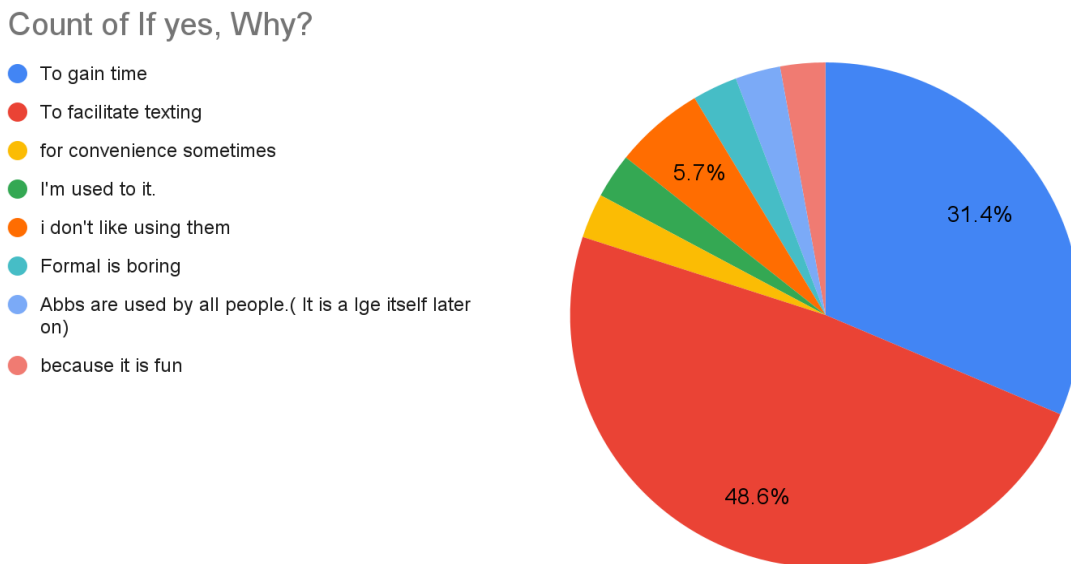
Regarding this question, 58.5% of students answered yes whereas 41.5% of them said they do not integrate abbreviations in their texting. Concerning the ones who answered yes, 48.6% thought using abbreviations would facilitate their texting. On the other hand, 31.4% use them to gain time. It is safe to say that students find abbreviations quite useful while texting. It is also

safe to argue that they do not pay much attention to the form of their writing. What matters the most to them is conveying the message hastily. This discovery reveals to us that Facebook does not affect them.

Question n°11: Do you use formal English on Facebook?

Graph 11 :The Use of Formal English on Facebook

formal English use in Facebook

- Yes
- No

45.3%

54.7%

Graph 12: Reasons to Why Use Formal English on Facebook

If yes, why?

- When talking to supervisors or an inspector
- To convery the desirable meaning.
- i believe it's the best/correct way to talk/chat with people
- To improve my English
- to practice
- professionalism
- it depends on the person
- to improve my English

10.0%
10.0%
10.0%
10.0%
10.0%
10.0%
10.0%
30.0%
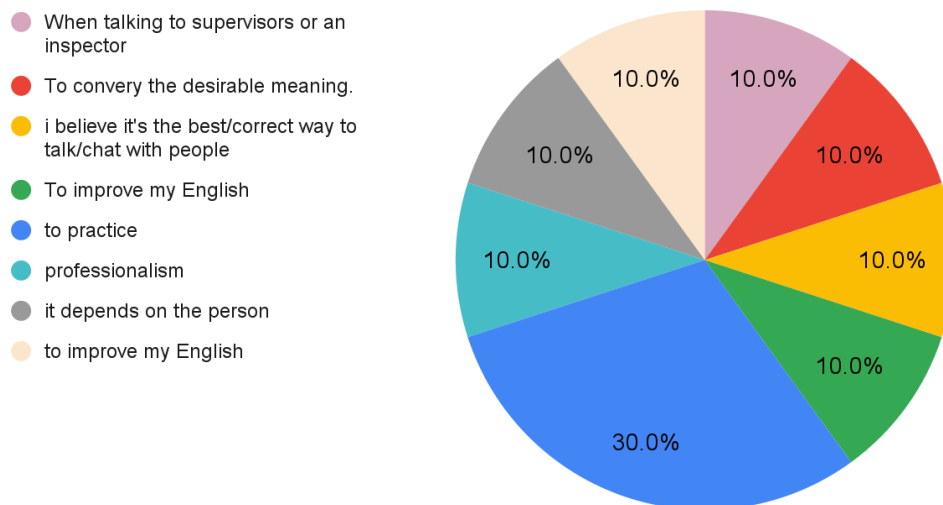
Informants were asked whether they use English in accordance to the official rules governed in the language. 54.7% of learners do not use English academically when they use Facebook. Whilst, 45.3% lay the claim that they do so for a wide-ranging of reasons, either to refine the way they communicate, convey the message in a desirable manner or simply for professional reasons. We can conclude from this result that the Facebook platform bears no effect on the great majority of students' academic writing.

Meanwhile, the learners who answered yes declare that they use the social network service to practice and improve their English. Therefore showing a positive impact on their academic writing.

Question n°12: What do you think the effects of Facebook on student's academic writing are?

The respondents are asked for their opinion about the effects that Facebook has regarding their academic writing. Here are the responses displayed:

Table 10: The Effects of Facebook on Students' Academic Writing

On writing level: becoming used to using abbreviations while writing.
The effect is negative because the majority do not use academic writing just slang.
I do believe some students, if not most of them, use the same style of writing on Facebook in their academic writing unconsciously as they are used to this process.
it messes with their vocabulary
Being aware of the academic English writings when you practice it at university or another institution.
Sometimes good and Bad
Facebook is actually bad for academic writing because we do not respect either grammar or spelling
spelling mistakes mainly
Books and magazines
Spelling mistakes, lack of concentration
Maybe it's a negative effect since they do not mind their mistakes
writing too fast leads to spelling mistakes
Enhance the vocabulary
…

The interpretation for this finding is that students find Facebook to be a nuisance since the majority of the respondents find the effect of Facebook on their academic writing to be negative.

Table 10 row 1: This student claims abbreviations are harmful to the academic writing of students.

Table 10 row 8: this student maintains that Facebook targets the academic writing of students in a damaging way.

Question n°13: Is Facebook beneficial for your academic writing and why?

In this question, the students are asked if Facebook provides them with advantages or at least some sort of assistance when it's time to write. Some answers are here to be gauged:

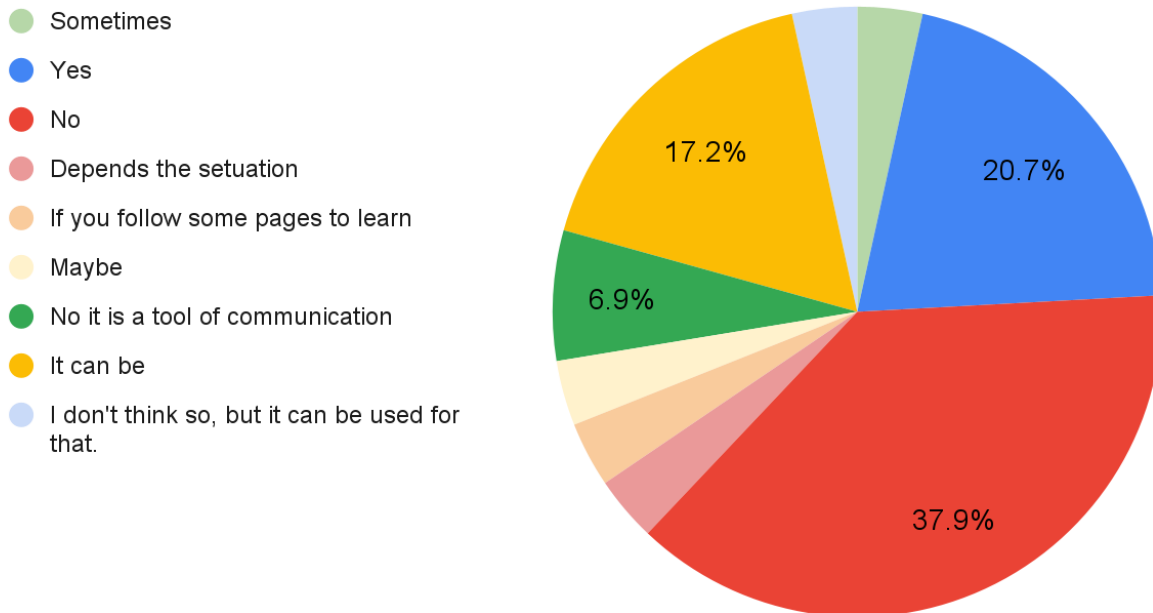**Table 11: Answer if Facebook is Beneficial For Academic Writing and Explanation**

No	3
Yes	2
No, not ever, due to the fact that students are addicted to it , thus, it affects their writing.	1
I do not think so	1
Not really because Facebook is not a formal platform for people to write correctly	1
No. Because it's informal	1
I think it is beneficial especially when you are in groups that encourage academic writing	1
It is not	1
No, i use Facebook mainly for local news feeds so, it has little to no positive effect on my academic writing	1
No, because I do not use it that way.	1
Yes if used for that purpose	1
Yes it helps me improve my vocabulary, grammar and my listening skills as well	1
No because I use it for leisure	1
Yes , because it has good sources	1
…	

For some students, Facebook brings great help for their academic tasks and assignments for it smoothes the path for them and facilitates their endeavours. Having said that, another bracket of students do not find it as valuable or useful for different reasons such as only using the platform for recreational purposes or believing in the reasoning that Facebook is not a platform that is congruous with the scholastic or academic world. But according to the finding, more respondents claim that it is negative, which brings further evidence on our main hypotheses.

Question n°14: Is Facebook a tool to develop academic writing skills?

Graph 13: Is Facebook a Tool to Develop Academic Writing Skills

Facebook is a tool to develop academic writing skills

- Sometimes
- Yes
- No
- Depends the setuation
- If you follow some pages to learn
- Maybe
- No it is a tool of communication
- It can be
- I don't think so, but it can be used for that.

17.2% 20.7% 6.9% 37.9%

When asked if Facebook is an instrument that could be implemented to expand their academic writing strengths, the responses are miscellaneous. 37.2% of students maintain that they find no use in Facebook to improve their writing and another section of the students 20.7% claim it is effective to exploit. What we can draw from this is that since the students do not find Facebook as an apparatus to improve academic writing skills, it does not have an apparent effect on them.

Question n°15: Are you aware of any negative effects of Facebook on academic writing?

**Table 12: Negative Effect of Facebook on Students' Academic Writing**

Are you aware of any negative effects of Facebook on academic writing?	Answer frequency
Yes	17
I do not know	1
Students commit a massive number of mistakes in their writing as they are used to writing in an informal style while chatting on Facebook.	1
No	8
Maybe it is an effect or not	1
i think the nature of SM makes it hard for people to stay concentrated and that might affect student academic performance	1

Regarding this question, the learners are asked if they are cognizant of the negative effects that offset the use of Facebook on the student's academic production in writing. Some of the responses displayed below show that some students think it's a waste of time, another number of students claim it fosters blunders and grammatical mistakes. Consequently, Facebook has a negative effect on students since they are actively aware of the said effects. This result brings even more proof to our main hypothesis.

Question n°16: What is/are the language (s) you usually use when chatting, giving a status or commenting?

Graph 14: Students' Common Language Used While Using SM
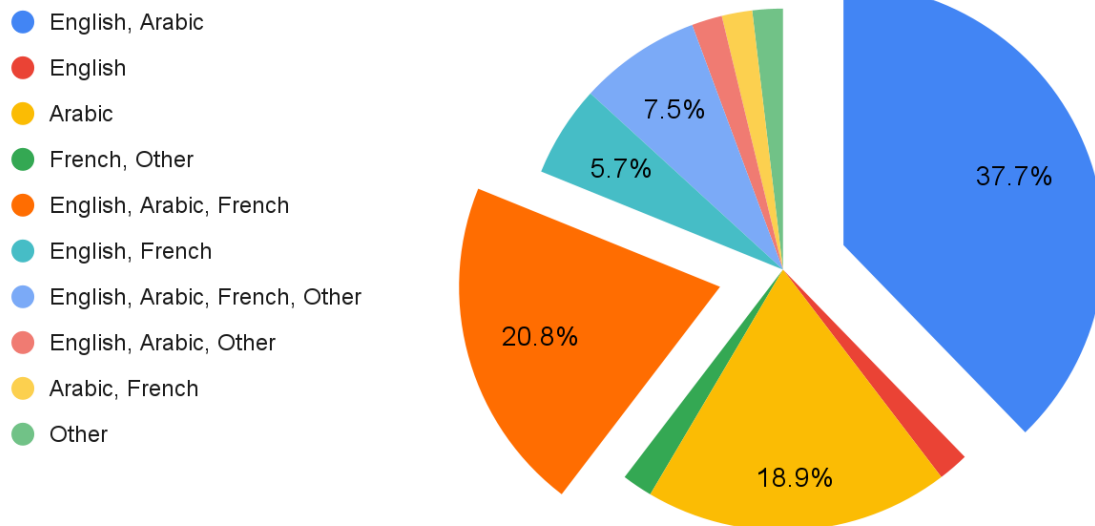

In regards to this, the purpose of this question is to know which language students prefer to use when they are logged in. 37.7% use English and Arabic in their writing, 20.8% use French in addition to Arabic and English, while a portion of the students, 18.9% only use Arabic.

Question n°17: When you log in, what do you prefer to do?

Graph 15: Students Preferred Activity While Using Facebook

When you log in, what do you prefer to do?

- 🔵 Reading/Surfing
- 🔴 Chatting
- 🟡 Commenting
- 🟢 Posting

7.5%

9.4%

50.9%

32.1%
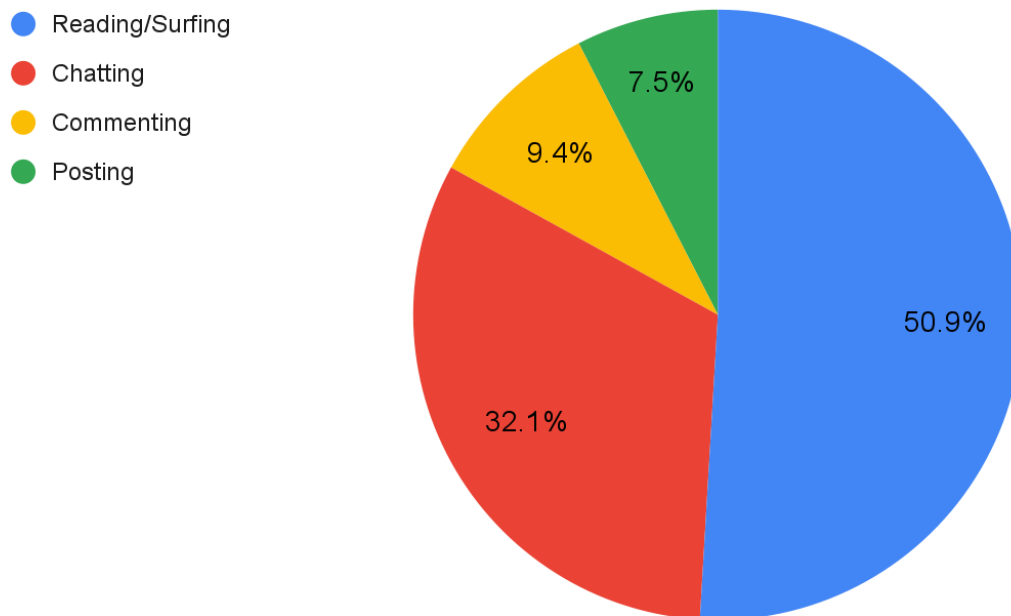
Concerning this Question, we sought to know the activities that students delve into when using Facebook in order to verify the nature of the effects of Facebook and their origin. 50.9% prefer reading/surfing during their use of Facebook, 32.1% have a propensity for chatting. Another section, 9.4% are inclined to comment on posts, while 7.5% lean toward posting. What we are able to conclude is that half of the students prefer to read and scroll on Facebook. This most likely has an effect on their writing since they are deriving their writing instinct on their favoured subject matter and content. Another finding that bona fides our theory.

Question n°18: Does Facebook and online conversations motivate you to improve your academic writing?

Graph 16: Does SM Motivate Students to Improve Their Academic Writing

Do social media and online conversation motivate you to improve your academic writing?
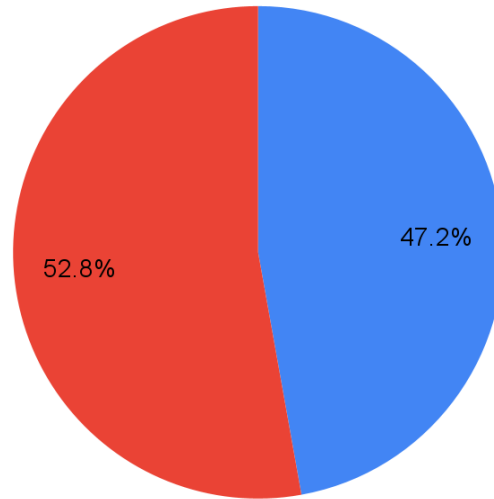
- Yes
- No

47.2%

52.8%

Table 13:SM and Online Conversations Improves Academic Writing

| elucidate	response	Answer freq
we use just slang and informal style of writing	No	1
It cannot improve my academic writing in any way.	No	1
because in SM great academic writing is not needed	No	1
Especially when you take a conversation with a native speaker, it becomes useful	Yes	1
I collect new information and new words	Yes	1
When reading posts I gain ideas that helps me explain myself more	Yes	1
I could read a post that could inspire me to seek knowledge and learn new words and so on.	Yes	1
I do not use it for academic purposes.	No	3
depends on the people you are friends with and the pages you like	Yes	1
Since it's a platform where you are able to learn then you can improve your writing	Yes	1
Facebook helps us to develop our writing skills	Yes	1
It shows me my weak points	Yes	1
It is a tool that helps evaluate my progress	Yes	1
…	…	…

From this question, we were highly interested in knowing if the discourse they embark into encourages them to ameliorate their writing capabilities or if the contrary occurs. 47.2% state that Facebook is a great incentive that makes them improve their English along with their writing. Meanwhile, 52.8% ardently claim it does not develop their academic writing.

What we can see is that Facebook does not have the support of the students when it's concerning their papers. This verdict shows that Facebook does not bring motivation to the students therefore it has no effect.

Question n°19: Do you use the dictionary before writing or posting on Facebook to get sure of

a word or a sentence structure?

Graph 17: Do Students Use a Dictionary Before Posting on SM

use of dictionary before posting on social media sentence

- 🔴 No
- 🔵 Yes

39.6%

60.4%
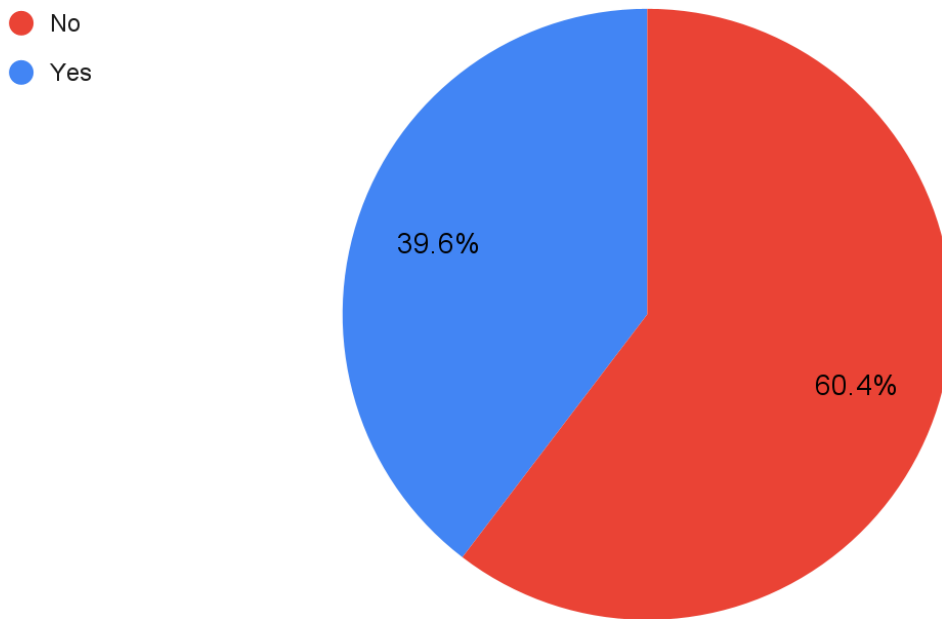
The aim of this question is to know if the students care about the way they construct

sentences enough to check on the dictionary first before writing. 60.4% say they do not utilise

dictionaries before they write while the other 39.6% consult a guidebook or a dictionary.

Question n°20: Do you use the same short forms and abbreviations used in Facebook in your formal writing?

Graph 18: Do Students Use SM Abbreviation in Formal Writing

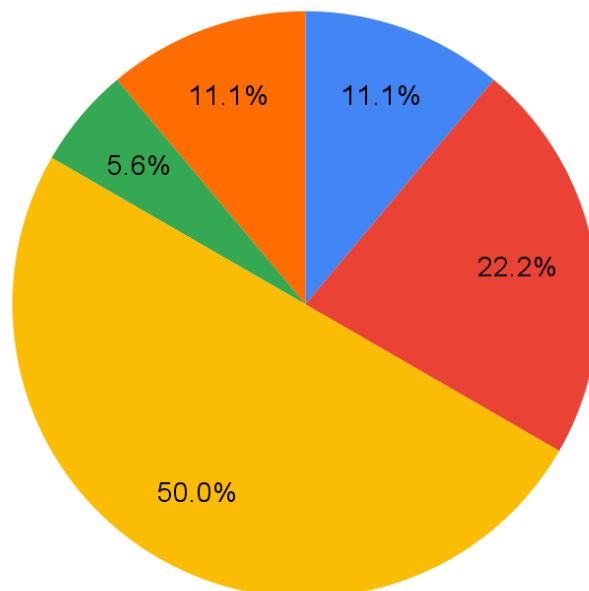the use of short forms and abbreviations in formal writing

● No
● Yes

34.0%

66.0%
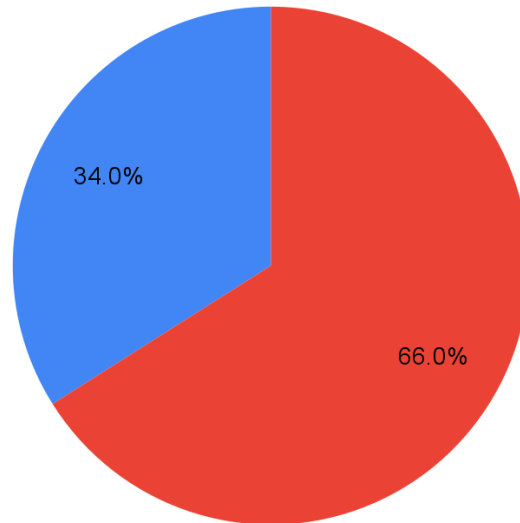
Graph 19 : Why Do Students Use SM Abbreviation in Formal Writing

If yes, why?

● Easier than formal language
● I forgot the formal forms
● Unconsciously used
● due to time because formal essays are long and complex
● They're easier than formal language

11.1%
11.1%
22.2%
5.6%
50.0%

The goal of this question is to get further information about the use of abbreviation in formal writing settings. Another objective of this is to give us more substantive evidence of the unconscious use of abbreviations. 66% of students do not write abbreviations in academic writing, the other 34% maintain they do. Interestingly, 50% of the students who answered yes assert that they unconsciously use abbreviations. This statistic provides proof about the psycholinguistic effect of Facebook on academic writing and solidifies the unconscious process of language acquisition theory among the students' minds.

2.5 Conclusion

This chapter has presented a description of the procedures that the research has adopted. It has described the research design of the study, the sample, the data collection tools and the statistical analysis of the results which proved that Facebook plays a role among English MA2 students of Ibn Khaldoun University in their academic writing. On top of that, Our hypothesis concerning Facebook presenting a negative effect on students academic writing has been confirmed by our data. Additionally, we demonstrated the psycholinguistic effects that Facebook brings into play within the minds of the learners. Speaking of the psycholinguistic effect. Our hypothesis has been confirmed twice. More importantly, we have been able to affirm through our findings that students do indeed use abbreviations and short forms unconsciously.

General conclusion

The current study investigates the effects of Facebook on students' academic writing, and the psycholinguistic phenomenon that occurs on students' writing at the University of Ibn Khaldoun University.

This research was carved up into two chapters: chapter one is the literature reveiw concerned with an in-depth view of the social network service Facebook along with its basic elements such as culture. Accompanied by a general description of academic writing, its important characteristics and its types. Moreover, it is related to the interaction and relationship between Facebook and academic writing, this and the syntactic probe on student's grammar when texting, eventually leading to the psycholinguistic effects and the language acquisition process of the Facebook language on student's psyche. It also describes students' addiction to SM and its effect on their performance. Chapter two presents mainly the research design, data collection, and analysis, as well as, the discussion of the results. This chapter affirms some students' addiction to this SM site, how this later may improve their language learning, and how the chat language impacts their writing skills. The findings disclose that Facebook may prompt learners to enhance their language learning, expand their skills, and practice language more effectively. However, the SM language affects some students' writing negatively. Students use the style of texting unconsciously in their formal writing. Most of them use abbreviations and short forms to gain time or for its convenience. Students' mistakes in grammar, punctuation, and capitalization mostly are not related only to their overuse of Facebook but also to their lack of linguistic adeptness.

It is thus very crucial to focus on how educators can help their students to take advantage of social networking sites to attain their productive knack. This research indicates that if teachers and students use digital SM adequately, it would result in better English language learning and writing skills.

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Appendix

Questionnaire

This survey is part of a research project in sociolinguistics and psycholinguistics. You are kindly requested to answer the questions and comment when necessary. Your responses will be anonymous and will never be linked to you personally. As for your participation, it will greatly benefit this research. Hence, we thank you for your cooperation:

1. Sex:

☐ Male

☐ Female

2. Age:

☐ 20-29

☐ 30+

3. Do you use Facebook?

☐ Yes

☐ No

3.1 If no, why?

………………………………

3.2 If yes, why?

………………………………

4. How much time do you spend on Facebook?

………………………………

5. Does Facebook affect your academic performance?

☐ Yes

☐ No

☐ I do not know

6. Does it influence your vocabulary, punctuation, or grammar?

☐ Yes

☐ No

☐ I do not know

6.1 If yes, why?

…………………………………

6.2 If no, why?

…………………………………

7. Do you care about the formal writing of the language when chatting, commenting or posting a status?

☐ Yes

☐ No

7.1 The explanation

…………………………………

8. Do you think deeply before you write a post?

☐ Yes

☐ No

8.1 The explanation

…………………………………

9. Do you use your Facebook style of writing within your academic writing?

☐ Yes

☐ No

☐ I do not know

10. Do you use an abbreviation such as " lol " and "omg" while texting?

☐ Yes

☐ No

10.1 If yes, why?

………………………………

10.2 If no, why?

………………………………

10.3 Other reasons

………………………………

11. Do you use formal English on Facebook?

☐ Yes

☐ No

11.1 If yes, why?

………………………………

12. What do you think the effects of Facebook on student's academic writing are?

………………………………

13. Is Facebook beneficial for your academic writing and why?

………………………………

14. Is Facebook a tool to develop academic writing skills?

………………………………

15. Are you aware of any negative effect of Facebook on academic writing?

………………………………

16. What is the language you habitually use when chatting, giving a status or

Commenting?

☐ Arabic

☐ English

☐ French

☐ Other

17. What aspect of social media helps you more in improving your English writing?

☐ Chatting

☐ Reading/Surfing

☐ Commenting

☐ Posting

☐ Other

18. Do social media and online conversation motivate you to improve your academic Writing?

☐ Yes

☐ No

18.1 elucidate?

………………………………

19. Do you use a dictionary before writing or posting on social media to get sure of a word or sentence structure?

☐ Yes

☐ No

20. Do you use the same short forms and abbreviations used in social media in your formal writing?

☐ Yes

☐ No

20.1 If yes, why?

☐ I forgot the formal forms

☐ due to time because formal essays are long and complex

☐ They're easier than formal language

☐ Unconsciously used

20.2 Other reasons, mention them

………………………………

21. Do you feel more comfortable using the English language with your friends on Facebook rather than in the academic classroom?

☐ Yes

☐ No

21.1 If yes, why?

………………………………