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***The Impact of Facebook on Learners' Academic Writing***  
***The Case of First and Second Year Master students at Tiaret University***

*A Dissertation Submitted to the Department of English Partial Fulfillment of the Requirements for the Master's Degree in Linguistics*

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## *Dedications*

*With all love that covers my heart, I dedicate this work to the light of my life and the dearest person to my heart my father "Mohamed" who gave me strength and confidence.*

*Thank you so much for all what you have done for me, thanks for your love, care and sacrifice*

*To my mother who makes me the person I am today. May ALLAH bless and protect them.*

*To my dear brothers "Yacine" and "Amine" To my sister "Lila" to all my friends without exception*

*Thank you all for your support, and encouragement*

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## Abstract

The rapid development of technology makes a language evolve quickly and this may affect English learners' productions, the effect on the English language is either in a positive way by adding new words to the dictionary or a negative way by missing the grammar and using incorrect abbreviated words like turning "you're" to "your". This study aims at identifying the impact of the use of chatting on learners' academic writing and at bringing out the instances of linguistic deviations practices by students users in cyberspace. It gives an interest to the influence of written media interaction taking place in a real time on the internet; mainly Facebook (online) chats. This work shows a complete picture of the overuse of Facebook and its effect on learner's formal writing. Accordingly, the research questions discussed here are mainly about the influence of Facebook chatting on English learners' formal writing which is our main focus. We hypothesize that if learners are over exposed to chat, their academic writing would be negatively affected. The hypothesis is evaluated by a descriptive study inferred from the results of the questionnaires that were handed to first and second year English master students at Ibn Khaldoun University of Tiaret, in addition to that, the analysis of learners' written paragraphs which offer a reliable framework in that they provide how orthography, grammar, spelling, and lack of punctuation are practiced by learners, besides the observation of extracts from Facebook chat in order to see how students practice the English language while chatting, this adaptation of new written English has a negative impact on learners' written productions and on the English language. The results of this investigation confirmed the hypothesis and showed that the frequent use of Facebook chat has clearly a negative impact on learners' academic writing. On the basis of the results obtained, some recommendations have been proposed to learners.

**Keywords:** Computer-Mediated Communication, Chatting, Students' Written Production, Facebook, Computer-Mediated Discourse

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## **List of Acronyms and Abbreviations**

**BBS:** Bulletin Broad system

**CMC:** Computer-Mediated Communication

**CMD:** Computer-Mediated Discourse

**E-mail:** Electronic Mail

**EFL:** English as a Foreign Language

**HCI:** Human Computer Interaction

**ICI:** Information Communication Technology

**IM :** Instant Messaging

**IRC:** Internet Relay Chat

**MUD:** Multiuser Domain

**SNS:** Social Network Site

**SMS:** Short Message Service

**WWW:** World Wide Web

# General Introduction

## General Introduction

Facebook is now considered to be the most popular platform for online social networking among university students, who are attracted to such space more than any time before it has already a profound Impact on our everyday life. There is no doubt that in its short time existence we became more reliant on our smart phones, it made it easier for us to interact with people around the world so that we communicate rabidly. Social media is clearly having some impact on language and the words we use. Recently we saw that some words changed and many new abbreviated words on the social networking, such as Facebook, twitter, new inventions and new concepts are introduced every day. Since writing is a very difficult and complex process, it requires some important skills in order to make it clear and acceptable. It has never been an easy task to achieve especially for second language learners. Algerians seem to become more and more open to English. Ever since English became the language of globalization, most of the world's societies begin to use it necessarily in trade, commerce, education, politics...etc. Algeria is not an exception since English is considered as the second foreign language. Many students every year choose the language as a branch of study at university.

The emergence of social media and especially Facebook has changed the way we write the English language such as punctuation, syntax, Grammar, spelling, abbreviations however, these words have an immeasurable impact on language. These problems were noticed on English learners' academic writing. In their exam papers, learners seem to be not aware about the rules and the skills. This new kind of language led us to hypothesise that Facebook is influencing negatively the English language and how this latter affects students' academic writing of English master students at IbnKhalidoun University in Tiaret. According to Tarisa(2003), Chatting is a good way to practice informal English. Students are clearly dependant on technology more than any time before with the ease of access to wireless and mobile technologies, the present work will strive to investigate the negative impact of Facebook on learners' academic writing that is based on the results obtained from English learners of Ibnkhalidoun University in Tiaret.

The current research is divided into three main chapters. The first one gives a general overview on communication and Computer-Mediated Communication. I shed the light on social networking sites in general and the focus was on “Facebook” with its main features and its effect on learners. The second, being the most important element in the study, deals with the writing system in general the language used in the internet, the linguistics features of chat and its effects on academic writing. The latter consists of an analysis of formal questionnaires addressed to first and second year master of English at IbnKhaldoun University in Tiaret. In addition to the analysis of learners’ writing paragraphs and an extracts Messenger conversation.

### **1.1. Statement of the Problem**

Social networking sites have become a very important aspect in students’ life. The current research is carried out to have a better understanding of the learners’ use of online communication mainly Facebook, and to find out the impact of its overuse on learners’ academic writing. The main concern of the present research is to focus on the negative aspects of chatting and its effect on the way English learners’ write, and to see learners’ writings while texting in Facebook whether it is formal or informal in order to evaluate the linguistic choices made by those learners, comparing to their academic writing.

### **1.2.Aims and Objectives of the Study**

The study aims to focus on the importance of Academic writing to students’ educational journey, and to investigate the impact of frequent use of chatting communication on learners’ written productions, and to provide a linguistic analysis of written English as produced by Algerian EFL learners in CMC through applying content analysis on original Facebook chat conversations, therefore to consult whether students are influenced by this new sophisticated form of communication, so that it could lead to a kind of writing which deviates from the formal writing. This research aims at raising EFL learners’ awareness about the linguistic deviations including orthography, grammar, vocabulary, etc.

### **1.3.Research Questions**

The research questions addressed in this study are the following:

- What is Facebook actually doing with regards to the formal language?

- Does the overuse of Facebook have positive or negative influence on learners' academic writing?

#### **1.4. Research Hypothesis**

- The overuse of Facebook has a negative impact on Learners' Academic Writing.
- Facebook is changing the English language in a negative way .

#### **1.5. Research Methodology**

The present study discusses the relationship between two variable Chatting and learners' academic writings. The procedure that will be adopted is the descriptive study through the use of questionnaires for first and second year Master of English at IbnKhalidoun University of Tiaret, followed by analyzing two Facebook extracts of learners' daily conversations, besides the analysis of learners' written expression.

##### **1.5.1 .Population**

The population of our research is the first and second year Master, foreign language students of English at IbnKhalidoun University of Tiaret. This sample has been randomly chosen consist of 50 students of both male and female different age to get an effective results.

#### **1.6. Significance of the Study**

The present study casts the a light on the importance of academic writing, and how it is decreased due to the extensive use of social networking sites "Facebook" (chatting), that is why EFL learners should be aware of informality features such as spelling errors, use of abbreviations, lack of punctuation, etc., in order to be precisely formal in their academic writing.



# Chapter One

# Chapter One: Communication and Computer-Mediated Communication

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## Introduction

People are born with physical abilities to talk and listen. Recent technological developments have enabled them to communicate with each other in previously unimaginable ways., now people rely on faster and more efficient means of communication to save time. While there are numerous advantages of technological advancement, there could be equally disadvantages as well. While people chatting on the internet or text messaging with each other, the younger generation are destroying their ability to communicate effectively and efficiently using appropriate spellings and words (Batul, 2009). The evolution of social network sites such as Facebook, students begin to use short forms in written communication replacing words like “you” with “u” or “great” with “gr8”. Other common variants include “s” to imply “yes” or the use of numerical digit “4” to signify “for”. The use of the internet and text messaging has become so profound that educationists have begun to worry about their effects on the academic lives of students (ibid.). Expectedly, misspelled words, spellings, abbreviations and replacing normal words and terms in the language is a definite cause for alarm hindering the ability of students to use the English language effectively when writing academic papers, essays, drafts or any other literary prose. However, scientists argue that the evolution of language is a continuous process which is here to destroy the English language and which has a negative impact on learners’ Academic writing. In this chapter, we will present a general overview about communication, its definitions then the focus will be on Computer-mediated communication (CMC) starting by its definitions and its different characteristics. Then, we will make the difference between forms of communication that are used to exchange textual messages such as E-mail , Bulletin Board Systems (BBSs), World Wide Web (WWW), and Internet Relay Chat (IRC) .

# Chapter One: Communication and Computer-Mediated Communication

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## **I.1. Definition of communication:**

Communication is a key concept of language. Thompson (2003:37) following Tgomery (1995) argues that: “language is not simply the ability to use words”. It “refers to the complex array of interlocking relationships which form the basis of communications and social interactions”

Communication is an ambiguous term. Many articles, books, chapters are devoted to defining communication as Fiske (1990:1) notes; communication “is one of those human activities that everyone recognizes but few can define satisfactorily.” He describes communication simply as a “social interaction through messages.”(ibid: 2.).

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

Weekly (1967:388) communication is etymologically related to “communion” and “community”, comes from the Latin *communicare*, which means to make common”.Devito (1968:61) stated that “communication is the act of transmitting a message from a sender to receiver, through a channel and with the interference of noise”.

The *Semiotic School* involves the production or exchange of meanings. It has roots in the works of Pierce and De Saussure. It is particularly concerned with the fields of semiology, linguistics and cultural studies. It deals with the signs, codes, rules and signifying systems by which meaning is constructed. According to it, meaning is created by sending signs which may include words, sounds, and images (Op.cit).

Berger (1995:208) defines the field of communication as “a process that involves the transmission of messages from senders to receivers”. However, Corner and Hawthorne (1993:2) state that “communication studies are about how human meanings are made through the production and reception of various types of signs”. It is about visual and verbal sign systems and the technologies used to articulate, record and convey them”.

# Chapter One: Communication and Computer-Mediated Communication

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William Scott (1977) says that: “communication is a process which involves the transmission and accurate replication of ideas ensured by feedback for the purpose of eliciting actions which will accomplish organizational goals”.

## **I.1.1. Communication Networks**

Communication Networks are the patterns of contact which are created by the communication partners that are created by transmitting and exchanging messages through time and space. These networks take many forms in contemporary organizations, including personal contact networks, flows of information within and between groups. (Peter, 2003:3).

### **I.1.1.2. Internet Chat**

Internet chat is one type of electronic communication. It is a new means of communication access of great distance that became increasingly popular in the mid 1990s, with IRC (Internet Relay Chat) as one of the leading channels for this type of communication. What should be understood here is the broadest sense to refer to data information, knowledge, images, symbols and any other symbolic forms which can move from one point in a network to another or it can be created by network members.

Svennevig (2005) says that when emails and Internet chat groups came into being, people started communicating with each other without having any conventions that were established for this particular genre of communication. He says that Internet chat builds on the conversations of speech. In addition, Internet chat is particular for this means of communication, such as a system of abbreviations and icons (such as smiley).

## **I.2. Jacobson’s Model of Communication**

Jacobson (1960:2013-22) elaborated a famous model of the factors of any act of verbal communication which can be generalized for any kind of communication.

He argues that every oral or written verbal messages or ‘speech act’ (parole) require the following elements in common: the message itself, an addresser, an addressee, a context (the social and historical context in which the utterance is made), a contact (the physical channel and psychological connection between the addresser and addressee), and a code, wholly or partially known to both addressee, which permits communication to occur.

# Chapter One: Communication and Computer-Mediated Communication

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

## I.2.1. Functions of Language

Roman Jakobson defined six functions of language (or communication function), according to which an effective act of verbal communication can be described, a shared code was not sufficient he gave the importance of the context in the communicative function. The components of communication are the addresser, context, message, channel, and code. Therefore, depending on the focus of the component of communication, the functions are:

- a. *Emotive*: (focuses on the addresser's attitude to his or her own message; e.g. interjections and emphatic speech).
- b. *Conative*: (focuses on the addressee; e.g. vocative)
- c. *Referential* : (refers to the context).
- d. *Phatic*: (refers to the contact/ channel of communication between two speakers),
- e. *Metalinguistic*: (refers to the code itself, language about language; i.e. metalanguage).
- f. *Poetic*: (refers to the additional component of message art content). Each piece of discourse requires an analysis to identify which of the above functions is predominant.

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

People are always developing new ways to use the communication media around them. The internet as a new medium of communication brings new stylistic of language, that influence the written form of language as Marshall McLuhan (2003); in his book, the Book of probes, comments, "All media exist to invest with artificial prescriptions and arbitrary values" (p.99). In actual effect computer mediated communication plays a significant role in people's everyday routines, Digital social media circle and explore new horizon through online communication, it is changing the approach of communication. Over the last decades, Computer-Mediated Communication has seized the spotlight in the terms of its effect upon language. In its most basic sense, CMC is a contact between human beings through computer devices. This chapter presents Computer-Mediated Communication and its main

# Chapter One: Communication and Computer-Mediated Communication

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characteristics, Modes, Functions, then to the most common general features of CMC. It largely focused on Synchronous text-based computer-mediated communication mainly Facebook.

## **I.3.1. Definition of Computer Mediated communication**

In the light of the rapidly changing nature of communication technologies, scholars do not specify forms of CMC, they describe it simply as “the process by which people create, exchange, and perceive information using networked telecommunications systems that facilitate encoding, transmitting, and decoding messages” (December, 1996). This seems to encompass both the delivery mechanisms, derived from communication theory, and the importance of the interaction of people that the technologies and processes mediate (Naughton, *ibid.*). In that sense, Santoro (1995:11) claims that

At its broadest, CMC can encompass virtually all computer uses including such diverse applications as statistical analysis programs, remote-sensing systems, and financial model in programs, all fit within the concept of human communication.

Computer mediated communication (CMC) has essentially existed since the first exchanged prototype emails in the 1960's. CMC has only relatively recently becomes a field of interest to scholars in the sense of Human-Computer Interaction (HCI). John December says that CMC, “Computer Mediated Communication is a process of human communication via computer, involving people, situated in particular contexts, engaging in process to shape media for a variety of purposes” (Throlow et al, 2004:15).

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

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In the same sense, Santoro (1995:11) claims that all its broadest, CMC can encompass virtually uses including such diverse application as statistical analysis programs, remote sensing systems, and financial modeling programs, all fit within the concept of human communication. Computer-mediated communication (hereafter CMC) is a powerful tool that has changed the ways of people's daily life, work, and learning. It helps to communicate with people all around the world. On the other hand, CMC can be broadly defined as "human communication via computer" (Higgins, 1991)

Bodomo suggests a more recent definition:

CMC is defined as the coding and decoding of linguistics and other symbolic Systems between sender and receiver for information processing in multiple Formats through the medium of the computer and allied technologies...and through media like the internet, email, chat systems, text messaging, YouTube, Skype, and many more to be invented. As is seen, the term computer itself is no longer limited to desktop and laptop devices but generalizes into smaller but even more powerful gadgets like palmtops, mobile phones...all with internet connectivity.

Yet Herring (1993:3) proposed another "classic" definition "CMC is communication that takes place between human beings via the instrumentality of computers". Crystal (2001:3) states that the efficiency of computer mediated communication is obvious as it enables people to communicate across temporal, special barriers, and makes interaction between people continuous and unbiased.

## **I.3.1.1. Cyberspace**

In the broad sense, Cyberspace is a domain characterized by the use of electronic and electro-magnetic spectrum to store, modify and exchange data via networked systems and associated with physical infrastructures. In facts, cyberspace can be taught as the

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interconnection of human beings through computers and telecommunication, without regard to physical geography. Cyberspace is an alternative term coined by Gibson (1984: 51) defined as:

*A consensual hallucination experienced daily by billions of legitimate operators, in every nation, by children being taught mathematical concepts — A graphic representation of data abstracted from the banks of every computer in the human system. Unthinkable complexity. Lines of light ranged in the non-space of the mind, clusters and constellations of data. Like city lights, receding*

Gibson's interpretation of cyberspace came after witnessing children playing with video games. "These kids clearly believed in the space games projected," he said, noting that they seemed "to develop a belief that there's some kind of *actual space* behind the screen, some place you can't see but you know is there" (Quoted in McCarthy, 1992: 272). Gibson's term seemed to catch on once people began to note the similarities between Gibson's imaginary plane and what can be experienced in various online interactions.

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

## **I.3.2.Characteristics of Computer-Mediated Communication**

Although computer mediated communication (CMC) is not recent, its current spread is casting a blaze of light on the new environments created by electronic communications. Scholars are increasingly interested in understanding the characteristics of CMC and its effect on people's way of communication.

Murray (2000:397) found that CMC shows "...features of simplified registers associated with both oral and written language". She also reports that there are norms that are



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specific to CMC. These norms include the use of abbreviations, simplified syntax, the acceptance of surface errors, the use of symbols like emoticons, and formulaic phrases. Beside these features, she added that the way people open and close a conversation, differs from face-interaction to CMC.

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

Other characteristics of CMC include:

- It allows collaborative learning activities ( Meskil&Mossop, retrieved May 15<sup>th</sup> ,2003)
- It encourages participants to take active roles in communication (Bikowski& Kessler,2002 )
- It allows participants to have control over their learning (Bikowski& Kessler,2002)
- It facilitates negotiation of meaning between students (Blake, 2000; Toyoda & Harrison, 2002).
- It encourages students to be less self-conscious of their language (Meskil&Mossop, retrieved May 15<sup>th</sup>, 2003; summarized by Bikowski& Kessler, 2002).

### **I.3.3.Modes of Computer-Mediated Communication**

One of the main distinctions that have been made in Computer Mediated Communication has been between asynchronous and synchronous modes: *Asynchronous* CMC, means participants who are not on-line at one and the same time or place so that the communication occurs. Examples of Asynchronous CMC include **email** and **SMS**. On the contrary, Synchronous CMC requires its interlocutors to be online at the same moment. Examples of synchronous CMC include different forms of chat such as Instant Messaging and

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groups. In this research, analyses will be about synchronous mode of CMC, mostly chat in Facebook. Details about each mode will follow:

## **I.3.3.1.Synchronous**

Synchronous communication occurs between sender and receiver where they exchange information or data in the same time. It enables the receiver to read the message at the moment the sender press the button to send it by replaying him immediately.

Synchronous forms are real-time communications between two people as in a face-to face discussion or talking on the telephone, or as in a one-to-many form, such as a lecture, has its equivalent within CMC in chat rooms and similar environments (Herring, 1996).With synchronous forms, participants type messages that appear on others' screens as soon as they are sent. Readers reply instantly, leading to a rapid exchange of brief messages. Chat rooms, where multiple people gather on the basis of shared interests, are one form of synchronous CMC, as is instant messaging, which usually occurs between two people.

## **I.3.3.2.Asynchronous**

Asynchronous communication occurs when participants interact with significant spans of time between their exchanges. The most popular forms of CMC are asynchronous Email, the electronic equivalent of letters, may be person-to-person, or may be group communication organized through mailing lists based on interest, family, friendship, work, or other ties. Web sites are also asynchronous, with static information posted for readers. On weblogs (or 'blogs'), a writer or collective of writers posts comments on a daily or even hourly basis. Readers can often engage in discussion of those comments through hyperlinked sections that appear newsgroups are asynchronous forms of topical discussion in which large groups of users may gather on their own time to read and leave messages. In general, asynchronous forms seem to predominate where in there is a, potentially significant, time delay between sending a message and it being read. In offline communication, this latter form is similar to letter writing, or sending faxes, and online has its usual manifestations in email, discussion lists, and most forms of bulletin board and computer conference.

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Finally, Computer-mediated language can also be characterized by a set of other features that can influence interaction. CMC can be either one-to-one or one-to-many. Email, instant messaging, and SMS are usually directed at single users, while mailing lists, chat rooms, and discussion boards are usually written for a broad and often semi-anonymous audience. The ability for each internet user to communicate one-to-many is an unprecedented transformation in the landscape of communication media, which have historically limited this capacity to a small number of influential mass media producers

## **1.4. Communication through Computer-Mediated Communication**

People are always developing new ways to use the communication media around them. After using the telephone as a technology for the exchange of oral symbols, traditional mail-handling for printing legal contracts and fax machine for transmitting written materials and even images over the same telephone lines used for speaking; interaction over the internet has had similar history. At one time, this interaction was largely limited to text-based exchanges. E-mail, BBSs, MUDs, and IRCs are forms for the exchange of textual messages in addition to the World Wide Web and Instant Messaging (IM). The use of words alone is still a popular means of online communication, but now people can also share images and sounds through their computers. Scholars have examined communication in each of these five forms of CMC.

### **1.4.1. Electronic Mail (e-mail)**

Email, short form “electronic mail” is the most popular and familiar tool for communication through the internet, It allows you to send and receive messages to and from anyone with an email address, anywhere in the world through “communication network”. Thus, according to Holt (2004) e-mail refers to the process of transferring messages or documents which are delivered through “private mail box “between users.

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E-mail has perhaps become the most well-liked and familiar channel for communicating through the Internet. It is the much slower, paper –based “snail-mail” routed through traditional postal means; e-mail involves the exchange of textual messages between two or more parties. E-mail arrives very quickly and seems to express meaning in a notably variant fashion. (Wood&Smith, 2005:10). It is an asynchronous form of communication, whereby written messages are typed on a computer keyboard and are read as text on a computer screen. Unlike their ancestors, the ordinary letters, email messages are distinguished with some properties that can be summed up as follows:

- The time allotted for transmitting emails is reduced to less than few seconds.
- Users communicate for business or personal purposes by sending or receiving written messages and documents in electronic mailboxes.
- Messages and documents are stored in a server.
- Users can log on to their e-mail whenever access to the internet is available.
- Attachment of files, audio, images etc. is possible.
- Messages and documents may be sent in bulk to many users simultaneously.

## **I.4.2. Bulletin Board Systems (BBS)**

Bulletin boards system is commonly used to exchange opinions, news, event notifications, documents and other media on the Internet. The BBS was used to post simple messages between users.

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

To sum up, properties of Bulletin Boards involve, purpose is usually academic in nature where users communicate by posting messages and announcements to a large group of individuals and having asynchronous group discussions on various issues, users can respond privately or publicly.

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## **I.4.3. Chat**

Chat is the process of communicating (synchronous communication), interacting and exchanging messages over the internet between two or more users via computer/smart phones. According to Holt (2004) e-mail refers to the process of transferring messages or documents which are delivered through “private mail box “between users.

## **I.4.4. Internet Relay Chat (IRC)**

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

According to Wood& Smith (2005:13) “Internet Relay Chat occurs in real time and is often thematic, addressing the concerns of particular audience”. Furthermore, Thurlow,Tomic&Lengel (2004) define Internet Relay Chat as “Synchronous, multi-user, text based chat technology” (p.182), in other words, IRC is system that is used for conversation: sending/receiving messages at the same time for both chatters.

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

## **I.4.5. Multiuser Domains**

Multiuser domains (MUD) are textual online ‘spaces’ designed for functions as varied as role-playing, generalized socializing, and education. They are another form of synchronous, and primarily text based, interaction occurs in. Originally constructed of nothing more than the words on the computer screen and the user's imagination, everything about a MUD is invented, although it is all rule-governed by the administering program. Nonetheless, participants enjoy a great deal of freedom in adopting roles, in indicating movement through the virtual environment that they read about on the screen, and in conversing with their fellow participants in a MUD (Herring, 1997).

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## **I.4.6. The World Wide Web**

The World Wide Web, often referred to as simply "the Web" or abbreviated "www", is increasingly becoming a portal to the other forms of CMC. It is what less knowledgeable people think of as the Internet. That is, people begin their Internet excursions to pick up mail from their e-mail accounts, check out the latest newsgroup messages, or meet some friends in a chat room through the Web. Perhaps because it is a much more graphical interface, people have lately been turning to this form of CMC as a way into the other, more text-based forms. Like the other forms discussed thus far, the Web also possesses communicative properties based on its technological abilities and the social practices that have emerged through the use of it. One of the rhetorical effects of the Web has been the ways in which the globally accessible messages posted to it address particular audiences.

## **I.5. General Features of CMC**

Scholars are interested in understanding and learning chat language, but they have first to understand its features. Chat language turns up into a new set of language that has specific features adopted from the Internet, and it is over much utilized in modern age.

### **I.5.1. Linguistic Features**

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

#### **I.5.1.1. Orthographic and Lexical Features**

Orthography and lexical features are mostly notable features that identify chat language. Paolillo & Zelenkauskaitė (as cited in Herring, Stein & Virtanen) state that several orthographic and lexical characteristics have been discovered in different language and defined as "deletions or reductions, insertions, and substitutions".

❖ **Reduction:** it is making the word smaller by excluding the needless letters on this word; it is a strategy that is mostly used for improving the effectiveness of chat messages.

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- ❖ **Substitution and Insertion:** this strategy is used by the chatter in order to emphasize the important meaning of something, so the chatter asserts specific words of the message.
- ❖ **Letter and Number Homophones:** in order to have a speed process communication, and for deducing time and being rapid in typing, so chatters replace using some letters by numbers. English is the most used language in chat, since it is universal, so the replacement character is also universal, for example: letters homophone (B, C, O, R, U, Y), instead of (Be, See, Oh, Are, You, and Why), and for number homophone, 1 instead of one, 2 instead of two, 4 instead of four and for, 8 instead of the term eight. We can also find cases where letters and numbers are joined together in order to save time like “B4” instead of “before” and “4get” instead of forget and so on.
- ❖ **Abbreviations and Acronyms:** chatters utilize many abbreviations and acronyms; which are shortened words or phrases; because of the synchronous nature communication, in order to be rapid and to save time. For example the acronym LOL means (Lough Out Loud), IT means (Information Technology).

## I.5.2 Grammatical Features

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

## I.5.3. Paralinguistic Features

They are the observable characteristics that are used in online written language, in terms of such factors as the use of multiple letters (GRRRRRRRT) , the alternative mark for emphasis (\*good\*, \_good\_), the excessive punctuation (really!!!!), the use of smiley “emoticon” as I ( :-) for happiness, :-( for sadness ...).

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## 1.6 Social Media

Social media are forms of electronic communication which facilitate interactive base on certain interests. Social media include web and mobile technology. Kaplan and Haenlein (2010: 61) define social media as “a group of Internet based applications that build on the ideological and technological foundations of Web 2.0, and allow the creation and exchange of user generated content.” (Cited in TharineeKamnoetsin,2014). Social media are generally defined as forms of electronic communication as web sites for social networking and micro-blogging through which users create online communities to share information, ideas, personal messages, and other content such as video. That is to say, these social media are regarded as the scientific equipment that people use to interact and socialize with each other by creating sharing and commenting among themselves in different networks such as Facebook, Skype.

### 1.6.1. Social Media in Algeria

As it was stated, in African Leadership Magazine “the Internet has observed a maintained growth in adoption rate in Africa, with penetration currently pegged at 16 percent and more than 167 million active users across the continent. (Elhimden et al, 2014). The vast developed adoption of social media is not easily an argument of creating more local content. “The world is a stage where with the internet people can do whatever they want. Because it gives them power, opportunity and space to be creative and free” said Atagana(cited in Elhimden et al, 2014).

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### 1.6.2. Social Networking Sites (SNSs)

Social networking is a subset category of social media. It contains very popular sites like Facebook and others which allow it users to comment on profiles, join groups, share video and keep in touch with friends online.

“Social Networking” According to Merriam Webster Dictionary, “social“ as the word sounds, relates, or involves activities in which people spend time talking to each other, or



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doing enjoyable things. “Network “is the connection of parts together to allow movement or communication with other parts. “Social Networking» is, thus, the maintenance of personal and business relationship especially online. It is also the practice of expanding the number of one’s social contacts by making connections through individuals. Boyd and Ellison (2007:4) define SNSs as:

Web- based services that allow individuals to construct public or semipublic profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system. The nature and the nomenclature of those connections may vary from the site.

In general, SNSs can be defined as online services, platforms, or social areas where people (users) can communicate with each other, share information and knowledge relative to individual experiences activities in real life. Individuals may define themselves over the internet life and become members of social networks in order to reach and communicate with individuals of the same cultural interest, common background, and mutual friends. Thus, “a group of friends can be enlarged and information exchanged is enabled” Jordan (1999:199). They allow people to easily and simply create their own online network of contacts often called “friends“. In sum, Social networking sites have revolutionized the way people interact, the way they communicate, and even the way they think. Here are Examples of SNSs Used by Algerians:

The two following types are the most popular social networking sites which are commonly used by Algerian people.

- **Facebook:** is the most popular social networking in Algeria, especially among university students. It enable it users creating profiles, sharing photos, video, and keeping in touch with friends, teachers, family and colleagues. The number of Algerian users of Facebook in June30, 2016, was approximately 150.000.000 users.
- **Twitter:** twitter ranks the second micro blogging service in Algeria after Facebook with a usage of 1.26%. It enables it users to broadcast short posts called tweets by using multiple platforms devices. Here is the Social Media Usage in Algeria:

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Rank	Algeria	Social media usage with %
1	Facebook	97.7%
2	Twitter	1.26%
3	Google+	0.42%
4	Pinterest	0.25%
5	YouTube	0.21%
6	Tumblr	0.12%
7	TumbleUpon	0.01%
8	Reddit	0.01%
9	Vkontakte	0.01%
10	Others	0.01%

**Table I.1:** Social Media Usage Statistics in Algeria.

### 1.7. Facebook Social Networking Site

#### 1.7.1. Introduction to Facebook

Facebook is a huge online community that is considered one of the most famous sites on the Internet. It was found in February 4<sup>th</sup>, 2004, under the name of The Facebook by Mark Zuckerberg and his friends, Andrew McCollum and Eduardo Saver from Harvard University. In a very short time, more than half of students studying at Harvard University became members of Facebook. The name of the social networking site stems from the colloquial name for face and book. The Face means what one first can see of the body in front of him/here, while the word book is related to the academic field, so the word Face has social roots and the word book has academic roots. Yet, the site has quickly gained enormous users worldwide. Stated differently, Bodomo (2010) asserted that:

Facebook, The new CMC medium (has) become one of the most popular websites ... Its popularity has increased so much so that not only the youth but some prominent members of older generation ... use it to get in touch with customers, constituents (p.316).

Currently, the most social networking site is Facebook. “Is by the most popular and widely used social network”. (Safko, 2010:27). Today, Facebook is the world’s largest social

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network with the fastest spreading forms of entertainment not only in the United States but also worldwide). Presently, Facebook is used as a social network to keep in touch and keep up with other people. In addition to that, it is used in Education. Online college.Org (2011) has describes Facebook can be used for collaborative learning, and has become a passion for students. Mashable Social Media (2010) has suggested students can also ask their teacher questions or chat and use Facebook as a message board for free. As type of CMC, therefore, Facebook is considered as an asynchronous communication tool. Unsurprisingly, then Facebook is considered as a “mid way between text based CMC and video based CMC” (Bodomo, 2010, p.315).

Concisely, this section will discuss Facebook as a social networking website, and its functions with more emphasis upon text-based CMC features.

## **I.1.7.2. Some Features of Facebook**

By having an email account on the website Facebook.com, after providing some personal information (name, date of birth, gender, and email address), the new user, and the site opened to any person, chooses a password and gets account access. Facebook opts for a highly standardized layout of user accounts. Regardless of whose account it is, many features appear on the same place on the screen, making it easy to recognize and find the data one is searching for. There are two important pages on this account: home and profile. The profile page, also often called ‘the wall’, is where users present themselves. A small profile picture adds to a large cover photo at the top of the page, below which the name of the user is presented along with some basic information and a few buttons referring to friends, photos, and “likes”. Below that is the area where “status updates” appear. Users can post anything they want in their status, and friends can respond to this statement by text comments or by liking it (shown directly below the status). On the home page, also often called “news feed,” users are informed on the status updates and other activities (joining groups or becoming fan of something they like) from their friends. It thus automatically and chronologically reflects the highlights of what friends have been doing in the past hours.

Once a profile is created, the new user can start looking for friends and send friend requests. When accepted, Facebook connects the two individuals by allowing them to see each other’s profile page and by adding their activities to one another’s news feed. Facebook

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thus functions as an online application to see and to be seen (Stroud, 2008) or to “presume”: producing and consuming at the same time (Le and Tarafdar, 2009; Ritzer and Jurgenson, 2010).

## 1.7.2.1. Facebook Profiles

A Facebook profile consists of a number of different sections, including information, Status, Photos, Note, Groups, and The Wall. However, since December 15<sup>th</sup>, 2011, a Timeline was put forward to replace the Facebook Profile.

In timeline, photo, videos, and posts of any given user are categorized according to the period of time in which they were uploaded or created. Timeline brings you all the information to your profile ticker, information such as the movies your friends are watching currently, the music they are listening and all most all activities they are doing, well timeline is all about telling your life story. Such as, you can focus most important updates happened on your life, its not only status updates and photos you can share now, but you can share the music you are listening to, recipes you are cooking now, and places where you are at now so on. The following figure demonstrates the Timeline.



**FigureI.1:** Example layout of the Facebook Timeline.

## 1.7.2.2. Photo and Albums

The album of photos is put into users’ profile, and other users with the right credentials are capable to browse and comment on it. That is, only friends who are allowed by the user who can access this privacy.

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## 1.7.2.3. Groups

Facebook offers its users with a service called “groups”, so that users can create new ones, join and participate in others. In many cases, groups exist to bring together users who share the common interests.

## 1.7.2.4. Events

This section makes it possible for users to organize and plane for events or join any events.

## 1.7.2.5. The Wall

The wall is a form of one’s friends to post comments, pictures, video or insights about anything. Users can always remove undesirable comments from their own Wall. They can restrict who their Wall is visible to, or turn it off entirely.

## 1.7.2.6. Chat

Facebook chat is a service provided by Facebook, it supports both (1) video chat, on august 2001, and (2) Text-based instant messaging chat , a synchronous mode of CMC, that allows friends to communicate by typing typically brief one-line written messages which are transmitted instantly by pressing the key “OK”. This latter service was launched on April 23, 2008(“Facebook features”, September 2011). Again, the focus of this research will cover only text-based Facebook chat that is produced by some Algerian English learners. Figure below shows an example of Facebook chat session.

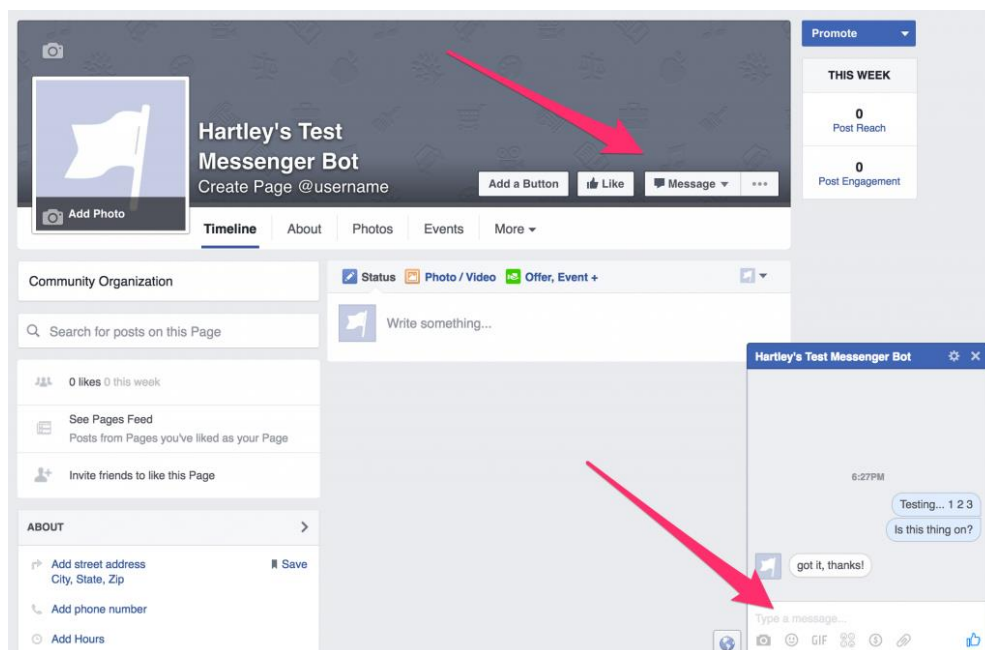


Figure.I.2. Example Showing Facebook Chat.

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## **I.8.The Impact of Facebook on Learners**

The evolution of technology is apparent, and one of the most important evolutions is Internet. Internet has shortened the distance between countries and continents by connecting the people around the world. Internet worked flawlessly as a foundation for social networks such as Facebook and Twitter. Besides, it is also a main tunnel for globalization. Social networking sites (SNS) can be defined as a web-based platform that allows users to create a profile of their own in a protected system, along with other users that share a centralized connection. The profile of registered users can be viewed within the same system. The privacy policy can be differed from site-to-site (Boyd and Ellison, 2007). Facebook is the most prominent social networking sites in the world, with more than 1.32 billion registered users, internationally (Mark Prigg, 2014). Social networking sites served as a shortcut for the communication among people in every corner around the globe due to the high accessibility of SNSs. In social networking sites, users are able to share anything such as photos, videos, check-in of visited places and so forth. This is one of the major reasons for the aggressive growth of SNSs. SNSs had been used as an educational instrument by teachers to provide teaching materials and knowledge to the students, it was remarkable. However, the lack of restriction on language used in SNS's has brought more harm to the users instead of good. Hence, the emergence of SNSs can be both harmful and beneficial for the world.

One of the major obstacles of using computer-mediated communication is its overuse by the Algerian youth and its destructive ability over their use of English language (English students), destroying their ability to communicate effectively and efficiently using appropriate spellings and words. Students begin to use short forms in written communication replacing words like “you” with “u” or “Another Subject” with “AS”. Other common variants include “s” to imply “yes” or the use of numerical digit “4” to signify “for”. The overuse of the chat has become so profound that educationists have begun to worry their effects on the academic lives of students. The use of misspelled words and spellings by replacing normal words and terms in the language is a definite cause for alarm hindering the ability of students and children to communicate effectively through the appropriate written medium, when writing academic papers, essays, drafts or any other literary prose.

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Some students admit that they did not realize that they should not use those informal forms in writing because they had seen it often and use it regularly, or they forget and use the same words of texting in the classrooms. Jeong (2005) noted that internet is significantly and negatively related to students' academic performance, as well as emotional attributes. (cited in Peter Osharive, 2015).

## **I.9. Conclusion**

Communication is the process in which people express their feelings and thoughts, we have discussed through this chapter the main concepts that are related to online communication, and computer mediated communication (CMC, and Internet Chat, and the different modes of communication with its general features. And I have shed the light on social networking sites in general and the focus was on "Facebook" with its main features

In the following chapter, we will show the relationship between chat and learner's academic writing. In which we shed light on the language on the Net and the main linguistic chat features.

# Chapter Two



## Chapter Two: Language of The Internet and its Impact on Learners' Academic writing

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### **Introduction**

Writing was the most important invention in human history. It allows us to share our communication with the provider of a permanent record of information, opinion, beliefs, explanations, etc. Writing is one of the four language skills that should be mastered to communicate with others. It is an active means of communication that requires a special attention as it is a productive language process, a visual representation of speech. Writing is a basic skill that learners need strongly in their academic journey, in writing and speaking the language learner is engaged in communicating his ideas and feelings. Historians agree that writing existed five hundred years ago due to the need of recording information about different domains in life. It is an essential component of language learning which represents the development of expressing human desires by letters and different other symbols. Basically, writing is a tool of survival the more clearly one can write, the more easily one can survive and navigate the world. Writing is defined by Peter T. Daniels (1996) as “a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the uttered”. The term writing has been defined by Oxford dictionary as “the activity or skill of making coherent words on paper composing text”.

In this chapter, firstly, we have shed the light on the writing system in general and the development of the writing system. Secondly, showing the main differences between formal and informal styles in writing then the medium of Net speak, it focuses on linguistic chat features. This chapter represents a whole study about writing.

### **II.1.The Nature of Writing**

Comparison was made between the spoken and the written language, Daniel and Bright(1966:2) said that “language is a natural product of the human intellect... language continually develops and changes without the conscious interference of its speakers, but writing can be petrified or reformed or adapted or adopted at will”

In the process of language learning, there are four language skills that must be learnt by the learners mainly listening, speaking, reading and writing. From the four language skills, writing is categorized as one on the productive skills along with speaking since they involve producing language rather than receiving (Spratt, 2005:26).

## Chapter Two: Language of The Internet and its Impact on Learners' Academic writing

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People were interested only in the spoken language in communicating with each other especially in the twentieth century and concentrated mostly on the oral approach believing that this latter is the origin of the written language. As a result, writing was neglected for many years. In teaching language, this negligence was claimed by many linguists like De Saussure and Chomsky. One of the reasons behind this obvious negligence is the fact that writing is difficult to teach and learn. For Nunan (1999:217)

...producing a coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language. It is something most native speakers never master! For second language learners the challenges are enormous, particularly for those who is not their own.

He thought that this process is hard to achieve in both first and second language for many people while it is strengthened and enriched by Nunan (1989:37) who proposes some components which contribute to the successful writing. They are:

- a. mastering the mechanics of letters formation,
- b. mastering and obeying conventions of spelling and punctuation,
- c. using the grammatical system to convey one's intended meaning,
- d. organizing content at the level of the paragraph and the complete text to reflect given/ new information and topic/ comment statement,
- e. polishing and revising one's initial efforts,
- f. Selecting an appropriate style for one's audience.

Finally, from its objective, writing is viewed as a means of communication which is commonly used to express and impress (Nunan: 2003). It means that when writers compose writing works, they commonly have two main purposes. Firstly, the intention or desires to express the ideas or feeling they have in minds, or in other words, the written text is used to communicate a particular message. Secondly, the text is written to communicate the ideas to the readers or audience. That is why, writers need to have the ability to communicate and express the ideas in certain ways depending on the level of complexity.

## Chapter Two: Language of The Internet and its Impact on Learners' Academic writing

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In conclusion, the writer should use the writing skill in order to form a correct understandable paragraph or text. In this view, Nunan (1989) said that writing cannot be just a pen and paper. On the other hand, teachers have to rate their students' writing according to the format, content, sentence, and structure, vocabulary, punctuation and spelling. Although the spoken language appeared before the written one and in addition to the fact there are a lot of spoken languages without their written form, both are skills of the language which need the same amount of interest.

### **II.1.2.The Writing System**

The writing system was developed in the Middle East around 3000 BC by Sumerians and soon spread out to constitute an indispensable component of human society. The term "Writing system" has two distinct meanings, one attached to general ideas of writing, one to specific languages. In the first sense, a writing system is a 'set of visible or tactile signs used to represent units of language in a systematic way (Coulmas, 1999:560).

Writing was defined in relation to writing system by Daniels and Bright (1996: 3) as follows "Rather, writing is defined as a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the utterer. By this definition writing is bound up with language. Chapell (2011) believed that writing is an essential job skill which helps the learner understand how truth is established in a given discipline. Jan (2012) added that writing well opens the door to advancement in almost any field you might choose in the future. Coulmas (2003:36) defines it as "the complete inventory of the basic signs of a given writing system". Definition for writing system can be found on the Internet, WorldNet defines it as "a method of representing the sounds of a language by written or printed symbols, this definition covers two main aspects. First, a writing system is usually language specific. Secondly, it has to do with the symbolization of sound either by machine or by hand.

The term writing system has two different meanings; one refers to the general ideas of writing (script), the other to a specific language (orthography). Coulmas (1999: 560) defined the writing system as "a set of visible or tactile signs used to represent units of language in a systematic way." This definition is considered as a primary sense of this term.

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This means that the writing system can be used both for referring to the general way of writing which can be also called script and also for speaking about the type of writing which is a language specific. Here more explanation about what is already mentioned.

### II.1.2.1. Orthography

The Oxford dictionary defines orthography as follows (the conventional spelling system of language'. Coulmas(2003:35) defines it as “the standardized variety of a given language specific, writing system”. It is agreed that every language has its own and unique orthography.

World Net's definition of writing system, the term orthography is its synonym. These two could be used interchangeably in most contexts. In reality however, they are not equivalent. Note the following three entire for orthography in the American Heritage dictionary:

- 1- The art or study of correct spelling to establish usage.
- 2- The aspect of language study concerned with letters and their sequences in words.
- 2- A method or representing a language
- 3- Age or the sounds of language by written symbols; spelling...

It is clear that the main idea associated with the word orthography is spelling, i.e., letters in a word. The entry in *The Blackwell Encyclopedia of Writing systems* (Coulmas 1993:379-80) begins as follows:

### II.1.2.2. Script

In dictionaries, the primary meaning of *script* relates to cursive handwriting as well as fonts and print types which imitate cursive writing. The Oxford dictionary defined the term “script” as follows:

- 1- Handwriting as distinct from print, written characteristics.
- 2- Printed type imitating handwriting.
- 2- Writing using a particular alphabet.

In reference to writing systems, some authors and editors, including Daniel and Bright(1966) and Sampson(1985:20) employ ‘script’ and ‘writing system’ as

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equivalent terms. Others use interchangeably, (2005:35) makes a three way distinction. Coulmas gave a clear distinction between the three saying that. The term script is reserved for the graphic form of the units of a writing system. Thus for example, the Croatian and Serbian writing systems are very similar, but they employ different scripts, Roman and Cyrillic, respectively. Some scripts are thought by their speakers to be intrinsically related to their language, while others are perceived as serving a variety of languages. The Korean, “Yi, and Cambodian scripts are examples of the former, and Roman, Arabic and Devanagari exemplify the latter. The terms writing system and script are distinguished from orthography, which refers to the standardized variety of a given language-specific writing system.

### **II.2.The Difference between Formal and Informal Writing**

When it comes to writing in English, there are two main styles of writing Formal and Informal. Different situations call for different ways of putting words together. The way we write in academic and scientific settings differs greatly from the way we write to a friend or a close one. The tone, vocabulary and syntax, these differences in styles of writing we find them in many aspects. Formal language is less personal than informal language; it is used when writing for professional or academic purposes like university assignments. The difference in writing style (vocabulary and grammar) in informal is found when using in grammar the contractions such as (can't, couldn't ...) while in formal writing, the writer should write the full word, e.g., cannot, could not, etc .the differences can be drawn clearly on the table below:

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Formal writing style	Informal writing style
Formal language	colloquial language
word choice tends to be precise or technical	words choice may be more vague, colloquial
No abbreviations /contractions	Use of abbreviations/contractions
precise vocabulary	Vague vocabulary
Logical and focused	Digressive
Complete sentences	Casual syntax
No contractions	Contractions allowed

**TableII.1:**Distinction between Formal and Informal Writing.

### II.3.Discourse

Many scholars use the term 'discourse' in many different ways. Although it is used here in the particular sense of 'language-in-use', in actual fact 'discourse' and 'communication' mean pretty much the same thing: both terms are concerned with social interaction and everyday encounters. However, while the notion of 'communication' always indicates a very broad, nonverbal perspective, 'discourse' tends to be more specifically directed at linguistic issues. What's also interesting is to examine people's linguistic practices online – the ways they are actually interacting and conversing with each other. This is described better by the term 'netspeak'. We don't only want to know what language on the internet looks like but also how people are using language in different ways. Scholars interested in language and new technologies choose to refer to their sub-field as Computer-Mediated Discourse (Herring, 2001).

#### II.3.1.Computer-Mediated Discourse

According to Herring (ibid: 1.) "*Computer-mediated discourse* is the communication produced when human beings interact with one another by transmitting messages via networked computers." Most CMC currently in use is text-based, that is, messages are typed on a computer keyboard and read as text on a computer screen, typically by a person or persons at a different location from the message sender. Text-based CMC takes a variety of forms (e.g., e-mail, discussion groups, real-time chat, virtual reality role-playing games) whose linguistic properties vary depending on the kind of messaging system used and the social and cultural context embedding particular instances

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of use. However, all such forms have in common that the activity that takes place through them is constituted primarily in many cases, exclusively -- by visually-presented language (Op.cit) .These characteristics of the medium have important consequences for understanding the nature of computer-mediated language. They also provide a unique environment, free from competing influences from other channels of communication and from physical context, in which to study verbal interaction and the relationship between discourse and social practice.

### II.3.1.1.Netspeak

'Netspeak' is actually a radically new linguistic medium. According to Crystal (2001:24), the fact that the internet is an electronic, global, and interactive medium is crucial for the kind of language used on the Internet. Crystal selects the term "Net speak" to describe the many forms of language viable on the Internet. The term net speak is an alternative to "netlish,weblishInternet language, cyberspace, electronic language, computer mediated communication CMC Crystal (2001:17).

Both Netlish and Weblish can be said to have been simply derived from English, 'electronic discourse' highlights the interactive nature of Internet dialogues, while 'computer-mediated communication' focuses on the medium itself. As a term, Netspeak joins the club of to-be famous '-speaks' such as Newspeak, Oldspeak, Doublespeak, Royalspeak and Blairspeak, while as a name, Netspeak is believed to be functional enough, as long as it is borne in mind that '-speak' here actually involves both writing and speaking, as well as the receptive element.

Finally, Crystal (2001) argues that Netspeak is a radically new linguistic medium. The nature of the impact which the Internet is making on the English language has not been thoroughly investigated since the emergence of the Internet. It is only in the most recent years that this area has become popular.

### II.3.1.2.The Medium of Netspeak

It is necessary to bring into the light the distinction between speech and writing before defining the characteristic of the language on the Internet .Crystal state:

Speech uses the transmitting medium of  
"phonic substance", typically air-pressure

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movement by vocal organs, whereas writing uses the transmitting medium of “graphic substance”, typically marks on a surface made by a hand using an implement. It is simply a physical thing; the study of symbols is another. (Crystal, 199:1).

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

Netspeak is a medium where people from anywhere can communicate and discuss together; it comprises features of speech and writing together. When people communicate, they have to choose between these divergent communicative situations since the language structure varies when people speak, make a phone call, or send a text message.

### II.3.1.3.Speech and Writing

It is necessary to bring into light the distinction between speech and writing before defining the characteristics of the language on the Internet. Most knowledge people maintain about differences between speech and writing, derive from David Crystal’s “The Cambridge Encyclopedia of the English Language” (1995). The Encyclopedia resumes the most important differences between speech and writing.

Speech	Writing
1. Speech is time-bound, dynamic, and transient. It is part of an interaction in which both participants are usually present, and the speaker has a particular addressee (or several addressees) in mind.	Writing is space-bound, static, and permanent. It is the result of a situation in which the writer is usually distant from the reader, and often does not know who the reader is going to be (except in a very vague sense, as in poetry).



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<p>There is no time-lag between production and reception, unless one is deliberately introduced by the recipient (and thus, is available for further reaction on the part of the speaker). The spontaneity and speed of most speech exchanges make it difficult to engage in complex advance planning. The pressure to think while talking promotes looser construction, repetition, rephrasing, and comment clauses (e.g. you know, you see, mind you). Intonation and pause divide long utterances into manageable chunks, but sentence boundaries are often unclear.</p>	<p>There is always a time-lag between production and reception. Writers must anticipate its effects, as well as the problems posed by having their language read and interpreted by many recipients in diverse setting. Writing allows repeated reading and closes analysis, and promotes the development of careful organization, with often intricate sentence structure. Units of discourse (sentence, paragraphs) are usually easy to identify through punctuation and layout.</p>
<p>3. Because participants are typically in face-to-face interaction, they can rely on such extra linguistic cues as facial expression and gesture to aid meaning (feedback). The lexicon of speech is often characteristically vague, using words which refer directly to the situation (deictic expressions, such as that one, in here, right now).</p>	<p>Lack of visual contact means that participants cannot rely on context to make their meaning clear; nor is there any immediate feedback. Most writing therefore avoids the use of deictic expressions, which are likely to be ambiguous.</p>
<p>4. Many words and constructions are characteristic of (especially informal) speech, such as contracted forms (isn't, he's). Lengthy co-ordinate sentences are normal, and are often of considerable complexity. There is nonsense vocabulary (e.g. thingamajig), obscenity, and slang, some of which does not appear in writing, or occurs only as graphic euphemism (e.g. f***)</p>	<p>Some words and constructions are characteristic of writing, such as multiple instances of subordination in the same sentence, elaborately balanced syntactic patterns, and the long (often multi-page) sentences found in some legal documents. Certain items of vocabulary are never spoken, such as the longer names of chemical compounds.</p>

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5. Speech is very suited to social or 'phatic' functions, such as passing the time of day, or any situation where casual and unplanned discourse is desirable. It is also good at expressing social relationships, and personal opinions and attitudes, due to the vast range of nuances which can be expressed by the prosody and accompanying non-verbal features.	Writing is very suited to the recording of facts and the communication of ideas, and to tasks of memory and learning. Written records are easier to keep and scan, tables demonstrate relationships between things, notes and lists provide mnemonics, and text can be read at speeds which suit a person's ability to learn.
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**Table II.2:** Differences between Speech and Writing (Crystal, 1995p, p.291).

### II.4. Linguistics Features of Chat Language

Language is a means of conveying ideas and human speech through a system of arbitrary signals, such as voice, sounds, gestures, or written symbols. A commonly described feature of chat is the use of abbreviations (e.g., lol "laughing out loud), nonstandard spellings, and ASCII graphics. Many researchers point to typographic and orthographic innovations as evidence of users' attempts to compensate for the lack of vocal, facial, and gestural cues in text-only CMC. Other aspects of group chat that have been researched include choice of nickname influence of social network ties (Paolillo, 2001), community formation expression of gender identity.

#### II.4.1. Orthographic Features

There are many orthographic features that used in the individual language, defined in terms as distinctive use of the alphabet, capital letters, spelling, punctuation, and ways of expressing emphasis (italics, boldface, etc.). In chat servers (such as Algerian chat, Skype, Hotmail), English students chatters tend to use informal ("phonetic") spelling, for instance: *do wotI did*. They combine informal spelling with letter omission (*thx 4 yr txt*) instead of (*thanks for your text*) in addition to the absence of capitalization

*Ex: got your email. i'll be over later on in the day.*

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### II.4.2. Lexical Features

The second linguistic feature of chat is using informal vocabulary in online communication. The vocabulary of a language, defined in terms of the set of words and idioms given distinctive use within a variety

Ex: *Oh goody. ... Even goodier.*

- The use of interjections

*Ohhhhhhhhhhhhhhhhh*

- The use of "in"-terms and abbreviations (BTW, ROTFL, PTB)

*BTW have you heard an update on the continuing saga?*

### II.4.3. Grammatical Features

«Telegraphic" language is the third linguistic feature that observed through onlinecommunication (chat). The many possibilities of syntax and morphology, defined in terms of such factors as the distinctive use of sentence structure, word order, and word inflections.

### II.4.4. Discourse Features

The structural organization of a text, defined in terms of such factors as coherence, relevance, paragraph structure, and the logical progression of ideas;

- The use of interaction features (e.g. questions)

*I'll be over later on in the day, **ok?***

*The main trip up seems to be that what we were thinking of is not in this call, **am Iright?***

- The "stream of consciousness" writing

*just one more thing, do i want to go to england to teach in a school??? do i? oh well,*

*i'll decide that when i have to.*

#### II.4.4.1. Paralinguistic and Graphic Features

The general presentation and organization of the online written language, defined in terms of such factors as the use of spaced letters, the alternative markers for emphasis

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(paralinguistic), the use of capitalization, the little excessive punctuation and the use of similes.

– The use of spaced letters

*in case you're wondering why things went **R E A L S L O W** just now*

– The use of multiple letters

*GRRRRRRRRRRRT*

– The alternative markers for emphasis

*\*now\* \_now\_*

– The use capitalization ("shouting

– The little or "excessive" punctuation

*do i want to go to england to teach in a school???*

– The use of "smileys" (emoticons)

*Instead of using it as a control key you have to do two keypresses:—(*

*Why not join the most exciting thing since Sue's hedgehog followed Tim round thebuildingAnyonewanna buy some CPROS lottery tickets? :—) :—)*

### II.5. The Language of the Internet

Over the past few years, the internet has emerged as a prominent new technology. The influence of such a powerful technological tool has spread over all the aspects of educational business and economic sectors of the world. The internet brings new stylistic varieties of language. Most social media are used to transmit one's emotions and ideas, for instance, "Facebook" users may employ the language freely as they want. The languages they feel relaxed using it, rather than the language they use to study on the blackboard, which is full of rules and grammar and syntax. One can observe that people everywhere around the world have developed a new structure of texting while connecting in social networks. They may use informal and less correct language like dialect, a lot of abbreviations, acronyms, spelling mistakes, and also emoticons in their daily interaction.

English in Algeria is the second foreign language; this research is concerned with English learners in Algeria at IbnKhalidoun University of Tiaret. At university level, one

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may find that students of the English department use the English language in classes, the buses, and everywhere even while texting.

### II.5.1. Abbreviations

Abbreviations refer to the act of shortening words and phrases. In fact, the use of abbreviations is a common linguistic phenomenon which can be outstandingly found in the Facebook chat data. The table below summarizes the abbreviations found in the Facebook Chat, the next table demonstrates abbreviations that contain numbers.

Abbreviation	Meaning
U	You
Ur	Your
Coz/ becoz /bcz	Because
Abt/bt	About
Bro	Brother
Sth/sthg/smith	Something
Hw	How
Gonna	Going to
Wanna	Want to
Havin	Having
thnx/thx	Thanks
gud/gd	Good
Dnt	Do not
Ex	Example
Knw	Know
Ppl	People
Sry	Sorry
ASAP	As soon as possible
Tmr	Tomorrow
Univ	University
Lge	Language

**Table II.3:** Examples of Abbreviations and Shortcuts Found in Facebook.

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Abbreviation	Meaning
w8	Wait
2 /2morrow/ 2day	to / two/ tomorrow/today
4/ 4got/b4	for/forgot/before
L8R	Later
2nte	Tonight
gr8	Great
U2	You too
o4u	Only for you
N8t	Night
F9	Fine

**TableII.4:** Example Abbreviations that Contains Numbers.

### II.5.2.Acronyms

According to the Lexical Database for English of Princeton University, an emoticon is “a representation of a facial expression (as a smile or frown) created by typing a sequence of characters” (“Glossary”, 2011), used in computer-mediated communication in order to add certain attitude or emotion to a text-based message. They can also suggest the writer’s mood. I present some of the most commonly used emoticons and their meaning in the following table.

In fact, the codification of such emoticons into dictionaries and their evolution mirror a natural human adaptation to the new communication mediums. Creative and innovative use of keyboard characters to make pictures may not always serve any essential function to conversation but may exist only as text decorations and embellishments. Acronyms refer to abbreviations formed from initial letters of a series of words and pronounced as one word. The most common example from the Facebook chat records was

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'LOL', followed by 'BTW' and 'OMG', then 'GN', 'ASAP', and 'FB', 'I L U' and 'The following table show the most common acronyms used while chatting /texting

Acronyms	Meaning
ASAP	As Soon As Possible
LOL	Laugh Out Loud
BTW	By The Way
HAGN	Have A Good Night
BRB	Be right Back
TYVM	Thank You Very Much
BFFE	Best Friends For Ever

**Table II.5:** Examples of Common Acronyms.

### II.5.3.Emoticons

Emoticons are defined by Dresner and Herring as:

a blend of 'emotion' and 'icons' [. It] refers to graphic signs, such as the smiley face, that often accompany textual computer-mediated communication (CMC). The addition of graphic signs to printed text made its debut in CMC in 1982, when the rotated smiley face :-) was first proposed—along with a 'frowny' face :-( —by a computer scientist at Carnegie Mellon University, Scott Fahlman, as a means to signal that something was a joke ( 2010 , p.1) .

Crystal (2001) argues that people can "express textually the emotions they feel, often with the addition of synthesized sounds and visual effects" (p. 36). The following table represents the most common emoticons used while chatting.

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According to the Lexical Database for English of Princeton University, an emoticon is “a representation of a facial expression (as a smile or frown) created by typing a sequence of characters” (“Glossary”, 2011), used in computer-mediated communication in order to add certain attitude or emotion to a text-based message. They can also suggest the writer’s mood. The following table presents some of the most commonly used emoticons and their meaning.

Emoticon	Meaning
☺	Happy
;-)	Winking
;-( :~-(	Crying
%-( %-) c	Confused
:o 8-o	shocked, amazed
:-] :-[	Sarcastic
:-S	Worried
☹	sadness, dissatisfaction, etc
:-*	Kiss
:-&	Sick
O:-)	Angel
:-?	Thinking
:-~	User has cold
8-)	User is wearing sunglasses
:-{)	User has moustache
O:-)	Angele

**Table II.6:** The Most Common Emoticons Used while Texting.

### II.6. Addictiveness of Facebook by the Algerian English Learners

Yunus and Salehi, (2016), said (SM), or (SNSs) often used interchangeably, such as Facebook, have called attention from policymakers and educators as to whether institutions of higher learning should adopt SNSs as a teaching and learning tool in an EFL setting (cited in Tharine Kammoetsin, 2014, pointed out that engaging with social Media



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may also increase the usage of English poor quality because students tend to use non-standard English when interacting with each other online

In Algeria social media are also becoming a fundamental part of life everywhere. It seems that people use Facebook more than any other SNSs for studying or for social reasons. In texting, Algerians use different languages for examples: Arabic, French, and even English. This research is more interested with the use of the English language by the Algerian students. Sometimes learners use the English language informally in their academic writing. They use inappropriate forms or informal language in writing in class, such as: "lge" instead of language.

Jeong (2005) noted that internet is significantly and negatively related to students' academic performance, as well as emotional attributes. (Cited in Peter Osharive, 2015). However, some students admit that they did not realize that they should not use those informal forms in writing because they had seen it often and use it regularly, or they forget and use the same words of texting in the classrooms.

The overuse of informal English, short forms among English learners have a clearly negative effect on learners' academic writing. One participant from Yunus et al. study's (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 failed to improve students' writing because student use informal 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. (cited in Tharine Kamnoetsin, 2014).

The common features of informal writing considered inappropriate in a writing class that have been widely used on online chats or social networks sites are as follows:

- 1- Phonetic spelling used for transcription of standard pronunciation such as "nite" for "night", "guyz" for "guys", "luv" for "love", "wanna" for "want to", (Danet and Herring, 2007, p 97).
- 2- Emoticons and smileys used for conveying a feeling are: such as facing a hard situation -\_-! Being happy :), being sad: (.

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- 3- Multiple punctuation marks or letters used for a prosodic effect are such as: no more!!!!, yes!!!!, aaaaahhhh, sooooo. (Crystal, 2001, p. 34-35).
- 4- Capitalization use: all capitals for „shouting“ such as „I SAID NO“, asterisks for emphasis such as „the\*real\*answer“ (Crystal, 2001, p. 35).
- 5- Special abbreviations or acronyms used for saving time and making it convenient, such as b4/B4 (before), lol/LOL (laughing out loud), oic/OIC (oh I see).
- 6- Common shortenings used for easy use and convenience are „u“ (you), „i“ (I), „r“ (are), „thx“ (thanks), „pls“ (please), „tmr“ (tomorrow).

These features were cited in (TharineeKamnoestsin, 2014).

Students have to perceive that chat language has a negative impact on their academic writing. Many researchers considered it as an appropriate form of language that affect negatively English language and bring down the level of writing. This second chapter summarizes

### **II.7. Conclusion**

The use of chat messages is considered by many educators to be inappropriate form of language that is affecting Standard English and leads to lower levels on writing examinations. It was mentioned that the social Network Facebook has a negative impact on students, since they become more addictive to Facebook. This chapter also deals with the linguistic features of chat and their effects on formal writing.

# Chapter Three

# Chapter Three: Data Analysis and Research Findings

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## Introduction

This chapter presents the methods used in gathering and analyzing data of the questionnaire and observation results. It explains the tools and instruments which helped presenting this research work; without neglecting the participants (the sample population) of this research work. This chapter ends with a general discussion of the findings.

The study aims to see how learners' formal writing can be influenced by texting via the use of Facebook (abbreviations, acronyms...). Besides that, the study is also addressed to only student-to-student conversations of Facebook (extract Messenger) amongst Algerian English learners. Then, observations were about examples of students written paragraphs exam papers to see the mistakes made while writing formally, examples were brought by my supervisor. The scope of this chapter is to explain the research methods used for this study with the objective of checking the influence of the chat language on learners' academic writing.

### III.1. Sample Description

The sample consists of 50 students of English department at Ibn Khaldoun University of Tiaret. The samples are 12 male and 38 female. This study aims to choose a random sampling in order to obtain more accurate data.

### III.2. Questionnaire Description

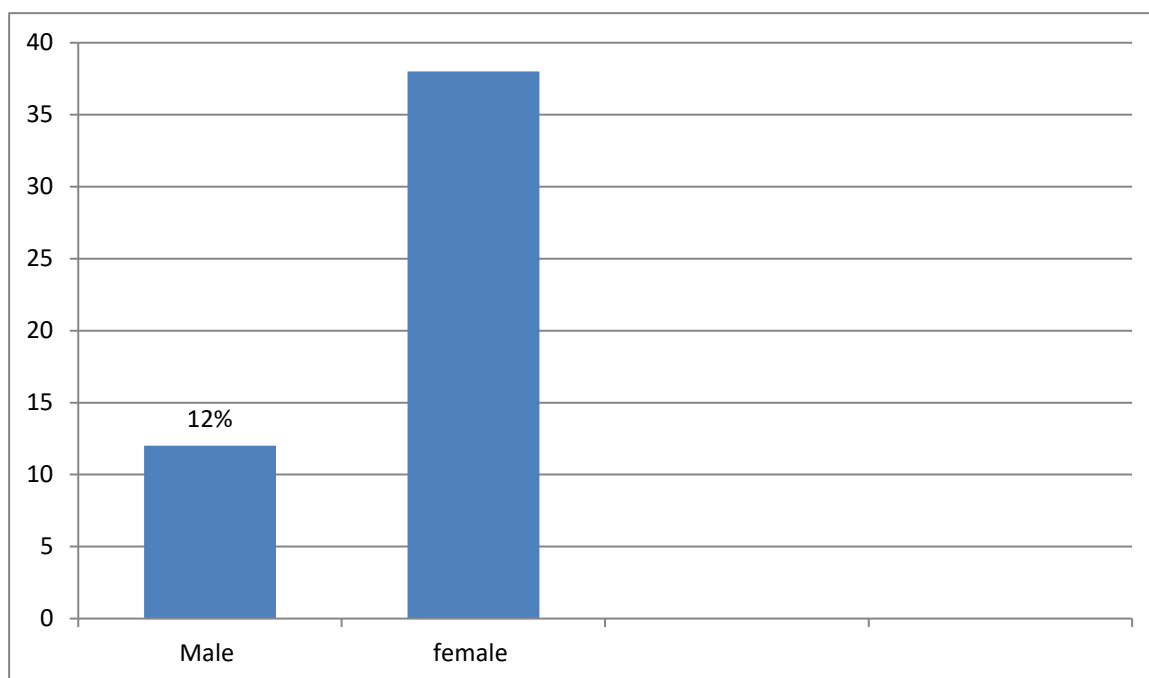
The questionnaire was handed out to (50) students, it consists of 11 questions organized under two sections, the first was about general information, section two contains different question concerning the present research, the type of questions used are a combination of close-ended questions where the participants are asked to tick the appropriate answers, and open-ended questions where they are given the chance to provide their own answers or justifications.

### III.3. Analysis of Students' Questionnaire

#### Section One

Specify your gender

- a. Female
- b. Male



**Figure.III.1:** Learners' Gender

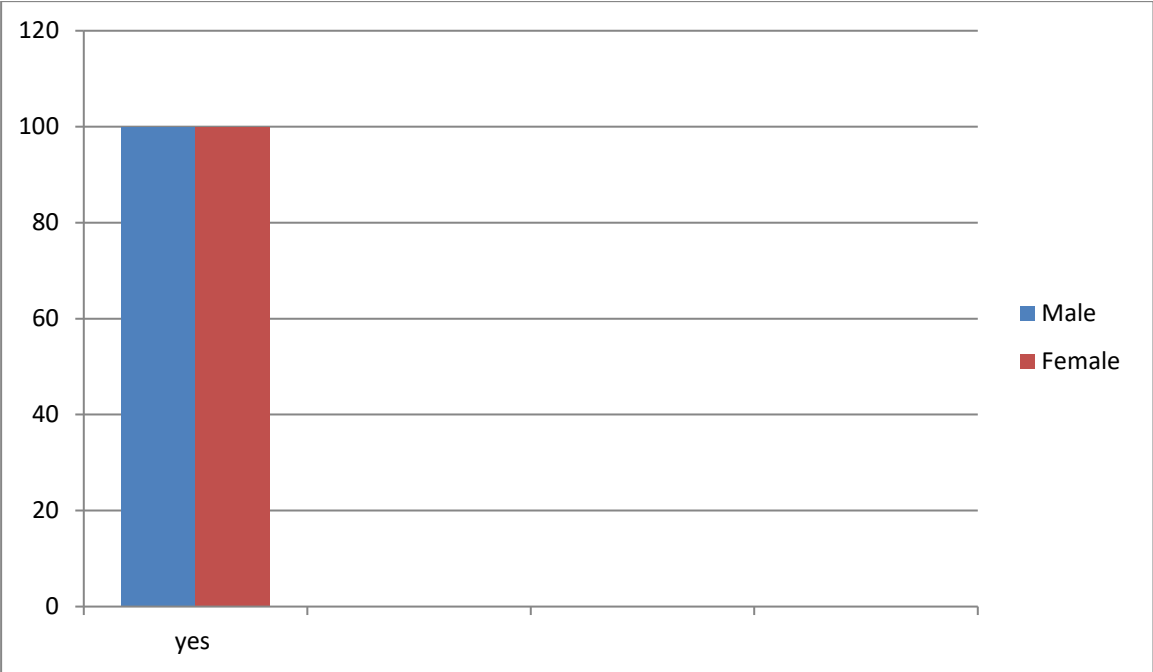
### Section two

**Question 01:** Do you have access to the Internet?

When I asked the participants if they use Internet in their daily life, all the them answered yes. The aim of the first question is to check whether the internet and chat are widely used by learners or not.

Option	Yes	No	Total
Number of students	50	0	50
%	100%	0%	100%

**TableIII.1:** Learners' Access to the Internet.



**Figure.III.2:** Students’ Access to the Internet

The table shows that, (50) students have answered “yes”. The results show that (100%) of students use the Internet, which means that the Internet becomes as a necessity in learner’s life.

**Question02:** Do you use Facebook?

The second question was about the use of social network site «Facebook», the aim of this question was to know how many students use Facebook.

Option	Yes	No	Total
Number of Student	50	0	50
%	100 %	0%	100%

**TableIII.2:** Learners Using Facebook.



**Figure.III.3:** Learners Using Facebook.

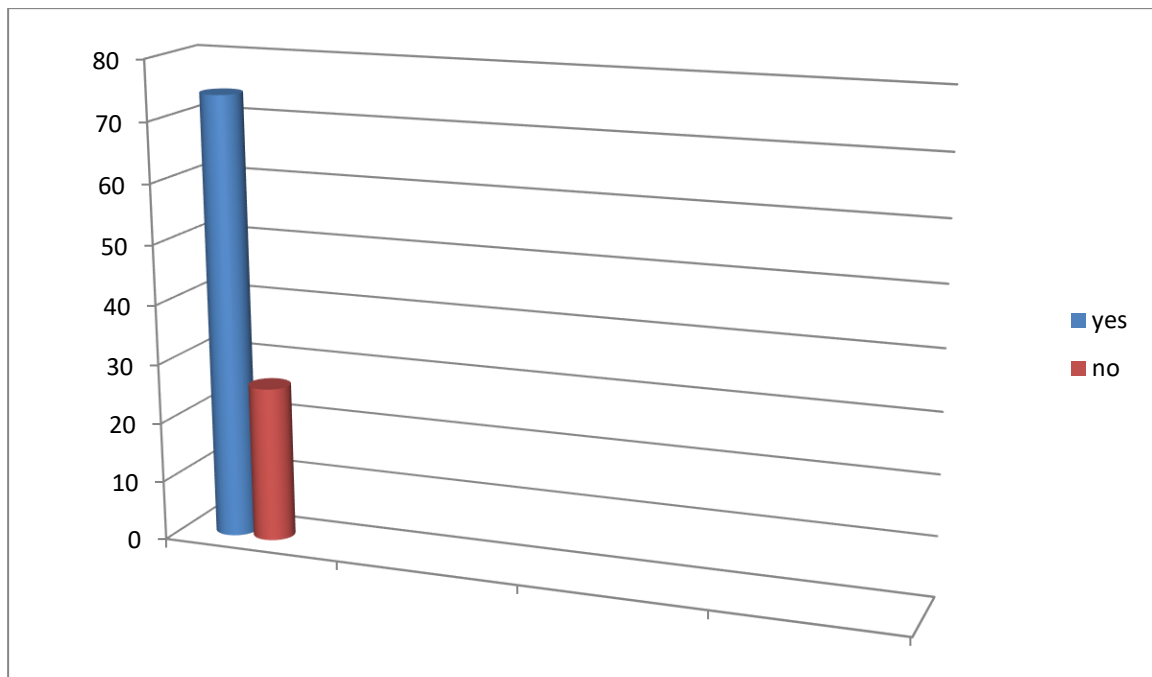
From the table above, all the participants answered “yes” the total 50 students use Facebook. The results show that 100% of students use the social networking site Facebook, which means that Facebook has become an essential part of almost every university student’s.

### **Question03:** Are you a Facebook Addict?

The aim of this question is to make a relation between learners’ addiction on Facebook and its negative impact on their academic writing. 37 said that they are addicted to Facebook (32 female and 5 male).whereas, 13 learners said that they are not a Facebook addict (7 female and 6 male). From the results, we have notices that female are more addicted to Facebook than male.

Option	Yes	No	Total
Number of student	37	13	50
%	74%	26%	100

**Table.III.3:** Learners Addicted to Facebook.



**Figure.III.4:** Learners Addicted to Facebook

The results show, (74%) of the respondents are addicted to Facebook and few students (26%) said that they are not addicted to Facebook. This may influence negatively their formal writing.

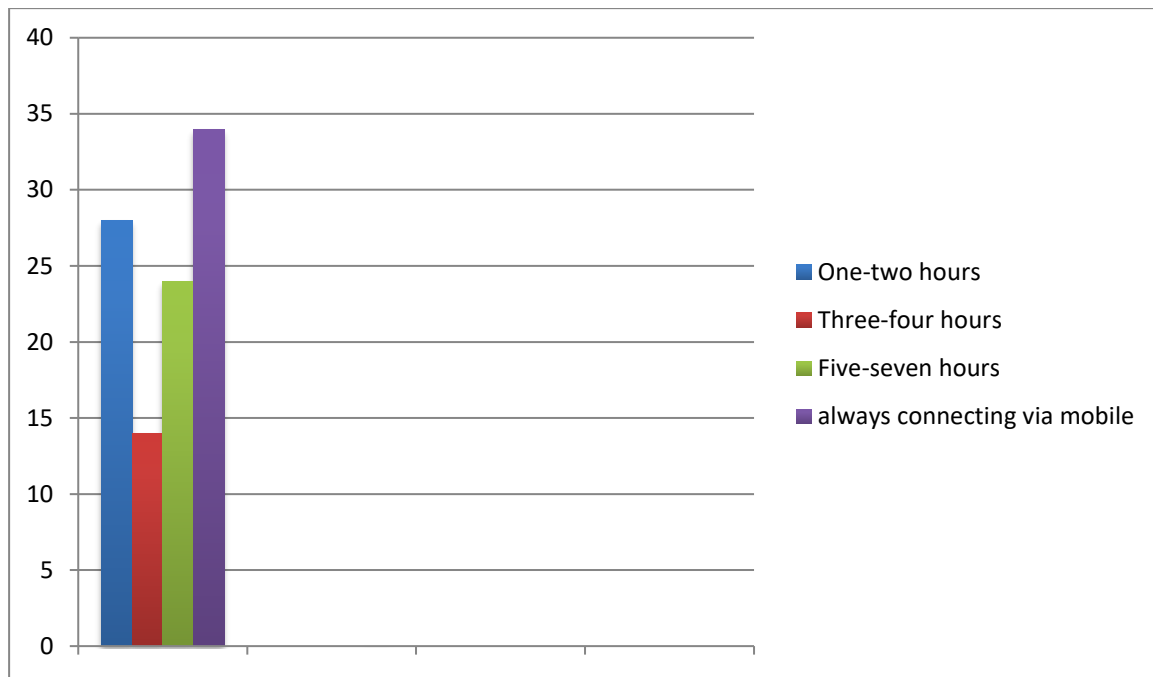
**Question04:** How much time do you spend connecting on Facebook? (Multiple choices)

Learners were asked about how much time they spend online in Facebook. They were given the choice to say whether they spend one-two ours, three-four hours, five-seven hours, or they are always online via mobile. 17 females said that they are always online via mobile, 10 said that they spend five to seven hours on Facebook, 7 said that they spend one to two hour on Facebook, 4 said that they spend three to four hours connecting on Facebook. Concerning males, 7 of them said that they spend one to two hours, 03 males choose three to four hours, 02 said that they spend five to seven hours.

Option	One-two hours	Three-four hours	Five-seven hours	Always connecting via mobile	Total
Number of learners	14	7	12	17	50
%	28	14	24	34	100%

**TableIII.4:**Learners' Time Spending on Facebook.





**Figure.III.5:** Learners' Time Spending on Facebook.

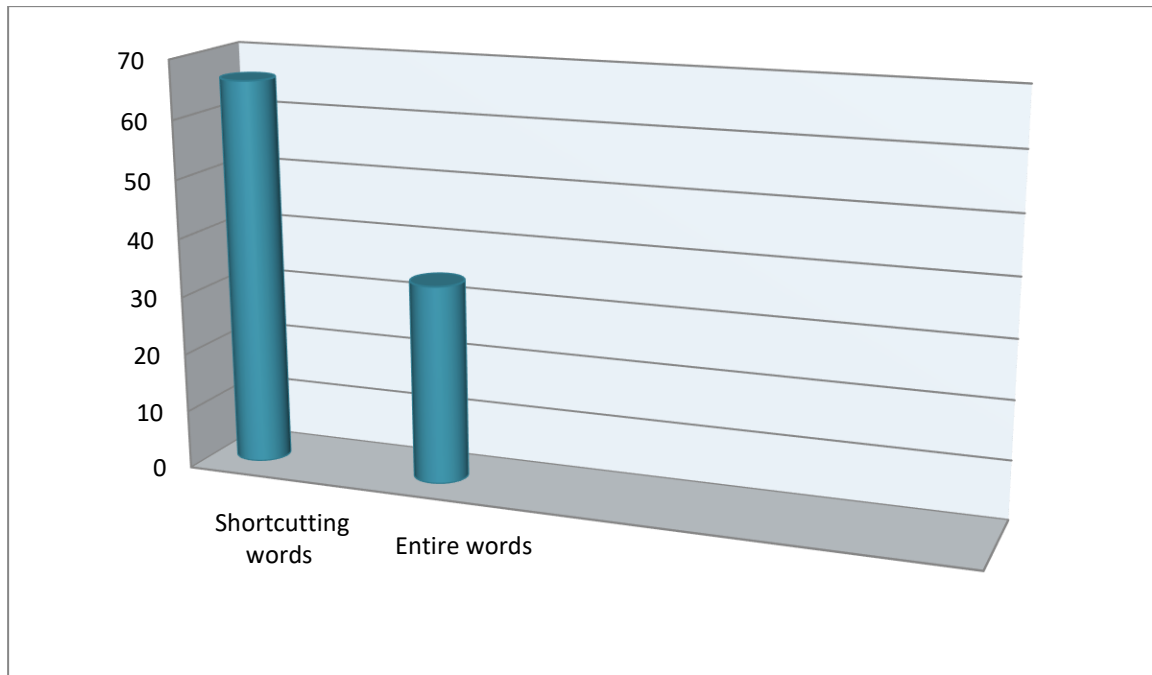
Reading the above table, (34%) of the respondents said that they are always connecting via mobile and (28%) said that they use Facebook one to two hours, (24%) agreed that they use Facebook from five to seven hour, (14%) learners said that they spend three to four hours on Facebook. The results revealed that the majority students are always connecting via mobile which means that the latest is very important in their daily life and cannot stand without it.

**Question05:** which kinds of words do you use in Facebook? (Entire words, shortcutting)

Learners were asked about which kind of words do they use while texting on Facebook, whether they use entire words or, shortcutting. 28 female said that they use shortcutting words. While, texting while 10 female said that they use entire words. On the other hand 5 male said that they shortcutting words and only 07 said that they use entire words.

Option	Entire words	Shortcutting words	Total
Number Of learners	17	33	50
%	34	66	100

**TableIII.5:** Kinds of Words Used by Learners while Chatting on Facebook.



**Figure.III.6:** Kinds of Words Used by Learners while Chatting on Facebook.

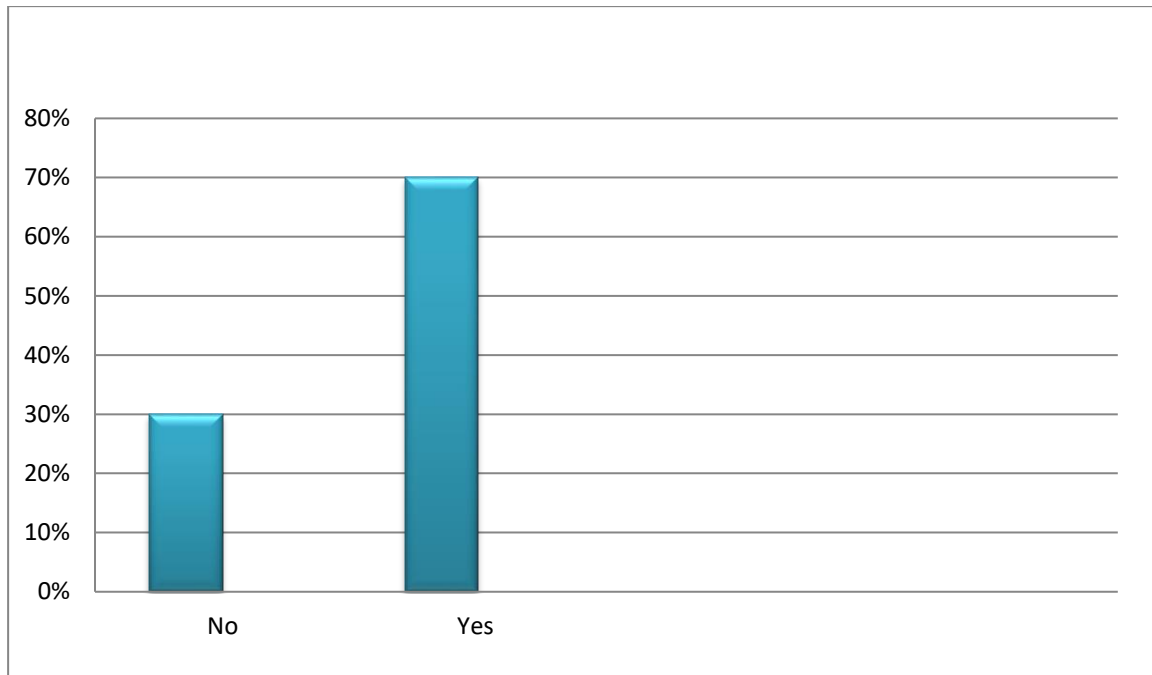
Regarding the figure, (66 %) of the respondents said they use shortcutting words in chatting and (34%) said they use Entire words, so, we can conclude, the learners are much more using “shortcutting words”.

**Question06:** Do you think that using Facebook can have an impact on students’ academic writing Skill? If yes justify.

Regarding the table, (35%) of students said that Facebook can have an impact on their academic writing , (27% females and 8 males) and, (15%) of students said ‘No’ (11% females and 4% males)

Option	Yes	No	Total
Number of learners	35	15	50
%	70%	30%	100%

**TableIII.6:** Learners’ Opinion whether Facebook Affects Their Academic Writing.



**Figure.III.7:** Learners’ Opinion whether Facebook Affects Their Academic writing.

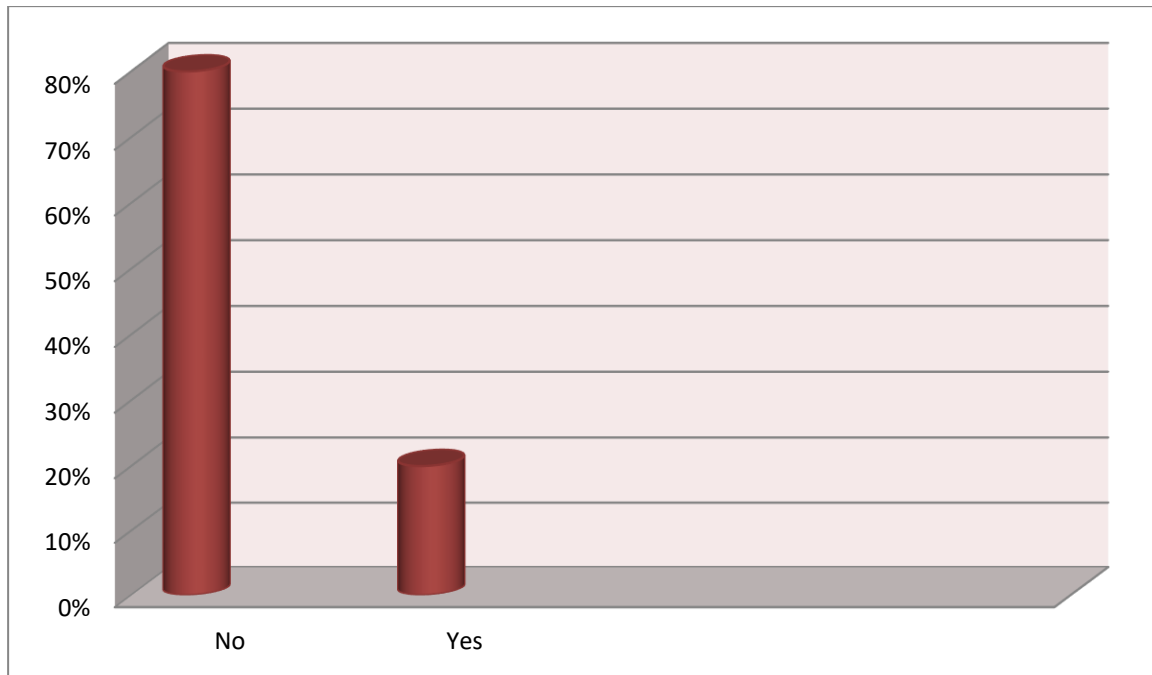
The results show that learners themselves are strongly agreed of their own limitations in academic writing, and of the negative effects they experience due to Facebook. (70%) agree with the fact that Facebook does in fact have an impact on their language use in academic writing. This finding indicates that the core theory of the research is substantiated namely that the effect of Facebook on learners’ academic writing is evident.

**Question07:** Do you focus on correcting your mistakes during writing comments or messages on Facebook?

Regarding the table, just (20%) of the participants said that they focus on correcting their mistakes while Chatting and (80%) do not correct their mistakes while Chatting.

option	Yes	No	Total
Number of learners	10	40	50
%	20%	80%	100%

**Table III.7:** Learners’ Awareness of Mistakes while Texting.



**Figure.III.8:**Learners' Awareness of Mistakes while Texting.

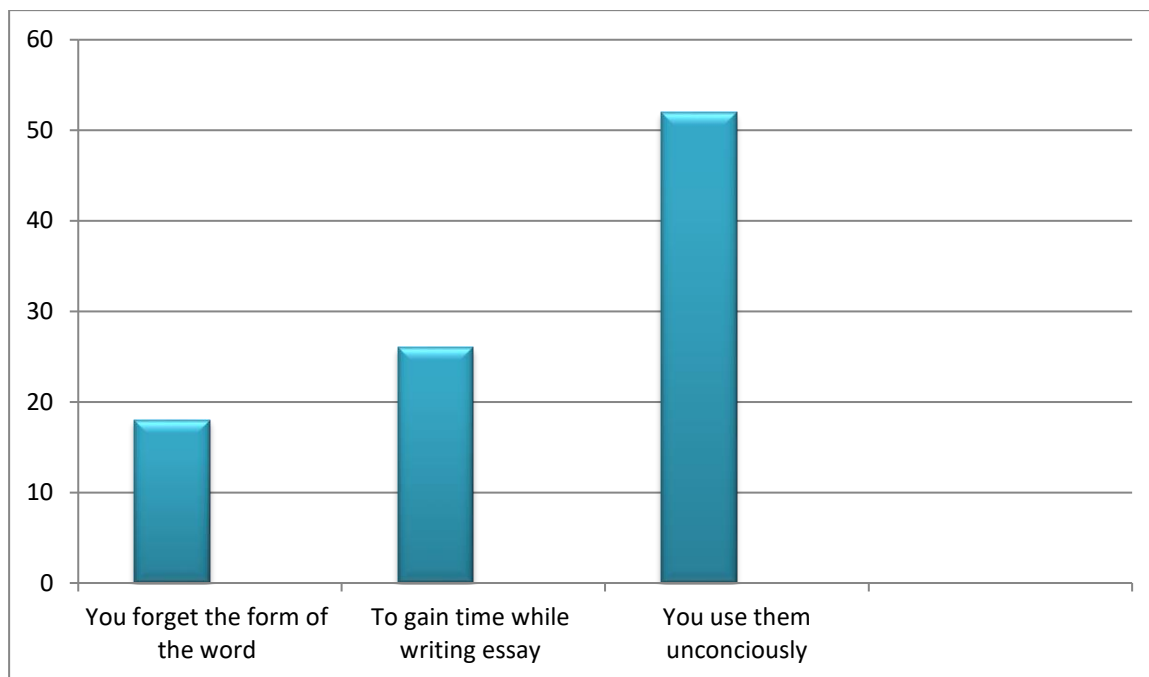
The figure shows , (80%) said that they do not focus on correcting their mistakes while texting and (20%) said that they correct the mistakes . it is obvious that English students are not aware about using correct English and the dangers associated with the use of informal languageand its impact on their writing academic performance.

**Question08:** what are the causes that make you us these mistakes in academic writing?

Students were asked about the causes that make that make them using mistakes when writing in their academic papers. Their answers were as follows: 6 females and 3 males said that they forget the form of the word, 10 females and 3 males said that the reason behind those mistakes to gain time while writing essay, 22females and 6 males said that they use them unconsciously.

Option	Forget the form of the word	To gain time while writing the essay	Use them unconsciously	Total
Number of the students	9	13	28	50
%	18%	26%	56%	100%

**TableIII.8:** Causes that Make Learners do Mistakes in Academic Writing.



**Figure09:** Causes that Make Learners do Mistakes in Academic Writing.

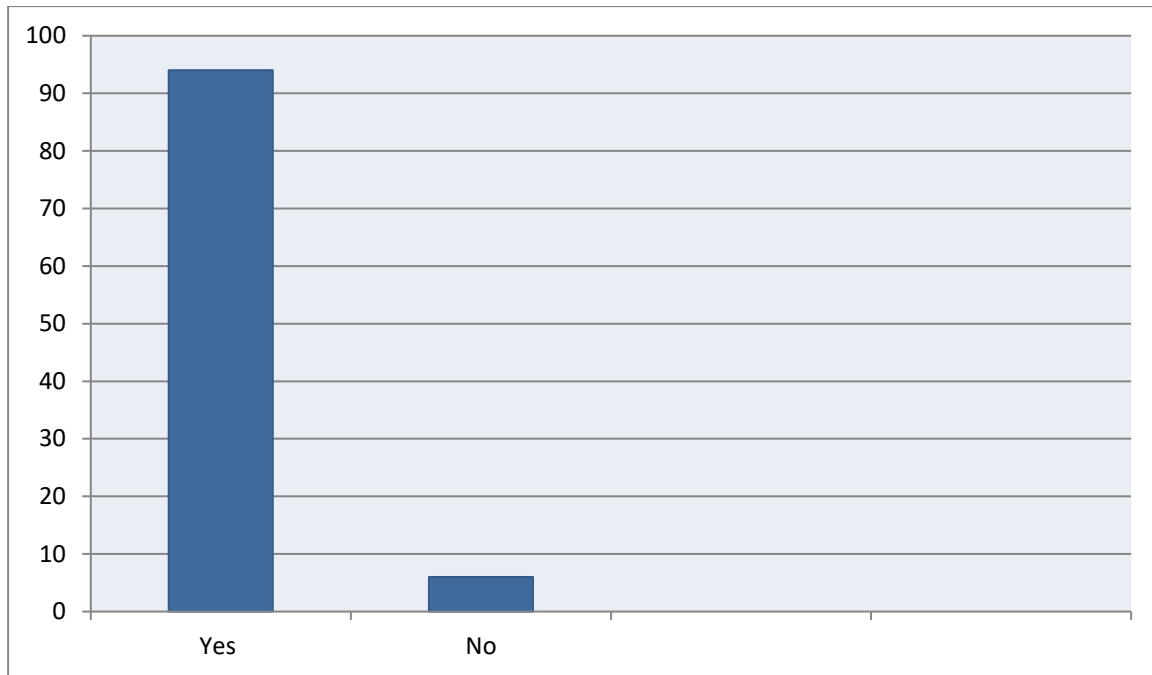
Findings show that the use of mistakes on Academic writing is not related to fashion but learners cannot escape using mistakes. (65%) said most of the time use it unconsciously, (26%) said that, in order to gain time and facilitate the process of writing. So they prefer to write faster even making mistakes because it is easier.

**Question09:** Do you use abbreviations while texting, Like (Lol: Laughing out Loud, b4: before, etc...)?

According to the result, 47 learners' answers were positive (11 males and 36 females); only 3 were negative (females). The following graph gives an idea about the answers. The following table illustrates some examples of abbreviations and acronyms given by students in their daily texting along with explanations:

Option	Yes	No	Total
Number of learners	47	3	50
%	94%	6 %	100%

**TableIII.9:** The Use of Abbreviations by Learners



**Figure.III.10:** Learners' Use of Abbreviations.

From the figure above, the results show that (94%) learners said that they use abbreviations while, (6%) they do not use abbreviation we notice that most of learners confirm that they really use abbreviations while texting, the result ensures that nowadays learners most relies on chat language rather than formal language they are digital learners who use cyberlangue in their social and educational lives.

<i>Symbols</i>	<i>Explanation</i>
R8	<i>Right</i>
Fb	Facebook
4U	For you
OMG	Oh My God
Thnx	Thanks
IDK	I Don't know
U2	<i>You too</i>
STH	<i>Something</i>
2day	<i>Today</i>
Bcz	<i>because</i>
UR	<i>You Are</i>
+ pnt	<i>Positive point</i>
BTW	<i>By The Way</i>
4	<i>Four, for</i>

## Chapter Three: Data Analysis and Research Findings

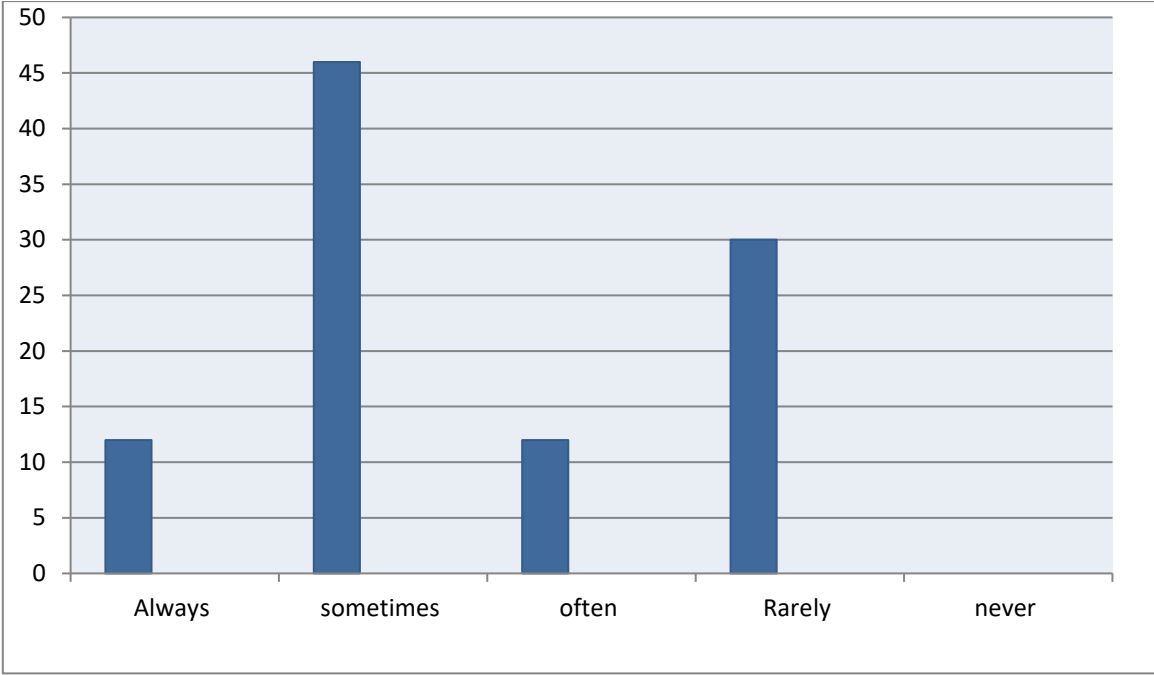
<i>Smt</i>	<i>Sometime</i>
<i>Cu</i>	<i>See You</i>
<i>Wanna</i>	<i>Want to</i>
<i>Iday</i>	<i>One day</i>
<i>Ppl</i>	<i>People</i>
<i>HRU</i>	<i>How Are You</i>
<i>Lge</i>	Language
<i>E.g</i>	Example
<i>Gd</i>	Good
<i>Srsly</i>	Seriously
<i>Gd ni8t</i>	Good night
<i>Yolo</i>	You only live once
<i>TTUL</i>	Talk to you latter
<i>IDK</i>	I don't know

**TableIII.10:** Most Abbreviations Used by Learners.

**Question10:** How often do you use correct and simple English in your Chat messages.

Option	Always	Sometimes	Often	Rarely	Never	Total
Number of students	6	23	6	15	0	50
%	12%	46%	12%	30%	0%	100%

**TableIII.11:** Learners' Frequency of Using Correct English.



**Figure11:** Learners’ Frequency of Using Correct English

Reading the table, it is obvious that the university learners are not aware of the dangers associated with the use of incorrect English while chatting and its effects on their written academic performance as most of learners (46%) agreed that they sometimes use correct English,(30%) use it rarely , while 12% said that they often use correct English. The results show that learners are not aware about using correct English.

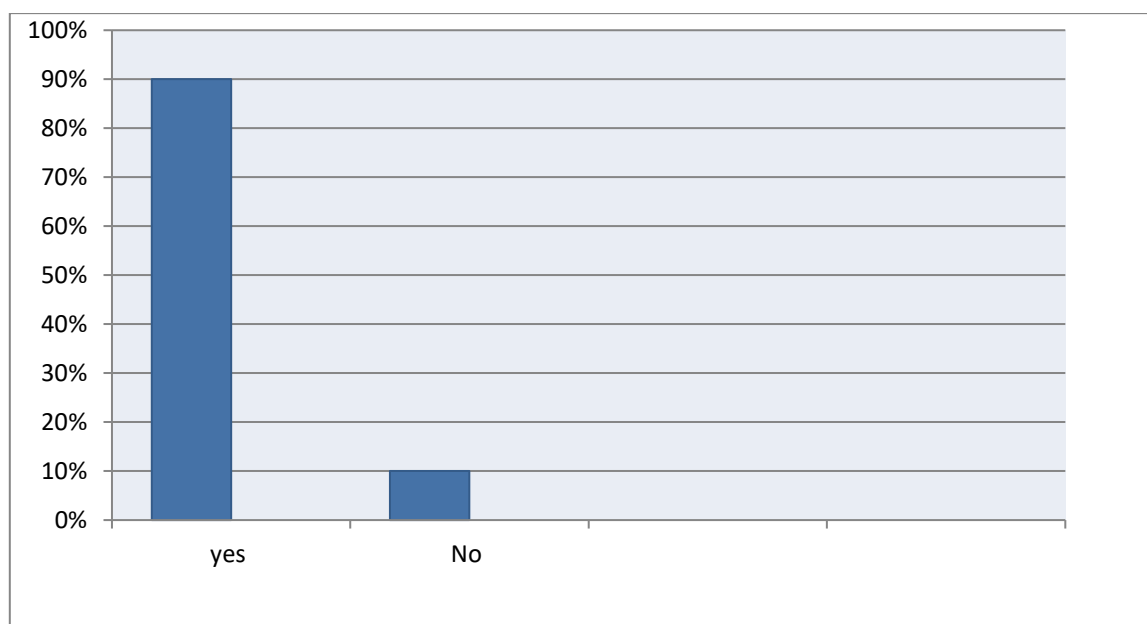
**Question11:** Do you think that the so called” new language” affects negatively the English language?

From the last question, we want to realized learners views about the so called “new language” if that effects negatively the English language or not.Regarding the results, 45% said yes (33% females, 12% males) and only 5% said no (5% females). Unfortunately, that shows the big problem that faced the English language now and in the near future.

Option	Yes	No	Total
Number of learner	45	5	50
%	90%	10%	100%

**TableIII.12:**Learners’ Opinion about the Impact of” New Language” on English.





**Figure.III.12:** Learners' Opinion about the Impact of "New Language" on English.

Reading the table, it is obvious that (90%) of learners agreed that that the so called "new language" affects negatively the English language, while (10%) have ticked the "no" option. This interpretation is a significant that the majority of first and second year Master students think that cyberlanguage affects negatively the English language.

### **III.4.Discourse Analysis:** Extracts from Facebook Messenger.

This study aims to examine the extracts (Messenger extracts), in order to know more how students use the English language in their daily conversations and in a free space. These extracts were compared to the Formal writing to see the differences. This study aims to choose a random sampling in order to obtain more accurate and available data.

#### **III.4.1. Description of the Extracts**

This study aims to observe students Facebook (extract Messenger) amongst Ibn Khaldoun University English learners. The Observations were on the linguistic deviation, the discourse is between two English learners using English language in a synchronous and free communication.

### III.4.2. The Analysis of the Extracts



**Example01:** Chat Message between Two Students.

#### Extract1

##### The Formal Version of the Conversation:

A: Hello, are you here?

B: Hi, how are you?

A: fine, and u? Before I forget send me the e-mail of Mr. Khaled as soon as possible

B: ok, but 2morrow

A: ok thank you, good night.

B: welcome good night

Linguistically speaking, this online conversation is synchronous and a structured written discourse, it in forms of questions followed by answers, and it includes much of new communication signs, such as:

- Using Shortcutting Words like in:

**H:** how

**R:** are

**U:** you

- Using Abbreviations in:

**Thnk:** Thanks

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**Wlcm:** Welcome

**Nd:** And

**BIF:** Before I Forget

**PLZ:** Please

- Using Numbers instead of Some Letters Like in:

**2morrow:** Tomorrow

**F9:** Fine

**N8:** Night

- The Overuse of Question Mark and Exclamation Point Like in:

R U here ?????

HRU!!!!!!!

- Indeed, one can Observe The Overuse of Using Shortcutting? Acronym and Wrong Spelling, like in :

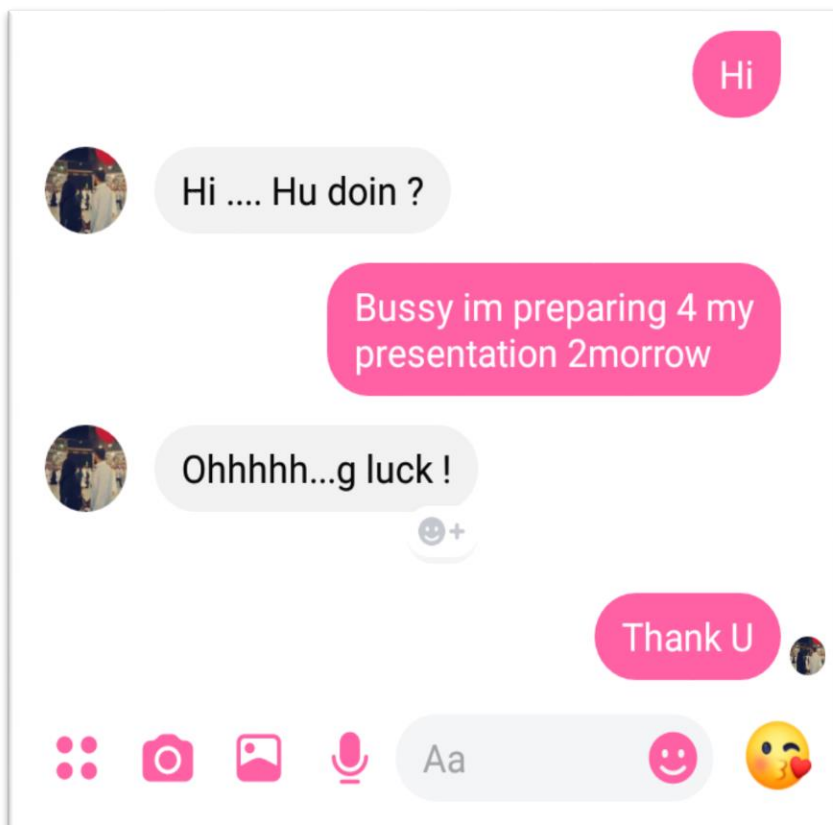
**H:** How

**R :**Are

**U:** You

**ASAP:** As Soon As Possible

**Bussy:** Busy



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**Example02:** Chat Message between Two Students.

### **Extract2**

#### **The Formal Version of the Conversation:**

A: Hi

B: Hi, how are you doing?

A: Busy, I am preparing for my presentation tomorrow.

B: Oh, good luck

A: Thank you

### **III.4.3.Discussion**

As I am concerned with the formal writing of learners, the conversations above which was between two friends talking about studies and their daily life and which have an impact on written English. This impact is twofold dimension. First, written English in CMC and particularly in Facebook chat was found to show nonstandard features is spelling, grammar, and vocabulary, second written English was also found to resemble spoken conversation, such as in the creative use of paralanguage by means of writing. In fact, these two major findings were found in the analysis of Algerians English learners' linguistic choice in Facebook chat. I compared between the chat writing and Formal writing.

Linguistically speaking, I have noticed that the two conversations are full of abbreviations, shortcutting, acronyms, emoticons and words including numbers instead of some letters "F9" that have the same pronunciation, and I observed that learners rarely use Entire words, besides that the spelling mistakes such as "bussy" instead of "busy" . Students are using new communications signs; unfortunately they do not care about the formal English language. Their writing is full of linguistic deviations.

The analysis of written English in Facebook chat, reveal that punctuation marks such as "!!!!!!" and "???????" were frequently used by students. In actual fact, punctuation use was highly informal and aimless, learners exaggerate when using exclamation marks. As a result, it is clear that English learners do not care about the Formal English and they the informal language and Cyberlanguage in their daily conversations.

### **III.5.Exam Papers Analysis**

The observation was on English students exam papers in order to check the kind of mistakes they made in academic writing, whether they are affected by cyberlanguage or not. I look for abbreviations, spelling mistakes, the misuse of capitalization and all that kind of informal language that could be done by learners.

#### **III.5.1.Descreption of Students' Exam Papers**

I have collected seven written expression exam papers of third year English students at Ibn Khaldoun University of Tiaret. These papers were written in the first semester, the topic given was to write a paragraph raising the elements you most often use to create an essay. This area holds significant importance to check the mistakes made by students while writing formally.

#### **III.5.2.Analysis of Students' Exam Papers**

While observing some learners written productions exam papers, different mistakes can be marked about the way they write their formal written productions in terms of using abbreviations,

grammar and spelling mistakes...etc. These mistakes are grouped into four categories (spelling, grammar, punctuation, capitalization). The following table contains some mistakes made by learners while writing formally. These mistakes were taken from their exams papers.

## Chapter Three: Data Analysis and Research Findings

Spelling	Grammar	Punctuation	Capitalization
-Whith	-Must	Some punctuation	Absence of
-Punctution	organized	mistakes such as :	capitalization (
-Deffcult	-Must devided		creating,read )
-Respsible	-Paragraph	Using Hyphen when	... <u>An</u> <u>I</u> ntroductory
-Easier	that include	starting paragraphs	sentence ( an
-Academic	-En essay	.. first , <u>I</u> personally	introductory...)
-Munchin	-Writing are	use .....	.. . <u>f</u> irst, <u>I</u> personally
-intradictory	very important		use ..
	-An essay is a	-An essay is a	...about the topic
	paragraph that	paragraph that	traited. <u>i</u> n the same
	<u>include</u> many	<u>include</u> many	Introduction (..In the
	elements.	elements the first	same introduction)
	-6 important	element ...	
	question		
	-All of us we		
	know		
	-Should be		
	precised		
	-People they		
	need		
	-Should		
	<u>studing</u>		

**Table III.13:** Learners Mistakes Made while Writing Formally.

### III.5.3. Discussion

From the table, it is clear that spelling mistakes exist in students' writing, they write a non-standard spelling as it is shown in their academic writing. Those examples of spelling mistakes were found in their exam paper. One can observe that they have a problem in using punctuation marks. And this is a common mistake. Punctuation is very important in formal writing, due to it, readers can understand better.

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Grammar and spelling mistakes are the most committed ones among the examples taken. In grammar mistakes, forgetting the „s“ of the third person is the most common mistake as in „change“ instead of „changes“. Also neglecting the „s“ of plural as in „6 important question“ instead of „six important questions“. In addition, to the conjugation mistakes as in “writing are” instead of “writing is”. Spelling also took a big part of the observation, they just get confused and forget the form of the word as in “Academic” instead of “Academic”, “with” instead of “with”, “munchin” instead of “mention”, “intradictory” instead of “introductory” most of the time participants do not give importance to capitalization and knowing that is a necessary condition to form a meaningful piece of writing, the current project research detected that standard capitalization was absent in most students papers and mostly at the beginning of the paragraph, and after the fullstop.

### III.6. Interpretation of Results

The written English in CMC particularly in Facebook chat was found to show non-standard features in spelling, grammar, punctuation, capitalization...etc. In fact the major findings stemmed from in-depth observation, description, and analyzing. I report the finding of students' questionnaire, and the analysis of the students' exam papers, then the extracts of Facebook chat.

The analysis of students' questionnaire addressed to first and second year Master students at Ibn Khaldoun University of Tiaret, the questionnaire have been successfully achieved and were very helpful, learners agree that they are addicted to the social network Facebook in which most students are always connecting via mobile. The participants announce that they use shortcutting words rather than entire words while chatting in addition to abbreviations. The results revealed that that the majority students are always connecting via mobile.

After analyzing students' exam papers, it is observed that they commit different mistakes when writing. These mistakes are usual and frequent because of the constant use of Facebook chat that affects their academic writing, the deviation from the standard use of punctuation, misspelled words, grammatical mistakes, capitalization and many types of mistakes are repeatedly made by the students.

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After analyzing the extracts conversation, it is clear that students use excessively new signs of communication such as wrong spelling, shortcutting words, numbers instead of letters, etc. However, students think that it is okay to misuse grammar or word spelling on social networking sites, whereas this ignorance is clearly having a negative impact on the English language and the words they use.

### **III.7.Conclusion**

This chapter has analyzed how written language is negatively influenced by Facebook. Several conclusions seem to emerge from the findings of this study. The most important one is that the overuse of Facebook messenger seems to play a great role in affecting negatively learners' academic writings. According to the results collected, learners lack the basis of formal writing.

The analysis of students' questionnaires, Facebook extracts, and students' exam papers reveal the major points that have been conducted in this research. First and second year Master students of English in Tiaret University make mistakes while writing formally, one of the reasons behind these mistakes is the negative impact of chatting on formal writing. Learners when chatting on Facebook, write the way they speak without giving importance to the academic rules such as capital letters, punctuation, grammar...etc., they neglect the basic rules of writing, and it becomes a habit for learners while writing in classes. We deduce that learners are not aware about the formal language and unconscious about the impact of Facebook on their academic writing.



# General Conclusion

## General Conclusion

Digital social networking sites have played a crucial role in founding a bridge among learners, which enable them to communicate on a common platform. Facebook social networking site is a great way to stay in touch with a large group of people, especially university learners that have embraced this new way of communication and become addicted to chat with their classmates and to keep in touch with their friends and even their teachers.

Accordingly, the present results reveal that Facebook chat had a negative impact on learners' academic writing. Since, the impact was embodied in the number of non-standard features of written language that were creatively practices by English learners. In this thesis, the research opted for Facebook chat as a mode of CMC, the analysis of Facebook messenger conversations show that learners use quite enough of non standard language while texting . The conclusion we got from the analysis of the learners' written productions was shown in the huge number of mistakes committed by English learners in their written productions. All these are reported to be due to the frequent use of Facebook chat.

After analyzing the provided data, we can realize that this research confirms our hypotheses that using Facebook can have a negative impact on learners' academic writing. The results also show that Facebook is changing the English language into a negative way, the increase in new types of written language which was clearly seen on the extracts conversations, the improper use of grammar, informal English, misspellings, shortcutting words ...etc. In general the results obtained in this study have allowed us to deduce that the frequent use of Facebook chat have a negative influence on learners', this impact is clear from students mistakes in their writing productions.

Conclusively, the findings obtained from the research instruments have proved that learners are not aware about the negative side of chatting on Facebook and unconscious about its influences on their Academic writing. Therefore, over time learners chatters will

lose the formal writing of the English language appropriately as a result of the time spent online.

### **Limitation of the Study**

To study this topic, sincere efforts have been put to collect relevant, updated and accurate data from various respondents. But, during the study certain problems were faced and those are very important to be highlighted:

- The study was limited to the number of written expression exam papers, I have analyzed only 7 written productions, Which were not sufficient .
- I did not find books that discuss this topic, since this is a new study matter and not many researchers have looked into it yet.
- The study focused only on Facebook chat ,specifically on the written language, and not on other technology like Skype ,SMS
- Some questionnaire were ignored or left unanswered
- The lack of the male participants, only twelve.

### **Recommendations for Students**

- Students should be motivated to Facebook for the sake of learning purposes.
- Students should give the value of priceless change by using Facebook as a tool for improving their writing.
- Chatting with native speakers in English language in order to gain much vocabulary.
- Reading is considered a vital key for good writing. So, learners should read more and cooperate with each other so that, they could get the benefit of others' good writing in an enthusiastic way through Facebook.

### **Recommendation for Teachers**

It is apparently essential to suggest some recommendations for teachers to protect academic writing:

- Teachers should be aware about the negative effects of cyber language .
- Teachers should be strict in correcting students' mistakes mainly taking into consideration those appeared due to the frequent use of Facebook.

- Advising learners to chat using formal English in order to improve their academic writing.

### **Recommendations for Further Studies**

This research is a pathway for further research; here are some recommendations for further studies:

- It would be interesting to investigate other issues, rather than the written forms of the language as CMC research might involves issues, such as code mixing and cod switching features that are remarkable in Algerian chatters’.
- Investigate the influence of social networking sites in other context.
- It would be more profound to investigate writing in all other text-based synchronous and asynchronous modes of computer-mediated communication, such as emails, SMS, etc.

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# Appendices

**Appendix 1**  
**Questionnaire**

**Dear student,**

We would be so grateful if you could answer the following questions for the sake of the impact of Facebook on Learner's formal writing as part of my master research. Your answers will be of great help for the benefit of this work. Please read carefully the questions then put a tick (x) in the box just in the front of each statement.

Thank you

In advance!

Second year master (Linguistics)

Academic Year

2019/2020

**Personal Information:**

***Put (x) in the appropriate box:***

Specify your Gender: a. Female  b. Male

Age: Under 25  25  More than 25

***Section two:***

1. Do you have access to the Internet?

Yes  No

2. Do you use Facebook?

Yes  No

3. Are you a Facebook Addict ?

Yes  No

4. How much time do you spend connecting on Facebook?

-One-two hours                       -Three-four hours

-Five – seven hours                       -I am always online via-mobile

5. Which kind of words do you use in Facebook?

A. Entire words                       B .Shortcutting

6. Do you think that using Facebook can have an impact on students’ Academic writing skill?

? If yes justify

Yes                       No

Justify: (mistakes you do when writing)

.....  
.....  
.....  
.....

7. Do you focus on correcting your mistakes during writing comments or messages on Facebook?

Yes                       No

8. What are the causes that make you use these mistakes in Academic writing?

-You forget the form of the word

-To gain time while writing your essay

- You use them unconsciously

Others: .....,.....,.....

9. Do you use abbreviations while texting, like (lol: Laughing out loud, B4: before, etc...)?

Yes                       No

-If yes, give some examples with your own explanation:

Symbols	Explanations
	.....
	.....
	.....
	.....

10. How often do you use correct and simple English in your Chat Messages?

Always  Sometimes  Often  Rarely   
 Never

11. Do you think that the so called “New Language” affects negatively the English language?

Yes  No

*Thank you for your cooperation*

## *Appendix 2*

### *Learners' Exam papers*

## Résumé

Les gens naissent avec des capacités physiques pour parler et écouter. Les récents développements technologiques leur ont permis de communiquer les uns avec les autres de manière inimaginable. Pour communiquer, les linguistes ont défini le terme «communication» de différentes manières. Internet en tant que moyen de communication a pénétré dans la vie des Algériens à un point tel que même leur mode de communication a été profondément modifié. De plus en plus d'Algériens, partout dans le monde, utilisent Internet et les téléphones cellulaires. C'est particulièrement le cas chez la jeune génération, qui compte désormais sur des moyens de communication plus rapides et plus efficaces pour gagner du temps. Bien que les progrès technologiques présentent de nombreux avantages, ils pourraient également présenter des inconvénients. Avec des personnes discutant sur Internet ou par messagerie texte, la communication n'a jamais été aussi rapide qu'aujourd'hui, avec une évolution totalement nouvelle de la langue anglaise connue sous le nom de «bavardage». L'un des inconvénients majeurs de l'utilisation de la conversation en ligne est sa pénétration dans la vie des jeunes générations et sa capacité destructrice à utiliser l'anglais, ce qui les empêche de communiquer efficacement en utilisant des orthographes et des mots appropriés (Batul, 2009). Avec l'évolution des sites de réseaux sociaux tels que Facebook, les élèves commencent à utiliser des formes abrégées dans la communication écrite en remplaçant des mots tels que «you» par «u» ou «great » par «gr8». D'autres variantes courantes incluent «s» pour impliquer «yes» ou l'utilisation du chiffre numérique «4» pour signifier «for». L'utilisation d'Internet et de la messagerie texte est devenue tellement profonde que les pédagogues ont commencé à s'inquiéter de leurs effets sur la vie universitaire des étudiants. De manière attendue, les mots mal orthographiés, les orthographes, les abréviations et le remplacement des mots et des termes normaux dans la langue constituent un motif d'alarme alarmant qui empêche les étudiants d'utiliser efficacement la langue anglaise lors de la rédaction de textes académiques, d'essais, de brouillons ou de toute autre prose littéraire. Cependant, les scientifiques soutiennent que l'évolution de la langue est un processus continu visant à détruire la langue anglaise et qui a un impact négatif sur la rédaction académique des apprenants. Dans ce chapitre, nous présenterons un aperçu général de la communication, ses définitions puis l'accent sera mis sur la communication par ordinateur (CMC) en commençant par ses définitions et ses différentes caractéristiques. Ensuite, nous ferons la différence entre les formes de communication utilisées pour échanger des messages textuels tels que le courrier électronique, les systèmes de babillard électronique, le World Wide Web (WWW) et Internet Relay chat (IRC).

## ملخص

ولد الناس مع قدرات جسدية للحديث والاستماع. التطورات التكنولوجية الحديثة سمحت لهم بالتواصل مع بعضهم البعض بطرق لا يمكن تصورها. للتواصل ، حدد اللغويون مصطلح "التواصل" بطرق مختلفة. لقد دخلت الإنترنت كوسيلة اتصال في حياة الجزائريين لدرجة أنه حتى طريقة الاتصال الخاصة بهم قد تغيرت بشكل كبير. المزيد والمزيد من الجزائريين حول العالم يستخدمون الإنترنت والهواتف المحمولة. هذا هو الحال بشكل خاص مع جيل الشباب ، الذي يعتمد الآن على وسائل اتصال أسرع وأكثر كفاءة لتوفير الوقت. على الرغم من أن التقدم التكنولوجي له العديد من المزايا ، إلا أنه قد يكون له عيوب. مع الأشخاص الذين يتحدثون على الإنترنت أو الرسائل النصية ، لم يكن التواصل أسرع من اليوم ، مع تطور جديد تمامًا للغة الإنجليزية المعروفة باسم "الثرثرة". أحد عيوب استخدام المحادثة عبر الإنترنت هو تغلغلها في حياة الأجيال الشابة وقدرتها التدميرية على استخدام اللغة الإنجليزية ، مما يمنعهم من التواصل بفعالية باستخدام التهجئة ، بدأ الطلاب في استخدام Facebook والكلمات المناسبة (بتول ، 2009). مع تطور مواقع الشبكات الاجتماعية مثل "gr8" بـ "great" أو "u" النماذج المختصرة في التواصل الكتابي عن طريق استبدال كلمات مثل "أنت" بـ "أصبح استخدام الإنترنت". "for" للإشارة إلى "نعم" أو استخدام الرقم العددي "4" ليعني "s" المتغيرات الشائعة الأخرى والرسائل النصية عميقًا لدرجة أن اختصاصيي التوعية بدأوا يشعرون بالقلق بشأن آثارهم على الحياة الأكاديمية للطلاب. على نحو متوقع ، الكلمات التي بها أخطاء إملائية وهجاء ومختصرات واستبدال تعتبر الكلمات والمصطلحات العادية في اللغة منبهاً خطيراً يمنع الطلاب من استخدام اللغة الإنجليزية بشكل فعال عند كتابة النصوص الأكاديمية أو المقالات أو المسودات أو أي نثر أدبي آخر. ومع ذلك ، يرى العلماء أن تطور اللغة هو عملية مستمرة لتدمير اللغة الإنجليزية ولها تأثير سلبي على الكتابة الأكاديمية للمتعلمين. في هذا الفصل ، سنقدم نظرة عامة حول الاتصالات وتعريفاتها ومن ثم سيتم بدءًا من تعريفاتها وخصائصها المختلفة. بعد ذلك ، سوف نفرق بين أشكال (CMC) التركيز على الاتصالات الحاسوبية (WWW) الاتصال المستخدمة لتبادل الرسائل النصية مثل البريد الإلكتروني وأنظمة لوحات النشرات والشبكة العالمية (IRC) ودرشة ترحيل الإنترنت.