

الجمهورية الجزائرية الديمقراطية الشعبية



People's Democratic Republic of Algeria
 Ministry of Higher Education and Scientific Research
 University of Mostefa Benboulaïd Batna 2, Batna
 Faculty of Foreign Languages
 Department of English

**The Effects of Computer-Mediated Communications on
 Students' Academic Writing
 The Case of Second Year LMD Students of English and French
 Departments at Batna 2 University**

A thesis submitted to the Department of English and the Faculty of Foreign Languages in
 partial fulfillment of the requirements for the LMD doctorate in T.E.F.L

Submitted by:

GHASKIL Abir Soundouss

Supervisor:

Pr. GHOUAR Amor

Board of Examiners

Chairperson: Pr. NEDJAI Mohamed Salah

Supervisor: Pr. GHOUAR Amor

Examiner: Pr. BAHLOUL Amel

Examiner: Dr. HOADJLI Ahmed Chaouki

Examiner: Dr. MEHIRI Ramdane

Mostefa Benboulaïd Batna 2 University

Mostefa Benboulaïd Batna 2 University

Mostefa Benboulaïd Batna 2 University

Biskra University

Biskra University

July, 2019

Dedication

To all the working moms who struggle day and night to make the impossible possible...

To my beloved parents: Zineb and Saddek

To my husband, Mourad

To my son, my angel, Nazim

To my sister, Rabeb

To my brothers: Halim, Adel, Wissam, Fouzi, Labib

Acknowledgments

I would like to express my deepest gratitude to my supervisor Pr. GHOUAR Amor from Mostefa Benboulaïd Batna 2 University without whom this work could have never been accomplished. The guidance and advice of my supervisor served as the enlightening path on which this piece of work has been built.

My genuine appreciation goes to the members of the jury: Pr. Mohammed Salah NEDJAI, Pr. BAHLOUL Amel, Dr. HOADJLI Ahmed Chaouki, Dr. MEHIRI Ramdane who accepted the invitation to evaluate my work and provide more guidance and advice. I am truly honored.

I extend my sincere gratitude to the staff of the English department administration along with my colleagues who contributed to the several parts of this research.

I would, also, like to thank my students who have been part in this research investigation for their commitment, patience and honesty.

Abstract

The evolution of technology in the last few decades has been rapid in introducing new digital tools along with a new language that has become popular among the current generation. The simple access to computer-mediated communications encourages learners to interact with each other more frequently. However, when they are interacting via these tools, they usually manipulate the writing aspect in an informal manner, with various contractions, colloquial abbreviations, trendy acronyms, emoticons and loose sentence structures. These new outlets have negatively affected their academic lives changing them from active researchers into passive recipients. Henceforth, one of the major areas affected by the different forms of computer-mediated communications is academic writing. Consequently, and teachers from all over the globe are complaining about the decline in the quality of their students' writings, ringing the alarm about the new language created by the Internet, technology and its inventions. Due to these aspects, the aim of this study is to investigate the effects of computer-mediated communications on students' academic writing, showcase the extent it is affected and to seek a way out to enhance students' writing abilities. The investigation was conducted on two groups from the English department and one group from the French department at the faculty of foreign languages. The researcher adopted a mixed method approach to verify his hypotheses and to confirm that computer-mediated communications can affect students' writing abilities. Results obtained suggest the need for more awareness of computer-mediated communications negative impact and a rational manipulation of technological devices.

Key words: Academic writing, computer-mediated communications, instant messaging, social media, texting.

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List of abbreviations and acronyms

ASAP: As Soon As Possible

AST: Adaptive Structuration Theory

BAE: Before Anything Else

BBC: British Broadcasting Corporation

BRB: Be Right Back

CBL: Computer Based Learning

CBT: Computer Based Training

CFO: Cues Filtered out Approach

CMC: Computer-Mediated Communication

DOI: Diffusion and Innovation Theory

GSM: Global System for Communication

HCM: Hyper Personnel Communication Model

ICT: Information and Communication Technologies

LMD: Licence Master Doctorat

LOL: Laughing out Loud

MATH: The Model of Adoption of Technology in the Household

MOO: Mud Object Oriented

MSN: Micro Soft Network

NATO: North Atlantic Treaty Organization

OMG: Oh My God

PhD: Philosophy Doctor

RSS: Really Simple Syndication

SIP: Social Information Processing

SMS: Short Message Service

TAM: Technology Acceptance Model

TPB: Theory of Planned Behavior

TRA: Theory of Reasoned Action

TUTA: Theory of the Use of Technology and Acceptance

VCR: Video Cassette Recorder

WWW: World Wide Web

CHAPTER ONE

Introduction

Internet has continuously changed people's lives, communication, jobs, speech styles and education. Modern communication technologies like cell phones, digital cameras, tablets and many more devices have affected the way we use language. Nowadays, individuals interact with each other through instant messaging, electronic mails, social networks and texts. They tend to "chat" in different virtual rooms, online groups, commenting in different news websites and writing in "wikis"(websites where visitors can modify the content using a web browser) and blogs (websites where people can express their personal opinions, pictures, videos, experiences, and the like). These modern practices construct trendy ways of "discourse, authorship, identity and language" (Kern, 2006, p. 183). The English language is widely used on the internet and it is acknowledged to be the common language used by internet users. English language has gained many new expressions and abbreviations that originally were adopted from the internet language. These new expressions have gained much popularity, especially among the youth. People use different new terms to describe them like texting language, internet language, textese (the language used in digital communications) and chatting language. Such expressions have formed a new variety of English Language that is adopted by many internet users, bloggers, gamers, chatters and teenagers in general. This new variety, like slang and netspeak used by internauts' jargon is considered as informal compared to the academic language. This paper analyzes the computer-mediated communication language (CMC) adopted by foreign language learners and its effect on education. The Internet language acquired by learners has shifted from standard language to texting in cell phones and microblogging on Facebook and Twitter. The actual trend of microblogging style stands as another CMC form.

These expressions and abbreviations emerged when cell phone companies limited the number of characters in every text. This restriction gave rise to a new form of discourse which is described as a “technological discourse”. This discourse is also used in social networking sites such as “wall posts” in Facebook and “hashtags” that are words followed by a hash mark “#” to identify a keyword in Twitter. Such discourse established a linguistic form that led to the formation of orthographic conventions. This form depends on shared social references for the sake of using emoticons to express emotional states. According to Thurlow (2003), these expressions form a linguistic unique style that is “reinventing conventional linguistic and communicative practices” (p. 1).

Interaction through the internet changed rapidly over the years. It has become a standard, regular form for interaction (Ahmed Al Shlowiy, 2004). Most learners all over the globe use texting language extensively to interact. The possession of Smartphone has been increasing on a steady rate and this fact has generated a huge concern among scholars about its effects on language. Educators, teachers and parents are confused about the consequences of teenagers’ use of texting language in their understanding of English grammar and their use of academic writing. Some questions are about children’s literacy skills and other questions concentrate on the language change, the linguistic perspective and diffusion. This study contributes to the research on the effects of internet in general and computer-mediated communications in particular on academic writing.

English language, like any other language, is a very complicated system of rules in which sound structure and meaning are combined for the purpose of interaction (Odey, Veronica E., Essoh, Ndofo, E.G. & Endong, Floribert P.C., 2014). Any language follows certain principles called grammar rules which “function as a guide in the combination of rules that transform complex meanings according to the order of such words” (Odey, Veronica E., Essoh, Ndofo, E.G. & Endong, Floribert P.C., 2014). Similarly, Awoyemi (2013) considers

these rules as an important part of human psychology and a phenomenon which is orderly creative and meaningful. The complex nature of the English language lies in the fact that it is standardized but very flexible. As explained by (Awoyemi 2013, Brasa and Mous 2013, Balogun 2013, Ako 1999) English possesses variations that highlight its complex mechanism. These variations may appear in its function at the level language formality to suit the moment in formal and informal use. Many protective approaches have been adopted in order to protect English language from anarchy and preserve it from “contamination”. One of them is the antipathy for and the prohibition of such phenomena like slang words, pidgins and texting lingo, especially in formal situations. These new linguistic trends, like textese and other computer mediated language, are generally considered as a threat to the English language. Nevertheless, the occurrence of technological mediated languages and their popular use worldwide form a serious force contradicting and frustrating these idealist sentiments. Awoyemi (2013) stated that the Standard English cannot be kept “undefiled” due to its daily contact with different cultures. Hence, with the latest appearance of various genres of languages via the Internet and other forms of CMCs like instant messaging, English is going to be “defiled”. In the same context, Bodomo (2009) adds that recent communication technologies like SMS do not only arouse new ways of using language, but also new kinds of literacy which are connected with the introduction and uses of new technologies. These new forms of language use are expected to negatively influence Standard English. In accordance with the protective approaches that tend to preserve and protect English’s purity, informal use of English language in a formal context, like examinations, is usually considered “obscene”, illogical, unbearable and intolerable. In the regular examination situations, candidates are reminded of the obligation of using Standard English to make their communication more comprehensible to their examiners and in return have some marginal/maximal marks for their efforts. Sanctions are applied when cases of ungrammatical uses of English are found in

formal research papers. Mistakes in these formal contexts are usually castigated by examiners (Oluga and Babalola, 2013). Nevertheless, due to the frequent and deep engagement in different CMC forms, students are usually affected to use linguistic deviations which are theoretically forbidden and sanctioned with reduction of marks. Dansieh (2011) pursues a theorization of this phenomenon when he shortly stated that:

As more and more students worldwide acquire and use different computer-mediated communications, so are they immersing themselves in internet language. Such is the situation that some teachers, parents and students themselves are expressing concerns that students' writing skills stand the risk of being sacrificed on the altar of technological communication tools. (p. 222)

The evolution of technology in the past few years has been extremely rapid. It has produced innovative tools and popularized what linguists have referred to as a new language among the youth. The function of language in the internet and CMC has brought up new researches on the English language. Crystal's work (2001) is one of the original, comprehensive studies regarding the effects of Internet towards the English Language. In addition, the same author (2006, 275) states that: "We are on the edge of the greatest up rise of language". Similarly, Baron (2001) mentions that internet has drastically altered the manner of people's communication. Other researchers stand by the same belief that certain modifications can be observed especially in the aspects of punctuation, grammar and vocabulary when modern technology is integrated to language (Kwak, Morrison, Peters & Zinkhan 2003; Denis & Tagliamonte 2008; Stavfeldt 2011). Clearly, researchers' tendency indicates the need to develop more awareness as to the technology influence on students' lives in general and on their writing skills in particular. Indeed, CMC has become a part and a parcel of students' life and a mode of communication. However, it may also be the cause of some disturbing effects on students' writing abilities. Besides, it is claimed that teachers have

become unable to control the effects of CMCs because of students' addiction to them, though they know about their negative impact.

This CMC's impact on the living language has generated a great debate among linguists such as Herring, Crystal and Danet. Some scholars have also stated that the constant use of CMC has led to a new trend of written language which tend to be deviant from the standard language. The informal language used in these methods of communication can cause tremendous effects on students' writing skills as the influence of internet language is so powerful that students acquire it faster than the formal language.

1.1. Statement of the problem

By the end of the 20th century, linguists and sociolinguists became concerned about the impact of CMC on language and society. Baron (1984:139) argued that "Computer-mediated communication might affect the existing forms and functions of spoken and written language". Today, there is proof that this has become a reality as teachers, parents and students themselves are expressing concerns that students writing skills stand the risk of being sacrificed in one of the CMC forms. Language is changing, and people are using language in different ways, whether on the internet or on their academic works. We are in a sense, and as stated by Thurlow et al (2004:43), "shaped by technology but also shape it ourselves". This is apparent in the way that written language and spoken language are used differently today as compared to the last decades. Concerning the department of English at Mostefa Benboulaid Batna 2 University, teachers have been complaining about the poor writing skills of students, and we have even noticed this when consulting the official administration records of students' grades on written expression. According to the teachers of the department of English, a number of Netspeak language features were found in examination written work. The frequent use of CMC is believed to have some impact on the students' academic writing. Also, some teachers claimed that students are facing difficulties in their writing abilities due to them

relying on CMC forms to write. Students rely too much on automatic dictionaries unable to provide them with rational solutions. Not only do they become lazy, but they also merely cope with their writing difficulties.

Previous studies highlight the effect of CMC on students' academic writing and the extent to which it hinders Standard English learners, At this level, the following questions seem worth asking to recommend ways of improving writing in General:

1. *How does computer-mediated communications influence students' writing abilities?*
2. *How is this issue tackled by experts?*
3. *What is the effect of texting using different CMC forms, on the learner's academic writing?*
4. *How can instant messaging and social networks affect learners' writing skills?*

1.2. Hypotheses

The three main hypotheses set for this study are:

- *The majority of learners daily use internet and texting through different CMC forms and hence features of Netspeak found on learners academic writing may be attributed to the overuse of communication technology tools.*
- *Also, the irregular writing style resulting from such applications May compensate for the students' inability to cope with the formal academic English style, and therefore constrains achievement in writing.*
- *The constant use of computer-mediated communications can improve the mastery of English language among students in the department of French.*

1.3. Objectives

The purpose of this study is to investigate the effects CMCs have on Students academic writing. The overall approach is to conduct an experimental study to gain information about the degree to which CMCs affect students' writing skills and to investigate the influence of the frequent use of CMC and its link to writing skills. The study targets the following issues:

- *Contribute to the debate on the effects of CMC and to find out how it affects students' academic writing.*
- *Determine how pervasive is the use of texting through CMC among students of the department of English at Mostefa Benboulaïd Batna 2 University.*
- *To suggest some recommendations on how to improve academic writing of students especially in this era of technology, and to teach students how to develop and protect their writing skills when faced with the Internet language.*

1.4. Structure of the thesis

This study is organized in five chapters each containing many sections.

Chapter one presents a general introduction about the subject being investigated and contains the statement of the problem, the hypotheses, the objectives, the structure of the thesis and the rationale of the study.

Chapter two is divided into four sections and it highlights the current investigation variables (CMCs and academic writing) along with the impact of instant messaging on students' writing abilities and the kind of influence that social networks have on students' education in general.

Chapter three deals with the design of methodology adopted by the researcher during the course of investigation.

Chapter four presents the field work organized into two sections, one dealing with the quantitative studies and the other with the qualitative ones, including results of the experiment conducted on the effects of CMC on students' academic writing, analysis of the teachers and students' questionnaires and the students' written samples.

Chapter five discusses the findings of the research and their implications for future practice and research as well as a general conclusion and recommendations.

1.5. Rationale

The polarized debate on the effects of internet, especially CMC on students' academic writing leaves us uncertain on how to react to such a phenomenon. Therefore, we feel for need for further research to gain a better understanding of what led students to be poor in academic writing, and what are the factors that made them use Netspeak in their official written assignments. As a teacher of written expression, we can get a closer look on this phenomenon. Since we wish to investigate the effects of CMC on students' academic writing, we must examine their written works like homework, exams, and different written products to report the facts and to answer this study's research questions. A qualitative methodology is one the best way to examine the students' written samples because it provides an insight on individual experience that simply cannot be captured by quantitative measures. A qualitative approach allows us to partly understand why students are poor in academic writing, and to know what extent they are aware of this phenomenon. This research could contribute to that of education in general and the field of TEFL in particular.

We hope that our research will help teachers of English to understand the reasons behind the decline in the writing skills so that they may adopt new techniques to help students improve their academic writing which is weakened by Internet and technology.

CHAPTER TWO

Literature Overview

Introduction

Since the advance of the Internet early in the 1990s and the mailing of the first text message in 1992 technology overgrew and became indispensable in our lives. The evolution of Google in 1992 remarkably contributed in the changing of our daily lives as the notion of “I will google it” became so popular. In fact, it is stated that 3.8 billion Google explorations were made per month in the USA only (Baron, 2008). The same author suggests that CMC in the 1980s comprised of email, chats and Instant Messaging, but this term has expanded since social networks and smartphones were introduced. The popularity of CMC and the language used on it have been provoking questions as to whether these ‘fascinating’ developments are actually having a negative influence on literacy.

For several years there has been an enormous debate about the possible effects of CMC on literacy skills. Some argued that the new language used in different CMC forms should just be considered as another form of the English language (Crystal, 2005). These people state that CMC motivated the youth to discover and play with this language through the use of abbreviations, acronyms, contractions, etc. However, some studies have proved that CMC has a negative effect on the youth literacy. Due to “the popularization of CMC spread after the launch of the World Wide Web in 1990” (Tagliamonte and Denis, 2008, p.5), and the increasing popularity of online messaging services like Facebook, Twitter and other forms of CMC, a new language has become increasingly used. Crystal (2005, p.64) states that “people found the linguistic novelty to lie chiefly in the slang and jargon of its enthusiastic proponents, as well as in their penchant for playing with language and for breaking

conventional linguistic rules of spelling and punctuation”. As this has become the new trend among internet users, people are using it on a constant basis. They consider it as something curious, new and alluring. So, it is intriguing, that it is absorbed not only by teenagers but also by many adults. According to the Daily Mail (2010), “adults mimicking teen-speak are to blame for spreading sloppy English which is putting the future of the language at risk”. However, did they really put it at risk? Today, we believe that abbreviations used in texting through different CMC forms are on the increase, and this is partly due to the introduction of smart devices. Ross (2007) wrote that many teachers in the US are concerned about the CMC language being present in the formal works of their students and mentioned that these same students are making countless mistakes in different writing assignments. This particular claim was supported by the study conducted by Pew Internet & American Life in 2008 that involved many teenagers and found out that 64% of them admitted that “some form of texting has crept into their academic writing”. In the UK, the concern is similar as many British scholars believe that the use of CMC language is a worldwide phenomenon. In 2003, the BBC published in their website a text written by a 13 years old Scottish girl and which was the alerting key that declined this universal concern since it was fully written using abbreviations, it says: “My smmr hols wr CWOT. B4, we used 2go2 NY 2C my bro, his GF & th 3 :- kids FTF. ILNY, it’s a gr8 pic” and the real translation is “My summer holidays were a complete waste of time. Before, we used to go to New York to see my brother, his girlfriend and their three screaming kids face to face. I love New York, it’s a great place ». This is an extract from the full essay which shows that abbreviations, contractions and emoticons are strongly present but in the wrong context since it’s widely agreed to use Standard English in Academic performances. Crystal (2008), however, thinks that this essay has never existed, but then again McIntyre (2009:12) responded that it doesn’t matter if it existed or not, what really matters is that this trendy language has generated “a moral panic concerning the falling standards in

literacy". Other features of CMC language include initialisms like "LOL" which stands for laughing out loud and shortenings like "probs" which stands for probably.

According to Varnhagen (2010:719) , "electronic communication appears to have generated a "new language" of abbreviations, acronyms, word combinations, and punctuation". Despite the fact that these features are harmless when used in their appropriate contexts, linguists are only worried that they would penetrate the system of academic writing and become acceptable by people. As this language is popular among young adults and teenagers, the concern is that texting and CMC will negatively affect literacy skills and the way students read and write effectively in school. The argument that electronic language is destructive to the development of children' reading and writing skills is supported by some linguists like Woronoff (2007) who stated that "texting is a habit forming menace [and] can influence kids to spell incorrectly or get confused about the correct usage". The general agreement among linguists who stand by the idea that CMC language harm academic writing is that the more people use it, the poorer they become in reading and writing academically. However, linguists who disagree with this fact led by David Crystal (2008) argue that "any form of writing exercise is good for you" and also stated that communicating in a variety of environments motivates students to understand more about both audience and styles in terms of the academic writing that they use. Furthermore, the same author (2008, p.156) stated that "it is crucial to recognize the various causes of inadequate literacy which relates to media representation of texting and CMC as detrimental to literacy learning".

In the early 2000s, people used "the pay as you go" phones, which obliges its users to pay extra money when they go over the limit allowed in a message. Thus, abbreviations and contractions were frequently used. Nowadays, many scholars are concerned that this new internet language is venturing beyond the children's smart devices and that it has become their everyday language. Mphahlele and Mashmaite (2005; cited by Verheijen, 2013, p. 587)

found that “students fail to distinguish contexts in which text language is acceptable”. As the process of texting made many people so addictive to it, it has become a linguistic norm for students of nowadays that it has been found even in their formal assignments. Some scholars argue that features of CMC language are found in works that require Standard English so they fear that learners are no longer able to distinguish between the formal and informal language. Geertsema, Hyman and van Deventer (2011; cited by Verheijen, 2013, p. 595) found that students inaccurately used punctuation and used non-standard words and hence “CMC has a negative impact on student’s academic achievement”. Other scholars like De Jonge and Kemp (2012; cited by Verheijen, 2013, p. 595) argued that students use this new language to compensate for their literacy underdevelopment.

Another research made by Pew Internet & American Life Project found that “nearly two-thirds of seven hundred students surveyed said their e-communication style sometimes bled into school assignments” (Lewin, 2008, p. 1) and “about half said they sometimes omitted proper punctuation and capitalized in school work” (Lewin, 2008, p. 1). So, do they actually know when to use CMC language and when it is inappropriate to? Bernard (2008) stated that “some teachers are not banning mobile phones from the classroom, as they believe it allows for more opportunities”. If the constant use of this new language is harming the academic language, then why aren’t teachers banning its use in the classroom? Surely this is going to be harmful to students’ education in general and their academic writing in particular. It will not only affect the students’ concentration in the classroom, but it will also become so frequently used in formal works. Moreover, some linguists demonstrated that children who used texting language at a younger age have become stuck to it which left parents and educators extremely worried. Pupils don’t seem to be aware of this fact and are described as unable to differentiate between the informal language and the formal academic assignments. This provides an opportunity for teachers to start talking about this subject and

the right usage of language noted Professor Sterling (in Lewin 2008). However, many teachers do not mind the CMC language to be sneaking into their students' papers, interestingly, some are even encouraging their students to use that language. These teachers claim that they allow their students to constantly use abbreviations and contractions as long as they provide them with more timing while writing, but at the same time they warn them to be careful when writing academically (Lee, 2002). Concerning the popular use of texting through CMC forms, Crystal stated that (2003, p.81) "text-messaging is often cited as a particular problem. Children of the future will no longer be able to spell, it is said." This argument is likely to be true. Students are becoming more and more addicted to this new language since smart phones and computers have automatic dictionaries that correct their spelling mistakes so they are no longer obliged to that operation.

Historically speaking, language has undergone through many changes and today no one would be able to speak in a Shakespearean way. Centuries ago, when someone wanted to send a telegram for long distance connections every single word was wisely checked. The reason behind the abbreviations usage in the last two decades is to be limited under the 160 characters condition. However, with the invention of smart tools and internet networks this is no longer an issue. Crystal's (2008) Guardian article "2b or not 2b?" about the debate on the use of informal language stated that the use of abbreviations is not new and that it dates back to centuries ago as early as 1618. In spite the current use of informal language, the constant use of abbreviations supports Craig's (2003, cited by Verheijen 2013: 587) conclusion which illustrated that there will come a day where texting language appears in the Standard English lexicon, and that its integration in the lexicon will reflect a degree of tolerance and acceptance by people. Alternatively, we would be eager to adopt an attitude similar to that of John Sutherland when he claimed in The Guardian (2008) that the use of abbreviations and text language is just "a masking of dyslexia, poor spelling and mental laziness".

2.1. Computer-Mediated Communication

The last decade has undergone through major changes in the field of Computer-mediated communication which has shifted into the mainstream of scholarship in communication research and the associated fields like sociology, psychology and some other studies. This shift has been connected to the growing levels of penetration of constructive CMC into the general public, and hence asserting its place among most developed and popular fields in the world. For example, it is estimated that the number of people having access to the internet has expanded from 1, 4 billion in 2009 to more than 1,6 billion in 2011, and from the 250 million new internet users in late 2010, 162 million are from the developing countries where the rate of internet users has been increasing on a steady rate (International Telecommunications Union, 2010). Thus, the global digital division tend to be declining especially with the rapid introduction of mobile telephony in the developing countries where 3, 8 billion subscribers from the 5, 3 global users are from these countries. Although, problems of access to communication technologies still posture great challenges stemming particularly from the low literacy level, it has been stated that the penetration level in developing countries is kept at a lot level in comparison to that of the developed countries. Adding to that, compelling to the misunderstanding of CMC is the notion of “persistent conversation”, which is portrayed as:

...the transposition of ordinarily ephemeral conversation into the potentially persistent digital medium. Persistent conversations occur via instant messaging, text and voice chat, email, blogs, web boards, MOOs, graphical and 3D virtual environments, gaming systems, video sharing sites, document annotation systems, mobile phone texting, etc. Such communication is persistent in that it leaves a digital trace, and the trace in turn affords new uses. It permits conversations to be saved, visualized, browsed, searched, replayed, and restructured. Persistence also means that conversations need not be synchronous: they can be asynchronous (stretching out over hours or days) or supersynchronous (with multiple

parties' talking' at the same time). Finally, the creation of persistent and potentially permanent records from what was once an ephemeral process raises a variety of social and ethical issues. (Erickson and Herring, 2007)

The great importance of CMCs in general, and that of text-based in particular in the lives of people is the reason behind the crucial challenges like information overload (Jones, Ravid, Rafaeli, 2004; Whittaker & Sidner, 1996; Zeldes, Sward, & Louchheim, 2007) and new forms of interruptions and distractions (Gonzalez & Mark, 2004; Mark, Gonzalez, & Harris, 2005; Russell, Purvis, & Banks, 2007). These challenges are the subject of debate to many scholars since they represent previous communication challenges that have been studied in the past decade, and that now need to be analyzed within the scope of the new computer-mediated communication channels.

In this research chapter, we attempt to shed light on some of the main researches on CMCs. We begin with a definition of CMC, and then briefly discuss its nature and scope. Specifically, we will present some of the notable perspectives, models and theories with which scholars in recent digital media studies have adopted in clarifying trends of adoption, social connotations of communication technology against the scenery of some media restraints and afford. Hence, contributions to some peer reviewed journals like Journal of Computer Mediated Communication, Communication Research and Journal of Communication as well as other similar publications on the same field are explored while we use schematic diagrams when necessary. It is no doubt that this research paper will not only present some of the fundamental theories of CMCs which started as late 1970's (Herring, 1994) , but also develops the scope of its readers to some of the CMCs formats and their effects on education, and which has not been significantly studied and analyzed especially in Algeria.

2.1.1. Definition

Computer-mediated communications is defined as any form of communication between two or more people who interact and communicate using separate computers and through a network connection and it is described as a process in which human data interaction occurs through one or more networked telecommunication systems” (Techopedia, 2003). CMC takes place through different kinds of software and networking technologies like e-mails, chat rooms, instant messaging, etc. and it does not include the methods by which two computers communicate, but rather how people communicate via computers (Wikipedia, 2006). CMC is also defined as “any communication patterns mediated through the computer” (Metz, 1992) and other researchers like Walther and Burgoon (1992) claim that “for many of us, CMC is no longer a novelty but a communication channel through which much of our business and social interaction takes place, and this transformation is expected to continue”, they also added “CMC produces much different affective and relational patterns than do other types of communication, due to the reduction and types of cues available to participants”. While, the term of CMC has originally been attributed to the kind of communications that appear through different formats of computer mediated like instant messaging and e-mails now it has also been administered to other modes of text-based communication like text messaging. CMC is essentially an intermediate of written communication. In order to interact, one needs to know the basics of communication software and computer modems along with the details of the process of communicating in interpersonal CMC, and a fundamental knowledge of internet is also required. Basically, this is not an easy task, it is surprising though how amenable and responsive are students to the use of CMCs. While many teachers encourage their students to use the different kinds of CMC for their educational benefits like information gathering, maintenance, research papers, this paper however; will focus on the negative side of CMC on students’ education.

When communicating through one of the CMCs formats, one needs to know the language and culture of online interaction. Smeltzer (1992) maintained an exquisite analysis of the relationship between the message intent in CMC and the message structure and he mentioned “although originally meant for the transfer of data between computers [...] (CMC) has evolved into several distinct formats to meet specific human-to-human communication needs”. Appropriate communication within the context is quite difficult without essential knowledge about CMC, however; students must not only require the knowledge of what is CMC, they must also know how to use and when in order not to have some negative effects on their academic life. CMC comprises of many different forms, it could be synchronous, asynchronous or some real-time interaction and people use these forms (instant messaging, e-mails, social networks, blogs) in order to communicate and to exchange messages, videos and audio.

CMC comprises of any different forms; it could be synchronous , asynchronous or real time communication that people may use to exchange messages, videos, audios and by using whether e-mails, instant messaging, social networks, internet forums etc.

2.1.2. Development of CMC

Electronic communication appeared early in the 80s and has developed and became popular in the 90s through the WORLD WIDE WEB (WWW), forums and e-mails. There are two kinds of online learning, the first which is based on either computer based learning CBL or computer based training CBT which are based on the interaction between the computer drills, tutorials and the student on one side, or simulations and micro world on the other side. Today, both of these kinds can be conveyed on the WWW and the current paradigm in school systems is CMC where the main form of communication is between the teacher and the student and it is arbitrated by the computer. CBL and CBT usually refer to self study learning, however, CMC involves the teacher and it facilitates the process of learning. Add to that,

today's ICT provides the field of education with developed tools for assisting learning communities and correlated knowledge management activities. CMC plays a major role in full time distance learning and teaching so while most of quality offers still depend on written documents, videos and some the CBL/CBT tools, there is an increasing use of e-learning, chat rooms and video conferences. Academically speaking, there has been a shift in educational paradigms and it is well demonstrated by (Berge & Collins, 1995) who stated that:

For many years, educators have been exploring ways to combine theories of differing learning styles and student- constructed knowledge with the theory of practice-centered learning. Instead of being passive recipients of knowledge, we now consider students capable of constructing their own knowledge with guidance from the teacher. We can offer part of this tutorial guidance by setting up an environment that will provide students with the resources necessary for independent exploration. In using emerging computer-based technology as a resource, students are encouraged to explore their own interests and to become active educational workers, with opportunities to solve some authentic problems. (p. 6)

The kind of change brought by CMC does not just require adding recent technology to old ways of learning and teaching, because the continual problem is still believed to be one of the instructional design and content and that is why we must not pave over old paths. Moreover, various research fields on collaborative learning integrated CMC within their framework, and work on building collaborative knowledge was inspired by the idea that learners should be engaged in the process of learning similarly as researchers. Brown, Collins & Duguid (1989) claim that "learning occurs in context i.e. knowledge is situated, being in part a product of the activity, context, and culture in which it is developed and used", and they added that cognitive apprenticeship approach should be used in teaching to motivate students to communicate more and more and that can be enhanced by computer based materials. Other researchers like Clark and Brennan (1991) were mainly interested on how students collectively frame their beliefs and meanings and they analyzed various common media and

how it might affect learning. However, others like Suchman (1988) who were inspired by Garfinkel's ethnomethodology (1967) studied precisely writing and developing activities and their relation with conversation.

2.1.3. Scope and nature of the field

Different researchers from different fields have been concerned and interested in studying the phenomenon of CMC. Some researchers have been studying CMC from a socio-psychological perspective trying to find out how human beings use computers to get involved in interpersonal communications and how do they form impressions and preserve relationships. These researchers have mainly focused on analyzing the relationship between online and offline communications, however, recent studies claimed that CMC should be studied the way it is ingrained in daily life. Other researchers interested in the field of CMC try to analyze the use of some paralinguistic features like emoticons and the pragmatic guidelines such as turn-taking, organization of talk and the various registers, sociolects and styles used in such environments. The analysis of language in these environments is basically focused on text-based formats of CMC and it is referred to as the computer-mediated discourse analysis. The way people interact in different situations whether professional, personal or social depends not only on the setting and context but also on the mode of communication, in this case of CMC people communicate using computers or others information technologies. CMC comprises of many forms like e-mails, audio, video, text chat, instant messaging, bulletin board systems and MMOs; however, these forms are changing constantly and rapidly due to the recent developments. Weblogs have also gained global popularity and the RSS data exchange has given its users to opportunity to become their own publisher.

The prominent definition of CMC that pragmatically and in the era of rapid developments and changing nature of communication technologies could not determine forms

and represents it as “the process by which people create, exchange, and perceive information using networked telecommunications systems that facilitate encoding, transmitting, and decoding messages” (Roger Mchaney, 1996, p. 647). This implies to circle both the delivery mechanisms borrowed from the communication theory, and the concern and importance of the interaction of individuals that the communication technologies and software mediate (Naughton, 2000). It, also, contributes to great flexibility in theories to studying CMC as “studies of CMC can view this process from a variety of interdisciplinary theoretical underpinnings by focusing on some combination of people, technology, processes, or effects” (December, 1997). The social aspects of communication and interaction among individuals rather than the hardware and software draw the basis of definition made by recent researches. One of the most apparent examples and which tend to be anti-technological while defining CMC states that “CMC, of course, is not just a tool; it is at once technology, medium, and engine of social relations. It not only structures social relations, it is the space within which the relations occur and the tool that individuals use to enter that space” (Jones, 1995, p.16). Other researchers like Shaft, Martin and Gay (2001) defined CMC as a “human-to-human communication using networked computer environments to facilitate interaction”. CMC is an umbrella term which covers all forms of interpersonal communication carried out on the net by web discussion groups, instant messaging, e-mail, mailing lists, news groups and web chat channels (Herring, 2005). People involved in the computer mediated communication act simultaneously as both source and receiver, and any computer connected through the internet or any other computer network act as the medium of interaction. Since the communication is personal, messages can consist of anything individuals wish to discuss, like music, movies, politics or even arrange for a date, therefore feedback naturally appears in some CMC forms through the real time messages exchange.

2.1.4. Characteristics of CMC

Communication occurring on one of the CMC forms has many effects on the aspect of interaction in general. Some of these aspects that attracted many scholars' attention are group formation, impressions formation, deception, disclosure reciprocity and mainly relationship formation. Researchers have been trying to analyze some of the aspects of CMC formats and compare it to aspects of other communication media that are thought to be universal like persistence, synchronicity and anonymity. The relation of these aspects with the different forms of communications differs widely. For example, instant messaging is thought to be synchronous but lacks persistence since dialogues are lost once the dialog box is closed unless users have a message log set up or just copy-paste the conversation elsewhere. E-mail on the other hand is thought to lack synchronicity since time of response varies, but is persistent in nature because messages are always saved. Another characteristic that differentiates CMC from the other forms of communication is transience; lack of governing codes of manipulation and of course its multimodal nature. CMC has the power of breaking all physical and social limits unlike other forms of communication to make people interact in an easy way even if they do not share the same space. According to Ramirez and Zhang (2007) "computer-mediated communication allows more closeness and attraction between two individuals than a face-to-face communication", and this claim is supported by Walther (1996) who indicated that "computer-mediated communication is valuable on providing a better communication and better first impressions". The kind of medium people choose to communicate controls the extent to which people are willing to unveil their personal information. CMC is likely to have low levels of self-disclosure in conversation when compared to face to face communication. Self-disclosure is the verbal interaction of personal information, thought and emotions that maintains the relationships between people, and it's the process where non-verbal cues are absent in order not to cause concern and misunderstanding among people.

2.1.5. Usefulness and drawbacks of CMC

2.1.5.1. Usefulness. The nature of CMC allows users all over the globe to communicate regardless of space and time. It provides people with many opportunities to collaborate and to work together which is quite impossible in other modes of communication. CMC has been tremendously helpful to people who feel socially uncomfortable, people who suffer from speech disabilities and are unable to communicate with others and people who feel more at ease when communicating from a place of their choosing. People interacting through one of the CMC forms feel less stressed, more comfortable and more expressive, because when communicating via an electronic medium people make less stereotypes and have little attention on physical characteristics. The security and anonymity provided on these forms of communication makes people less defensive and make them more tolerable when making relationships.

One of the main reasons behind the popularity of CMC is the easiness in exchanging, storing copying, broadcasting and sending written documents at a low cost and over long areas. Data can be sent to groups with a large size and can be programmed for these special properties as automatic copying to a pre-defined list. Two or more individuals can consult the same document or file together and discuss critical matters or even ask for assistance even if they are on different places (Hiltz & Turoff, 1978; Williams, 1977). Interaction via one of the software used in electronic communication is tending to be blind with regard to organizations and vertical hierarchy in social relationships. Once people are connected, their social status, power and prestige are not communicated and visible the way they are in face to face interaction, thus socially powerful people may have less influence and communication within groups is tend to be equal among its members and here Edinger & Patterson (1983) added that “Social influence among communicators becomes more equal because so much hierarchical dominance and power information is hidden”. So offering a certain amount of anonymity

leads people to make less stereotypical classifications and makes them feel more comfortable in expressing their ideas, feelings and opinions and as a result that would cultivate more collaboration and participation especially from people who are likely to feel intimidated.

From an educational perspective, students who participate less in the classroom have a huge opportunity in participating and discussing issues with a CMC environment. Moreover, CMC provides many opportunities for learners to practice the language, for example Warschauer (2007) who conducted several researches on the benefits of e-mail in learning claimed that “information and communications technology bridge the historic divide between speech ... and writing” (p. 4) and hence, a major concern has been put on the writing and reading research of L2 due to the growing and development of the internet.

2.1.5.2. Drawbacks of CMC. Electronic communication tends to be detached. Users should imagine their audience and in the case of a CMC environment, the computer is actually the audience. Messages are concealed which lead to stronger, candid messages and more conclusiveness in return. Sometimes, users forget that they are addressing people and not the computer, and people are usually constrained in the CMC group interaction than they are in a real or face to face communication. In a CMC linked group, users who are in conflict tend to develop an impersonal behavior which may lead to polarizing the members, provoking aggressiveness and causing inappropriate attributions to other members (Prentice-Dunn & Rogers, 1980). Using face to face interaction, social standards, norms and appropriate behavior are considered as pertinent by detectable social structural antiquity and by interaction itself including non-verbal involvement (Edinger & Patterson, 1983; Patterson, 1982), however; electronic signals transmit few circumstantial, historical and non-verbal cues. This situation where behavior lacks valiance might cultivate feelings of depersonalization, and in addition to that, using a CMC format to communicate might be absorbing and consecutive to fast response, which might diminish self awareness and develops the feeling of

being drowned in the machine. Generally speaking, in face to face interaction non-verbal cues like hand gestures and the tone of voice can boost the message to be transferred and that is quite challenging in CMC formats, leaving messages more liable to be misunderstood. More importantly, the language used in CMC forms like instant messaging and texting is a main factor behind the poor writing skills of students and computer technology increased laziness among students as in conducting research papers, students instead of making efforts to solve problems they just google for a solution. In addition, social networks make people prone to bullying and stalking as they constantly display their personal information. People using CMC are becoming addicted to internet and this fact has triggered many debates.

2.1.6. Constraints and affordance of CMC

The matter of media affordance and constraints is of a great relevance to our discussion of CMC and its theories, because some of these affordances and media constraints have some connotations on many theories that deal with CMC research. Twelve constraints have been identified and are going to be briefly explained in Table 1 below and their relations to CMC studies and with special reference to some of its major systems. The first eight constraints are in direct relation with the collaborative theory of language use led by Clark (1996), Clark and Wilke-Gibbs (1986) and Clark and Brennan (1991) grounding notion of communicative effectiveness.

Table 1

Some of the restrains of computer-mediated communications

No.	Constraint	Interpretation	Communicative cost	Popular CMC media
1.	Co-presence	Users communicate within the same physical environment.	Users are required to explain to each other what's happening around them.	Instant Messaging (but only if users share the same environment).
2.	Visibility	Users are able to see each other when communicating.	Non-verbal cues tend to increase communication but may also increase repetition.	1-Instant Messaging (but only when the webcam is available). 2-Video conferencing.
3.	Audibility	Speech is used to interact.	Prone to surrounding noise. But highly recommended in delivering relative messages through international cues. To atone the cost, users use abbronyms (homophonic & non homophonic, emoticons, RPMs, or vext cf. Oni 2007; Oni	1-GSM mail and voice call. 2-VoIP (using yahoo or Skype).

			And Oke 2010).	
4.	Cotemporality	Comprehension and production take place in synchrony.	No delay postponement which facilitates comprehension.	Chat and ICQ
5.	Simultaneity	Comprehension and production are simultaneous (this use of simultaneity differs from the use of the term to refer to multitasking; Cameron & Webster, 2005, p. 90). Different from cotemporality in that comprehension and production appear at the same time.	Although there is no delay in feedback, but the behavior of addressees may affect production.	1-Chat (but not in Instant Messaging where 'waiting' may lead to disruption). 2- video call and GSM voice call.
6.	Sequentiality	Turns are made in sequence. Sequentiality avoids confusion.	No postponement and that leads to an increasing in comprehension.	1-E-mail 2-ICQ 3-Instant Messaging.
7.	Reviewability	Users are able to revise communication before sending it.	It enhances text clarification by the sender and thus decreasing confusion or failure in interaction.	1-Blog post 2- Instant Messaging 3-GSM SMS. 4-E-mail.
8.	Reviseability	Users can privately revise their texts before being	Errors are not allowed. As senders are more	1-GSM SMS 2-Blog post

		encountered by addressees.	responsible for text sending.	3-Instant Messaging. 4-Instant messaging.

In addition to the constraints mentioned in the table above, there are other CMC media constraints inspired by Hård af Segerstad and Ljungstrand (2002), and some of them are the multimodality constraint where information is delivered through multiple ways such as body, face and voice; the locotability constraint where users are aware of one another's location; the anonymity constraint that makes interaction to made under anonymous conditions, and the synchronicity awareness constraint where users are aware whether the communication is synchronous or not.

2.1.7. Theories and models of CMC

There are two fundamental dimensions in theorizing CMC which are: Online interaction in text-based and multimedia environments and Theories of diffusion of innovations, adoption, uses and appropriation in CMC (Wale Oni, 2013).

2.1.7.1. Online interaction in text-based and multimedia environments.

Concerning online interaction in text based and multimedia environments, notions and theories are derived from the CMC characteristics and in conformity with the affordances and constraints mentioned above. Rather than that, some of the theories tried to make an analysis and comparison between face to face interactions and the online ones. The first approach in studying CMC in text based environment is believed to the cues filtered out, however, uses and gratification is based inside the other category.

2.1.7.1.1. Cues Filtered Out Approaches. In the study of computer mediated communications, most research focused on comparing face to face interactions with those

held in a CMC environment. Primarily, the ground work assumes that CMC does not tolerate a full pattern of non-verbal behavior to be used. Although, previous CMC studies strongly argued that CMC would not even allow for any of the non-verbal cues to be used; that is essentially text based, and, hence, making it a “lean medium” in terms of exchanging information, which is inappropriate for handling tasks or social relational functions that demands detailed, rich and nuanced connection. Consequently, this belief gave rise to the notion of “cues-filtered out” (Culnan & Markus 1987; Parks and Floyd, 1996). The cues-filtered out approach (CFO) is an umbrella term for previous related approaches (for example Social Presence Theory (SPT). Short, William & Christie (1976) illustrated that the lack of non-verbal cues in a CMC interaction makes it more impersonal than face-to-face communication. Media Richness Theory (MRT) according to Daft and Hangel (1986), also, concentrates on the CMC’s principally rhetorical mode of communication which has various cues and a huge degree of personalization.

2.1.7.1.2. Media Richness. Media richness theory claims that task performance will be enhanced when capabilities of the media such as feedback, personal focus, cues and language variety are balanced with task ambivalence and ambiguity. In this theory, face to face communication is viewed as the richest interaction medium in a hierarchy followed by mobile telephony, electronic mail, memo, note and finally the bulletin. Some observations are made based on the propriety and ability of different media. Specifically, this theory advises that performance in ambiguous tasks would be better and practical when using “rich” media. Unfortunately, empirical studies to back up this theory fall somewhat short (Dennis, Kinney, & Hung, 1999; Dennis & Valacich, 1999; El-Shinnawy & Markus, 1997; Morris & Ogan, 1996; Riva, 2002). An interesting theory which evolved from a crucial examination of media richness theory is the media synchronicity theory (Dennis & Valacich, 1999) which urges that media choice is affected by five media capabilities (parallelism, rehearsability,

reprocessability feedback and symbol variety,) to support two major communication processes (conveyance and convergence).

2.1.7.1.3. Social Information Processing. The social information processing theory (SIP) of CMC communication (Walther, 1992; Walther & Parks, 2002) holds a more constructive analysis of the online interaction limitations. According to SIP, users search for alternative ways to avoid impersonal uncertainty, to build impressions and to develop affection, and that they execute these tasks using different cues allowed by the medium. SIP suggests that the obvious superiority of the face-to-face communication is a result of the fact that it is usually faster than the CMC interaction. But, when these time constraints are lifted, and users are given enough time to exchanged messages, they are capable of reaching levels of relational development and impression as compared to those achieved in a regular face-to-face interaction (Walther, Anderson, & Park, 1994). The fact that timing is of a huge importance in the effectiveness and quality of online interaction shows the importance of chronemics in online interaction (Walther & Tidwell, 1995). Walther (1996) and Herring (1999) have taken this notion one step further illustrating how CMC users take advantages from the only attributes of particular CMC media to achieve interaction goals that go beyond the interpersonal levels mainly achieved in a face-to-face interaction. These findings might be remarkable in light of the critical description of the CMC limitations in relation to the face-to-face interaction, but are not remarkable in light of the huge success and penetration of some of the CMC forms. It is, thus, clear that face-to-face communication is neither a model nor ideal nor should be treated as an extreme standard. Past research already challenged the face-to-face standard affirming that interpersonal communication and social influences influence media choice (Fulk, Schmitz, & Steinfield, 1990), and online relationships have been proved to be healthy; a complement to face-to-face relationships (Peris et al., 2002), and based on particular information seeking approaches (Ramirez Jr, Walther, Burgoon, & Sunnafrank).

Within the scope of internet, there is a possibility that face-to-face to be dismissed from its seemingly classic predetermined status as ultimate criterion. The internet itself is a combination of media operated by multiple technologies which form a culture or a social environment in its own way. As a matter of a fact, the “richness” of CMC is a variable rather than a characteristic.

2.1.7.1.4. Social Identification/De-individualization Model. Also, due to the prosper use of internet for social reasons, online encounters observations have displayed that individuals can have intimate relationships in a CMC environment. According to Postumes et al. (1998), the fact that there are few verbal cues in CMC environments is the exact reason that made people constantly look for norms of behavior in order to find acceptance among the other people that they are connected with. For example, during a chat session abbronymizations such as ASAP (as soon as possible) are used, the SIDE model suggests that you are likely to grasp this norm for yourself. In doing so, you are likely to seem more attractive to people around you and hence have a better chance to cultivate relationships. The SIDE model affirms that you are more likely to adhere to a social role than worry about proclaiming your individual identity. This is to say that individuals learn to play by rules, as it were, and in doing so develop their attractiveness to other individuals. In text-based communication, there is less indicating information accessible to communicators. Instead of relying on some characteristics to mark as attractive; the SIDE model believes that it is our similarities that feed attachment among individuals online.

In short, the SIDE model anticipates that individuals will set aside personal identity and embrace the appropriate social identity in order to find approval among others. Perceived similarity has long been considered as a strong indicator of individual attraction (Trenholm & Jensen, 2000), and it tends to be a key in explaining the SIDE model’s influence in cyberspace. More recently, researchers have found a support for the SIDE model in

cultivating resistance against certain groups. For example, they found that learners were more likely to find support among other peers and consequently deliver opinions considered as unacceptable by faculty when expressing ideas through computer-mediated channels (Spears, Lea, Cornelliussen, Postumes, & Harr, 2002). From the SIDE point of view, individuals who conduct relationships online must share enough common ground with one another and that the parties involved are interested in keeping relational ties.

2.1.7.1.5. *Hyper-personal Communication Model.* Another theory made as an expansion to the SIDE and SIP theories in Walther's Hyper-Personal Communication Model (HCM). This theory introduces aspects that explain how an individual experience can be a notion of closeness in one of the CMC environments as compared to those made in a face-to-face communication. According to this theory, CMC is generally identified as a place that diminishes auditory, visual and social cues. One important effect of the CMC cues reduction is that individuals become less interested in the way that others perceive them and hence they feel little self-conscious in expressing themselves (Joinsen, 2011).

Walther (1996) mentioned three important factors that may lead to a hyper-personal interaction which are:

1. "The receiver's idealization of the other due to over-attributions, where by the receiver assigns magnified positive values to his or her partners;
2. Sender's selective self-presentation, in which the sender has the advantage of being able to optimally edit his message before transmitting.
3. Feedback loop or reciprocity of interactions whereby the interplay of idealization and self-presentation becomes a dynamic process and creates self-reinforcing cycle".

(cited in Wale, 2013, p. 19) Another logical consequence of CMC's reduction of cues is that the amount of possible confusion decreasing strategies precisely defined. In face-to-face contexts, one can reduce confusion about another one through multiple ways, including

pointing at a partner and then ask others about him/her. However, in a CMC setting, the scope of uncertainty reduction actions is often restricted to reciprocal strategies like direct questioning, profile updating and self-disclosure. Though these strategies can be considered as rude and impolite and a regular face-to-face context, in CMC they tend to be more accepted and hence more used (Tidwell & Walther, 2002). If these conditions are combined, people can establish a sense of intimacy during their CMC communication.

2.1.7.1.6. Social Context Cues Theory. According to Sproull and Kiesler (1986), “social context cues serve as indicators of appropriate behavior”. They gather both contact, telling us which whom we should communicate, and content, adjusting what kind of information we should disclose. Some social context cues incorporate situational, geographical and organizational factors.

Sproull and Kiesler (1986) in one of their works on the use of e-mail in organizational interaction found out that the short amount of social cues has a great influence on the nature of the human behavior in mediated settings. Kiesler, Siegel, and McGuire (1984) believe that the absence of social context cues may increase the sense of anonymity, less self-regulation and less self-awareness. From one point of view, this fact can develop a great personal independence, getting people out from the control of society. On the other hand, it can increase the disregard of social standards, leading one to spell things that could be regretted later on. In short, the lack of social context cues can build attitudes of impersonal answers and impersonal translation of messages.

2.1.7.2. Theories of diffusion of innovations, adoption, uses and appropriation in CMC.

2.1.7.2.1. Technology Acceptance Model (TAM). Among the multiple efforts to understand the user acceptance of different ICT tools, the TAM introduced by Davis (1986) is one of the most important theoretical models. The model goal is to explain how the user

accepts ICTs and anticipates the corresponding importance of those factors (Davis, Bagozzi & Warshaw 1989). Further, the model tries to collect the damages of technology acceptance explain individual's behavior across a vast range of end-user applications, while trying to be greedy and theoretically proved (Davis et al, 1989). Inspired by the theory of Reasoned Action (TRA) (Fishbein & Ajzen, 1975) and the theory of Planned Behavior (TPB) (Ajzen, 1991; Ajzen & Fishbein, 1980) in socio-psychology, the TAM examines the factors that influence behavioral intention to information and computer systems, and proposes a creative connection between two important variables "perceived usefulness and "perceived ease of use", and individuals' attitudes, current system adoption, use and behavioral intentions (Davis, 1989). Like Shannon and Weaver's 1948 communication model that inspired many other models, TAM is also linked with these models as both The Theory of the Use of Technology and Acceptance (TUTA) and the Model of Adoption of Technology in the Household (MATH). While the TUTA detects demo-psychographic indicators like age, gender and experience of usage as arbitrating factors in the process of ICT usage and approval, MATH focuses on this latter process taking into consideration that ICT acceptances in many contexts take place in household and individual household rather than organizational settings. Based on the TPB, the MATH demonstrates three important designs and beliefs and their role in the adoption of technology (Brown & Venkatesh, 2005). By adding the key factors of ICT adoption, fun and family dynamics, the MATH has expanded the dimension of ICT use and acceptance beyond places of work. Although TAM is a well reliable model for explain the individuals' technology acceptance, there are two flaws in the model. The first is its shortage of accurate incorporation of former variables that affect perceived ease of usage and perceived efficiency (Dishaw & Strong, 1999) because of the original model's designed generality and frugality. The second flaw of the TAM is that it treats ICT as it is given and concentrates on the factors that influence technology use and acceptance, yet couldn't provide

a useful and complete explanation of why individuals are using and accepting certain ICT tools.

2.1.7.2.2. *Uses and Gratifications Theory.* One fascinating integral theoretical framework to overcome the TAM's constraints is the uses and gratifications theory (Palmgreen, 1984; Palmgreen, Wenner, & Rosengren, 1985; Rubin, 1986, 1994), which has been used for decades in the field of media effects. Despite the fact that the approach concentrates on why and how people use technological media, its main concern on tasks and choices of individual media users makes it convenient to the acceptance and use of other technologies. The theory emphasizes the role of individuals' initiative and activity and, hence, focuses on motivation. This can be described as a general habit that affects individuals to achieve a goal or a need. Rubin (1993) consider this latter as a factor that reports their choice and subjective translation of media texts. Since people are said to be aware of their constant use of media choice and technology, they are expected to show motivation to specific media or technology (Infante, Rancer & Womack, 1993). Otherwise, the theory considers motivation as driven by needs and individual differences (Rosengren, 1978) as acting as an important factor in increasing the behavioral intention of individuals and current use of media (Park et al, 2007).

Research using the theory of uses and gratification has been generally applied to many new media and interaction technologies like the video cassette recorder (VCR) (Cohen, Levy, & Golden, 1988; Rubin & Bantz, 1987), bulletin board systems (Garramone, Harris, & Anderson, 1986; Rafaeli, 1986), online services (Lin, 1990), the World Wide Web (Ferguson and Perse, 2000) and the internet in general (Flanagin and Metzger, 2001; Papacharissi & Rubin, 2000).

The case of using Internet in particular, scholars argued that the uses and gratification theory could be a useful mean to understand the relationship between people and technology

(e.g., Newhagen & Rafaeli, 1996). That is to say, taking into consideration the theory's applicability in the domain of mass media, it has been noted that the theory would be the one in order to examine CMC including internet usage (e.g., Flanagin & Metzger, 2001; Morris & Ogan, 1996; Newhagen & Rafaeli, 1996; Rubin, 2002; Ruggiero, 2000; Williams, Strover, & Grant, 1994). Not surprisingly, the telephone study based on this theory focused on identifying the key motivation for individuals. For example, (Keller, 1977) analyzed two major motivations: intrinsic and instrumental uses. According to Keller's research, intrinsic motivations for the use of telephone points to calls for socializing like gossiping, chatting, maintaining relationships while instrumental motivation make calls for utility like making appointments, ordering products or looking for information. Park (2010), (citing Singer, 1981 and Fischer, 1988) also made a difference between the practical and social uses of telephone while Claisse and Rowe (1987) also mentioned in Park (2010) categorized telephone usage as having both relational and practical motives.

Though the motivation terms for the telephone usage are somewhat unusual from one another all of these researches usually categorize the motivation as "instrumental" and "social" functions. Williams, Dordick, & Jesuale (1985) noted that the motivation of entertainment, while Dimmick et al (1994) expanded the motivations with the "assistance" function, the usage of telephone to feed one's psychological needs for feeling safe. Further, O'Keefe and Sulanowski (1995) argued that telephones have become a mixture of mass media and interpersonal communication channel, entertainment, acquisition management of time as motivation keys to the usage of telephone. Add to that, Leung and Wei (2000) investigated the cell phones usage and identified affection/sociability, mobility, relaxation and rapid access as key motivations. In a broad review of researches about the use of telephone, LaRose (1999) believed that the uses and gratification theory focuses on interpersonal interaction between two groups by identifying motives of interpersonal communication.

For example, Perse, Rubin and Barbato (1988) organized six dimensions of interpersonal interaction motives like pleasure, social inclusion, relaxation, escape and other instrumental telephone uses can be associated to social learning theory (Bandura, 1977) in that individuals' learning experiences manipulate their telephone behavior.

2.1.7.2.3. *Technology Diffusion, Appropriation and Adaptive Structuration Theories.* Another important theory in studying in CMC is Roger's (1995) Diffusion and Innovation Theory (DOI). In this theory, diffusion is described as the process through which modernization is connected increased over time to community members. The interaction process takes the form of an increasing "S-shaped" curve that begins slowly but accelerates to a take-off part as more individuals compile, forming intimacy as the number of possible adopters becomes drained (Rogers, 1995). Moreover, Rogers anticipates that there will be a bunch of adopters who are exposed to innovation and who are recognizable by key characteristics. Whereas Rogers argued that diffusion is a one stage process via an "S-shaped" stream, appropriation advances diffusion to a more detailed perspective of the actual usage of the technology adoption (Fishman, 2000). Thus, insight within the diffusion and adoption of innovation offers a background for comprehending the decision to buy a technology, whereas appropriation tries to explain the current usage of technology (Sangwan & Pau (2005); Aoki & Downes 2003). However, due to the fact that the diffusion theory provides a clear understanding about who will use technology and how fast it will spread through a given population. Yet, the real manner of technology usage is largely underestimated in many diffusion studies and thus offers only a basis for researches and little comprehension as to the real technology appropriation.

2.1.7.2.4. *Adaptive Structuration Theory.* Much of the early theoretical work was conducted by DeSanctis and Poole (1994) concerning the appropriation of the recent information interaction technologies. They suggest the usage of adaptive Structuration theory

(AST) as a mode to examine process change resulted from the use of ICTs. AST argues that change can be analyzed by concentrating on the structures that are made inherent to the structures and technology that is basically resulting from the human connection to the technology. Thus, as stated by DeSanctis and Poole (1994), technology appropriation is a continuing process where people communicate with technology and then regularly select usage structures from a large set of possibilities. They provided the field with four aspects of the appropriation task under this quotation: “appropriation moves, faithfulness, instrumental uses and attitudes. In this framework, appropriation moves is the process of determining how a structure is used – directly, indirectly, in a modified manner, or negated”. The degree to which a structure is used in relation with the intention of the technology designers is the one being attributed to as faithfulness. Following this definition, appropriation appears at the crossing point of social structures and technical design. As a perspective of appropriation this considers the relationship of technology production to the use in action as socio-technical systems production (Hiltz & Johnson, 1990).

2.1.8. Appropriation: The Place of Culture

Researchers of media technology recognized the fact that away from designers’ intended inappropriate use of some of the media technologies, adopters avoid the notion of “adapt media” to multiple plans in their secret functions. This is what is being attributed to as appropriation. According to Bar, Pisani and Weber (2007) for a technology to develop, advance and become better beneficial to its users’ needs and even more significant to their economic and social advance, something more than complete adoption is required. On the long term, creative influence occurs when individuals are apt for the technology, when they treat it as their own and integrate it in their lives. The process of appropriation is essentially political. It is a fight for power the composition of a technological system and consequently who will use it, under what cost and conditions, for what goal and with what results. This

confrontation is deeply innovative and feeds a powerful creative engine. Individuals, re-create technology while they try its different features, applications and devices so they better serve their needs, invent new ways to use services, and create new social, political and economic practices around the choices and possibilities provided by new technological systems.

While the notion of appropriation is critical and important to all kinds of technologies, specifically ICTs, the concept as it is observed by scholars fluctuates between two patterns: the media technology universal appropriation and culture specific appropriation. While the former points out to the regular use of technology in all settings and across all social demography, the latter focuses on some continuous circumstantial or distinctive use inside an individual group or a whole community. The designer's intention usage for cell phones is to use both text messaging and voice calls, however, individuals "appropriate" the technology by beeping or missing calls, which have been considered to have a communicative value (cf. Donner 2007). Another research has similarly observed that during the process of texting on one of the instant messaging applications like messenger users tend to use specific emoticons only from the wide range provided. In accordance with this perspective, users of social networks in Algeria have also been "appropriating" the technology systems in their different personal or organizational settings such as wall updates in Facebook, expression of likes, commenting, engaging in a community, a course or a political debate, some of which have betrayed their beliefs, religion and social orientations.

2.2. Academic writing

With the growing phenomenon of using and adopting different CMC forms in our daily lives, Facebook statuses, tweets, hashtags, trendy topics and other types of popular media have become so popular among people. These media outlets have become a major source of entertainment and information to digital students. Many teachers and linguists have noticed that there has been a change in the way students perceive academic writing. These

new trends of popular media tend to affect university students in many aspects, and it is actually observed in their multitasking, internet plagiarism and how they use language in academic assignments. Nowadays, words like OMG, LOL, BRB and many emoticons have been creeping into the students' examination and research papers although it is strictly forbidden to use non-standard words and forms in academic settings. It is true that some scholars proved that these new media technologies are somehow encouraging students to write more and to be aware of the author-audience relationship, still; they failed to prove that they are not damaging writing skills. With the easy access to the internet through wireless connections and the disposition of different smart devices, many students claim to do their homework while watching movies, listening to music or even talk to their friends using different application. According to a study conducted by Maryellen Weimer (2014) on the "Faculty Focus" website, multitasking has been linked to the lower grades of students, which may include test assignments, master theses, research papers or just writing academically during a regular session of written expression. Multitasking made students less concentrated and hence producing works of a low quality. While internet provides unlimited sources of information, many students are still ignorant that using it in academic tasks requires full attention and evaluation. Taking information from user-editing websites like Wikipedia, to personal blogs and then incorporating it into social and political debates, an internet search can be so biased and unreliable sites as useful ones. Using information from unknown resources in academic writings can mislead leaders and then damages the student credibility. Plagiarism is one the main negative effects of internet on academic writing, a study conducted by the Pew Internet Research and American Life Project indicated that "not only a rise in plagiarism between 2001 and 2011, but a particular increase in Internet-related offenses".

(p.1) Internet sources, copy-paste functions, word processing and websites that sell essays

have contributed in this cheating and stealing phenomenon. Unfortunately, students of nowadays are regular plagiarizers and have no intention to consider their academic writing.

2.2.1. What is Academic Writing?

Writing is a compulsory competence that is required in many fields. However, writing academically is a process that demands special rules and practices. These rules may be governed in a formal context to present opinions, concepts and beliefs, and which have to be – sometimes- supported by some author quotations from the literature. Contrary to ordinary writing, academic writing deals with the basic theories that govern processes and actions in daily life and it adheres to a specific tone that is bound to the rules of grammar, punctuation and spelling. Different names and definitions have been attributed to academic writing by instructors like research papers, essays, analysis papers etc. but all these tasks have the same principle and purpose. Academic papers are not an easy assignment, they are preferred by educators because they enhance students' writing skills, however, learners choose to give little effort to that process and hence make a non-academic work. An academic paper is not a misery the way it is perceived by many students, rather it is an opportunity for students to explore their writing capacities and to find interest in some subjects. Teachers need to convince and motivate their students that they have unlimited papers to fill in, total freedom of ideas and a whole audience waiting to read. In an academic writing activity, the first step is to ask the right question, find an answer and then analyze and discuss it in a paper. This paper will combine the thoughts and findings of the writer and have to be justified with proof and logic. So, the aim of academic writing is not to write down everything you know, but to write what you understand and prove that you can think critically. Adding to that, writing academically can develop searching abilities, analyzing information, arguing, expressing one's self and organizing ideas.

2.2.2. Principles of Academic Writing

2.2.2.1. Clear Purpose. The main purpose of an academic paper is to find out answers and explanations to a certain inquiry. The most common goals set for any academic paper are “to persuade, analyze/synthesize and inform” (Anne Whitaker, 2009, p. 2).

- *Persuasive purpose: The purpose in persuasive academic papers is to make the reader accept your answer. So once the writer establishes an answer, it must be supported by logic, evidence and reason so that the reader would be convinced. Examples of persuasive writing are the argumentative and position papers.*
- *Analytical purpose: As the name suggests, the purpose of analytical writing is to analyze possibilities chosen for the main question of research, and to choose the appropriate one that suits the already based criteria. Analytical papers try to solve problems by investigating the causes and examining the effects, or by analyzing previous researches' results and arguments. The synthesis part of the paper comes up when all the parts are put together in order to find one's own answer. Examples of analytical writing are the analysis and critical papers.*
- *Informative purpose: In informative papers, the writer tries to explain many possibilities to the main question in order to provide the reader with extra information on the subject. Informative papers are different from analytical ones in the fact that the latter try to convince the reader with a particular perspective, however; informative writers try to inform the reader and to widen his knowledge.*

2.2.2.2. Audience Engagement. Every written piece has a specific audience. Academic papers are directed to an audience that is related to the topic of interest. Supervisors may specify the audience; otherwise the writer should take into consideration that the readers are of the same level of knowledge. Academic papers must be written in a unique writing

style to catch the audience's attention, and they have to be supported with logical reasoning and proof.

2.2.2.3. Clear Point of View. Academic writing is not an ordinary prose to list some facts and arguments even in informative papers. The writer must write down original ideas and show a level of understanding to others. The academic paper should support the writer's original idea which is called the thesis statement.

2.2.2.4. Single Focus. Ideas and arguments in any academic paper revolve around one main focus and they should be organized in a way that they do not contradict with one another. In cases of contradiction, the writer should be able to respond or to critique those ideas in order to strengthen the original perspective. To write academically, one should bear in mind that there is no need for irrelevant, unnecessary and useless ideas, and that every written line is supporting the main idea.

2.2.2.5. Logical Organization. Academic papers follow a standard, clear and regulatory pattern. They start by an introduction, followed by a body and ended by a conclusion.

- *The introduction: Some educators consider it as the most important part in a paper, because it grabs the reader's attention, inform him about the following parts and provide him with a background information about the subject to be read. The introduction contains the thesis statement.*
- *The body: A set of paragraphs that support the thesis statement. Each paragraph has a point to explain, analyze and support the thesis statement which is called the topic sentence. Of course, ideas in paragraphs are supported by evidence and logic and each sentence is connected to the one that precedes and follows it so that the reader will not find difficulties trying to connect between the ideas.*

- *The conclusion: it summarizes the thesis statement and the main points discussed in the paper and to show the reader the importance and relevance of the subject's findings.*

2.2.2.6. Strong Support. Every single paragraph in an academic paper has a significant data that supports the writer's thesis statement. This support could be facts, personal experience, examples, professionals' studies and citations etc.

2.2.2.7. Clear and Complete Explanations. Perhaps this is the most important principle. English readers do not make effort to understand, they expect the writer to do everything for them (Anne Whitaker, 2009, p.3). The writer, and not only for his English readers, have to make his ideas clear since the beginning so that readers will not get bored within the process of trying to understand.

2.2.2.8. Effective Use of Research. Professional academic papers combine between various sources. People write academically to support their opinions and orientations; therefore, it is necessary to integrate professional, academic references into the paper and not presenting them separately. Therefore, quotations must be presented, analyzed, clarified and more importantly well cited.

2.2.2.9. Writing Style. For an original, excellent academic work, one needs to use his own words. Writers are advised to write in an interesting way, using natural conversational style. Academic writing should be clarified, concise and easy to read, and it is, indeed, important not to make spelling, grammar, punctuation and vocabulary mistakes, because they make a bad impression on the reader.

2.2.2.10. Following the Directions of Instructor. This is the most important principle of academic writing. Writers need to follow the guidance of their instructors and each instructor gives different requirements.

2.2.3. Characteristics of a good academic paper

Based on the definition mentioned above, the following are important characteristics of academic writing to be taken into account:

- *Planning: For a paper to be considered as organized and systematic, a certain amount of planning must be made prior to the process of writing.*
- *Outline: Each academic paper has an outline that helps the writer to develop his thoughts and clarifies the relationship between certain topics. Simply, outlines help writers determine the applicable information to be used in the paper.*
- *Tone: A formal tone must be set, which means writers need to avoid slang words, jargon, abbreviations and netspeak in general.*
- *The audience: Before writing, it is crucial for writers to know who they are writing for. Being conscious of the academic tone makes writers aware of the audience they are addressing in order to respect the formality associated with academic writing.*
- *Language: The language in academic papers has to be clear and words must be chosen carefully. One the popular services to help writers choose words and explain others as thesaurus tool.*
- *Perspective: The writing style is made in the 3rd person since the emphasis is on informing the reader, educating facts but certainly no advocating of opinions.*
- *Approach: Academic writing must be based on deductive reasoning to make readers follow the path that brought the writer to his results.*

2.2.4. The writing process

To write academically, one needs to follow certain steps. Beginners must strictly follow these steps; however, experienced writers may manipulate, alter and write the way that is best for them. Some of these steps could be done more than once, for instance, writers may

conduct a research while revising and outlining and even before choosing a subject. Or, simply, they may multiply revise the paper before the process of proofreading.

- *Choosing a topic:*

Choosing wisely a topic to work on is the key step to a successful academic paper. In a college context, supervisors may provide students with a list of topics to choose from but sometimes they do not, instead they prefer to give learners the total freedom to choose on their own. Sometimes supervisors settle the purpose of the topic and other times it is up to the writer to narrow it down. However, this freedom given to students or writers in general could be difficult to handle. If choices of topics are unlimited, writers will simply choose the one that is practical, logical and challenging to study. Choosing a topic could be based on a field of interest; however, if there is nothing to be interested in writers can check resources provided by supervisors or instructors, browse the internet to read about the latest debates, or simply look for handouts and books. After reading, writers will narrow down subjects into topics. A subject could be a political debate, a civil war, an economic crisis, and agricultural subsidies, and so on and so forth, and these are not papers topics because they form a whole book. Subjects must be divided into smaller parts in order to choose a problem, place or period that could be investigated. If subjects are new and complicated, a general research must be done, and questions like Who? When? Why?, And How? must be asked to find something that needs to be covered. Following these steps with a subject like the effects of computer-mediated communications on education, leads to topics like why people have become so addicted to these tools, how can these innovative tools affect students' academic life, is the English language at risk in the digital era, does the internet affect the children's literacy skills, how can we enhance academic writing in the time of texting. From this list, a topic can be picked to be investigated and which suits the purpose of the paper. Topics like these are perfect for academic papers. Once a topic is chosen to work on, it must be written in

the form of a question that is going to be answered. By doing this, the writer ensures to meet the paper's purpose and the purpose helps the writer to ask the right questions. For instance, in an argumentative paper yes/no questions are of relevance like "should Algeria has brought the LMD system to its universities?", "should smart devices be banned in schools?" and, then, of course, the paper would investigate to answer the question. An analytical paper is of a why? How? Nature like "why teenagers have become so obsessed with technology?", "how to prevent researchers from plagiarizing?", "why has Batna2 University been ranked at the bottom of best universities in the world?", "how is important the scientific article for a PhD candidate?", and, then, of course, the paper will analyze the answers to support the point of view to the audience. An informative paper on the other hand is of what? Why? How? nature like "what are the negative effects of social networks on the student's behavior?", "what are the causes behind the decline in the quality of academic writing?", "how can teachers effectively evaluate their students?", and then again the paper surely clarify the answers giving the audience a new way of perceiving things.

- *Writing objectively and concisely:*

Being objective, while writing academically, tends to be very important. Writers should be interested in facts only without being influenced by personal feelings of perspectives. To be objective, one need to be fair, this means that the writers should write down arguments of both sides without making any judgments or using subjective words like "amazingly" and "ironically". Objectivity gives the writer more credibility, and makes his work sound more professional and trustworthy. To be objective, writers need to be explicit while expressing ideas, like '50%' instead of 'half of the population', 'in 2000' instead of 'years ago', and '20' instead of 'a lot'. Another technique to be objective is to avoid intensifiers like 'wrongfully', 'very', 'truly' and to avoid using the personal pronoun 'I' and to write more impersonally like 'it is believed that' instead of 'I believe'. However, it is

important to know that although 'I' is not advised to use, personal opinions are welcome to appear, and although these personal ideas will not necessary be associated to the writer, the fact that writers choose to mention them as part of the assignment makes readers believes what they are writing. Choosing terms like 'I think' or 'in my opinion' will weaken the paper and the writer's argument. Moreover, they will convey to the reader that this writer is stating his ideas only but not writing about facts that are supported by logic and evidence. Still, some academic papers like the reflective ones tolerate such acting and encourage the use of personal pronouns and opinions.

Another important thing while writing academically is being concise. Writers need to show their audience that they understand what they are discussing by avoiding extra words that could ruin the paper, and that is the reason why instructors often impose some word limits. To be concise, the writer has to organize his points like starting by 'the first chapter or paragraph deals with', 'the second highlights', 'finally', or 'to conclude'. Another important factor to write precisely is to replace phrases by single words like 'the group of students of linguistics' by 'students of linguistics', to avoid qualifiers that have the same meaning with other words like 'look' by 'look out', to omit unnecessary words like 'increasing the level' by 'increasing the level up', to avoid saying the same thing twice like 'the teacher explains the lesson and clarifies its different parts' by 'the teacher explain the lesson', and lastly to be aware of inadequate sentences like 'there are several models, each with her dress and make up who gathered at the runway of the building' and to replace it with 'several models, each with her dress and make up gathered at the building runway'.

- *Inclusive language:*

Professional academics keep emphasizing on writers to avoid making speculations or judgments that are based on gender in their work because that can affect the objectivity of their writing. Many of these speculations could be implied within the language, so it is

mandatory to avoid expressions that focus on gender in an inappropriate way, or terms that could treat men and women unequally. Throughout history, the pronoun 'He' has been used as a universal and general term in academic writings, however; it is better to avoid it and to use 'He or She' although it is somehow weird in some works. For example, instead of saying 'if a student finds issues to understand the lesson, he or she should ask the teacher to explain again, otherwise he or she would face difficulties in the exam' a better form would be 'if a student finds issues to understand the lesson they should ask the teacher to explain again, otherwise they would face difficulties in the exam'. If ever a teacher addresses the students saying that 'every student is obliged to bring his ID card in the exam' students could think that all students are males or that even if they are females among them they do not mind being referred to as males, either way, this kind of assumption is risky. Besides, in academic writing it is better to avoid terms that refer to gender when gender is inappropriate like 'I went to a contemporary art exhibition for the celebrated lady artist'. In such cases, no one would say 'I went to a contemporary art exhibition for the celebrated man artist'. This kind of gender identification may imply that the artist is an amateur, a woman who draws as a hobby but not as a professional career. Thence, to avoid such misunderstandings it is better to refer to the artist by name saying 'I went to a contemporary art exhibition for the celebrated artist, Ruud Van Empel'. Compound words may, also, arouse gender issues. Words that are compound with either 'man' or 'woman' are to be avoided, such as: spaceman, salesman, and mankind. Also, words like 'housewife' instead of 'homemaker', or 'chairman' instead of 'chair' may cause a certain bias even if it is unintentional and that it doesn't aim to disrespect the audience.

2.2.5. Thinking (Brainstorming)

Before starting any kind of writing, the first step to be done is brainstorming. This process is to write down all the background information, opinions, and possible answers to the

question that is going to be studied. Brainstorming can help writers discover what they already know, what they think they know, and what they need to know to fulfill their research. Furthermore, this particular step in academic writing can help writers gather all the information they know, and to make sure they will not forget an idea.

2.2.6. Doing research

Doing research is an ongoing process in academic writing. To look for information is not an easy task because it takes time to gather what it takes to complete a particular topic. It starts by doing a general research to have a general idea, and then making multiple research works throughout the process of writing to find out details for the subject. When writers come up with a thesis statement, they need to make an outline to follow and which is going to be updated based on the changes and decision of the writer. After that, writing a paper would be an easy task followed by a revision to ensure everything is organized and well structured; however; it is necessary to know that topics can be modified or even completely changed if the writer finds himself caught in different directions. Different steps are advised to make writing more effective wherein making a plan is the key factor. Writers need to provide themselves with enough timing to conduct the initial research, and then start working on the topic to find out the basic elements for the paper. Writing down important sources of information like books, articles, or links to websites is also imperative.

2.2.7. Thesis statement

The thesis statement is the most important thing in an academic paper. It represents the topic of the paper and every single part in the research revolves around the thesis statement. A good thesis statement includes the main idea of the topic and the entire work is based on it, and it should not be in the form of a question or a fact, but rather the writer's opinion on the topic. The purpose of the topic is mentioned in the thesis statement along with the answer of the research question, and it is made to be surprising, motivating and interesting. The thesis

statement should be crystal clear and does not require much effort to unlock its meaning. It is made once the writer finds answers to the main question. Answers could be found right at the beginning, throughout the process of researching, or maybe after finishing the whole work. It is helpful to have a thesis idea at the beginning to help writers focus on the main objective of the paper, but it is, also, possible to change the thesis statement in the middle of the works as different ideas and opinions may cloud the writer's vision and goal.

2.2.8. Planning

2.2.8.1. Basic outline. After producing a thesis statement, making an outline becomes a necessity. This outline can be done before starting the research, throughout the process of writing, but not after finishing the work because the function of the outline is to help writers organize the work and make sure the emphasis is on ideas but not on external sources. The basic outline is considered as the writer's first attempt to organize the different elements in a work and to consider the order of ideas. An outline is usually started by a thesis statement which is a possible answer to the inquiry of the work. It does not have to be fascinating, beautiful or memorable as long as it is good enough to start the work. The following step is to write down all the opinions, arguments, consequences, and solutions depending on the kind of paper that are going to be used to answer and support the main question, and, then, analyze them based on their relevance to the work. For instance, they can be ordered chronologically, or cause to effect, problem to solution, more important to least important, and the ordinary to more interesting. Still to consider, writers should bring out the opposing views in their papers to inform readers that they have done a complete research, and that they are able, ready and competent to argue.

A basic outline example for an argumentative paper

Research Question: Does texting affect academic writing?

Thesis: Texting affects academic writing.

Parts:

- I. Texting affects writing.*
- II. Texting affects grammar of the English language.*
- III. Texting is damaging literacy.*

A basic outline example for an analysis paper

Research Question: Why is bullying increasing in schools?

Thesis: Bullying is increasing in schools due to the growing adoption of technology among the youth including violent movies found on the net and electronic games.

Parts:

- I. Children use technology tools more as compared to the previous decades.*
- II. Children are not supervised.*

III. Children are raised in unhealthy environments.

IV. Older people are becoming bad models.

V. Internet is responsible for bullying.

These are simple outlines, however; they can be more detailed especially after making broader research. If ever there is information such as examples, opinions, facts, and arguments; then, more sections are needed to develop the founding data. Parts can be divided into smaller sections, and those sections can provide further explanations.

A basic outline example for an argumentative paper

(more research is made)

Research Question: Does texting affect academic writing?

Thesis: Despite the fact that texting can affect academic writing, it has some advantages.

Parts:

I. Texting affects writing.

II.1. Texting is motivating.

II.2. Texting enhances vocabulary.

II.3. Texting is less time consuming.

II. Texting affects grammar of the English language.

III. Texting is damaging literacy.

A basic outline example for an analysis paper

(more research is made)

Research Question: Why is bullying increasing in schools?

Thesis: Bullying is increasing in schools due to the growing adoption of technology among the youth including violent movies found on the net and electronic games.

Parts:

I. Children use technology tools more as compared to the previous decades.

I.1. Most children have a smart device.

I.2. most children spend more time on TV.

- II. Children are not supervised.*
- III. Children are raised in unhealthy environments.*
 - III.1. The increasing violence in schools.*
 - III.2. Lack of entertainment facilities.*
 - III.3. The kind of parent/child relationship*
- IV. Older people are becoming bad models.*
 - IV.1. No training for school teachers.*
- V. Internet is responsible for bullying.*

2.2.8.2. Taking notes. Taking notes about the information that is going to be used in the research is highly recommended. During the phase of looking for information, it is practical to take notes about the useful sources, opinions and examples of other researchers in order not to forget them, and to take advantage from them. This may seem time consuming, but it will help writers to quickly find the information they need for their works. Taking notes is made after drafting a basic outline. Then, writers can organize their ideas and information according to the order of elements in the outline. To take notes, writers can highlight or underline essential information in written documents, and they can also write notes or questions on the margin of those documents. To keep the essential information that is going to be used in the paper, writers can store them on computer files, or simply write them down on simple sheets. It is necessary to know that, when taking information from the web it is imperative to mention the authors' names and to put their citations between quotation marks to avoid plagiarism. Concerning the necessary information needed for any kind of topic, it is feasible to start by some background information about the topic, then look for arguments or

explanations that support or refute the topic subject, and finally to mention some facts, expert opinions, and examples. Taking notes is not a random process, it has to be well organized starting by: summarizing which is writing down the essential information, and then paraphrasing using one's own words and to mention the author's name when directly copying something. Quoting is taking the exact words from the source, and finally commenting which is writing down questions or comments when reading (Whitaker, 2009).

2.2.8.3. Detailed outline. After taking notes and gathering information from different sources, a detailed outline can be made by adding details to the basic outline. The detailed outline plans each paragraph, section, part or chapter for the writer from basic elements, to supporting ones. Many writers tend to avoid this important step of writing claiming that it is time consuming and that it demands more thinking to develop an outline. Well, it is accepted not to make an outline but only if you are a professional academic writer, because in this case it is easy to write without a guiding plan. However, for beginners it is necessary to make an outline in academic papers for the following reasons: First, to check whether there is enough information to back up the thesis and a guiding map to follow, and to avoid possible writing problems before starting the work, to analyze the topic and to clarify the ideas.

2.2.9. Writing the first draft

Writing the first draft can be done in several ways. Most important part is to be ready, to have a purpose, information, a plan, an outline and a thesis. Some writers can write with non-stop, and others can write different parts and then organize them at the end. To write the first draft, one must know how to use the sources of information, and to be careful of plagiarism.

2.2.9.1. The introduction. An introduction can be long or short depending on the topic and the kind of paper. It should grab the readers' attention and it usually contains a glance of the subject that is going to be narrated, discussed or investigated. Sometimes,

introductions can be started by a famous citation or by a surprising fact that is able to ‘hook’ the reader’s attention along with brief background information on the topic. Introductions should inform the reader about the importance of the subject, and it can also mention some opposing opinions to make it more interesting and to motivate readers to continue reading. Experts in this field urge writers not to be ‘too general’ and to plunge directly in the subject, bearing in mind that although the subject is interesting it is not completely new ; so starting with the origins of mankind like ‘since the beginning of history’ is a HUGE MISTAKE. Besides that, an introduction should not contain the thesis statement; rather it should lead to it. When trying to inform the reader about the inquiry of the topic, giving statistics or facts are useful elements. Dictionaries and encyclopedias are better to be avoided in giving definitions; a better way would be one’s own words. Experts, also, advise writers to use source information to provide a background but not to answer the main question of the topic, adding to that, writers should provide readers with enough information to follow but not too much to stop reading. Finally, it is highly important to inform the readers about the different sections/chapter/ parts of the work, and to end the introduction with a thesis statement that is a clear answer to the main question; however, writers must not try to prove their perspectives in this part, but rather prove it without mentioning it.

2.2.9.2. The body. Parts of the body can be written in several ways, depending on the purpose of the paper. However, each part should highlight one point and which supports the thesis statement of the topic. Paragraphs of a body usually start by a topic sentence. It presents the paragraph main idea, and it is associated to the thesis statement. The topic sentence relates to the previous paragraph, and it is put as a perspective but not as a fact, moreover, it should be the writer’s idea, but not the idea of someone else. Sentences in a paragraph support the topic sentence, and they usually explain the main idea of the paragraph. The topic sentence is supported by different details, examples, explanations etc., and they can be written using

one's own style. Details are important because they show the reader that the writer's arguments are valid, so when using details it is advised to be as specific as possible and to mention the authors' names when necessary. In addition, details should be relevant to the work, and one single example will not prove the writer's perspectives. Clear and detailed explanations are crucial, in that the reader is expecting to understand everything from the writer's paper, and readers usually do not like to think that much. Explanations should not only mention external sources to interpret and analyze the different details. Moreover, they should not re-explain the thesis statement, but rather explain how external sources support the main idea. Writers should not rely that much on others' previous works. Actually, they should rely on their ideas and to balance them with those of other people. Putting ideas in a logical order is also very important. The last sentence in a paragraph is like a summary to the idea that was explained and an intro to the following paragraph. It should not be someone's quotation, but rather the writer's own idea. One last important thing in a body is to avoid long block texts because they tend to make readers bored and lose focus.

2.2.9.3. The conclusion. A conclusion might be the shortest part in a paper, but at the same time it is the most important one because this is the exact part that readers will remember. A conclusion connects the ideas discussed in a topic together. It reminds the reader of the main points that have been discussed, and it re-tells the thesis in different words. A conclusion is simply a summary of the whole topic, and it should contain the writer's own thoughts but not those of external sources. Usually, conclusions do not contain new information, instead it should explain why is the topic being discussed is important and what does it add to the literature. Academic writers should know how to end their papers in a way that makes their readers satisfied of coming across such a topic. This can be done using some 'wow statement' that relate to the 'hook statement' and which is an excellent way of wrapping up the subject. Recommendations and predictions are also great to be mentioned in the

conclusion; however, open questions are likely to be avoided, because the general purpose of academic papers is to inform the reader not to confuse him. Certainly, when ending the conclusion writers are asked not to be too shocking or to be too obvious.

2.2.10. Connection between ideas

When writing academically, it is important to show the readers that you are able to organize the ideas and connect sentences/paragraphs/chapters to one another. Normally, this process happens naturally when writing; however; sometimes it is better to make the connection clearer to the reader. To connect between ideas, writers can use pronouns to substitute the nouns that have been already mentioned, and to use synonyms in order not to repeat the same words or adjectives. Also, transitions words like finally, however, therefore, consequently, for instance, and secondly can perfectly help writers organize their writing, these kinds of words can relate between two sentences or thoughts. Despite the fact that these transition words are very beneficial, they cannot be over used in order not to be so disturbing to readers.

2.2.11. Revising

After finishing the first draft, revising is the following step to do. The aim of revising is to strengthen the content, and to check if ever there are mistakes before submitting the final draft. Supervisors and even colleagues can help with this step, but at the end the paper is the writer's own responsibility. Revising can be done by reading and then writing down what needs to be fixed, outlines can also help writers organize the work and keep the writer's focus on the main purpose. Reading again can help writers figure out whether the different elements have truly supported the thesis and find out the elements that did not in order to be crossed out. One way to perfectly revise and edit the work is to read it like an audience, and then write down any comments or questions that the audience may ask. Once comments are done after revising, fixing them becomes a necessity, although; it is somehow difficult to change parts in

the work. Revising a paper can be done following these steps ‘erase, add, reorganize, rewrite’ (Anne Whitaker, 2007), and if there is time, it is better to revise the second draft, because after all good writers keep revising before delivering their final drafts.

2.2.12. Editing

The process of editing makes papers more precised and clear to understand. When editing, writers analyze every part and make sure if it relates and supports the main purpose. It considers whether or not it is good, complete and precise. Among the practical strategies to edit a paper is to read out loud, in order to check if there are any mistakes or repetition that needs to be corrected. Grammar sources, dictionaries and spelling check applications can be functional tools that help writers edit their works when finding mistakes. However, writing mistakes are not the only ones that could be found; for instance, writers have to check whether ideas are well correlated and if not, transition words can help fixing that. Wordiness is another issue, it is necessary to pay attention to the every single word or sentence and whether or not they add something new. Otherwise, they should be eliminated. A simple trick to edit is to calmly read the paper like it is an interesting topic to read, and if ever it required more timing to understand that would mean that the paper is not clear.

2.2.13. Proofreading

Proofreading is the last step to do before submitting the final work. If writers skip this step they would miss some mistakes and leave that impression to readers that they were too lazy to correct or they were in a hurry. Though it may sound boring and tiring, proofreading can help writers check all the grammar, punctuation, capitalization, and spelling wherein correcting mistakes can be done with the help of books, dictionaries or expert people.

2.2.14. Importance of grammar, punctuation and spelling in academic writing

Rules of punctuation, grammar and capitalization should be followed in every academic work. Readers are usually attentive to the mistakes that writers can commit, and

these mistakes can also affect the quality of academic writing. Rules of grammar and punctuations are universally known. Hence, it is vital for writers to follow and maintain them to preserve clarity and to avoid uncertainty. Readers will not tolerate when they find such mistakes in a paper that is supposed to be written academically, and they can no longer take the writer seriously. Some spelling mistakes can change the whole idea that is intended by the writer, “Consider definitely and defiantly”. If a writer misspells definitely and relies on spell check, often it is “defiantly” that comes up. If the writer then chooses “defiantly,” it changes the entire sentence’s meaning and goes beyond just a simple spelling mistake” (Ten Essential Features of Academic Writing as Outlined in the Brief Penguin Handbook, 2007/2011). Simply, the proper use of grammar and the evasion of spelling mistakes can guarantee the writer that meaning will be conveyed as it is intended.

Technological development in the last decade had an undesirable influence on the younger generation’s literacy skills. People have become extremely dependent on technology due to its popularity. It could be, thus, asserted that limits have to be put in place for when it is, and is not inappropriate to use this form of language, especially for students who use it within academic settings. It is true that technology encourages creativity, but at the same it is perceived that it has a remarkable influence on literacy. The debate on this phenomenon will continue as some will believe that CMC tools have no negative effect on education. And, others will support advancement of technology, and supports new additions to English. As a conclusion, linguists argue that as long as it is made clear that CMC language will not be used in academic contexts, and that it should be considered as simply “an addition to our language”, there will not be a problem. Perhaps this new language “has become an easy target to blame for the decline in literacy” (Crystal, 2006, p.1). The same linguists added that texting and CMC offer an additional practice in reading and writing, and help students discovering

the relationship between spelling and sounds. Finally, CMC language could have taken off, but it will never take over.

2.3. The effects of texting on students' academic writing

With the increasing use of texting among students, there has been a critical concern among educators, teachers and parents all over the globe that this phenomenon will damage English in general and Academic writing in particular on the long term. Students of nowadays are adopting the use of mobile phones and by doing so they are practicing the process of texting in a constant manner. This phenomenon has brought up a huge concern among teachers, parents and students themselves that their writing skills are being sacrificed and damaged by text messaging. The phenomenon has generated a great debate between three main schools. In the time that some educators believe that text messaging is one of the downfalls of mobile telephony due to its negative effects on students writing skills, others argue that it does actually enhances their writing skills, and therefore it is a blessing rather than a curse. Some linguists believe that the controversy is neither here nor there, and that texting has neither positive nor negative effects on learners' academic writing. The first trend bases its beliefs on the fact that in the interest of condensation, economy and brevity, the function of text messaging gives up the main mechanics of writing such as punctuation, capitalization, grammar and syntax. The second trend led by the renowned linguist David Crystal believes in the opposite: that text messaging does not harm the students' academic writing. The more students write the more they develop their writing skills and hence, the increased use of text messaging enhances literacy, especially that of the youth instead of abusing it (Crystal, 2008). The dispute is taken to a different level by the last school of thought who is confused that texting has neither effect (negative or positive) on academic writing. As a researcher, it is intended to mention that text messaging is not harmful in itself,

it is actually the misuse of it which makes it debatable, and especially the uncontrolled use of abbreviations and the non-standard forms of spelling that may damage the academic writing.

Text messaging is the use of different abbreviations, acronyms, emoticons and shortenings that are not accepted in the academic language. Texting language does not follow any specific rules; rather it violates the rules of grammar, spelling and punctuation of academic English. The texting trend has become so popular and so pervasive among generations of nowadays that it has become a language on its own. In a study conducted by the Pew Internet & America Life Project, 64 percent of US teens admitted that some form of texting has crept into their academic writing; however, this phenomenon is not distinct to the US specifically as many Algerian universities have witnessed some traces of texting in their students' academic writing, and teachers of the department of English language at Batna 2 University fear that students are no longer able to write formally. Texting is as increasing as many people admitted that it has become a part of their daily lives and the danger lies is the fact that texting is replacing both verbal and written communications and the slang associated to it is damaging English language manners.

Before shedding light on the cons of text messaging and its effects on academic writing, a literature overview will be necessary to discuss what has generated this study. The focus of this chapter is to shed light on the effects of texting on the academic writing of university students as most of exams, assignments and evaluations are based on the students' written works, and if ever it exists, how strong this effect is on punctuation, spelling, and grammar of the English language.

In view of the short history of mobile telephony in general and texting in particular (since 1992 to this day), it is actually astonishing the kind of debate it has provoked among educators and researchers around the globe. A limited number of books have been written on the phenomenon yet. In 2007, Luntiala Hannu (a Finnish author) published the first book

which was merely written using texting language about a business executive travelling around India and Europe (Crystal, 2008). The following year, the renowned linguist David Crystal published his book “Txtng: The Gr8 Db8” which can be considered as the most exhaustive book on text messaging. Multiple researches on the effects of texting on academic writing have been conducted with findings being published in different journals and articles. These articles discussed both the negative and positive effects of texting on many facets of social life, including the academic writing of students. At the time that some linguists believe in the fact that texting is a bane due to its negative effects on students writing skills, the other school led by David Crystal believes in the opposite, that texting is quite beneficial to students (Crystal, 2008). In his book Txtng : The Gr8 Db8 (which stands for Texting: The Great Debate) , Crystal rebut the argument that says that texting and the use of abbreviations and slangs can actually damage students’ academic writing and their literacy in general. Other scholars argue that texting has no impact on grammar. They believe that text messaging should be treated as just another language, and since studying another language does not harm the grammar of another language it would be unjust to wind up that texting can harm the English grammar. They indicate that slang language has no possible effect on grammar, and that although each generation has a different jargon of its own, the grammar of English language has not changed at all. This same school emphasizes that students need to know the basics of English language and that alone can make them able to distinguish between slang or texting language and academic English (Russel, 2010).

Texting is commonly used among students at Batna 2 University, Batna. Originally, it was limited to messages sent in the form of SMS, now it has expanded to include images, videos and sound. Since texting somehow became many people’s favorite mode of communication, it has become an issue in schools and universities as teachers are complaining that students are now facing difficulties in both reading and writing. Many

students use different forms of CMC especially texting to interact with others without knowing that this type of communication is affecting their education.

Albeit the various works written about the subject of texting and its effects on academic writing, the literature is restrained on the phenomenon especially in Algerian universities where English is not the mother tongue of the learners. In this work, the researcher pursue to fill in this gap, and to find out the possible effects of text messaging on academic writing of the students of the department of English language at Batna 2 University.

There is no doubt that texting has some effects on people's communication whether oral or written, some can be considered as positive and other can be described as negative judging by the situation and the content. Years ago, "Wikinews" posted an article saying that in November 2006, the qualifications authority of New Zealand allowed secondary school students to use the language of text messaging in their final exams due to its popularity among those students. Yet, following the multiple reports on the use of text messaging in formal works which dates back to 2002, some parts of the public have expressed their concern about the decline in quality of students' academic writing. It was, also, proclaimed that educators and teachers started to struggle when trying to keep up with this trend (Wikipedia, 2010). So what is text messaging? And, what is so particular about it that it has generated such a panic?

2.3.1. Definition

According to Steve Vosloo (2011) "text messaging is the practice whereby users of mobile and portable devices exchange brief written messages via cellular networks". The process of sending a short text message is referred to as "texting" and the sender is generally referred to as a "texter". Texters use text messaging instead of voice calls especially in situations where it might be inappropriate or impossible, and texting is actually more economical. Some people use texting more often because it costs them less money as compared to phone calls. Originally, it is attributed to the kind of messages sent using SMS

(Short Message Service), but as it is one of the latest technologies, it has undergone through multiple changes and developments to contain images, sounds and videos. It has, also, expanded from a conversation between two people only to include now an interaction with automated systems and it is accessible on many networks. There is a quarrel about the real inventor of texting; some records claim that credit should be given to Neil Papworth who is a 22 years old test engineer in the Sema Group Telecommunication (Airwide Solutions) and who is believed to be the first inventor of the service in 1992, sending “Merry Christmas” via a personal computer through the Vodafone network to one Richard Jarvis (Wikipedia, 2010). Other reports claim that Matti Makkonen, the pioneer in Finnish mobile communications is the real inventor of text messaging (Dogbevi, 2008).

2.3.2. General statistics of the use of texting

Nowadays, texting is believed to be the most popular mobile data service, and its use around the world can simply be described as prevalent. According to Solomon Ali Dansieh (2011), “it is on record that by the end of 2007, half of the world’s population (3,3 billion) was mobile phone subscribers, out of this 2,4 billion people constituting 74 % of all mobile phone users worldwide, were active users of the SMS”. In one of the reports made by the International Telecommunications Union in 2009 it has cited that Africa is “the region with the highest mobile growth rate” at the end of 2008. Despite the fact that the ICT penetration levels in Africa have diminished in comparison with the rest of the world, it confronted all indicators in the field of mobile telephony, with the number of subscribers increasing from 5% in late 2003 to more than 30% in 2008. In fact, Alexander (2011) argued that “60% of human beings are active ‘texters’ – that’s approximately 4.2 billion people!”. However, not everyone is anxious on the phenomenon of texting. Different linguists, teachers and parents are worried that texting is damaging literacy skills and are concerned that it is negatively influencing students’ schoolwork.

Concerning text messaging usage in Algeria, it is hard to get exact statistics. The usage of cellular phone in Algeria is huge. In 2005, some statistics stated that there were more than 9 million subscribers and this number has increased over time with no doubt. The country's main operators according to Algeria Channel are: Telecom/Mobilis (GSM 900), Orascom Telecom Algeria SPA Djezzy (GSM 900 & 1800), Wataniya Telecom Algeria/Nedjma (GSM 900 & 1800). The same website has, also, mentioned that "GSM stands for Global System for Mobile Communication and refers to a digital cellular phone standard. Interestingly, Orascom Telecom Algeria is the third biggest mobile operator in the Arab region with some 7.109 million subscribers by the end of 2005 and Orascom also has the greatest coverage in Algeria".

2.3.3. Why people text?

People usually use the language of SMS texting in order to convey a message using the minimum number of characters, as most of telecommunication companies require a certain character limit, where a 160 characters are allowed. According to Crystal (2008), "the introduction of printing, telegraph, telephone, and broadcasting caused similar threats but the curiosity, suspicion, fear, uncertainty, opposition, charm, excitement and enthusiasm all at once has aroused in such a short span of time is surpassed by no linguistic phenomenon."

The same author in 2008, contends that "numerous distinguishing features give novelty to written texts, but none of them is linguistically novel." Most of them were used in chatrooms interactions long before the coming of mobile phones. Generally speaking, all kinds of communications are context bound and people usually text people that they know and which of whom can mostly recognize their texting abbreviations and versions. Texting acquires immediate responding, so texters tend to use abbreviated forms and avoid punctuations and capitalization that require an extra effort by using other keys and consumes more timing and it takes the recipient more patience for taking his turn and eventually slowing

down the whole process of communication. According to Sutherland (2002), “it would be possible to text the whole of hamlet, it may be unpoetic but quick reading.” Sociologically speaking, texting supports sub-communities like homebound women. Ling, R. (2010) suggests that “texting is a life phase and not a cohort phenomenon.” That is to say, the use of texting is more familiar among teens and less familiar among older ones. According to Shazia Aziz (2013), British Broadcasting Company (March 4, 2003) reports that text messaging has long been blamed for declining standards of Spelling and Grammar, particularly in paper and pencil writing.

2.3.4. Origins of the debate

According to Thurlow (2011) “much popular and public discourse attends to the perceived communicative scarcity of young people and both “teen-talk” and “Netlingo” are often blamed for negative impacts on standard or ‘traditional’ ways of communicating”. Throughout the recent years, texting has been described as the “continuing assault of technology on formal written English” (Lee, 2002), and the work of “vandals who are doing to our language what Genghis Khan did to his neighbors eight hundred years ago [...] pillaging our punctuation; savaging our sentences; raping our vocabulary” (Humphrys, 2007).

Moreover, there are other linguistic concerns and debates (Niedzielski and Preston, 1999; Cameron, 1995) about the different threats of texting on standard varieties appropriate communication practices, and usually modern technologies along with young people are the ones held responsible for these threats. Unfortunately, students of nowadays confuse between Standard English and the different informal forms. Researchers believe that this fact is causing them to commit lots of spelling and punctuation mistakes in their formal works like exams and tests, and that makes it difficult for teachers do decipher what their students are trying to say.

According to Mphahlele and Mashamaite (2005), “SMS service has overcome the requirement in language versatility, and it is being increasingly used in social communication, business transactions and even in advertisements.” Communication today has been largely based on technology, and SMS popularity is increasing especially within the youth communities because it offers time and money economy. Learners nowadays use the language of texting as an official and accepted one thus making different errors of spelling and using ungrammatical sentences, leading educators and researchers in the English language to face many challenges due to this phenomenon. The texting language does not pay attention to the rules of grammar and syntax and that makes it far to be standard or formal. Words are written the way they are spoken; as a result of that, teacher and educators punish their students for the informal spelling especially when they use it of formal works.

One of the main goals of a foreign language teacher is to enhance and develop the proficiency of his students. According to the majority of researchers of language, the proficiency of language requires the learner to be able to read, write, listen and speak with a full comprehension which includes grammatical, syntactic and semantic checking rules of that studied language. In general, the language used in texting affects two major aspects of language proficiency which are the skills needed in order to express oneself properly through writing and the skills required to be able to use words correctly in different contexts. People using text messaging tend to avoid the use of punctuation; however, they overuse it in tests or exams and assignments. Also, they tend to write words the way they spell them on the other hand. They are, hence, incapable of making a difference between situations where texting language is needed and situations where it is not. These texters are blamed for not only confusing the use of texting language with that of the academic one. They are, also, blamed for considering that language as a correct one since they overuse it, and they are particularly surrounded by it. The texting function could raise the trend among learners to ratify non-

standard forms and contractions in their formal class works, exams and different research papers especially in an academic place where the English language is the learners' foreign language.

2.3.5. Some evidence on the influence of texting on language

The effects of texting on language have generated many debates among researchers and educators. Some researchers like Rosen et al (2009) believe that the constant use of text messaging can negatively affect everyday language. In one study made by Edutopia.org, 50% of the respondents agreed and believed that texting can harm students' academic writing and grammar, 20% claimed that texting has some effects on writing but they are not sure whether it's negative or positive, however; 27% believed that it has no negative effect on academic writing (Russel, 2010). One of the respondents mentioned that his students' writing was atrocious and that text messaging did not help at all. While, some teachers were of the view that abbreviations used in texting have actually ruined their students' punctuation and grammar, other educators claim that texting is actually beneficial and that the more students write the better they learn (O'Conner, 2005). This particular group thinks that texting has provided them with an opportunity to show and to teach their students that language has evolved from Shakespearean times to nowadays, and it will always do. A third view contends that text messaging has no visible impact on English grammar and that it could just be considered as another language. Since studying another language does not affect the grammar of the mother tongue and the students' ability to use it, texting like many more languages cannot either. They, also, claim that each generation has its own jargon and that English grammar has never changed. Hence, what students need to do is learning the basics of English in order not to mix between the slang language and the academic one (Russel, 2008).

2.3.6. Some uses of texting

Text messaging has a great importance to many mobile phone users around the world, partially for its pervasiveness. Nowadays, many people consider their phones as text messaging devices rather than phone calls devices (Wikipedia, 2010). Text messaging is possible whenever and wherever there is a mobile phone reception. Power and Power (2004), also, mentioned that even deaf people can communicate with one another using text messaging. Besides the object of interpersonal communication of text messaging, texting to vote, contests participation, ordering products and different things have, also, become regular features of the service. For instance, Mobilis subscribers in Algeria can now check their bank accounts by sending a text to the operator which includes their secret codes and then the operator will send them back a short text with the actual amount of their money.

In 2002, Nokia reported in its Global Messaging Survey that texting has some addictive habits. Following this report, many universities affirmed this finding like the Leuven Catholic University in Belgium in 2004, and the University of Queensland in Australia and who also claimed that texting is the most addictive service, adding that “the text reception habit introduces a need to remain connected” (Wikipedia, 2010:3).

Texting has now become so vital in different fields of our lives, and some people are suggesting that texting should be used even in school environments. In some places like India, texting is so popular because it is simply cheaper than having a phone call and because “companies provide alerts, infotainment, news, cricket scores update, railway and airline booking through texting” (Steve Vosloo, 2009). However, in the case of Algeria, students use texting to exchange information about studying times, football match scores, chatting about matters of everyday life and lots of other things.

2.3.7. Forms of texting

The process of text messaging usually requires the usage of both logograms and pictograms (Solomon Ali Dansieh, 2011). When using text messaging, texters shorten words into symbols that represent them or they use particular symbols whose names may sound like the words' syllables. A text could be a combination of words or a combination of alphanumeric. For example, texting "today" could be shortened to "2day", and "for you" could be shortened into "4 U", "before" into "B4". To text "as soon as possible" texters shorten it into "ASAP", and "be right back" into "BRB".

The words' syllables can sometimes be written or mentioned to using numeral sequences as in the French example cited in Wikipedia (2012:12) "a12c4" which stands for "a un de ces quartiers" and which means "see you around. In other cases, it is also possible to right a whole text message using numbers only, especially in some character-based languages like Japanese and Chinese. In an example mentioned, also, in Wikipedia (2012) "8807701314520" is the literal translation of "hug hug you, kiss kiss you, whole life I love you". The technology of SMS allows texters to use only 160 characters per each text message concerning Latin alphabets and 70 characters per each text message when composing messages using non-Latin alphabets like Chinese and Arabic.

Verheijen (2013, p.584) demonstrated some features of the textese variation, like the use of single letter/number homophones such as 'c' = 'see' and '2' = 'to/too', typographic symbols such as '@' = 'at' and acronyms such as 'ttyl' = 'talk to you later'. There are also other forms of texting like:

- *Orthographic contractions: thanks > thnx*
- *Phonological: through > thru*
- *Acronyms and initialisms: be right back > brb*
- *Clippings: doing > doin*

- *Letter and number homophones: see > c, for/four > 4*
- *Combined letter and number homophones: later > l8r*
- *Pronunciation representations: want to > wanna*
- *Omission of capitalization: Sarah > sarah*
- *Repetition of letters: so > sooooo*

These examples are mostly found when using texting language, and some scholars are worried that they would be found in school works. On the contrary, McIntyre (2009, p. 123) argues that “our writing can change depending on circumstances”. Perhaps suggesting that features of texting would not be proceeded to school assignments. Teachers around the world are worried that children will take textese language to the classroom as suggested by Verheijen (2013, p. 587). Some studies were conducted to support this theory like the one conducted by Mampa, Mphahlele and Kwena Majhamaite (2005, pp. 161–8; cited by Verheijen 2013, p. 587) who examined the impact of textese in South Africa. They found that texting was used even in working environments and believe that students are “victims of SMS language” and fear the effects of the constant exposure to media. Some journals have written that texting is negatively influencing literacy, as mentioned in Woronoff (2007; cited by Wood, Kemp and Plester, 2014, p.24) “texting influences kids to spell incorrectly”. The *Daily Telegraph* in 2004 wrote that “pupils resort to text language in GCSE exams”. Adding to that, the BBC in 2003 highlighted the infamous case of that essay which was written by a 13-year-old where textese was used in the whole text. Woronoff (2007) argues that “when spelling skills are not yet established, heavy use of texting will harm the ability to spell”. Furthermore, what about the different acronyms, abbreviations and initialisms that are used constantly in our writing and speaking? Few people make an effort to say “North Atlantic Treaty Organization” for NATO or “British Broadcasting Corporation” for BBC. Not only they are accepted, they are also ingrained within the English language.

2.3.8. What is literacy?

According to different researchers (Steve Vosloo, 2009), the definition of literacy has changed to refer to more than reading and writing. Plester, Wood and Joshi (2009) define it as the “ability to decode information in various orthographic formats, including digital media, to make meaning from it, and to encode information into those formats to communicate ideas to others”. When taking into account the increasing number of people who have been referred to as “generation text” (Thurlow, 2003) and the “thumb tribes” (Butegereit, 2008), having an extended view of literacy is very important in their education, informally in public environments and formally in classrooms. Moreover, it has to be noted that the increasing amount of reading and writing through texting influences literacy development. According to Wood, Plester and Bowyer (2008), in spite of the claim that texting is responsible for linguistic decline “the impact of children’s use of textisms on their reading and writing development is not well understood”, generally due to the lack of empirical studies. Until nowadays, most research that was conducted on texting has mainly focused either on its proper language or on the different uses of texting, but certainly not on the effects of texting on literacy development (Thurlow & Poff, 2009).

2.3.9. Effects of texting on literacy

With the development of smart devices and with the increasing use of texting through different CMC forms, “a moral panic surrounding text message language and the alleged effects it is having on literacy skills has arisen” (Crystal, 2008). This is not surprising considering the fact that “99% of young adults in the United Kingdom only, aged between sixteen and nineteen use a mobile phone” (Ofcom 2008, cited by Durkin, K.2011). “Texting dulls spelling, it’s a habit forming menace and it influences kids to spell incorrectly”. These are some of Woronoff’s (2007) arguments about the effects of texting on children’s literacy (Wood, Kemp and Plester, 2014, p.24). These claims and which are shared by many scholars

did not emerge out of nowhere, the debate on the effects of texting on literacy emerged following the accusations from different scholars led by Woronoff (2007), and who, also, stated in this matter that “exposure to textisms will inevitably affect children’s memory of the correct form” (Wood et al, 2014, p. 23). He explained that children are more likely to make errors because their minds are still in the formation stage, and which is already passed over by adults. However, other scholars disagreed with this argument like Wood (2014) who mentioned that studies such as Brown (1988) and Dixon & Kaminska (1997) show that “when adults are exposed to an incorrect spelling of a word it can result in a decline of their ability to spell the correct form”, and hence suggesting that textisms can affect everyone. Moreover, McIntyre (2009, p. 123) suggested that “people using texting are forgetting how our writing can change as a result of what kind of circumstance we are in”, and added that “if children are really using text message shorthand or textisms in their academic work they need to master the more appropriate register of English” (McIntyre, 2009, p. 124). Debates about the influence of texting are held everywhere; linguists are arguing that based on the current situation, future generations will not only use texting in writing but they will also use it in speaking. Woronoff (2007) argued that “when spelling skills are not yet established, heavy use of texting will harm the ability to spell”. Fisher and Williams (2006) found out that some of the abbreviations that are common in texting like ‘u’ instead of ‘you’ and ‘plz’ instead of ‘please’, are being used in academic writing of their classes, highlighting the argument that many teachers believe texting is negatively influencing children’s literacy skills. According to Lee (2002, cited in O’Connor 2012), “teachers say that papers are being written with shortened words” and children are making these errors without being conscious of that and mostly writing using texting language in essays where academic English should be used.

In recent times, texting has been planted under analysis by those claiming that it is a negative phenomenon, and this debate seems to be continuous. For instance, John Sutherland

noted that “text language is unimaginative” (Verheijen 2013, p. 587), and Thurlow (2006, cited by Verheijen 2003, p. 585) argued that “texting is apocalyptic and criminal”. Also, in 2004, the Guardian published an article under the name of “Texting, ‘is no bar to literacy’ ” that endorsed the debate about the intelligibility of messages sent through CMC, especially those sent in the form of texting.

2.3.10. Slang

Slang is the kind of “words that are not considered part of the standard vocabulary of a language and that are used very informally in speech especially by a particular group of people” (Merriam Webster dictionary). According to Steve Vosloo (2009) “slang is an unstructured language that violates the standard rules of the English language”. People usually use slang words to show a belonging to some particular social group. These social groups can be very small or very big depending on the members forming that group. Slang words are usually informal that is why they are used in speech but not in writing. The origin of the word slang is not specified; some argue that it was firstly used in the mid-1700s when the word at that time referred to the kind of vocabulary used by lower classes. However, as time went on, slang was no longer associated with lower classes, but rather a language of uneducated people in general. There exist actually more than a thousand of slang words only in English language. Each slang word has a certain amount of popularity, and usually these words are created from out of nowhere and in a spontaneous manner.

From our own experience of teaching, we have noticed that many students use slang language even in their academic works. Certainly, this phenomenon is quite worrying as these students who are using this particular language are the same people who will teach the coming generations, so if the use of texting and slang continues to be used without checking, it will completely destroy the proper use of the academic language.

2.3.10.1. Examples of slang language. The youth of nowadays are becoming so creative when it comes to inventing new expressions to be used in their daily lives, and which are called slang language. It is becoming unfashionable not to use one of these trendy expressions and people who are speaking using purely academic language are considered as old school. English language is exposed to constant changes and many scholars are worried about its future; moreover, many people especially older ones are struggling to keep up with these new inventions. Digital teenagers are becoming experts in the field of slang; they keep creating new expressions to be used only among their people and to build walls between them and their parents. Various idioms and expressions have been developed by teenagers and that made adults around them to be critically concerned. For example:

- **Emo:** *'she is an emo' which means to be completely "depressed, moody, and emotional, and perpetually at odds with society" (YOURDICTIONARY).*
 - **My bad:** *'sorry, my bad' which means that was my mistake and I m the one to blame. This expression is also used by older people.*
 - **Busted:** *the meaning of some words have been changed when exposed to the slang effect, like the words 'busted' that meant 'broken' in the past, however; nowadays it means caught for doing something wrong. For example, when someone is caught stealing he would be told 'you have been busted'.*
 - **Skiving:** *this slang word is usually given to people who skip school or work. Someone who comes late to school or gets out early from work is called a 'skiver'.*
- *Not all slang words have been invented, some of them are created from based on other ones, for instance:*
- **Ride:** *the noun 'ride' can actually be attributed to a car like 'that's my ride' which means 'that's my car'; however, teenagers have created another meaning to this word*

to be related now to 'sneakers' (trendy shoes) like 'what do you think of my new ride?'.

- **Frenemy:** *this slang word is probably the coolest one so far. It refers to someone who is a normally a friend but acts like an enemy.*

➤ *Some slang words are created out of some contexts, and which are combinations of thought expressed by new words (YOURDICTIONARY), for example:*

- **Greycation:** *a vacation with grandparents.*
- **Iceman:** *someone having nerves made of steel.*
- **Tarhead:** *someone working in oil-based fields like car racing.*
- **Affluential:** *to have money and power.*
- **Flamed:** *taking everything too seriously.*
- **Awesomity:** *the highest degree of being awesome.*

➤ *Other slang words have been derived from different internet settings like social networks, like:*

- **Friend and Unfriend:** *which is generally used is Facebook. 'To friend' someone in Facebook is to add him in the list of friends; 'to unfriend' him is to removing him from that same list*
- **Follow and Unfollow:** *an expression used mainly in Twitter. 'To follow' is to add someone to the list of people you see their posts, 'to Unfollow' is to remove that person from the list of people you view their posts.*

➤ *Some of the recent slang words that have been created by the mid of 2010, like:*

- **BAE:** *which stands for 'before anything else' and which is a shortage of the word 'baby'.*

- ***On fleek:*** when something or someone is looking perfect people use this word to express its beauty and perfection as in 'her body is on fleek'.
- ***Bye Felicia:*** this slang word is said as a form of goodbye to someone or something that is unlikable.
- ***All the feel:*** a slang used to express a huge amount of feelings and emotions.

Slang language is the trendy and the newest language among digital generations. This particular language is under constant changes so people especially parents and teachers are advised to keep up being updated in order not to miss a meaning.

2.3.10.2. Abbreviations. When words are being shortened, the new forms are called abbreviations. For example, 'thnx' is an abbreviation of 'thanks'. Some of the abbreviations are considered as formal and be found even in the dictionary. Sometimes, some words can have more than one abbreviated form, like the word abbreviation which is abbreviated as 'abbr' or 'abber'. Some abbreviations are followed by an 's' to express the plural like 'vols' instead of 'volumes', and other abbreviations are followed by a period like 'etc.'. However, some abbreviations do not require neither an 's' nor a period like 'pp' for 'pages' and 'Km' for 'kilometers'.

2.3.10.2.1. When to use abbreviations? Abbreviations are not accepted in academic writing, so it's better to avoid them. Some abbreviations, though, are used and accepted in formal writings like Dr, Mr, Mrs, etc. Also, abbreviations of timing like 'a.m.' and 'p.m' are acceptable in all kinds of formal writing. Other acceptable abbreviations include 'e.g.' instead of 'example', 'i.e' instead of 'in other words' and 'et al' instead of 'and other people'. These abbreviations must be used with caution and in their appropriate settings. Some educators argued that all of these abbreviations can be accepted in articles, essays, or blogs but not in a product description.

2.3.10.3. Acronyms. Acronyms are actually subsets of abbreviations. They are a shortened form of a word and form words from the starting letters of a given name or phrase. For instance, ‘NATO’ is an acronym used to refer to the ‘North Atlantic Treaty Organization’. Usually acronyms are formed using only the first letters of a combination of words, however; other acronyms are formed using the starting and the following letters of words such as ‘RADAR’ which stands for ‘Radio Detection and Ranging’.

2.3.10.4. Initialisms. Initialisms are also other subsets of abbreviations. Initialisms are different from acronyms in that they do not form new words, but rather they are only the first letters of each word from a given phrase used with each letter pronounced separately. Periods are not always used in initialisms, for instance ‘UK’ or ‘U.K’ is initialism for the United Kingdom. These initialisms are somehow unique, however; when used as a noun it can be written as UK or U.K, but when used as an adjective, it must be written as U.K.

2.3.10.4.1. When to use acronyms and initialisms? The main difference between acronyms and initialisms is that acronyms are formed as new words and abbreviations are just a series of letters that are read separately. Some of these acronyms and initialisms are accepted in formal writing, so when mentioning the U.S, U.K, or AIDS there is no need to provide readers with the full spelled-out version. However, when it comes to abbreviations that are not mostly recognized, it’s necessary to provide firstly the full-spelled version and then provide readers with their abbreviations between parentheses. After this starting use, it would be okay to switch to the abbreviated form in the rest of writing. For example:

- **RADAR** is an acronym because it is uttered as a word (ray-dar).
- **PC** (Personal Computer) and **ATM** (Automated Teller Machine) are initialisms because the letters are spoken individually (P-C and A-T-M).

Example for academic writing:

- **First use:** personal computers (PCs) are indispensable devices in our professional lives.
- **Second use:** PCs were invented early in the 1970s.

2.3.11. Effects of texting on grammar

Many scholars agreed that texting could lead to a decline in the quality of writing. A new study found out that students who text more tend to get poor marks in grammar (Megan Gannon, 2012). The youth of nowadays use texting language in a constant manner; they may use a homophone such as ‘gr8’ instead of ‘great’ or an initial like ‘LOL’ instead of ‘laughing out loud’, or even omit an essential letter like ‘cud’ instead of ‘could’ (Drew Cingel). To find out the link between the use of texting and the poor grammar skills, Cingel conducted a study on a middle school group in central Pennsylvania. The researcher gave the participants a survey asking them about how many times they send and receive text messages, the importance of texting and the number of shortcuts used in their last three text messages that they have sent and received (cited by Megan Gannon, 2012), plus a grammar test. The results of both the grammar test and the survey and which were mentioned in the *New Media & Society* journal showed that there is a clear relationship between the poor marks in the grammar test and the frequent use of texting. In addition, those sent and received texts seemed to negatively affect their poor performances since they were completely written in texting language. These results suggest that even though these poor writing habits might not be created by those participants, text messages sent by family and friends could affect them negatively. “In other words, if you send your kid a lot of texts with word adaptations, then he or she will probably imitate it.” (Shyam Sundar). Shyam also added that “These adaptations could affect their offline language skills that are important to language development and grammar skills, as well” (cited by Megan Gannon, 2012). Adding to that, it is logical to unconsciously imitate the texting language of friends and family, so many researchers

anticipated that some learners made wrong grammar choices in some formal writings because they faced difficulties to switch from texting language to the academic rules of grammar.

2.3.11.1. Students' perspectives. There are many linguists, educators, teachers, philosophers and parents who believe that texting can harm students' writing skills. However, it is also interesting to get the perspectives of students. Edutopia, a famous educational website for students made a poll concerning the argument of texting VS grammar (Text Messaging and its Effects on Teen's Grammar, p. 1). Around 300 students who voted and who mostly replied by "yes, I believe students are carrying over the writing habits they pick up through text messaging into school assignments". Half of the voters said 'yes', 30% of voters said 'no' and the remaining 20% believed that texting may have an impact on writing; however, it is not a big deal to worry about. Although 70 % of the voters agreed on the fact that texting is actually negatively affecting writing, those who voted by 'yes' have used texting language even in their school assignments, and this confession is a problem on its own. The Pew Internet and American Life Project in collaboration with the National Commission on Writing conducted a phone survey. 700 teenagers from across the nation were called and they were asked if ever they used shortcuts or symbols that they usually use in texting in their homework assignments. 64 % of these teenagers who were called admitted that they used these texting features in school.

2.3.12. Effects of texting on spelling and punctuation

"Digital natives" (John Myhra) is a term that has been given to people who were born after the 80s, and which are adopting technology tools and using it on a constant basis. The process of texting usually takes time like any other form of texting, especially if it is through a cellular device. Throughout the years, texters have developed a new form of writing that takes less time compared to the regular form of writing and which is called 'netspeak', 'chat speak', or just 'texting language'. This new language includes the use of abbreviations, acronyms,

symbols, numbers and surely some incorrect forms of grammar. Students who use texting regularly are becoming so addicted to, and so familiar with it, that now they even use it in formal assignments and even in job applications.

2.3.12.1. Some linguists' perspectives. One scholar argued that “this type of communications is destroying the way our kids read, think and write” (Tomita, p. 5). She further added that this type of writing can diminish critical thinking and analysis of people who are adopting it. O’Conner, another researcher mentioned in one of her famous articles that “the more students use tools like instant messaging, the less they are able to separate formal and informal English”. For instance, students write ‘u’ instead of ‘you’. Another issue that is facing students who text frequently, is that they can no longer punctuate correctly because text messages usually include run on sentences and no punctuation at all. So what is worrying teachers is that these poor habits are being taken to the classroom, along with the omission of capitalization where it is necessary. Actually, these are only some of the problems caused by the use of texting.

In a study conducted by a scholarly journal to test the literacy abilities of sixty five children (aged between 11 and 12) in the midlands of England showed that texting has some major negative effects on spelling, grammar and punctuation. Participants were asked to translate a sentence that is written in academic English (I cannot wait to see you later tonight, is anyone else going to be there?) into texting language and then translate a sentence that is written in texting language (hav u cn dose ppl ova dere?) into academic English. The study found out that participants used multiple grammar, punctuation and spelling mistakes in their academic writing. Some of the errors made when trying to switch from texting language to academic one were the missing of some words, a missing punctuation, some words were left untranslated and some misspellings (“txt msg n school literacy...”, p. 3, cited by John Myhra).

The study also mentioned that students who texted less made few errors in comparison to those who texted more. Another study conducted by Amanda O’Conner reported that:

According to Lee (2002), teachers say that papers are being written with shortened words, improper capitalization and punctuation, and characters like &, \$ and @. However, something that is not always considered is that these mistakes are often unintentional – when students use IM frequently, they reach a saturation point where they no longer notice the IM lingo because they are so used to seeing it. (p. 2)

However, what is worrying is the fact that these mistakes are made unintentionally because students reached a saturation point where they no longer differentiate between the formal and the informal language, and because they are so used to it (O’Co). A fifteen years old student wrote on his job application ‘I want 2 b a counselor because i love to work with kids’. Also, a sixteen years old student named Montana Hodgen said that she has been so familiar with abbreviations used in texting that now she can read past them when she sees them (John Myhra). O’Conner’s argument is that the more kids get used to the different forms of texting, the more they become unable to “read words on a page”.

Norm Goldstein and Clinton Gardner in one of their remarkable articles discussed the effects of using computers on people’s writing.

“There is no sense in debating the attitude. According to the National Telecommunications and Information Administration, 90 percent of Americans between the ages of 5 and 17 use computers. And, in most cases, you’d have to agree: Computers are better. The legitimate worry, though, is what this will mean to writing in the future. Not just handwriting, but the style, spelling, punctuation, grammar of all written expression. The effects-ill effects-are already apparent. Just read e-mails for evidence.” (p. 1)

The article argues that, since computers and different smart devices can automatically correct spelling and punctuation, people's hand writing has been heavily affected, and this is quite apparent in the new 'iPhones'. Technological companies have developed different smart devices in a way that there is no need for people to worry about spelling and punctuation, not anymore. Texters are no longer paying attention to their writing; they can now write very long messages without worrying about the correction of mistakes. This is negatively influencing texters' writing abilities. Thence, when it comes to writing out of those smart devices they would have no clue on how to spell or punctuate; since they heavily relied on computers and other devices to do it for them.

2.3.13. Who's responsible for this decline?

The concern of many people and the question that everyone is asking is who is to blame for the students' incompetence to write academically. Of course, students are responsible for their own writing, hence, they are to blame for the decline in the quality of writing; however, teachers have a role in this debate and they are partially blamed for their students' poor performances because they are asked to enhance, develop and to teach students how to write formally. Proponents of texting argue that it motivates students to write more and to be creative, but even if this fact is true, text messages are still being written without being checked and analyzed. Telecommunication companies put some texting restrictions leading students to adjust their writing to fit those characters. One teacher perfectly described the situation saying that "a sentence in a text message may only contain five words and get the job done so students are thinking that shortened responses will also get the job done in the classroom (p. 2).

2.3.14. Constant texting leads to poor writing

Nowadays, students use texting more than ever before. Some statistics showed that teenagers send and receive more than 1800 messages per month. This growth in texting

affected students' academic writing. Even though students are taught how to write formally, they still use texting language in their formal works. One interesting story about this phenomenon mentioned in John Myhra's article 'Negative Effects of Texting in the Classroom' said that there were two ninth grade students namely Chase and Carol and who were in the same class, but that were not friends outside the classroom. Carol's family was unable to get her 'the unlimited texting plan' for their phones leading her texting to be limited. However, Chase's family could afford to purchase unlimited texting plan for his phone. He sent and received around 3500 texts per month. These two students in one of their English classes were asked to write a formal essay on a particular topic and they were gathered for peer review. While correcting, Carol noticed that Chase's essay was full of writing mistakes but could not correct him in order not to hurt him. Therefore, when the teacher read Chase's essay she noticed various writing mistakes like 'b' instead of 'be', 'c' instead of 'see' and 'bcuz' instead of 'because'. Chase's essay, also, contained choppy sentences that had no relevance to the topic; however, Carol's essay was so organized starting by a thesis statement and followed by supporting paragraphs, along with some useful details. This story is a perfect example to show how texting can affect academic writing.

The process of texting affects students' academic life either positively or negatively. With respect to the positive impact, it could be stated that they use it to deliver information especially when there is no credit to make a phone call whereas from a negative perspective, they become so addicted to its use to the point of adopting it even in their academic assignments. Based on the studies of different researchers, it is solid to say that the constant use of texting can negatively affect the way students write academically in the classroom and in real life scenarios. The restriction in character limitations put by different companies on text messages has motivated students to create their own style of writing. Using this language so constantly made them take it over to academic writing projects. Even though, students are

writing more than ever before they are writing with no meaning, horrific grammar, and they are abbreviating and shortening almost every single word they write. Text messaging has negatively affected students' academic writing.

The high pervasiveness of using texting among learners requires further investigation, given the need to enhance students' literacy skills and which is an issue in so many languages. More studies are required to provide answers and solutions in this subject for further measures to be taken by teachers and educators. The research findings will be crucial as in Algeria we face the same problem as in other countries.

2.4. The effects of social networks and instant messaging on students' writing abilities

Social networking sites like Facebook, Twitter and Instagram have become one of the most popular types of communication in this digital era, and English has been affected in various ways especially in the domain of teaching and learning. The youth of nowadays spend most of their times communicating through social networks and thereby giving rise to a new language which is completely their own. This new language has affected many areas of education. Nowadays, proficiency in English has become a necessity in different places of work, study, international communication and even entertainment. "Taking into consideration demographic factors of social networks users, it is found that the age range is mostly 18-25 years. These users spend more than half their week getting engaged in social networking sites, leading to the creation of new phrase and words" (Saraswathy Thurairaj, Er Pek Hoon, Swagata Sinha Roy and Pok Wei Fong, p. 302). The kind of language used on these sites and on instant messaging is believed to harm the students' vocabulary because they unconsciously pick up this language through imitation and observation in both speaking and writing. These students who are generally engaged in these social networks are no longer able to make a difference between formal and informal language, as they are used to adopt improper forms

that can damage the standard language. This specific language has given rise to many internet slang that have become so popular and so common in Algerian universities, and students who do not have a solid base in English are the ones who are likely to be affected. These students who are lacking English proficiency may imitate and get used to features of internet language that are not correct, and, hence, leading to a decrease in the quality of academic writing. However, linguists believe that even those who tend to have enough capacities in English can be affected by this new phenomenon on the long term because the more they use it the more they damage their writing abilities. Many Algerian students are facing difficulties to communicate properly using English whether in speaking or writing, especially when they apply for jobs that require the use of English language. Professional English is becoming crucial, and learning it has become an essential matter not only to get accepted in some companies, but also to avoid the feeling of inferiority in front of native speakers. “mobile phone users can communicate with others by using symbols or abbreviated forms of words and sentences in order to save space, time and money” (Mphahlele & Mashamaite, 2005, cited by Saraswathy Thuraiaraj, Er Pek Hoon, Swagata Sinha Roy and Pok Wei Fong, p. 303). The language used in social networks and instant messaging is observed to be similar to that. In this chapter, both instant messaging and social networks along with their effects on students’ writing abilities will be defined.

Communication and language are very essential factors in information sharing, particularly when using information technology in educational fields. Some of CMC forms like Facebook and instant messaging are enriching the interaction between people from all over the globe, and are probably blamed for the different problems arising in language learning. The number of people having Facebook accounts has tremendously increased in the past few years, and the majority of these users are teenagers and students (Aydin, 2012). The majority of users have created a language of their own to express themselves and to

communicate in these platforms. Several studies have showed that Facebook and instant messaging have some effects on academic writing of students. “In opening up new worlds of learning for both teachers and students, Facebook has been found to have the potential for use in educational applications” (Roblyer et al, 2010). The same author found out that Facebook is becoming a valuable source of learning by enhancing learners’ communication and collaboration with their university and by providing a new form of communication that can be used in educational settings. On the other hand, Cummings (2011) explained how can social networks and instant messaging influence higher education through five associated dimensions that are “literacies, attention, participation, collaboration, network awareness and critical consumption”. Concerning the impact of social networks and instant messaging on students’ writing abilities, many linguists fear that these new forms of communication are behind the decline in literacy. Craig (2003) argued that “texting also threatens students’ literacy because it creates undesirable reading and writing habits due to the common use of abbreviations and unusual jargon, thereby damaging students’ ability to employ formal literacy skills”. The language used in these CMC forms is believed to have a detrimental effect on students’ abilities since these students are mixing the CMC language with the formal one. Consequently, students made various errors “ranging from incorrect spellings to ungrammatical sentence constructions (Mphahlele & Mashamaite, 2005, cited by Saraswathy Thurairaj, Er Pek Hoon, Swagata Sinha Roy and Pok Wei Fong, p. 305). The damage is being taken into classrooms to be found in examinations, research papers and other academic assignments (Dansieh, 2008). Drouin (2011) analyzed the relationship between texting through social networks and instant messaging and literacy skills in a study conducted on some American college students. The researcher found a positive relationship between the frequent use of this language and literacy skills, specifically, spelling and reading fluency.

Those college students who used more texting through different social networks had lower reading accuracy scores.

2.4.1. Social networks

Social networks have gained much popularity in the whole world throughout the past decade, which has generated a debate among many researchers about their different effects in people's lives. Although users of these websites have cherished the change brought into their daily lives, scholars are concerned about the negative effects of these networks. According to many research studies in the field of online technologies, social networks are negatively influencing the lives of many teenagers and young adults.

2.4.1.1. Definition. Also called virtual communities or profile sites, social networks are websites that bring people together from around the world to interact, share interests and certainly make new friends. The data sharing and collaboration is usually referred to as social media. Traditional media is created by few members to interact; however, social media networks have been created to be shared by millions of people. The act of social networking is the process of expanding the number of contacts to be connected with, and the practice is usually done through social media networks like as Facebook.

According to 'the six degrees of separation concept',

Any two people on the planet could make contact through a chain of no more than five intermediaries, social networking establishes interconnected online communities sometimes known as social graphs that help people make contacts that would be good for them to know, but that they would be unlikely to have met otherwise. (Internet applications glossary)

Social networks platforms allow their users to contact any member. Also, users can contact any member they have a connection with, and subsequently contact members of those

they are already connected to. However, some networks do not allow their users to contact anyone unless they are already connected to.

2.4.1.2. Popular social networks. The following are the most popular and used social networks in the world as mentioned by “Computer Hope”:

- **Bebo:** A popular social networking site allowing its users to share photos, videos and opinions with friends and family both privately and publicly.
- **Classmates:** Mostly used to bring together people that have studied together for example, and allows them to keep in touch for upcoming reunions.
- **Facebook:** The most popular social networking sites on the Internet. Facebook is the favorite setting for users to create their own personal web pages, to connect with friends, share pictures and videos and also to inform contacts about activities and opinions.
- **Friendster:** Another popular social network that connects people from around the world that have the same interests.
- **Google+:** A social network created recently by Google.
- **Instagram:** A social network for sharing photos and videos only used mostly by celebrities and which it is available for all of the iPhone, Android, and Windows Phone platforms.
- **LinkedIn:** One of the best social networks to connect with current and past co-workers.
- **MySpace:** Another popular social network and which is considered as the most viewed website on the Internet.
- **Orkut:** A popular network created by Google that offers its users a location to connect with your entourage, and meet different people from all over the world.

- **Path:** A social network that allows its users to keep in contact with their closest friends and family.
- **Pinterest:** A social network that allows people to share pictures, create collections, and more other features.
- **Reddit:** It is a community of registered users the so-called (redditors) who submit content that is proved by the community. Reddit has a subreddit board for almost every category.
- **StumbleUpon:** Users of this social network vote for their favorite pages and this network allows them to create their own web pages about interesting sites that they may like.
- **Tumblr:** A microblogging platform that has some social networking capabilities and characteristics.
- **Twitter :** Another popular network mostly used by celebrities to keep in touch with their fans, and that allows its users to post on the Internet and from their phones a 140 character long posts. Perfect social network to keep in touch with what is happening around the world.
- **Yik Yak:** A social network for smart phones that connect users who are in close to each other.
- **YouTube:** A popular network that allows users to post videos, video blogs or Vlog's.

2.4.1.3. Negative effects of social networks. Despite the fact that social networks have connected the whole world together, developed people's critical thinking and enhanced their intercultural awareness, they still posited greater negative effects especially on students' academic life. A documentary casted in the BBC showed that social networks make people incapable of making real face-to-face communication, as they have become more isolated and that they waste most of their interacting abilities writing behind a screen. It has been revealed

that “scientists’ evaluation determined that social isolation can lead to a host of emotional, psychological, physical and mental problems which include anxiety, depression and somatic complaints among many others”. Other negative effects of social networks are that they foster poor grammar and spelling of students due to the language used in their different instant messaging services.

Nowadays, technology dominates every aspect of students’ learning and interaction. With the development of literacy tests and the evolution toward ‘Common Core Standards’, learners are now asked to write more than ever before. However, linguists fear that students will bring their most frequently used language of communication, the one of texting and social media. Several studies argued that new writing trends associated with texting and social media are now penetrating academic writing works.

While it may seem that social networks are evolving people’s lives, they are actually damaging academic writing abilities. Learners’ academic writing has been affected by social networks and they have become less interested and concerned about their writing style. Social networks have limited students’ communication skills. It is stated that nine out of ten teenagers use social media (Huffington Post), and this new epidemic is worrying scholars and researchers about the kind of influence they may bring. No one can neglect the change in people’s lives caused by social media. Teenagers have become stuck to their phones leading them to be more distracted at all times. Students have to switch off their social media language in the classroom. However, they seem unable to do that. This new language not only affected writing style but also the way people talk. Social networks and the language associated with it are “consistently associated with the use of particularly informal written communication techniques, along with formatting problems, nonstandard orthography, and grammatical errors” (Clarion University, 2010). Some of the new words that have been created by CMC language have become part of the dictionary. In addition to that, the Pew

Internet and American life stated that “64 percent of students reported inadvertently using a form of shorthand native to texting or social networking in their writing”. These statistics indicate that social networks encourage people to spell words in a wrong way, and making students to be incapable to switch to academic writing when necessary, hence, causing the quality of writing in general to suffer. Besides, students have become helpless when it comes to expressing themselves on a paper. In an assignment made by Terry Thaxton who is an English professor at Central Florida University, he asked his students to write four lines of a dialogue that they had recently in a face to face conversation, “Three of them reached for their phones to read their text messages. They said they couldn't remember any face-to-face conversations”. This fact indicates that students’ communication abilities are limited to social media. Another issue is that employers are now constantly using social networks and with these teenagers being the future employees; how are companies going to hire these people who are not able to communicate properly. In an article under the title of “Social Media has made Writing More Popular, but Quality has suffered”, author Leslie Renken made an interview with Dr. Lee Newton -associate professor and assistant dean of the College of Liberal Arts and Sciences at Bradley University, explained that “this generation of teenagers is the group that has written the most throughout their lives. Although teenagers write a lot, the quality has suffered”, and he added “Our current generations of college and high school seniors write more than any generation before them on a daily basis, but their writing skills are weaker”. Although generations of nowadays are writing more than ever; the quality has tremendously lowered. Newton argues that employers are looking for people who are competent and fluent, but certainly not those considered as social media addicts who may ruin the reputation of the company.

2.4.2. Instant messaging

With the rapid advance of Internet and different CMC forms in the late 90s, the process of communication has been taken to another level. One of the most popular forms of interaction is instant messaging, and it is very popular among the youth of nowadays. Since these forms of communication are of a recent origin, it is only in the last few years that linguists started to notice that they could be the reason behind the poor marks of students. While there are lots of studies that proved that these communication technologies have a huge influence on people's social lives. Another concern that sparkled recently is the kind of effects they may have on the educational development of students.

2.4.2.1. A general overview. Throughout the past several years, instant messaging has gained much popularity among the youth population. The use and adoption of instant messaging is increasing everyday and linguists are worried about its effects on students' academic and social life. Students have become technologically literate but academically poor due to the new technological tools and educators are concerned that these tools won't even affect the way students write but also the way they communicate in general. Instant messaging is a fast developing type of interaction around the world and many people are arguing that it has changed their lives in many ways. Since this particular tool of communication is mostly used by teenagers, parents and teachers are anxious about its possible effects on literacy skills. According to Lee (2002) "the frequent use of instant messaging does have an effect on the academic writing of students because they use it so much that they cannot see the difference in when to use it and when not to". Another critic, Friess (2003) stated that "since students are using instant messaging so much that teachers have to unteach what they are writing back into Standard English". In a study conducted by the Telegraph.Co.UK revealed that "teenagers spend an average of 31 hours a week online chatting with friends on MSN, YouTube, and online chat rooms". Cindy Glover, an English instructor from the Florida Atlantic University

said that “she spent a lot of time unteaching internet speak, her students were trying to communicate fairly academic scholarly thoughts but some of them didn’t seem to know it is Y-O-U not U” (Friess, 2003). According to several studies, instant messaging not only affects the academia of students but also their life styles and minds in general. Despite the fact that it is a fast, amazing way to interact with the whole world, it remains a new language on its own with new features that are harming ordinary type of communication. The popularity and the easy use of different features of instant messaging language, people in general and students in particular have taken those features into formal settings. Naomi Baron, a professor of linguistics in the US stated that “instant messaging is another example of an established trend in written communication”. Baron further added “so much of American society has become sloppy or laissez faire about the mechanics of writing”. Many other critics studied the effects of instant messaging on students’ reading and writing skills, and many teachers are claiming that the danger lies in the fact that students are unaware that instant messaging language is not acceptable in academic works.

2.4.2.2. What is instant messaging? According to Amanda O’Conner “instant messaging is a form of computer chat that allows one to have a real time typed conversation with one or more buddies while connected to the Internet” (p. 1). This particular type of communication is one of teenagers’ favorite mode of interaction. A Pew report (2011) has mentioned that “74% of on line teens use instant messaging” (Lenhart, Rainie, & Lewis, 2011, p. 3), and “69% of teen instant message users use IM at least several times a week” (p. 3). Based on these statistics, and which certainly have increased since the publication of this report, it is fairly to say that instant messaging has a crucial role in many teenagers’ lives.

2.4.2.3. Types of instant messaging. While most instant messaging applications work in the same way and provide its users with various features, like video, voice chat, sharing images and many more features, the audience engaged in each type can be completely

different from the other. The following is a list of the most popular instant messaging services illustrated by Brandon De Hoyos (2016):

- *Single-Protocol IMs*

The most popular instant messaging software, based on total subscribers, is included in the category of single-protocol IMs. These applications connect you to their own network of users; however, they may also suggest adoption of other popular instant messaging services.

Audience: Great for people who are not familiar with instant messaging; adopted by general instant messaging users.

Popular single-protocol instant messaging clients:

- AIM (AOL Instant Messenger)
- Facebook Messenger
- Google Hangouts
- Yahoo Messenger

- *Multi-Protocol IMs*

Like the name entails, multi-protocol instant messaging clients provide users with multiple instant messaging services within a single application. Previously, instant messaging users had to download, install and use more than one instant messaging client at once to keep being connected with other users who were spread beyond each one's favorite instant messaging client. Contacts and users lists from single-protocol messengers are dragged together in order to appear in one of these services.

Access to some single-protocol instant messaging applications has changed and these multi-protocol instant messaging services are no longer capable to impede with them.

For instance, Facebook shut down the access to its Messenger service, so these are no longer allowed to tap into Facebook friends and messages.

Audience: Perfect for users who have more than one instant messaging client and account.

Popular multi-protocol instant messaging clients:

- Adium for Mac users
- Nimbuzz
- *Web-based Messengers*

Web-based messengers are accessible with an Internet connection and a web browser.

There is no need for a download. Web messengers may offer multi-protocol instant messaging back up.

Audience: Perfect for public computer users, like students at libraries, Internet cafes, school or any place of work where it is forbidden to download an instant messaging client.

Popular web-based messengers:

- AIM
- IM and Web Messenger
- Yahoo Messenger for the Web
- *Mobile instant messaging Clients*

With the invention of smartphones and the vast, growing spread of mobile platforms, instant messaging applications on mobile phone devices have all replaced old generations of instant messaging clients that are mainly downloaded or those which are web-based. There are many instant messaging applications for every mobile device platform, like iOS, Android and Blackberry.

Most mobile instant messaging applications are free to download; however, others may offer to purchase or to have a premium instant messaging application.

Audience: Perfect for users who constantly chat.

Popular Mobile instant messaging applications

- AIM
- Google Hangouts
- eBuddy Mobile
- Facebook Messenger
- *Enterprise instant messaging software*

Despite the fact that many instant messaging users find it great to keep in touch with family and friends, many businesses are recently switching to the power provided by instant messaging for their business interactions. Enterprise instant messaging clients are specific and specialized messengers that provide all the features of instant messaging with the security needed in businesses.

Audience: Perfect for employees and customers of different organizations and businesses.

Popular Enterprise instant messaging software:

- Twitter

2.4.2.4. Effects of instant messaging on students' language. Instant messaging is widely used by people from different ages and cultures. Linguists have been arguing about its effects on education and whether or not it affects students' writing abilities. According to a recent newspaper article 'Internet English' is a breakdown of the Standard English, and "some teachers see the creeping abbreviations as part of a continuing assault of technology on formal written English" (Lee, 2002, cited by Amanda O'Conner, p. 1). However, other critics view this new language as perfect evidence that language is constantly changing and people should

embrace the new changes and develop them. Moreover, some linguistics mentioned that ‘Internet language can be considered as a type of literacy in and of itself, which can be capitalized on to engage students in more traditional learning’ (Amanda O’Conner, p.1). Consequently, writing in any kind of form can be motivating and helping to students (Associated Press, 2003, p.1). The main concern of many researchers is the ‘bastardization’ (Amanda O’Conner) of language caused by the frequent use of instant messaging. Several studies showed that students who constantly communicate through instant messaging usually use “bad grammar, poor punctuation and improper abbreviations in academic writing” (Amanda O’Conner). One student, Montana Hodgens said that “I was so used to reading what my friends wrote to me on instant messenger that I did not even realize that there was something wrong”. She, also, mentioned that “her ability to separate formal and informal English declined the more she used instant messaging” (Lee, 2002).

2.4.2.5. Instant messaging and academic writing. One of the surprising facts about these CMC forms is that they were mainly created as learning and entertainment tools. Actually, some teachers have implemented the use of instant messaging in their classroom teaching and ask students to write using internet language to enhance their thinking abilities (Lee, 2002).

2.4.2.5.1. Some teachers’ perspectives. Trisha Fogarty, a primary school teacher stated that she allows her pupils to use instant messaging language and said that “when my children are writing first drafts, I do not care how they spell anything, as long as they are writing... if this lingo gets their thoughts and ideas onto paper quicker, the more power to them”. However, she added that “during editing and revising, she expects her students to switch to Standard English” (Lee, 2002, cited by Amanda O’Conner). Many teachers start to pay more attention to the new language brought to the classroom and try to teach students how to keep it out.

Robyn Jackson, a high school teacher has created an online chat room for her students to meet up once a week to discuss matters of literature and writing. She actually allowed her students to use instant messaging language in that chat room while she kept an eye on their writing style (Helderman, 2003). However, the teacher did not stop at that point and she believes that her job is to teach students how “to switch off their informal habits when they leave the chat room” and that “this gives us a wonderful opportunity to speak to students about what language to use where” (Helderman, 2003, cited by Amanda O’Conner). Robyn Jackson and other teachers explained that students are having a trouble to differentiate between formal and informal writing and, hence, using informal properties in formal settings. Thus, linguists are asking instructors to teach their students what constitutes standard language, and when to avoid informal language because other instructors are expecting their students to do it for their own and which is somehow far from being achieved. Jackson noted “I think we expect kids to get it instinctively, and they do not. It is something that has to be explicitly conveyed to children” (Heldreman, 2003, cited by Amanda O’Conner).

Another teacher, Joylyn Hannahs told her pupils that “if they turned in papers written like instant messages, their grades would suffer” (Helderman, 2003, cited by Amanda O’Conner). Her students were scared of her threat, and made sure not to use instant messaging language in their academic paper.

Many linguists argue that the misuse of language is the students themselves; however, other critics argue that it is not always the case, and teachers in all cases must ensure to teach their students develop a sense of academic writing.

Conclusion

Social networks and instant messaging have become indispensable in the lives of many people, especially teenagers and young adults. This addiction to these CMC forms made students in particular to be careless about their writing style. Based on the opposing

perspectives and the few empirical studies conducted, specifically on the effects of social networks and instant messaging on students' writing abilities, one certain thing is that these particular CMC forms are becoming an important type of communication. Teachers and educators are, hence, required to teach their students when to use formal writing, and when to avoid the informal one and, also, to emphasize to students the notion of audience. Students have to understand the critical matter of using the appropriate language in the appropriate situation, and that the audience affects the type of their writing. For instance, the language of CMC forms is perfectly cool when interacting via the Internet; however, once one is writing out of the Internet setting that language would be unacceptable. Moreover, when teaching students about the concept of audience, instructors can use CMC language as mentioned in one example in this chapter, to enhance their relationships with their students on the one hand, and to show them when to use Standard English, on the other hand.

CHAPTER THREE

Research Methodology

3.1. Choice of the method

This work investigates the effects of computer-mediated communications on second year LMD students' academic writing of English and French departments at Mostefa Benboulaïd Batna 2 University, Algeria. In such a topic, the method would have been an ex post facto which deals with how an independent variable causes effects on other variables. Since there is no possibility to go back in time to investigate and manipulate the independent variable to see its effects now, applying it in this investigation has been deliberately avoided. So, it would be for an appropriate design to describe how these students were affected by the exposure to internet features on their present writing styles. The objective is to see the effects of Internet use on students' writing style with an attempt to control the amount and frequency of their exposure to it. This is mainly what encourages us to opt for investigating the topic rather through an experimental approach. Remaining convinced, the treatment is presented in a form of a controlled variable; this is why there is an attempt to simply understand the cause and effect relationship between the variables from an analytical perspective.

In this investigation, one independent variable which is the use of Internet language or Netspeak that is used throughout the different computer-mediated communications is manipulated to influence one dependent variable which is students' academic writing. Based on the already stated hypotheses, the investigation feels the necessity to establish a cause and effect relationship between the two research variables. The adoption of such method requires the use of an experimental approach as the main research method in this investigation.

Besides the use of the experimental approach, it is believed that getting the opinions and perspectives of the students involved in the research and the teachers in the English and

French departments would be much beneficial for the current investigation. The analysis of the students and teachers' opinions will give the research more information and a better insight into the subject being under investigation. The attempt of getting students and teachers' opinions requires the researcher to adopt another approach which is the descriptive one.

In such research cases, the combination of different investigation methods would give more credibility and reliability to the work; adding to that, following that combination allows testing the benefits of qualitative and quantitative data that will help have a better look on the problem. In this work, the two types of data obtained throughout triangulation are examined. The latter allows to make a cross checking of the collected data, and facilitates spotting the extent of its consistency.

3.2. The population investigated and sampling

3.2.1. The population

Conducting a research on the 885 second year LMD students of the English department and on the 647 second year LMD students of the French department at Mostefa Benboulaïd Batna 2 University was a challenging task due to the limited timing specified for the current investigation. Researchers from different fields believe that a limited proportion taken from the target population can be sufficient to channel an investigation; and that is called a sample.

3.2.2. The sample

Out of the population of 885 of the English department, and out of the 647 of the French department at Mostefa Benboulaïd Batna 2 University, the experiment was conducted on two groups (group 6 and 7) from the English department, that is 105 students all together, and on one group (Group 7) from the French department, that is 52 students. The students

composing the proportion under investigation have different backgrounds; their ages are between 19 and 24 and English is their foreign language.

After consulting these students (group 6 and 7 of the English department) previous marks in the module of written expression, it has been found that they do suffer in academic writing, and that many Internet language features have been found in their essays of the exams.

The sample that has been chosen for the investigation is composed of two groups from the English department and one group from the French department. The sample is randomly chosen due to the fact that the characteristics of the participants, their background, age and level of learning do not affect the experiment. The experimental group (group 6) from the English department has undergone a special treatment which is the allowance of using Internet language in all activities of the classroom; however, the control group (group 7) was not allowed to use Internet language, and students were asked to write the same activities of the experimental group, but using academic writing only. The group of the French department (group 6) was, also, asked to write normally without using any kind of specific writing.

Besides randomization, the already mentioned groups were chosen due to the fact of being a teacher of those groups in the subject of written expression and English which facilitated the task of conducting the experiment within the desired timing and setting. Also, being a teacher to the sample groups allowed to explain the tasks in each time, and to have an access to the students' written records in other subjects, and that was a helping factor to maintain an observation on their writing style.

Before starting the experiment, consent from all participants to be involved and to be part of the study has been obtained. Also, it has been made sure that the participants are well informed that the investigation is conducted for research and educational purposes only. They were as well informed that whatever obtained results from the experiment, they will be much

beneficial for their writing development. The participants were informed from the beginning of the experiment that they will be asked to write a number of tasks, and that they will be exposed to heavy writing activities; however, the nature and the exact number of tasks were kept unknown until the day of the study.

3.3. Data gathering tools

Based on the nature of the investigation and the combination of research methods adopted in the current study, it has been felt the need to adopt different data gathering tools in the two courses of investigation: the experimental and the descriptive one. The data collection consists of the students writing samples, the students' questionnaires, the teachers' questionnaire, and some informal information that was gathered after having a discussion with some of the teachers of both English and French departments at Mostefa Benboulaïd Batna 2 University on the issue being under investigation. The data collection took place in the academic year 2016/2017.

3.4. The experiment

3.4.1. The Pre-test

The pre-test is usually conducted in the beginning of the investigation and before the experiment to test the sample initial level and to make sure that it is likely the same in terms of level of learning, ability and skills of writing. The pre-test can give a clear idea about the students' current level and to check to what extent they use the features of Internet language in their writings. Since the main objective is to check the presence of Internet language features used by the participants in the English department, and to check the English language level of the participants from the French department, students were asked to write freely to feel more inspired and comfortable. This will allow the easy checking of the presence of the different Internet language features and the students' general level in English language. The

three groups of the experiment were asked to complete the pre-test which was administered during a regular session. Being the teacher of all groups of the sample, the experiment was thankfully managed in professional and easy conditions.

The participants were asked to develop an essay about a specific topic which was about why they chose to study English concerning the groups of the English department, and why they chose to study French and not English concerning the group of the French department. This question has been chosen hoping that participants while justifying their choice will use some features of Internet language concerning the English department, and that participants from the French department will try to show their real level in English language.

3.4.2. After the pre-test

In the course of the experiment which lasted a whole academic year (2016/2017) a set of activities have been collected and designed in a way that would meet the requirements of the investigation. Since the subject that is under investigation is new in nature, the questions and topics of activities of writing were, also, new and updated to match up with the case of research. Students of the experimental group of the English department were exposed to Internet language features which were used as an input in the experiment; that was purposefully done to witness their mastery and use of the Internet language features and to check whether or not they differentiate between academic writing and Internet language writing. Through the use of Internet language, the aim is to put them in their fields of interest which are social media and the use of texting, so that they can freely practice what they already master. At the beginning of each session, there was an attempt to warm up the students of all groups by discussing some of the most debatable and technological topics to motivate them to write, and then carefully explain the techniques required in writing and give them the necessary information needed in the course. Group work was not allowed in such

writing activities; however, they were allowed to discuss some topics in pairs to motivate and to help one another. Although, the main objective of the experiment was not to improve their writing or to teach them the writing techniques, the participants of all groups were taught the most important techniques of academic writing. The participants of all groups were taught the following points:

- *The use of introductory sentence/ paragraph*
- *The use of supporting sentences/ paragraphs*
- *The use of concluding sentence/ paragraph*
- *The use of linking words*
- *Types of paragraphs*
- *Types of essays*

Some difficulties were faced throughout the investigation as a result of different reasons like the students' demotivation, lack of vocabulary that made them unable to write a complete piece of writing and the students' inability to write more than one piece of writing in the same course.

3.4.3. Progress tests

The experiment was divided into four phases based on the program of written expression of second year of the English department, and based on the program of second year of the French department which was also designed on four levels. At the end of each series of courses, a progress test has been administered to check the participants' level and the progress of the experiment in general. Concerning the groups of the English department, the presence of Internet language features has been checked and mainly the extent to which the participants master them. However, concerning the French department the aim was to check only their writing level in general. Well, as it has been mentioned in previous parts, the progress tests were held in the participants' regular sessions and the fact of teaching the

subject of written expression facilitated the task for the researcher. Teaching written Expression allowed taking advantage from the activities designed specifically for this subject; however, few writing activities were designed specifically for the French department since they do not study the module of written expression. They just study English in general. When the progress tests have been administered, it has been made sure that they will not overload the participants with extra charge; henceforth, they will be part of the course. The progress tests were given in the form of questions to develop essays depending on the course of study. Participants were asked to develop pieces of writing on different topics. Sometimes, they were asked to analyze. Sometimes, they were asked to discuss specific ideas, and sometimes they were asked to compare, and some other times they were just asked to narrate. The main objective was to check the presence of Internet language features in those pieces of writings and the content of writing was not important for this particular investigation; however, concerning the group of the French department the aim was just to check their level of writing. Being ourselves a teacher of written expression to the groups of the English department allowed us to have an 'on-spot' look on the participants performances and we did not rely on other teachers to assess the written performances of the participants. Also, being available and so close to students when they produced their pieces of writing, helped in gaining information about their level of writing, and empowered to minimize with a great deal both subjectivity and biases.

As it is obvious, the control group went through the regular measures and witnessed no treatment or exposure to Internet language. They were taught the same way of the other groups of second year where they were asked and expected to write academically in all types of activities. It has been assumed that participants' written performances of the experimental group will be affected and changed due to the use of Internet language features, unlike the control group who were not allowed to use any kind of Internet language features. The

performances of all participants were tested on four intervals, and then they were compared in each time to check the progress of the experiment.

3.4.4. The post-test

A post-test has been administered at the end of investigation to all groups of the sample; the data collected were compared and analyzed and interpreted in the following parts of the thesis. Participants of the English department were asked to develop an essay on a particular topic, and participants of the French department were, also, asked to develop an essay but on a different topic. The post-test was held at the end of the academic year of 2016/2017 and the subject of the post-test was related to the program of written expression concerning the groups of the English department, and related to the program of English concerning the group of the French department. The participants of the English department were asked to develop an essay on '*the causes and effects of cheating in exams*' and the experimental group is expected to use as much of the Internet language features as possible, unlike the control group who is expected to write using academic style only. The group of the French department was asked to develop an essay on '*if you will travel abroad where you will go and why?*' After collection, the data from all the tests have been objectively analyzed wherein a useful interpretation for the subject that is being under investigation has been provided. The research methods adopted in this investigation helped to cover many dimensions that are necessary for the main conclusion; however, it could not be possible to make a longitudinal study due to the fact that groups in the both English and French departments are not fixed and the administration change them each year, and mainly because it is impossible to keep and to follow the same students.

3.5. Assessment of internet language features: Evaluation grid

During the phase of analysis and interpretation, two tables were designed; one for the English department and another for the French department to be used throughout the four

phases of the experiment and which is considered as an evaluation grid. The first table shows all the Internet language features that students are only familiar with and which were checked to analyze and interpret the students' written performances. The second table shows the criteria followed to evaluate students of the French department. Table 2 provides more details about the assessment of Internet language features, and the rates that have been attributed to each one of them. Throughout the phases of the experiment, each feature of Internet language has been analyzed and interpreted separately and the students written performances have been used as a sample that help to have a closer look on the subject of investigation. To help facilitate the analysis, specific grades (from 1 to 10) were given to students written performances. Each Internet feature was measured separately, and then, the piece of writing is assessed based on the number of all Internet features that are present in that piece. The following table explains the method of measurement and assessment followed in the evaluation of the English department students.

Table 2

Assessment of internet language features (evaluation grid)

Internet Feature	Assessment	Interpretation
Abbreviation	* Abusive 10 * Average 5 * Rare 1	* Extreme use of internet language features * Some use of internet language features * Hardly ever use of internet language features
Clipping		

Acronymy		
Combination of letters and numbers		
Compounding		
Derivation		
Symbols		
Emoticons		

3.6. Assessment of the mastery of English language (evaluation grid)

The pre-test of the French department group was evaluated in a general manner. Here, each participant test, also, has been analyzed and evaluated in isolation, and then, assessed based on their mastery of English language in general, and as it is designed in the following evaluation grid. Acceptable has been attributed to students who showed an acceptable level of English language (rich vocabulary, correct use of grammar rules and correct conjugation of tenses), average has been attributed to students indicating and average mastery of English language (average vocabulary, average use of grammar rules and average conjugation of tenses) and poor has been given to students whose mastery of English language was poor (poor vocabulary, poor use of grammar rules and poor conjugation of tenses).

Table 3

Assessment of English language mastery (evaluation grid)

English language mastery	Interpretation
---------------------------------	-----------------------

* Acceptable	* Rich vocabulary, correct use of grammar rules, correct conjugation of tenses
* Average	* average vocabulary, average use of grammar rules, average conjugation of tenses
* Poor	* Poor vocabulary, poor use of grammar rules, poor conjugation of tenses

3.7. Data analysis procedures

Apart from the qualitative data collected, the present research required some quantitative data that will provide a more understanding of the issue being under investigation. For any quantitative data, statistics is a useful tool of measurement, and the researcher who deals with statistics is not only concerned with the manipulation of data but also with the use of 't' Test that is more suitable in this research investigation. The 't' Test deals with the participants' analysis of variance to test significance. Thence, here, again in this research investigation the 't' Test is used as a statistical tool of data analysis.

The results obtained from the tests of the group of the French department have been analyzed and interpreted, and the results obtained from the groups of the English department have also been analyzed, compared to see to what extent can the constant use of Internet language features can damage academic writing.

3.8. The questionnaires

The four questionnaires that were used in this study were anonymous, and they were administered in the setting of investigation which is the faculty of foreign languages. Being a teacher in the same faculty enabled to administer the questionnaires and which were collected on the spot. The researcher was present while the respondents filled in the questionnaires, and

ambiguous items were also explained. The students' first questionnaire contained one question which was about the type of computer-mediated communications that they constantly use (to be studied and dealt with in the theoretical part). The students' second questionnaire also contained one question which dealt with the types of Internet language features that students are familiar with, and which are supposed to be used in the evaluation grid. The students' third questionnaire contained eighteen questions that dealt with their habits and general use of computer-mediated communications. The teachers' questionnaire contained fourteen questions and it dealt with their opinions and reactions to the students' use of computer-mediated communications.

CHAPTER FOUR

The Experimental Study

Introduction

This research investigation deals with the effects of computer-mediated communications on students' academic writing. This experimental study was conducted on students of second year of English and French departments at Mostefa Benboulaïd Batna 2 University. The researcher took this investigation into the field work in an attempt to find out to what extent the use of Internet language features can affect students' academic writing. The objective of the investigation is to prove that the constant use of Internet language features can harm the use of academic writing of that of Anglophones and improve the English language of the non-Anglophones. If this is true, the formulated hypotheses would have been confirmed, and which is somehow different than previous researchers that argue and believe that academic writing cannot be affected by the use of Internet language features through the different computer-mediated communication. The participants in this investigation were assessed and evaluated to see the kind of effects Internet language can do. Results of this investigation are carefully interpreted to generate useful recommendations that can be generalized to the whole population of investigation, and also to highlight the limitations of the current study.

4.1. Results of the pre-test

Before starting the experiment, it has been sought to firstly have a look on the participants initial level, and so that any change that may occur will be due to the conducted experiment. Besides, the aim was to check students' writing style and what are the different Internet language features that they use, if any. To do so, the participants' written pieces were

analyzed, and then, evaluated to assess the effects of internet language on their writing style in general. To give the participants of the English department a general evaluation, their pieces of writing were assessed based on the number of Internet language features that they have used in their written performances. Internet language features are already highlighted in table 2 and both experimental and control groups of the English department were given the same test. The group of the French department that was considered as experimental and control at the same time (quasi experiment) was given a test different from the one given to the other groups.

4.1.1. Scores of the English department groups

The pre-test of both experimental and control group was evaluated based on the same criteria. Each participant test was analyzed and evaluated in isolation, and then, assessed based on the number of Internet language features that they have used. The participants' written samples were carefully and generally evaluated, and then they were given scores from 1 to 10 according to the table mentioned above (table 3). The following table highlights the pre-test scores of the experimental group:

Table 4

Experimental group pre-test scores

Experimental group			
Number of the participant	Pre-test score	Number of the participant	Pre-test score
1	4	28	2
2	6	29	4
3	4	30	4
4	3	31	6

5	4	32	4
6	3	33	5
7	5	34	2
8	6	35	5
9	6	36	4
10	5	37	4
11	4	38	2
12	5	39	6
13	5	40	1

14	2	41	4
15	5	42	1
16	5	43	5
17	4	44	4
18	1	45	3
19	5	46	3

20	4	47	5
21	4	48	5
22	5	49	4
23	5	50	1
24	4	51	5
25	5	52	5
26	4	53	6
27	5	54	4
$\sum X_E$	222	X_E	4,11

$\sum X$: the sum of scores

X : the average of scores

The following table highlights the control group pre-test scores:

Table 5

Control group pre-test scores

Control group			
Number of the participant	Pre-test score	Number of the participant	Pre-test score

1	5	27	3
2	5	28	6
3	3	29	5
4	5	30	6
5	4	31	4
6	5	32	4
7	5	33	3
8	4	34	5
9	6	35	1
10	5	36	1
11	4	37	3
12	4	38	4
13	1	39	3
14	4	40	6
15	6	41	1
16	5	42	4

17	6	43	5
18	3	44	5
19	5	45	6
20	4	46	3
21	4	47	1
22	5	48	4
23	4	49	5
24	4	50	5

25	4	51	5
26	3		
$\sum X_E$	214	X_E	4,19

The pre-test results indicated in the previous two tables show that the majority of participants used Internet language features but in different degrees. Based on table 2 of the assessment of Internet language features, the average score of using Internet language features is five, the abusive one is graded with ten, whereas the rare use is given the grade of one. Scores of both control and experimental group clearly show that students of nowadays make

use of Internet language features as the researcher suggested in this research hypotheses. The first impression that the researcher got from the pre-test scores is that only few students that did not make use of internet language features. After a detailed evaluation of the pre-test scores, it has been found out that academic writing has been truly affected by the use of Internet language features. These pre-test scores were used as important data that will help shape a conclusion after the experiment. The main problem that participants of both control and experimental groups suffer from is not being able to differentiate between academic writing and other informal styles of writing which generated a huge concern among teachers of the English department, especially those who teach subjects that require students to write academically. The scores of both groups slightly differ from one another but both of them face the same difficulties. The following table (table 6) shows the difference between the scores of both groups:

Table 6

Pre-test scores of the control and experimental groups (means of scores)

Group	Pre-test mean
Experimental group	4,11
Control group	4,19
Difference in the mean	0,08

The pre-test means of scores show that there is a slight difference between the two groups (means of the difference is 0, 08). This slight difference allowed the researcher to suggest that the initial state of the participants of both groups is likely the same, therefore, if the experiment is well managed and the research variables are well examined, any further

change that may occur in the progress tests is likely due to the experimental designed measures.

The following figure represents the pre-test scores of both groups:

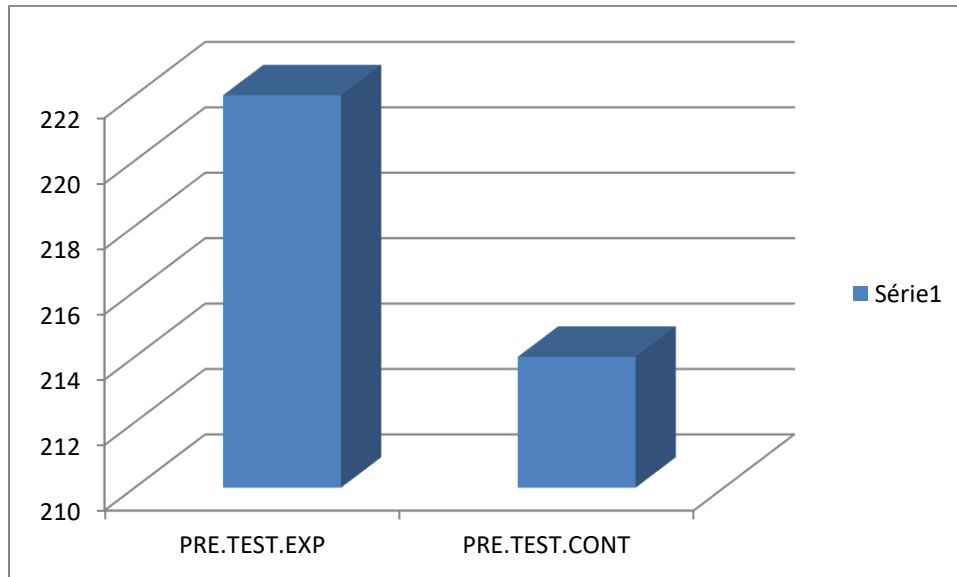


Figure 1. Pre-test scores of the control and experimental groups

Evaluating the participants’ pre-test scores based on the designed evaluation grid indicated that their writings are mostly average concerning the use of Internet language features. This average rating may be attributed to their practice of this particular language and which was further investigated in the progress tests.

Table 7

Comparison between the pre-test scores of the English department groups

Score	Total score	Average score
Group		

Experimental group	222	4,11
Control group	214	4,19

Table 7 shows the results of the pre-test of the English department groups concerning the Internet language features that were highlighted in table 2. In this research investigation, participants' written samples were taken as a means to keep on checking the students' use of the different Internet language features. Through those written samples, there was an attempt to find out the way students deal with the various Internet language features, the way they use them, the way they master them and definitely the frequency of repeating them.

4.1.2. Pre-test scores of the French department group

The participants' written samples were carefully and generally evaluated, and then they were assessed based on three criteria shown in the evaluation grid of the French department starting from acceptable, moving to average and ending with poor. The following table highlights the pre-test scores of the French department group:

Table 8

Pre-test scores of the French department group

Mastery of English language N°	Acceptable	Average	Poor
1			✓
2			✓
3		✓	
4			✓
5			✓
6			✓
7			✓
8			✓

9			✓
10			✓
11		✓	
12			✓
13			✓
14			✓
15			✓
16			✓
17	✓		
18			✓
19			✓
20			✓

21			✓
22			✓
23		✓	
24		✓	
25			✓
26			✓
27			✓
28	✓		
29			✓
30			✓
31			✓
32			✓
33			✓

34	✓		
35		✓	
36		✓	
37		✓	
38			✓
39			✓
40			✓
41			✓
42			✓
43			✓
44			✓
45	✓		

46			✓
47			✓
48		✓	
49			✓
50			✓
51			✓
52			✓

Results of the pre-test that are shown in table 8 show that the majority of participants rated between average (8 participants) to poor (41 participants) concerning the mastery of English language. Scores of the French department group clearly show that students of nowadays generally know how to write in English to a certain level thanks to the use of computer-mediated communications as it has been suggested in the last research hypotheses. The first impression obtained from the pre-test scores is that only few students did not know how to write using English language. After a detailed evaluation of the pre-test scores, it has been found out that the use of computer-mediated communications helped the participants to write in English. So, these pre-test scores were used as a useful data to further investigate the

subject of research. The main issue that participants suffer from is not being able to write long pieces using English language.

The following graphic shows the pre-test scores of the French department group:

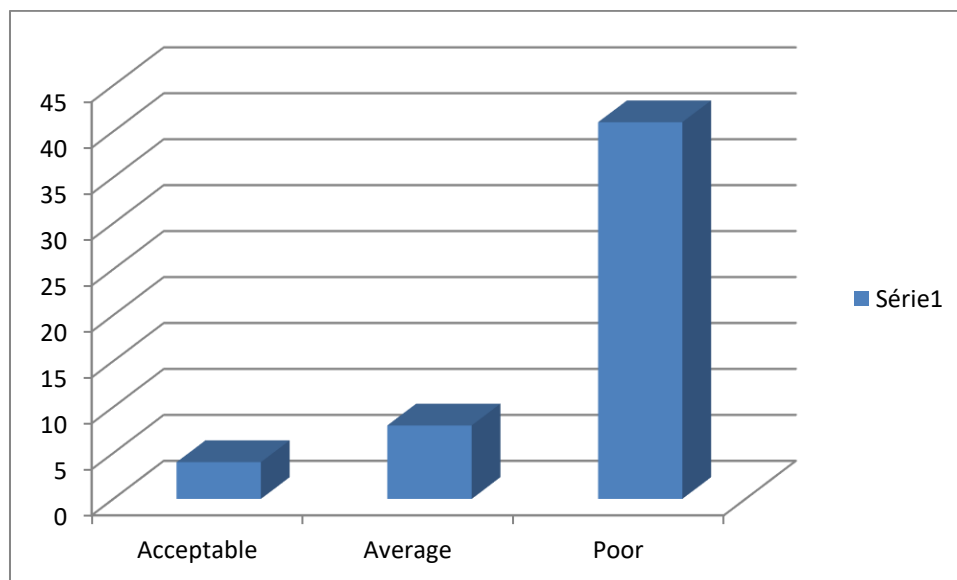


Figure 2. Pre-test scores of the French department group

4.2. Results of the progress test N1

4.2.1. Results of the progress test N1 of the English department groups

The first phase of experiment lasted four weeks and ended up with a progress test number one. The participants studied the regular courses of the syllabus and went through many writing activities. In the first phase of experiment, the participants studied the narrative essay techniques in details and practiced writing some narrative pieces of writing depending on the type of assignment given. The control group practiced the writing activities using academic style only; however, the experimental group practiced the same writing activities but was allowed to use Internet language features. The types of assignments that were given to participants were randomly chosen because the main objective is to check their writing style despite the content or information. Here again, it is important to note that participants of both the control and experimental groups were taught all the necessary lessons as the

remaining groups of second year of the English department. In the first progress test, the participants of both groups were asked to develop a narrative essay on the following issue:

'Develop an essay about a story that happened to you that changed your life'

The progress test number one was considered as part of the course, and participants were expected to write using the necessary narrative techniques. The following tables represent the participants' scores in the first progress test:

Table 9

Experimental group first progress test scores

N	Abbre Viatio n	Clippin g	Combinatio n of Letters and numbers	Acronym y	Comp Oundin g	Deriv a ation	Symbol s	Emoticon s
1	6	1	6	1	1	1	2	3
2	4	1	3	1	1	1	1	1
3	4	1	4	1	1	1	3	1
4	4	1	4	1	1	1	1	4
5	4	1	5	1	1	1	1	4
6	4	1	4	1	1	1	1	3
7	3	1	4	1	1	1	2	2
8	4	2	4	1	1	1	1	3
9	3	1	1	1	1	1	1	4
10	3	1	5	1	1	3	1	1
11	4	1	4	1	1	1	1	4

12	5	2	5	1	1	1	2	2
13	4	1	4	1	1	1	1	1
14	4	1	1	1	1	1	1	3
15	5	1	2	1	1	1	2	4
16	3	1	5	2	2	1	2	4
17	5	1	1	1	1	1	1	3
18	4	1	3	1	2	1	1	3
19	5	1	3	1	1	1	1	1
20	3	1	3	1	1	1	1	3
21	4	1	1	1	1	1	1	4
22	3	1	3	3	1	1	1	2
23	4	1	3	1	1	1	1	3
24	4	1	3	1	1	1	1	1
25	4	1	4	1	1	1	1	1
26	4	2	4	1	1	1	1	2
27	3	1	1	1	1	1	1	3
28	4	1	2	1	1	1	1	2
29	3	1	1	3	1	1	1	4
30	3	1	1	4	1	1	1	5
31	4	1	4	1	1	1	1	1
32	3	1	1	1	1	1	1	1
33	4	1	5	1	1	1	1	1
34	3	1	3	1	1	1	1	3
35	4	1	1	1	1	1	1	2

36	4	1	2	1	1	1	1	2
37	4	1	3	1	1	1	1	1
38	4	3	1	2	1	1	1	1
39	4	1	4	1	1	1	1	2
40	3	1	3	1	1	1	1	1
41	3	1	1	1	1	1	1	1
42	3	1	4	1	1	1	1	1
43	5	1	4	1	2	1	1	2
44	3	1	3	1	1	2	1	2
45	3	1	1	1	1	1	1	1
46	1	2	3	1	1	1	1	1
47	2	3	4	1	1	1	1	4
48	3	1	3	1	1	1	1	5
49	4	1	2	1	1	2	1	3
50	5	1	5	1	1	3	1	3
51	3	1	2	1	1	1	1	1
52	3	1	4	1	1	1	3	1
53	5	1	3	1	1	1	1	1
54	3	1	3	1	1	1	1	1
$\sum X$	200	62	163	63	57	60	63	123
E								
X_e	3,70	1,15	3,01	1,16	1,05	1,11	1,16	2,27

The scores of the experimental group first progress test show that participants used most of the Internet language features but in various degrees, especially abbreviations and the combination of letters and numbers. Participants were evaluated in details given each Internet language feature a specific rate. Some of the participants' of the experimental group made use of most of the Internet language features, some of the participants used few of them and others used one particular feature only. Participants followed the narrative techniques taught while they produced their writings; however, they expressed their ideas using Internet language features.

Table 10

Control group first progress test scores

N	Abbreviation	Clipping	Combination of Letters and numbers	Acronym	Compound	Derivation	Symbols	Emoticons
1	3	2	4	1	1	1	É	2
2	3	1	3	1	1	1	1	3
3	3	1	4	1	1	1	1	1
4	4	1	1	1	1	1	1	3
5	3	1	1	1	1	1	1	1
6	2	1	3	1	1	1	2	2
7	1	1	2	1	1	1	1	3
8	3	1	1	1	1	1	1	2
9	2	1	1	1	1	1	1	1

10	3	1	1	3	1	1	1	2
11	3	1	2	1	1	1	3	1
12	4	1	2	1	1	1	1	1
13	2	2	2	1	1	1	1	2
14	2	1	1	1	1	1	1	1
15	3	1	4	1	1	1	3	3
16	6	1	2	1	1	1	1	3
17	3	2	1	1	1	1	1	2
18	1	1	1	1	1	1	1	1
19	1	2	1	1	1	1	1	2
20	4	1	2	1	1	1	1	2
21	1	1	3	1	1	1	1	1
22	3	1	1	1	1	1	1	1
23	1	1	1	1	1	1	2	1
24	1	1	1	1	1	1	1	1
25	1	3	1	1	1	1	1	2
26	1	1	1	1	1	1	1	1
27	1	1	3	1	1	1	1	3
28	2	1	3	1	1	1	1	2
29	1	1	1	1	1	1	1	1
30	4	1	2	1	1	1	2	2
31	3	3	3	1	1	1	1	1
32	1	1	1	1	1	1	1	2
33	1	1	1	1	2	1	1	4

34	1	1	1	1	1	1	1	1
35	4	1	2	1	1	1	1	2
36	3	1	2	1	1	1	1	2
36	1	1	4	1	1	1	1	2
38	1	1	3	1	1	1	1	1
39	2	1	3	1	2	1	1	2
40	4	1	2	1	1	1	1	3
41	2	1	2	1	1	1	1	4
42	5	1	6	1	1	1	1	3
43	1	2	1	1	1	1	1	1
44	3	1	5	1	1	1	1	1
45	1	1	1	1	1	1	1	1
46	1	1	1	1	1	1	1	1
47	3	1	1	1	1	1	1	1
48	4	1	1	1	1	1	1	1
49	1	1	1	1	1	1	1	1
50	1	1	1	1	1	1	1	1
51	1	2	1	1	1	1	1	3
$\sum X_E$	116	61	99	53	53	51	58	91
\bar{X}_E	2,27	1,19	1,94	1,03	1,03	1	1,13	1,78

Table 10 shows the control group scores in the first progress test, and it indicates a slight difference from that of the experimental group. The participants of the control group used some Internet language features but slightly less than the experimental group. Abbreviations and the combination of letters and numbers were the most Internet language features that were used.

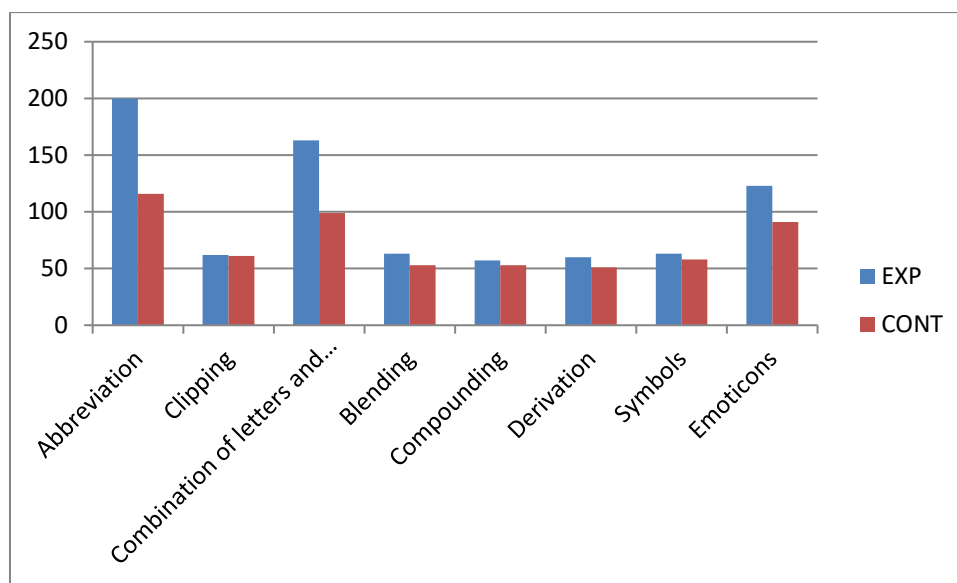


Figure 3. Progress test N1 scores of the English department groups

Since the expected highest score is 10 for all Internet language features, the average score to be achieved is 5. Table 9 and 10 results shows that the majority of students nearly achieved the average score in abbreviations and the combination of letters and numbers; however, the control group rates were slightly lower than the experimental one. Participants of both groups rated below the average score in the rest of the Internet language features, with 2 or 3 students as an exception in each group whose scores were beyond the average concerning the use of abbreviations and the combination of letters and numbers. The first impressions are that students of both groups face difficulties in writing academically, and that the majority of them seem familiar with the Internet language. Also, the majority of students

showed some ‘anxiety’ and ‘fear’ of being punished by the teacher if they will not be able to control and watch themselves when using Internet language in their writings.

The results gathered from the first progress test of the English department groups revealed that participants of both groups are generally familiar with all Internet language features. The same results showed that students do face difficulties in academic writing because of reasons related to problems in grammar rules and the use of tenses. However, these difficulties students are suffering from are of no importance in this investigation. What matters is that students know the different Internet language features which are among the problems students face in writing.

4.2.2. Results of the progress test N1 of the French department group

The first progress test of the French department group was administered after a four-week study, and the participants went through a various program of learning (vocabulary, grammar, written and oral expression). Participants were asked to develop an essay on a particular topic and the written samples that were collected showed that there was a slight change in their general style of writing. Participants produced average written performances and they displayed an immense difficulty to express themselves in English. The following table highlights the first progress test scores of the French department group:

Table 11

Progress test N1 scores of the French department group

Mastery of English	Acceptable	Average	Poor
<p data-bbox="357 1832 485 1865" style="text-align: center;">language</p> <p data-bbox="185 1899 225 1933">N°</p>			

1		✓	
2		✓	
3		✓	
4			✓
5			✓
6		✓	
7			✓
8		✓	
9		✓	
10			✓
11		✓	
12		✓	

13		✓	
14			✓
15			✓
16			✓
17			✓
18			✓
19	✓		
20		✓	
21		✓	
22		✓	
23		✓	
24	✓		
25			✓

26			✓
27	✓		
28		✓	
29			✓
30		✓	
31			✓
32			✓
33			✓
34			✓
35			✓
36		✓	
37			✓

38		✓	
39		✓	
40		✓	
41			✓
42		✓	
43			✓
44			✓
45			✓
46		✓	
47			✓
48			✓
49			✓

50		✓	
51			✓
52		✓	

Results of the first progress test that are shown in table 11 show that participants rated between average and poor concerning the mastery of English language. Scores of the progress test clearly show that participants are able to express themselves in English but to a certain extent. Participants seemed to have ideas and opinions, but they faced a problem in expressing them in the correct way. The program of English in the French department depends and varies from one teacher to another. There was an attempt to collect courses that cover the different basics in English language so that participants will learn as better as possible, and so that these elements that they learn will help them write better.

The following graphic shows the first progress test scores of the French department group:

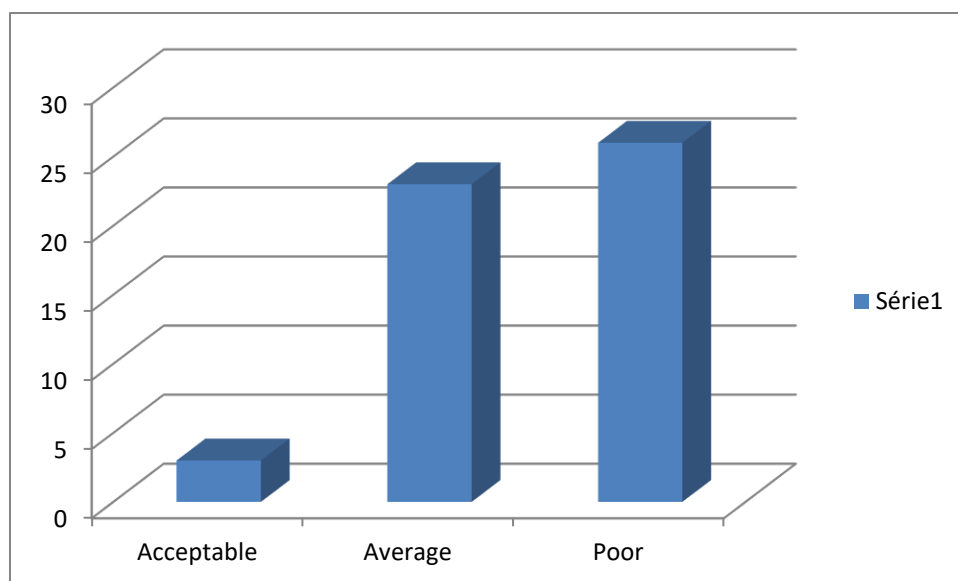


Figure 4. Progress test N1 scores of the English department groups

Figure 4 indicates a slight different rating as compared to the pre-test scores. The data gathered from this progress test helped to know more about the participants of the French department group. These results will certainly help in the course of investigation and in the analysis of the following progress tests. Participants showed an average level of the mastery of English language with few exceptions who rated poor and few others who rated acceptable. The main problem that participants are suffering from is in the lack of vocabulary and the misuse of grammar rules.

4.3.Results of the progress test N2

4.3.1.Progress test N2 of the English department groups

After four weeks, another progress test has been administered to students to check the progress of investigation and the participants' writing style. Participants were asked to develop an essay on a particular topic evaluated following the same procedures of assessment in the previous two tests. Table 12 represents the scores of the Experimental group:

Table 12

Experimental group second progress test scores

N	Abbre Viatio n	Clippin g	Combinatio n of Letters and numbers	Acronym y	Comp oundin g	Deriv a ation	Symbol s	Emoticon s
1	6	1	3	1	1	2	3	3
2	5	1	3	2	1	2	1	3
3	4	1	3	2	1	2	3	1
4	3	1	4	2	1	3	2	4
5	4	2	5	1	1	1	2	4
6	4	2	4	1	1	1	2	3
7	3	2	4	1	1	2	2	2
8	4	2	4	2	1	3	1	2
9	3	2	1	1	1	1	3	4
10	3	2	5	1	1	3	1	3
11	4	1	3	1	3	1	1	4
12	5	2	3	1	1	2	2	2
13	4	1	4	1	3	1	2	1
14	4	1	2	1	1	3	1	3
15	4	1	2	2	1	1	2	4
16	3	2	4	2	2	1	2	3
17	4	1	3	1	2	1	1	3
18	3	1	3	1	2	1	3	3

19	4	1	3	1	1	3	3	1
20	3	1	3	1	1	4	1	3
21	4	1	3	1	1	1	2	4
22	4	1	3	3	1	1	3	2
23	4	1	3	1	1	1	1	3
24	4	1	3	1	1	1	3	1
25	4	3	4	1	3	1	1	1
26	4	2	4	1	1	3	1	2
27	4	1	1	1	1	3	1	3
28	4	1	2	1	1	3	1	2
29	3	1	1	3	3	1	2	4
30	3	1	1	4	1	1	1	5
31	3	1	4	2	1	1	4	1
32	3	1	1	1	3	1	3	1
33	4	3	5	1	1	3	1	1
34	3	1	3	1	1	1	1	3
35	4	1	1	1	1	1	3	2
36	4	1	2	1	1	1	1	2
36	5	1	3	1	2	1	1	1
38	4	3	1	2	1	1	1	1
39	4	1	4	1	1	4	1	2
40	3	2	3	1	1	1	1	1
41	3	1	1	1	4	1	1	1
42	4	1	4	1	1	1	1	1

43	5	1	4	3	2	1	1	2
44	3	1	3	1	1	2	3	2
45	4	1	1	1	1	1	1	1
46	1	2	3	2	1	1	4	1
47	2	3	4	1	1	3	1	4
48	3	1	3	1	1	1	1	5
49	4	2	2	1	1	2	1	3
50	5	1	5	1	1	3	3	3
51	3	1	2	1	1	1	1	1
52	3	4	4	1	1	2	3	1
53	5	1	3	3	1	1	1	1
54	3	1	3	1	1	1	3	1
$\sum X$	200	77	160	74	72	90	96	125
E								
X_E	3,70	1,42	2,96	1,37	1,33	1,66	1,77	2,31

As shown in table 12, all participants of the experimental group were involved in the second progress test. Table 12 clearly indicates that there is a difference in scores as compared to progress test N1. Some students rated more than their previous test, some of them have scored the same but no student has ranked lower than the scores of the previous test. Some participants have used more than five Internet features out of nine; others have used the same Internet language features used in the previous test and the rest of them used at least two Internet language features. Again, it has been noticed that the majority of students are familiar with the majority of Internet language features, and that they do feel comfortable

while using them. It has been believed that this comfort is derived from their constant use of their smart devices, where they particularly use the Internet language. Throughout this phase of experiment, the participants studied the regular courses as the rest of 2nd year students, and they were also taught the techniques of another type of essay.

So all in all, students' rates in the second progress test were between poor and average. Participants of the control group were different from those of the experimental one; table 13 illustrates the fact.

Table 13

Control group second progress test scores

N	Abbre Viatio n	Clippin g	Combinatio n of Letters and numbers	Acronym y	Comp oundin g	Deriv a ation	Symbol s	Emoticon s
1	3	1	3	1	1	1	1	2
2	3	1	3	1	1	1	1	3
3	1	1	4	1	1	1	1	1
4	4	1	1	1	1	1	1	2
5	3	1	1	1	1	1	1	1
6	2	1	3	1	1	1	1	2
7	1	1	2	1	1	1	1	3
8	3	1	1	1	1	1	1	2
9	2	1	1	1	1	1	1	1
10	2	1	1	3	1	1	1	2
11	2	1	2	1	1	1	1	1
12	2	1	2	1	1	1	1	1

13	2	1	2	1	1	1	1	2
14	2	1	1	1	1	1	1	1
15	3	1	4	1	1	1	1	2
16	4	1	2	1	1	1	1	2
17	3	1	1	1	1	1	1	2
18	1	1	1	1	1	1	1	1
19	1	1	1	1	1	1	1	3
20	3	1	2	1	1	1	1	2
21	1	1	3	1	1	1	1	1
22	3	1	1	1	1	1	1	1
23	1	1	1	1	1	1	1	1
24	1	1	1	1	1	1	1	1
25	3	3	1	1	1	1	1	2
26	1	1	1	1	1	1	1	4
27	1	1	3	1	1	1	1	3
28	2	1	3	1	1	1	1	2
29	1	1	1	1	1	1	1	1
30	3	1	2	1	1	1	1	2
31	2	1	3	1	1	1	1	1
32	1	1	1	1	1	1	1	2
33	1	1	1	1	2	1	1	4
34	1	1	1	1	1	1	1	1
35	4	1	2	1	1	1	1	2
36	3	1	2	1	1	1	1	2

36	1	1	4	1	1	1	1	2
38	1	1	3	1	1	1	1	1
39	2	1	3	1	2	1	1	2
40	3	1	2	1	1	1	1	1
41	2	1	2	1	1	1	1	2
42	5	1	3	1	1	1	1	3
43	1	1	1	1	1	1	1	1
44	3	1	5	1	1	1	1	1
45	1	1	1	1	1	1	1	1
46	1	1	1	1	1	1	1	3
47	5	1	1	1	1	1	1	1
48	3	1	1	1	1	1	1	1
49	1	1	1	1	1	1	1	1
50	1	1	1	1	1	1	1	1
51	1	1	1	1	1	1	1	4
$\sum X$	107	53	95	53	53	51	51	91
E								
X_E	2,09	1,03	1,86	1,03	1,03	1	1	1,78

In comparison with the experimental group, the control group generally rated lower than the experimental one. Despite their constant use of the different CMC forms, the fact of not being allowed of using them in the formal assignments has affected their overall scoring. In this progress test, some students continued to use the Internet language features; however, some others have truly obeyed the teacher and tried to avoid the use of Internet language

features. The participants of both groups have showed that they are so used to the use of Internet language in their daily contact activities that is why they face difficulties in writing purely academic in their formal assignments. Despite the fact if being used to this particular language, students of both groups suffered in writing generally due to many reasons. Table 13 shows the second progress test results of both groups:

Table 14

Scores of progress test N2 of the English department groups

		Abbreviation		Clipping		Combination of letters and numbers		Acronymy		Compounding		Derivation		Symbols		Emoticons	
Score →	Group ↓	To	Average	To	Average	To	Average	To	Average	To	Average	To	Average	To	Average	To	Average
		Experimental Group	200	3,70	77	1,42	160	2,96	74	1,37	72	1,33	90	1,66	96	1,77	125
Control Group	107	2,09	53	1,03	95	1,68	53	1,03	53	1,03	51	1	51	1	91	1,78	

Table 14 indicates that participants' scores of the control group are lower as compared to the experimental group in terms of using Internet language features. Experimental group rates of using abbreviations and the combination of letters and numbers are noticeably higher than those of the control group. Some Internet language features like symbols and derivations that were not used in the first progress test have now been used in the experimental group but in various degrees. Some Internet language features such as clipping and compounding that were used in the first progress test by participants of the control group were no longer used in the second progress test. Figure 4 illustrates the second progress test scores of both groups:

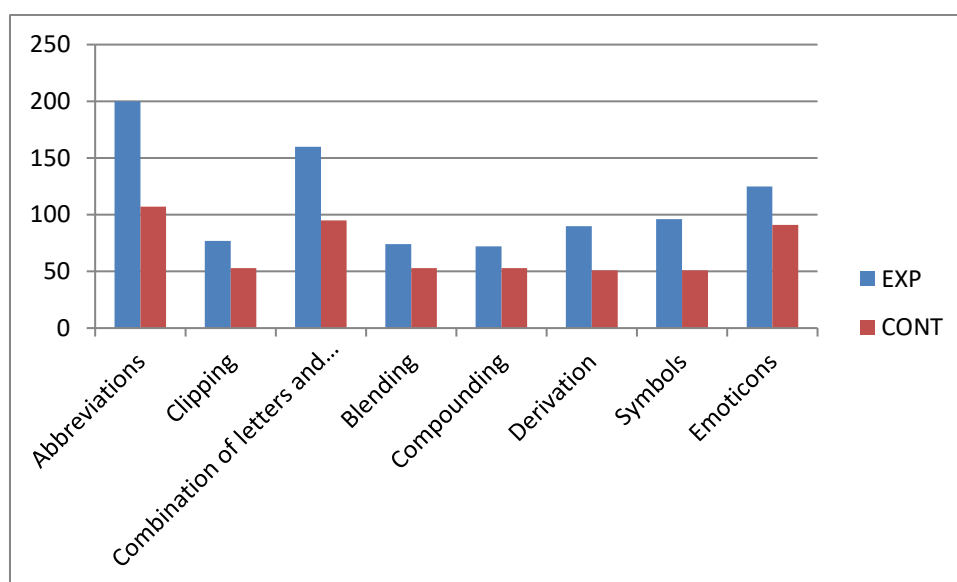


Figure 5. Progress test N2 scores of the English department groups

Results shown in this figure indicate that the scores of both groups have been changed as compared to progress test N1. Concerning the experimental group, participants have used more Internet language features and also took some Internet language features and used them more frequently as compared to the first progress test. Participants of the experimental group showed some difficulties in writing generally but that was not due to the use of Internet language, but due to other factors mainly poor vocabulary and poor knowledge of the writing techniques in general. Another remarkable thing is that, participants of the experimental group

were more relaxed in writing than the participants of the control group. This fact is due to the freedom that they have been given by the researcher/teacher to use Internet language. Some students have expressed their reactions openly where one student said “I feel more inspired to write because I am not obliged to watch my writing style”. Participants of the control group were different than participants of the experimental one. Since they were not allowed to use Internet language they felt somewhat ‘frustrated’ and sometimes they surrendered to their addiction of abbreviating words. Some of them have also tried to express themselves openly and one of them said “it’s so hard not to use abbreviations”. Concerning academic writing style, participants of the control group were better than participants of the experimental one and that was somehow due to not being allowed of using Internet language features. Control group participants faced some writing difficulties same as the participants of the experimental group and they constantly justified their weaknesses due to not being well taught in the previous year.

4.3.2. Results of the progress test N2 of the French department group

The second progress test of the French department group was held after a four-week study, and the participants went through different courses. During this phase of investigation, the participants were given more writing activities as compared to the first phase of investigation. The researcher tried to teach the participants the different types of essays, and the techniques that are necessary in each type. Along with the writing activities, the researcher gave the participants different quizzes that dealt with different components of English language, namely, vocabulary, grammar, idioms, and nationalities. Those quizzes were carefully chosen and the researcher’s objective was to inspire, encourage and enrich their vocabulary. Throughout this phase of investigation, the researcher tried from once and a while to have a quick chit-chat with the students to check their level of English. Some students were open and excited to express themselves in English, and they purposefully tried to display their

level of mastery of English language in order to show the teacher to what extent they are updated with technology and the English world. Some other students tried also to express themselves but could not find the words in English, and the remaining students were either silent or searching for some words in English language from the Internet or from their dictionaries. When the students were asked whether they use English in their communications, the majority of them said that they use it mostly in social media but rarely in their department. At the End of this phase of investigation, participants were asked to develop an essay and their scores are shown in table 15.

Table 15

Progress test N2 scores of the French department group

Mastery of English language	Acceptable	Average	Poor
N°			
1		✓	
2		✓	
3		✓	
4		✓	

5		✓	
6			✓
7		✓	
8	✓		
9		✓	
10			✓
11			✓
12			✓
13		✓	
14		✓	
15	✓		
16	✓		

17		✓	
18		✓	
19			✓
20		✓	
21		✓	
22		✓	
23		✓	
24	✓		
25		✓	
26			✓
27	✓		
28		✓	
29		✓	

30	✓		
31		✓	
32		✓	
33		✓	
34		✓	
35			✓
36		✓	
37			✓
38			✓
39		✓	
40		✓	
41	✓		

42		✓	
43			✓
44		✓	
45			✓
46	✓		
47		✓	
48		✓	
49		✓	
50		✓	
51			✓
52	✓		

Results of the second progress test in table 15 indicate that participants rated between poor, average and acceptable concerning the mastery of English language. Results of this test

indicate that there is a certain progress in the participants' mastery of English language. The courses that the researcher has taught seem to have a certain effect on the students general learning level, and everything that they have grasped in the courses were somehow used in their writings. Since the courses of English in the French departments are somehow limited in timing (3 hours per week), the researcher tried to boost the students level by giving them homework to practice writing. It has been found out that those participants of the French department in order to enhance their level of English, have tried to use it more often either in or out of the digital world. Scores of the second progress test indicates a positive progress and they are better illustrated in Figure 6:

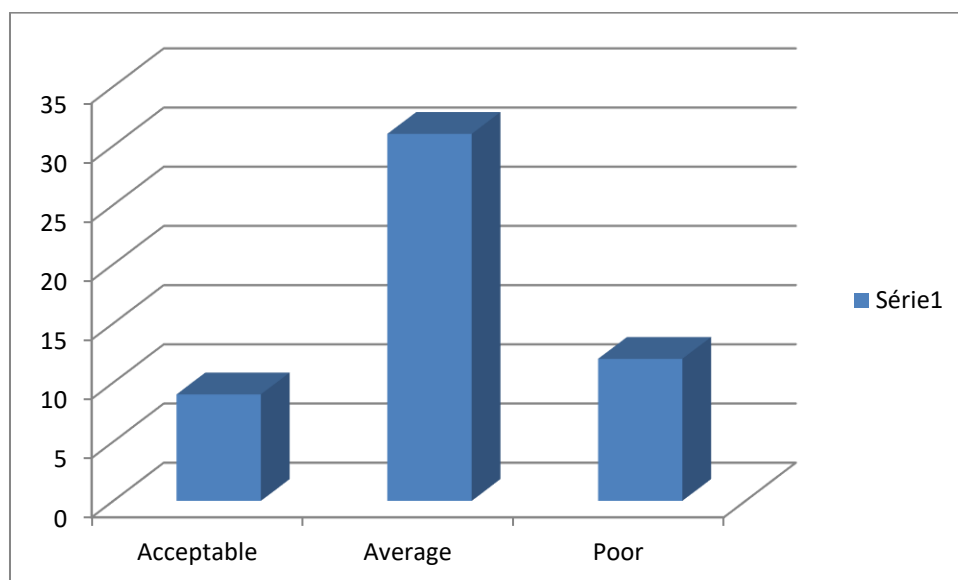


Figure 6. Progress test N2 scores of the French department group

Figure 6 displays a different rating as compared to the first progress test. The data gathered from the second progress test inspired and motivated to make more efforts that can gain better results. These same results were used as important data for the investigation and analysis of the following tests. Participants showed an overall average of rating, with the exception of some students who remained poor and marked no change. The fact of those students who have not progressed is their continuous absence and, hence, could not keep an eye on their general level.

4.4. Results of the progress test N3

4.4.1. Progress test N3 of the English department groups

The third progress test was administered after a four-week study, and in this phase of experiment, the intent is to look deeper into the students' written performances. The researcher analyzed the students' written pieces in a detailed manner, and evaluated them in a way that could help the course of investigation. The students' written performances were carefully evaluated to find out to what extent they master the Internet language, and to what extent they are addicted to it. There was an attempt to highlight the effects of Internet language that they constantly use on their academic writing style. Throughout this phase of experiment, participants were given more activities to do and then the answers were discussed orally while the teacher kept an eye on their written papers. The objective was to get to know them better and find out the way they perceive writing in general. During the timing of assignments, students' performances were analyzed individually with a quick conversation with the students to discuss different ideas. Up to now, and as it is shown in the previous two tables (table 12 and table 13), students of the experimental group have progressed in the use of the different Internet language features; contrary to the control group, who regressed concerning the use of Internet language features. The last case might be attributed to the fact of not being allowed of using Internet language features in all of their performances. The researcher noticed a significant change in the students' written performances (either positive or negative), and the third phase of research was ended up by a progress test N3. A noticeable change has been found in the use of derivation and emoticons by the participants of the experimental group, and a noticeable change has been found in the disuse of abbreviations and the combination of letters and numbers by the participants of the control group. Table 16 highlights the scores of the experimental group in progress test N3:

Table 16

Experimental group third progress test scores

N	Abbre Viatio n	Clippin g	Combinatio n of Letters and numbers	Acronym y	Comp oundin g	Deriv a Ation	Symbol s	Emoticon s
1	10	4	9	4	3	2	3	5
2	5	1	3	2	1	5	1	3
3	4	1	3	2	1	2	3	1
4	4	1	4	2	1	3	2	4
5	4	2	5	1	3	4	2	4
6	9	4	8	4	4	4	5	3
7	3	2	4	1	1	4	2	5
8	4	2	4	2	1	5	1	5
9	3	2	1	3	1	3	3	4
10	8	5	8	4	4	3	4	5
11	8	4	9	5	3	4	4	4
12	5	2	3	1	1	6	2	5
13	4	4	4	4	3	5	2	5
14	4	4	2	1	1	3	1	4
15	4	1	2	2	1	1	2	4
16	3	2	4	2	2	4	2	3
17	4	2	3	1	2	1	1	3
18	3	1	3	1	2	5	3	3

19	4	1	3	1	1	3	3	1
20	4	1	3	1	1	4	1	3
21	4	1	3	1	1	1	2	4
22	8	4	8	3	4	5	3	5
23	4	1	3	1	1	5	1	3
24	10	4	9	4	4	4	3	5
25	4	3	4	1	3	1	1	5
26	4	2	4	1	3	3	1	2
27	4	1	1	1	1	3	1	3
28	4	1	2	3	1	3	1	2
29	3	1	1	3	3	1	2	4
30	5	1	1	4	1	4	1	5
31	3	1	4	2	1	1	4	1
32	3	1	1	1	3	1	3	5
33	9	3	8	4	1	3	4	5
34	3	4	3	1	1	1	1	3
35	4	1	1	1	1	1	3	3
36	9	4	8	4	4	4	4	5
36	5	1	3	1	2	1	1	1
38	4	3	1	2	1	1	1	1
39	8	3	9	4	4	4	4	5
40	3	2	3	1	1	1	1	1
41	3	1	1	1	4	4	1	1
42	4	1	4	1	1	1	1	1

43	8	4	8	3	5	4	4	5
44	3	1	3	1	1	2	3	2
45	8	4	8	4	4	5	4	6
46	1	2	3	2	1	1	4	1
47	5	3	4	1	1	3	1	4
48	3	1	3	1	3	1	1	5
49	4	2	2	1	1	2	1	3
50	8	4	8	4	4	4	4	5
51	3	1	2	1	1	1	1	1
52	3	4	4	4	1	2	3	1
53	5	1	3	3	4	1	1	1
54	3	1	3	1	1	1	3	5
$\sum X$	259	118	218	115	111	151	121	183
E								
X_E	4,80	2,18	4,03	2,12	2,03	2,79	2,24	3,38

Concerning the use of Internet language features, and since we are reaching the end of investigation, the majority of participants in the experimental group have used most of Internet language features in their writing activities. As the scores in table 16 indicate, there is a significant progression in the use of Internet language features and most of the participants. What is surprising here is that 13 students have used all of the Internet language features that were present in table 2, and were somehow abusive in abbreviations and the combination of letters and numbers. This fact could be interpreted by being allowed and free to use the language that they usually use in the different CMCs. Also, this could be explained as the

reality that those particular students were abusive users of CMCs. The researcher himself being a constant user of the different CMCs facilitated the task of investigation and helped him understand and explain the participants' different attitudes.

Participants of the control group rated differently as compared to the experimental group. The scores of the control group students indicate that their writings were not affected by the Internet language since they were not allowed to use in neither of the assignments. The analysis of their scores shows that there is a significant degradation in the use of the different Internet language features, and that their academic style has widely improved. Well, there were few exceptions who continued to use Internet language features but still, they have used them in a lower way. As a teacher of these students, we could justify the not changing in the writings of those exceptions by the fact of being absent most of this phase of experiment, and hence missing the instructions of the teacher. Table 17 showcases the scores of the control group in the third progress test:

Table 17

Control group third progress test scores

N	Abbre Viatio n	Clippin g	Combinati on of Letters and numbers	Acronym y	Comp Oounding	Deriv a s ation	Symbol s	Emotico ns
1	3	1	3	1	1	1	1	2
2	3	1	3	1	1 ² _uuuiiit yy	1	1	3
3	1	1	4	1	1	1	1	1
4	3	1	1	1	1	1	1	2

5	3	1	1	1	3	1	1	1
6	2	1	3	1	1	1	1	2
7	2	1	2	1	1	1	1	2
8	2	1	1	1	1	1	1	2
9	2	1	1	1	1	1	1	1
10	2	1	1	3	1	1	1	2
11	2	1	2	1	1	1	1	1
12	2	1	2	1	1	1	1	1
13	2	1	2	1	1	1	1	2
14	2	1	1	1	1	1	1	1
15	3	1	1	1	1	1	1	2
16	4	1	2	1	1	1	1	2
17	3	1	1	1	1	1	2	2
18	1	1	1	1	1	1	1	1
19	1	1	1	1	1	1	1	3
20	3	1	2	1	1	1	1	2
21	1	1	3	1	1	1	1	1
22	3	1	1	1	1	1	1	1
23	1	1	1	1	1	1	1	1
24	1	1	1	1	1	1	1	1
25	3	3	1	1	1	1	1	2
26	1	1	1	1	1	1	1	2
27	1	1	3	1	1	1	1	3
28	2	1	3	1	1	1	1	2

X_e	2,05	1,03	1,80	1,03	1,07	1	1,01	1,72

Table 17 clearly indicates the regression of students in the use of Internet language features, and shows the reader the effects of not using Internet language on academic writing. To statistically highlight the difference in scores of both groups, the following table highlights data that was gathered from the progress test N3:

Table 18

Scores of progress test N3 of the English department groups

Score → ↓ Group	Abbreviation		Clipping		Combination of letters and numbers		Acronym		Compounding		Derivation		Symbols		Emoticons	
	To Tal	Ave rag e	To tal	Ave Rag e	To tal	Ave rag e	To tal	Ave rage	To Tal	Ave rag e	To tal	Ave rag e	To Tal	Ave rag e	To tal	Ave rage
Experimental group	259	4,80	118	2,18	218	4,03	115	2,12	111	2,03	151	2,79	121	2,24	183	3,38

	10	2,0	53	1,03	92	1,8	53	1,03	55	1,0	51	1	52	1,0	88	1,72
Control group	5	5				0				7				1		

Along with table 18, the following graphic illustrates the scores of participants in progress test N3:

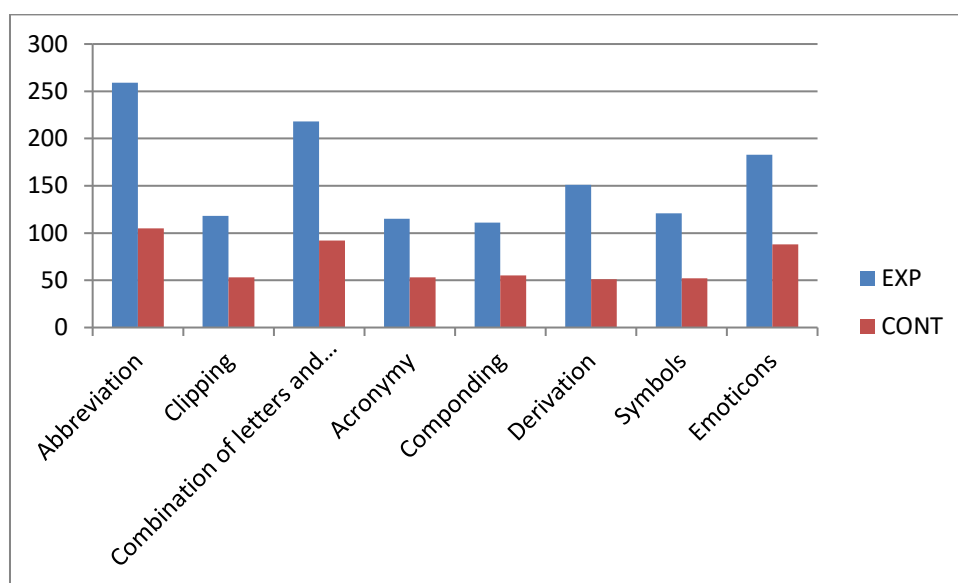


Figure 7. Progress test N2 scores of the French department group

It can be deduced from figure 6 that participants of the experimental group have surpassed the participants of the control group in the use of Internet language features. This data that was gathered from progress test N3 is considered as an important change in the course of investigation. Practically speaking, the progression/regression in the use of Internet language is depending on the extent of using it in daily communications. Well, it is important to note that no specific instructions were given to the participants as to how and how frequently use the Internet language; they were either allowed or forbidden to use it. So, once again, any change that occurred in the extent of using Internet language features is specifically due to their usual habits and attitudes of using CMCs.

Based on results of the previous three tests, it is in progress test N3 where students have marked a significant change in their writing style and in the use of Internet language features.

4.4.2. Results of the progress test N3 of the French department group

The third progress test of the English department group was held after 6 weeks of studying and the participants went through different writing activities. Throughout this phase of investigation, the participants tried to develop their English skills through expressing themselves orally and on papers. On the one hand, students were motivated to speak up and to practice their English no matter the mistakes they make, and on the other hand, they were encouraged to write about different topics through different activities. During the warming-up at the beginning of each session, some participants were discussing different topics using different new words like ‘updating’, ‘deleting’, ‘hashtag’, ‘screenshot’; these particular words can be found and used on social media like Facebook and Twitter. During one particular session, one student came late to the classroom and the teacher researcher asked him why he came late, and he replied by saying “I tried to log in to the department but the agents did not allow me to enter because of strike issues”. Here in this specific case where the researcher noticed the word ‘log in’ that can be grasped only from social media. Another case, when a female student told the researcher about her dispute story with her friend that was caused by a ‘screenshot’; a word that she did not know before until she started using Facebook. Besides, it has been noticed through the students’ oral and written performances that they used many words, words that they did not know before but only taken from the different CMCs. The participants studied different components in this phase of investigation, and then they were asked to develop an essay which was considered as the third progress test. The following table shows the scores of the participants in progress test N3:

Table 19

Progress test N3 scores of the French department group

Mastery of English	Acceptable	Average	Poor

N°	language		
1	✓		
2		✓	
3		✓	
4	✓		
5		✓	
6			
7		✓	
8	✓		
9		✓	
10		✓	

11	✓		
12		✓	
13		✓	
14		✓	
15	✓		
16	✓		
17		✓	
18		✓	
19			
20		✓	
21	✓		
22	✓		
23		✓	

24	✓		
25		✓	
26		✓	
27	✓		
28		✓	
29		✓	
30	✓		
31		✓	
32		✓	
33		✓	
34		✓	
35		✓	

36		✓	
37		✓	
38	✓		
39		✓	
40	✓		
41	✓		
42		✓	
43		✓	
44		✓	
45		✓	
46	✓		
47	✓		

48		✓	
49	✓		
50		✓	
51		✓	
52	✓		

Scores of the third progress test indicate that most of the participants rated mostly average with few exceptions that rated acceptable concerning the mastery of English language. The same table indicates that none of the students rated poor and that the number of students who rated acceptable is bigger than that of the progress test N2. Scores of the progress test N3 clearly shows that there is a positive progress in the mastery of English language, and that students' general level has developed as compared to previous tests. The number of writing activities seems to have a positive effect on the writing level of students as the researcher noticed, that the more they write the more they enhance their level of writing. One again, it is important to note that these participants are constant users of computer-mediated communications; however, now that they want to develop their level in English, they started using it in their communications through the different CMCs. Scores of the third progress test are better illustrated in figure 7:

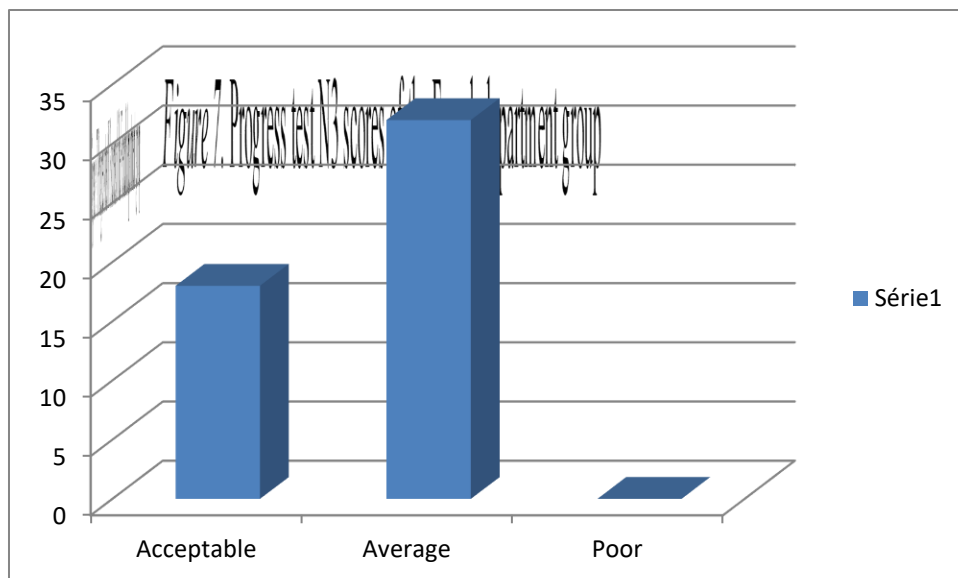


Figure 7. Progress test N3 scores of the French department group

Scores in figure 7 displays a different rating as compared to that of the previous tests. These scores indicate that students of the French department are witnessing a positive change concerning the mastery of English language. Based on these scores, the researcher realized that the constant use of CMCs helps the participants to grasp new English words, and to express themselves in English through written and oral performances. What has been noticed as well is that, the more students want to develop their level in English language, the more they use it both in and out of the classroom. The positive change in rating that has been marked in progress test N3 helped to march towards a useful conclusion.

4.5. Results of the progress test N4

4.5.1. Progress test N4 of the English department groups

The fourth progress test is as important in this investigation as it shows the progress of investigation and current research. It is in this test that the development of the experiment and the effects of Internet language features used through the different CMCs on academic writing can be checked. The effects that Internet language can generate can be manifested by the scores of the experimental group in this progress test. The fourth progress test was

administered after five weeks of studying, and the participants of the experimental group throughout this phase of experiment continued to use Internet language features unlike the control group participants who were still not allowed to use what is so ever. During the early phases of experiment, participants of the experimental group were not comfortable to use Internet language as they thought their marked will be affected; however, when the investigation reached an ending, they became so comfortable using it in all of the course's activities. As a reminder, the researcher struggled with the control group as he took extra efforts to remind them each time that Internet language features are totally not allowed to be used. Needless to remind the reader that the researcher did not show the students of the experimental group what are the different Internet language features or how, when and to what extent they can use it; the researcher just informed the participants that they are allowed to use the language they usually use in their CMCs in the classroom activities. So, the progress in using Internet language features is mainly due to their constant and parallel use of Internet language outside of the classroom, and the following table shows the scores of the experimental group participants in progress test N4:

Table 20

Experimental group fourth progress test scores

N	Abbre Viatio n	Clippin g	Combinatio n of Letters and numbers	Acronym y	Comp oundin g	Deriv a Ation	Symbol s	Emoticon s
1	10	4	9	4	3	2	3	5
2	5	1	3	2	1	5	1	3
3	4	1	3	2	1	2	3	1
4	4	1	4	2	1	3	2	4

5	4	2	5	1	3	4	2	4
6	9	4	8	4	4	4	5	3
7	3	2	4	1	1	4	2	5
8	4	2	4	2	1	5	1	5
9	3	2	1	3	1	3	3	4
10	8	5	8	4	4	3	4	5
11	8	4	9	5	3	4	4	4
12	5	2	3	1	1	6	2	5
13	4	4	4	4	3	5	2	5
14	4	4	2	1	1	3	1	4
15	4	1	2	2	1	1	2	4
16	3	2	4	2	2	4	2	3
17	4	2	3	1	2	1	1	3
18	3	1	3	1	2	5	3	3
19	4	1	3	1	1	3	3	1
20	4	1	3	1	1	4	1	3
21	4	1	3	1	1	1	2	4
22	8	4	8	3	4	5	3	5
23	4	1	3	1	1	5	1	3
24	10	4	9	4	4	4	3	5
25	4	3	4	1	3	1	1	5
26	4	2	4	1	3	3	1	2
27	4	1	1	1	1	3	1	3
28	4	1	2	3	1	3	1	2

29	3	1	1	3	3	1	2	4
30	5	1	1	4	1	4	1	5
31	3	1	4	2	1	1	4	1
32	3	1	1	1	3	1	3	5
33	9	3	8	4	1	3	4	5
34	3	4	3	1	1	1	1	3
35	4	1	1	1	1	1	3	3
36	9	4	8	4	4	4	4	5
36	5	1	3	1	2	1	1	1
38	4	3	1	2	1	1	1	1
39	8	3	9	4	4	4	4	5
40	3	2	3	1	1	1	1	1
41	3	1	1	1	4	4	1	1
42	4	1	4	1	1	1	1	1
43	8	4	8	3	5	4	4	5
44	3	1	3	1	1	2	3	2
45	8	4	8	4	4	5	4	6
46	1	2	3	2	1	1	4	1
47	5	3	4	1	1	3	1	4
48	3	1	3	1	3	1	1	5
49	4	2	2	1	1	2	1	3
50	8	4	8	4	4	4	4	5
51	3	1	2	1	1	1	1	1
52	3	4	4	4	1	2	3	1

53	5	1	3	3	4	1	1	1
54	3	1	3	1	1	1	3	5
$\sum X_E$	259	118	218	115	110	151	121	183
X_E	4,8	2,18	4,03	2,12	2,03	2,79	2,24	3,38

Undoubtedly, the main objective of showing the scores of table 20 is to highlight to what extent the students can use Internet language features if they are allowed to. Scores of table 20 indicate that there is an abusive use in most of Internet language features by students of the experimental group, and that every single student used at least 5 out of the 9 Internet language features. Based on the scores of table 20, one can fairly say that the effects of Internet language on academic writing is 'huge', and that the constant use of CMCs can definitely affect academic writing.

Table 21

Control group fourth progress test scores

N	Abbre Viatio n	Clippin g	Combinatio n of Letters and numbers	Blendin g	Comp oundin g	Deriv a ation	Symbol s	Emoticon s
1	3	1	3	1	1	1	1	2
2	3	1	3	1	1	1	1	3
3	1	1	4	1	1	1	1	1

4	3	1	1	1	1	1	1	2
5	3	1	1	1	3	1	1	1
6	2	1	3	1	1	1	1	2
7	2	1	2	1	1	1	1	2
8	2	1	1	1	1	1	1	2
9	2	1	1	1	1	1	1	1
10	2	1	1	3	1	1	1	2
11	2	1	2	1	1	1	1	1
12	2	1	2	1	1	1	1	1
13	2	1	2	1	1	1	1	2
14	2	1	1	1	1	1	1	1
15	3	1	1	1	1	1	1	2
16	4	1	2	1	1	1	1	2
17	3	1	1	1	1	1	2	2
18	1	1	1	1	1	1	1	1
19	1	1	1	1	1	1	1	3
20	3	1	2	1	1	1	1	2
21	1	1	3	1	1	1	1	1
22	3	1	1	1	1	1	1	1
23	1	1	1	1	1	1	1	1
24	1	1	1	1	1	1	1	1
25	3	3	1	1	1	1	1	2
26	1	1	1	1	1	1	1	2
27	1	1	3	1	1	1	1	3

28	2	1	3	1	1	1	1	2
29	1	1	1	1	1	1	1	1
30	3	1	2	1	1	1	1	2
31	2	1	3	1	1	1	1	1
32	1	1	1	1	1	1	1	2
33	1	1	1	1	2	1	1	3
34	1	1	1	1	1	1	1	1
35	3	1	2	1	1	1	1	2
36	4	1	2	1	1	1	1	2
36	1	1	4	1	1	1	1	2
38	1	1	3	1	1	1	1	1
39	2	1	3	1	2	1	1	2
40	3	1	2	1	1	1	1	1
41	2	1	2	1	1	1	1	2
42	3	1	3	1	1	1	1	2
43	1	1	1	1	1	1	1	1
44	2	1	5	1	1	1	1	1
45	1	1	1	1	1	1	1	5
46	1	1	1	1	1	1	1	3
47	5	1	1	1	1	1	1	1
48	3	1	1	1	1	1	1	1
49	1	1	1	1	1	1	1	1
50	1	1	1	1	1	1	1	1
51	3	1	1	1	1	1	1	2

$\sum X_E$	105	53	92	53	55	51	52	88
X_E	2,05	1,03	1,80	1,03	1,07	1	1,01	1,72

Concerning the control group, there has been a significant change in the use of Internet language features. The majority of students did not use any of the Internet language features, and only few of them who continued to use abbreviations and the combination of letters and numbers but in poor degrees. The scores in this progress test indicate that when students were not allowed to practice the language they used to practice, and when the teacher kept an eye on their writing style they eventually enhanced their academic writing style. It is fair to mention that the researcher's efforts were not the only reason that students' academic writing was enhanced; other courses had a hand in that development. The following table and graphic illustrate the scores of both groups in progress test N4:

Table 22

Scores of progress test N4 of the English department groups

Abbrevi Ation	Clipping	Combina Tion of letters and numbers	Acronymy	Comp ounding	Derivate ion	Symbols	Emoticons
------------------	----------	---	----------	-----------------	-----------------	---------	-----------

Score → Group ↓	To	Ave	To	Ave	To	Ave	To	Ave	To	Ave	To	Ave	To	Ave	To	Ave
	tal	rage	tal	rage	tal	rage	tal	rage	tal	rage	tal	rage	tal	rage	tal	rage
Experimental group	259	4,8	118	2,18	218	4,03	115	2,12	110	2,03	151	2,79	121	2,24	183	3,38
Control group	105	2,05	53	1,03	92	1,80	53	1,03	55	1,07	51	1	52	1,01	88	1,72

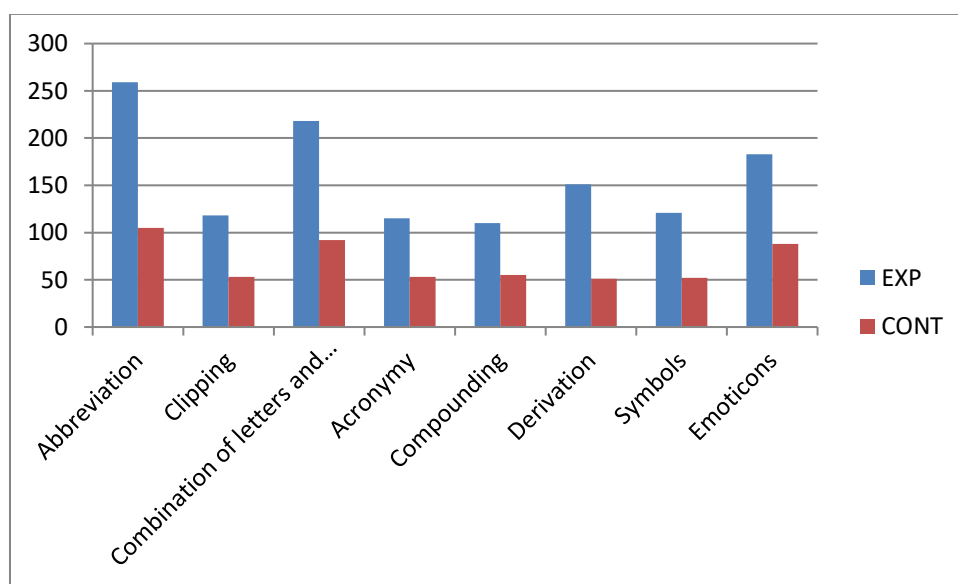


Figure 8. Progress test N4 scores of the English department groups

Figure 8 shows that there is a remarkable difference between the scores of both groups, as well as there is a remarkable difference between the scores of progress test N4 and the previous tests. The experiment course has ended with progress test N4, and the following post-test will showcase the final results of the current research and investigation concerning the effects of computer-mediated communications on students’ academic writing.

4.5.2. Results of the progress test N4 of the French department group

The progress test N4 of the French department group was held after four weeks of studying, and unlike the previous phases of investigation, the participants practiced more oral activities than the written ones. In this phase of investigation, the researcher tried to test the participants' mastery of English language through oral tasks. The researcher opened the sessions with a warming-up and tried to provoke the learners with some debatable subjects that concern technology and the digital world in general. Some of the subjects were about the effects that internet has generated on people's lives in general and on students' academic life in particular. The participants were mostly excited to share their opinions even though they struggled with the English language speaking in general. What the researcher noticed here is that, students were no longer shy or hesitated as they were at the beginning of the year, and he also noticed that their speaking skills have been enhanced due to the vocabulary they gained from social media and the classroom. Along with the oral activities that the learners have dealt with, the researcher gave the participants some written tasks after each oral activity, and here again the researcher was surprised by the development of their mastery of English language. The participants seem to write what they practiced to say, and they also seem to use whatever word they got from the Internet. At the end of this phase of investigation, the researcher wanted to check the participants' progress in the mastery of English language and she gave them progress test N4 whose results are illustrated in table23:

Table 23

Progress test N4 scores of the French department group

Mastery of English language N°	Acceptable	Average	Poor

1	✓		
2		✓	
3		✓	
4	✓		
5		✓	
6			
7	✓		
8	✓		
9	✓		
10		✓	
11	✓		

12	✓		
13		✓	
14	✓		
15	✓		
16	✓		
17	✓		
18		✓	
19			
20		✓	
21	✓		
22	✓		
23	✓		
24	✓		

25	✓		
26		✓	
27	✓		
28	✓		
29		✓	
30	✓		
31	✓		
32	✓		
33	✓		
34	✓		
35	✓		
36		✓	

37		✓	
38	✓		
39	✓		
40	✓		
41	✓		
42		✓	
43	✓		
44	✓		
45		✓	
46	✓		
47	✓		
48	✓		

49	✓		
50	✓		
51	✓		
52	✓		

Scores of the progress test N4 that are illustrated in table 23 indicate that there is a promising progress concerning the mastery of English language. These scores indicate that most of the participants rated acceptable with few exceptions that rated average. What is astonishing, here, is that, none of the participants rated poor and that there is a remarkable change in their general level. It has been noticed that most of the students have enhanced their general level whether in written or oral activities and that the adoption of written and oral activities together has had a positive effect on students. On the one hand, these activities gave the participants a chance to practice what they know in English language, and on the other hand students used these activities to boost their general level in English. The general rating in progress test N4 has been mostly positive concerning the mastery of English language, and figure 9 better illustrates the fact:

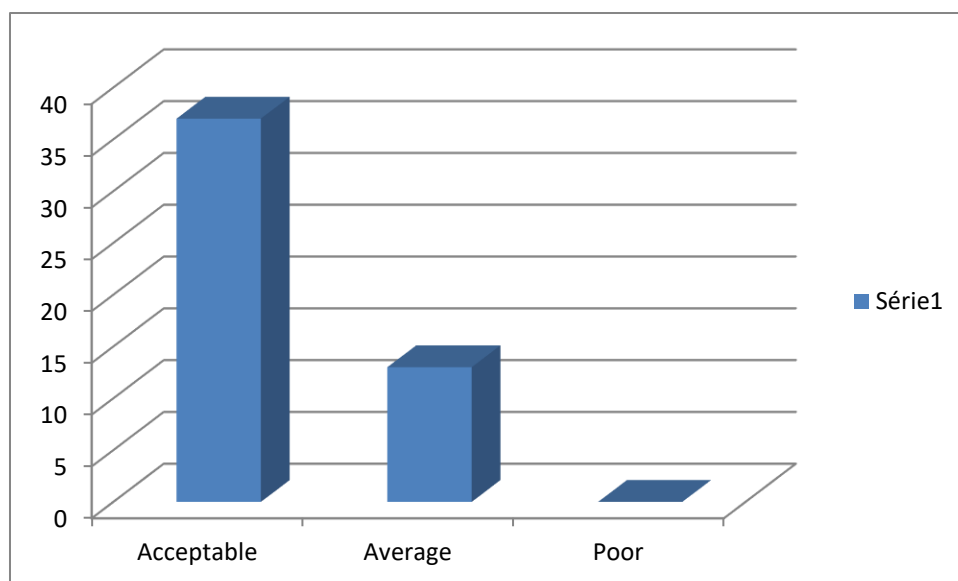


Figure 9. Progress test N4 scores of the French department group

As it is displayed in figure 9, the general rating is different from all tests and more positive as compared to progress test N3. Scores of progress test N4 reassured the researcher that the constant use of CMCs has led students to grasp new English words. Adding to that, practicing oral activities from once and a while might help students to practice what they know in English language and, hence, giving the researcher an opportunity to correct their mistakes and consequently teach them new substances. Students of the French department group have been conscious about their progress, and they were thrived to work more and to make efforts to gain better results.

4.6. Results of the post-test

4.6.1. Scores of the English department groups

After the completion of the investigation, and after conducting the four progress tests, a post-test was held at the end of the academic year to find out the final results of the conducted research. The post-test was held after two months of the final progress test, and it was given to the students in a form of the module final quiz. The researcher made sure that the

post-test will be similar to the activity of the pre-test and the participants were asked to develop an essay on the following topic:

“Write an expository essay about the causes and effects of cheating in exams”

The researcher gave the participants a post-test activity similar to that of the pre-test in order to avoid biases, to make sure they will not struggle with the task and certainly to check the effects of the experiment on their academic writing.

What the researcher expected from the participants to do, is to develop an essay on a random topic in order to focus on the subject of the essay and henceforth use their writing techniques that they mostly use. The researcher wanted them to write as it is supposed to write in a formal task, and somehow expected them to be conscious about their writing style. The researcher conducted this test for its importance in the formulation of the final conclusion, and the following table represents the scores of the experimental group in the post-test:

Table 24

Experimental group post-test scores

Experimental group			
Number of the participant	Post-test score	Number of the participant	Post-test score
1	6	28	7
2	6	29	6
3	7	30	7
4	9	31	9
5	7	32	8
6	6	33	8

7	9	34	6
8	9	35	8
9	7	36	7
10	7	37	8
11	8	38	7
12	9	39	10
13	9	40	6

14	6	41	8
15	8	42	6
16	6	43	7
17	6	44	7
18	6	45	7
19	10	46	8
20	5	47	9

21	7	48	5
22	7	49	6
23	6	50	4
24	7	51	5
25	7	52	8
26	6	53	6
27	10	54	8
$\sum X_E$	387	X_E	7,16

Table 25 highlights the control group post-test scores as follows:

Table 25

Control group post-test scores

Control group			
Number of the participant	Post-test score	Number of the participant	Post-test score
1	3	27	3
2	2	28	3
3	1	29	2

4	2	30	3
5	1	31	1
6	2	32	1
7	3	33	1
8	2	34	3
9	2	35	1
10	1	36	1
11	2	37	3
12	1	38	3
13	1	39	2
14	2	40	2
15	2	41	1
16	2	42	1
17	3	43	1
18	1	44	1

19	2	45	3
20	1	46	3
21	1	47	1
22	2	48	4
23	1	49	1
24	1	50	1

25	2	51	1
26	1		
$\sum X_E$	91	X_E	1,78

The following table represents a comparison between the scores of both groups:

Table 26

Comparison between the post-test scores of the English department groups

Score	Total score	Average score
Group		

Experimental group	387	7,16
Control group	91	1,78

Scores of both groups are better illustrated in the following graphic (figure 10):

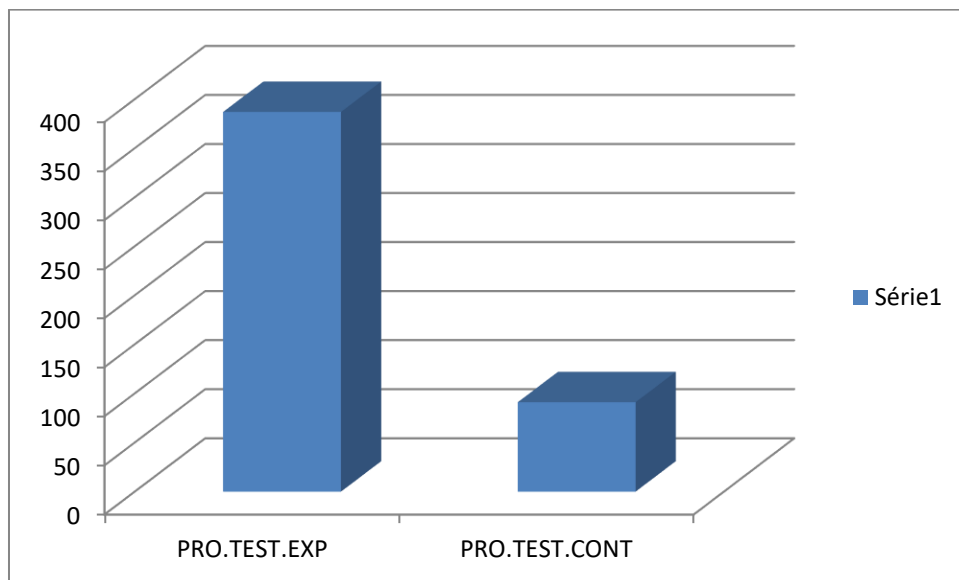


Figure 10. Post-test scores of the English department groups

Table 26 along with figure 10 is a clear indication that the experimental group rated far more than the control group concerning the use of the Internet language features. These results are a proof that the constant use of computer-mediated communications has a negative effect on students' academic writing, and their writing style in general. This is, also, a proof that what the researcher hypothesized is true and real and that the effects of such language is a fact that must be taken into account.

As table 26 and figure 10 indicate, there is an abusive use of some of the Internet language features by the participants of the experimental group and which contradicts with the rates of the participants of the control group which are mostly poor. Statistically speaking, participants of the experimental group have crossed the average score of using Internet language features which is put as 5, and for the researcher that is an ultimate evidence that the more students use Internet language features through the different computer-mediated communications the more they use it in all of their writing activities whether formal or informal. However, it is early to shape such a final conclusion and the researcher believes that some necessary calculation will do the job. Since quantitative research is made of statistics; the data gathered and research findings must be interpreted into numbers in order not to leave any room for misinterpretations and misunderstandings.

In this phase of interpretation, it is important to remind the reader that the researcher gathered all the participants written performances throughout the different tests, and then they were carefully read, analyzed and finally reported in a table with all the students' names and marks.

The researcher along this research investigation made a constant comparison between each student performance to keep an eye on the effects of Internet language on the academic writing style. The more comparisons were made, the more data the researcher has gathered to build an important package that would be used in the final conclusion.

The following table shows the difference between the post-test scores of both groups:

Table 27

Post-test scores of the control and experimental groups (means of scores)

Group	Post-test mean
Experimental group	7,16
Control group	1,78

Difference in the mean	5,40
------------------------	------

The post-test means of scores show that there is a huge difference between the two groups (means of the difference is (5, 40). This enormous difference authorized the researcher to certify that the final state of the participants of both groups is definitely distinctive, therefore, since the experiment has been well managed and the research variables are well examined, the kind of change that has occurred in the post-test is likely due to the experimental measures designed by the researcher.

As it is shown in all of the previous tables and figures, there is a frightening progress in using Internet language features by the participants of the experimental group as compared to the participants of the control group. Throughout the phases of investigation, the researcher has witnessed a compelling change in the writing style of both control and experimental, and that change has led the researcher to come up with the final conclusion.

The data gathered from all this investigation attest a remarkable and a distinguished success in the verification of the research hypotheses; however, this success cannot be considered as 'ultimate' as each research investigation has its limitations. In this case, what the researcher is planning to do is to continue verifying those hypotheses and to continue testing, checking and investigating this research topic with the coming generations.

After the collection of all data taken from the different tests, it is highly important to take those rates into interpretation and make a final analysis. These interpretations will help the researcher to come up with a conclusion that is based on detailed and accurate statistics; statistics that will properly show the effects of CMCs on students' academic writing. These statistics are a reliable tool of measurement that will certainly help in the confirmation and testing of this research investigation hypothesis.

4.6.2. Statistical analysis and interpretations

Since the researcher has gathered the scores of all tests, and since the means of both groups has been set along with the difference between them, the researcher used the software SPSS to deal with the statistics and make a t-test for the data gathered, and then interpret the necessary results.

The following table is a gathering of the necessary statistical measures:

Table 28

Group statistics

Group statistics				
Groups	N	Mean	Std. Deviation	Std. Error Mean
Posttest Experimental group	54	7,1667	1,37017	,18646
Control group	51	1,7843	,85589	,11985

Table 28 provides the reader with the means, standard deviations and the number of the participants in each group.

It indicates that the mean for the experimental group is 7, 16, and that of the control group is 1,78. The reader can easily realize that the difference between the mean of the two groups is huge.

In this research investigation, an independent samples t-test was conducted by the researcher to find out the effects of computer-mediated communications on students' academic writing. The following table sums-up the necessary results:

Table 29

Independent samples test

	Levene's Test for Equality of Variances	
--	---	--

	F	Sig.	t	DF	Sig.(2-Tailed)	Mean difference	Std. Error Difference	95% Confidence interval of the difference	
								Lower	Upper
Equal Variances assumed	8,142	,005	23,978	103	,000	5,38235	,22447	4,93716	5,82755
Equal variances not assumed			24,283	89,625	,000	5,38235	,22165	4,94198	5,82273

The researcher used the SPSS software to analyze the quantitative data and interpret it. Using Levene's test for equality of variances suggests that if Sig. value for Levene's test $> .05$ the researcher must read from the first line of the table (equal variances assumed). However, if Sig. value for Levene's test $< \text{or} = .05$, then, the researcher must read from the second line of the table (equal variances not assumed).

For the case of this investigation, Sig. value = 0,05, so results are logically going to be read from the second line of the table (equal variances not assumed).

As it is clearly highlighted in table 29, there is a significant difference in the scores of both groups of the English department. $t(103) = 24,28$, $p < .05$, two-tailed with the experimental group ($M = 7,16$, $SD = 1,37$) scoring much higher than the control group ($M = 1,78$, $SD = 0,85$).

Calculating the effect size

The researcher in a final step for results interpretation wanted to check the effect size of the current investigation, and can sum-up that the magnitude of the differences in the means (mean difference = 5,79) is **medium** (eta squared = 0,85). The formula of calculating is as follows:

Eta squared = -----

$$t^2_{2+ (N1+N2-2)}$$

(24,28)²

Eta squared = -----

$$(24,28)^2 + (54+51-2)$$

589.5184

Eta squared = ----- = 0,85

$$589.5184 + (54+51-2)$$

According to Cohen (1988), (cited in T-tests by Daniel Boduszk)

- .01 = *small effect*
- .06 = *medium effect*
- .14 = *large effect*

4.6.3. Post-test scores of the French department group:

After a six-week study, the researcher gave the participants of the French department a post-test that was considered as the group's final quiz. The researcher wanted to check the participants' progress in the mastery of English language after months of studying different English language basics. The participants were asked to develop an essay on the following topic:

If you will travel abroad, where will you go and why?

The researcher made sure to give the participants a test that is similar in nature to that of the pre-test in order to avoid biases. The students' written performances were collected to be carefully analyzed and further interpreted. The following table represents the post-test scores of the French department group:

Table 30

Post-test scores of the French department group

Mastery of English language N°	Acceptable	Average	Poor
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6		✓	
7	✓		
8	✓		
9	✓		

10		✓	
11		✓	
12	✓		
13	✓		
14	✓		
15	✓		
16		✓	
17	✓		
18	✓		
19	✓		
20	✓		
21		✓	

22	✓		
23	✓		
24	✓		
25	✓		
26	✓		
27	✓		
28		✓	
29	✓		
30	✓		
31	✓		
32	✓		
33	✓		
34		✓	

35	✓		
36	✓		
37	✓		
38	✓		
39	✓		
40	✓		
41	✓		
42	✓		
43	✓		
44	✓		
45		✓	
46	✓		

47	✓		
48	✓		
49	✓		
50	✓		
51	✓		
52	✓		

Results shown in table 30 suggest that the majority of participants rated as acceptable and that only few students who remained average. However, none of the students rated poor.

These results are clear evidence that the constant use of computer-mediated communications helped students of the French department to develop their level of English language. Some students have admitted that they did not know how to deal with English language before, but thanks to social media they have learned a lot about English language. They also informed the researcher that some of the words they know have imitated them from the different chats with different people in social media. So, the general rating throughout the different tests in this investigation affirms that there is a certain progress in the mastery of English language, along with a positive effect generated from the use of computer-mediated communications.

The scores gathered from all the tests also demonstrated something striking which is; some of the participants writing style has not changed throughout the investigation and remained stagnate. The researcher believes that these participants are unable to make efforts to change or they are just incapable of going beyond their usual writing style.

The following graphic shows the post-test scores of the French department group:

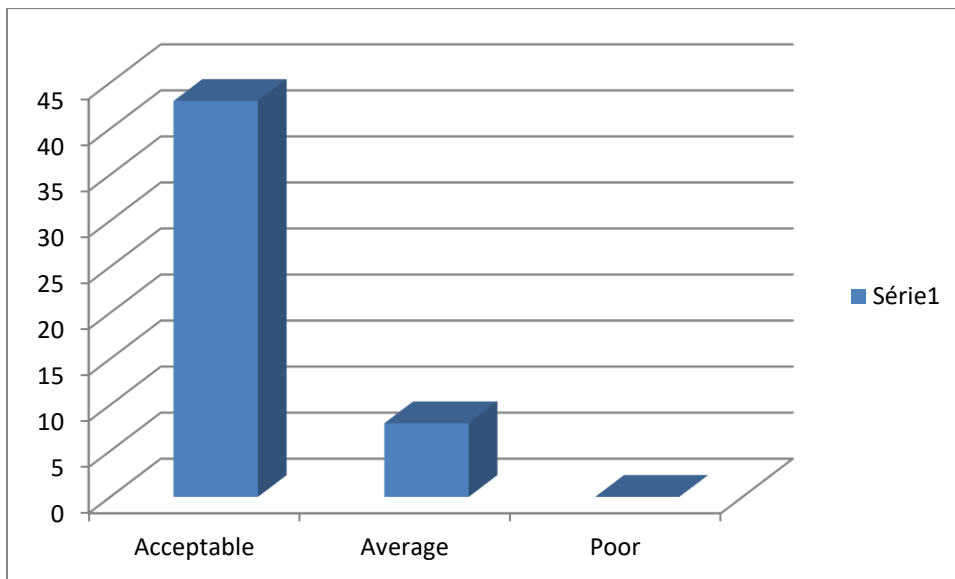


Figure 8. Post-test scores of the French department group

Figure12 sums up the scores of both pre-test and post-test as a general comparison:

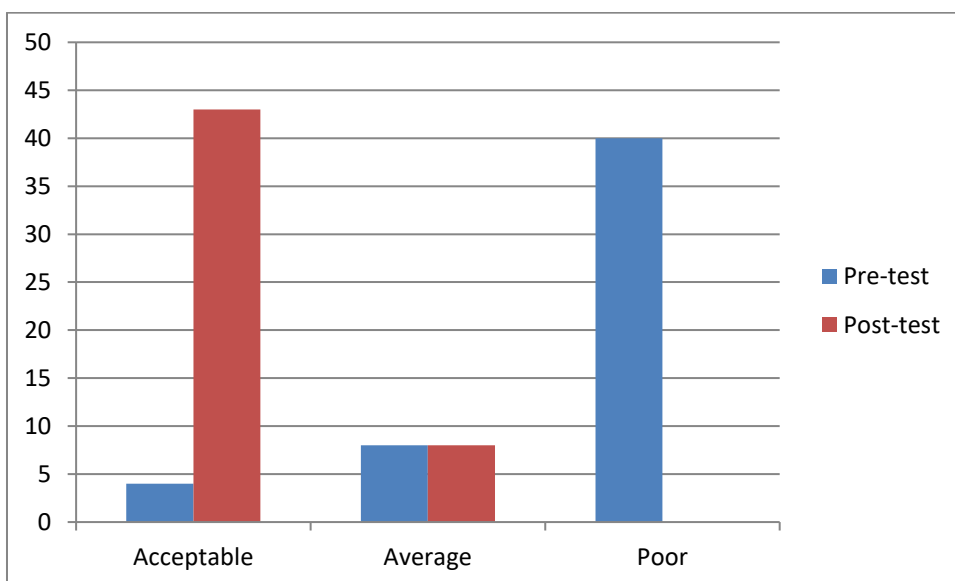


Figure 9. Comparison between the scores of the pre-test and post-test of the French department group

Throughout the four phases of experiment, the researcher allowed the students of the experimental group to use Internet language that is used in the different computer-mediated communications in their different writing assignment to check the effects of that language on their academic writing. The different progressive tests have showed has proved that the constant use of Internet language has a huge effect on academic writing in general. It has affected their writing style and other areas of learning like grammar, punctuation and even tenses.

The data that was gathered throughout the different tests has been carefully analyzed before being interpreted to find out and to draft a general conclusion about the effects of Internet language used throughout computer-mediated communications on academic writing. The students of the experimental group have used Internet language perfectly and constantly unlike the students of the control group who did not make use of Internet language in the different writing assignments. Since all the students of the experimental group used Internet language in their writings, the researcher believes that the phenomenon of using Internet language is wide and that this generation that uses computer-mediated communications on a daily basis especially the social media is highly and scarily affected by technology. It is true that the majority of students of the control group did not make use of Internet language, that does not give much hope because these students did not do so only because they were supervised and fully forbidden from using it; if they were given a certain freedom by the researcher they would certainly have used it.

Students of the French group were another case because right at the beginning they were a different sample. These students were also users of computer-mediated communications; however, and unlike the students of the English department, they were positively affected by the language used through the different computer-mediated communications. Since they are not practicing the English language, that language has helped

them in many ways to grasp and to learn new things concerning the English language in general. The researcher while teaching them has witnessed that they use social media as an outlet to learn and to practice English language with others. These students have regularly admitted that computer-mediated communications has been truly affective for them to practice and to manage the language and that was clear and highlighted in their writing and oral practices. So at the end, the researcher found out that computer-mediated communications have a positive effect on the non-Anglophones as it was speculated in this research hypothesis.

Concerning the students of the English language (the Anglophones) that was not the case; so based on these findings, the researcher managed to answer the current research question: “to what extent do computer-mediated communications affect students’ academic writing?”

The findings that were stated above in the section of interpretation and analysis proved that the constant use of computer-mediated communications has a negative effect on students’ academic writing, and this can be more highlighted and proved in the coming section that deals with the analysis of students and teachers questionnaires that dealt with the same issue.

4.7. Analysis of the students’ questionnaires

In order to investigate the kind of effects that computer-mediated communications have on students’ academic writing, the researcher allowed students to use Internet language features to find out to what extent that particular language can affect the writing style of students. However, and in order to check the general writing level of students of the French department, the researcher gave students constant and diverse activities to keep an eye on what can computer-mediated communications can do on these particular students.

Since this research has adopted a qualitative approach along with the quantitative one, the researcher felt the need to involve the same participants of this work in another important data gathering tool which is the questionnaire. In this research project, students were given

three questionnaires to answer in order to get their perspectives and attitudes towards the independent variable. Also, the researcher gave a questionnaire to some of the teachers of the English department to get their side and perspective of the phenomenon being under investigation. The researcher gathered the students' opinion through three different questionnaires about the kind of computer-mediated communication that they mostly use, their familiarity with the different Internet language features, and then few questions about their general demeanor concerning computer-mediated communications and academic writing. Along with the formal questionnaires that were given, the researcher tried to attain more aspects about the issue being investigated by informally discussing the effects of computer-mediated communication with the teachers in the teachers' room, and with students by opening windows throughout the learning sessions. As it has been stated in previous parts of the thesis, the aim of these questionnaires is to help the research building-up a solid and esteemed conclusion.

The students' first questionnaire was handled prior to the investigation to ascertain which of the computer-mediated communications that they usually use in order to deal with them in details in the theoretical body of this thesis. This questionnaire contained one question with many options to choose from. The students' second questionnaire also contained one question about the Internet language features that they are familiar with plenty of options to choose from. The aim behind this question is to design an evaluation grid to assess students' written samples based on those Internet language features. The students' last questionnaire contained 17 questions where some were open question and others were close-ended questions. The target behind this last questionnaire was to give students an opportunity to express themselves concerning the effects that computer-mediated communications may generate. Adding to that, in this particular questionnaire the researcher aimed at calling attention to the problems and difficulties that students are facing under the umbrella of

computer-mediated communications. At the end of this questionnaire, the researcher granted the students with an open space to consider the solutions that can be taken to develop their writing level. To get the opinions from another angle, the researcher gave teachers a questionnaire that contained 15 questions that were open and close ended. In this questionnaire, the researcher aspired to shed light on what teachers think and believe concerning this issue of investigation. Similarly to the students' last questionnaire, the researcher gave the teachers an open space to contribute to this investigation by suggesting measures that can be taken in order to develop students' academic writing in the era of technology and the different computer-mediated communications. Last but not least, the opinions of both teachers and students that were collected through the questionnaires were to be used as an accessory to fortify the researcher own opinions and conclusions gained after the conducting of the experiment.

4.8. Teachers' questionnaire

17 teachers have participated in this questionnaire.

4.8.1. Items analysis

Item one:

General information

Table 31

Participants' gender

Response	Male	Female
Participants	2	15
Percentage	11,76%	88,23%

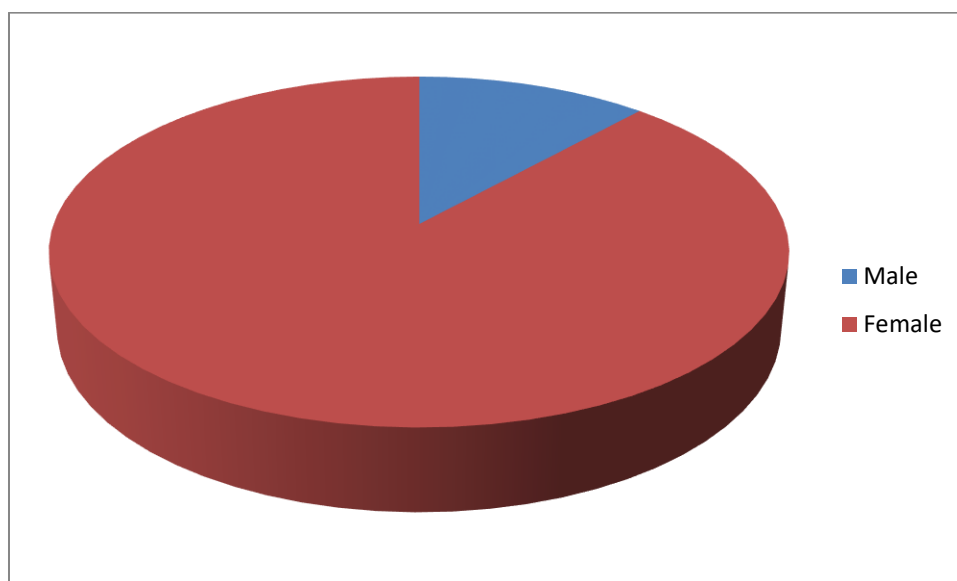


Figure 13. Participants' gender

Table 31 along with figure 13 clearly illustrates the fact that the majority of participants that were involved in the questionnaire were females. This fact has nothing to do with the current investigation, and the researcher did not choose the participants on purpose. The way of choosing the participants was based only on their availability in the teachers' room where the researcher was present to give them the questionnaire and discuss the issue of investigation with them.

Years of experience: the participants' years of experience are from 2 to 21 years.

Item two:

Do you believe that academic writing is an important component at the University level?

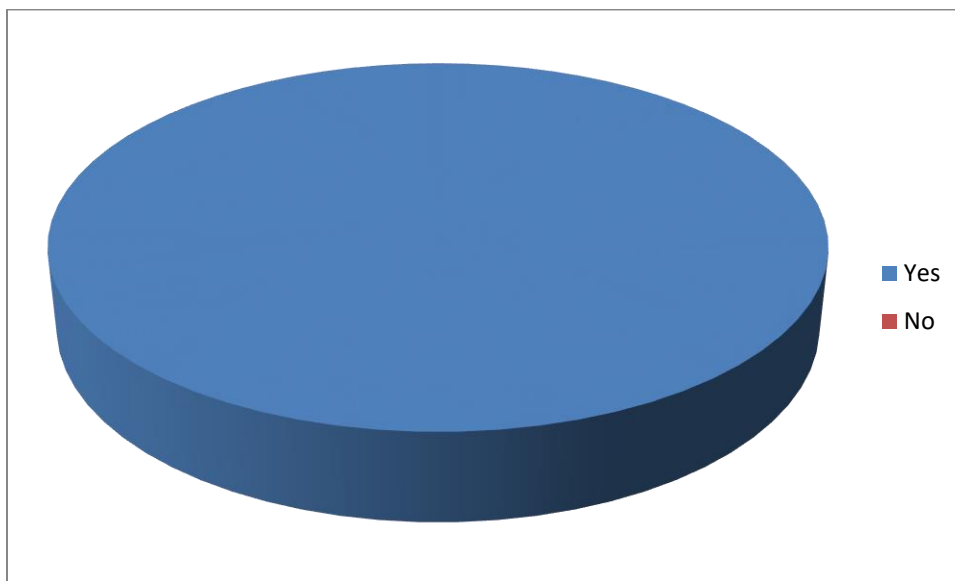
The aim behind this question is to see to what extent teachers at the English department give an importance to academic writing and whether or not they consider it as a highly valuable component at the university level.

Table 32

The importance of academic writing

Response	Yes	No
Participants	17	00
Percentage	100%	00%

In this item, all the participants have answered the question. As the researcher expected, all of the teachers have responded positively as to whether they give an importance to academic writing or not. None of the participants said no in this question, and the researcher relates this fact to the case that all teachers at the university level work on enhancing academic writing due to its importance in all fields of research and development.

*Figure 10.* The importance of academic writing

When the researcher introduced the issue of investigation to the participants, most of them felt excited to discuss the phenomenon of investigation. The majority of participants believe that academic writing has been taken for granted in the realm of technology, and that

students of nowadays do not care a lot about their writing style. Most of the participants agreed with the researcher that we need to work on elaborating this issue in our classrooms in order to sensitize students about this important element in their university career.

Item three:

Do you think that your students are facing difficulties in academic writing? Why?

In this item, the researcher wanted to know whether students are facing difficulties in one of this research's variables and what are the reasons behind those difficulties. And as expected from the researcher, the majority of students are facing difficulties in this issue. Results of this question are illustrated in the following table and figure:

Table 33

Students difficulties with academic writing

Response	Yes	No
Participants	17	00
Percentage	100%	00%

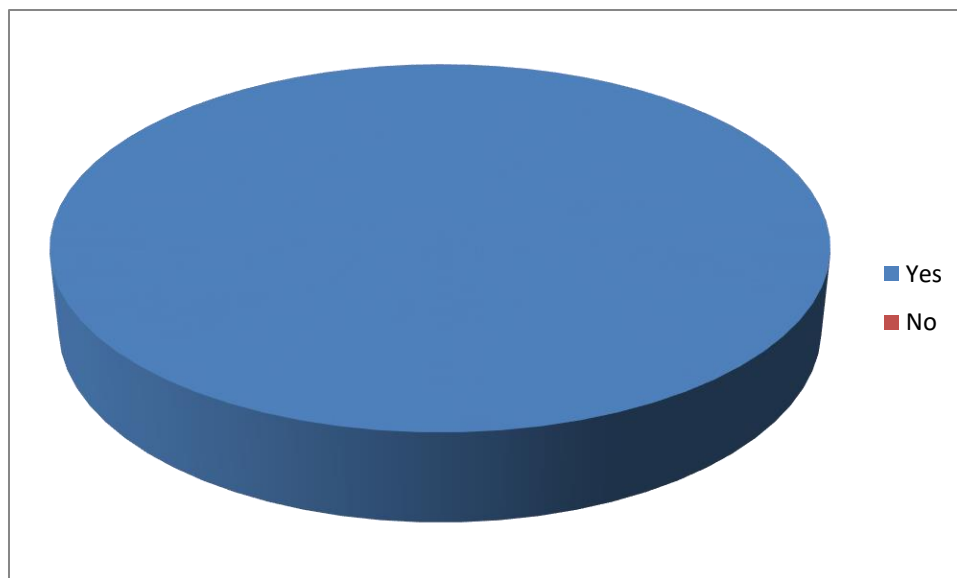


Figure 11. Students difficulties with academic writing

As it highlighted, all the participants said “yes” concerning their students and the fact that they do suffer in academic writing. When the researcher was discussing the issue of investigation with teachers, most of them were worried and frustrated about the fact that the majority of students especially those of nowadays are weak in writing academically. The researcher tried to dig deeper and to know the reasons behind those difficulties and so he asked the participants why students are facing difficulties in academic writing.

Some of the respondents argued that most of the students do not give importance to academic writing and that they do not take it seriously. They did confirm the fact of students facing difficulties in academic writing which was based mainly on their feedback. Some teachers argued that those difficulties are due to the difficulty of the writing process in itself, and that they are unfamiliar with the elements and features of academic writing generally, and here I quote:

“ students do not distinguish between spoken and written language... ”.

Other participants believe that students are facing difficulties in academic writing because of the constant use of internet language. One participant explained:

“students are facing difficulties in academic writing because of the excessive use of internet language and exposure to movies and songs and other media means...”

This answer supports the researcher main speculation that whenever students use Internet language and in an irresponsible manner, their writing skill will surely be affected.

Another participant thinks that:

“the use of technological means like I Pad and mobiles affected their academic writing along with the fact of relying on abbreviations and acronyms...”

Two participants agreed that students face difficulties in academic writing because of students' lack of reading and lack of practice that can positively develop their writing level, especially in the era of technology.

The remaining participants think that writing in English is a problem in itself, and that students were not taught appropriately how to write for academic purposes.

Here in this point, the researcher agrees that students are not taught in a manner that protects them from being easily affected by external factors like internet language. So, teachers need to work on enhancing and helping students to build a strong base of writing skills and techniques.

Item four:

Do you think that teachers should pay more attention to teaching academic writing?

Why?

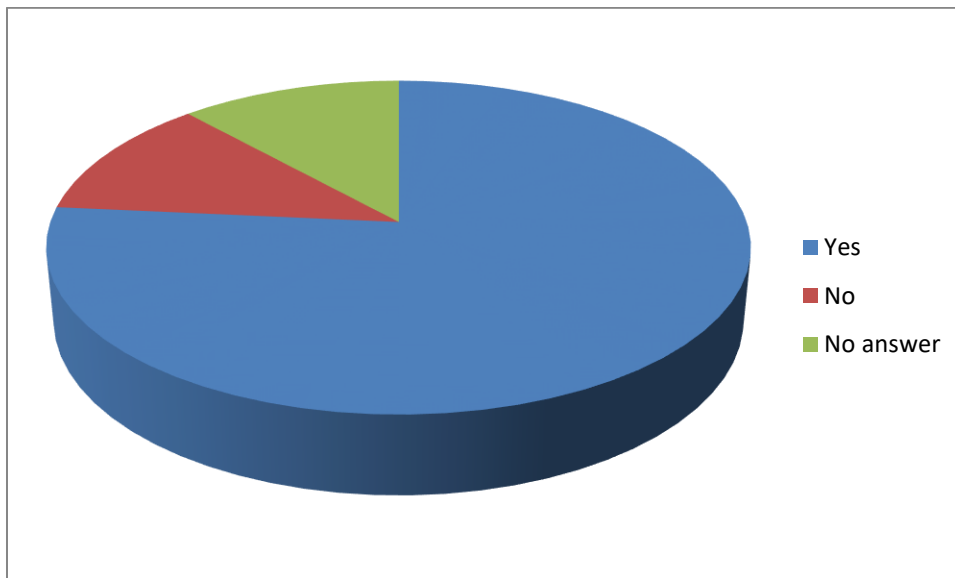
This question was a logic following to the previous question that dealt with the difficulties that students are facing concerning academic writing, and about what teachers should do in relation to this problem.

In this item not all of the participants answered the question. The following table and figure highlight the teachers' answers:

Table 34

Importance of academic writing

Response	Yes	No	No answer
Participants	13	2	2
Percentage	76,47%	11,76%	11,76%

*Figure 12. Importance of academic writing*

In this question, 13 of the participants out of the 17 said yes concerning the fact of teachers and that they should work on developing their students writing skills. The researcher believes that these teachers are aware of the fact that at the university level students are expected to master academic writing, due to its importance in many fields of studying.

One respondent said: “academic writing is very important in the career of any student; henceforth, this skill should be developed...”

Another respondent believes that:

“teachers are supposed to produce learners who have reached a certain academic level in English, and who are supposed to carry on their careers in domains that require a certain level in English...”

Teachers of different modules look ahead for their students to know enough about how to write academically so that they can develop good essays in the different tasks and assignments that they give them. One respondent said that: “since we are in an academic context, we need to write in a formal academic way...”

Also, these teachers want to develop their students’ academic writing to prepare them for their academic careers, and to be future researchers. This idea was supported by on the respondents’ opinion:

“to produce a written composition is easy; however, students should be trained to write for academic purposes. This is because the long term objective should be to generate good writers and researchers.”

Two respondents in this questions disagreed about the fact that teachers should give more importance to academic writing. The researcher assumes that students at the university level are the ones responsible for developing their own academic writing without the help of teachers. These respondents may believe that at this level of studying, students are automatically expected to master academic writing, and that they teachers are only present to guide them. Another speculation from the researcher is that, these two respondents are teaching modules that do not necessitate the mastery of academic writing, consequently they are not asked to pay more attention to this component.

The remaining two respondents did not answer this question, and the researcher’s opinion in this case that they themselves are still confused whether it is their job or the students’ job to work on developing this component.

At the university level, students are figured to master academic writing; however, it is a critical task that requires the collaboration of both teachers and students. One respondent highlights this notion where he said that:

“learners’ writing is at the center of teaching and learning at the university. Academic writing is the form in which students are asked to present their ideas, and they are often assessed by what they write...”

Item five:

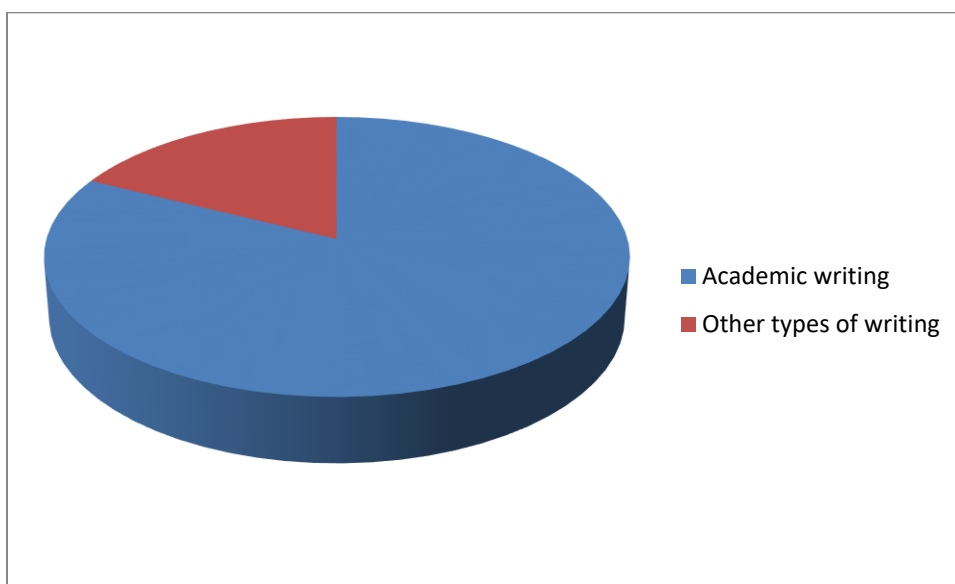
In your evaluation, do you assess? Academic writing or other types of writing?

Here in this item, the majority of the respondents said that they assess academic writing in their general mode of assessment and evaluation. The results of this item are illustrated in the following table and figure:

Table 35

Types of assessment

Response	Academic writing	Other types of writing
Participants	14	03
Percentage	82,35%	17,64%

*Figure 13. Types of assessment*

The researcher believes that academic writing is very important as a skill particularly, that is why the majority of the respondents said that they focus on this particular type of writing when they assess their students' written performances. The researcher agrees that this type of writing is the one that should be developed and worked on because it is considered as an important ability that is required in the different domains of studying.

When the researcher informally discussed this item with the respondents, the majority of them emphasized the fact that as teachers they are urged to shed light on this important

parcel, and that they are not tolerable with their students when they mess with this critical element.

Three of the respondents said that they assess other types of writing, and that academic writing does not lie in the center of their evaluation. The researcher believes that these respondents are the same who said in the previous question that teachers are not obliged to pay more attention to academic writing. Once again, the researcher believes that these teachers do not deal with any form of academic writing in their teaching, and they assess any kind of writing when they are expected to.

Item six:

What are the areas of academic writing that students are struggling with?

In this item, concerning the areas of academic writing that students are facing difficulties with, the majority of the respondents chose grammar as a major area that students struggle with.

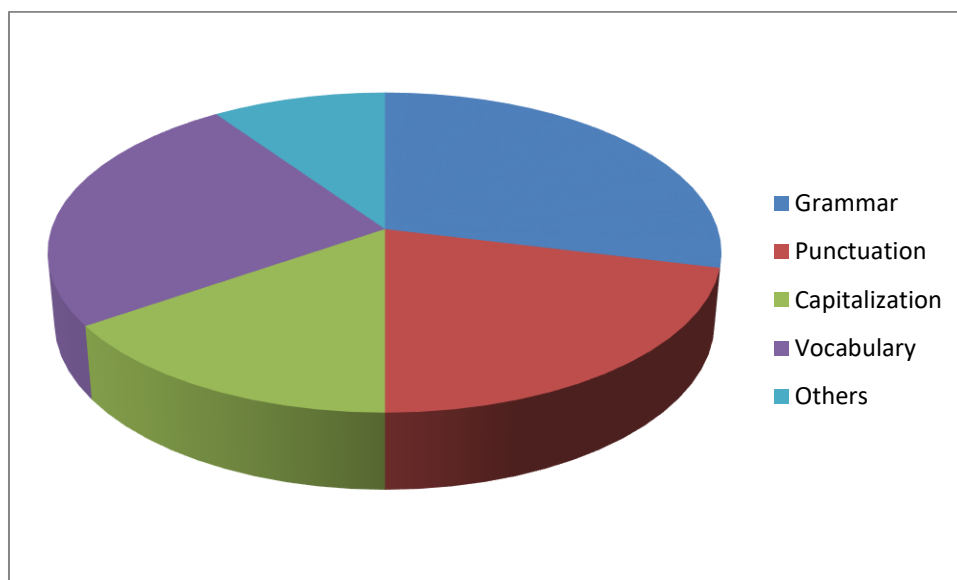
The researcher in this question wanted to know more about the components of academic writing where the majority of students are weak in. This question serves as an important detail for this research investigation, in order to identify the main issues that students are suffering from, and then work on enhancing them with the teachers of English department. Valuable suggestions concerning this item specifically will be mentioned the recommendations section.

The respondents' answers to this question are highlighted in the following table and figure:

Table 36

Struggling areas in academic writing

Response	Grammar	Punctuation	Capitalization	vocabulary	Others
Participants	15	11	8	13	5
Percentage	88,23%	64,70%	47,05%	76,47%	29,41%

*Figure 14. Struggling areas in academic writing*

The results shown in table 36 indicate that the majority of respondents believe that grammar is the main element of academic writing that students are suffering with. The researcher believes that grammar is a critical module that should be developed in order to teach and to give students the best of it. Grammar is considered as an important field in studying languages because of its rules that are highly important in order to develop one's language, let alone a foreign one. Unfortunately, this subject is somehow taken for granted by students of the faculty of foreign languages, and teachers of the same faculty still teaching the

subject the old and classical way. The researcher being a teacher of grammar in previous years witnessed some disturbing factors while teaching the module like the continuous absence of students in the grammar session, and that teachers of this subject do not make efforts to update their teaching methods to suit the digital students of nowadays.

Along with grammar being an issue for students, the respondents believe that vocabulary is also a problem for most of the students. In an informal discussion with teachers of English and French departments, the researcher found out that students are facing immense difficulties in learning foreign languages mainly because of their poor vocabulary and their inability to express themselves using a foreign language. The researcher believes that this issue is somehow caused by students' lack of reading practice that could in one way or another help them develop the foreign language they are learning. Digital students cannot find a spare time to read or to write using a foreign language since they are mostly occupied with their digital tools and social media.

Besides grammar and vocabulary, the respondents believe that punctuation and capitalization are elements that students are facing difficulties with. Based on the administration exam records, a great proportion of students do not really pay attention to punctuation and capitalization in their formal assignments. Once again, this might be a problem of grammar and the poor knowledge of its rules. Another thing that could contribute to the students' problem in punctuation and grammar is because of their constant use of computer-mediated communications where those two are not really important or in other cases the automatic dictionaries may put the necessary punctuation and capitalization for them.

Five respondents believe that students are facing difficulties in other fields rather than those mentioned above where three of them have mentioned that, "structure, ideas, ...", "cohesive devices, ...", "sentence structure and meaning, ..." could be other factors students

are struggling with. This could be true, as academic writing is a vast field that necessitates valuable efforts to learn it or use it appropriately.

Item seven:

According to you, what led students to suffer in academic writing?

In this item, the researcher wanted to channel deeper behind students' failing to write academically. So, she addressed the respondents by a question that could reveal those reasons based on their experience. The researcher gave the participants three main possibilities that could be the reason behind students' decline in academic writing and the results of their answers are highlighted in the following table and figure:

Table 37

Reasons behind students' suffering in academic writing

Response	Internet language	Lack of reading	Lack of practice	Others
Participants	7	14	11	00
Percentage	41,17%	82,35%	64,70%	00%

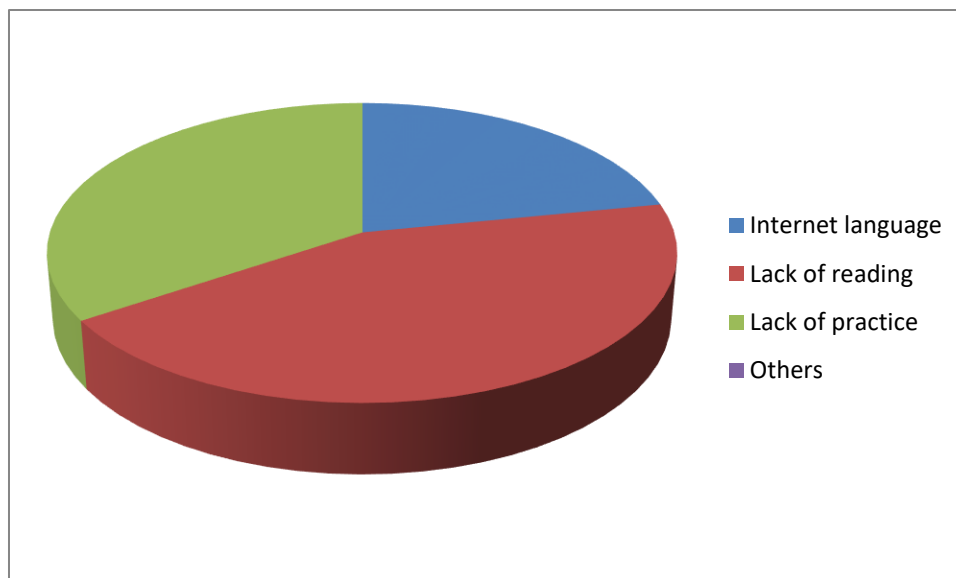


Figure 15. Reasons behind students' suffering in academic writing

As table 37 illustrates, 14 of the participants out of 17 argue that the lack of reading is the main reason behind students' difficulties in academic writing. However, out of the 14 who chose the lack of reading as a main problem, three of them have, also, chosen Internet language as a possible reason. It is true that reading can develop one's writing skills; the researcher believes that this could be true in the period prior to the technological revolution. Nowadays, even though students are practicing reading as a habit they still face difficulties in academic writing that could be related to other factors like Internet language. Besides the lack of reading, the lack of practice was another important reason behind students' difficulties in academic writing according to the respondents. The researcher agrees that lack of practicing writing could be a serious issue that led students to be poor in academic style. Students of nowadays do practice reading but in the digital contexts basically where no academic rule is required. The researcher being a teacher of written expression during the period of investigation constantly advised his students to practice academic writing away from their digital screens. Students of this research sample admitted in several occasions that they do

want to enhance their writing level, but they mostly fail because of their current habit of abbreviating words.

Out of the 17 respondents, 7 of them think that internet language is the acumen behind students' suffering in academic writing. For the researcher, 7 is a considerable number that advocates the researcher's main argument that Internet language can negatively affect students' academic writing. What the researcher noticed is that, these 7 respondents are of a short experience which makes them novice and young teachers. Being a young teacher assumes that they could belong to the digital generation that are more aware of effects of Internet language than veteran teachers.

Item eight:

Do you believe that Internet language has a negative effect on academic writing?

This particular question aims at the core of this investigation. The researcher is foremost interested in detecting the effects of Internet language in students' academic writing so she wanted to know the teachers' perspective on this issue. Answers to this question are highlighted in the following table and figure:

Table 38

Effects of internet language

Response	Yes	No
Participants	15	02
Percentage	88,23%	11,76%

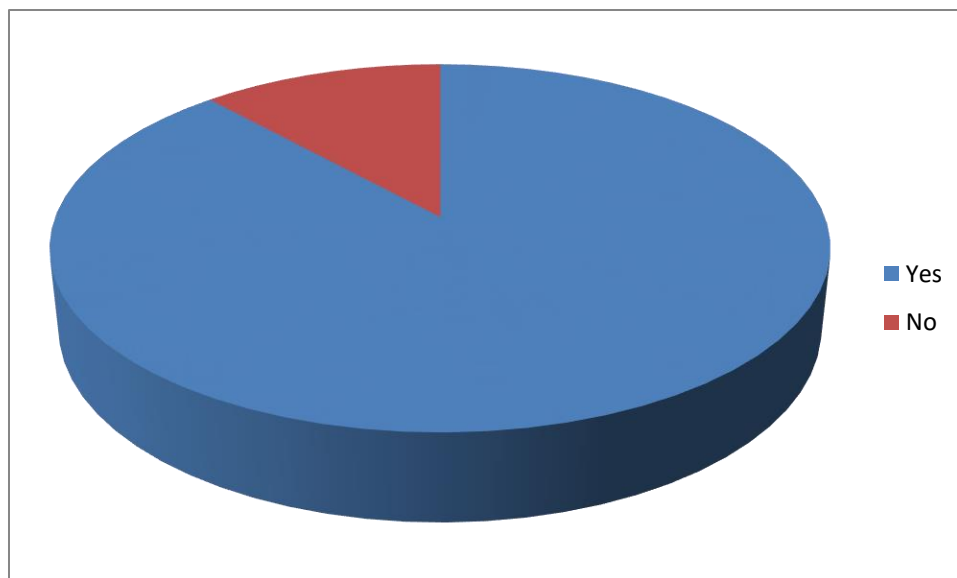


Figure 16. Effects of internet language

As it is clearly displayed, most of the teachers accredit that Internet language has a negative effect on students' academic writing. 15 out of the 17 of the respondents have agreed that Internet language may influence academic writing in many possible ways.

The researcher throughout the course of investigation tried to discuss the issue of investigation with a great number of the teachers of the faculty of foreign languages, and something intriguing has been found out. All of those teachers strongly believe that Internet language is negatively affecting students of this generation, and they displayed a huge concern about the future of academic style in the umbrella of technology. Teachers are worried that it will come a time where students will produce whole pieces of writing using abbreviations, and that in the coming ages a new language will be born and the academic one will disappear. The researcher in his investigation and research practices uncovered that this phenomenon is worldwide and that not only teachers of the faculty of foreign languages at Mostefa Benboulaïd University who are grieving this issue, but also teachers from around the world.

Item nine:

According to you, which of these areas are mostly affected by the use of computer-mediated communications (instant messaging, social networks, texting...)?

In this item, the researcher endeavored to know more about the areas of academic writing that are likely to be affected by the use of Internet language through the different computer-mediated communications. The researcher gave the participants a multiple choice question in order to give them the chance to choose more than one element that he or she believes that is affected by the use of computer-mediated communications. The responses varied from one participant to another and as the researcher expected all of them have chosen more than one element that the researcher has suggested. The results of this item are better illustrated through the following table and figure:

Table 39

Areas effected by computer-mediated communications

Response	Spelling	Punctuation	Grammar	Tenses	Capitalization	Others
Participants	15	8	8	4	5	4
Percentage	88,23%	47,05%	47,05%	23,52%	29,41	23,52%

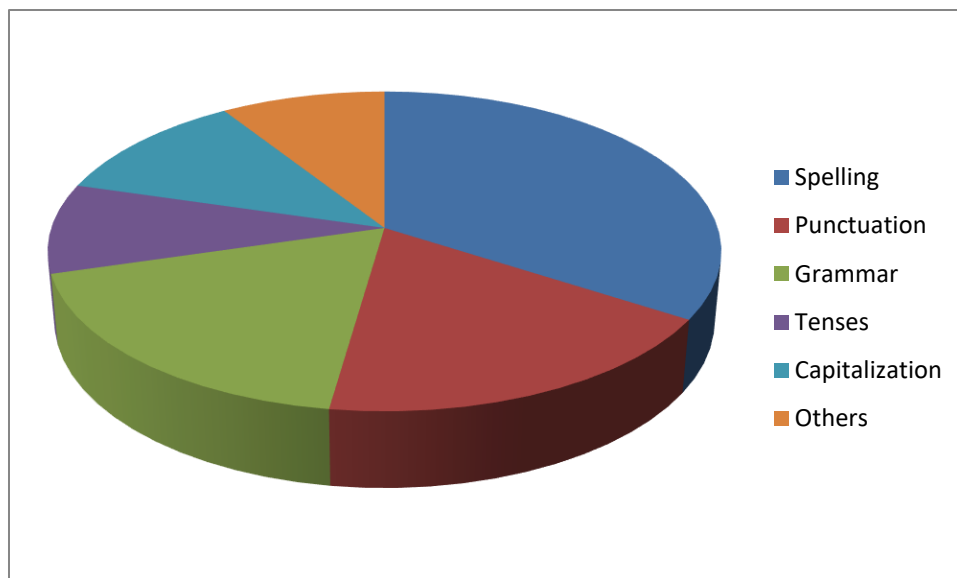


Figure 17. Areas effected by computer-mediated communications

Table 39 along with figure 22 indicates that the majority of participants chose spelling as the most affected area by the use of computer-mediated communications. Spelling is one the most important element to be academically fluent; this particular element requires the practice of both reading and writing if individuals want to develop their literacy level. Participants believe that spelling has been negatively affected due to the use of Internet language that is easy and tempting throughout the different computer-mediated communications. Internet language facilitates the process of communication among people and it does not require correct words to transmit an idea. Adding to that, nowadays people from all over the globe understand the language used in the net and, therefore, no one is worried about the correct spelling. Students in particular are so used to Internet language that now they take it with them into the classroom which made teachers concerned about the future of academic writing in this Internet language era. Besides spelling, participants believe that punctuation and grammar are also affected by the use of computer-mediated communications. Once again, it is that language used in the Internet that is worsening the use of grammar and punctuation especially in academic writing. When someone is chatting online, no grammatical rule is expected as long as the message is clear enough to be

understood. Also, the Internet language requires no particular punctuation and only few people who tend to punctuate their writing online; that is definitely not the case of students of nowadays. The researcher agrees with the participants' choice but also believes that there are potential factors that led students to be weak in using grammatical rules and punctuation. Teaching grammar the traditional way has many negative effects on students; this old method demotivated students and pushed them to skip grammar classes and hence delivering some very poor marks in this module. Well, not only grammar and punctuation that is worrying teachers; capitalization and tenses are also another issue. The researcher being a teacher of English language noticed that many students face difficulties in the conjugation of tenses and that they pay little attention to capitalization. There are many reasons that contributed to students' weakness in the use of capitalization and correct tenses, but the researcher believes that the use of computer-mediated communications aggravated the situation. The Internet environment is a comfy platform where users are free to write the way they want to; this fact led students to get addicted to it, and then it became a habit for them. According to the participants, all these elements of academic writing are affected by the use of computer-mediated communications, and for some of them there are other elements that are also affected and that need to be highlighted in other research studies.

Item ten:

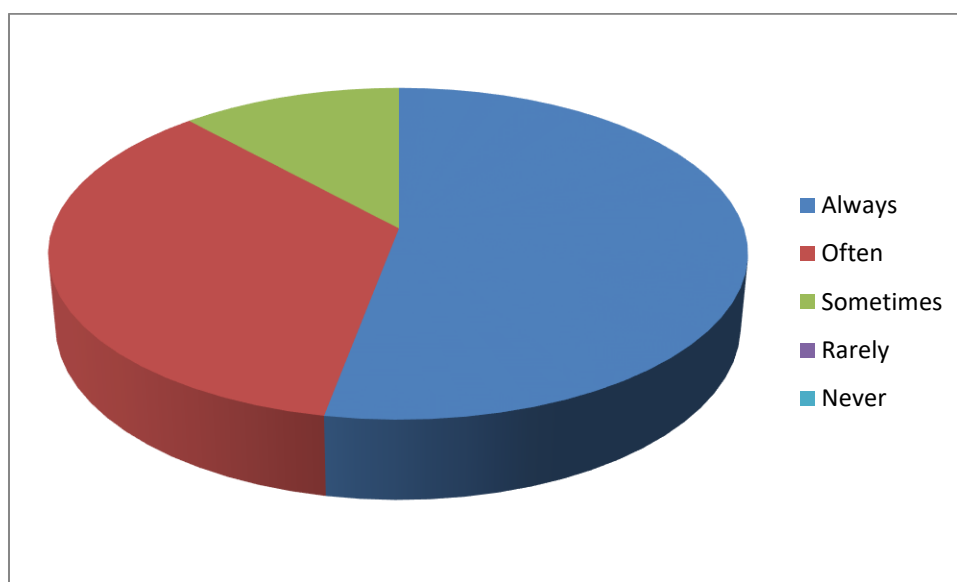
How often do you correct your students' writing mistakes?

After giving the participants a question about the elements of academic writing that are affected by the use of computer-mediated communications, the researcher wanted to know whether or not they correct their students whenever they find mistakes. So, the following item is about how often do teachers correct their students' mistakes and the results of the question are highlighted in the following table and figure:

Table 40

Frequency of assessing students' mistakes

Response	Always	Often	Sometimes	Rarely	Never
Participants	9	6	2	00	00
Percentage	52,94%	35,29%	11,76%	00%	00%

*Figure 18. Frequency of assessing students' mistakes*

The majority of participants said that they always correct their students' mistakes and that it is very critical for a teacher to pay attention to the mistakes made by students. Few of the participants said that they often correct their students' mistakes, and only two participants who said that they correct their students' mistakes on few occasions. The mistakes made by students should be considered by the teacher as an important indicator of the students' current state of learning. These mistakes can be attributes to the learners' irresponsibility or to the teachers' irrelevant and insufficient efforts. In both cases, mistakes should always be

corrected so that students will not be able to commit them again. Some teachers believe that correcting students' mistakes is as important as teaching them; others believe that correcting their mistakes is not really their job and that they are only there to teach and guide. Teaching in university is a combination of guiding and correcting, and the process of learning at university requires the collaboration and patience of both teachers and learners for an effective learning to take place.

Item eleven:

Do you correct your students' writing mistakes?

On the script or orally in class? Why?

Following item ten about the frequency of correcting students' mistakes, this item hopes to get more details about the process of correcting as a whole by asking the participants about their usual method of correcting their students' mistakes. Participants' answers varied from one method to another and their justification of choice will be further discussed. Results of this item are illustrated in the following table and figure:

Table 41

Mode of correcting students' writing mistakes

Response	On the script	Orally in class
Participants	10	07
Percentage	58,82%	41,17%

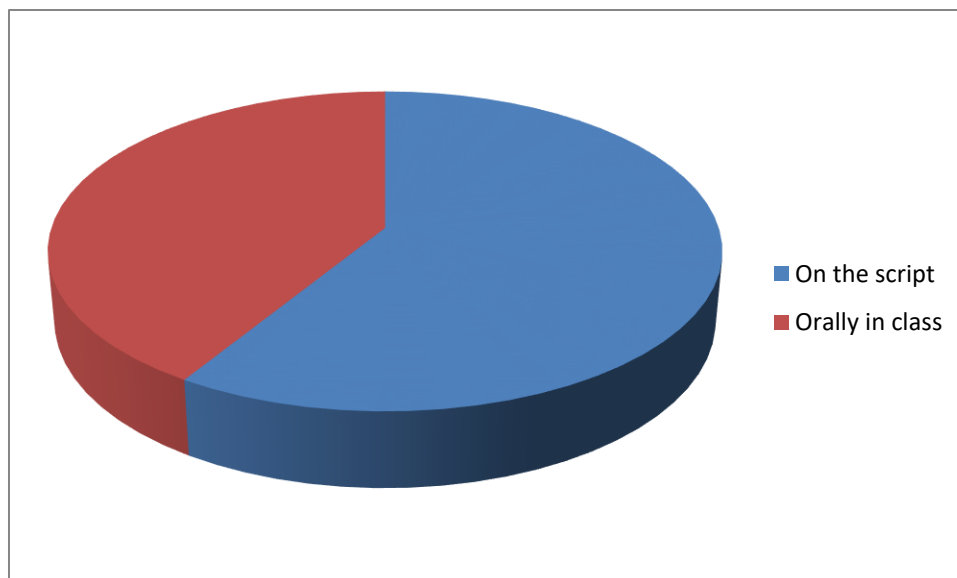


Figure 19. Mode of correcting students' writing mistakes

The majority of participants chose “on the script” method as their habitual way of correcting their students' mistakes. One participant said that:

I intentionally correct my students' mistakes on the script to draw their attention to the type of the mistake corrected and how it should be done appropriately.

The researcher believes that teachers prefer to correct their students in their papers rather than orally in the classroom to avoid embarrassing them in front of their colleagues. Students usually get uncomfortable when the teacher correct their mistakes and some of them become very anxious and afflictive when they are corrected in front of the whole classroom. As a teacher, students' psychological state should be taken into account throughout the teaching process, and sometimes teachers should adjust their correcting modes to fit the students' preferred learning styles.

Correcting students orally in class does not necessarily mean that it is better than correcting them on the script; some teachers believe that correcting them in front of their colleagues is much better than correcting them in isolation. They do believe that correcting mistakes orally in class is a better way for all students to learn from another's mistakes; and

that the more they confront them in the class the more they develop a strong sense of accepting critics.

The researcher believes that a combination of the two modes of correcting is a better way to foster the learning process. One participant argues that:

'adopting both methods is a better way to make learning a shared experience between all students'

Another participant shares the same arguments by claiming that:

'following the two methods is a better way to enhance students' editing skills and to make them aware that making mistakes is part of the learning process and that self-correction strategies should be adopted'

Besides all these arguments, one participant draw the researcher's attention that:

'students are of two types those who rely on listening skills and those who enjoy and rely on productive skills'.

Mistakes should be corrected both orally or in classroom, what teachers and students should know is that and according to one participant:

'some mistakes should be known by all students to avoid them, some others, if I can say are less important than the others so I just put on observations on the script'.

Item twelve:

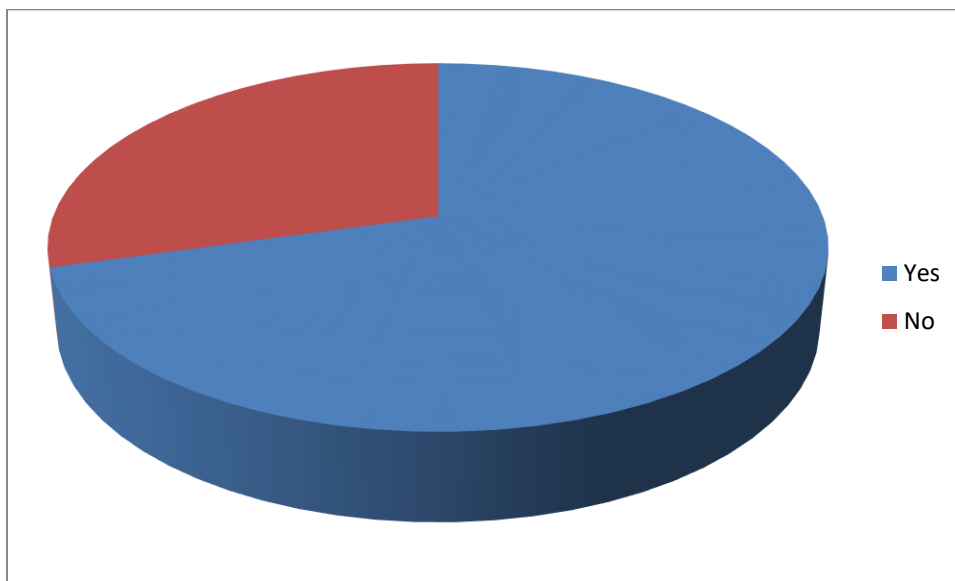
According to you, are students overusing computer-mediated communication? If yes why?

Since the subject of this investigation is about the effects that might be generated from computer-mediated communications, the researcher wanted to know the opinions of teachers about their students' addiction to these new digital tools. To do so, the researcher asked the participants in this questionnaire whether or not students are over-using computer-mediated communications and their answers are highlighted in the following table and figure:

Table 42

Students' overuse of computer-mediated communications

Response	Yes	No
Participants	12	05
Percentage	70,58%	29,41%

*Figure 20. Students' overuse of computer-mediated communications*

As the researcher believes, the majority of participants see that students of nowadays are over-users of different computer-mediated communications, and that these latter are affecting their academic life in one way or another. Since the introduction of digital devices along with social media, people from all over the world have become obsessed with these technologies, especially teenagers and young adults. Teachers are convinced that their students are over-using them because they are witnessing this phenomenon all the time in their classes. This kind of addiction not only affected students' social life but also has

penetrated their academic one. The researcher wanted to know more about why students are over-using computer-mediated communications she the participants were asked to give their views where they were different from one to another.

One participant said that:

'students are over-using computer-mediated communications because we are in a globalized world and this is a generation of technology'

Well, that is definitely true but the real issue lies in the fact of the addiction and not the regular use. Technology is inevitable, but to be addicted to it is the issue that needs to be investigated and debated. Another participant said that:

'students are over-using computer-mediated communications because they handle it inappropriately which might affect their academic writing'

Another participant added: *'this is actually the generation of over-using computer-mediated communications. Unfortunately, students are not using it properly.... More for having fun than to rise their educational level'*

These arguments support the researcher's perspective that the problem is not in the use of computer-mediated communications but in the way they are treated like vital accessories in one's life. The misuse of these digital gadgets is the reason behind students' poor performances at school and disordered behaviors outside the school. What is more disturbing in this debate is that, students are not aware of the negative effects of these technologies on their academic potentialities and their current records advocate this argument. One participant believes that:

'students are absolutely unaware of the disadvantages of computer-mediated communications and this is something frightening'

However, other participants disagree and believe that students are not over-using computer-mediated communications and that their effects are not really something to worry about.

One of them argues that: *'computer-mediated communications have many advantages: they save time, keep learners informed and connected about different issues'*

Well, the researcher does not really decry this perspective. On the contrary, the researcher himself is an advocate of technology, however; the researcher is against the misuse of technology that might negatively affect academic skills. Computer-mediated communications are beneficial tools to everyone but they should just be used moderately.

Item thirteen:

Which of the following forms of computer-mediated communications students are mostly addicted to?

Following item twelve, this one is about having more details about which exactly of the computer-mediated communications students are over-using. The researcher gave the participants a short list of the computer-mediated communications that are mostly popular to choose from them the one they do believe is causing students to be addicted. The results of their answers are highlighted in the following table and figure:

Table 43

The forms of computer-mediated communication that students are addicted to

Response	Instant messaging	Social networks	Texting	All of them
Participants	6	11	00	4
Percentage	35,29%	64,70%	00%	23,52%

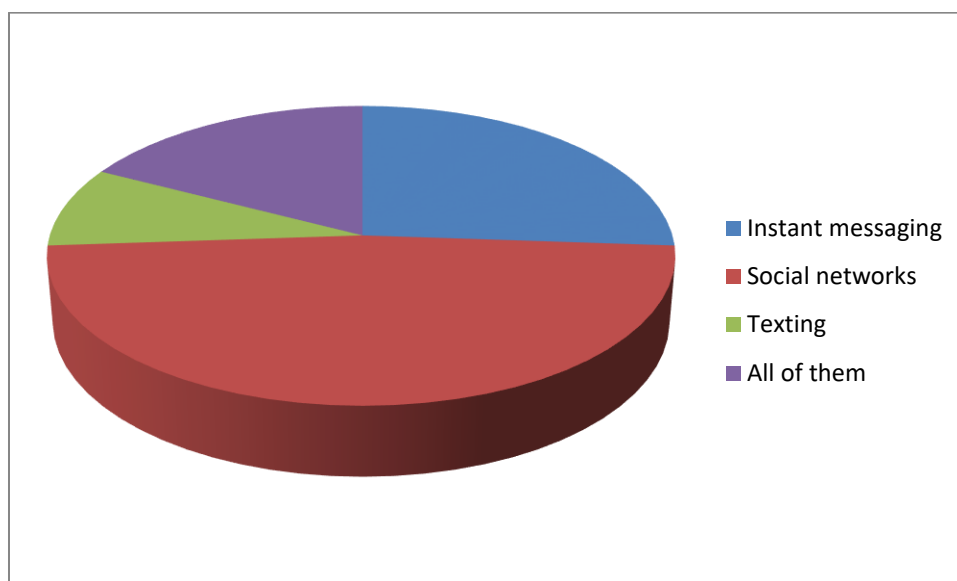


Figure 21. The forms of computer-mediated communication that students are addicted to

The participants responses were divided between social media and instant messaging, however, a great number believe that it is social media that students are mostly addicted to. Social media like Facebook, Twitter and Instagram have become a powerful tool nowadays with billions of subscribers on each one of them. These social media tools serve to connect people to one another and to shorten distances; but in other cases they are used for fun and many other reasons. Algerian students in particular are addicted to Facebook mainly due to its easy access, use and popularity. Teachers are aware of this fact, but they are concerned that this addiction is affecting students' academic abilities. Students are using these outlets even in the classroom which make them a huge source of distraction. In an informal chatting with the teachers of the faculty of foreign languages, most of them found their students busy with their phones and consulting their Facebook accounts. This endeavor caused uproar among teachers that they are now looking for solutions to get their students attention which is occupied by social media.

Instant messaging that is mostly associated with the different social media is another cause of addiction to students. Students want to be kept updated and informed so they find

difficulties not to use instant messaging to interact with their contacts. Instant messaging serve as a tool of communications that has replaced texting through mobile phones and that is why students and people in general are likely to get obsessed with it.

None of the participants chose texting as an addiction to students because they are all aware that instant messaging has replaced that. However, the researcher believes that plenty of students still use texting and prefer it as their ultimate way of communication.

Surprisingly, four of the participants believe that students are addicted to all forms of computer-mediated communications that were suggested by the researcher. These participants must certainly witnessed some acts by their students that made them convinced that students' addiction is huge and that it should be taken into consideration for further research and debates.

Item fourteen: According to you, what can be done in order to improve students' academic writing vis-à-vis their constant use of computer-mediated communications?

After collecting different views of teachers about the effects of computer-mediated communications on students' academic writing, the researcher wished to have suggestions and solutions that can be adopted in order to enhance students' academic style that is affected in the digital realm. All participants seemed to be eager to give advice about what can and should be done to protect our students' academic style from the negative effects of Internet language, so they have suggested some very useful advice and they varied from one another.

One participant suggested that:

'we should raise awareness towards the negative effects of computer-mediated communications and that students should be exposed to constant academic writing,,, also, we should punish students who use computer-mediated communications in formal assignments'

Actually, this is what the researcher did in this investigation with the control group where they were not allowed to use any form of Internet language, and that any possible use

of it will be punished; academically of course. This treatment gained results and they were displayed in this practical part.

Another participant suggested that:

'we must motivate students to write by dictation and not allowing them to use technological means inside the classroom like taking picture of the course or writing in I pads

Many teachers are adopting the use of dictation in their classrooms as way to ensure their students will practice writing and developing their vocabulary. Concerning depriving students from using their digital outlets, which can demotivate them and make them frustrated because they are digital students and it is so hard to take them out of their realm. What should be done, is cultivating their digital nature by showing them how to deal and how to use these digital tools to get more benefits from them.

One participant suggested something very interesting which is:

'The use of writing conferences in which learners are asked to produce different texts related to topics of their interest, then compare these texts'

What we are certain of is that; students are unable to stop using computer-mediated communications so instead of working on depriving them from their tools, we should just work on raising awareness about the issue and motivate them to enhance their writing style.

Reading is also one way to enhance students' writing style. As one participant suggested:

'reading should be done as an optimal remedy to eliminate that he impact of the excessive use of technology devices on writing'

Besides reading and raising awareness, one participant suggested that these concerns should be raised on a national level so that severe measures can be taken, he said:

'to improve students' academic writing vis-à-vis their constant use of computer-mediated communications is through a national syllabi that would be designed according to their needs in a world of globalization and virtual reality'

This view was supported by another participant's argument where he suggested the following: *'we should use these same technologies to correct the problem,,,, use their special digital tools to correct those mistakes'*

These arguments are of a strong influence, because Internet linguists believe that it is a mistake if we take digital students from their digital world; digital students should be embraced in their world. Computer-mediated communications will always exist and their effects are in no way of disappearing, so teachers should be aware of that so that they can develop methods and techniques that enable them to enhance students' academic writing along their constant use of internet language. If teachers want to witness any improvement in their students' academic style, they should first be tolerant to this new phenomenon that is penetrating our academic system; and by then and only after accepting their digital habits we as teacher can start working and collaborating to protect the academic style in general and students' general writing style in particular.

4.9. Students' first questionnaire

400 students have participated in this questionnaire.

Item one:

General information

This questionnaire was delivered prior to this investigation when the researcher conducted a pilot study. It was given to 100 students from the English, French, Economy and Architecture departments. These departments were chosen randomly because the branch of study does not matter and does not affect the theme of this investigation. The purpose of this questionnaire is to find out which of the following computer-mediated communications that

students mostly use in order to study them in details in the theoretical part of this thesis. Participants of this questionnaire were males and females from different departments. The gender of the participants was not really an issue for the researcher because gender, background and age do not affect the current investigation. The number of males and females of this questionnaire is shown in the following table and figure:

Table 44

Participants' gender

Response	Male	Female
Participants	187	213
Percentage	46,75%	53,25%

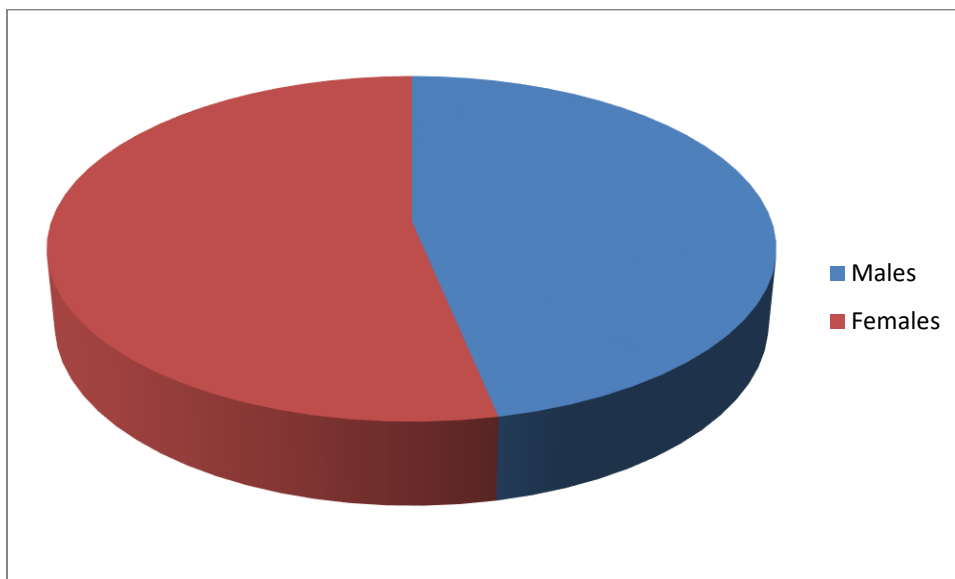


Figure 22. Participants' gender

Age of the participants: the participants' age is between 18 and 29.

Item one:

Which of the following computer-mediated communications you constantly use?

Computer-mediated communications have become one of the most developmental tools in this era. People nowadays become so used to it, that they become indispensable tools in their daily lives. Teenagers and young adults in particular are nowadays considered as digital natives due to their habits of dealing with these tools, and due to their inability to live without them. The researcher in this investigation wanted to know which exactly of the computer-mediated communications students in particular do constantly use. Results of this question are highlighted in the following table and figure:

Table 45

Computer-mediated communications that students constantly use

Response	E-mails	Texting	Instant messaging	Social networks	Tweeting	Blogs	Video conferencing
Participants	145	311	317	395	117	47	40
Percentage	36,25%	77,75%	79,25%	89,75%	29,25%	11,75%	10%

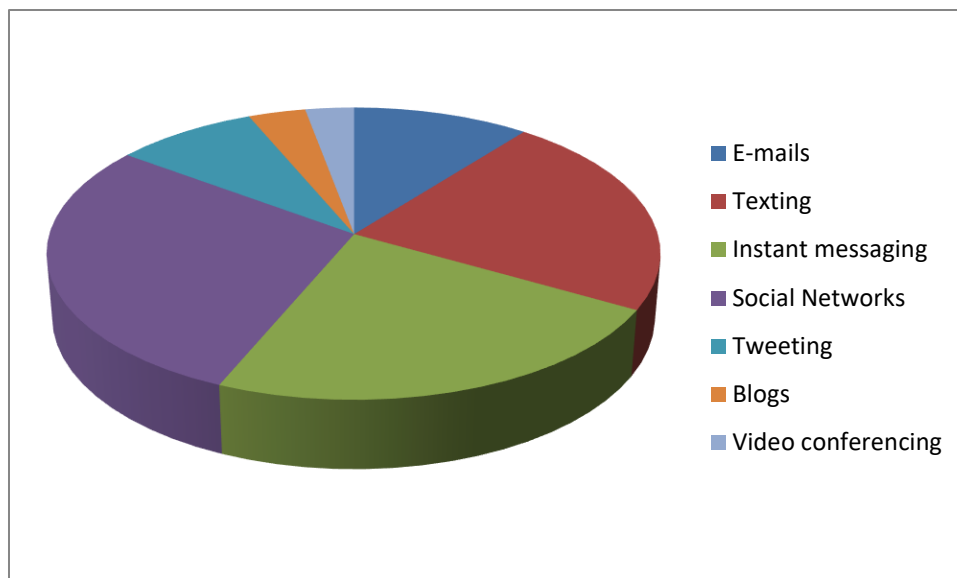


Figure 23. Computer-mediated communications that students constantly use

Based on the numbers shown in table 45 along with figure 28 participants from the four different departments chose different computer-mediated communications that they constantly use. Table 45 indicates that students mostly use social networks on a regular basis especially Facebook. Social media are nowadays the home of many students where they can do different things with different people. Social media are used for different reasons, and in a country like Algeria access to Facebook is so easy. Social media in general have many effects on people either mentally, emotionally and sometimes even physically.

Besides social media, students have chosen instant messaging and texting as the most used computer-mediated communications in our days. Instant messaging is nowadays number one toll of communications between people from around the world. It comes with apps like Facebook, Instagram, Tweeter and Viber. This mode of communication is quite affordable and easy to use that it has replaces many older types of communications. Instant messaging and texting have shaped the world of communication leading students to become so used to it that they now prefer to use them rather than making actual interaction.

Out of the 400 students, 145 chose e-mails as a computer-mediated communication tool that they constantly use. The use of e-mails is also so common among students. For a

university student, using e-mails to communicate is a necessity, because many people tend to send important files only through e-mails. Besides this fact, there some things that can be send only through this tool of computer-mediated communications. E-mails are also common among students who are indulged in different research fields, like doctoral students who prefer to use e-mails in their professional.

117 students chose tweeting as a way of communicating and interacting with others. Tweeting which is associated with the social media Tweeter is quite common among people in general, and students in particular. This mode of interaction tends to be very tempting and interesting to use, especially that is used by most celebrities. It is similar to Facebook and Instagram, with slight differences in the forms of using it.

47 students chose Blogs as their preferable and usual tool that they constantly use. Blogs were one day the only tool of communicating before the invention of social networks. People at that time preferred to express themselves through the use of blogs were ideas, videos and images were shared between people. With the creation of social networks the use of blogs decreased, however, some people are still using them.

40 students chose Video conferencing as their habitual way of communicating. Video conferencing is not really common among students due to its complex techniques of using. This technique is usually used when people try to communicate in different conferences and for academic reasons. It is a very important way of communicating, as it provides and facilitates the sharing of both voice and image. Video conferencing require high Internet speed which is not available in Algeria, this is why students do not really use it and this is why it ranked the last in the computer-mediated communications that students mostly use.

Based on this questionnaire, the researcher knew that the computer-mediated communications that students mostly use are social networks, instant messaging and texting.

The researcher took these computer-mediated communications for a detailed study that was conducted in the theoretical part of this thesis.

Students' second questionnaire

73 students have participated in this questionnaire.

Item one:

General information

The aim of this questionnaire is to find out which of the Internet language features that students are familiar with. This question was purposefully done so that the researcher can make an evaluation grid that will be used in the analysis part of this thesis. The researcher took the internet language features that students are familiar with and designed an evaluation grid that was followed throughout the evaluation and assessment of students' written samples. The number of males and females of this questionnaire is represented in the following table and figure:

Table 46

Participants' gender

Response	Male	Female
Participants	6	67
Percentage	8,21%	91,78%

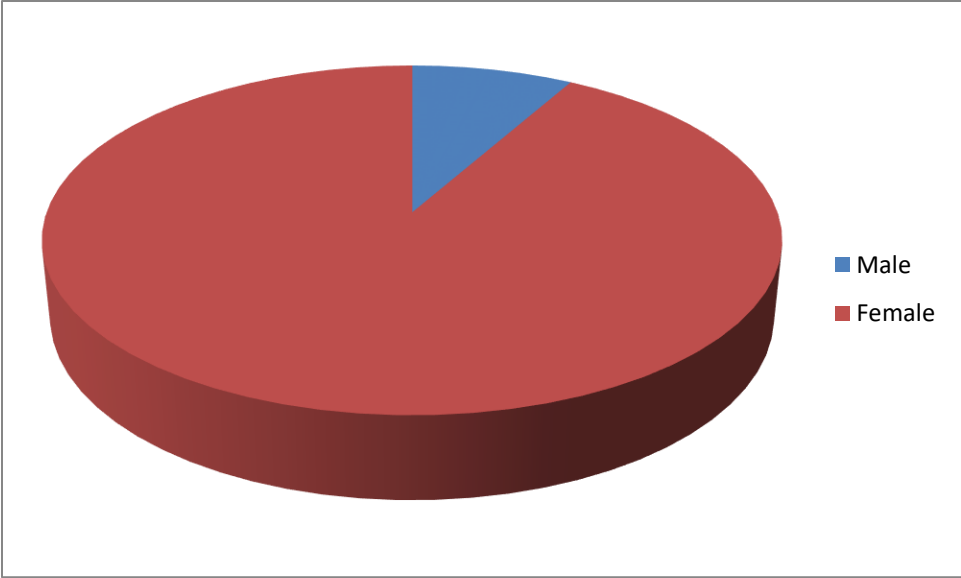


Figure 24. Participants’ gender

Age of the participants: the participants’ age is between 19 and 24.

Item two: which of the following internet language features that you are familiar with?

Table 47

Familiarity with abbreviations

Response	Yes	No
Participants	73	00
Percentage	100%	0%

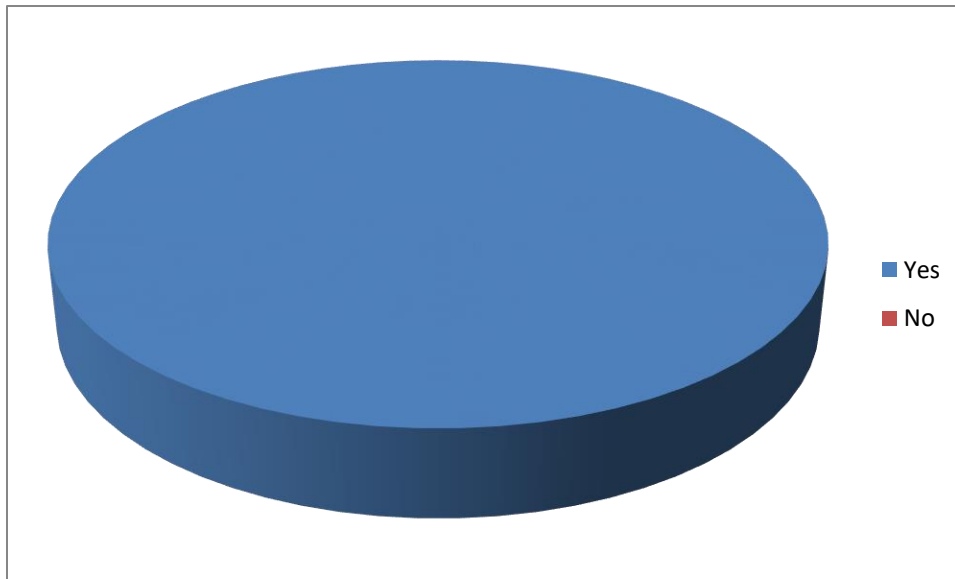


Figure 25. Familiarity with abbreviations

Results of table 47 along with figure 30 show that all participants are familiar with this feature of Internet language, which is abbreviations. Abbreviations are widely known by Internet users and they were the first Internet language feature that appeared in social media especially. Abbreviations are easy to use and they facilitate the process of communication by shortening different words. Students are quite familiar with these features because they use in their daily social media communications; and since these digital students want to fast interact with others, abbreviations were the perfect choice.

Table 48

Familiarity with clipping

Response	Yes	No
Participants	73	00
Percentage	100%	0%

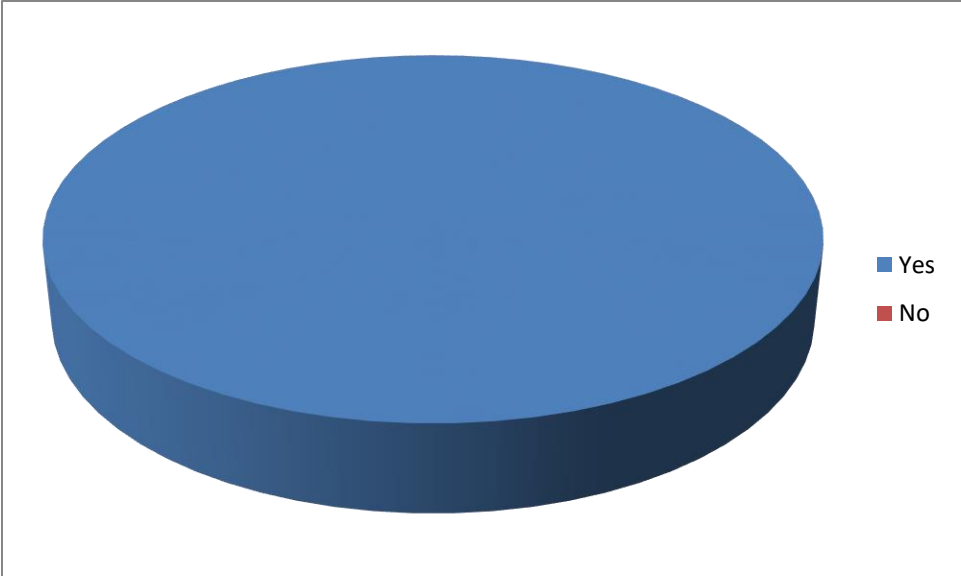


Figure 26. Familiarity with clipping

Table 48 along with figure 31 indicates that all of the participants are familiar with the internet language feature clipping. Since clipping is somehow similar to abbreviations, students tend to use quite often. Clipping allows Internet users to write only half of the word, and now Internet users have become familiar with this kind of language using. Clipping is popular among teenagers and young adults; it saves time and energy with a full guarantee that the message will properly be transmitted.

Table 49

Familiarity with acronymy

Response	Yes	No
Participants	73	00
Percentage	100%	0%

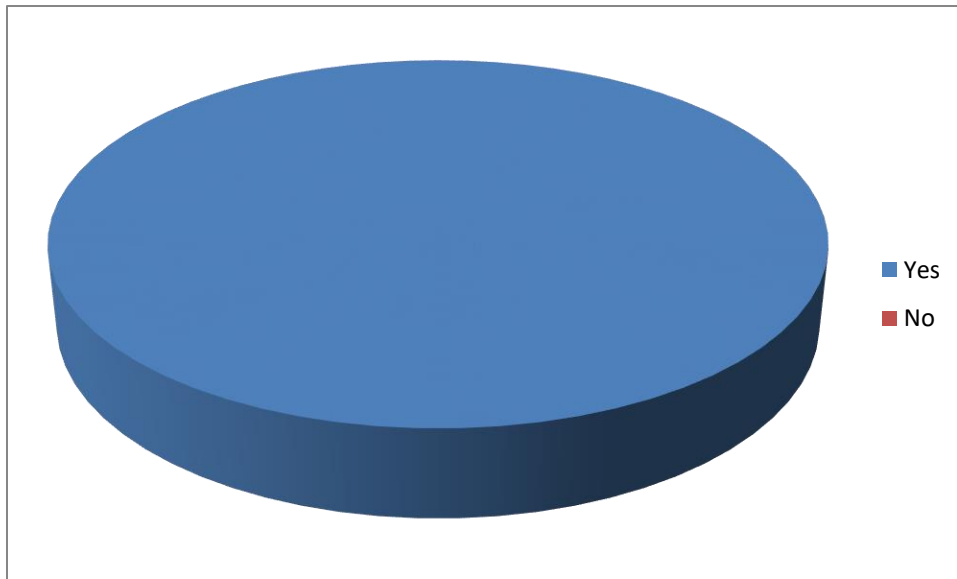


Figure 27. Familiarity with acronymy

Table 49 and figure 32 indicate that all of the participants are familiar with the Internet language feature acronymy. Acronymy allows its users to use only the first initials of words to form short acronym that delivers a certain meaning. This particular Internet language feature is also quite common among Internet users, especially young adults. It saves time and assures the delivery of the intended message. Students tend to use it usually to be fast in their writings and to save energy of writing longer sentences.

Table 50

Familiarity with combination of letters and numbers

Response	Yes	No
Participants	73	00
Percentage	100%	0%

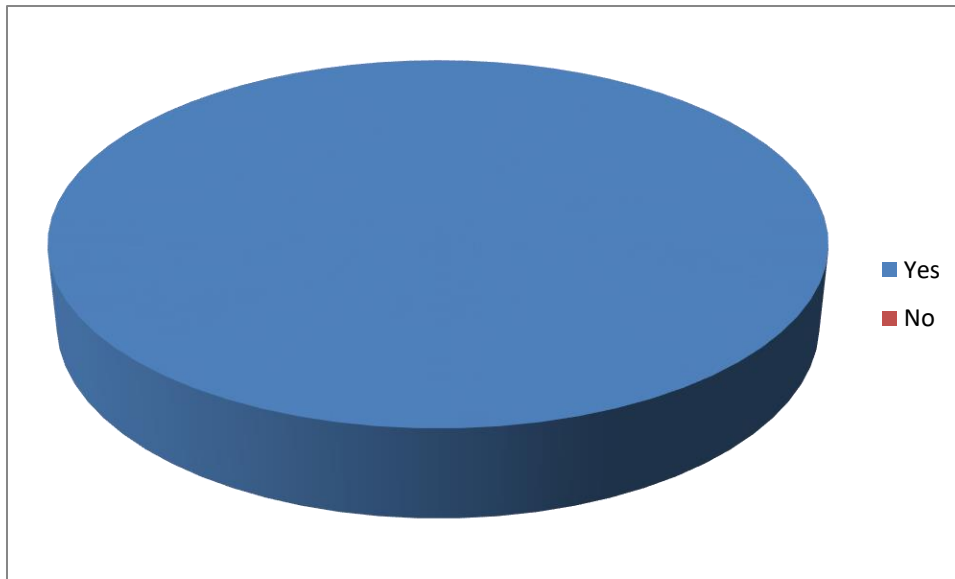


Figure 28. Familiarity with combination of letters and numbers

Results of table 50 along with figure 33 indicate that all of the participants are familiar with the Internet language features combinations of letters and numbers. This Internet language features has become so popular in recent years, especially among teenagers and young adults. This Internet language feature is about forming words made up of letters and numbers. It was created mainly to save time and to create a fitting with the digital contexts. The combination of letters and numbers is used by the majority of students in their daily conversations in the different social media. Some teachers of the faculty of foreign languages at Mostefa Benboulaïd Batna 2, Algeria found out that their students have taken this feature into the classroom, and in their formal assignments.

Table 51

Familiarity with blending

Response	Yes	No
Participants	43	30
Percentage	58,90%	41,09%

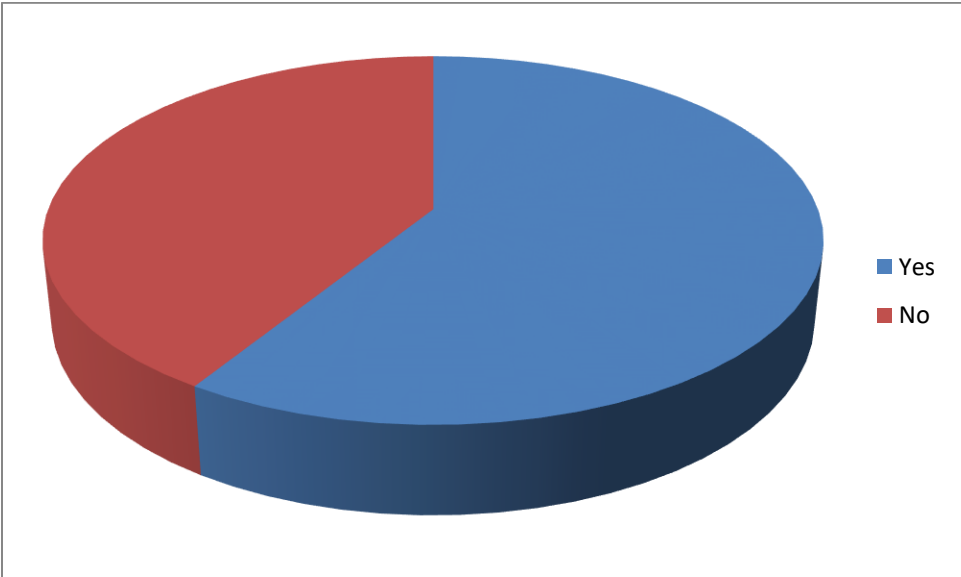


Figure 29. Familiarity with blending

Table 51 along with figure 34 indicates that 43 students of the 73 participants said that they are familiar with this Internet language feature. Blending is a pure Internet language feature, students who said that they are familiar with this Internet language features were all of them constant users of the different computer-mediated communications. Blending is about digital words used only in digital settings. In the realm of Internet, some concepts can be expressed only by the use of blending. The remaining students who said that they are not

familiar with this Internet language feature are either beginners in the digital world, or they are not constant users of computer-mediated communications.

Table 52

Familiarity with compounding

Response	Yes	No
Participants	29	44
Percentage	39,72%	60,27%

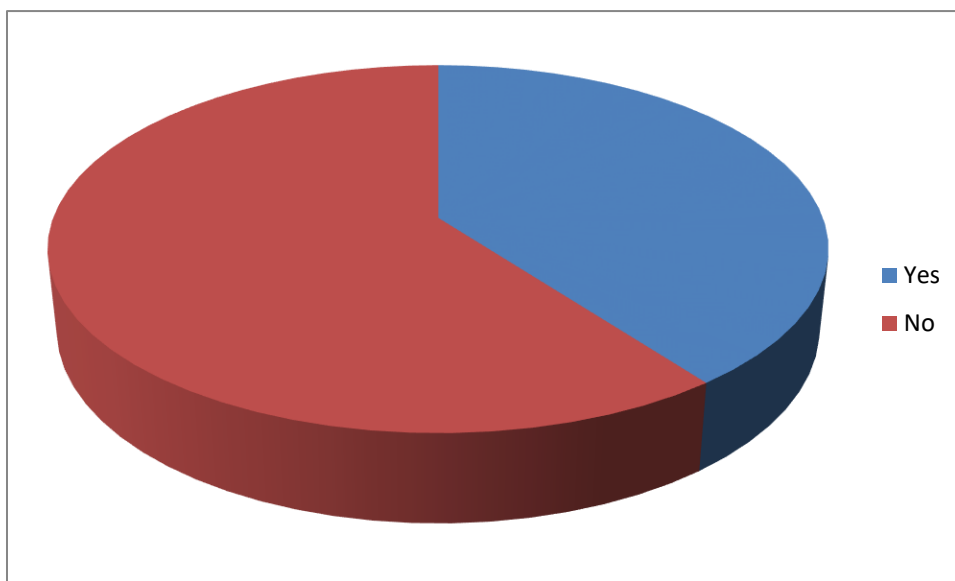
*Figure 30. Familiarity with compounding*

Table 52 along with figure 35 indicates that only 29 students out of the 73 participants who are familiar with this Internet language feature. This Internet language feature is somewhat rare to use and only some of the students who know how to use it. Compounding is the use of particular digital words to express some digital notions. The use of compounding requires a good knowledge of Internet and its different websites.

Table 53

Familiarity with derivation

Response	Yes	No
Participants	16	57
Percentage	21,91%	78,08%

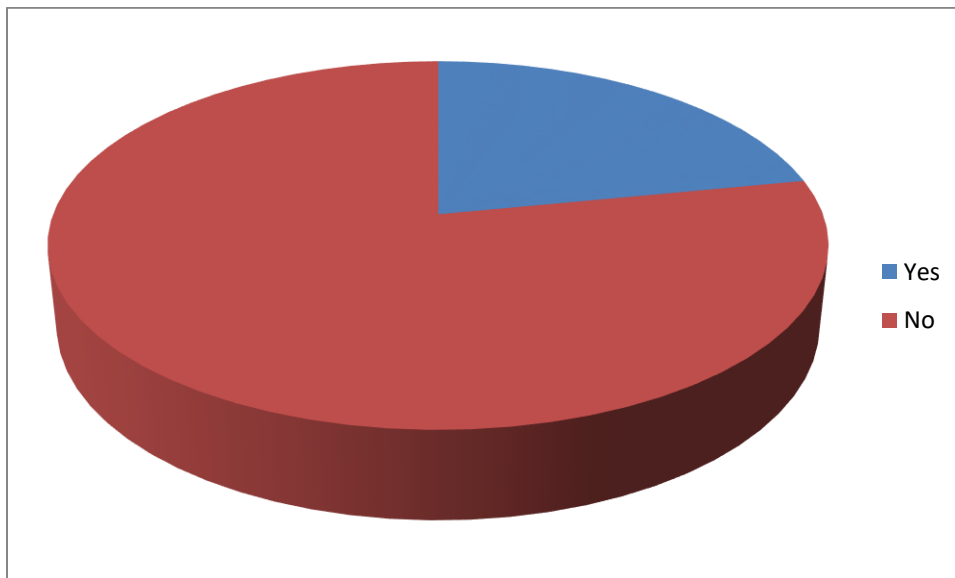
*Figure 31. Familiarity with derivation*

Table 53 along with figure 36 indicates that only 16 students out of the 73 participants who are familiar with this Internet language feature. Derivation is also the use of specific Internet words to refer to digital concepts. To be familiar with this Internet language feature, someone has to be well professional and digitally well informed. Only some of the students who said that they are familiar with it do to the fact that these students are new to the digital world and its different digital concepts.

Table 54

Familiarity with symbols

Response	Yes	No
Participants	73	00
Percentage	100%	0%

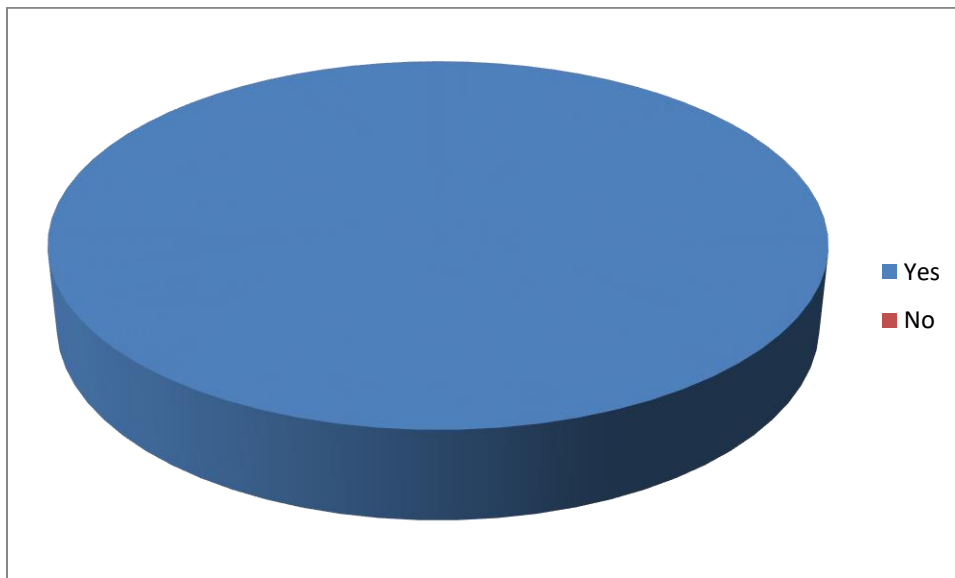
*Figure 32. Familiarity with symbols*

Table 55 along with figure 37 indicates that all of the students are familiar with this Internet language feature. Unsurprisingly, the researcher knew that this Internet language feature is common and popular among students. The use of symbols existed for a long time; it requires its users to put together some symbols to express an emotion. Students nowadays have taken this Internet language feature into the classroom, and the researcher had many cases where the students put a symbol at the end of their written assignments. The use of

symbols is un-academic but students are not aware of this fact, and that negatively affected their academic style.

Table 55

Familiarity with emoticons

Response	Yes	No
Participants	73	00
Percentage	100%	0%

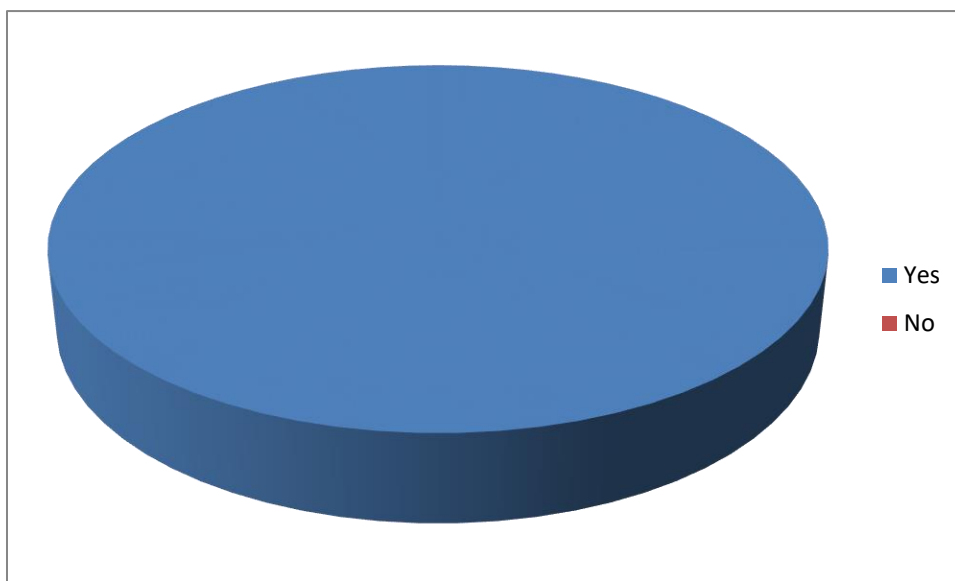
*Figure 33. Familiarity with emoticons*

Table 56 along with figure 38 indicates that all of the students are familiar with this Internet language feature. This particular feature is so popular among teenagers, young adults and users of social media. It is usually used to express an emotion or a certain mood. Emoticons were evolved over the years in different social media, and the more they evolve the more students get familiar with it. Emoticons were basically symbols, but nowadays they

are written as clear faces and gestures. Students being addicted to this Internet language feature have started to draw it even in their formal academic assignments, which affected the academic setting in general.

4.10. Students' third questionnaire

73 students have participated in this questionnaire.

Item one:

General information

Participants of this questionnaire were mostly females. Actually this is the case in the faculty of foreign languages where the majority of students are females. This phenomenon is due to the fact that females generally prefer to study languages rather than other branches; however, males are known that they prefer scientific streams rather than literary studies. The gender of the participants was not really important as the researcher stated in previous parts of the thesis, and that different criteria of students doesn't affect the current investigation. The number of males and females of this questionnaire is illustrated in the following table and figure:

Table 56

Participants' gender

Response	Male	Female
Participants	6	67
Percentage	8,21%	91,78%

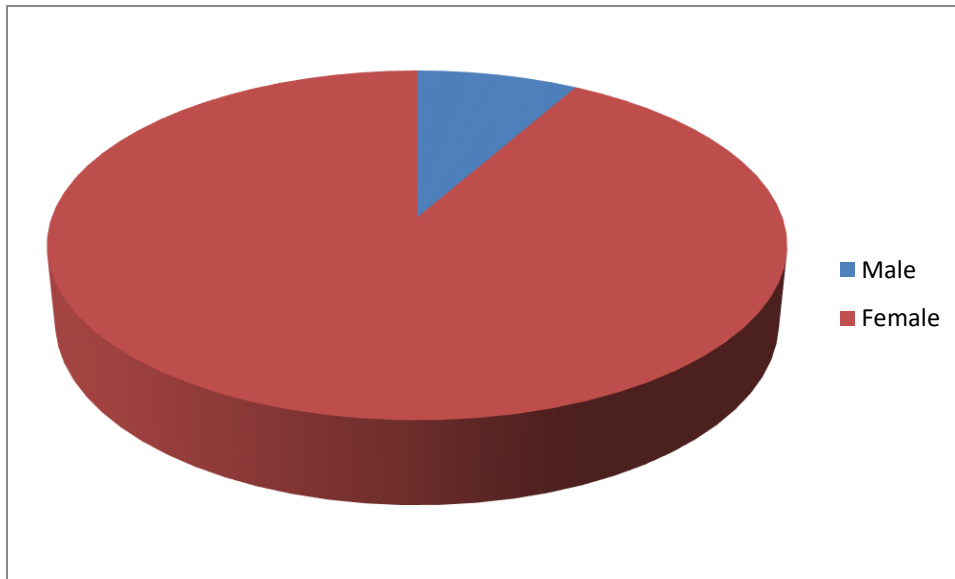


Figure 34. Participants' gender

Age of the participants: the participants' age is between 19 and 24.

Item two:

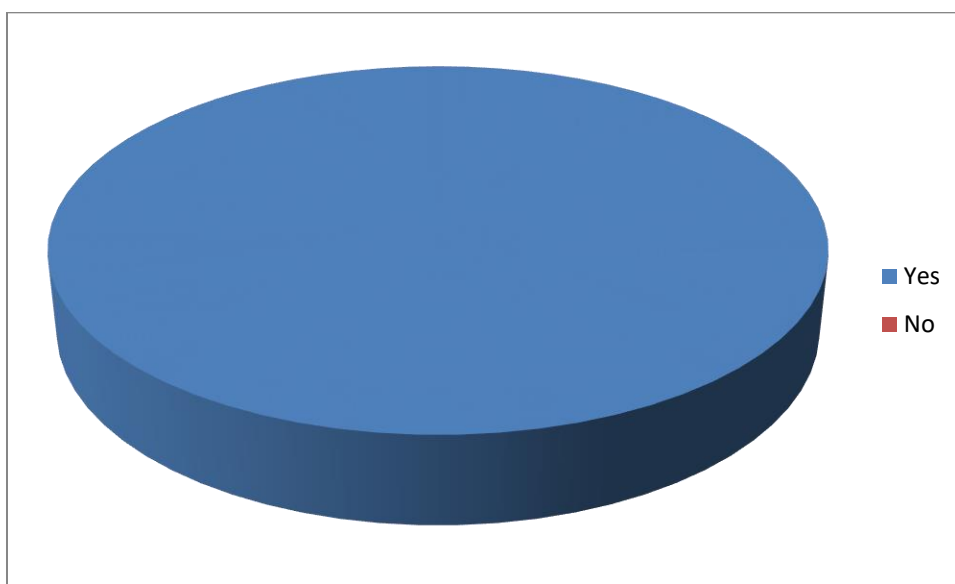
Do you own a smart device? (Phone, tablet, laptop, ...)

To start this questionnaire, the researcher asked the participants whether or not they own a smart device no matter its nature. The researcher wanted to make sure that participants are practicing Internet language that is used throughout the different computer-mediated communications, and that they are familiar with digital devices and the software that come with it. Unsurprisingly, all of the participants said yes and that they own a smart device. This fact was no shock to the researcher as we already expected that it is rare for a digital student not to own a digital device. Actually, in one of the informal discussions with these students they admitted that they own more than one device and that they cannot imagine their lives without them. Digital devices are indispensable accessories to this digital generation; they were born in a world of numbers and even their nature is already adapted to this digital world. The following table and figure highlight the number of students owning a smart device:

Table 57

Ownership of smart devices

Response	Yes	No
Participants	73	00
Percentage	100%	00%

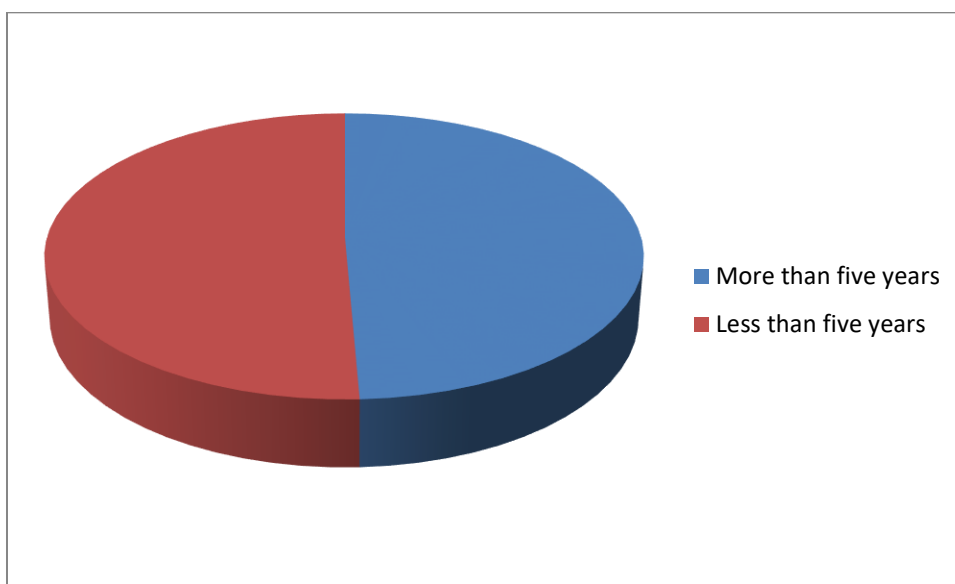
*Figure 35. Ownership of smart devices***Item three:****For how long you have been using your smart device?**

After making sure that the participants have a smart device, the researcher wanted to know for how long they have been using those smart devices. The researcher provided them with an approximate period to choose from and the results of this question are highlighted in the following table and figure:

Table 58

Period of owning a smart device

Response	Less than five years	More than five years
Participants	36	37
Percentage	49,31%	50,68%

*Figure 36. Period of owning a smart device*

Results highlighted in the above table and figure indicates that half of the participants owned their smart devices for more than five years, and the other half owned them for less than five years. These results are quite interesting for the researcher especially for those who said that they owned their smart devices for less than five years. For the researcher, this result is quite worrying in the sense that the effects of computer-mediated communications on their writing style are huge as compared to the period of ownership. The researcher believes that only five years or less has done this damage to the writing style, so what can more than five years of ownership do to the academic style. Students will continue using the different smart

devices, and we are living in a world of rapid growth and technological development so the effects of internet language used through the different computer-mediated communications will grow too. This kind of speculations and worries are not of the researcher's concern only, but also of many educators and teachers from around the world. These students started using these smart devices from early high school, which means from early development of their writing style which eventually made them vulnerable to the different negative effects of technology.

Item four

Do you frequently use your smart device to send text messages?

This question is a follow up to the previous question. The researcher wanted to know more about the effects of texting on their academic style so he asked them about whether or not they use those smart devices to send text messages. Since the researcher developed a whole chapter about the effects of texting on students' academic writing, this kind of questions is relevant to the issue of investigation. The results of this question are highlighted in the following table and figure:

Table 59

Frequency of using smart devices to send text messages

Response	Yes	No
Participants	65	8
Percentage	89,04%	10,95%

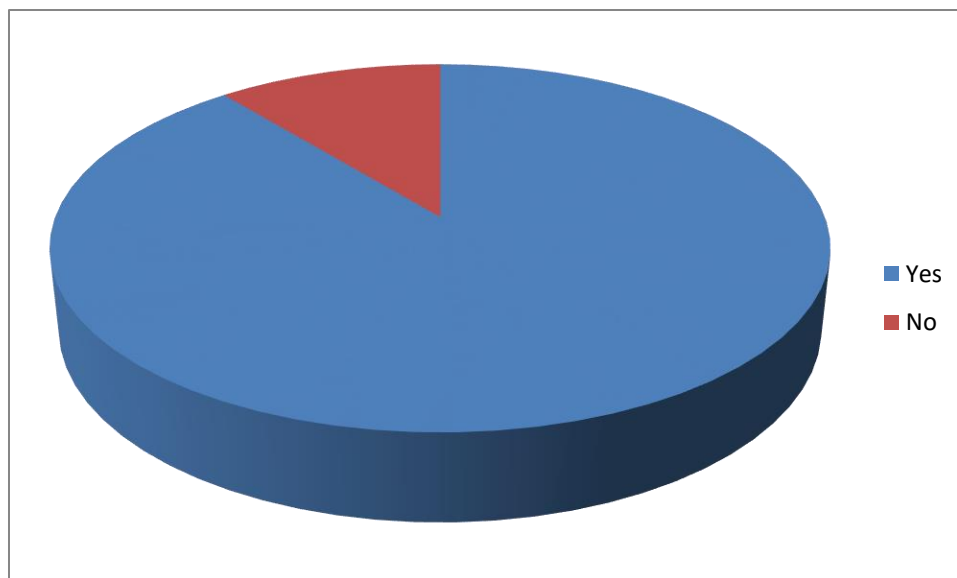


Figure 37. Frequency of using smart devices to send text messages

As indicated in table 60 and figure 42, only 8 students out of the 73 of the participants who said that they do not use their smart devices to send text messages. The majority of respondents said yes concerning the use of smart devices to send text messages, and that texting is a regular habit for them. Texting is one way of interaction through the different smart devices especially mobile phones; its effects are disturbing in a sense that made teenagers especially so used to them. People may think that texting is just a mode of communication but they do not know that its constant use may affect the academic style. For example, in every smart device there is an automatic dictionary that corrects spelling mistakes every time they are made, so this operator may lead students to be weak, lazy and over dependent on them. Being dependent on these dictionaries may shorten one's vocabulary because they suggest the correct words when wrong ones are made. Notwithstanding, depending on these dictionaries may generate many negative effects on students' brains and learning habits. The problem is even when someone wants to use his proper words and corrects his own mistakes; these dictionaries will do the job leading him to be robotic in his further actions. Texting is really an easy and rapid way of communication, but the addiction to it can lead to undesirable consequences.

Item five**While using a smart device, how do you design your language? Justify your choice**

Going further and deeper in details, the researcher wanted to know the kind of language students make when they use computer-mediated communications to send text messages. The researcher gave the participants a list of choice from the use of full words to the use of internet language to choose from. Knowing what kind of language students use while using their smart devices to communicate, is of a high importance to the researcher since the subject of this investigation is about the effects of smart devices on students' academic language. Results of this question are highlighted in the following table and figure:

Table 60

The language used in smart devices

Response	Full words	Respect of grammar	Slang	Internet language
Participants	20	5	7	41
Percentage	27,39%	6,84%	9,58%	56,16%

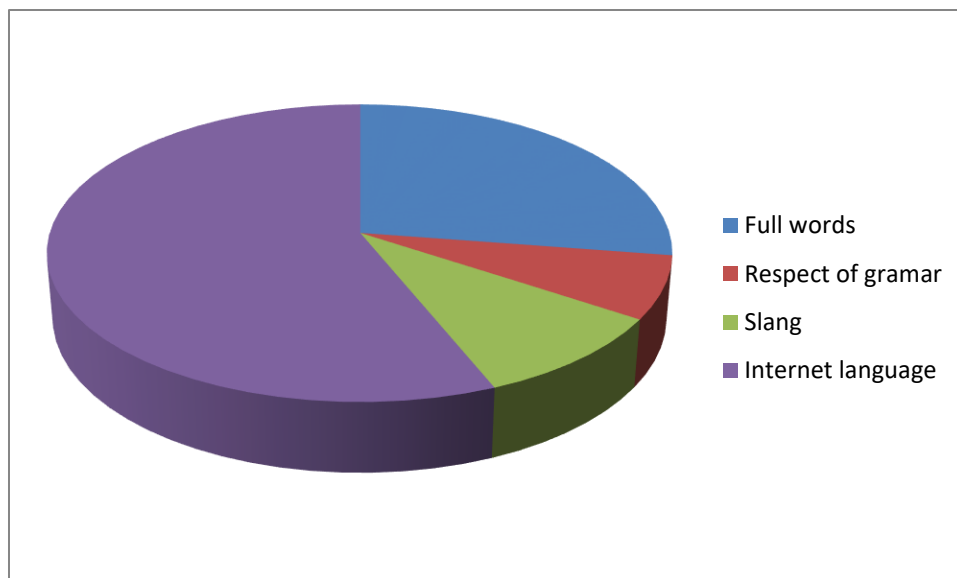


Figure 38. The language used in smart devices

A quick glance to the results shown in table 61 along with figure 43 indicates that the majority of students use Internet language in their different smart devices. Since these students are digital ones, the researcher expected them to use Internet language to communicate with others. Internet language is the current trend among other languages, and its addiction and familiarity seem to be wide spread among people.

Concerning the use of full words while using smart devices, only 20 students who admitted that they do use full words in the language they design in their smart devices. This percentage is kind of concerned because 20 from 73 is a short number. What the researcher noticed is that these 20 students who admitted of using full words while using their smart devices, all of them owned these devices for less than five years. The researcher believes that the fact of owning a smart device for less than five years is the reason behind using full words instead of Internet languages; in other words, the effects of Internet language is lesser than those who owned their smart devices for more than five years. In addition to that, the researcher assumes that these same participants are not really constant users of computer-mediated communications as compared to their remaining colleagues. This fact along with the

short period of time of owning a smart device may led these students to continue using full words in their smart devices rather than using internet language.

Along with the use of Internet language, 7 participants said that they use slang while using their smart devices. Slang is a part of Internet language that is similar in nature but different in form. The researcher believes that these participants who use slang are quite familiar with Internet language and its different forms, that is why they are using this important part of Internet language.

What is pessimistic in this question's results is that, only 5 participants who said that they respect the rules of grammar while using their smart devices. 5 from 73 is quite a shock to the researcher, because grammatical rules are so important in a any piece of writing. The researcher believes that students do not respect the grammatical rules while they use smart devices because either the automatic dictionaries correct their writing mistakes or forms or, they do not pay attention to the kind of language they produce. Moreover, when students use smart devices they know that they will not be supervised or something, and that they are free to write the way they want to. Being used to not paying attention to the grammatical rules has affected the students' writing style in a tremendous way that can possibly become unfixable.

Item six

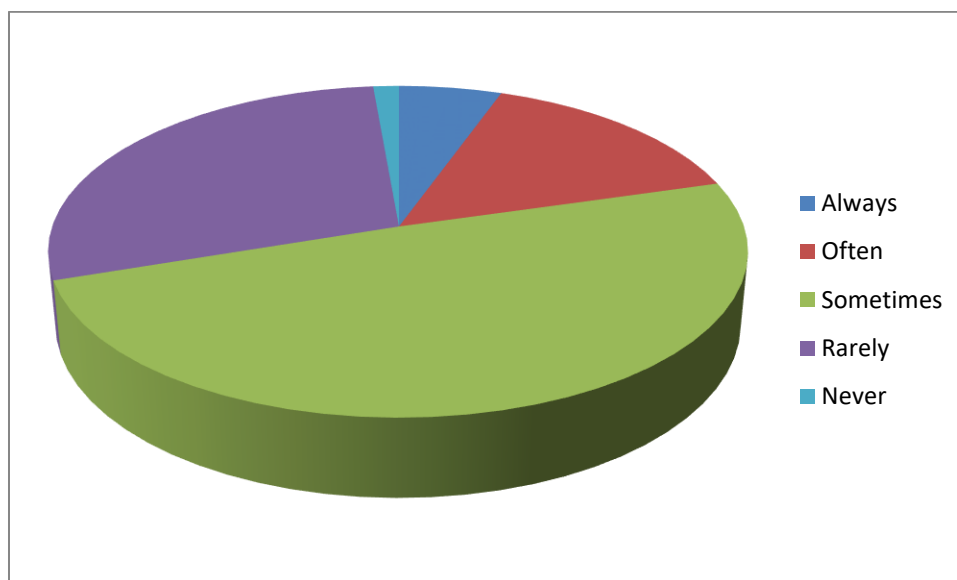
How often do you use academic English in your text messages?

Since the majority of students admitted that they use Internet language throughout their smart devices, the researcher got worried about the state of academic writing and whether or not they are using it. In this question, the researcher asked the participants about the frequency of using academic writing in their text messages; if they hardly use it. Results of this question are highlighted in the following table and figure:

Table 61

Frequency of using academic writing in text messages

Response	Always	Often	Sometimes	Rarely	Never
Participants	4	11	36	21	1
Percentage	5,43%	15,06%	49,31%	28,76%	1,36%

*Figure 39. Frequency of using academic writing in text messages*

Results indicated in table 62 along with figure 44 Shows a huge difference between the frequencies of using Internet language in text messages. A great proportion from the participants said that they use academic writing in their text messages only in few occasions.

These students are so used of Internet language that they face difficulties to switch into academic writing while they produce text messages. When the researcher informally discussed the issue with them, they argued that they use academic writing only when necessary. The fact of being used to Internet language made it difficult for them to write

academically, or even know how to use academic writing techniques. What is more disturbing is that, even when they are obliged to write academically they have no clue of doing that because of their unfamiliarity with the academic language.

The proof to this argument is that 21 students out of the 73 admitted that they rarely use academic writing in their text messages. For the researcher 21 is an important number, and it is really concerning that this critical number is a limited user of academic style. For these students, academic language is a language of exams only and that they are facing issues getting used to it.

Only few participants admitted using academic language in their text messages but in few occasions. However, 4 participants said that they always use it in their smart devices. This number is not really promising for the realm of educations, as it is very small as compared to the general population of the participants involved in this questionnaire.

Item seven

Do you pay attention to the kind of language you use while sending a text message through one of the computer-mediated communications (Instant messaging, texting, Facebook, ...). If no, why?

In this question, the researcher wanted to know whether or not the participants pay attention to the kind of language they produce when they text message through one of the computer-mediated communications. After knowing that they mostly use Internet language in their text messages, and that they only use academic writing in few occasions; the researcher wanted to dig deeper and to know if ever they are conscious and aware of the language they use to communicate using their digital devices. Results of this question are highlighted in the following table and figure:

Table 62

Paying attention to the language used in computer-mediated communications

Response	Yes	No
Participants	55	18
Percentage	75,34%	24,65%

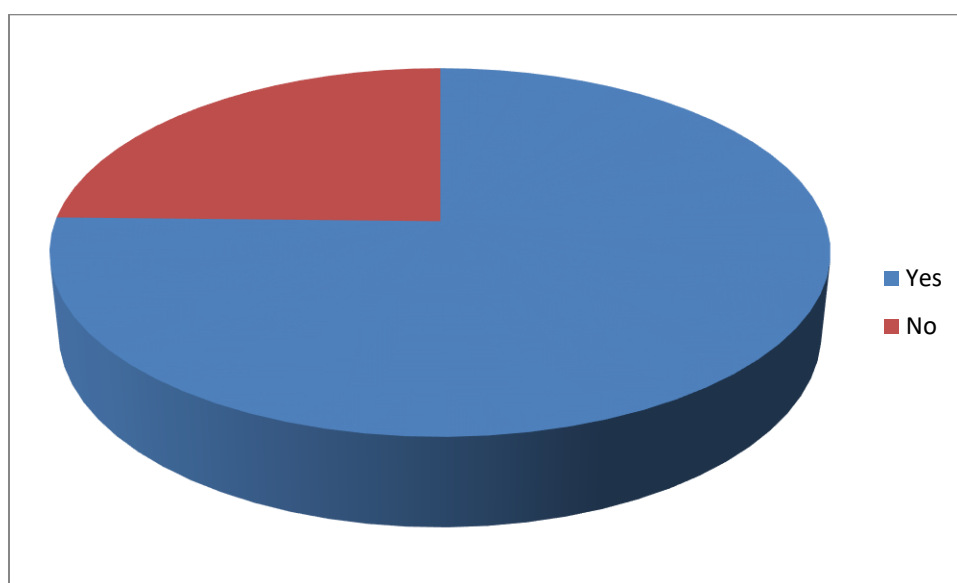


Figure 40. Paying attention to the language used in computer-mediated communications

Results shown in table 63 along with figure 45 show that 55 students Out of the 73 participants confirmed that they do pay attention to the kind of language they use while sending text messages. This result is quite electrifying for the researcher in a sense that they are aware of the language they produce, and yet they do nothing about it. For some reasons, the researcher somewhere in the investigation thought these participants are not aware of the language they use that's why they are not capable of changing it; but the results of this question were truly shaking. If participants are acquainted with un-academic language they keep producing then the problem is really huge and bigger than the researcher has ever

expected. Knowing that students are alert of the language they make and yet they are not willing to change means that for them it is acceptable to use this language in whatever context.

18 participants out of the 73 students said that they do not pay attention to the kind of language they produce while sending a text message through one of the computer-mediated communications. Again, this result is also unanticipated to the researcher in a way that students are somehow careless to the writing style they design. For the researcher being neglecting to the language used while communication is not something promising, because this fact is an indication that academic style and the writing techniques in general are not that important to students of nowadays. The researcher asked the participants why they do not pay attention to the language used in text messages and their answers were really astonishing.

One participant said that:

'I don't pay attention to the language I use because all I want is to send my message fast and I don't care about the language'

Another added:

'all I want is to send text messages fast'

These answers are really concerning in a way that all they care about is speed but they pay no attention to the language. These answers are a true illustration to this digital era where speed has become a habit and the essence of things is taken for granted.

Not only speed is the issue, one participant shockingly said:

'I don't have time to check'

This answer comes truly from a digital native where academic elements have been sacrificed on the altar of speed and technological growth.

Two other participants provided the researcher with different perspectives where they say:

'I don't pay attention to the language I make because I write very fast and it's like a habit for me'

'it's sort of a habit for me not to pay attention'

These answers sparked something in the researcher's mind that digital generation developed a habit of writing fast without paying any attention to the language produced. This is actually a harsh reality, and we as teachers noticed that our students developed digital habits that may negatively affect their academic skills and habits.

Besides these perspectives mentioned above, three other participants shared something very interesting in their answers. They said respectively:

'I write and my friends understand what I write easily, so I don't care about the language'

'because I would be talking to my friends so I don't have to mark my words or choose them carefully'

'for me it's enough to make the idea clear to the recipient and the language used by me doesn't matter at all'

Based on these answers, the researcher believes that these digital students think that the whole world they are living in is digital; which is not the case. Digital students believe that all people are familiar with the Internet language and that there is no need to write academically. Besides that, being used to writing without paying any attention to the language can help develop careless habits of paying no attention to the academic language. Since students of nowadays are constantly texting one another, they now believe that it is acceptable to write un-academically, consequently they took this idea with them to the classroom.

Item eight

Have you recently written anything using academic writing? In class or out of class?

If out, for what purposes?

The researcher got really concerned about the state of academic writing in the lives of students, so he asked them if ever they use it and either in or out of the classroom. This question was designed in purpose to find out whether or not students are using academic writing outside the classroom. Results of this question are highlighted in the following table and figure:

Table 63

Writing using academic writing

Response	In class	Out of class
Participants	51	22
Percentage	69,86%	30,13%

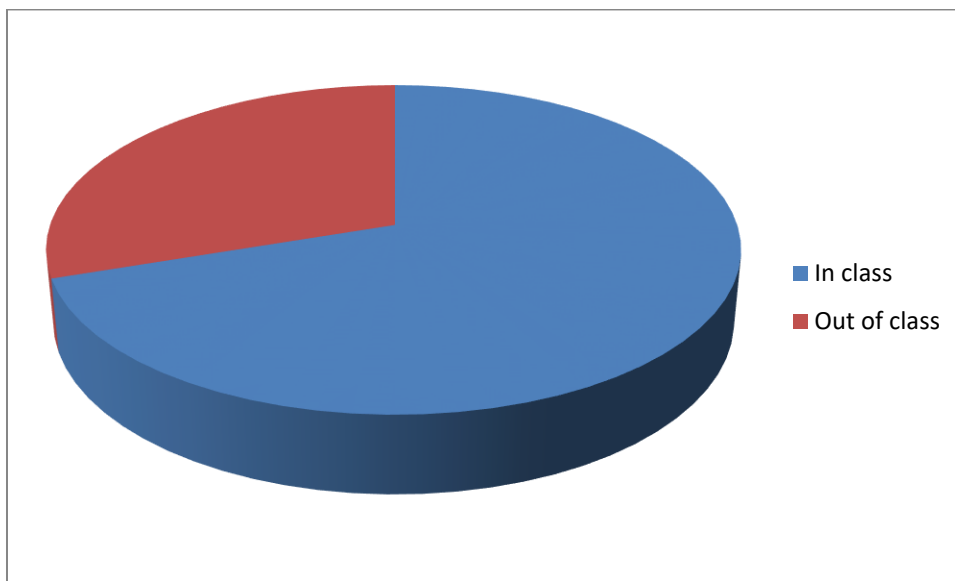


Figure 41. Writing using academic writing

Results shown in the above table and figure indicate that the majority of students didn't write anything using academic writing outside their classrooms. Only few participants admitted that they used academic writing outside the classroom. These results are quite

surprising in a sense that it is really shocking that students use the academic style only inside the classroom.

Based on the answers of the previous questions, it is understandable why students do not use academic writing outside the classroom. Since the ones they communicate with understand the language they practice, they feel no need to use the academic style. The fact of using Internet language in most of their communications, and the fact that people nowadays understand Internet language pushed the students to pay less attention to academic writing and its accurate techniques. The researcher asked those few students who said that they use academic writing outside the classroom, for what purposes they use it. Their answers matched the researchers' expectations and here are some illustrations of their answers:

'I use academic writing with my friends from America,, we are talking about Islam and life in Algeria'

'I use academic writing for work and because of other obligations'

'I use academic writing to write letters for a job or in emails to study abroad'

'I use academic writing when I prepare for my written expression homework'

'I wrote using academic writing in order to help a friend with a project about social media'

'I use it mainly in emails or when I talk to someone qualified'

'I use academic writing for the purpose of connecting with a British university'

'I use academic writing when I work or when I talk to my teachers in social media'

These answers were only some examples of why students use academic writing outside the classroom. As it was stated above, the researcher expected these answers because students are not willing to use academic writing unless they do it for an academic purpose. The habit of using another language to communicate on a daily basis, will in one way or another affect the regular skills of writing. The researcher feels so sorry that students use the academic style only for academic purposes or when they are obliged to, and this fact will

certainly increase to become the usual habit even inside the classroom. However, the researcher found some optimistic views by some of the participants who admitted practicing the academic style not only for academic purposes but also to develop and enhance one's writing skills. Here are some examples:

'I love writing while having a free time'

'I use academic writing to enhance my writing skills'

'a friend told me to read and write to improve my language, so I sometimes write lyrics, funny stories in order to get better at my writing style'

'I use academic writing to develop my writing level and to avoid mistakes'

'I use it in social media with my friends to work on my language'

'I use academic writing outside the classroom to develop my skills and to prepare myself for a future job'

These answers are truly promising that some of the digital natives are trying to develop their writing style, and that they use the formal style even outside the classroom. However, this remains a small number of digital students because the greater portion is for those constant and regular users of Internet language.

Item ten

Are you aware of the effects of Internet language on your academic writing?

Since the majority of students admitted that they use academic writing only in few occasions and for particular reasons, the researcher asked them a straight forward question about their awareness of the effects of Internet language on academic writing. The aim behind this question is to analyze the possible two cases of students' awareness of the effects of Internet language on their writing skills. Results of this question are highlighted in the following table and figure:

Table 64

Awareness of the effects of internet language on academic writing

Response	Yes	No
Participants	57	16
Percentage	78,08%	21,91%

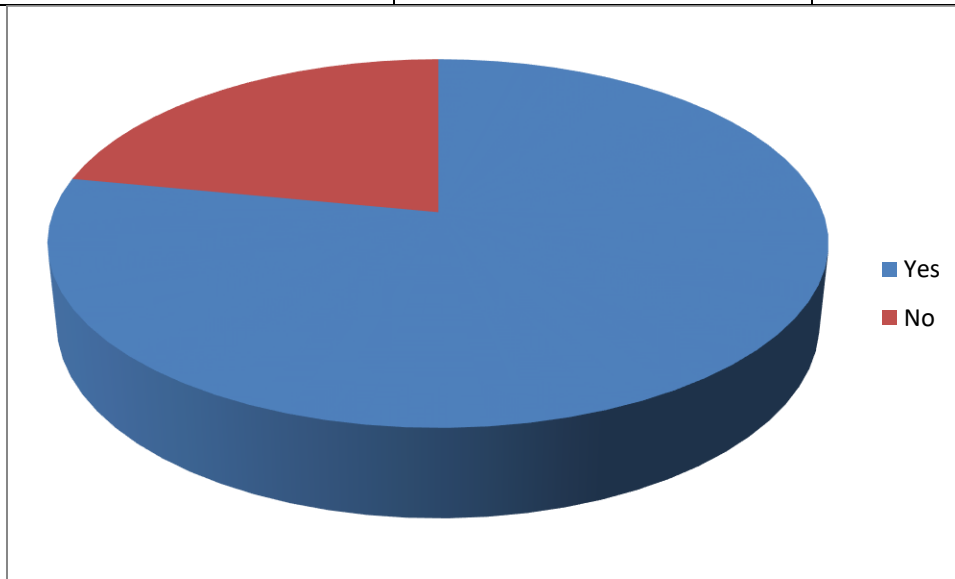


Figure 42. Awareness of the effects of internet language on academic writing

Out of the 73 participants, 57 said that they are aware of the effects of Internet language on their academic writing, however, only 16 students who said that they are not aware of the effects of Internet language. The researcher is astonished to know that the majority of students are aware of the effects on Internet language, and yet they continue using it on a daily basis. The researcher believes that these students are still using Internet language, not because they do not care about their writing skills but for the reason of being unable of stop using it. Students of nowadays are so used of using Internet language that they find real obstacles when they try to write academically. Internet language is the language of this digital era; for students to use a language rather than Internet one is an odd thing to do. Students use

Internet language whenever they get themselves into the Internet world, either in social media or even when sending simple text messages. What concerns the researcher is that, they are aware of these negative effects and they are capable of doing some efforts to enhance their writing skills, but these students are showing no sign of developing and evolving. When the researcher asked the participants in one of the study sessions whether they know that Internet language is not suitable for an academic setting, they surprisingly said that they are conscious enough about that, but they feel helpless to do something about it. Internet will forever exist, and the social media are developing day after another, so if teachers are hoping for their effects to decrease they must certainly be fool. What should be done is enhancing our students' writing skills, and try to keep them aware of the negative effects of Internet in general, and that of computer-mediated communications in particular.

For the 16 students who said that they are not aware of effects of Internet language on their academic writing, the researcher believes that these students are new to the digital field and that they are not constant users of computer-mediated communications. In the case of these students, it is really motivating to teach them how to maintain an academic style in the realm of digital tools. These students for one reason or another cannot be blamed for their irregular writing style, because they are not aware of the negative effects generated from the Internet.

Item eleven

During and after sending a text message, you pay attention to:

Since the participants admitted that they are aware of the effects of Internet language on their academic style, the researcher wanted to know what are the things that they are aware of when they text through one of the computer-mediated communications. So, in this question, the researcher gave the participants a list of the most important features in a text

message to choose from. Results of their choices are highlighted in the following table and figure:

Table 65

The elements students pay attention to

Response	Language design	Slang	Flow of ideas	Improper abbreviation	Others
Participants	14	2	49	5	3
Percentage	19,17%	2,73%	67,12%	6,84%	4,10%

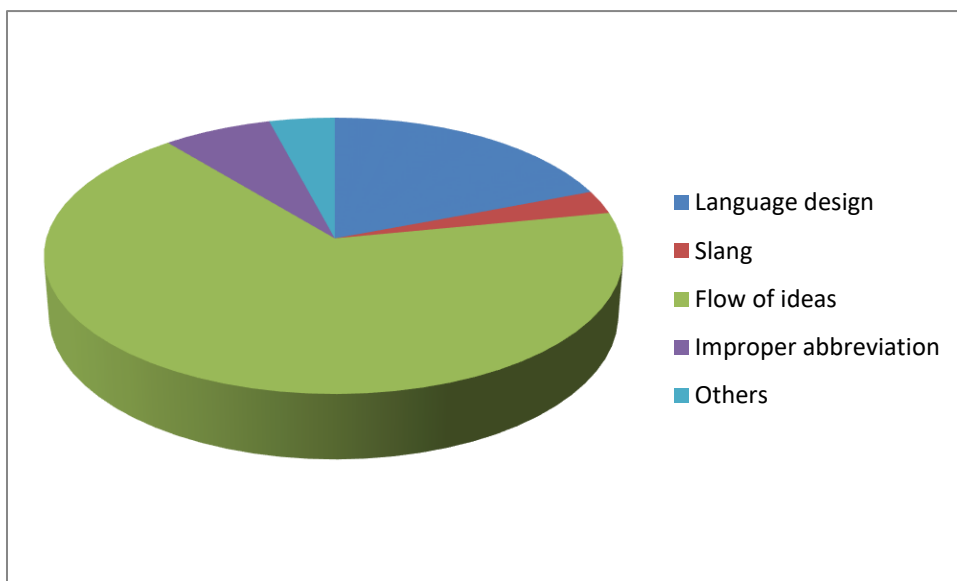


Figure 43. The elements students pay attention to

Table 66 along with figure 48 indicates that the majority of students pay attention to the flow of ideas when they send text messages. This was somehow expected, as the researcher mentioned in earlier part of this questionnaire analysis that students care about getting their message transmitted despite its form. This has become a fact in this digital world where students pay more attention to speed and flow of ideas rather than the language or the

academic style. Paying more attention to the flow of ideas automatically led students to neglect the design of the language, the academic techniques and the formal style. This phenomenon is quite alerting, because students have to pay attention to the style of writing, also, otherwise they will take the informal style into the classroom.

Only 14 students who admitted that they do pay attention to the language design rather than the flow of ideas, or maybe they prioritize the language design of the content of the message.

In both cases, the researcher believes that these students are somehow aware of the effects of Internet language on their academic style that is why they become concerned on watching their language design. For the researcher, this small percentage of students is really optimistic for teachers and educators, and maybe we can start working on raising awareness among our students to pay little attention to the language design.

5 students along with other 3 students said that they pay attention to improper abbreviations and slang when they send text messages. For the researcher these students are quite aware of the effects of Internet language on academic writing that is why they pay attention to these particular Internet language features. These students are set to believe that Internet language features are present in every piece of writing with or against their will; hence, they are focused on paying attention to them. Now the question that should be raised is that: do they pay attention to these Internet language features in order to avoid them? Or do they pay attention to these features just to check on them? Hopefully the first possibility seems plausible, because if they just pay attention to these features out of checking then their case is no better than those who do not pay attention to them at all.

Item twelve:

You use computer-mediated communications to send messages when:

After gaining enough information about students' position to Internet language and its negative effects on academic writing, the researcher wanted to get more details about when they do exactly use computer-mediated communications and for what reasons. Results of this question are highlighted in the following table and figure:

Table 66

Reasons of using CMC to send messages

Response	When I don't have enough credit	When I don't want to disturb someone with a phone call	For the fun of using computer-mediated communications	When I'm angry and I don't want to talk	When I'm unable to express myself	When I'm in public places	Because everybody use computer-mediated communications	Others
Participants	17	21	15	21	17	27	49	11
Percentage	67,12 %	28,76 %	20,45%	28,76 %	23,28 %	36,98 %	23,28%	15,06 %

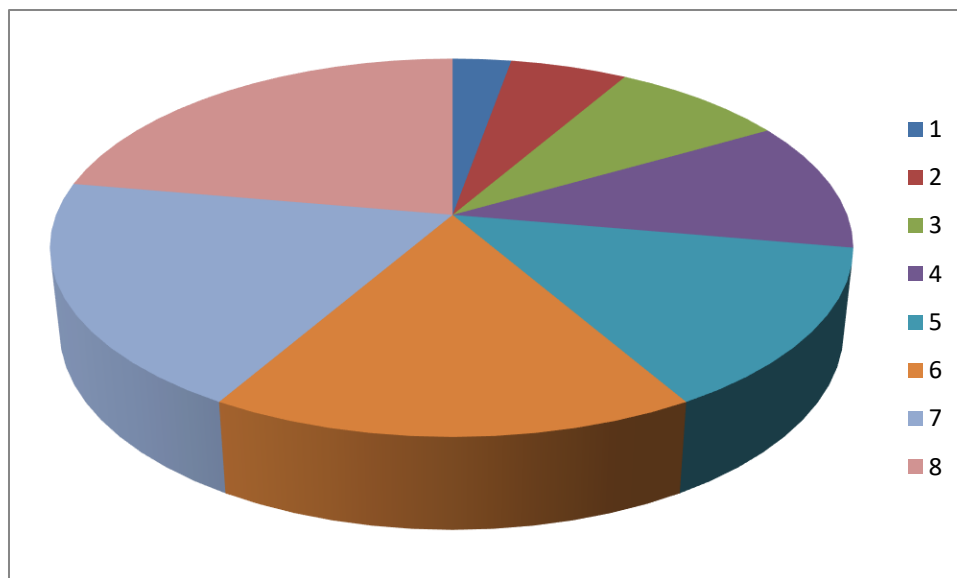


Figure 44. Reasons of using CMC to send messages

Based on the results of table 67 and figure 49, 49 students said that they use computer-mediated communications to send text messages because everybody does so. This answer is quite shocking to the researcher but so typical to this digital generation. Students are using computer-mediated communications not for the sake of doing or reaching something, but because people are also doing so. This is truly burdensome to know that important and beneficial tools like computer-mediated communications are used for the reason of imitating others. Digital students nowadays tend to copy one another's actions and ideas for the sake of being accepted by other digital natives. Digital Students want to be kept digital, even if they have no clue to the digital world.

Besides using computer-mediated communications because people are using it too, 21 students said that they use these tools when they do not want to disturb someone with a phone call, or when they are angry and they do not want to talk. These reasons are quite common among most of the people and not only students, because many people feel more comfortable using text messages rather than making a phone call. Digital tools facilitated the lives of people making it easy for them to transmit a message without uttering a single word.

However, there are some drawbacks to the constant use of these tools; they led students to and teenagers especially to become more fluent in writing rather than in speaking. The constant use of computer-mediated communications affected the speaking skills of students, because the more they depend on them to communicate, the more they feel uncomfortable to place a real conversation. Adding to that, many researchers noticed that the constant rely on computer-mediated communications led young adults to become more isolated and more violent.

Along with the reasons mentioned above about using computer-mediated communications, 17 students said that they use computer-mediated communications when they do not have enough credit or when they are unable to express themselves. So, here again, as we have just explained, the constant use of computer-mediated communications made students unable to express themselves orally, so they depend on computer-mediated communications to transmit their ideas. However, when choosing to use computer-mediated communications just because they do not have enough credit is a fair reason to use these digital tools; after all they were created to facilitate the process of communication between people.

15 students out of the 73 said that they use computer-mediated communications for the fun of using it only. For the researcher, this is not a good reason of using these digital tools, because using it for the fun of using it may lead to specific undesirable consequences. Computer-mediated communications were not created to spread fun, they were created to help people and to develop the world of communication.

Item thirteen

Which of the following computer-mediated communications that you are addicted to?

In this question, the researcher wanted to know which of the computer-mediated communications students are mostly addicted to. Based on the results of questionnaire number

1 of this research, the researcher took those computer-mediated communications that they already said they constantly and mostly used, so that they can choose from once again and in a detailed manner. The researcher wanted to know exactly which of the computer-mediated communications is affecting students' academic writing. Results of this question are highlighted in the following table and figure:

Table 67

Types of computer-mediated communications that students are addicted to

Response	Instant messaging	Social networks	Texting	All of them	None of them
Participants	13	38	3	13	4
Percentage	17,80%	52,05%	4,10%	17,80%	5,47%

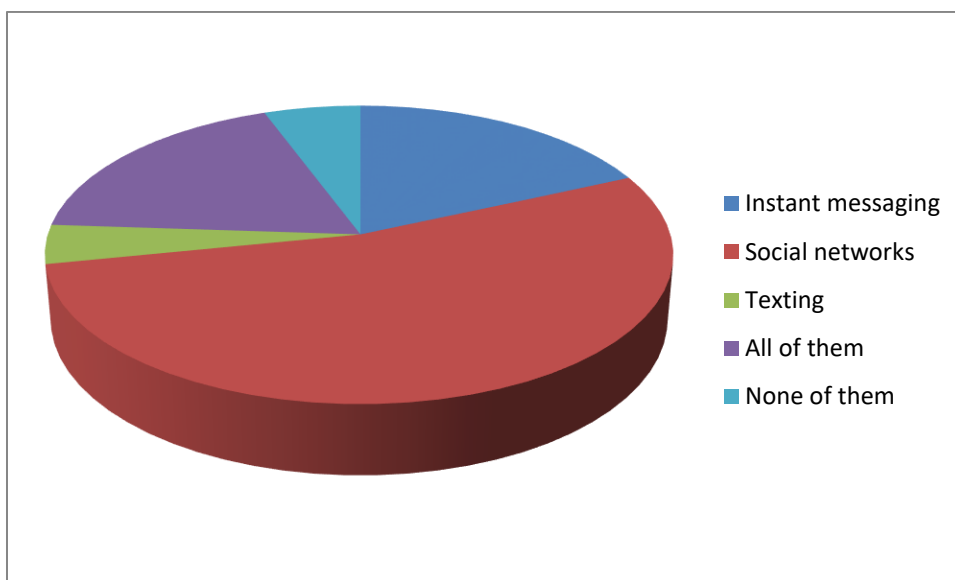


Figure 45. Types of computer-mediated communications that students are addicted to

Based on the numbers shown in table 68, the researcher found out that the majority of students are addicted of using social networks sites. Out of the 73 participants, 38 said that

they are addicted to social media, and that they are their favorite sites. The researcher was not surprised with their choice, as it is already known that Facebook especially is becoming more and more utilized by the majority of students around the world. Social networks become so trendy and so popular, that even older people are starting using them on a daily basis. These sites provides their users with plenty of interesting things to do; from sharing ideas, images and videos to using it as platform to change societies. Social media have a huge influence on people in general, and on Young adults in particular. They have many beneficial but the negative effects have surpassed the positive ones. Students who become so used to social media, nowadays they use it mainly to communicate with the outside world using Internet language that is most appropriate. The language used on social media is so familiar to all of its users to the point of becoming a whole new language on its own. Getting used to this language negatively affected the academic language expected in academic settings.

Along with the social networking sites, come a bunch of instant messaging tools like the messenger app of Facebook. 13 students out of the 73 said that they are addicted to instant messaging and that they use on a daily basis. Instant messaging is one the wide spread tools of interacting with others; it is easy to use and necessary to have. Students use instant messaging to express themselves and to share whatever they want to. While using these applications, they tend to use the language suitable for them. Since the digital era is a rapid one, digital students want to be rapid to in expressing themselves regardless of what they may sacrifice. Academic writing has been sacrificed in the different instant messaging tools because it does not fit with its principles. Students chose to be fast, but fast is not always the solution.

What is more surprising, 13 students of the 73 said that they are addicted to all of the computer-mediated communications that the researcher suggested. This fact is quite scary, because if students will become addicted to all sorts of computer-mediated communications then not only academic writing that will be sacrificed. The addiction to digital tools and

software is a difficult to handle, because internet will continue to exist, and new computer-mediated communications will be introduced to the digital world.

What the researcher found more surprising is that, only 4 students out of the population of 73 participants who said that they are not addicted to these computer-mediated communications. This number is really terrifying, as if we ever want to project on a larger population and only few students who may not be addicted to computer-mediated communications. Actually, in this digital era it is quite absurd to find a student who is not using any of the computer-mediated communications and because the majority of them were born digital.

Item fourteen

Do you consider yourself as an addicted to computer-mediated communications? How?

In this question, the researcher gave the participants a direct question about whether or not they consider themselves addicted to computer-mediated communications. The researcher wanted to know whether students are aware or not of the effects of the constant use of different computer-mediated communications; also, whether they are conscious that they are becoming addicted to these digital outlets. Moreover, the researcher wanted to know how they are becoming addicted by asking them to explain their choice, which is their current state of being. Results of this question are highlighted in the following table and figure:

Table 68

Addiction to computer-mediated communications

Response	Yes	No
Participants	33	30
Percentage	45,20%	41,09%

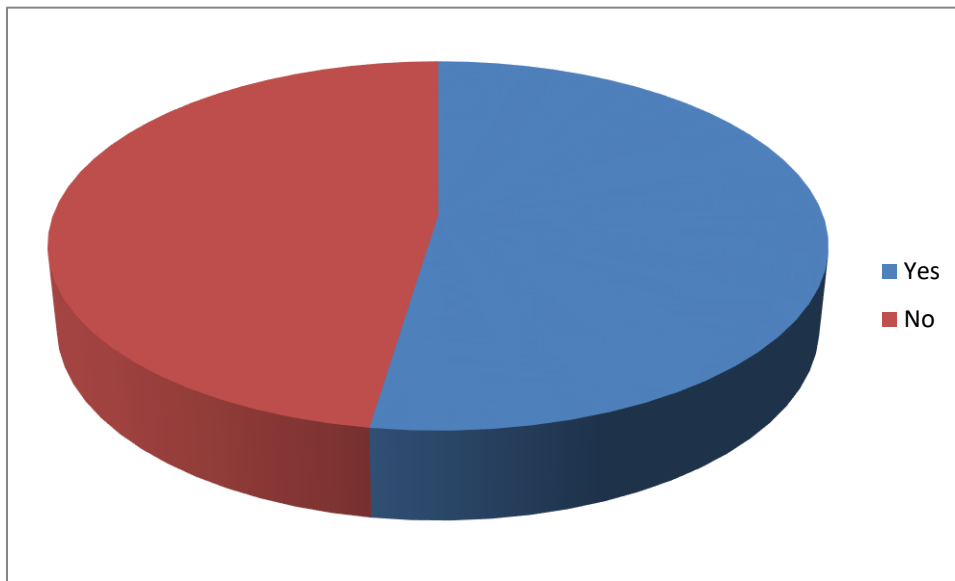


Figure 46. Addiction to computer-mediated communications

The results shown in table 69 along with figure 51 show that 33 students out of the 73 participants confirmed their addiction to the computer-mediated communications. This result indicates that more than a half of the sample is addicted to computer-mediated communications, and which is a good indicator. The researcher believes that this case is the case of the majority of students of nowadays, because the number of the users of computer-mediated communications has increased in the last five years more than ever before. The researcher asked the participants to explain how they perceive themselves vis-à-vis their addiction to computer-mediated communications and their answers were quite surprising. One participant admitted the following:

'I use computer-mediated communications most of the time since I open my eyes until I close them'

This reality is really shocking; the fact that an individual uses computer-mediated communications all day long is really terrifying. The case of this student could be the case of others, and that is why we find students of nowadays not willing to do anything else but to

surf the net all the time. If students are using computer-mediated communications all day long, then not only their academic writing which will be affected, but all of the other life aspects. Another student admitted a more shocking reality where he said:

'I feel angry and something is messing with me if I don't use computer-mediated communications'

This answer is really shaking; when deeply analyzing this response you will realize that students are addicted to computer-mediated communications to the point that they now control their lives. For an individual to feel angry and messy for not using computer-mediated communications, this definitely means that they reached the highest picks of addiction. Two students admitted the following:

'My whole life is based on computer-mediated communications'

'I can't spend a day without checking my computer-mediated communications'

This students admitted that all of his life is based on these digital outlets, which means he cannot live a day without using them. This idea is also terrifying, because if computer-mediated communications have gone this far with controlling people's lives, then there's more than academic writing that we should worry about. The researcher realized through analyzing students' answers that they are deeply addicted to computer-mediated communications. Three participants respectively said the following:

'I can't live without computer-mediated communications ,,,I have to use them everyday'

'I use computer-mediated communications daily, they become a part of my life,,,, the first thing I do when I wake-up is checking my phone ,,, when I go to sleep I take it with me''

'I use my cellphone everytime and everywhere'

Based on these answers, one can realize that these students' lives are now based on these digital tools. These students clearly expressed themselves when they said that they use them daily, every time and everywhere, they even take them to bed. For someone to use

something this manner is a clear indication that he is addicted to it, and that these addictions control a wider part of their lives. This exact constant use and depend on computer-mediated communications is the reason behind their poor academic performances.

Besides the above surprising confessions, other students were specified in their opinions. They admitted the following:

'I'm always online, I can't spend a single day without checking my Facebook or my Instagram'

'I find spending my day without checking my social media is very difficult and hard'

'I can't stay without checking my Facebook account,, it has become a habit for me'

These students were open in expressing their addiction to social media. They clearly said that they cannot spend a day without checking their social media accounts because they become so used of doing it. Among the different computer-mediated communications, social media are the ones with big influence on students and teenagers in general. To be a constant user of social media, is like being a constant consumer of a certain drug; they are different in nature but similar in their effects and influence. One interesting answer from a participant got the researcher's attention:

'I love using social media and I hate real life'

This answer is really scary in all its sorts. For someone to prefer the virtual world over real life has many possible explanations. Teenagers of nowadays spend more time behind their screens than in real life; psychologists believe that these teenagers are facing problems in the real world that led them to run away from it and live behind the screen instead. Actually this has become the case of many students; we find them nowadays more isolated and more silent due to the fact of depending on the virtual world to express themselves.

Besides these answers, the researcher found that some students were enough aware about both their addiction and the effects it may generate on their studies. Few students respectively expressed the following:

'I spend my free time with social media instead of reading or writing'

'I waste my time on social media instead of studying'

'I spend much time on social media that I don't revise my lessons'

These students expressed their concerns concerning the effects of social media on their studies. They find themselves constantly using social media to the point of not taking care of their studies. However, the researcher believes that being aware to the effects of social media is not the case of all students; otherwise they will not continue using them.

Concerning the remaining students who said that they are not addicted to computer-mediated communications, they were not really open about their opinions with the exception of few of them. Some of the students who believe they are not addicted to computer-mediated communications justified their opinions as it follows:

'I know how to control myself and not getting used to them'

'I use them only when I need them'

'I don't use computer-mediated communications all the time, only when I have a free time'

'I don't use social media, I have other responsibilities'

'I don't like to deal with technology'

These students claim that they are not addicted to computer-mediated communications, and that they are aware of its possible effects. However, what people should know that; these students might be not addicted to computer-mediated communications but that does not mean they do not use them ever. These students are users of computer-mediated communications but with different degrees as compared to other students. So what we need to know is that using computer-mediated communications whether on a daily basis or on few

occasions will always have some negative effects on the academic performance and other aspects of life.

Item fifteen

Do you think that Internet language affects your academic writing? In both cases, explain in what way?

In this research question, the researcher wanted to know the effects of Internet language on students' academic writing but this time from students' perspective. We have collected the opinions of teachers concerning the effects of internet language on academic writing, and we thought it would be necessary to get the students' opinions too. The researcher asked the participants a simple question with a brief explanation of their choices. Results of this question are highlighted in the following table and figure:

Table 69

Internet language affecting academic writing

Response	Yes	No
Participants	55	18
Percentage	75,34%	24,65%

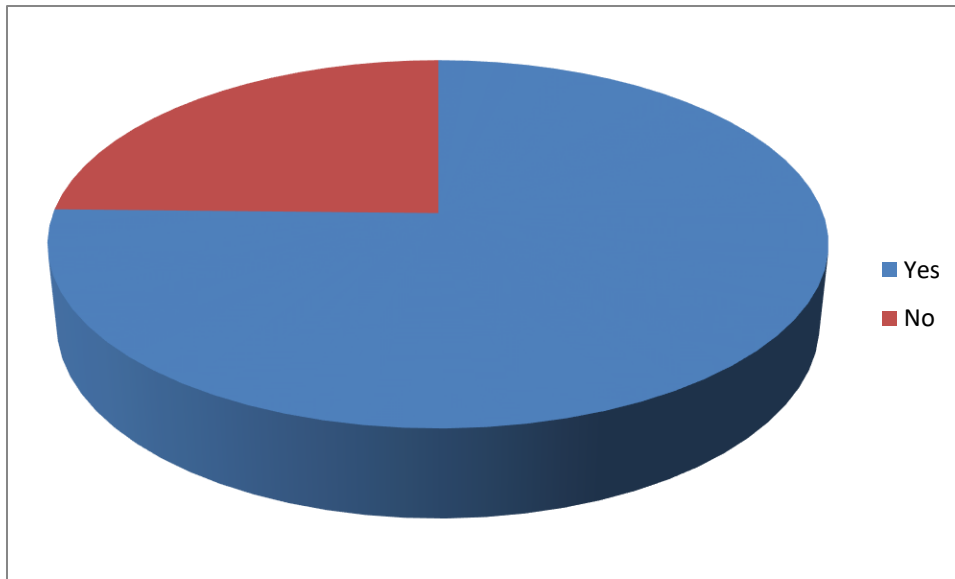


Figure 47. Internet language affecting academic writing

As it is shown in table 70, 55 students out of the 73 participants believe that Internet language affects their academic writing. So, with having the majority of students believing that internet language has somehow affected their academic style, the researcher believes that these students have witnessed some sorts of bad influence of Internet language on their writing style. The researcher asked the participants to provide an explanation for such a fact, and their answers were really astonishing. One participant said:

'I find myself using internet language while writing my lessons like: bcz, wht, u, btw, ,,,,'

The case of this student could be the case of many others, where students find themselves taking some internet language features into their lesson writing. The researcher believes that it is the habit of using Internet language in different computer-mediated communications that unconsciously led them to use some of its features in academic writing pieces. One participant proved this thought, he said:

'getting used of internet language drives you unconsciously to use it in your academic writing'

So as the researcher said, developing a habit of writing with a particular language will definitely affect one's writing style in general. One participant explained this belief:

'when we take the habit to use internet language we forget how to write properly'

This is actually true; when someone get used of using improper words on a daily basis, those words will automatically stick to one's vocabulary and, hence, come out in all writing contexts.

Other students shared some interesting ideas where they said:

'sometimes when I write I forget the shape of an academic word'

'it affects it, because you get used to it, and you sometimes forget how words are spelled'

'because I use short words in internet language and sometimes when I want to write a word with academic language I write it in a false way'

'yes it affects it because I started to forget what is the correct form of words'

'when you use internet language, you forget how to write specific words and your vocabulary will be empty'

'because I really find some difficulties to remember how this word should be writing in this way or in that way'

When reading these insightful views, one can easily understand that the effects of internet language on academic writing are really concerning and should be debated. Students admitted that the constant use of Internet language led them to forget how proper words should be written, and they even take the improper words into academic settings. This is quite logic, because being addicted of doing something will eventually become a habit, and habits are not easy to deal with. Internet language not only affects students' academic writing, but also their memory enhancement, their vocabulary and even the grammatical rules.

Other students explained how Internet language affected their writing skills by saying:

'Internet language make us abbreviate most of the words'

'as an English student, using abbreviation affects my language, I know the word but I don't know how to write it,, It's a problem'

'I usually get wrong and write with abbreviations or use slang words'

These students went for some details concerning the effects of Internet language on their academic writing. They explained how the use of abbreviations affects their academic writing, and that they take abbreviations into the classroom. These students further explained that the use of abbreviations make them unable to differentiate between the correct and incorrect forms of words. Besides abbreviations, other students believe that the words they use in social media penetrated their formal style, one participant said:

'I use words from social media in my academic writing'

Since we already knew that students are mainly addicted to social media, the language used in those settings has a huge influence on academic writing. Being addicted to social media will definitely lead you to use the language appropriate to those settings and eventually adopting those words.

Grammar rules are also affected by the use of Internet language. Three students respectively said:

'internet language affect grammar and vocabulary because we tend to send messages and we don't care about the mistakes'

'internet language affect grammatical rules,,, when you always use internet language that will be as a habit'

'Internet language make you forget grammar rules, the structure, the strategies that should followed while writing'

This is actually true; as we explained in previous parts digital students care about speed and they neglect the content and the proper forms. Grammar rules were among the main elements of academic writing that were sacrificed in the realm of digital word, leading students to suffer in order to produce a correct piece of writing.

The remaining students shared the same concerns. They believe that Internet language has damaged their academic writing, and that they reached a point where they no longer differentiate the formal and the informal language. However, students who said Internet language does not affect their academic writing explained their view by saying that they are aware of Internet language, and they know where to use and where to avoid it. However, those students represent a minority of the general population.

Item sixteen

Will you continue using Internet language despite its effects on your academic writing?

Why?

After gaining diverse answers from the participants about computer-mediated communications in general and their possible effects on academic writing, the researcher wanted to know the perspective of students concerning the continuous use of internet language. The researcher realized that Internet language has a negative effect on academic writing and that students are aware about that, so we decided to ask students about whether or not they will continue using Internet language despite its negative effects. Results of this question are highlighted in the following table and figure:

Table 70

Using Internet language despite its effects

Response	Yes	No
Participants	51	22
Percentage	69,86%	30,13%

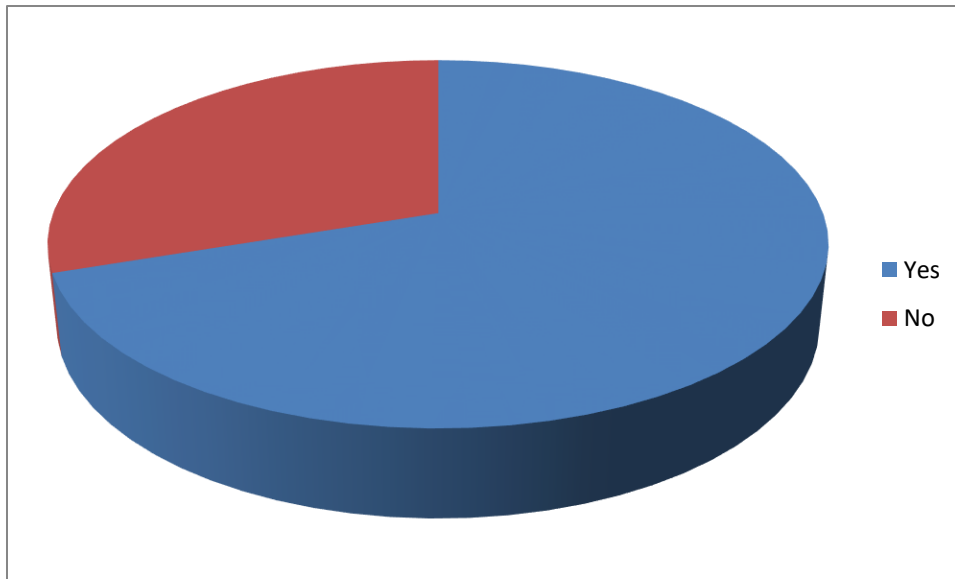


Figure 48. Using Internet language despite its effects

Based on table 71 along with figure 53, 51 students out of the 73 participants confessed that they will continue using Internet language despite its negative effects. For the researcher, this number should not be taken for granted, because it represents more than half of the populations. However, the researcher expected these results because students who were born digital cannot stop using their digital mother tongue. The researcher asked the participants about the reason behind their continuous use of Internet language despite its effects and their answers were merely worth investigating. One participant admitted the following:

'I cant imagine the world without internet language because sometimes it is more understandable than ours'

For the researcher this answer is quite relevant to the digital world, because for digital students it is almost impossible not to use Internet language while communicating with one another. This participant said something very intriguing where he said *'sometimes it is more understandable than ours'* because his words say a lot about the current state of academic writing in the digital world. Today, academic writing starts to look like a foreign language for

digital students because they developed a habit of writing using completely Internet language and in different settings. One student expressed the urgent need of using Internet in the following quotation:

'in our daily life we can not stop to connect or communicate, so we need internet'

This student's perspective is the perspective of many others. Today, the world needs Internet to remain interconnected and there's nothing we can do about that. Surprisingly one participant went further with his opinion where he said:

'it is the easy way to express my self'

This participant is convinced that Internet language is the only way he can use to express himself, and that no other language can compensate for that. Actually his case is the case of many of his peers who become completely used of using only Internet language. One participant advocated the previous perspective:

'Im totally used on using it, I cant change that'

However, the researcher found something more intriguing in some of the students' answers who said the following:

'yes because all people use it'

'because it becomes a habit for me'

'you can not enjoy your life without internet'

The researcher realized that some students use Internet language only because other people use it too. This is actually something worrying, because it is not something that clever that makes you do something just because other people are doing it. Another student justified his answer by saying that he will continue using Internet language because it has become a habit for him. Actually this is something very concerning to become addicted to something that may ruin one of your academic potential, and because habits are not easy to change. One

other student believes that life nowadays cannot be enjoyable unless we have Internet. For some people, this is a sad fact, however, for a digital student that is totally normal.

The remaining students were quite similar in their thoughts, and the majority of them believe that Internet language is the perfect way for them to communicate for the reasons they mentioned in their answers. They said that:

'it's the easiest language so I won't change it'

'it's much easier and faster'

'to reduce the time in writing'

'it's so easy and we don't need more time to write correctly, we just write words and send it'

'I need it to get time and energy and space while writing'

'speedy, easy, we don't have time nowadays to check the grammatical and spelling sides'

'because sometimes we need to abbreviate so it don't take much time and effort to send a message'

These students believe that Internet language is the easiest and fastest way to express themselves and to use in the digital settings. For digital students, speed is a vital feature in their daily communications; they want to interact with one another in a speedy way. Also, students of this generation do not like to pay attention to academic writing, or to waste time in checking the different academic mistakes. As a result of their nature, Internet language was the more suitable choice for their digital needs. Besides these reasons, students of nowadays actually do not like to put an effort into anything, and they developed some concerning lazy habits. Actually one student honestly said it:

'Im a lazy person and I don't have time'

This student represents a great proportion of the general population, because many students nowadays face difficulties in trying to do anything fruitful and beneficial.

Concerning the 21 participants who claimed that they will not continue using Internet language due to its negative effects, they justified their position by the following reasons:

'Im trying to emprove my writing skills and using slang is not very helpful'

'It effects on my study and it makes us sometimes careless and lazy'

'it effects negatively on my language and it effects grammar rules'

'anything that will change my academic writing I will stay far and I won't use it again'

'to change my habits of abbreviations and to be more fluent and to use more coherent language so that my ability of producing writings won't be damaged'

The researcher believes that these students are conscious enough that Internet language has mainly affected their academic writing that is why they decided not to use it again due to its negative effects. However, the researcher also believes that is it really difficult for a digital student to stop using internet language despite the fact of his awareness of its bad influence.

For a digital student, Internet language is the ultimate language of the digital world; using a language rather than can be a challenging task especially that academic writing is fading in the digital realm.

Item seventeen

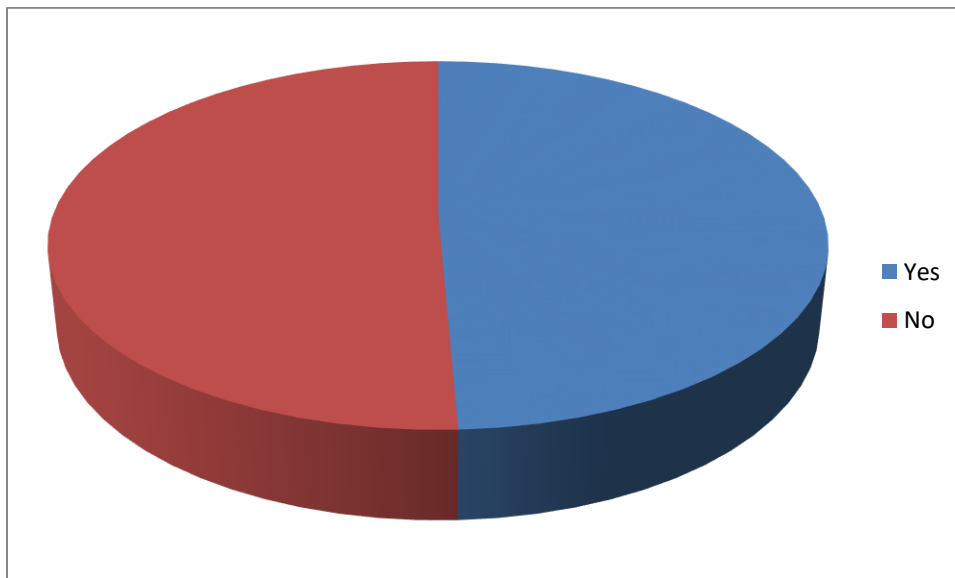
Do you think that you can get rid of computer-mediated communications?

When the researcher asked the participants whether they will continue using Internet language despite its negative effects on academic writing, she realized that the majority of students are unable of using another language and because Internet language is the language of the digital world. However, and despite having enough answers to build up a general conclusion about the students' attitude towards the use of computer-mediated communications, we still wanted to ask students one last, direct question about their willingness to get rid of these digital tools. Results of this question are highlighted in the following table and figure:

Table 71

Getting rid of computer-mediated communications

Response	Yes	No
Participants	31	42
Percentage	42,46%	57,53%

*Figure 49. Getting rid of computer-mediated communications*

42 students from the 73 participants admitted that they are not ready to get rid of the different computer-mediated communications despite their negative effects on their academic potential. However, 31 students out of the 73 participants admitted that they are willing and they are ready to get rid of them. These results indicate that the majority of students have no intention of stop using digital tools and that they will continue using them what is so ever. For the researcher this totally logical and expected from digital natives, because taking them out of their digital world will be a huge fiasco.

The world is rapidly developing, and computer-mediated communications are evolving day after day, so any chance of trying to minimize the exposure of students to digital tools will fail right at the beginning. As we are witnessing nowadays, not only teenagers and young adults who are addicted to computer-mediated communications, even children of a very young age become addicted to them. Computer-mediated communications are very helpful gadgets in the current digital world and they have many positive advantages, but the real problem lies in the fact of not knowing how to effectively use them and how to stop using them when the positive effects exceed the negative ones.

Students will continue using computer-mediated communications, so what teachers and educators should start working on is developing their different academic potentials without taking them out of their digital world.

Item eighteen

According to you, what can be done in order to improve your academic writing vis-à-vis your constant use of computer-mediated communications?

In this final item, and as a wrap up question, the researcher asked the students about what should be done to improve their academic writing in light of their constant use of computer-mediated communications. Working on an issue like the subject of this investigation needs the collaboration of all of teachers, students and even the parents of the students. To protect the academic writing from the huge effects of Internet language used through computer-mediated communications is not an easy task to fulfill; however, getting the suggestions of students themselves is a good start.

The different suggestions proposed by students were quite interesting and worth be taken for consideration, because the researcher believes that they are more aware and conscious of their current state of learning than teachers. One student proposed the following:

'I think if we can convince everyone to use academic English, then everyone will be obliged to use it which will lead to the improvement of our writing skills'

Actually, this is somehow interesting and worth looking for, however, the problem does not lie in convincing people to use academic English because people are already convinced. The problem is how to help them get over the constant use of computer-mediated communications that may affect their academic skills. This idea was suggested by three participants:

'I have to minimize and decrease the use of computer-mediated communication in order to chat. I have to use them in order to improve myself and my language'

'I should reduce using computer-mediated communications, read books, writing more paragraphs, try to write with full words and use academic language'

'in order to improve academic writing we have to minimize using internet language'

Now this is actually the real solution; to minimize the use of computer-mediated communications. As we have explained in previous parts, the use of computer-mediated communications is not harmful; however, it is its constant use that may generate some negative effects on academic writing. Students cannot stop using computer-mediated communications; they just need to use them for their own benefits. One participant seemed to understand this fact, he said:

'students must make a difference between the positive and negative sides of internet and try to explore the positive ones'

Computer-mediated communications can be powerful tools for one's own success. Students need to explore the positive side of these tools to enhance their academic abilities. So teachers in this case should show and guide their students about how to take advantage of the different computer-mediated communications. Besides using computer-mediated

communications, students need to practice other important academic activities. These activities were mentioned in some of the participants' answers:

'we should read more, talk in public places more often and why not writing in a daily way to improve my skills too'

'checking the good websites, reading novels and short stories, connecting with native speakers,,,'

'reading books and using academic English in texting with friends'

'Reading books in Pdf, and engage, participate with friends in reading groups'

'I must try to develop and try to find a suitable method to read and write in order to get better'

These students believe that reading is a very helpful tool to develop their academic abilities. They suggested that they need to practice more reading and discuss different topics with their colleagues. Reading can actually enhance one's vocabulary and memory enhancement that is why teachers should suggest some practical titles for their students to read. Besides reading, practicing writing is also very beneficial for students if they want to develop their writing skills. Some students are aware of this fact and the following suggestion is a solid proof:

'to improve my academic writing I have to write as much as I can because my skills of writing are going to improve in each time I try to write'

Writing from once and a while can be very fruitful for students, because the more they write the more they develop new writing techniques. Also, writing frequently can help students learn from their mistakes, and enhance their academic writing techniques. Developing academic techniques is not the only way to enhance one's academic abilities, getting less exposure to some computer-mediated communications can also be helpful. Social media are the perfect example; some participants agree and they suggest the following:

'for me the best way is to write and get rid of social media'

'for me the best way to improve our academic writing is to get rid of the social media and do other activities that help us in daily life'

Social media is first computer-mediated communications to be mostly use by students. The effects of this particular digital tool are kind of huge and can harm academic potentials. The more students interact using social media the more they use Internet language, and thus affecting the academic one. Social media like other computer-mediated communications have a positive side which is the interaction with native speakers that can show you how to write correctly. Some participants were having the same view:

'interact with native speakers and discuss important topics in facebook groups'

'by using academic English while talking with friends, trying to know more native speakers while using computer-mediated communications'

Some participants believe that the interaction with native speakers can be very effective to learn and develop their English language. This is actually true, but interacting with native speakers cannot always be provided unless in the virtual world. So, social media in this case can be used as a tool to get in touch with native speakers. What is more important is that, when students are willing to interact with native speakers, they should use correct academic language and avoid the use of internet language. Some students believe that the respect of grammar, flow of ideas and using full words can maintain the use of academic writing. Two students held the view of respecting the grammatical rules for their great importance, they said:

'try use full words with respect of grammar'

'use academic writing all the time and respect grammar rules'

So all in all, the researcher realized that students are aware of the effects of computer-mediated communications, and that they are somehow willing to do something about it which is really motivating for future academic researches.

Conclusion

The analysis of students' questionnaires along with the analysis of teacher's questionnaire allowed the researcher to conclude that the constant use of computer-mediated communications has a negative effect on students' academic writing. The language used throughout the different computer-mediated communications negatively influenced the writing abilities of students at the department of English language at Mostefa Benboulaïd Batna 2 University. The interpretation of this research data permitted to assume that students of the faculty of foreign language in general face difficulties concerning the use of academic writing. The constant use of Internet language throughout computer-mediated communications did not only affect student's writing abilities, but also affected other academic skills. Students of the faculty of foreign languages seem to be aware of the effects of computer-mediated communications, but at the same time they are unable to do much about that. This fact can only be interpreted by saying that these students unfortunately become addicted to these digital tools to the point where they are incapable of getting rid of them. Students themselves admitted that they feel helpless when it comes to the use of different computer-mediated communications, and that it is nearly impossible to be un-digital in a digital world. These students also confessed that they are conscious enough that their writing abilities are diminishing due the use of internet language while communicating with others, but yet they will not stop using this language because it is the language of the current era. The empirical results of this study, along with students' academic achievements allowed students to realize that Internet language use in computer-mediated communications is the reason behind the decline in the quality of their academic performances. They, also, realized

that the constant use of social media is one of the reasons behind their poor abilities in grammar, conjugation, spelling, structure and different other writing techniques necessary for academic writing. The majority of students were surprised, frustrated and disappointed to see their academic potentials fade away with the use of internet language, however, some of them showed great willingness to start limiting the use of computer-mediated communications. The researcher were also frustrated knowing that little can be done to help these students under the shadow of the digital world, yet we hope that teachers will collaborate with their students to find out solutions or even suggestions that help them develop their academic abilities. The analysis of students and teacher's questionnaires added more valuable insights into the current investigation, and also helped the researcher to confirm the first hypothesis of this investigation.

CHAPTER FIVE

General Conclusion

This research investigates the effects of computer-mediated communications on students' academic writing of English and French departments at MostefaBenboulaid Batna 2 University, Algeria. The goal was to prove that the constant use of different computer-mediated communications along with the internet language can have a certain effect on students of the faculty of foreign languages at MostefaBenboulaid Batna 2 University. To achieve this goal, the researcher tried to combine different research methods to get as more effective and credible results as possible.

The results and findings of this investigation are aimed to answer this research main questions which are: *'how do computer-mediated communications influence students' writing abilities?'* and *'how can texting, instant messaging and social networks affect students' academic writing?'*

The researcher tried to answer these questions by collecting data from the experiment multiple tests' scores and from the answers provided in the different questionnaires of both students and teachers. After the researcher collected all the needed data, an analysis and interpretation were completed. Through triangulation, the researcher checked the quantitative and qualitative data in order to check to what extent this investigation hypotheses are tested.

The written performances collected in this research, along with their answers in the three questionnaires helped the researcher to clarify many aspects of the study.

Throughout the four phases of the experiment, students of the experimental group of the English department went through a specific treatment as compared to students of the control group of the same department. They were allowed to use internet language features throughout the different assignments of the classroom, unlike students of the control group

who were totally forbidden to use any of the internet language features in the classroom. The progressive tests' results of the experimental group showed that the kind of treatment they were exposed to has an effect on their writing performances. However, the progressive tests scores of the control group showed different results from those of the experimental one.

The students of the French department, exposed to a quasi experiment built upon one hypothesis, were treated also differently and their written performances were evaluated on a general manner to check their general level of English language. The researcher wanted to know the kind of influence computer-mediated communications generate on students who are not Anglophones.

The data collected from the different tests of this experiment was analyzed and interpreted in a detailed manner to show to what extent computer-mediated communications can influence the students' writing abilities. Also, the researcher wanted to check to what extent the constant use of internet language features can affect the use of academic writing.

Although the academic writing of few students of the experimental group was not really affected by the use of internet language features, the researcher still believes that internet language features negatively affect academic writing. In addition to that, students of the control group were not affected by the use of internet language features outside the classroom. This is due to the fact that the researcher totally forbade them to use Internet.

Concerning the use of academic writing, the researcher noticed that the majority of students face difficulties in using the academic style. Nowadays students differ from those of old generations in many ways; they are not eager learners and technology made them lazy. The daily use of internet language affected students' writing abilities either positively or negatively. For students of the French department, the effects were surprisingly positive. For the use of computer-mediated communications helped them to know more about English language in general. However, that is not the case with students of the English department in

that the effects of internet language on their writing abilities is rather negative and should not be taken for granted. Writing academically is students' own responsibility, but teachers can help and guide them about what should be done and what should be avoided.

As students of English language, they are expected to master both writing and speaking skills. Therefore they are obliged to learn the different writing mechanisms. For a student whose English is not a mother tongue, it is so easy to be prone to the different negative effects from different external factors. For this particular reason, students need to start practicing more academic English both in their writing and speaking performances.

For the majority of students and teachers, the module of written expression is the ultimate chance to enhance one's academic writing. However, this module is insufficient to teach students the different academic writing techniques. Moreover, students need to know that academic writing should be used everywhere and not only in the module of written expression as stereotyped.

Based on the results of the students' third questionnaire, it is concluded that students are constant users of computer-mediated communications and that they cannot get rid of them. Students were found to be addicted of using internet language in their daily communications, and that they are aware of its effects on their academic writing. They are not willing to stop using it. This why teachers should take into consideration this aspect in their teaching.

The analysis of teachers' questionnaires came up with very interesting insights about the issue of investigation. First of all, teachers are really worried about the future of academic writing in the digital era. They are facing difficulties to connect with their students and have no clue of what should be done to save academic writing from the effects of computer-mediated communications. However, unlike students, teachers are really willing to do

whatever it takes to minimize the effects of internet language on their students' academic writing.

The analysis and interpretation of data allowed the researcher to assert that the use of computer-mediated communications has a certain effect on the academic writing of students of the faculty of foreign languages at Mostefa Benboulaïd Batna 2 University. This investigation provided the reader with solid proof that the constant use of internet language can influence the academic style of students. The problem is actually in how to use different computer-mediated communications and not on computer-mediated communications themselves. As a matter of a fact, CMCs might help in the development and progress of one's own potentials.

The data gathered throughout this investigation helped the researcher to collect strong evidence that advocates this research main hypotheses. Based on the findings of this investigation, we can assert that the constant use of CMCs can negatively affect "Anglophones", and positively affect "Francophones". The results of the quantitative data along with the qualitative one gave the researcher important information that should be taken into consideration for further research and investigation. Students' writing abilities are influenced by the current digital tools. Consequently, so teachers and educators need to collaborate to find a common ground of teaching students the basics of academic writing in the digital world.

Throughout this investigation, the researcher tried to overcome all the factors that may hinder the course of investigation and gain every possible helping source to provide the reader with effective, credible and eligible findings. However, these findings are the researcher's own effort and we are aware that this investigation could have taken another course or that these results are only among others that we could have missed. So with these concluding

terms, we hope that these findings contribute to the field of research, and that other researches about the same issue will be carried out.

Recommendations

Based on the results of this research investigation that were gained by using several research methods, we thought that suggesting some recommendations would be helpful to both teachers and students, and even for the educational world in general. Teaching academic writing necessitates specific strategies along with some technological tools that can improve the writing process in general. Also, the researcher believes that instead of avoiding technology, it is better to use it to develop students' writing skills. The researcher did his best to correlate these practical recommendations to what theory says for the aim of building a picture that represents the real world and the real framework where both students and teachers co-exist. These recommendations are suggested in order to help students develop their writing style in the light of the digital world they live in, and also help teachers develop methods and techniques to help their students master academic writing.

5.1. Teachers' role to improve students' academic writing

The writing skill is considered as one of the most important competencies that students need to master in order to succeed in their academic life. At the university level, nearly all kinds of assignments need a certain amount of academic writing to go through the different academic activities such as exams, exercises and different other assignments. Teachers and educators are expected to help their students improve their skills, especially writing in order to succeed in their academic life. Beyond that, teachers need to be aware and convinced that it is part of their duty to help their students develop their writing abilities to become better academics. It is widely agreed that teachers' job is hard and needs much consistency and patience, but it is really important to get involved when it comes to developing students' academic writing. Based on this research investigation and along with the researcher's short

experience in teaching written expression, the following suggestions are made to motivate students and to help teachers better instruct their students.

5.1.1.Reward VS non-reward techniques

The key to have students write in a good manner is to teach them to do so. Teachers expect students to perform better but they do little to motivate them. One important element to motivate students to write better is to remind them that good writing will have its benefits on grades. Students are usually more motivated to write better when teachers offer extra points to those who put enough effort while writing. On the opposite side, teachers should make sure that poor academic writing will lead to poor grades. In other words, reminding students that their poor performances will be poorly graded is also one important element of motivation. More importantly, teachers should emphasize that more ideas with less quality of writing is not the goal to be achieved. Rather, to emphasize that good academic writing is the one leading to better grades. Finally, teachers are recommended to encourage their students to write more and more, and also recommend appropriate references to read.

5.1.2.Work on motivation

Non-reward is not always a good technique as it may not work with some students. Taking a “lighter path” to motivate students to write better can end-up with promising results. In other words, “using non-intrusive motivation techniques that will inspire your students instead of scaring them” (Lee Watanabe-Crockett, 2016). Motivating students requires patience and commitment; teachers should remind their students that good writing is not only necessary in academic life but also in real life. Students can be inspired by people who are successful in the domain of writing like J.K. Rowling who became a billionaire only by writing. Similarly, there are people who did not succeed in real life because they were not so successful in writing. One last important point, writing proved to enhance thinking, so

teachers should make sure to remind their students of the great benefits of writing on thinking abilities.

5.1.3. Better practice leads to a better performance

Practice is the best way to improve any human skill. So making students practice writing every once and a while can help them enhance their writing abilities. Teachers can maintain a small proportion of time in each session just to practice writing. This changing routine can bring good results as more practice will eventually lead to better writing performances. Asking students to write short paragraphs in each session about different topics or more importantly about topics that they like can be disturbing to students at the beginning but they will get used to it and will enhance their writings. These daily activities along with their other writing assignments can be beneficial to students, for the more they write the more they learn new techniques, words and ideas.

5.1.4. Get involved in students' writing performance

This means that teachers should provide constant guidance and advice while students are practicing writing. Getting involved in students' writing performances can help on so many levels. On the one hand, teachers can follow their writing progress, on the other hand, supervising students' writing performances to correct their mistakes and to provide students with different approaches and methods to build better writing pieces.

5.1.5. Feedback is important

Feedback is so important not only in classroom but in different working and learning places. Students expect teachers to correct their performances and hence advise them on how to write better. Hence, feedback is another important key to enhance students writing abilities. Teachers should make sure to provide feedback whenever it is necessary. Usually, students look up to teachers as role models and expect them to be their guiding mentors. Teaching is not only about delivering courses, it is also about providing insightful feedback which differs

from one student to another according to their writing level. Besides, being a helping tool, feedback can make students feel safe and cared about, as the more teachers are providing feedback the more students become aware of their importance in the classroom.

5.1.6. Reading is a key solution

Reading is an important element in enhancing writing. Most known writers are also constant readers. Students should be aware of the fact that constant reading enhances good writing and that the more they read the more they get new ideas and new words that facilitate the process of writing. Providing students with reading materials can motivate them to develop their writing skills. Then, teachers should provide students with lists of good books that can be found either in their department library or in the internet.

Writing skills can be mastered through practice and through various readings. With teachers' help and instructions, students can easily become better writers and, as it is mentioned earlier; teachers can play a huge role in developing students' writing abilities. Once teachers take a step in taking responsibilities towards their students' learning process, teaching will become much easier and teachers will be truly satisfied with students' different writing achievements. Adopting different teaching techniques and instructions, along with constant motivation can help teachers shape their students to succeed.

5.2. Students' role to improve their writing skills

Since the digital generation is unable to separate themselves from the digital world, the researcher believes that teachers should help students improve their writing skills without detaching them from the world they belong to. Learning in the digital era is a challenging task and students must be aware of how to take advantages from such world. Revising and editing tools that are provided in different software can be of a great help to students who aspire for good writing. As it was mentioned in this research, learning in the technological world is

challenging. It may lead students to lose control and awareness of their learning level due to several reasons like:

- *The rapid access to Instagram, Snapchat, Facebook and other digital applications can have a negative impact on students' learning development. They are now able to have access to a great deal of information provided on those applications but with few short bursts of learning.*
- *When students are looking for particular answers they directly type it on Google and hence obtain quick answers. This digital activity led students to be dependent on digital tools and not on their own thinking abilities.*
- *Instead of using the digital learning tools for their own advantages, they instead use these tools to have fun and waste time.*
- *The constant writing on digital applications like Facebook led students to use more shortening instead of full words and sentences, which has many negative effects on their of writing.*

So what students should do to improve their writing abilities despite the already mentioned obstacles?

Balance is the answer.

- *Taking technological tools and combine them with old learning tools to get the best of learning process.*
- *Students should be involved more in content provided in the Internet and be part of more based inquiry activities in the classroom that implies more discussion and problem solving.*
Authors Lisa Wathen (2017) suggests that "Genius Hours are wonderful learning experiences that involve writing that is less formulaic and can evolve naturally as students build expertise".
- *Students should make Google Scholar their default research engine.*

- *Online editing tools and online feedback should be combined with peer feedback in the classroom along with fruitful discussions about how to improve writing skills.*
- *Make use of different online editing tools like: Google Docs, Draftback, SAS Writing Navigator, Writing Reviser, etc.*
- *Students should try to be mentors and supervise their colleagues' performances to feel the joy of helping someone and providing them with feedback.*
- *Students should try to publish their work online and expose it to different critics. This process pushes students to analyze their works on different levels like words, sentence building and content before putting it under the radar.*
- *Students must realize that making mistakes is one necessary step in learning. So different learning activities should be considered as life experiences that can help them grow and evolve better. Consequently, students will be more tolerated to themselves, and they will start depending on their own learning capacities rather than depending on technology to solve problems.*
- *Students should not be afraid of taking more complex tasks and projects. They should train their brains to take risks and invest in their own abilities.*

Learning in the digital era has advantages and disadvantages. Students should just learn how to use technology for their own benefit.

5.3. Technology's role in improving academic writing

Writing in the digital era is much different from writing in previous eras. The recent technological developments have greatly developed the methods of writing. Technology has nowadays facilitated the process of writing due to the different digital tool.

5.3.1. Online feedback

Students nowadays are no longer facing problems when it comes to learning. Thanks to the different online editing and revising tools, students can easily develop long and

complex writing pieces. Online tools managed to assist and help students make difficult tasks easy to handle, and these online tools are still evolving and the world is expecting them to shake the world of writing. Online feedback helps people of all working levels leading the labor market to evolve and to witness its greatest development.

5.3.2. Online group collaboration

Thanks to technology development, people nowadays can collaborate online in writing platforms like Google Drive to share the writing materials and to assist one another. Many other web based programs offer the opportunity to tutors cross world to share one platform and work together to develop projects and share expertise.

5.3.3 Blogs

Blogs are a popular online platform to perform writing. Blogs have existed since a long time ago but have evolved as the years go. They are considered an excellent way to practice writing and share ideas with the whole world. Teachers can ask students to make projects in blogs by developing a subject of their choice and put it into online debate. With the digital advancement, the digital generation finds it easy and exciting for them to express themselves in blogs rather than in a copybook. Instead of insisting on using old methods of writing, teachers can advocate this technological option since writing is the goal to be achieved.

5.3.4. Writing through different technological tools

Developed countries are using technological gadgets in schools like tablets to facilitate the process of writing for students. This developed method proved to help students write better and faster and in a short time. These gadgets are providing students with many sophisticated tools like those who correct grammar and offer different solutions to different writing issues. These institutions who adopted technological tools in their classroom indicated that students who use digital tools have better grades than those who do not use them. So, technology, when used for the right purpose, will definitely bring good results.

5.3.5. Online publishing

As the world is becoming more digital, paperwork is vanishing. The author Lee Watanabe-Crockett (2016) wrote in his blog on the issue of making better use of technology “there is a proliferation of writers who are cropping up to address various issues in the world. The writing process in this case is performed via blogs, academic writing, article writing, eBooks and transcription”. Moreover, there are plenty of training programs online that can help novice writers to develop their writing skills and evaluate them in an academic manner.

5.3.6. Supplementary tools

Internet and technology connected the whole world. Thanks to Yahoo, Skype, and other tools, people can attend the same seminar or workshop without being in the same place. Even training and courses are delivered online to trainees. Distances are shortened for people who are unable to travel or to move faraway. Universities are also offering degrees to students via online facilitating the learning process to students around the world. Thanks to technology, one can learn and get a degree via home learning.

5.3.7. Reaching threshold

Today, there are multiple ways to assess and evaluate a piece of writing. For example, the way an academician views a paper is different from that of a blogger or just a Facebook user. For professionals, academic writing is a necessity as it requires a professional training and academic development. Thanks to technology, these different categories of people can reach the threshold required for them to reach a specific goal. Writers are only asked to type what they are looking for and everything is provided in the digital world.

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Appendices

Appendix 1

Dear teacher,

The following questionnaire is part of an investigation about the effects of computer-mediated communications on students' academic writing. Your thoughtful answers will help us gain a closer insight into the phenomenon under investigation and will remain anonymous.

Thank you.

Gender: Male Female

Years of experience:

1- Do you believe that academic writing is an important component at the university level?

Yes

No

2- Do you think that your students are facing difficulties in academic writing?

Yes

No

Why?

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3- *Do you think that teachers should pay more attention to academic writing?*

Yes

No

Why?

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4- *In your evaluation do you assess?*

Academic writing

Other types of writing

In the second case, specify them:

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5- *Do you think that your students are facing difficulties in academic writing?*

Yes

No

6- *What are the areas of academic writing that students are struggling with?*

Grammar

Punctuation

Capitalization

Vocabulary

Others

7- According to you, what led students to suffer in academic writing?

- Internet language
- Lack of reading
- Lack of practice
- Others

8- Do you believe that internet language has a negative effect on academic writing?

- Yes
- No

9- According to you, which of these areas are mostly affected by the use of computer-mediated communications (instant messaging, social networks, texting,)?

- Spelling
- Punctuation
- Grammar
- Tenses
- Capitalization
- Others

10- How often do you correct your students' writing mistakes?

- Always
- Often
- Sometimes
- Rarely
- Never

11- Do you correct your students' writing mistakes?

- On the script
- Orally in class

Why?

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12- According to you, are students overusing computer-mediated communications?

Yes

No

If yes, why?

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13- Which of the following forms of computer-mediated communications students are mostly addicted to?

Instant messaging

Social networks

Texting

14- According to you, what can be done in order to improve students' academic writing vis-à-vis their constant use of computer-mediated communications?

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Appendix 2

Dear student,

The following question is part of an investigation about the effects of computer-mediated communications on students' academic writing. Your thoughtful answers will help us gain a closer insight into the phenomenon under investigation and will remain anonymous.

Thank you.

Gender: Male Female

Age:

1- Which of the following computer-mediated communications that you constantly use?

E-mail

Texting

Social networks

Tweeting

Blogs

Video conferencing

Others

Appendix 3

Dear student,

The following question is part of an investigation about the effects of computer-mediated communications on students' academic writing. Your thoughtful answers will help us gain a closer insight into the phenomenon under investigation and will remain anonymous.

Thank you.

Gender: Male Female

Age:

I- Which of the following internet language features that you are familiar with?

1- Abbreviations

Yes

No

1-1 Clipping (cause, phone, sec, copter, ...)

Yes

No

1-2 Combination of letters and numbers (F2F, B4, 2B, 4EVER, ...)

Yes

No

1-3 Acronymy (ASAP, LOL, BTW, FYI, ...)

Yes

No

2 *Compounding (CYBER STALKER, HOTMAIL, README, ...)*

Yes

No

3 *Derivation (CYBERSpace, Reboot, HYPERlink, ...)*

Yes

No

4 *Symbols (:~D, :-0, :-), :-(), ...)*

Yes

No

5 *Emoticons (☺, ☹, ...)*

Yes

No

Appendix 4

Dear student,

The following question is part of an investigation about the effects of computer-mediated communications on students' academic writing. Your thoughtful answers will help us gain a closer insight into the phenomenon under investigation and will remain anonymous.

Thank you.

Gender: Male Female

Age:

1- *Do you own a smart device? (Phone, tablet, laptop,...)*

Yes

No

2- *For how long you have been using your smart device?*

Less than 5 years

More than 5 years

3- *Do you frequently use your smart device to send text messages?*

Yes

No

4- *While using a smart device, how do you design your language?*

Full words

Respect of grammar

Slang

Internet language

Justify your choice:

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5- *How often do you use academic English in your text messages?*

Always

Often

Sometimes

Rarely

Never

6- *Do you pay attention to the kind of language you use while sending a text message through one of the computer-mediated communications (Instant messaging, texting, Facebook, ...)*

Yes

No

If no, why?

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7- *Have you recently written anything using academic writing?*

In class

Out of class

If out, for what purposes?

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8- *Are you aware of the effects of internet language on your academic writing?*

Yes

No

9- *During and after sending a text message, you pay attention to:*

Language design

Slang

Flow of ideas

Improper abbreviations

Others

10- *You use computer-mediated communications to send messages when:*

(You can choose more than one)

When I don't have enough credit

When I don't want to disturb someone with a phone call

For the fun of using computer-mediated communications

When I'm angry and I don't want to talk

When I'm unable to express myself

When I'm in public places

Because everybody use computer-mediated communications

Others

11- *Which of the following computer-mediated communications you are addicted to?*

Instant messaging (Messenger, Viber, Skype, ...)

Social networks (Facebook, Instagram, Twitter, ...)

Texting (using your cellphone and the public networks like: Mobilis, Djezzy, ...)

12- Do you consider yourself as an addicted to computer-mediated communications?

Yes

No

How?

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13- Do you think that internet language affects your academic writing?

Yes

No

In both cases, explain in what way?

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14- Will you continue using internet language despite its effects on your academic writing?

Yes

No

Why?

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15- Do you think that you can get rid of computer-mediated communications (Instant messaging, Facebook, texting, ...)?

Yes

No

According to you, what can be done in order to improve your academic writing vis-à-vis your constant use of computer-mediated communications?

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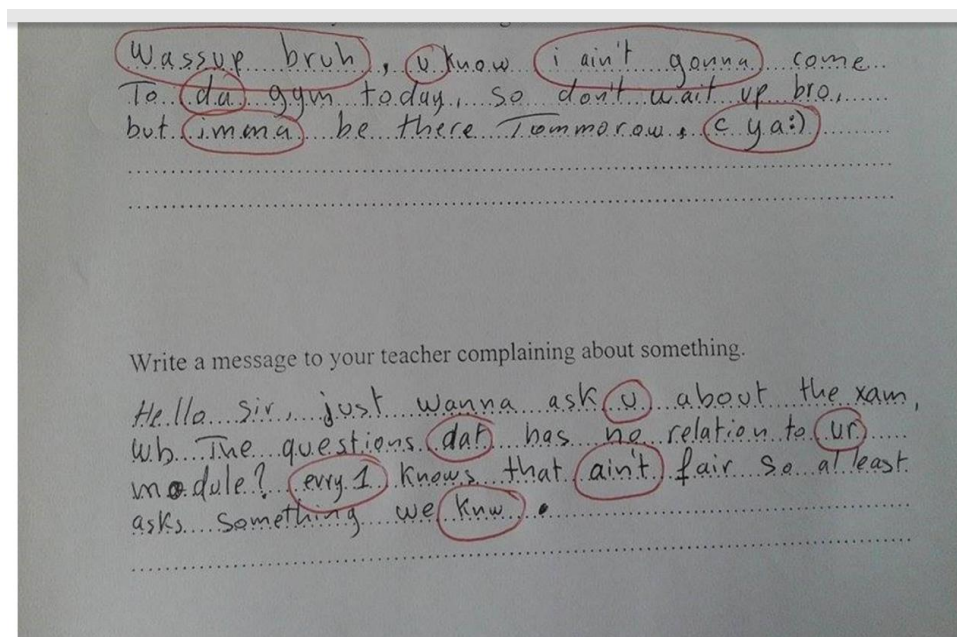
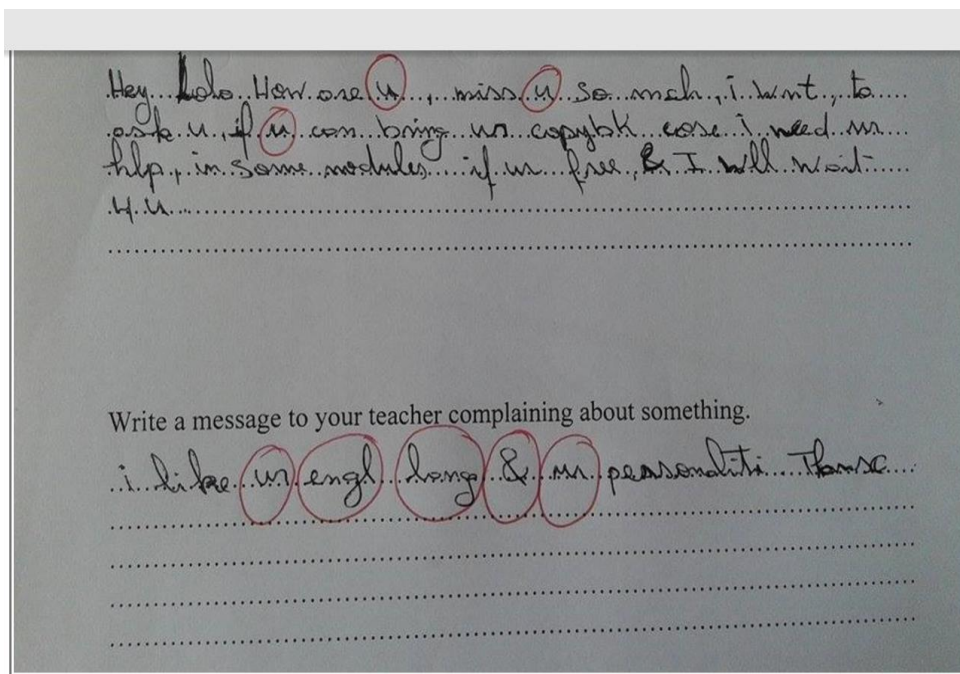
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Appendix 5

Examples of students' written samples

1. English department (experimental group)



2. English department (control group)

Car Accident

It was May 20, 2008 and I was 16 years old. I've a friend Amin, who has just invited me to go festival with him and his parents. He also invited two of his other friends, Nemo and Sohil. After dinner, the four of us went driving around Barua before returning to Amin's house. Later that night, Sohil tells us he has to be home in about five minutes but his house is a good 15 minutes away. So Amin offers to drive and tells us that he will get us there on time.

lead his friend to Safety.

The Story.

From the coniferous there is a town in the middle of forest, in that time was many people who live here but they were always facing a savage wolves by the time that town got deserted and its inhabitants leave away, now the wolves they are the native inhabitants, no one can get closer from that place.

Kyle and his friends Jack and Sausan, Veronica went to

3. French department group

(a paragraph of 6 lines is enough !)

loyalty is my creed, you can have faith in me because I will never betray you. My name is Lyna Laib and I would like to work with you. If you select me you will not regret it. I'm a diligent/hard worker. I give it my all in everything I do, also I have the spirit of a good leader I can help others in many ways, on top of that I have a colorful creativity, I can come up with new ideas whenever you want me too, also I can adapt to any kind of situation. I hope these characteristics convinced you to choose me.

(a paragraph of 6 lines is enough !)

--- All I got to say that I have a big experience to deal with the previous employers so I pretend always that I'm happy and in good vibes toward their work. so I need someone who can be serious in time of work and don't make excuses to go any where in the time as well as don't use things which make you not interest during time of work such as (head phones).

الملخص

شهدت العقود القليلة الماضية، تطورا تكنولوجيا من خلال عرض وسائل رقمية جديدة و كذا لغة جديدة التي أصبحت أكثر شعبية وسط الجيل الحالي، بحيث أن سهولة الوصول لاستخدام مختلف وسائل التواصل الحاسوبية تشجع الطلاب على التفاعل مع بعضهم البعض بشكل متكرر. غير أنه، في حالة التفاعل عبر هذه الوسائل، فإن جانب الكتابة عادة ما يستخدم بطريقة غير رسمية من خلال حذف بعض الحروف من مختلف الكلمات، و الاختصارات العامية، و المختصرات العصرية، و الرموز المعبرة عن المشاعر و الانفعالات في مواقع الدردشة، و كذا صيغ الجمل الحرة. كان لهذه المنافذ الجديدة تأثيرا سلبيا على مسارهم الأكاديمي، حيث حولتهم من باحثين نشطين إلى متلقين سلبيين. تعد الكتابة الأكاديمية أحد المجالات الرئيسية التي تتأثر باستعمال مختلف وسائل التواصل الحاسوبية، حيث يشكو الأساتذة من جميع أنحاء العالم من تدهور جودة كتابات طلابهم، و بذلك يدقون ناقوس الخطر بشأن اللغة الجديدة التي أنشأتها الإنترنت و التكنولوجيا و اختراعاتها. تهدف هذه الدراسة إلى استكشاف آثار وسائل التواصل الحاسوبية على الكتابة الأكاديمية للطلاب وإلى أي مدى تتأثر بها و ما الذي يمكن القيام به من أجل تعزيز و تنمية قدرات الطلاب على الكتابة. تم إجراء هذه الدراسة على مجموعتين الأولى من قسم اللغة الإنجليزية و الأخرى من قسم اللغة الفرنسية بكلية اللغات الأجنبية. من خلال اعتماد مزيج من الأساليب التجريبية و الوصفية المختلفة، تمكن الباحث من التحقق من الفرضيات الثابتة و التأكيد على أن وسائل التواصل الحاسوبية يمكن أن تؤثر على القدرات الكتابية للطلاب. تشير النتائج المتحصل عليها من خلال هذه الدراسة البحثية إلى أنه في عصر التعليم الحديث هذا، يجب علينا كأساتذة أن ندرك أن للتكنولوجيا و مختلف وسائل التواصل الحاسوبية تأثيرا عميقا على حياة الطلاب، سيما مهارات الكتابة الخاصة بهم.

الكلمات المفتاحية:

وسائل التواصل الحاسوبية، الكتابة الأكاديمية، الرسائل النصية، وسائل التواصل الاجتماعي، المراسلة الفورية.