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UNIVERSITY OF ABES LAGHROUR –KHENCHELA



كلية الآداب واللغات
FACULTY OF LETTERS AND LANGUAGES
قسم الآداب واللغة الإنجليزية
DEPARTMENT OF ENGLISH



The Impact of Text Messaging on The Academic Writing

*Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Language and Culture*

Candidates :

- Ghalmi Hadya
- Laouar Oumaima

Supervisor:

- Pr. Daghbouche Nadia

Board of Examiners

-Mr. AM. Khanfri

-Mr. I. Boulkroune

September, 2020

**The Impact of Text Messaging on The Academic Writing
Case study: Master Two EFL Students at the University of “Abbes
Laghrou” Khenchela**

BY

H.GHALMI

O.LAOUAR

Director of studies

Pr. N.DAGHBOUCHE

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STATEMENT

I hereby certify that this dissertation is entirely the results of my own Investigation.

The various sources to which we are indebted, are indicated in the text or references.

The candidates

H.GHALMI

O.LAOUAR.....

Director of studies

Pr. N. DAGHBOUCHE

.....

DEDICATION

I dedicate this work to:

The two candles that enlightened my days...

*Who give me all their love, patience, and understanding My dear family
and my beloved husband,*

To the memory of my father may Allah grant his soul in Jannah.

My husband for his love, acceptance, patience, and encouragement,

*I would like to thank you for being my leader, my strength when I am
weak, my calm when I am angry..... my every thinks I need.*

To all the readers of this work.

DEDICATION

To all I have in my life my dear father who stay beside me in my life and I want to bring some happiness to his big heart

Success is in my stride because I have a father like you by my side.

To the best mother in the world who sacrificed her happiness, just so that I could be happy.it may take a lifetime, but I will do everything to repay for what you have done for me.

This work is also dedicated to my brothers Hakou and Amine.i wish for them all success in their life.

To my darling, the best sisters Dina ,Hiba ,and Nada thank you for being always with me, for making my life more beautiful. I love you and I wish to you all the best

There's nothing better than a friend!

To the gift of ALLAH : Selma who knows all about me and loves me who understand me, help, advice, give me power when the rest of the world walks out. Indeed, we are not sisters by blood but we are sisters by hearts. Without forget Ned and Manel

So thanks to all people who stand by my side and make my life easy and happy.

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LIST OF ABBREVIATIONS

App: Application.

BBC: The British Broadcasting Corporation

BBS: Bulletin Board system.

CMC: Computer-mediated communication.

CRM: Customer relation marketing.

HTML: Hypertext mark-up language.

HTTP: Hypertext transfer protocol.

I: Internet services.

IM: Instant messaging.

JSPS: Joint strategic planning system.

L2: Second language.

Net: Internet.

Op. cit.: Opus citatum, meaning "the work cited".

Pic: Picture.

SEO: Search engine optimization.

SMO: Social media optimization.

SMM: Social media marketing.

SMS: Short messages language.

Web: Website.

ABSTRACT

The following dissertation attempts to assess the impact of text messaging on the academic writing of Master Two students at the University of Khenchela.

It concentrated to find out whether the frequent use of text messaging (SMS) in the students' daily lives could negatively affect their academic writing skills. The dissertation contained Three subsequent Chapters: Chapter One and Two dealt with the related literature. Chapter Three discussed the analysis of data. The procedure undertaken in the research methodology adopted a descriptive one, data were gathered randomly and questions were in a form of "Open" and "Closed" ones.

Sixty students (60) out of a general student's population of One Hundred Eighty (180).

The distribution was accomplished throughout social media.

The number of responses appeared satisfactory to present the research's aim.

As the investigation was conducted during the exceptional phase of the Covid-19 the results had to be presented with precautions.

The researchers were constrained to use a small size for financial and health safety reasons. The main issue here was to come out from this study with an ultimate set of confirmed answers rather than definite conclusions.

The findings confirmed the hypothesis formulated by the researchers which were:

-Does the Excessive use of text messaging affect the academic writing of students?

The following findings and recommendations were made :

1-The majority of students were found to be social media addicts.

2- They spend more than Ten hours (10) hours daily on the internet.

3-The most frequent words used in messaging were "Abbreviations" or what is known as "textism" or text language.

4- The overuse of social media-induced their inability to write correctly and formally good English

5-Many students did not pay attention to the type of language used in their messages and did not bother themselves to write the correct English language, as they have become accustomed to shortcuts to gain time.

6-Most students did not differentiate between the formal and informal language, some others perceived the difference, but insisted on using an informal language to facilitate the process, unaware of the danger of excessive use which over time became a bad habit.

7-Most teachers referred to the difference between colloquial and academic language during their EFL classes and stressed the importance of academic language in a student's working life.

8-Most students texted for entertainment and to stay in touch with close friends and people, therefore they are used to texting in informal language and they found difficulties when they exchanged SMS with people for study's objectives.

9-Students used these forms of abbreviations for different reasons:

- To gain time
- To forget the
- Forms of the words,
- To be easy
- To be creative.

The following recommendations were formulated to improve the situation:

1-Students were found to refer to communicate with friends for pleasure.

2- Half of the population interrogated did not care about using proper language during their texting. Therefore they did not differentiate between formal and informal English language.

3-Teachers should point out the differences amongst the students and should be more sensitive about the use of formal English language in the classroom.

4-Students disapproved of the spelling and the correct use of grammar which seriously may negatively affect their academic writing.

INTRODUCTION

1-Statement of the Problem:

In the educational system, academic abilities are important for the learner to achieve the proficiency they need in their writing skills. To support their learning, students must follow certain techniques to improve their level. With the progress of technology cell phones have become as important as pencils or books especially when text message service is the most widely used service amongst university students who spend their time texting in their daily academic work.

The current generation is technologically literate and as a result, they became avid users of wireless technology. Due to the texting language they now use, students face serious problems with spelling, most of the time students use short spelling for different words and sentences during their studies.

They tend to create their language norms such as acronyms, abbreviations, contractions, reductions, coinage, and other forms of novel language.

Such innovative use of language is motivated by various reasons including speed, brevity, and simplicity. All these aspects lead both the sender and reader to pronounce, read, and write incorrectly.

As time passes on, students become familiar with this method of communication and as a result, will have difficulties in the future with their professional careers. (Samson, 2008, p.).

However, there are exceptional cases in which the secure texting feature is used only with caution, and only when users have the necessary awareness of where they can draw the line in the distinction between formal and informal use.

The vagueness of the text messages, which is undoubtedly funny and practical, causes researchers to question whether their effects on students' academic writing are disruptive or constructive.

2-The objectives of the study:

- * To find out whether the frequent use of text messaging (SMS) in their daily lives affects their academic writing skills.
- * To discover these factors
- * To analyze them
- * To remedy the situation.

3- Limitations of the study:

-The selection of the population sample is always specified with the zone population in which

the researchers are living in. In this case, Second Year Master students of English at the The University of Khenchela is concerned.

-The study only focuses on one productive skill which is writing because texting is only performed by writing.

-The exceptional circumstances of the COVID -19 and the exceptional time allocated to investigate this thesis and the obstructive due date of submission were a real dilemma to the redaction of this dissertation.

-Besides, the lack of available libraries resources and the lack of physical contact with the university population rendered the information and testing in this dissertation a real obstacle.

4-Significance and Implications of the study:

This research will be one of the references in the university library for students to read, conduct research, or as a starting point for complementary research.

It is important because it may help future students and teachers to recognize the negative impact of chat language on academic writing.

It is of significant importance to distinguish between formal and informal language.

-The findings of this study are based on a very limited level of students, therefore the implications for a wider students' population is recommended and further research on more various levels of student could be carried out.

-Therefore, the use of texting features by most of the students at the University of Khenchela might be implied to other universities' students not only in Algeria but to other North African countries and the world to create a wide awareness and to draw a red line to alert students and teachers to distinguish between formal and informal usage of English.

-The findings of such study will be significant to teachers in academic writing and to the EFL curriculum designers in general.

-The research also have others impacts on the possible dangers of texting and how they have to be taken with caution.

-A final implication may be safely drawn, by students is to use texting only when they are well aware of its context and writing styles. 5-The use of media and particularly the Internet, have an influence on EFL students' future of the English and may endanger the Standard English.

-The research's' finding could be applied not only to diagnose and identify academic writing problems, but also to help devise and implement relevant remedial strategies to combat learning difficulties based not only on texting but otherwise

5-Hypothesis:

Only one hypothesis has been formulated:

1-Does the Excessive use of text messaging affect the academic writing of students?

6-Data collection and procedure:

The questionnaire will be the only main source of data. It is believed to be the appropriate tool because of the short period and the large population. Quantitative research was addressed to second-year Master students of English at the University of Khenchela because they have already studied academic writing and they can use it during their last research project.

7-The administration and design of the questionnaire:

The questionnaire was composed of twelve (12) questions, designed in different types from closed and opened questions.

7.1-Population:

This study is concerned With Master two students of ENGLISH at the University of Khenchela, the sample consisted of only sixty (60) students that had Been chosen randomly.

7.2-Design and description of the student's questionnaire:

The student's questionnaire was designed to second-year master student's of the department of English at the University of Khenchela

The questionnaire consisted of twelve (12) questions they were in the form of rather closed questions requiring from the student to choose "yes" or "no" answers or to pick up the suitable answer from numeral choices or open questions requiring from the student to give their answers.

7.3-Research methodology, design, and procedure:

The present study opts a descriptive research design to collect data for the sake of answering the questions that guided this research the writers choice pf the method was mainly based on the nature of the problem under investigation in the current research which seeks to investigate the impact of text messaging on academic writing, this questionnaire was used as an instrument for data collection because it is easier and more appropriate in this case.

Chapter I

1-Introduction:

The development of new communication technologies in the last decades has changed the communication media which enables people to interact and communicate with others all over the world easily and effectively. In this chapter, we will discuss general issues of Computer-mediated communication. Then we will deal with social media. At the end of this chapter, we will shed light on the features of chat language and its impact on academic writing.

2-Computer-mediated communication (CMC):

2.1-Definition of computer-mediated communication (CMC):

Computer-mediated communication is defined as any human communication that occurs through the use of two or more electronic devices. While the term has traditionally referred to those communications that occur via computer-mediated formats (e.g., instant messaging, email, chat rooms, online forums, social network services), it has also been applied to other forms of text-based interaction such as text messaging. Research on CMC focuses largely on the social effects of different computer-supported communication technologies. Many recent studies involve Internet-based social networking supported by social software

2.2-Forms:

Computer-mediated communication can be broken down into two forms: synchronous and asynchronous. Synchronous computer-mediated communication refers to communication that occurs in real-time. All parties are engaged in the communication simultaneously; however, they are not necessarily all in the same location. Examples of synchronous communication are video chats and FaceTime audio calls. On the contrary, asynchronous computer-mediated communication refers to communication that takes place when the parties engaged are not communicating in unison. In other words, the sender does not receive an immediate response from the receiver. Most forms of computer-mediated technology are asynchronous. Examples of asynchronous communication are text messages and emails.

2.3-Characteristics:

Communication occurring within a computer-mediated format affects many different aspects of an interaction. Some of those that have received attention in the scholarly literature include impression formation, deception, group dynamics, disclosure reciprocity, disinhibition, and especially relationship formation.

CMC is examined and compared to other communication media through several aspects thought to be universal to all forms of communication, including (but not limited to) synchronicity, persistence or "recordability", and anonymity. The association of these aspects

with different forms of communication varies widely. For example, instant messaging is intrinsically synchronous but not persistent, since one loses all the content when one closes the dialog box unless one has a message log set up or has manually copy-pasted the conversation. E-mail and message boards, on the other hand, are low in synchronicity since response time varies, but high in persistence since messages sent and received are saved. Properties that separate CMC from other media also includes transience, its multimodal nature, and its relative lack of governing codes of conduct. CMC can overcome the physical and social limitations of other forms of communication and therefore allow the interaction of people who are not physically sharing the same space.

The medium in which people choose to communicate influences the extent to which people disclose personal information. CMC is marked by higher levels of self-disclosure in conversation as opposed to face-to-face interactions. Self-disclosure is any verbal communication of personally relevant information, thought, and feeling which establishes and maintains interpersonal relationships. This is due in part to visual anonymity and the absence of nonverbal cues which reduce concern for losing positive face. According to **Walther's** (1996) hyperpersonal communication model, computer-mediated communication is valuable in providing better communication and better first impressions. Moreover, **Ramirez and Zhang** (2007) indicate that computer-mediated communication allows more closeness and attraction between two individuals than face-to-face communication. Online impression management, self-disclosure, attentiveness, expressivity, composure, and other skills contribute to competence in computer-mediated communication. There is a considerable correspondence of skills in computer-mediated and face-to-face interaction even though there is a great diversity of online communication tools.

Anonymity and in part privacy and security depends more on the context and particular program being used or web page being visited. However, most researchers in the field acknowledge the importance of considering the psychological and social implications of these factors alongside the technical "limitations".

2.4-Language learning:

CMC is widely discussed in language learning because CMC provides opportunities for language learners to practice their language. For example, **Warschauer** conducted several case studies on using email or discussion boards in different language classes. **Warschauer** claimed that information and communications technology "bridge the historic divide between

speech...and writing". Thus, considerable concern has arisen over the reading and writing research in L2 due to the booming of the Internet.

2.5-Benefits:

The nature of CMC means that it is easy for individuals to engage in communication with others regardless of time or location. CMC allows individuals to collaborate on projects that would otherwise be impossible due to such factors as geography. Also, CMC can be useful for allowing individuals who might be intimidated due to factors like character or disabilities to participate in the communication. By allowing an individual to communicate in a location of their choosing, a CMC call allows a person to engage in communication with minimal stress. Making an individual comfortable through CMC also plays a role in self-disclosure, which allows a communicative partner to open up more easily and be more expressive. When communicating through an electronic medium, individuals are less likely to engage in stereotyping and are less self-conscious about physical characteristics. The role that anonymity plays in online communication can also encourage some users to be less defensive and form relationships with others more rapidly.

2.6-Disadvantages:

While computer-mediated communication can be beneficial, technological mediation can also inhibit the communication process. Unlike face-to-face communication, nonverbal cues such as tone and physical gestures, which assist in conveying the message, are lost through computer-mediated communication. As a result, the message being communicated is more vulnerable to being misunderstood due to a wrong interpretation of tone or word meaning. Moreover, according to **Dr. Sobel-Lojeski** of Stony Brook University and Professor **Westwell** of Flinders University, the virtual distance that is fundamental to computer-mediated communication can create a psychological and emotional sense of detachment, which can contribute to sentiments of societal isolation.

2.7-Instant messaging (IM):

Instant messaging, often shortened to IM or IM'ing, is the exchange of near real-time messages through a stand-alone application or embedded software. Unlike chat rooms with many users engaging in multiple and overlapping conversations, IM sessions usually take place between two users in a private, back-and-forth style of communication.

One of the core features of many instant messenger clients is the ability to see whether a friend or co-worker is online and connected through the selected service -- a capability known as presence. As the technology has evolved, many IM clients have added support for

exchanging more than just text-based messages, allowing actions like file transfers and image sharing within the IM session.

Instant messaging differs from email in the immediacy of the message exchange. IM also tends to be session-based, having a start and an end. Because IM is intended to mimic in-person conversations, individual messages are often brief. Email, on the other hand, usually reflects a longer-form, letter-writing style.

When interacting with your system, your users will come across different types of messages, and you need to display these correctly to communicate the meaning behind them. I wrote a while ago about bad error messages, but there are other types of messages.

2.8-Types of messages:

A-Confirmation Messages

B-Information Messages

C-Warning Messages

D-Error Messages

E-System Messages

A-Confirmation Messages:

These are messages which require users to confirm an action they are trying to perform. When a user performs an update action there is generally no need to display a confirmation message, but you would display them when they are:

- Deleting an item (Are you sure you want to delete)
- Attempting to exit a screen with unsaved changes (Do you wish to save changes?)

Use this type of message to communicate information that they must confirm before the action is completed. Use sparingly as to not slow down the intended action with the unnecessary confirmation.

B-Information messages:

When a user completes an action, an Information message is sometimes displayed which confirms that the action/task has been completed successfully. For example:

- Successfully deleted
- Item updated
- Changes saved

In a Windows desktop environment, you usually see Information messages with a symbol is a blue circle with a white letter 'i'. On the web, these might display as a banner along

the top of the screen or a toaster dialog that goes away automatically without user interaction.

These messages should display often when a change in state is made so that the user has feedback and know their intended action occurred.

C-Warning Messages:

When a user performs an update action that will cause updates in other parts of the system a warning message should display, advising the user of the consequences of the action. A prompt for 'do you wish to proceed' should be used so the user can back out of the action.

In a Windows desktop environment, you usually see warning messages with a symbol is a yellow triangle with a black exclamation mark.

D-Error Messages:

When a user performs an update that breaks field-level validation, screen validation, or a business rule, an error message should be displayed advising the exact cause of the error and remedial action required.

Error messages should be easy to understand and fix. In a Windows desktop environment errors often display with a red circle and white cross but this is very dramatic and scares users.

E-System Messages:

Ideally, a user will rarely see a pure system message, such as an HTTP response, database error, or system failure. These messages should be considered bugs and require error handling to be coded as one of the other types of error messages. Make sure HTTP errors are intercepted and so

Something user-friendly is displayed to the user explaining what 403 (Forbidden) 404 (not found), 503 (service not available), etc. means.

Let's make sure that all messages, not just error messages, are providing the best experience they can.

3-Social media:

3.1-Definition:

In the past, people used to communicate and interact with each other in traditional ways, until the emergence of technology and social media. Social media becomes the principal means of communication and interaction between them. Even in the learning and teaching process, people use it as a tool for communication and learning. The term social media was defined by Merriam Webster Dictionary as "forms of electronic communication such as websites for

social networking and microblogging through which users create online communities to share information, ideas, personal messages and other content as video". Social media is a group of internet-based applications that build on the ideological and technological foundations of web 2.0 and allow the creation and exchange of user-generated content" (Kaplan and Haenlein,2010, p.10) cited in Tharine Kamoetsin (2014). That is to say, social media are web sites that allow individuals to create profiles, videos, photos to interact and communicate with them. The following figures clarified the social media sites:

Facebook

Facebook is the most popular social networking among different people, especially high school students. It was founded by Mark Zuckerberg in 2004. It allows users to communicate with each other by exchange their thoughts and ideas over the world. "Facebook is defined as an online social networking website where people can create profiles, share information such as photos and quotes about themselves, and respond or link to the information posted by others." Your Dictionary (2018) Also, Facebook allows each user to set privacy settings. For example, only your friends can view your profile, if another person wants to view your profile, he can't do due to privacy settings. "It provides an easy way for friends to keep in touch and for individuals to have a presence on the web without needing to create a website." Christenson (2008), also facebook facilitates private communication. For instance, any person can send to his /her friend a private message which will receive it in his/her private inbox.

You Tube

YouTube is a web site that allows people to post and shared videos. It started as an independent web site in 2005 and was acquired by Google in 2006. (Christenson in 2009).

Margret Rouse (2012) defined you tube as" a free video-hosting website that allows members to store and serve video content. YouTube members and website visitors can share youtube videos on a variety of web platforms by using a link or by embedding HTML code".

People used youtube to post several videos such as sports videos, funny videos, business videos, and music videos.

Twitter

Twitter was designed by Jack Porsey in March 2006. Twitter is a social networking and microblogging online service that allows users to send and receive text-based messages or posts of up to 140 characters called" Tweets".(www.techopedia.com).

Margret (2005) defined the term of twitter is a free social networking microblogging service that allows registered members to broadcast short posts called Tweets. People can send and receive tweets by computer, cellphone, smartphone. Twitter is considered as SMS of the

internet, as the SMS of text messaging of the cell phone. It is used by persons to view different news such as art news, economic news, and politics news ...etc.

E-mail

Margret (2005) defined E-mail short for 'electronic mail' is the exchange of computer-stored messages by telecommunication. It is one of the most widely used features of the internet, along with the web. E-mail allows you to send and receive messages to anyone with an email address, and anywhere in the world. (Christenson, 2014)

Instagram

Instagram is a social media networking application that allows its users to share pictures and videos with their friends. It started by Kevin Systrom and Mike Krieger in 2010" (Web wise,2018)

Instagram users can comment on and bookmark others' posts, as well as send private messages to their friends via the Instagram direct feature. Photos can be shared on one or several other social media sites such as Twitter, Facebook,

Also, individuals can use Instagram not only for communication but also for business and jobs. (Margret ,2007)

3.2-Business applications of social media:

In business, social media is used to market products, promote brands, connect to current customers, and foster new business. In terms of customer feedback, social media makes it easy to tell a company and everyone else about their experiences with that company, whether those experiences are good or bad. The business can also respond very quickly to both positive and negative feedback, attend to customer problems and maintain, regain, or rebuild customer confidence.

Social media is also often used for crowdsourcing. Customers can use social networking sites to offer ideas for future products or tweaks to current ones. In IT projects, crowdsourcing usually involves engaging and blending business and IT services from a mix of internal and external providers, sometimes with input from customers and/or the general public.

Social media analytics - the practice of gathering data from blogs and social media websites and analyzing that data to make business decisions. The most common use of social media analytics is to mine customer sentiment to support marketing and customer service activities.

Social media marketing (SMM) - takes advantage of social networking to help a company increase brand exposure and broaden customer reach. The goal is usually to create content compelling enough that users will share it with their social networks. One of the key components of SMM is social media optimization (SMO). Like search engine optimization (SEO), SMO is a strategy for drawing new and unique visitors to a website. SMO can be done two ways: by adding social media links to content such

as RSS feeds and sharing buttons, or by promoting activity through social media via status updates, tweets, or blog posts.

Social CRM (customer relationship marketing) can be a very powerful business tool. For example, establishing a Facebook page allows people who like a brand and the way they conduct business to like their page, which creates a venue for communication, marketing, and networking. Through social media sites, a user can follow conversations about a brand for real-time market data and feedback.

Enterprise social networking allows a company to connect individuals who share similar business interests or activities. Internally, social tools can help employees access information and resources they need to work together effectively and solve business problems. Externally, public social media platforms help an organization stay close to their customers and make it

3.3-The birth of social media:

Social media is not a recent phenomenon. It has been appearing since the early days of human communication when people began sharing pieces of information.

It was moreover advanced over the 1970s when a type of social media appeared, and it was known as BBS or electronic "Bulletin Board System". BBSs were the first form of sites that enables communicators to log on and communicate with another one.

In the 1980s, the social media scene was very edgy, because of the emergence of "online services" like Prodigy and CompuServe. Online services have been popular at the same time with BBSs. They presented security for social networking and interactions

Social media became more social at the beginning of the '90s when the World Wide Web obtainable to the public and private internet service providers (ISPs) started to develop over major metro scopes in the United States. This offered users the opportunity to enjoy without intervention

The next application was Napster, a peer-to-peer file-sharing application. It allowed the transformation of information and extending the possibilities of the form of media that could be exchanged online.

The next trend of social media came with the emergence of social networking sites. "Friendster" was the first of its kind, that operated by helping people to find out their friends and then friends-of-friends, and so to expand their networks, but was soon created My space and was overtaken internationally by its main competitors, Facebook.

3.4-The 7 different types of social media:

What's the first thing that pops into your head when you think about "social media" ?

For us, it's Facebook. This colossus attracts over 1.3 billion people every day. However, social networking sites like Facebook only represent one of the various types of social media platforms. We can name at least seven different types of social media, and we're going to.

What are they and how can smart marketers and business owners use them to reach a wider audience? Let's find out.

3.4.1-Social networking sites:

Most of us are familiar with social networking sites like Facebook, Twitter, and LinkedIn. These platforms help us connect with friends, family, and brands. They encourage knowledge-sharing and are all about personal, human-to-human interaction.

A social networking site is a Jill of all trades. Users can share thoughts, curate content, upload photos and videos, form groups based on interests, and participate in lively discussions. They're built around the user and everything important to them and their social circles.

So how can social networking sites help your business?

-Reach a target audience through ads:

These platforms cultivate large, diverse communities. Advertisers can rent permission to interact with people based on specific targeting metrics. For instance, an advertiser who wants to reach a predominantly young crowd could advertise on an app like Snapchat while those who want to reach a professional user may find LinkedIn more appropriate. Because these platforms are incredibly data-rich, we can reach a lot of the right people without blowing the entire ad budget.

-Network: Engage with followers, find like-minded customers or potential business partners through hashtags and groups, and build connections.

3.4.2- Social review sites:

What's one of the first things you do when planning a trip or buying a new product? If you're anything like us, you'll head straight to the reviews.

Review sites like Yelp and TripAdvisor display reviews from community members for all sorts of locations and experiences. This eliminates a lot of the guesswork that goes into booking a restaurant or hotel. Not sure it's the right thing for you? Check out the reviews and you'll know.

Businesses can benefit from studying their reviews, the good and the bad. It helps them:

-Understand the customer's perspective: Reviews tell us about the customer experience from their point of view. Use this to identify what's working and discover areas with room for improvement.

-Solve problems: Reviews are an opportunity to engage with reviewers and solve any potential challenges before they become a huge deal.

3.4.3-Image sharing sites:

Visual content like images, infographics, and illustrations capture our hearts, eyes, and imaginations. Social media platforms like Instagram, Imgur, and Snapchat are designed to amplify the power of image sharing.

Users create, curate, and share unique images that spark conversation and speak for themselves. A picture can be worth a thousand words to your business. Use these sites to:

-Encourage user-generated content: Image sharing sites are a gift for photogenic businesses. You can run campaigns encouraging users to snap and share a pic with your product and a unique hashtag.

-Create inspiration: By creating, curating, and sharing your images, you can inspire and engage users, bonding over a shared interest.

3.4.4-Video hosting sites:

YouTube revolutionized the way we watch, create, and think about video. It transformed the medium into something accessible. Recent improvements in tech and connectivity helped video go the rest of the way.

Video hosting platforms like YouTube and Vimeo help creators put together content and share it with a platform optimized for streaming. This accessibility makes video a super important medium.

Use video hosting sites to:

-Share phenomenal content: Yes. This point is a bit obvious, but creators can use YouTube to build communities and get their content out there.

-Engage: YouTube's comment section offers plenty of opportunities to get to know the people watching your content.

3.4.5-Community blogs:

Sometimes an image or post isn't complex enough for the message you've got to share, but not everyone on the internet wants to run a blog from a self-hosted website. That's a lot of work.

Shared blogging platforms like Medium and Tumblr give people a space to express their thoughts and help connect them with readers.

These community blog sites provide an audience while allowing plenty of room for customization and self-expression. Use them to:

-Develop your voice: Starting a blog can be daunting. Use platforms like Medium and Tumblr to find your voice, get some readers, and get clear about your vision.

-Syndicate content: If you do have a blog, you can use community blogging platforms to share, re-purpose, and re-post older content and expose it to a new audience.

3.4.6-Discussion sites:

While most of us have seen many a heated discussion happen on Facebook, discussion sites like Reddit and Quora are specifically designed to spark a conversation. Anyone is free to ask a question or make a statement, and this attracts people with shared interests and curiosities. However, unlike Facebook and Instagram, users tend to give out less identifiable information. So how can these platforms help your business?

-Research: Reddit is made up of different sub-communities. With a bit of research, you can find and engage people in your field, discover what they're asking, and use this as a starting point for your content marketing strategy.

-Answer questions: Quora users ask all sorts of questions. Answering them can help establish you as a thought leader and drive more traffic to your site.

3.4.7-Sharing economy networks:

Sites like Airbnb and Rover aren't just a cool place to find cheap holiday rentals or a pet sitter. Sharing economy networks bring people who've got something they want to share with the people who need it. These communities provide opportunities that don't exist otherwise by pooling resources on a large scale that wouldn't be possible without tech.

3.5-Social Media's Effect on Language:

Technology has done a great deal to change what we came to rely upon. The tools available are incredible but it has also changed communication. Social media has had a tremendous effect on the English language and how we communicate.

3.5.1-The many voices of social media:

Technology has a great deal to say about how we communicate with each other online. Twitter only allows tweets of 140 characters or less. The use of acronyms has gone through the roof. Acronyms are not only used in personal communications but are also used in online business interactions. How people relate to each other has changed dramatically. Social media plays a significant role in how we communicate as well as the new words that are being introduced on a very regular basis. This emerging manner of communicating affects many different people and marketers are among those most affected because of how essential their

communication skills are. For adults, it is easy enough to learn new terms. For younger people, the influence that online language has on them can be sensitive.

3.5.2-The importance of language to marketers:

Marketers need to learn from language evolution and glean information that will help them to advance from a business perspective. There is a strategy to be had and if marketers can recognize how to leverage it, a great deal can be gained from taking advantage of the new communication. Marketers can use the knowledge that they gain to increase business.

3.5.3-Reaching out and testing new waters:

Marketers can start to communicate with new terminology that is quickly becoming a part of everyone's vocabulary. With social media interactions, it is very important to stay on the cutting edge as much as possible. It is important to eventually achieve a position of influence and you will want people to regard you as such.

3.5.4-The ever-evolving language:

When it comes to social media, so much is changing regularly. That includes technology and means of communication. Not only is everything evolving but it is evolving at a very rapid pace. Having dialogues through social media can give marketers an edge that they wouldn't have otherwise. Just like all business people, marketers need to keep up.

3.5.6-Staying engaged:

Using social media to bring about new ideas and new means of communication is a very effective approach for marketers to take. A lot of people who drive business are young and the evolving language is a large part of their everyday practice. If marketers are going to gain the edge, they need to speak the same language.

4-Chat language and its features:

During the popularity and increase in synchronous text-based interaction like Facebook. Instant messaging. Emails. Twitter and chat rooms.

Came the evolution of recent text language designed to the density and immediacy of these recent communication media. Thus, written communication in CMC environments especially in synchronous communication resembles most dialogues features produced in the face to face communications.

In this view, the language used in chat characterized by variation in grammar and spelling and popular use of abbreviation and acronyms for the reason of making live interaction easier

Crystal op.cit. argues that many of the colloquial features of spoken language such as short constructions, and the use of reactions, signals (you know or see) are present in the texts

produced in synchronous communication in CMC contexts. So, chat language includes particular use of capital punctuation and lower-case letters and specific features like the use of non-alphabetical characters or emotions for the sake of boost the means of interaction. Also, chat language refers to a group of slang languages used by a variety of people during live communication via the Internet. Chat messages are written in distinctive from that of conventional English, although, it is mostly written English. The almost of popular use characteristics in chat language comprise short forms, acronyms, synonyms, polysemes, and miss-spelling of terms

4.1-Shortenings and contractions:

Thurlow & Brown (2003) claim that shortenings are words with missing letters. They refer to the situation in which a long word is changed by a shorter form. Many short forms related to the context of the discourse and chatter, for example in short forms we write *sun* instead of Sunday, and 'Feb' instead of February. Constructions are words with omitted middle letters, usually vowels (**Crystal, 2008**), for example, we write *txt* instead of text, *wlcm* instead of a welcome, don't instead of doing not....etc.

4. 2-Acronyms:

Acronyms are composed by extracting the first letters of an arrangement of words; they involve shortening words to their first letters (**Crystal .ibid**).such as « *cu* » instead of seeing you, and Gm instead of good morning, omg instead of oh my God, *ttyl* instead of talking to you later....etc

4.3-Polysemes:

Polysemes to sign such a word, term, or phrases that have multiple senses on interpretations in which the difference between the meanings can be obvious or unclear. In chat space, a term can be a word or short form for example; « com » can refer to a company or computer based on context.

4.4-Misspelling:

Misspelling is seen more extremely in chat conversations than formal text documents due to the synchronous and informal nature of discussion _ misspelled words chat messages generally appear. These are some situations in which a chat member intentionally misspells a word to confirm its meanings. A popular case of misspelling is the use of duplicated vowels. Such as « okkk ». « nooo » and « sooo » instead of « ok » « no » and « so ».another distinctive situation is the substitution of the « today » that became « tdy » and « language » became « lge ».

4.5-Emoticons:

Unlike face-to-face conversations where feelings can be expressed visually, discussions in CMC often take place without face-to-face interactions between participants. For these reasons, emotions can be expressed by using icons. Old emotions such as [:- (] and [@-@] which are representations of body language [crying] and [bored] respectively can alter the sense of spoken communication .

In fact, including emoticons in CM-messages is quite widespread **Crystal** op.cit, they are very popular in chat language among chatters

5-The effect of chat on academic writing:

The emergence of CMC has transformed the way we interact and communicate with others. The cyber slang emerged with large specific characteristics for managing social interaction. A huge number of shortcuts, alternative words, and continual use of abbreviations, simplified spelling, or even symbols used to transmit ideas or thoughts in an electronic document and this generally does not be conventional to the Standard English rules in writing and spelling **Rosen et al** op.cit. supposed that "Net Generation" has implied textisms as shortcuts when communicating through electronic communication. Furthermore, **Greiffenstern (2010:2)** propose that: " *Some see the negative influence on the use of language, fear a deterioration of language features which developed in connection with the increasing of use of computers and internet, some worry that so young people might no longer know correct spelling and grammar*".

Such a genre of communication is particularly used by teenagers and younger generations for the aim of making communication between subscribers rapid, less difficult, and effective. The application of text versions of spoken English such as the ones used in chat forms, text messages, and emails suggested a completely different language applied in the written assignments.

Chatting involves immediate turn-taking so chatters kept for abbreviated forms and omit punctuations and ignore capitalization which requires pressing extra keys consumes more time and effort, which costs the recipient extra patience in taking his\her turn and slows down the process of communication. Hence investigations have described internet language as (type is written conversation); a language that has a verbal connotation but medially written

This common writing mode has drawn the attention of researchers as well as teachers to examine the outcome of this phenomenon on the students' English academic writing. Numerous researchers admonished the language of the chat which they called dit "textism"

for its damaging results to the students' academic writing. **Lee** (2002) for instance, described textism as an ongoing attack of technology on formal written English. **Humphrys** (2007) criticized it due to its gradual destruction of the language. He believed that texting is "pillaging our punctuations, savaging our sentences and rapid your vocabulary and must be stopped" (**Humphrys**,ibid :1).

In support of this, **Vosloo** po.cit rejected texting and measured it as the source of language corruption. Similarly, **Craig** (2003) emphasized that IM puts in danger youth literacy because it creates a progression of unwelcome models in writing and such informal language use hurts the students' mastery of formal and academic literary skills.

Students begin to use the transformation or abbreviation of words as short forms in written communication, and for the most part, it is made of acronyms such as "lol: laughing out loud", a\s\l: age\sex\location". Furthermore, popular variants consist "s" to mean "yes" or the use of numerical "4" to denote "for" the overuse of the chat has become so extreme that educationists have begun to fear about their impacts on students' academic products

The use of misspelled words by replacing normal words and terms in the language is a certain reason for barrier the capability of students and children to communicate efficiently via the suitable written academic instrument when writing academic assignments essays other literary poses.

Conclusion:

This chapter has discussed the important issues concerning CMC and its types and gave details about chat and its features. At the end the chapter deal with the negative effect of chat on academic writing. The following chapter will deal with the nature of academic writing, its importance, its features, and its characteristics.

Chapter II

1-Introduction:

Academic abilities in the educational system are closely linked with proficiency in writing, since it becomes significantly important for presenting ideas, or communication especially with the appearance of the text language that is very common between internet users, bloggers, chatters, gamers it is considered as an informal written language, much like slang it has many new expressions and abbreviations.

As we have seen in the previous chapter these new techniques remove all the lines between formal and informal writing and damage the academic writing of the learner.

2-Academic writing:

Academic writing is formal writing that is used in schools, universities, colleges, and so on. It can be used in writing essays, reports, texts, books, articles, translations, research papers ...etc. The Oxford Companion to the English language defines academic writing as "the registers of English used by scholars and scientists;

An elevated and often complex style is associated with concern for accuracy, objectivity, and dispassionate comment. "Academic writing requires a kind of structure such as a beginning, middle, and end, this structure is typical of an essay format. It also follows grammar rules and punctuation. K.Gocsik (2005) cited in Gitana Simanskiene (2005) considers three concepts that are crucial to the understanding of academic writing: Firstly, academic writing is writing done by scholars for other scholars. Students in university, the school are part of a community of scholars. They will be engaged in activities that scholars have been engaged in. Such as reading, thinking, arguing, and writing about great ideas. Of course, being a scholar requires those kinds of activities. So academic writing will help students to understand the expectations, conventions, and requirements of the scholarship. Secondly, academic writing is devoted to topics and questions that are of interest to the academic community. Students must write interesting and helpful topics for the readers. Thirdly, the important obligation of academic writing is to advance the reader with an informed argument. We notice that the writers will consider what is known about a subject, and then they determine what they think about it. If their papers fail to inform, or if they fail to argue, then they will fail to meet the expectations of the academic readers.

2.1-Purpose of academic writing:

- To report on a piece of research the writer has conducted
- To answer a question the writer has been given or chosen
- To discuss a subject of common interests and give the writer a view

- To synthesize research done by others on a topic

2.2-Basic Qualities of Academic Writing:

Writing in academic settings tends to be specific. There are many characteristics of academic writing. According to Starkey (2004), an effective piece of writing should include organization, coherence, clarity, accurate language, and word choice.

A -Organization:

Ann Whitaker (2009: 3) argues that: "Academic writing follows a standard organizational pattern. For academic essays and papers, there is an introduction, body, and conclusion. Each paragraph logically leads to the next one.

A well-organized piece of paper is not only clear. It is produced in a manner that is logical and acceptable. The sentences and the paragraphs must be well ordered for making sense and providing evidence to the piece of writing in academic writing, every written piece must contain an introduction, body, and a conclusion. In the introduction, the writers introduce the subject that will be treated and set the purpose of the paper to make the reader able to guess what will be stated in the body. In the body, each paragraph should discuss an idea or an argument with logical evidence. In the conclusion, the writer demonstrates the importance of the subject and summarizes all the content. Hence, it can be said that effective writing begins with solid planning.

B-.Relevance:

Relevance is an important quality of good writing, Phan Le Ha (2011: 27-28) argued that: «One more aspect of relevance in English academic writing is that all ideas, issues, and suggestion have to be associated with the topic... This feature may facilitate readers to summarize the main idea of any reading passage this means that it is important that all parts of any written text are related to answering the question and explain the relevance of the arguments that are linked directly to the topic. Any part away far from the topic interested will decline its efficacy.

C-Accuracy:

In academic and professional writing, accuracy is important. Writing effectively and correctly requires the use of accurate grammar, vocabulary, spelling, and punctuation. Bailey (2003: 85) believed that: "Accuracy is only one aspect of the total fabric of good writing He adds: "The components of accuracy in writing have been chosen on the basis that they regularly cause difficulties and confusion in student's writing". Hence, academic writing has to be

accurate and free from ambiguity and to achieve this, writers or students have to make use of grammatical, vocabulary, and punctuation rules.

D-Tone (style):

Writing in an appropriate academic tone or style can have an impact on the efficiency of a text. The style of academic writing should be clear and formal. The following list represents some tips to write in an academic formal style:

- * Avoid punctuation errors: Me Millan and Weyers (2007) point out that punctuation aids to send signs to the reader to replace the gestures, notation, and pauses.
- * Avoid personal pronouns: This means that you should avoid using: I/you/we...etc. For instance, instead of writing 'I will argue in this essay. 'Write 'this essay will argue.
- * Avoid colloquialism: It can be described as writing in the way that one would speak. It can seem unprofessional in writing academic texts. Colloquialism can be:
 - Abbreviations and Acronyms: They ate the first letters of each word in the name of something such as BBC (the British Broadcasting Corporation), LOL (Laugh Out Loud)...etc.
 - Contractions: such as: can't. won't, we'd...etc.
 - Fillers: These are words that are not necessary and should be removed such as: like, well. Anyway...etc.
 - Informal terms: such as folks. Kids, guys, ok...etc.
- * Avoid slang's: Slang is an informal language that works just for conversations between friends. and it is specific to a social group or region of the country but it is inappropriate in formal writing. Examples: cool, tope, humble...etc.
- * Avoid clichés: Clichés are phrases that have completely lost originality. The use of these expressions may weaken the evidence and accuracy of the piece of paper. Examples: strong as an ox, arm, and leg. loads of, as old as the h: is. at the speed of light...etc.

E-Cohesion and Coherence (Unity):

Eli Hinkel (2004: 279) argued that: “Although the terms cohesion and coherence are often used together, they do not refer to the same properties of text and discourse”.

Cohesion: "Cohesion refers to the connectivity of ideas in discourses and sentences to one another in text, thus, creating the flow of information in a unified way. ” (Eli Hinkel, *ibid*: 279). Good cohesive writing means that the ideas and paragraphs stick together and flow smoothly from sentence to sentence and from paragraph to the next.

On the other hand, "Coherence is perhaps the single most important element in any kind of writing." (Murray and Hughes, 2008-245). It refers to the arrangement of all the significant components introduced together logically.

The readers can easily understand and follow the arguments if the text is cohesive and coherent because of the lack of cohesion and coherence can hurt the comprehension of the readers. The following words are some examples of words that make the text cohesive and coherent:

-Linking words: however, furthermore, for an instant, but... .etc.

-Repetition of keywords

-Ordering words: at first, then, after, finally, last...etc.

F- Clarity and Focus:

In good writing everything makes sense and the reader does not get lost. Clear and focused writing sticks with the core idea without running off on too many details. Each paragraph must be on one idea and this idea should be expressed simply as possible. Starkey op.cit stated four essential basics to make writing easy and accurate:

- 1) Remove ambiguity, avoid using unclear words or phrases to aid the reader understand the meaning of the text easily.
- 2) Strict adjectives and adverbs, using clear and exact adjectives and adverbs make the writing accurate.
- 3) Be concise, according to Starkey (ibid: 15): "There are two equally important approaches to more concise writing: eliminating unnecessary words and phrases, and using the active (as opposed to passive) voice whenever possible".
- 4) Avoid needless repetition, eliminating repetition of information and ideas to make the writing clear.

2.3.Features of academic writing:

Academic writing in English is linear, which means it has one central point or theme with every part contributing to the main line of argument, without digressions or repetitions. Its objective is to inform rather than entertain. As well as this it is in the standard written form of the language.

Ten main features of academic writing are often discussed. Academic writing is to some extent: complex, formal, objective, explicit, hedged, and responsible. It uses language precisely and accurately. It is also well organized and planned.

A-Complexity:

Cook (1997) and Halliday (1989) state that Written language is relatively more complex than spoken language. Written language has longer words, it is lexically denser and it has a more varied vocabulary. It uses more noun-based phrases than verb-based phrases. Written texts are shorter and the language has more grammatical complexity, including more subordinate clauses and more passives.

B-Formality:

Academic writing is relatively formal. In general, this means that in an essay you should avoid colloquial words and expressions.

C-Precision:

In academic writing, facts and figures are given precisely.

D-Objectivity:

Written language is in a general objective rather than personal. It, therefore, has fewer words that refer to the writer or the reader. This means that the main emphasis should be on the information that you want to give and the arguments you want to make, rather than you. For that reason, academic writing tends to use nouns (and adjectives), rather than verbs (and adverbs).

E-Explicitness:

Academic writing is explicit about the relationships in the text. Furthermore, it is the responsibility of the writer in English to make it clear to the reader how the various parts of the text are related. These connections can be made explicit by the use of different signaling words.

F-Accuracy:

Academic writing uses vocabulary accurately. Most subjects have words with narrow specific meanings. Linguistics distinguishes clearly between "phonetics" and "phonemics"; General English does not.

G-Hedging:

In any kind of academic writing you do, it is necessary to make decisions about your stance on a particular subject, or the strength of the claims you are making. Different subjects prefer to do this in different ways.

A technique common in certain kinds of academic writing is known by linguists as a 'hedge'.

H-Responsibility:

In academic writing, you must be responsible for and must be able to provide evidence and justification for, any claims you make. You are also responsible for demonstrating an understanding of any source texts you use.

This can be achieved by interpreting and condensing what it has been read and stating the sources of these information by the system of citation

I-Organisation:

Academic writing is well organized. It flows easily from one section to the next in a logical fashion. A good place to start is the genre of your text. Once you have decided on the genre, the structure is easily determined..

J-Planning:

Academic writing is well planned. It usually takes place after research and evaluation, according to a specific purpose and plan.

3-Audience engagement:

Writing skills are an important part of communication good writing skill allow you to communicate your message with clarity and ease to a far large audience, one thing you need to remember is that you don't write for yourself, on the contrary, you write for highly educated peers and professors who know a lot about your subject, knowing or anticipating who will be reading what you have written is key to effective writing, knowing your audience also help you to decide on the voice to use which means that.

The writer is voice is a literary term used to describe the individual writing style of an author but also includes how formal or informal the tone of voice should be letters or emails to personal friends may be written in a very informal style since there is already a degree of familiarity between the writer (you) and the audience (your friends) However this same style is not appropriate in professional situations where a more formal tone is expected So poor writing skills create a poor first impression and many readers will have an immediate negative reaction if they spot a spelling or grammatical mistake as an example a mistake on a commercial web bags may cause potential customers to doubt the credibility of the website, whilst a BBC news article Quotes research that calculate spelling mistakes cost online business " millions " that is what knowing your audience is a very important step in writing a good formal writing skill will give the reader a good sense about the writer because it can show signs of a good character, confidence, intelligence and competence

It is also a way of showing respect to the recipient this show that the construction of the writing has given special attention

4-Formal and informal language:

The most important piece of advice for an English learner is to get lots of input. But not all input is the same. There are, roughly speaking, two basic types of English input: formal and informal.

4.1-Formal English:

We use it when writing essays for school, cover letters to apply for jobs, or emails and letters at work.

4.2-Informal English:

We use it with friends, children, and relatives.

4.3-Differences between Formal and informal language:

We use formal language in situations that are serious or that involve people we don't know well. Informal language is more commonly used in situations that are more relaxed and involve people we know well. Formal language is more common when we write; informal language is more common when we speak. However, there are times where writing can be very informal, for example, when writing postcards or letters to friends, emails, or text messages. There are also examples where spoken English can be very formal, for example, in a speech or a lecture. Most uses of English are neutral; that is, they are neither formal nor informal. Formal language and informal language are associated with particular choices of grammar and vocabulary. Contractions, relative clauses without a relative pronoun, and ellipsis are more common in informal language.

The formal writing style is not necessarily "better" than an informal style, rather each style serves a different purpose and care should be taken in choosing which style to use in each case. Writing for professional purposes is likely to require the formal style, although individual communications can use the informal style once you are familiar with the recipient. Note that emails tend to lend themselves to a less formal style than paper-based communications, but you should still avoid the use of "text talk". If in doubt as to how formal your writing should be, it is usually better to err on the side of caution and be formal rather than informal.

-Summary of the difference between formal and informal English:

Summary of the differences between formal and informal English		
No.	FORMAL	INFORMAL
1	Used in academic writing/contract letter	Used in non-academic writing
2	Used to unfamiliar people (strange people or someone that you respect like teacher or boss)	Used to familiar people (family or close friends)
3	No slang/or colloquialism	Contractions, slang and/or colloquialism
4	Complete sentences	Single words, phrases, and fragments.
5	Passive Voice	Active Voice
6	Latinate Verbs	Phrasal Verbs
7	Linking Words	Little use of Conjunctions
8	Compound sentences with phrases and clauses.	Simple sentences in conversational order (subject, verb, object)
9	<i>He, she, they</i> , in reference to readers.	<i>You</i> in reference to readers

Table one (01): Summary of the difference between formal and informal English

<https://www.eslbuzz.com/>

5- The emergence of the new language:

Text messages are a popular way to communicate Convenient, fast, and cheaper to share text as it is the fruit of modern technology.

It has a significant impact on academic writing in many aspects It is the free writing of the English language by students of higher level and above Rows who have cell phones in their hands. They start sending SMS in English on cell phones English is easy, accurate, and relatively accurate, so using text language encourages and promotes learning Or the acquisition of a new direction in communication. Students use the practical language of communication in SMS. Via their cell phone. They become able to communicate not only in writing The communicator also speak well as there is no fear of spelling and punctuation errors. In this, way, the language of the SMS makes them confident to use the English language. Students feel slowly and gradually More comfortable while using the language in text messages. On one side text messaging facilitates users Language while on the other hand subverts students' academic writing. Students do Many errors in spelling, sentence structure, punctuation, rhetoric, and the pragmatism of the language. New trends In the English language it was developed through the language of short messages. Suitable users of the

language are confused. Colloquial English is referred to as SMS language). Regular words used in everyday language use are being applied to texting language rather than being applied to use of the official language.

SMS language users feel comfortable using text language in their communications, since the message is limited Size, message length, and a tiny keyboard with a little bit of it Small keys and small screen require fine editing.

They Use their abbreviations and a short form of language. In this way, pronunciation, spelling, sentence structure, and word formation are negatively affected. Text language users are familiar with negativity The influence of their communication but they have become accustomed to using a particular language,

5.1: Abbreviation:

Abbreviation is the act of shortening form of a word or a phrase. For example, the word abbreviation itself can be represented by the abbreviation (abbr, abbry, or abbrev). Do not be confused between abbreviation and acronyms as stated abbreviation is the shortened form of a word example: lib for library / approx for approximate. Acronyms are also the act of shortening but, to take only the first letter of words example: USA for United States of America/UK for United Kingdom, the following examples are among the characteristic features of text language:

-Abbreviation: LOL for "laughing out loud".

-Spelling: Cuz for "because".

-Numerals: 2 FOR "TO".

-Symbols: @ for "at".

-Reductions: gonna for "going to".

-Ungrammatical: I've for "I have"

-Wordplay: L8 for "Late".

-Lost of punctuation marks: Tom for "Tom"

Chapter III

1-Introduction:

The present chapter intends to investigate the impact of the text messaging on the academic writing of Khenchela University and also to explain the method used in this study

2-Analysis of the student’s questionnaire:

-Question one: Do you have a: mobile phone, laptop, pc, and tablet?

Question one	Number	Percentage %
Do you have a: mobile phone, laptop, pc, and tablet?	60	100%
Yes	59	98,33%
No	01	1,67%

Table two (02): The type of digital devices the students have

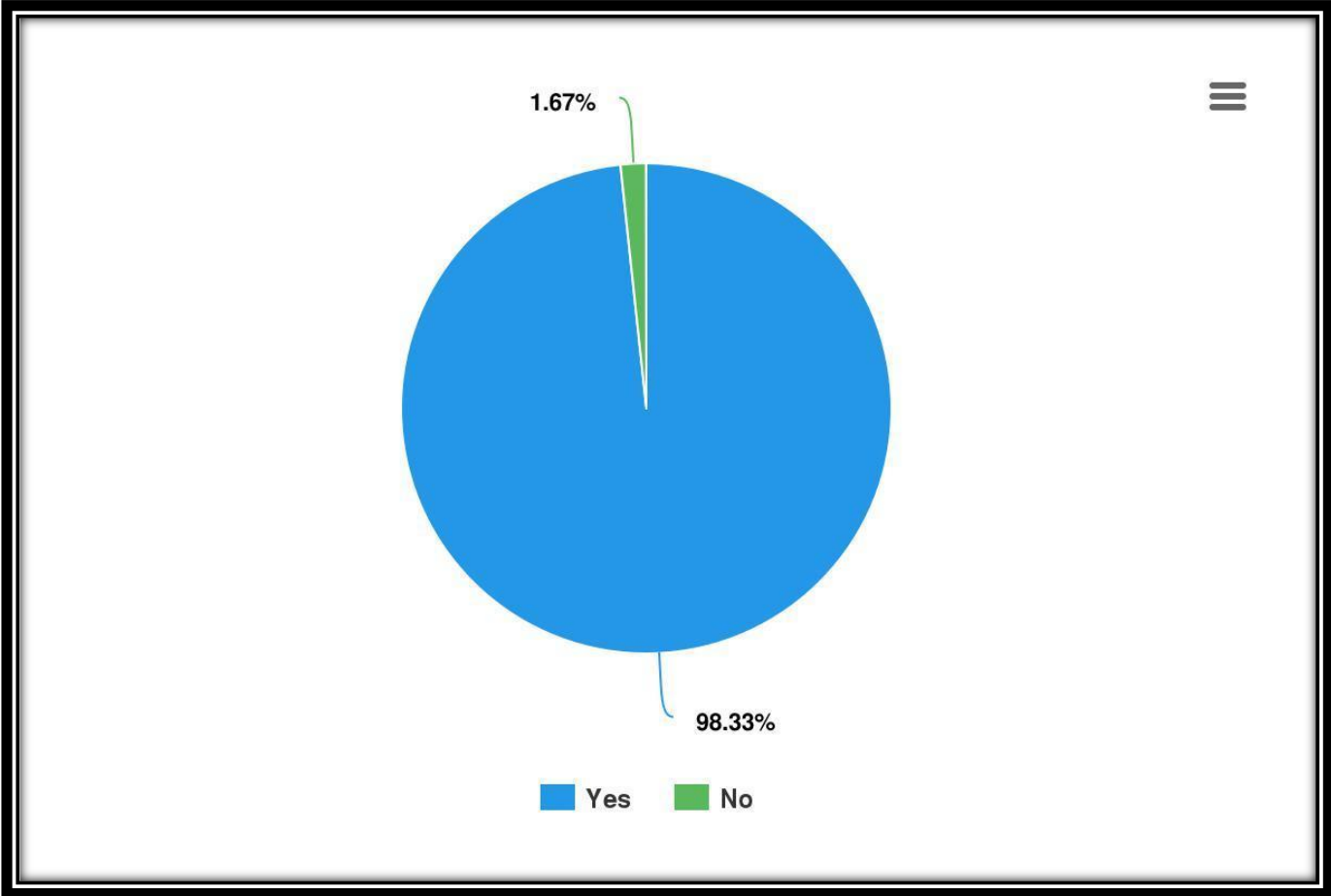


Figure one (01): The type of digital devices the students have

-The results showed that the majority of the respondent Fifty-nine (59) Had a digital device which represents ninety-eight percent (98,33%), which means that Technology has spread widely among students, but only one (01) is not a user of these devices.

-Question two (02): How many hours do you spend on the internet?

Question two	Number	Percentage %
How many hours do you spend on the internet?	60	100%
1h-5h	16	26,67%
5h-10h	24	40%
10h-15h	14	23,33%
15h-24h	06	10%

Table three (03): Duration of using internet

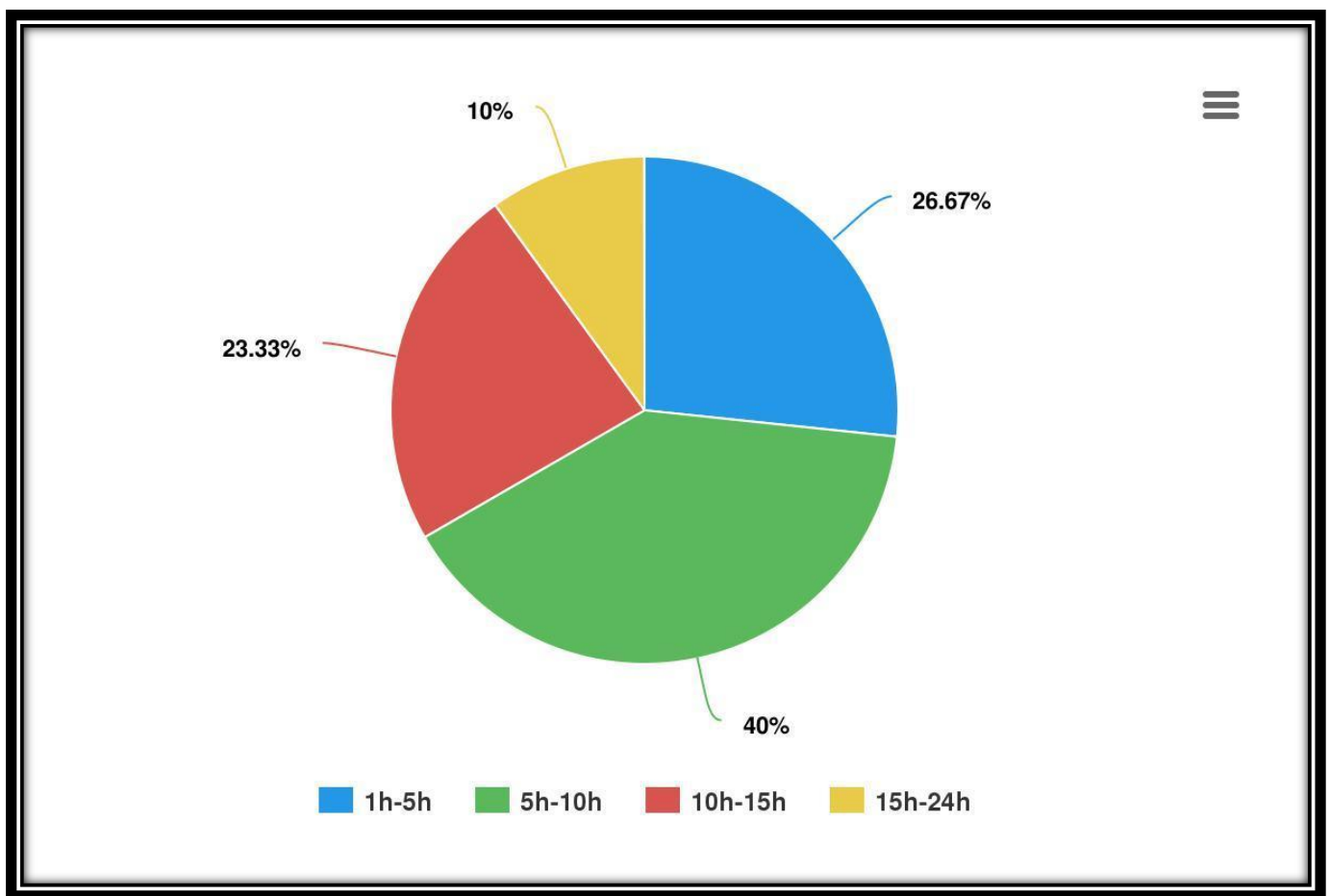


Figure two (02): Duration of using internet

-The result showed that forty percent (40%) of the students spend more than 5h on internet, twenty-seven percent (26.67%) spend from 1hour to 5hours a day, twenty-four percent (23.33%) for the users of internet spend 10h to 15h while ten percent (10%) are addicted to the internet they spend all day on the internet.

-Question three (03): Which of the following do you use?

Question	Number	Percentage %
Which of the following do you use?	60	100%
-Chat	28	46.67%
-SMS	05	8.33%
-Both	27	45%

Table four (04): The favorite ways of students in communication

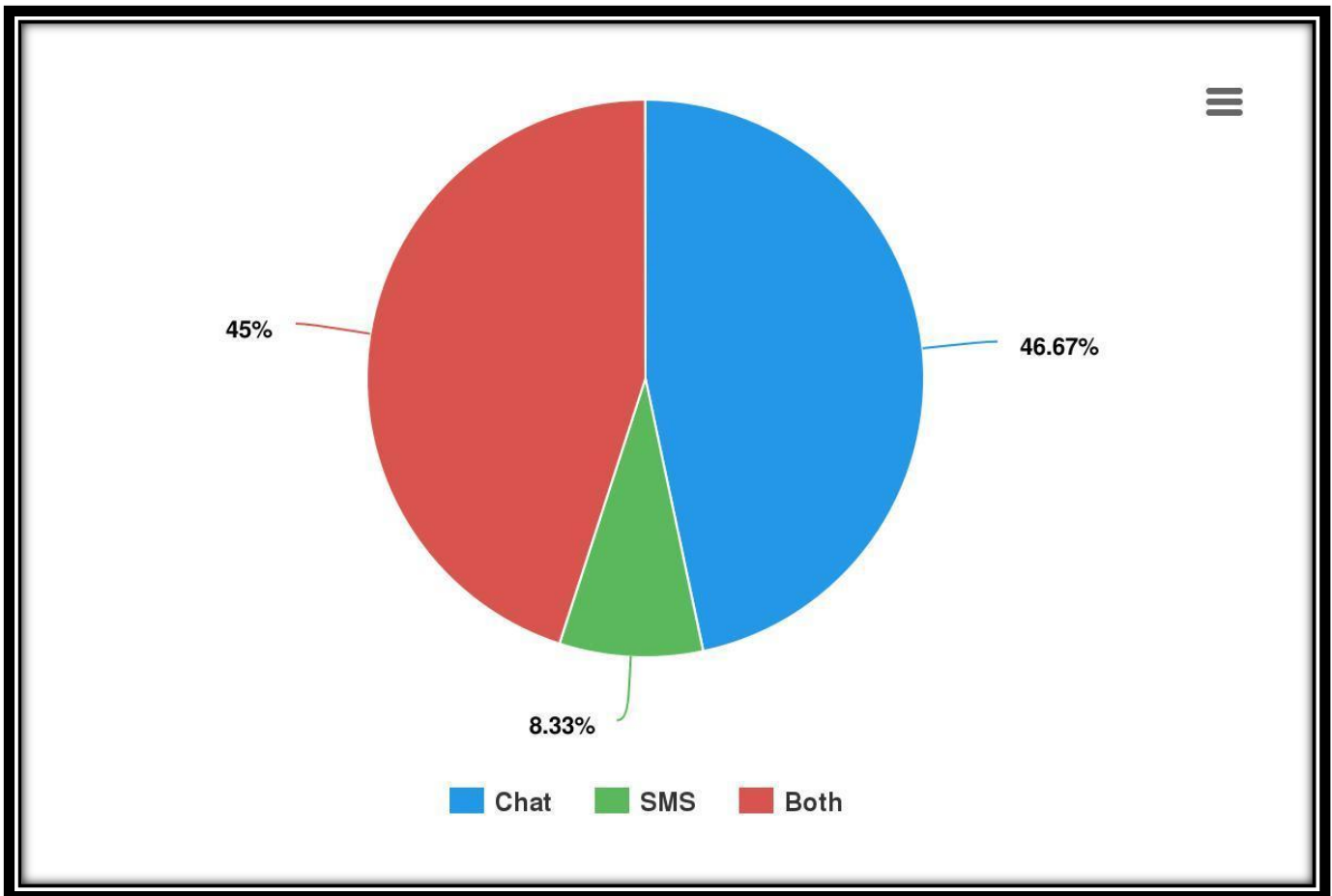


Figure three (03): The favorite ways of students in communication

-The results claimed that forty-seven percent (46.67%) of the student used to chat in their texting, but only eight percent (8.33%) are SMS users, while forty-five percent (45%) said that they use both.

-Question four (04): For which purpose do you use chat, SMS, or both?

Question	Number	Percentage %
For which purpose do you use chat, SMS, or both?	60	100%
For pleasure	23	38,33%
For keeping up with friends	39	65%
To join a group of people for learning	21	35%

Table five (05) : The purpose of using chat, SMS, or both

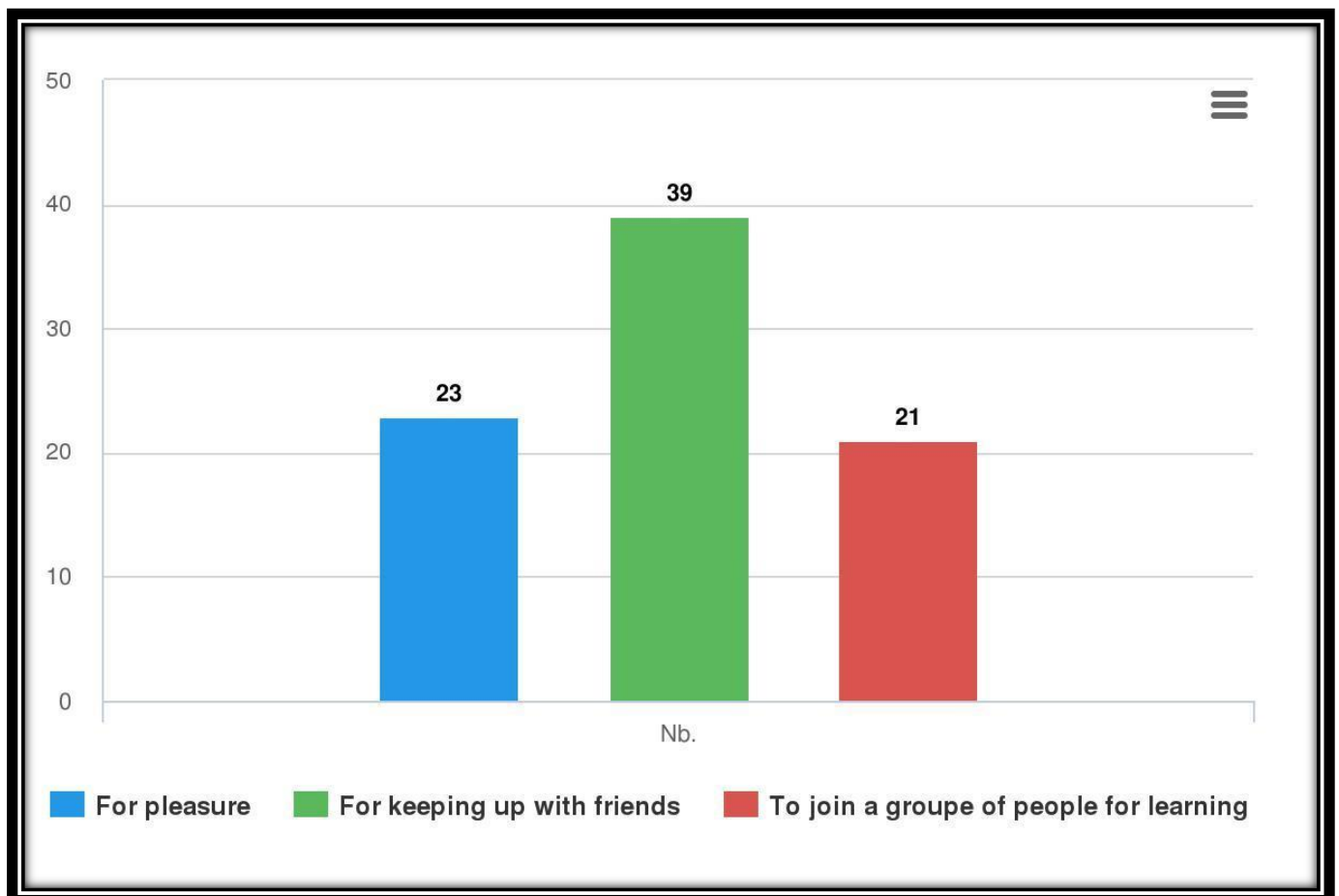


Figure four (04): The purpose of using chat, SMS, or both

-The table and the figure show that sixty-five percent (65%) of the student is communicating just for keeping up with their friends, thirty-eight percent (38.33%) said that they use texting only for pleasure and thirty-five percent (35%) of the answers claimed that texting to join a group of people for learning.

-Question five (05): Do you use any abbreviations?

Question five (05)	Number	Percentage %
Do you use any abbreviations?	60	100%
Yes	51	85%
No	09	15%

Table six (06): The use of abbreviations and acronyms by students

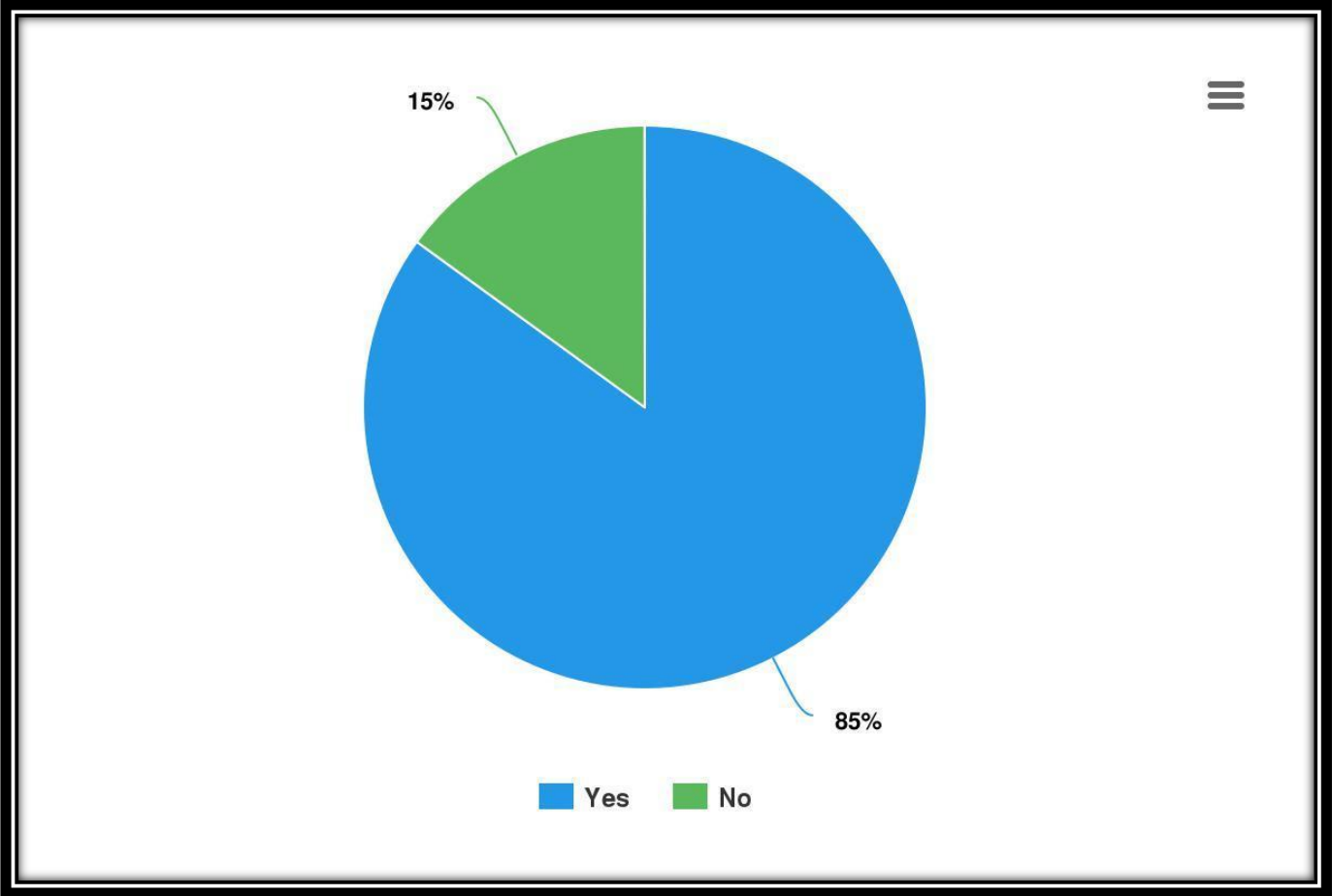


Figure five (05): The use of abbreviations and acronyms by students

The table and the figure show that the majority of students used abbreviation words during their texting which represents eighty-five percent (85%), while only fifteen percent (15%) of them used a proper language. The results show that our students do not aware of the importance of using the correct language which may lead them to damage their academic writing.

-Question six (06): Why do you use the abbreviations?

Question	Responses
<p>Why do you use abbreviations?</p>	<ul style="list-style-type: none"> - To write in a brief way - to gain time and for simplicity of writing - A short cut to avoid wasting time - For not taking a lot of time - To limit the conversation - To save time, because the keyboard one phones are small so it's better for me to type less - To avoid the waste of time - To avoid much talk - To avoid writing long words - I don't take so much time on writing - Easy to type, I'm lazy. - Simply, to be precise concise - No abbreviation - To save time - For a short time - to communicate faster - To facilitate sending messages - I like using my special words - Spelling problems, or just to type faster - Make it short - To save time and energy - my friends and I are already familiar with their meanings and what they stand for - To gain time - To shorten the msg say less and think more. - Frequently used when people send text messages on their phones. - For an easy chat - A short cut to avoid wasting time - To write in a brief way - Avoid waste of time - easy for me - Avoid waste of time - For a small sentence - Easy way - funny - To limit the conversation - fast typing

Table seven (07): Purposes behind using abbreviations.

-Question seven (07): List three abbreviations that you usually use?

-The following table demonstrates some examples of abbreviations given by students

Question	Responses
<p>List three abbreviations that you usually use?</p>	<ul style="list-style-type: none"> - Thnx / wlcM/ Ik - lol-U-2 - Idk / Aka / LOL / tsm/ - U'r=you are, tnx=thanx,ND=and - Ikr / rly / wz - Lol, esq, pcq . - Bcz, nvm, ASAP - Bnjr, slt, lge - Lol, idk, thanx - Lge.Idk.CwYL - Btw, gdn8, u - btw, dk, PS, eg - Plz. Hmd.nrmnt - Plz, U, btw - No lists - Hry: how are you ikr: I know right idc: I don't care - IDK , Hmd, b1, 1tik,... - SMS msg td - Btw tbh asap - Idk, lol, hrU, btw,... - idk, u, r - Brb, btw, lol - U, r, re - LMK. ROFL. APPROX - Idk _ lol_ - Hbu? E.g. omg - ?=I have a question/AAR=At any rate/MSG=Message - asap /idk /U - OM BB pic - LMFAO-NVM-BB - ILY-YOLO-SMH - ROFL-STFU-LMK - OM Bb pic - Lol ROFL - AAMOF-BAG-CLK - CRZ -DIIK-EMSG - Lol u lvu - B/C-HF-LOL - thx-lol-2 - thx-bea-2 - MMV-POV-TIA - WTF-LOL-BEA - IDK-CU-LOL - THX-DIY-BC

Table eight (08): The common abbreviations used between students.

-Question eight (08): Do you care about the language used in your texting?

Question	Number	Percentage %
Do you care about the language used in your texting?	60	100%
Yes	36	60%
No	24	40%

Table nine (09): Student's interest in the language used in texting

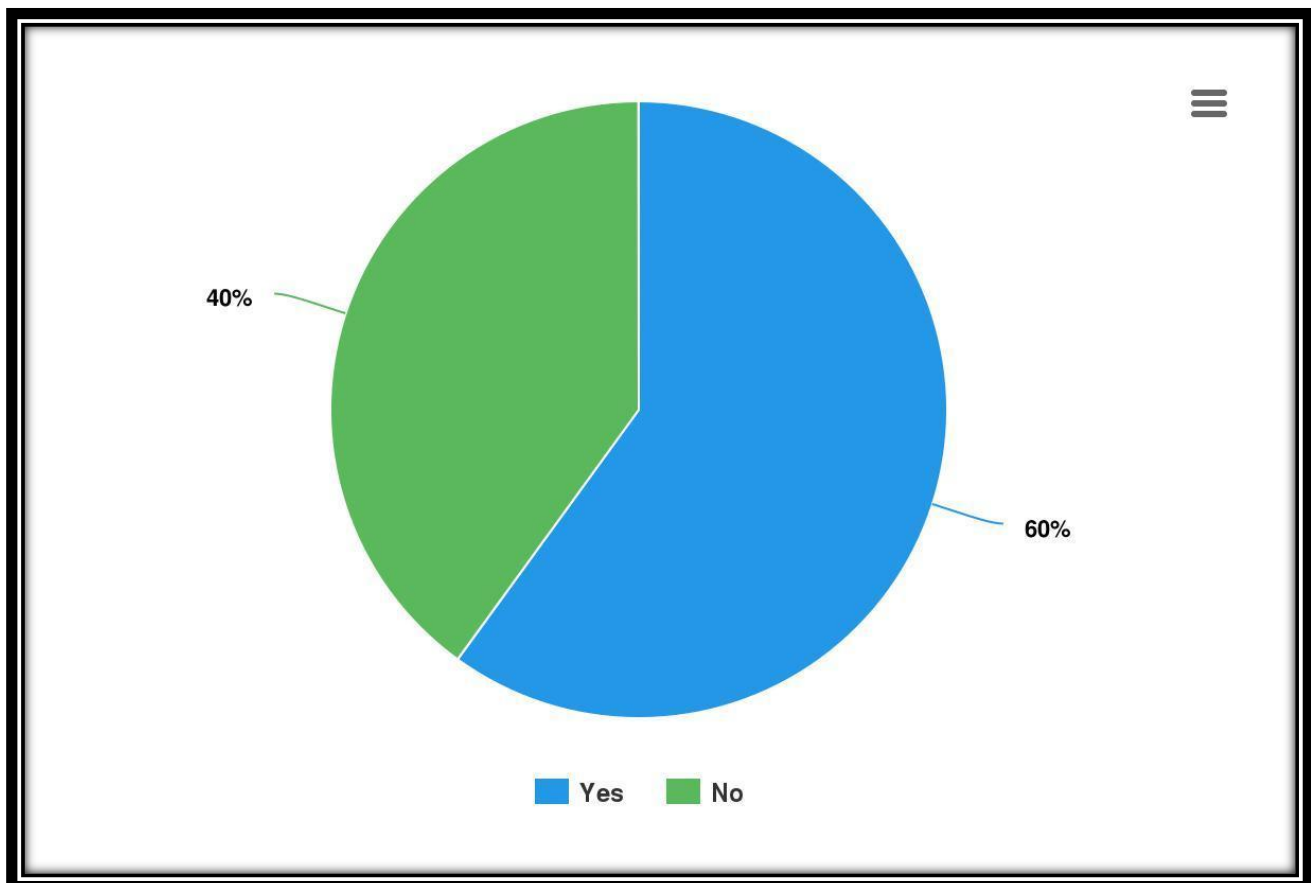


Figure six (06): Students interest in the language used in texting

-It can be seen in the results that forty percent (40%) of students bother about using proper language in their texting want only matter is to respond faster, but sixty percent (60 %) of the students care about the quality of their writing during texting.

-Question nine (09): Are you able to differentiate between formal writing and language of the chat (informal)?

Question	Number	Percentage %
Are you able to differentiate between formal writing and language of the chat (informal)?	60	100%
Yes	46	76.67%
No	14	23.33%

Table ten (10): Ability to differentiate between formal writing and language of the chat

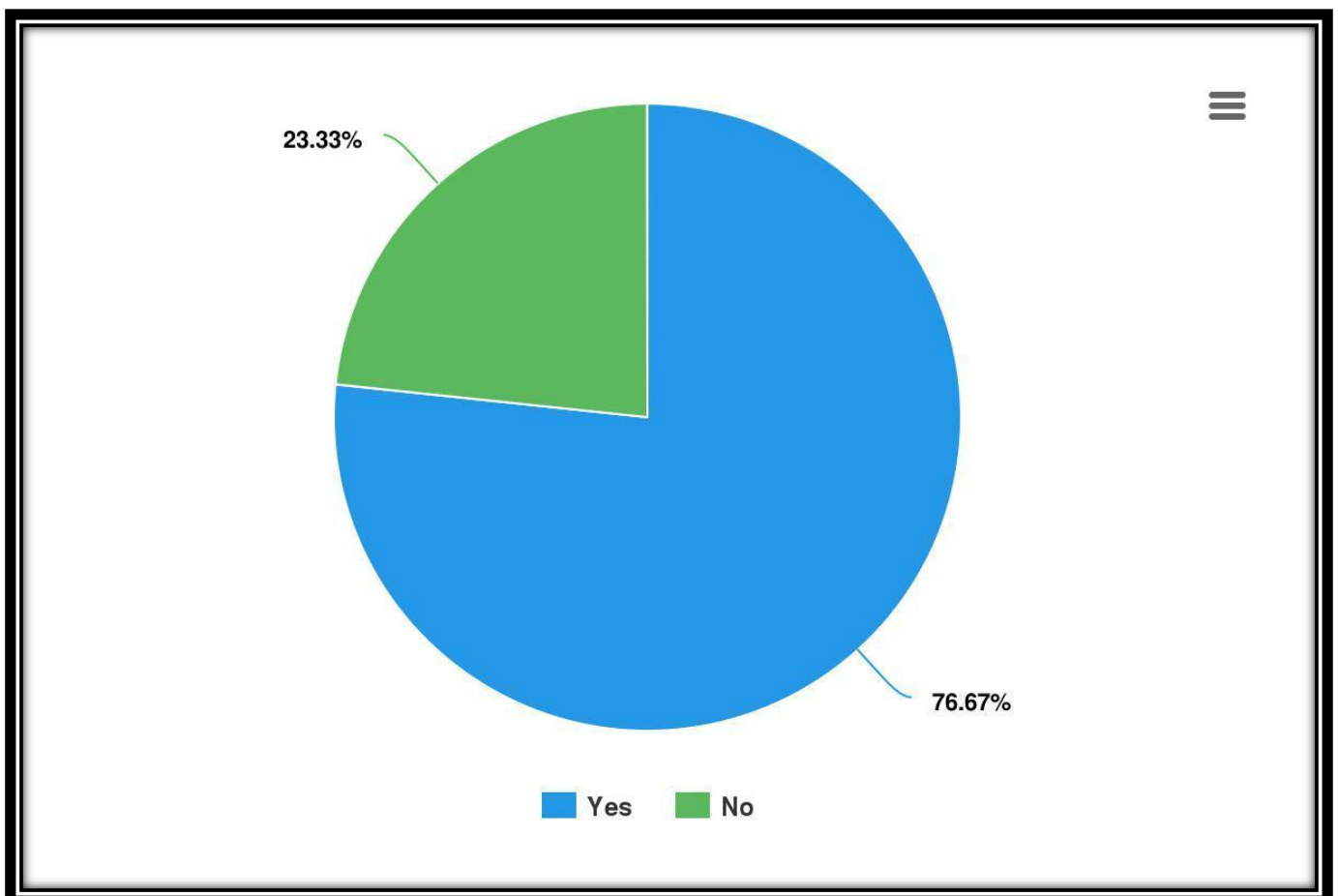


Figure seven (07): Ability to differentiate between formal writing and language of the chat

-The majority of the students aware of the difference between the formal and informal language which resembles seventy-seven percent (76.67%) of the total sample, a low percentage of twenty-three percent (23%) of the student is not able to differentiate between the 2.

-Question ten (10): Has your English teacher ever made you realize that there is a difference between Standard English and "texting"?

Question	Number	Percentage %
Has your English teacher ever made realize that there is a difference between standard English and "texting"?	60	100%
Yes	37	61.67%
No	23	38.33%

Table eleven (11): Exposure to the comments of the professors about writing

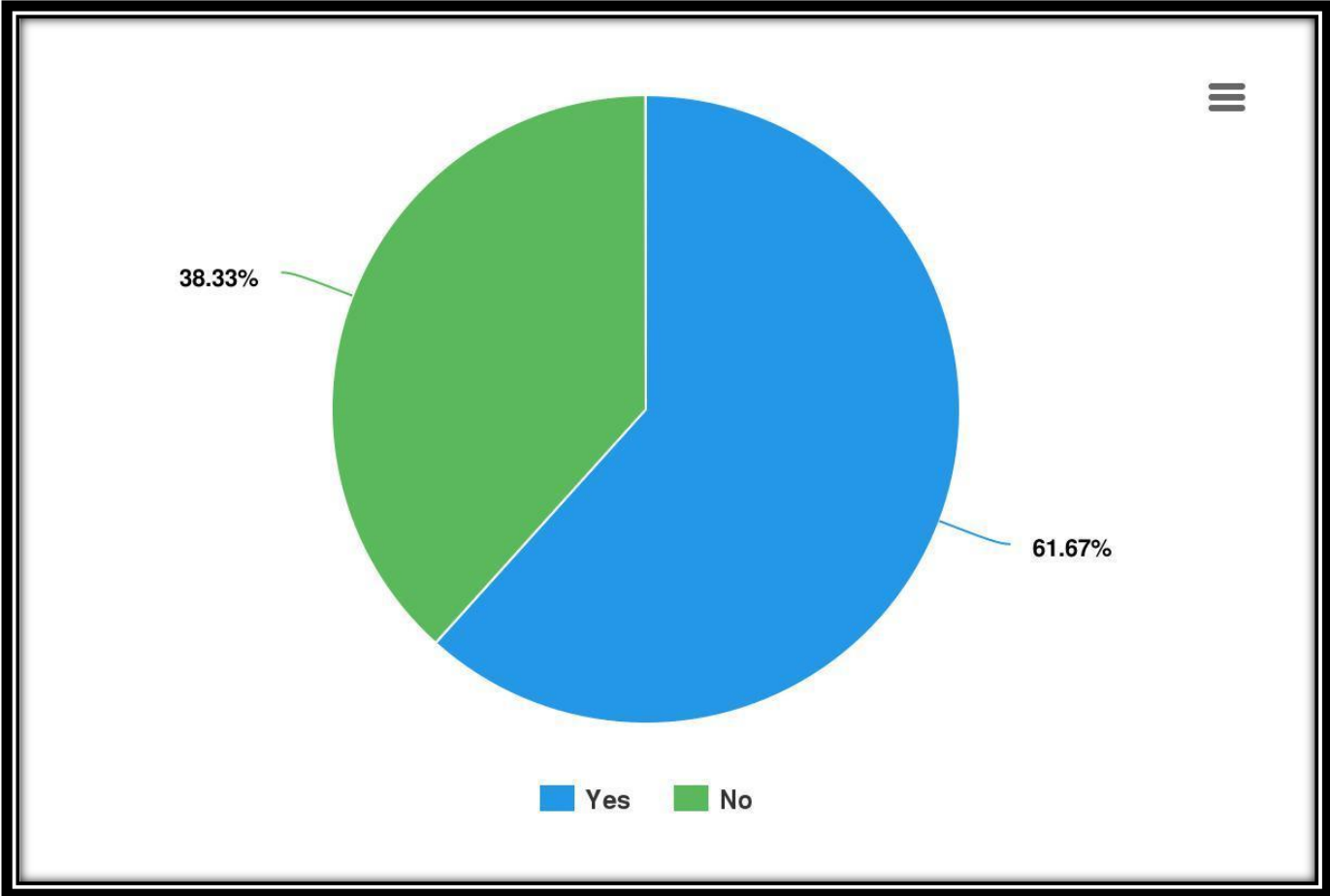


Figure-eight (08): Exposure to the comments of the professors about writing

-The results showed that sixty-one percent (61%) of the correspondent their teacher Mentioned to them that there is a big difference between formal and informal language.

-Question eleven (11): How often do you use correct English in text messaging?

Question	Number	Percentage %
How often do you use correct English in text messaging?	60	100%
Always	9	15%
Most of the time	34	56.67%
rarely	17	28.33%

Table twelve (12): Rate of using correct English

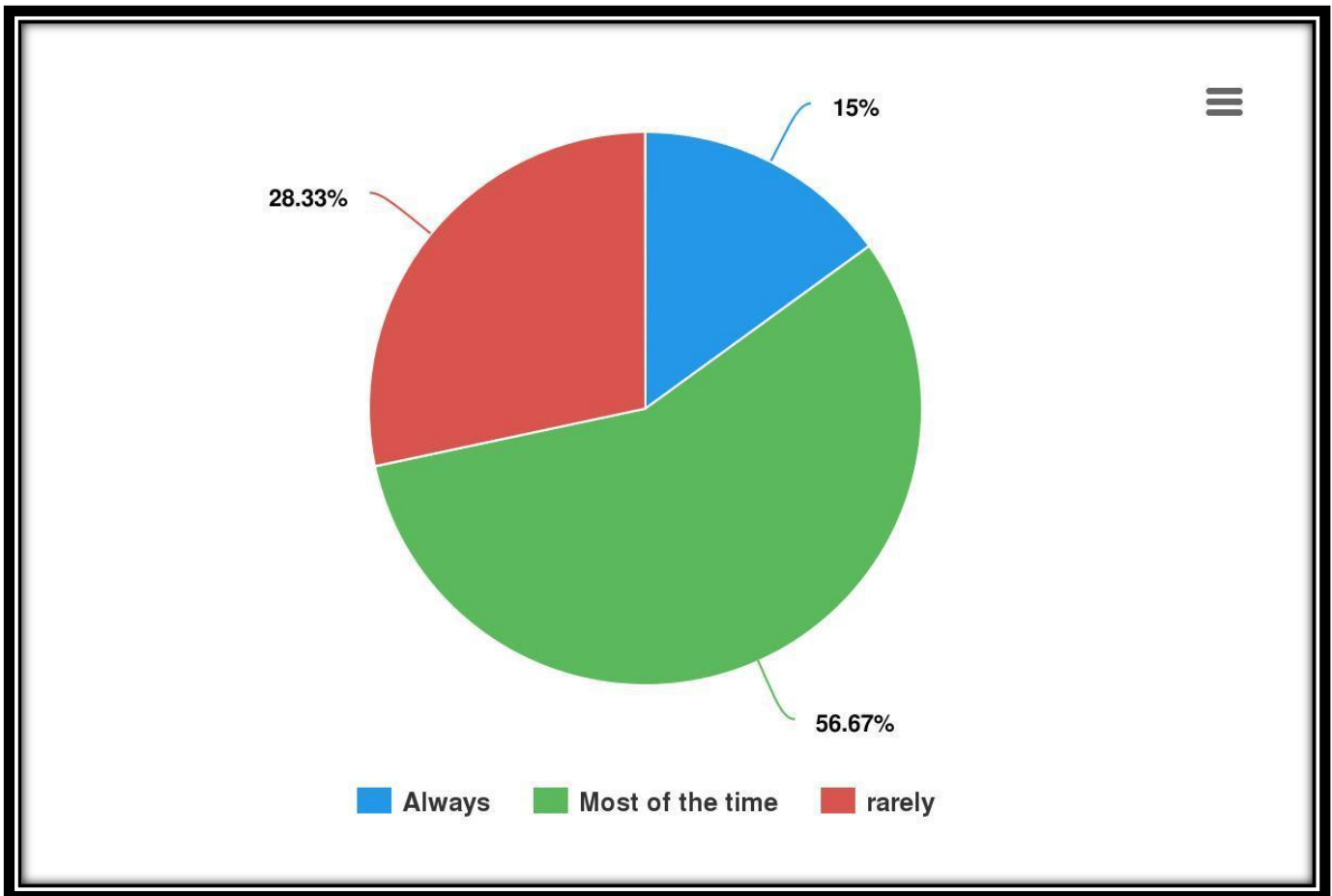


Figure nine (09): Rate of using correct English

-it is evident from the diagram that the twenty-eight percent (28.33%) of the student is not aware of the danger associated with the use of text messages language and its effects on academic writing, while the rest use correct English always and most of the time which represented by fifty-six percent (56%) and fifteen percent (15%) which can aid them to improve their language proficiency and protect their formal writing from any threats.-

Question twelve (12): Do you think that "short messages affect your grammar and spelling?"

Question	Number	Percentage %
Do you think that "short messages affect your grammar and spelling?"	60	100%
Yes	40	66.67%
No	20	33.33%

Table thirteen (13): The effect of using short messages on grammar and spelling

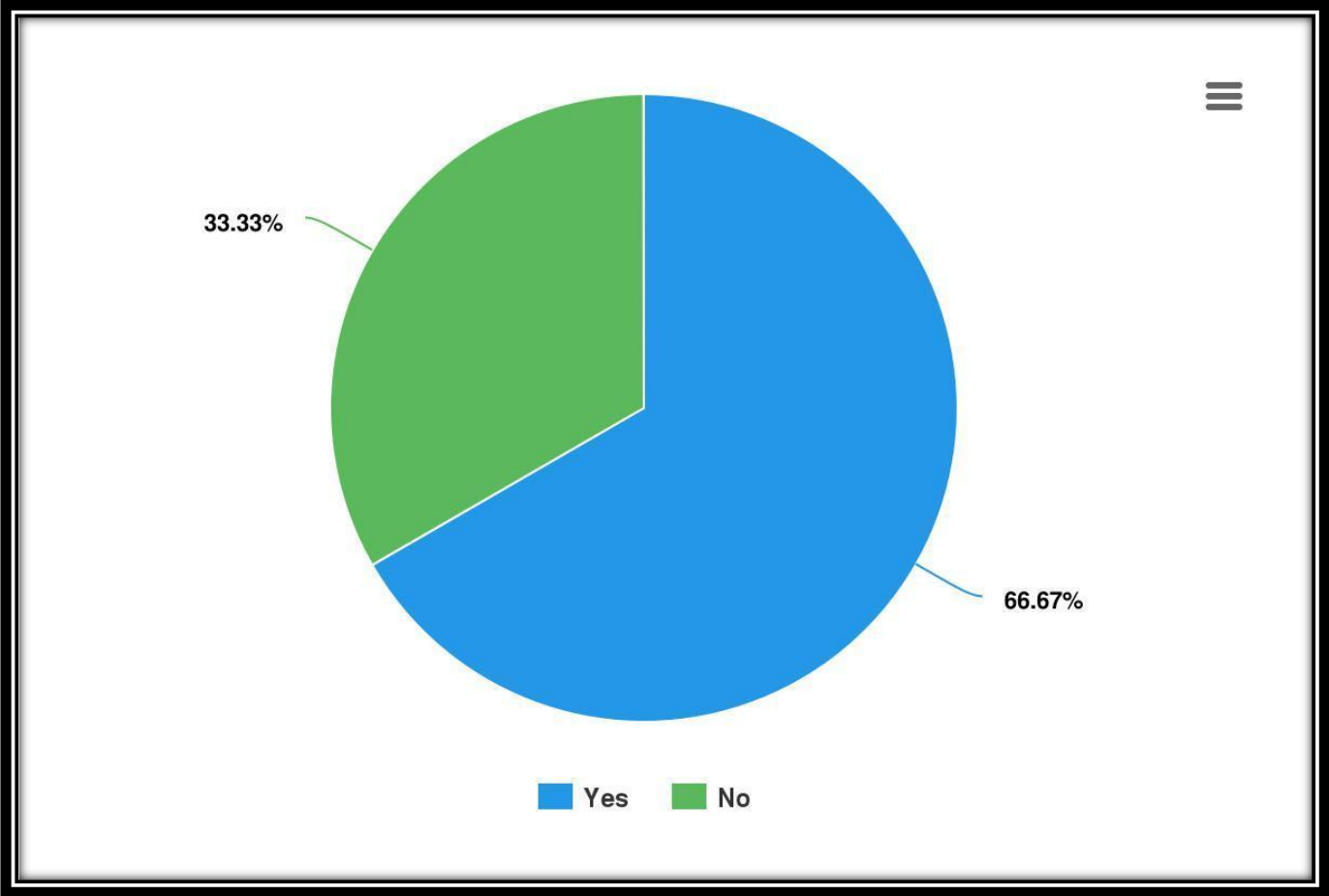


Figure ten (10): The effect of using short messages on grammar and spelling

-Results of the table and diagram permit to us to observe that the extensive use of short messages leads to the damage of our grammar and spelling.as it is illustrated more than the half of the sample agree that short messaging has a negative influence on grammar and spelling which represents sixty-seven percent (66.67%), but thirty-three percent (33.33%) of them claimed that chat does not affect their grammar and spelling.

3-Findings and suggestions:

The findings revealed the following:

- 1-The majority of students were found to be big social media addicts.
- 2- They spend more than Ten hours (10) hours daily on the internet.
- 3-The most frequent words used in messaging were "Abbreviations" or what is known as "textism" or text language.
- 4- The overuse of social media-induced their inability to write correctly and formally good English
- 5-Many students do not pay attention to the type of language used in their messages and do not bother themselves to write the correct language, as they have become accustomed to shortcuts to gain time.
- 6-Most of the students do not differentiate between the formal and informal language, some others perceive the difference, but insist on using an informational language to facilitate the process, unaware of the danger of excessive use which over time becomes a bad habit.
- 7-Most professors refer to the difference between colloquial and academic language during their EFL classes and the importance of academic language in a student's working life.
- 8-Most students are texting for entertainment and staying in touch with friends and people close by, therefore they are used to texting in informal, and they find difficulties when they want to exchange SMS with people for the study.
- 9-learners used these forms of abbreviations for different reasons: to gain time, to forget the forms of the words, to be easy, and to be creative.

4-Recommendations:

The following recommendations were formulated to improve the situation:

- 1-Students were found to refer to communicate with friends for pleasure.
- 2- Half of the population interrogated did not care about using proper language during their texting.
Therefore they did not differentiate between formal and informal English language.
- 3-Professors should point out the differences amongst the students and should be more sensitive about the use of formal English language in the classroom.
- 4-Students disapproved of the spelling and the correct use of grammar which seriously may affect their academic writing in a negative way.

GENERAL

CONCLUSION

GENERAL CONCLUSION

This dissertation discussed The Impact of texts message on academic writing. It has been found:

1- That students use slang words to avoid, the complex vocabulary and compact patterns of the English language.

2-Furthermore, the use of mobile phones has also been described to have a very strong effect on their cognitive creative thinking, the installation of ready chatting applications has affected the students' writing skills because they reduce their mental abilities to recognize correct and grammatical structures while talking, texting, and tweeting.

3- It has also indicated how students get accustomed to using these acronyms and non-standard vocabulary items in their academic writing.

4-The overuse of cell phones in the classroom learning environment has also been found to be the key factor for using slang words and short forms in the academic writing of students. Students do not know the proper use of punctuation and capitalization while texting, which has ruined the students' skill in writing.

5-The review of the literature dealt with the most familiar features of chat and the differences between formal and informal language. The questionnaire has been chosen as a data collecting tool, designed for Second Year students of "Abbes Laghrour" University of Khenchela. The questionnaire aimed to investigate the presence of text language in student's academic writing. Finally, it was concluded from the results of this brief dissertation that the over the use of online communication and the informal abbreviation misspelling of wrong grammar, students writing has proved to be negatively affected, and it is up to the educators to help students distinguish between slang, SMS abbreviation and correct language and use them in the appropriate contexts.

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Appendix

STUDENT'S QUESTIONNAIRE

The Impact of texts message on academic writing

Dear students:

You are kindly invited to answer the following questionnaire. Our dissertation is entitled: The Impact of Texts Messaging on the Academic Writing " The objective of our research is to discover whether the Academic Writing can be affected by the daily use of messages and chats in the social media.

Thank you for your cooperation.

1- Do you have a: mobile phone, laptop, pc, tablet?

- Yes
- No

2- How many hours do you spend on the internet?

- 15h-24h
- 10h-15h
- 5h-10h
- 1h-5h

3- Which of the following do you use?

- Both
- SMS
- Chat

4- For which purpose do you use chat, SMS, or both?

- For pleasure
- For keeping up with friends
- To join a group of people for learning

5- Do you use any abbreviations?

- Yes
- No

6. Why do you use abbreviations?

7-List three abbreviations that you usually use?

8- Do you care about the language used in your texting?

- Yes
- No

9- Are you able to differentiate between formal writing and language of the chat (informal)?

- Yes
- No

10- Has your English teacher ever made you realize that there is a difference between Standard English and "texting"?

- Yes
- No

11- How often do you use correct English in text messaging?

- Always
- Most of the time
- rarely

12. Do you think that "short messages affect your grammar and spelling?

- Yes
- No