

الجمهورية الجزائرية الديمقراطية الشعبية
PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
وزارة التعليم العالي والبحث العلمي

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

جامعة عباس لغرور- خنشلة

UNIVERSITY OF ABBES LAGHROUR –KHENCHELA

كلية الآداب و اللغات

FACULTY OF LETTERS AND LANGUAGES

قسم الآداب و اللغة الإنجليزية

DEPARTMENT OF ENGLISH



The Impact of Social Media on EFL Students' Writing Performance

Case Study: Second Year LMD Students Department of English at Abbes Laghrou University Khenchela

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

Candidate:

- Bouhlala Afra
- Laassami Soumia

Supervisor:

Dr. Baghzou Sabrina

Board of Examiners

Dr.Msarhi Mahboula

President

University of Khenchela

Dr. Baghzou Sabrina

Supervisor

University of Khenchela

Dr.Guerza Omar

Examiner

University of Khenchela

August,2020

Dedication 1:

With all love that covers my heart, I dedicate this work:

To The light of my life and the dearest persons to my heart

*My beloved parents who helped me to make my
dream reality. Words will never be enough to thank them
for their encouragement, devotion, and help.*

To my lovely sisters: Wafa, Lamia and Hidayya.

To my brother: Islam.

To all my uncles and aunts and their families

thank u all for being by my side.

*To all my friends, classmates and to all master 2 promotion
students 2015_2020.*

Soumia

Dedication 2:

I dedicate This work: to my father, who taught me that the best kind of knowledge to have is that which is learned for its own sake.

It is also dedicated to my mother, who taught me that even the largest task can be accomplished if it is done one step at a time.

To my brothers : Abderrahim and bilal .

To my gorgeous sister Aicha .

To all my friends and colleagues and special mentioned:

to my little youcef.

Afra

Acknowledgement:

First and foremost, we would thank Allah for providing us with capacities and efforts to complete this work. We would like to express our deepest gratitude to our supervisor Dr. Baghzou Sabrina for her valuable guidance, precious advice, efforts, constructive criticism and her patient during the whole process of elaboration of this dissertation. We thank her for her understanding and encouragements. We would like also to express our appreciation to examiners for giving us their attention and time in order to evaluate this research paper.

We wish to address our thank to the head of English department. Special gratitude is also extended to all the teachers who have taught and trained us at the university of Abbes Laghrou. Special mention to: Sir. Faysal Dehane for his support and encouragement. Special thanks are due to the students of second year of English Department at Abbes Laghrou University for their time to fill in the questionnaire.

Abstract

Social media becomes the first and the easiest source of getting information. It is considered as a tool that allows people quickly gain knowledge. Social media and education goes hand in hand nowadays. It plays a great role in developing the teaching and learning process. This study aims to investigate the impact of social media on English language learners' writing proficiency at the University of Khenchela. The researchers hypothesized that there is a relationship between social media and the development of EFL learners' writing skill. To valid this hypothesis, triangulation is used.

A questionnaire administrated to 51 students of second year English from different ages. A WhatsApp conversation between two students is analyzed carefully, in addition to that, four paragraphs written b the same sample are observed to detect the effects of these new technologies on students' writing. The results of the the questionnaire shows that EFL learners at the University of Abbes Laghrour are affected by the use of social media in the way of learning new grammar and vocabularies through communicating with the others, also they are affected on the way of using abbreviations and shortcutting words , the misuse of punctuations in their formal writing. Concerning the analysis of the whatsApp extracts, a remarkable differences between the formal and the informal writing, students use abbreviations, emojis, shortcutting words, code switching ..etc in their chat language. The analysis of the paragraphs also shows that students are affected by the chat language in their writing according to the kinds of mistakes they made in their paragraphs, grammar and spelling errors which mean that students may forget how to write words, also the use of abbreviations.

Keywords: Social media, Writing skill , EFL students.

ملخص

أصبحت وسائل التواصل الاجتماعي المصدر الأول والأسهل لجني المعلومات. كما انها تعتبر أداة تتيح للناس كسب المعارف بسرعة. فوسائل التواصل الاجتماعي والتعليم يسيران جنبًا إلى جنب في الوقت الحاضر. حيث انها تلعب دورًا كبيرًا في تعزيز عملية التدريس والتعلم. تهدف هذه الدراسة الى التحقق من تأثير وسائل التواصل الاجتماعي على إتقان مهارة الكتابة لمتعلمي اللغة الإنجليزية في جامعة خنشلة. افترض الباحثون أن هناك علاقة بين وسائل التواصل الاجتماعي وتطور مهارة الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية. ولاستقصاء من صحة هذه الفرضية ، تم تكريس ثلاث بيانات.

استبيان موجه إلى 51 طالبًا من طلاب السنة الثانية في اللغة الإنجليزية من مختلف الأعمار. و تحليل محادثة واتس اب بين طالبين لغة الانجليزية بعناية ، بالإضافة إلى ذلك ، تم تحليل أربع فقرات مكتوبة من نفس العينة الطلاب لاكتشاف تأثير هذه التقنيات الجديدة على مهارة الكتابة لدى الطلاب. تظهر نتائج الاستبيان أن متعلمي اللغة الإنجليزية كلغة أجنبية في جامعة عباس لاغرور يتأثرون باستخدام وسائل التواصل الاجتماعي في طريقة تعلم قواعد ومفردات جديدة من خلال التواصل مع الآخرين ، كما يتأثرون بطريقة استخدام الاختصارات والمفردات. اختصارات الكلمات ، وإساءة استخدام علامات الترقيم في كتاباتهم الرسمية. اما فيما يتعلق بتحليل مقتطفات واتس اب، هناك اختلافات ملحوظة بين الكتابة الرسمية والعامية ، حيث يستخدم الطلاب الاختصارات ، والرموز التعبيرية ، والكلمات المختصرة ، وتبديل الشيفرات .. إلخ في لغة الدردشة الخاصة بهم. يوضح تحليل الفقرات أيضًا أن الطلاب يتأثرون بلغة الدردشة في كتاباتهم وفقًا لأنواع الأخطاء التي ارتكبوها في فقراتهم وأخطاءهم النحوية والإملائية مما يعني أن الطلاب قد ينسون كيفية كتابة الكلمات ولتسهيل ذلك يستخدمون الاختصارات .

الكلمات المفتاحية: مواقع التواصل الاجتماعي ، مهارة الكتابة ، الطلاب ، الطلاب الإنجليزية كلغة أجنبية.

List of abbreviations:

Bio: Biography

EFL: English foreign language.

ESL: English second language.

ELF:English as a lingua franca.

ESP: English for specific purposes.

ICT: Information and communication technologies.

LMD:License-Master-Doctorate.

LOL:Laugh out loud.

LSMH:Laughing and shaking my head.

ROFL:Rolling on the floor laughing.

SNSs: Social networking sites.

USA: United States of America.

WE : Written Expression.

Web:Website

List of tabels

Table 1:Students'Gender.....	43
Table 2:Students'Level in English.....	44
Table 3:Students' Views about WE Session.....	45
Table 4:Students' Writing Per Week.....	46
Table 5 :Student's Opinions about Skills.....	47
Table 6:Students' Views Towards the Most Important Phase.	48
Table 7:Students' Views towards Facing Difficulties in WE.....	49
Table 8:Students' Obstacles in Writing.....	50
Table 9:Students'Familiarity with Social Media.....	51
Table 10:Social Networks that are used by Students Regulary.	52
Table 11:Students' Frequency of checking their Social Media Per Day.....	54
Table 12:Student's Frequency of writing in texting.....	55
Table 13:Students' Use of Abbreviations and Acronyms.....	55
Table 14:English Abbreviations used by Students.....	57
Table 15:French Abbreviations Used by Students.....	57
Table 16:Reasons behind the Use of Abbreviations.....	58
Table 17:Students'Attitudes towards the Use of Abbreviations in Formal Writing.	59
Table 18:Reasons of the use of Social Media in Formal writing	59
Table 19:Students' Attitudes towards Social Media as an Aide to Ameliorate Writing.	60
Table 20:Students' Mistakes While Writing.....	68
Table 21:The Correction Of Grammar Mistakes.....	69
Table 22:The Correction of Spelling Errors.....	70
Table 23:The Correction of Capitalization Errors	70
Table 24:The Corrections of Abbreviations Errors.....	70

List of figures

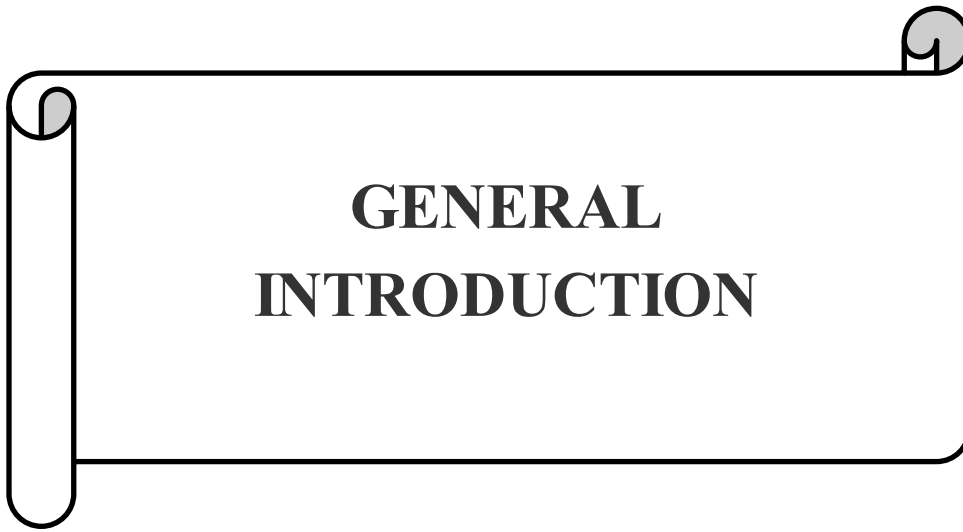
Figure 1: Introducing the Conversation Prism.....	7
Figure 2 :Social Media VS Traditional Media.....	14
Figure 3: Chat Acronyms and Text Shorthand.	15
Figure 4: Different Emojis and their Symbols in keyboard.	17
Figure 5: Students' Gender.	43
Figure 6: Students' Level in English.....	44
Figure 7: Students' Views about WE Session.	45
Figure 8: Students' Writing Per Week.	46
Figure 9: students' Opinion about the four skills.....	47
Figure 10: Students' Views Toward the Most Important Phase.	48
Figure 11: Students' Views toward Facing Difficulties in WE.....	50
Figure 12: Students' Obstacles in Writing.....	51
Figure 13 :The Students' Familiarity With Social Media.	52
Figure 14: Social Networks that are Used By Students Regularly.	53
Figure 15: Students' Frequency of Checking their Social Media Per Day.	54
Figure 16: Students' Frequency of Writing in Texting.....	55
Figure 17: Students' use of Abbreviation and Acronyms.....	56
Figure 18: Reasons behind the Use of Abbreviations and Acronyms.....	58
Figure 19: Students' Attitudes toward the Use of Abbreviations.....	59
Figure 20: Reasons of the Use of Social Media in Formal Writing.	60
Figure 21: Students' Attitudes towards Social Media as an Aide to Ameliorate Writing.....	61
Figure 22: Chat Message between Whatsapp Classmates.....	63
Figure 23: Chat Message between Whatsapp Classmates	63

Table of Content

Dedication 1	I
Dedication 2	II
Acknowledgement:	III
Abstract	IV
List of abbreviations:	VI
List of tables	VII
List of figures	VIII
Table of Content	IX
General introduction	1
1.State ment of the proble m	1
2.Rese arch obje ctives	1
3.Rese arch questions	2
4.Rese arch hypothesis	2
5.Significance of the study	2
6.Rese arch Methodology	2
7.Structure of the study	3
Chapter One :Social Media	5
1.1. Definition of social media	5
1.2. Categories of social media	5
1.2.1. Social networking sites	5
1.2.2. Media sharing	5
1.2.3. Blogs	5
1.2.4. Social bookmarking	5
1.2.5. Social shopping networks	5
1.3 .Social media and education	5
1.4. The importance of using social media in education	5
1.5.Social media in the university environment	5
1.6. Kinds of social media used by learners	5
1.6.1. Face book	5
1.6.2. Instagram	5
1.6.3. Youtube	5
1.6.4. Whats app	5
1.6.5. E-mail	5
1.7. Media between the past and the present	5
1.8. Language used in social media	5

1.9. Pros and Cons.....	5
Conclusion.....	5
CHAPTER Two :Writing Skill	20
Introduction.....	22
2.1. Definition of writing	22
2.2Types of Writing.....	23
2.2.1. General writing.....	24
2.2.2. Personal writing	24
2.2.3. Academic writing	25
2.2.4. Lite rary writing	25
2.2.5. Scientific writing	26
2.2.6. Journalistic writing.....	26
2.3.Components of writing	26
2.4. Aspects of writing	28
2.5. Approaches of writing	29
2.5.1. Product Approach.....	29
2.5.2. Process Approach.....	30
2.5.3. Genre approach	31
2.5.4. Controlled to free writing approach.....	31
2.5.5. Communicative approach	32
2.5.6. Paragraph-pattern approach	32
2.6. Why to teach writing	33
2.7. The importance of writing	34
2.8. Writing acquisition.....	34
2.9. Writing with reading and speaking skills.....	35
a/ Writing with reading skill.....	35
B/Writing with speaking skill.....	36
2.10. Integration of social media in writing.....	36
2.11. Effects of social media on learners ' writing	37
Conclusion	39
Chapter Three :Data analysis and Discussion findings.....	20
Introduction.....	41
3.1. Methodology.....	41
3.1.1. Sample description.....	41
3.1.2. The choice of sample	41
3.1.3. Instrument of data collection.....	42

3.2. Data analysis.....	43
3.2.1. Analysis of the students’ questionnaire	43
3.2.2. Discussion of the Students’ Questionnaire Findings	62
3.2.3. Discourse analysis: Extracts from whatsApp Messenger.....	62
The analysis of WhatsApp extracts	63
3.2.4. Analysis of students’ paragraphs	67
3.3. Discussion of the findings.....	71
Conclusion	73
General Conclusion.....	78
Suggestions and re commandations.....	79
Limitations of the study.....	81
BIBLIOGRAPHY.....	82
Appendices.....	
Appendix 01: students’ questionnaire.....	
Appendix 2: whats App extrats.....	
Appendix 3: students’ paragraphs	



**GENERAL
INTRODUCTION**

GENERAL INTRODUCTION

General introduction

The substantial use of technology has influenced our lives in many domains such as social, political, economic, and educational domains. The massive revolution of the age of the internet has affected education in a global context, technology dominates students' learning and communication. English language has been a complex language with sets of rules and grammar, students are now required to learn and write more than students of the previous generations.

In the other hand, social media is a powerful tool that had strong impact in evolution of societies, which has resulted changes in communication patterns as well as English language use. Colloquial language learning through technology is taking vital place outside classrooms in the form of daily conversations, online dictionaries, and watching films and movies. So social media offers solid platforms such as Facebook, Instagram, and Twitter for digital EFL students to learn and enhance their writing skill unconsciously, for that reason it is difficult to ignore its importance both outside and inside classroom. The ability of learner in improving his writing skills depends on the foundation of learners when they started to learn how to write.

1.Statement of the problem

Social Media can be considered as a strategic tool to enhance the writing skill of EFL students to master the language in order to communicate easily. The educational value of media became apparent and gained the attention of teachers and occupied the role of best friend to students. However, EFL students in Algerian universities face serious troubles regarding of the aspect of appropriate way of writing pillars (syntax, semantics, grammar...etc) and the lack of coherence of sentences. Thus, the study tends to focus on improving writing skill through social media and attempted to determine whether social media can be used as a strategy to improve the students' writing or not at Abbes Laghrour university in the case of second year students.

2.Research objectives

The overall objective of the research is to investigate the social media impact on writing skill performance of the students in Khenchela. Precisely, the purpose of this study seeks:

- To investigate the relationship between social media and the writing skill.
-

GENERAL INTRODUCTION

- To know if there is any significant effect of social media on developing EFL students' writing skill.
- To examine if learners are abusing social media to develop their writing skill.

3. Research questions

- Is there any relationship between social media and developing writing skill for the learner?
- How can social media affect EFL learners' writing skill?

4. Research hypothesis

- There is a relationship between social media and the development of EFL learner's writing skill.
- The use of social media can affect EFL learners' writing skill.

5. Significance of the study

This study sheds light to the importance of the use of social media in academic writing, and how it is developed due to the extensive use of different tools of social media. In addition, it focuses on Why EFL students should be aware of the main mistakes such as spelling errors, use of abbreviations, and lack of punctuation...etc To enhance their academic writing, also to highlight the ability to overcome this advanced technological filter to achieve a better performance in writing.

6. Research Methodology

In this study, a descriptive method is used, which is the most effective method to conduct quantitative research to determine the impact of using different tools of social media on students' writing achievement. Random sampling techniques were used.

In this research, the section consists of 156 sample units of second year EFL students at Abbes Laghrour University, from this section we collect 51 participants. This sample unit chosen because it has more qualification to do this study than the other years. In order to test the research hypothesis, and to gain the information required from the subject, and to reach the aim of the study. Three main tools were used: a questionnaire designed for second year EFL students chosen randomly, analyzing WhatsApp daily conversation and observing

GENERAL INTRODUCTION

written expression paragraphs. These tools are used to evaluate the quality of student written production.

7. Structure of the study

The present research is basically divided into three main chapters. It starts with a general introduction, includes statement of the problem, research question, hypothesis, the significance of the study, and ends up with the tools of research and the structure of the dissertation.

The first chapter and the second one are concerned with the theoretical background of research deals with the theoretical discussion of our variables. The first chapter entitled Social media provides a whole overview about social media in general and its benefits in educational environment, also it includes the favorable kinds and types of social media that used by learners ,and it sheds light the pros and cons for both teacher and learners. The second chapter spells out an overview about writing includes definition, different types of writing , components of writing , aspects of writing , and approaches of writing. In addition, it highlights the importance of writing and the main reasons to teach writing skill ,also it mentions the relationship between writing skill and other skills , and finally it involves the effects of social media on learners 'writing as bridge between the variables and how can integrate the social media in writing.

The last chapter is concerned with discussion of the practical part. The aim of this chapter is to analyse and interpret the data obtained and provides the research instruments, then the analysis of the data and the discussion of the findings. Also, it suggests some recommendations about how to use social media in improving writing skill.



Chapter One:
Social Media

Chapter One :Social Media

Introduction

1.1. Definition of social media

1.2. Categories of social media

1.2.1. Social networking sites

1.2.2. Media sharing

1.2.3. Blogs.

1.2.4. Social bookmarking

1.2.5. Social shopping networks

1.3 .Social media and education

1.4. The importance of using social media in education

1.5.Social media in the university environment

1.6. Kinds of social media used by learners

1.6.1. Facebook

1.6.2. Instagram

1.6.3. Youtube

1.6.4. Whatsapp

1.6.5. E-mail

1.7. Media between the past and the present

1.8. Language used in social media

1.9. Pros and Cons

Conclusion

Chapter One :Social Media

Introduction

In recent years technology has tried to realize its role in helping humanity leading to the substantial medium of interaction in the social world as well as in teaching and learning. Over the years researchers in higher education has explore the exciting opportunities new technologies bring to institutions, educators and students. Technology has changed the way people interact and has brought about the emergence of an open social platform like social media that allows the inhabitants of this planet earth to connect with each other making the world a global village.

Social media usage by students is so rampant recently because it is easy to access to devices such as smart phones, iPhone, iPad, laptops which are connected to internet. Marshall McLuhan (2003), in his book, *The Book of Probes*, comments, “All media exist to invest our lives with artificial perceptions and arbitrary values”(p.199). In fact, the Media plays a significant role in people’s everyday routines, actions and reactions.

Students are able to connect with their friends, family members, relatives and with others through texting. They are able to learn new language through their use of conversations in social media. This research is specifically interested in EFL students of Algeria to know whether the use of social media language may affect the students’ writing performance or not.

1.1. Definition of social media

Social media has been defined as websites and computer programs that allow people to communicate and share information on the internet using a computer or mobile phone (Cambridge University Press). Websites and software programs used for social networking (Oxford University Press).

Social media refers to websites and applications that are designed to allow people to share content quickly, efficiently, and in real-time. Many people define social media as apps on their smart phones or tablets, but the truth is this communication tool started with computers.

Boyd & Ellison (2008) defined social media as websites which allow profile creation and visibility of relationships between users. The definition the mostly using for social media suggested by Kaplan and Haenlein (2010): “a group of Internet based applications that build on the ideological and technological foundations of Web 2.0, and allow the

Chapter One :Social Media

creation and exchange of user generated content. Online social media defined as web-based tools that allow users to interact with each other in some way by sharing information, opinions, knowledge and interests online (Ford & Ravansari, 2017), is shaping human interactions in varied ways.

1.2 Categories of social media

The table below shows some categories of social media, as well as examples of each category:

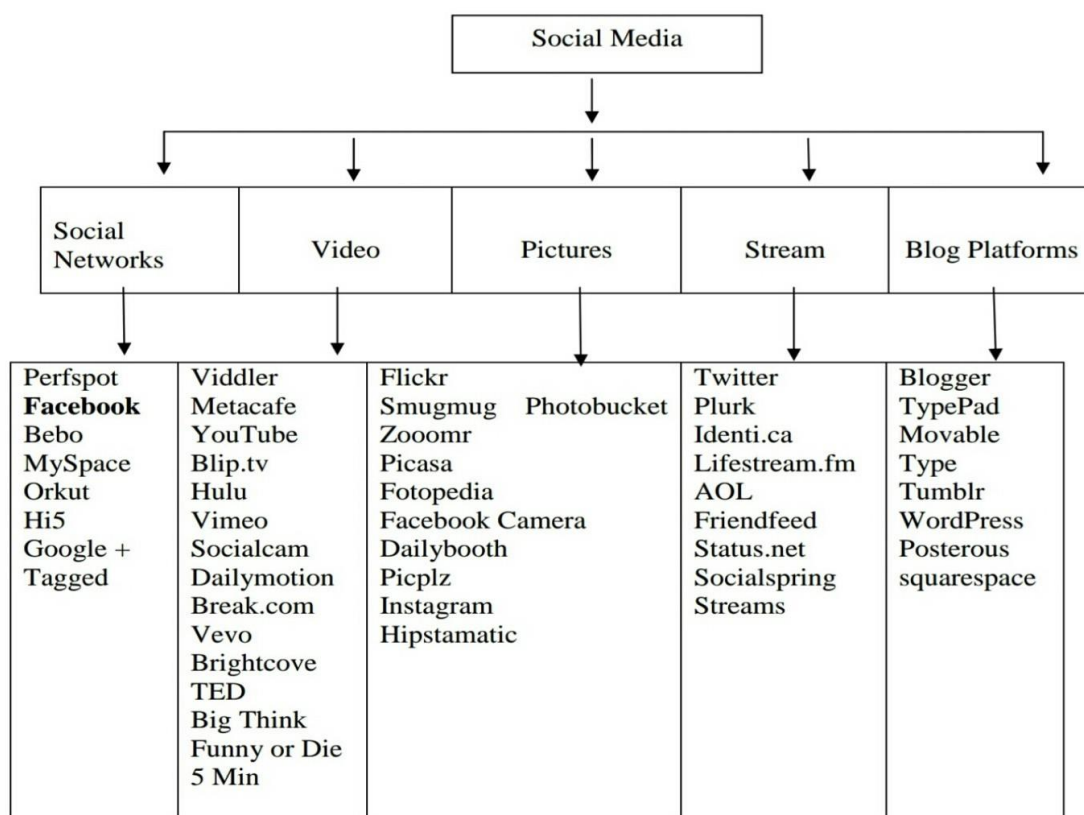


Figure 1: Introducing the Conversation Prism. Adapted from Solis (2012, p.24).

Chapter One :Social Media

1.2.1 Social networking sites

Defined as an online platform which people use to build social networks or social relationships with other people who share similar personal or career interests, activities, backgrounds or real-life connections. Boyd and Ellison (2007) cited in Rebecca Sawyer(2011,p.4) define social networking sites as “web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system”. There are more than 65 social networking sites popular over the world which allow it users to comment on profiles, join groups, share video and keep in touch with friends online. Examples of SNSs including: Facebook, WhatsApp, QQ, Twitter, Google+, Skype and Viber. Social networking sites are great ways to meet new people.

1.2.2. Media sharing

Defined as sites that allow people to upload their photos, videos and audio like to a website that can be accessed from anywhere in the world or just from a selected group of friends. Examples of media sharing networks includes: Instagram, Snapchat, Youtube and Vimeo. It makes people interact by sharing photos and videos and commenting on the user submission.

1.2.3. Blogs

A Blog is a webpage where an individual or group can share information or ideas with a large group of people via the internet. Blogs cover a wide range of topics, including political issues of all kinds. Blogging and publishing networks give people and brands tools to publish content online in formats that encourage discovery, sharing, and commenting. The types of blogs mostly used are: WordPress, Tumblr and Medium.

1.2.4. Social bookmarking

Is an online service which allows users to add, annotate, edit, and share bookmarks of web documents also it helps people discover, save, share, and discuss new and trending content and media. These networks are a hotbed of creativity and inspiration for people seeking information and ideas including: Pinterest, Flipboard.

Chapter One :Social Media

1.2.5. Social shopping networks

Social shopping is an e-commerce methodology in which the shopping is shared with a social network of contacts. Social shopping impacts an individual's buying process by using social networking to share, recommend, suggest and comment on products or services. People use these kind of networks: to spot trends, follow brands, share great finds, and make purchases. Examples of social shopping networks: Polyvore, Etsy, Fancy.

1.3. Social media and education

The use of social media in academic environment was explored by Jabr (2011) who argued that people use social media for interacting to exchange information, brainstorm ideas, search for new friends, and share everyday news. Jabr (2011) used online questionnaire to explore the use of social networks by students at Sultan Qaboos University in Oman. The study revealed that 70% of the 650 respondents use Facebook, 26% have a MySpace account, 9% use Twitter and only 5% use LinkedIn. The study confirmed that these are mostly used for communication and socializing purpose at a percentage of 91 and only 23% use social networking for assignment preparation. Back , Blake & Sikkal (1996) declared that in the academic environment, new technological developments specifically Web 2.0 applications will group students into virtual communities whose homogeneity in interest and intellect will create a synergy to learn and benefit from their heterogeneous cultural background and experience. In a similar context, Ellison, Steinfield & Lampe (2007) observed that Facebook supports resource sharing by establishing the social foundation between students and their peers. In essence the advent of social networking technology is also the advent of new learning systems and a rapid growth in educational technology. Students all over the globe are using social media capabilities to create and share content, exchange ideas and establish networked communities. Paliktzoglou, Stylianou, and Sohenen (2014) found evidence that Google apps can support pedagogical activities by increasing students' engagement and team work.

Othrewise, Some researchers are not convinced that social networking can be used as a medium of education. For example, Battouche (2012) conducted a seminal study to investigate the use of social networks by Algerian youth aged 8 to 24. He found that 84% of the surveyed population used Facebook, 8% used twitter and only 4% used MySpace. 37% of respondents indicated that making new friends was the main reason for using social networks,

Chapter One :Social Media

40% cited their usefulness in acquiring new knowledge, 11% mentioned effective communication and 18% networking. The results of the study also show that 65% of the surveyed population benefited from social networks in improving their foreign language skills, 25% in strengthening national identity and belongingness and 11% in acquiring the ability to convince in debates. Anderson (2008) says “they exercise their mastery of communication norms and tools, some of which are not be appropriate to an educational online context”(p. 48). According to Bunce (2010) chatroom interaction was less effective for language learning than face-to-face oral interaction as “slow typing can considerably hinder language production, negotiation, collaboration, and therefore noticing”. “An important characteristic of online chatrooms is that they are inherently visual. Chat conversations exhibit features of both written and spoken language” (Freiermuth, 2002).

1.4. The importance of using social media in Education

The use of social media in education provides learners with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient. On one hand, the learners can access the information through searching on the Internet when they want, on the other hand; they can communicate with their surroundings by signing in their social media accounts or by following their friends and spend their times when they desire. Social media has the ability to broaden the learners’ perspective on various subjects. Social networking sites are becoming more familiar with both learners and teachers. Therefore, it should be used to supplement the learning in the traditional classroom environments.

1.5. Social media in the university environment

Social media use by undergraduate university students has increased rapidly. First, students use social media to share information, discuss study material or topics, and network to complete homework assignments or term projects. Social media also provides convenient ways of peer-to-peer exchange of knowledge and collaboration (Eid& Al-Jabri, 2016). Among adults living in the United States of America (USA) aged between 18 and 29 years, social media use has grown from 12% in 2005 to 90% in 2015, consistent with the adoption of smartphones technology (Perrin, 2015). A research study conducted across 15 countries identified students in higher education as being responsible for increasing the use of mobile computing devices, such as tablets and smartphones, with 67% attributing the technologies as

Chapter One :Social Media

being a factor in their academic success (Dahlstrom, Walker & Dziuban, 2013). Facebook is the social media platform most commonly used by university students, its popularity with university students was further confirmed in a 2015 study in the United Kingdom by the organization, Joint Information Systems Committee (Jisc) that reported 85% of students used the social networking platform (Parr, 2015). Facebook, Google Plus groups, and YouTube are channels that can be used to communicate campus news, make announcements and provide students with useful information. This builds engagement between the College and students which help tackle many student issues through the group interactions. Assessing the processes and products of students' thinking in projects involving the Internet or identifying how online applications could aid them in developing their capacity for such assessment, can be especially difficult even for experienced content- and technology-using teachers (Greenhow, 2006). Students use social media to facilitate offline engagement within higher educational communities, the apparently changing nature of a student, who is entering university, will ultimately see the significance of social media in higher education in a practical sense, the attribute of social media reflects a highly connected, collective and creative qualities application that are more flexible, fluid and accelerated in nature. For instance, social networking sites such as We Chat which is predominant in china, LinkedIn and the flipped classroom such as schoology are now being used by universities as alternative spaces in which students can adapt to the university lifestyle through interacting online with peers and faculty. Certainly, many universities now maintain profiles and groups on social networking sites such as Facebook, where students and faculty can interact, share resources and express learner voice. Social media poses a liberal environment for students to discuss share their views and opinions easily freely on issues that otherwise would not have been done in a normal traditional classroom.

1.6. Kinds of social media used by learners

1.6.1. Facebook

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. It is founded in 2004 by "Mark Zuckerberg". Facebook is almost universally-used among higher education students. These students consider facebook as their main social media choice and therefore spend a great part of their time in its use in their normal day (Ellefsen, L, 2015).

Chapter One :Social Media

Students spend a considerable amount of time actively on Facebook. Wiley and Sisson (2006) in their study reported that 91% of college students use Facebook. However, Alhazmi, and Rahman (2013) reported that 78.9% of students spend more than one (1) hour a day on Facebook.

1.6.2. Instagram

Instagram is a mobile application where users can post photos and videos with attached captions. In response to these posts, other users are encouraged to like, comment, and engage with one another. A research was conducted by Sirait & Marlina (2018) which explore the use of Instagram as a tool for online peer-review activity in writing descriptive text for Senior High School students finds that Instagram and its features are relatively easy to use, convenient and can be accessible at any time. It also increases their motivations to write and review others' descriptive writing.

Kurniawan and Kastuhandani (2016) stated that students are given their freedom in generating ideas of captions and uploading pictures to complete writing tasks. It automatically creates personalized learning environment of the students. Therefore, through past studies, Instagram is used as a learning platform of either reading or writing and proven to be a success language teaching tools.

1.6.3. Youtube

YouTube is a popular video sharing website where registered users can upload and share videos with anyone able to access the site. YouTube is becoming an educational tool that improves instructors' teaching and students' learning in many ways. YouTube videos can be used as an educational resource, where the teacher uses the video as a model for classroom activities and discussions. Previous literature found that using videos in the teaching and learning environment can improve students' learning performance (Borko et al. 2008; Zhang et al. 2011). YouTube has been found to facilitate class discussion, deliver vivid and complex contents, and encourage students independent learning (e.g., Agazio and Buckley 2009; Berk 2009; Haase 2009).

1.6.4. WhatsApp

WhatsApp Messenger is a cross-platform instant messaging application that allows users to exchange text, image, video and audio messages for free. Students' perceptions of the use

Chapter One :Social Media

of WhatsApp in their educational processes have been examined in some studies. For instance, WhatsApp can be used in higher education in a number of ways to achieve different educational goals. For instance, Gachago, Strydom, Hanekom, Simons, & Walters (2015) argued that WhatsApp can be used in higher education to create immediate connections, encourage reflection, and facilitate coordination in informal and formal learning. Students' positive attitudes towards its use, and its popularity suggest that WhatsApp has significant potential for use in higher education.

1.6.5. E-mail

Email is an abbreviation of 'electronic mail'. A system for sending messages from one individual to another via telecommunications links between computers or terminals using dedicated software. College students use the Internet more than the general public. Seventy-two percent of college students report checking email at least once a day (Pew Internet, 2002). Mail may provide students with more opportunities to maintain and receive support from long-distance family, friends, and partners.

1.7. Media between the past and the present

The media industry is rapidly changing. In the past, traditional forms of media were the only ways you could get your message out to the public, but nowadays social media had slowly replacing traditional media in the way of delivering messages and reaching a mass audience.

Traditional media refers to forms of mass media that focus on delivering news to the general public or a targeted group of the public, including print publications (newspapers and magazines), broadcast news (television and radio). Social media is used to describe a variety of different digital platforms as it was stated before. Traditional media generally offers a wider audience pool while social media allows for more targeted distribution.

Social media is immediate, while traditional can be delayed due to press times:

Traditional media tends to have a longer timeline than social media which take shorter time for post and publish. Traditional media pieces are more final, where social media is dynamic: Traditional media publishes could not accept any kind of modification, while social media is a form of owned media, you have the control to make updates whenever you need to.

Chapter One :Social Media

Social media is a two-way conversation, and traditional is one-way: The public of traditional media reads the story but they could not makes comments but With social media, the public has the opportunity to voice their opinions.



Figure 2 :Social Media VS Traditional Media

1.8. Language used in social media

Social media becomes a melting pot of languages used in different manners and for different purposes. With the invention of social media, a new pseudo-language has been created, using words like “LOL, ROFL, and, LSMH”. LOL, which means to laugh out loud. One of the oldest acronyms used on the internet, LOL it is often used to convey the message that the user found the subject of the conversation funny. Many other language groups developed their own acronyms to express the same meaning as LOL. In Japan, for instance, people use two or more w to signify laughter. In Russia, people use XAXA and JAJAJA in Spanish speaking countries.

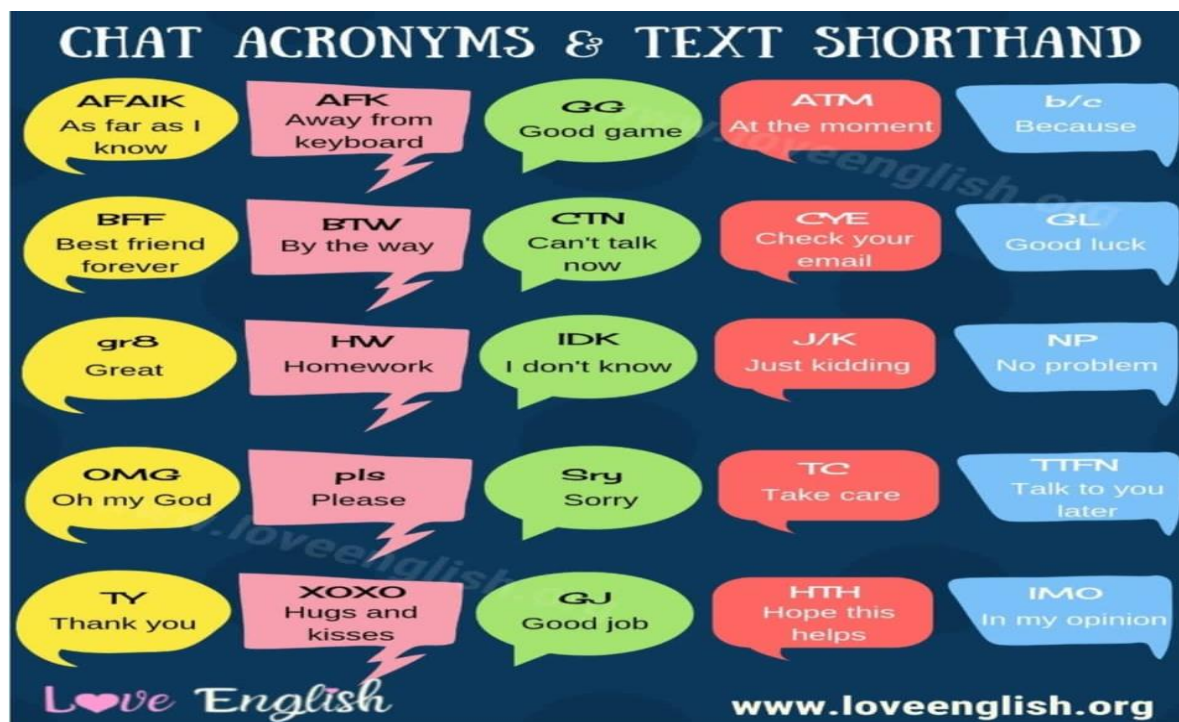


Figure 3:Chat Acronyms and Text Shorthand.

According to Grin Verlag (2017) Social media sites like Facebook, Twitter, and Instagram have created a new language of their own, and it impacts our language by altering the meaning of some of our vocabulary like "bio ,chat ,Follower" all have new meaning behind them. Bio used to be a detailed description of someone's life. Chat used to be just an informal conversation. Follower used to be a synonym for acolyte or companion, whereas in past bio's are short explainer texts on someone's profile, a witty little phrase, or a quote that they happen to enjoy, chats can refer to chat rooms where people will hang out in a virtual room and hold conversations, and follower refers to someone who subscribed to an entity on social media to receive updates from them. Many of these words are very similar to the definition of the words before the invention of social media but now they are modified to fit the needs for social media. Another evolution in the language of social media is the usage of emojis and emoticons. Emoticons have been in use since the early days of the internet, before social media emerged. The usage of emoticons has been tracked back to the 19th century. The first usage of emoticons in the modern, digital age was by professor Scott Fahlman in 1982. On the computer science message board for Carnegie Mellon University, Professor Fahlman proposed to use ':-)' and ':-(' to distinguish jokes from more serious posts. Within a few

Chapter One :Social Media

months, the use of emoticons had become very popular, and the set of emoticons was extended with hugs and kisses, by using characters found on a typical keyboard. Almost a decade later, emoticons have found themselves in everyday communication over the internet. Some linguistic contexts, people abandon the use of the alphabet altogether example of this phenomenon is Hashtagging. Hashtagging uses the Hashtag symbol # to draw attention to an action or subject that people feel that should be paid attention to on social media. By Hashtagging an image or a reference to an event, people actually succeed in creating trends on social media. Because it uses a symbol rather than a shortening of a sentence, hashtagging tends to be used in the same manner in various languages. With the need for quick and succinct language and communications online, full verb phrases have become common acronyms that are now used in everyday settings and not just online This is the reason why, when it comes to ELF interactions in social media, people will more likely associate the acronyms that are used in their own language to those used in English, and make an ample use of them during the conversations that they will establish. With the introduction of verb-phrase acronyms in modern technology, daily communications are able to cut down on the number of words and characters used to accurately hold a conversation. This means that we are able to more efficiently communicate and with greater speed. As these conversations happen at an alarming rate, the volume with which we are sending out communications has also increased More often than not, the necessity of recurring to acronyms during a fast-paced discussion leads users from different linguistic backgrounds to default to their native languages' acronyms. That in turn, can lead to communication problems, converting the use of acronyms into a liability when it comes to the use of English as Lingua Franca (Iaia, 2016; Kelly-Holmes & Pietikäinen, 2012).

Chapter One :Social Media



Figure 4:Different Emojis and their Symbols in keyboard.

1.9. Pros and Cons

Everything on the planet has its own pros and cons. Social media is no different. Although it has turned out to be a boom, it does have its own drawbacks especially when it comes to education.

A/Advantages of social media

Using social media reflects several benefits for both students and teachers. In one hand, it develops communication skills of students whose gain social confidence from online interaction, which may help them feel more scure in new situation. Also online communities can be very diverse and expose students to many new view points, ideas, and opinions. So social media can be a source to increase talent to work on group projects and develops an optimistic image of themselves through enhancing collaboration to solve problems among individuals of one group. In another hand, social media Communicate Between Classes so Teachers can send out announcements, share ideas or pose questions to pupils, especially when classes are spaced several days apart. In addition, it increases access to resources since learning materials can be shared, and it can be used to enhance the teacher-student relationship. Students view recorded lectures or read curricular material outside the classroom. Inside the classroom, students complete what usually qualifies as homework. Teachers act as tutors, helping students through problem areas in their work. The last point is that through social media teacher can credit students for in-class participation. This requires teacher to monitor which students are speaking up when.

Chapter One :Social Media

B/Disadvantages of social media

Social media is an effective way for students to make friends and also to get their education. At the same time it has certain disadvantages as well. Students who use social media regularly may lose their ability to engage in face to face communication. Students may find themselves at a disadvantage during college admission or job interviews when they need to command attention and deliver a coherent message.

Even if the world is turning to technology, students must know how to communicate in the real world. Social media websites are becoming notorious for cyber bullying. Social media makes it easier for students to bully or abuse their peers or even their teachers. This has become an alarming trend. Many students are using social media for their fun and entertainment and forget about their study and family, so it is a waste of time, it may cause a lack of motivation to the students if they were in front of computers for a long time. It also causes a mental health because students might be hard to learn anything if they are continually suffering from depression or any other mental ailment. Social media may, however, exacerbate feelings of loneliness which are on the rise because children use social media as a crutch rather than have face to face interactions. And finally when you use Social media then you upload your photographs, videos and gives your personal details. Which can be check by anyone and maybe someone can misuse your things.

Chapter One :Social Media

Conclusion

This chapter represented the first variable of our topic “social media”. It defines social media with different views including scholars definitions, dictionaries and a definition from the web. The chapter focused on the importance of social media use in education in general and specifically in the universities and how students use this tool in their studies. It reviews what scholars claimed about social media. Then, it gave some examples of the most popular categories and kinds of social media used by students in their daily life. The next point shows the main differences between traditional media and modern media. After that, some of the acronyms and abbreviations as well as emojis used by people and friends as a language of social media are discussed. Finally, it stated some positive and negative impacts of social media on students.



CHAPTER Two :
Writing skill

Chapter Two : writing skill

Introduction

2.1. Definition of writing

2.2. Types of writing

2.2.1. General writing

2.2.2. personal writing

2.2.3. Academic writing

2.2.4. Literary writing

2.2.5. Scientific writing

2.2.6. Journalistic writing

2.3. Components of writing

2.4. Aspects of writing

2.5. Approaches of writing

2.5.1. Product approach

2.5.2. Process approach

2.5.3. Genre approach

2.5.4. Controlled to free writing approach

2.5.5. communicative approach

2.5.6. Paragraph pattern approach

2.6. Why to teach writing

2.7. The importance of writing

2.8. Writing acquisition

2.9. Writing with speaking and reading skills

Chapter Two : writing skill

2.10. Integration of social media in writing

2.11. Effects of social media on learners' writing

Conclusion.

Chapter Two : writing skill

Introduction

Writing skill is an important part of communication, it allows people to communicate their messages with clarity and facility to a far larger audience than through face-to-face or telephone conversations. Writing is an important productive skill for EFL learners, through the mastery of writing skill, students can communicate ideas, thoughts, feelings, and emotions to others in writing especially for those who feel better with writing communication than the oral one.

Good writing skill helps learners to acquire better jobs. However, good writing skill is more necessary because almost all activities in companies embrace writing, such as writing letters, e-mails, making presentation materials and reports, and others.

Unfortunately, it is considered as the most difficult skill to be developed by learners since it requires major usage of lexical and syntactic knowledge. Writing is much more related to the mastery of grammatical rules and vocabulary because learners who have major knowledge of grammar and wider vocabulary content write better than those with the lacking of both abilities. Students still have many problems writing, such as spelling, punctuation, structure, organization, ideas, and others. Writing skill can be improved by the use of technologies and social media which facilitates the process and helps to improve student interest and motivation to write.

2.1. Definition of writing

The term writing has been defined by Oxford dictionary as the activity or skill of making coherent words on papers composing text. The definitions of writing are variously stated by some scholars. Rivers(1981,p. 294)states writing is conveying information or expression of original ideas in a consecutive way in the new language. On the other hand, writing is an integral part of communication involving putting down thought and imagination into textual form. Nunan (2003,p.88) claims that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. It indicates that the writers are demanded to show the thoughts and organize them into a good composition. In addition, writing presents the writer's concept in understanding an issue which is shown to the public. It requires the integration of ideas systematically written. Brown (2001,p. 336) claimed that writing is a thinking process. Moreover, he claims that writing can be planned and given with

Chapter Two : writing skill

an unlimited number of revisions before its release. Elbow (1973) in Brown (2001,p.336) also declares that writing is a two-step process. The first step process is figuring out the meaning and the second step process is putting the meaning into language. Writing reflects what we think. For the reason that writing process reflects things, which stay in the mind. Students who are reluctant to write issues down often suffer for this activity. The students face difficulties when they start looking for some reasons to write and producing written sentences.

Khroma (1988, p.172) expounds that writing is the type of activities in which the author expresses the ideas in his mind into the paper word for word to become a sentence, sentence to paragraph and from paragraph to an essay or article. Writing means producing and creating a piece of text like speaking, writing requires someone to produce language. Writing is the most common tool, it is considered as creative process and it is mean of communication between people, and also is a social activity used for communicative objectives. According to Brookes and Grundy (2009, Cited in Ghothbene, 2010) referred the complexity of the writing task by reporting that to “it must be worth asking precisely what is difficult about writing, and especially about writing in a second language” (p.11). Writing was defined based on writing system by Daniels and Bright (1996) as follows “Rather, writing is defined as a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the utter. According to this definition writing is bound up with language.”In addition , Writing is a matter of transcribing language into symbols.

2.2Types of Writing

Writing is done for a number of various purposes and for different audiences. Formal writing and informal writing are extremely different.

A formal piece of writing is used when it does not have any idea of the person, or when it knows the person but have not exchanged words, or it is not familiar with terms of the person who receives the letter. Here, it uses formal language which indicates dignified and deferential regard for the reader. Approximately, it is used when writing for academic, professional, and legal purposes. In formal Writing, there are set of distinctive characteristics should be followed such as word choice and tone should be polite, there is no use of first and second person singular pronouns. It must avoid repetition and over generalization, focus on

Chapter Two : writing skill

proper spelling, grammar and punctuation, no need of emotional language rather than rational language .

Otherwise, **the informal of writing** is one used for personal and casual conversation, wherein friendly, and colloquial language is used. In an informal writing, personal and emotional tone is used, and the reader is directly referred by the words ‘you’ or ‘your.’” It is used in personal emails, the text messages, letters to friends and family...etc. It is a direct form of writing which contains contractions, abbreviations and short sentences.

From this context, several types and styles of writing appeared:

2.2.1. General writing

It is writing for non-academic and no-technical purposes can be described as general writing. This is the style of writing used in our daily life. Journal entries, diary, letters, emails, newspaper articles, advertisements, and posters ...etc, are all written in a general writing style. Although, general writing also demands correct spelling and grammar, it is not as strict as academic writing. Additionally, there are no restrictions on the use of slang, contractions, and pop terminology, it refers to nonprofessional sources without footnote, use more humor.

General writing can be informal, formal or semi-formal, but it would be simpler and easier to understand than academic writing. There is also no need to use strict referencing and citation in general writing Because the goal is not to prove your knowledge or evidence. It deals with expression rather than showing your skill.

2.2.2. Personal writing

Personal writing, also known as Reflective writing requires you to reflect on the topic on a personal level,so it communicates a central idea that has deep meaning to the writers. Reflective writing is based on centers on your opinions, thoughts, and experiences rather than research on the topic. The purpose of reflective writing is to serve as an evaluation what you have learned or discovered. You will use first person point of view “I” and “me” in your writing. This type of writing is less formal than academic writing used in argumentative or research paper. In order to fully capture her main ideas, the writer begins with personal experiences from his/her background and builds in chronological order which means he/she includes pefic details about his/ her own

Chapter Two : writing skill

personal experiences and opinions to provide insight into her reflection. Its language has informal tone and it is always subjective.

2.2.3. Academic writing

Academic writing is kind of writing used in the field of academics. Research projects, term papers, essays, abstracts, articles, conference papers, and reports, etc... in various disciplines are written in this style. The central difference between academic writing and other styles of writings is that it is more formal and structured. Academic writing also has its own bunch of rules and structures. The target audience or the readers of academic writing is the experts of the same discipline.

Academic writing is generally objective, concise and impersonal. This style of writing is more complex than general writing and may consist of technical jargon. Precision is another very significant factor in academic writing. Punctuation and grammar should be strictly followed. Contractions (haven't, couldn't, etc.), slang or informal words, cliches, unnecessary filler words such as really, and very... etc. should also be avoided in academic writing.

In academic writing, the writer is expected to boost his argument by citing evidence from other sources. However, this evidence from other sources always has to be nicely attributed according to an accepted style guide such as APA, MLA, Chicago and Harvard referencing.

2.2.4. Literary writing

Literary writing is used in creative and literary work, this is style of writing is used in fiction. Literary writing includes poems, novels, short stories, and dramas... etc. The most important difference between literary writing and other styles of writing is that the language used in literary writing uses many literary figures.

Literary writing aims to move the readers emotionally. Its goal is to enable the readers revisit and relive an emotional state through plot and characters. That is why literary writing depends heavily of characterization, dialogue, metaphors and similes.

Chapter Two : writing skill

2.2.5. Scientific writing

Scientific writing is a technical style of writing that is designed to communicate scientific information to other scientists. Depending on the specific scientific genre a journal article, a scientific poster, or a research proposal, for example some aspects of the writing may change, such as its purpose, audience, or organization. Its primary audience is other scientists because of its intended audience, student-oriented or general-audience details, definitions, and explanations which are often necessary in lab manuals or reports are not terribly useful. Interpreting general-knowledge concepts or how routine procedures were performed actually tends to obstruct clarity, make the writing wordy, and detract from its professional tone. However, vary little across these writing genres. It is concise and precise. A purpose of scientific writing is to communicate scientific information clearly and concisely. Flowery, ambiguous, wordy, and redundant language run counter to the purpose of the writing.

2.2.6. Journalistic writing

Journalistic writing is used to report news stories in newspapers, television broadcasts, on radio, and on the Internet. Unequable other styles of writing, which can be flexible and casual, the characteristics of journalistic writing are pretty easy to spot. For instance, if you opened a book to a chapter and set it next to a newspaper article, you would probably notice that, unlike the book, the article is written in short sentences and paragraphs and quickly gets to the point.

In addition to their brevity, news stories have a particular structure that is easily recognizable. The big, bold headline, for instance, is intended to grab readers' attention, while the first sentence or paragraph lays out the story so the reader knows what to expect. These are the most common elements of journalistic writing and, as you will see, they have a lot to do with the function of journalism in society.

2.3.Components of writing

Writing practice in the classroom is often taken up for display purposes, to assess if students have learned language structures taught in class and for examination purposes. Thus, writing is obviously used to promote language learning, through models, rather than to encourage creativity and communication and language acquisition. Process writing may be a

Chapter Two : writing skill

more functional method of teaching writing as it helps students to focus on the process of creating text through the various stages of generating ideas, drafting, revising and editing...etc. the stages of the writing process are the following :

Prewriting : prewriting strategies use writing to generate and clarify ideas. Whilst many writers have traditionally created outlines before beginning writing, there are several other effective prewriting activities. Writers often call these prewriting strategies “brainstorming techniques.” Five useful strategies are listing (generating a lot of information), clustering (mind mapping), freewriting (writing non-stop for a predetermined amount of time), looping (technique that allows to focus on the ideas continually while trying to discover a writing topic) , and asking the six journalists' questions(who, what ,where, when ,why , how) . These set of strategies help you with both your invention and organization of ideas, and can aid you in developing topics for your writing.

Planning and organizing : is the second stage which deciding on one main point , stating a thesis and make sure each paragraph has a topic sentence that relates to the core idea of the paper . After you have brainstormed, it is necessary to place the ideas into categories and to select an arrangement for these categories. As with every aspect of the writing process,the method of organizing and planning and of outline vary depending on individual preferences as informed by the assignment and the discipline.

Drafting : this stage occurs when putting ideas into sentences and paragraphs , concentrating upon explaining and supporting the ideas fully. At this time , it is better to write freely , not worrying about errors in grammar or mechanics. This drafts tends to be writer-centered by telling yourself what you know and think about the topic. It involves risk-taking because it is hard to get started sometimes. Strategies of drafting includes : begin writing with the part you know the most about, write a paragraph at a time and then stop, take short breaks to refresh your mind, be reasonable with your goals and keep your audience and purpose in mind as you write.

Revising and editing : after writing the first draft, the writer must go back over it and look for ways to improve his/her essay in content and organization, take out sentences that are not on topic, add important details, add transition words and exchange boring words, this is revising. After revising for content and organization, the writer begin editing the draft and

Chapter Two : writing skill

check the work for spelling errors, punctuation problems, capitalization errors, grammar and sentence structure.

Evaluating : the evaluation step includes peer and teacher proofing as well as editing. The teacher gives a list of questions and instructions that is both general (spelling, grammar) and specific (number of paragraphs, sentence length) that guides the evaluator through this stage of the process. The writer utilizes the evaluation feedback to make corrections as necessary.

Publishing : is the last step in writing . It is considered an optional stage for the writing process. The students should be supported to produce some type of creative product that enhances the written work. This step combines technology, art, music, drama, and the like into the lesson and may provide an incentive for completing the writing task.

2.4. Aspects of writing

There are several aspects which be considered by the students to write well . Harris (1979:68) proposes five aspects of writing, namely grammar , form, vocabulary, mechanic , and style . The following aspects can be explained as follows:

•**Grammar**: is employment of grammatical form and syntactic pattern. It means that sentence is another aspect that should be considered.

•**Form (organization)** : means the arrangement of the content. We should clarify our idea and make it clear. So, the reader can deduce some organization well. Organization means there is a communication between the reader and the writer.

•**Vocabulary** : is the important aspect in teaching a language. Vocabulary includes the selection of words which are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. As a main rule, clarity should be his/her prime objective.

•**Mechanic**: refers to the use of conventional graphic of the language, i.e., the step of arranging letters, words, paragraphs, by using knowledge of structure and some others related to one another. We have to pay attention to the use of the punctuation and applying of the word of sentences

Chapter Two : writing skill

•**Style** : refers to the choice of structure and lexical items to give a particular tone to the writing. It should be noted that the choice of lexical item to be used in writing must be accordance with the readers.

2.5. Approaches of writing

2.5.1. Product Approach

A product approach refers to “a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage” (Gabrielatos, 2002, p.5). For instance, in a typical product approach-oriented classroom, students are supplied with a standard sample of text and they are expected to follow the standard to construct a new piece of writing. Product Approach Model comprises of four stages (Steele, 2004):

Stage one: Students explore model texts and then the features of the genre are highlighted. For instance, if readingg a formal letter, students’ attention may be drawn to the importance of paragraphing and the language used to make formal requests. If a student reads a short story, the focus may be on the techniques used to make the story interesting, and students focus on where and how the writer employs these techniques.

Stage two: this is consists of controlled practice of the highlighted features, usually in isolation. So, in case of the students are studying a formal letter, they may be asked to practise the language used to make formal requests, for example, practising the ‘I would be grateful if you would...’ structure.

Stage three: This is the most important stage where the ideas are organized. Those who prefer this approach believe that the organization of ideas is more important than the ideas themselves and as important as the control of language.

Stage four: This is the last product of the learning process. Students choose from the choice of comparable writing tasks. To demonstrate what they can be as fluent and competent users of the language, students individually use the skills, structures and vocabulary they have been taught to produce the product.

Chapter Two : writing skill

2.5.2. Process Approach

Kroll (2001) gives a definition to the process approach as follows: the “process approach” serves today as an umbrella term for many types of writing courses What the term holds is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to create and submit complete and polished responses to their writing assignments without going through stages of drafting and receiving feedback on their drafts, from the side of the peers or from the teacher, followed by revision of their evolving texts. The Process Approach Model contains set of eight stages (Steele, 2004):

Stage one : called (Brainstorming) This is generating ideas by brainstorming and discussion. Students could be examining the qualities needed to do a certain job. Brainstorming can be carried out as follow The above brainstorming has been carried out on the topic ‘Should rich countries give aid to poor countries?’ in EFL classroom at United International University, Dhaka, Bangladesh. The left hand side presents the arguments for the topic while the right hand side presents the arguments against the topic.

Stage two :called (Planning/Structuring) Students exchange ideas into note form and judge quality and usefulness of the ideas.

Stage three : (Mind mapping)Students organize ideas into a mind map, spider gram , or linear form. This stage aids to make the hierarchical relationship of ideas which helps students with the structure of their texts.

Stage four :known as (Writing the first draft)Students write the first draft. This is applied in the class frequently in pairs or groups.

Stage five :represented (Peer feedback)Drafts are exchanged, so that students become the readers of each others work. By answering as readers students improve awareness of the fact that a writer is producing something to be read by someone else and thus they can improve their own drafts.

Stage six :famous as(Editing)Drafts are returned and improvements are made based upon peer feedback.

Stage seven : (Final draft) A final draft is written.

Chapter Two : writing skill

Stage eight :(Evaluation)or what it called teacher's feedback .Here ,Students' writings are evaluated and teachers provide a feedback on it.

2.5.3. Genre approach

Genre-based approach sees writing as a cultural and social training. The goal of this writing involves the context where the writing occurs, and the conventions of the target discourse community. In this meaning, relevant genre knowledge needs to be taught explicitly in the language classroom. As Paltridge (2004) claims that focuses the teaching of particular genre students need for later social communicative success. The focal point would be the language and discourse features of particular texts and the context in which the text is used. The concept of genre is explained as “abstract, socially recognized ways of using language” (Hyland, 2003, p.21) which are purposeful communicative activities employed by members of a particular discourse community (Swales, 1990). Genre approach focuses more on the reader, and on the conventions that a piece of writing needs to follow in order to be successfully accepted by its readership (Munice, 2002).According to Hyon (1996), current genre theories have developed in three research areas: English for Specific Purposes (ESP), North American New Rhetoric Studies, and Australian systematic functional linguistics.

There are certain limitations that can be found in the genre approach. Paltridge (2001) indicates that genre approach combines both the knowledge of text as well as social, cultural for the students; as a result, specification of the either is a difficult job. It is also proposed by Swales (2000) that a genre approach over-focuses on the reader while paying less attention to learner expression.

2.5.4. Controlled to free writing approach

Between the 1950s and 1960s, when the Audio-lingual approach prevailed, writing was taught only to reinforce speech. It was reckoned that the mastery of grammatical rules could lead to that of the foreign language, especially in its spoken form. This belief supported the teaching of grammar in the time allocated to writing. It was in specific circumstances that the method familiar as controlled-to-free emerged. This method emphasized speech and writing served to achieve mastery of grammatical and syntactic forms .There are five types of activities that are used in controlled writing Raimes (1983) categorized them as: controlled composition, questions and answers, guided composition, sentences combining, and parallel writing.

Chapter Two : writing skill

The controlled-to-free-writing approach is successive: students are first given sentences exercises, then paragraphs to copy or manipulate grammatically by changing Questions to statements, present to past or plural to singular. They might also shift words to clauses or combine sentences. This type of exercise makes the learners write frequently and give them opportunity to produce their own writings without mistakes because their productions are strictly controlled. Only after having improved this first kind of highly controlled-writing can the students move to free compositions in which they express their own ideas. Perhaps one of the most outstanding attributes of this method is that it emphasizes accuracy rather than fluency or originality. As it focuses on the structural aspect of the language and neglects its communicative aspect. Raimes (1983) stated:“This approach stresses three features: grammar, syntax, and mechanics.” (p. 76). Besides Raimes, Byrne (1988) and Tribble (1996) introduce the same principles but under different titles. Byrne’s Focus on Accuracy stresses control over making mistakes, aiming at eliminating them from the written work by using step-by-step activities. This approach gradually reduces amount of control and allows more freedom at later stages.(1996) Tribble’s traditional Text-based Approach is similarly focused on form and uses authoritative, texts for imitating, modelling and adapting, with errors as foes that need to be eliminated.

2.5.5. Communicative approach

The communicative method puts stress on purpose and additionally on audience. This approach mirrors Byrne’s Focus on Purpose, according to which the two factors having reason and audience should never be neglected which means students writes are encouraged to behave like writers in reality and ask themselves the crucial questions about purpose and audience. The latter merit plays an important role as the reader in terms of lesson it would be the teacher or classmates gives an authentic feedback or response to the writer in the form of questions, exchanging letters, emails or messages, all that without any correction of the text.

2.5.6. Paragraph-pattern approach

Raimes (1983) stresses of this approach lies on organization, the purpose is to learn how English features are organized in a piece of writing. Students copy paragraphs, imitate ,and analyze model passages. Exercises can include putting scrambled sentences in right order, identifying general and specific information ,and choosing to invent an appropriate topic sentence for the paragraph, or insert ,or delete sentences. This approach is depends on the

Chapter Two : writing skill

principle that in different cultures people construct and organize communication with each other in different ways. Adhering to the same principles, Byrne (1988) describes this approach as Focus on Text which is concerned with the paragraph work, its organizing and constructing, and in which students work on a higher level than single sentences. In state of accuracy of grammar or fluency of content .

2.6. Why to teach writing

The students may need writing instruction at the most basic level-learning to form the letters and other symbols of the English writing system. Students needing such instruction range from those who have neither reading nor writing skills in any language to those who are fully literate but who happen not to have learned a language which uses the Roman alphabet. Here are some reasons to teach writing :

- Students turn to be more organized in their thinking when they learn to write: writing clearly involves organizational skills that will aid our students in other subjects.
- Students learn the appropriate techniques to communicate, not just give their opinions: when students understand there is an audience, they begin to write more effectively and become powerful communicators.
- Writing skill is like reading skill, is connected to a plethora of life's activities : writing is not just for school, it is a life skill. Whether it's an email to co-workers, a letter to a senator, an acceptance speech for an award, or a love letter to a spouse, our children's futures will be filled with opportunities to communicate clearly in writing.
- Our learners have the chance to affect the culture positively : during World War II, C.S.Lewis's students believed they were wasting their time learning writing and literature. Their mates were fighting, and the world seemed to be ending. He encouraged them not "to throw down our weapons and to betray our uneducated brethren who have, under God, no defense but us against the intellectual attacks of the heathen."Equipped with the religious values and worldviews you have been teaching, plus their new communication skills in writing, our children can be a positive influence to their generation.
- References: Students take notes in class that helps improve recall and understanding of what you are learning. The basic idea how students use this most natural form of 'classroom' writing as a teaching opportunity to improve students' writing skills.

Chapter Two : writing skill

2.7. The importance of writing

The writing skill demands accuracy and proper grammar, spelling, punctuation, capitalization, and vocabulary (Bram, in Imeldi, 2001). Ghaith (2002) interprets that writing is a complete process which allows the author to explore thoughts and ideas and make them visible and concrete. Walsh (2010) says: writing is important because it is used extensively in higher education and in the workplace. If students do not have the knowledge how to express themselves in writing, they won't be able to communicate well with professors, employers, peers, or just about anyone else. Highly of regular communication is done in writing: proposals, memos, reports, applications, preliminary interviews, e-mails, and more are part of the daily life of a college student or successful graduate. Writing brings about a lot of advantages; Chappell(2011) since it helps to: express one's personality, foster communication, develop thinking skills, make logical and persuasive arguments, and give a person an opportunity to later reflect on his/her ideas and re-evaluate them, provide and receive feedback and prepare for school and employment. It has a unparalleled position in language teaching. Since its acquisition encompasses a practice and knowledge of other three language skills, such as listening, reading and speaking. Moreover, it needs mastering of other skills, such as metacognitive skills. Learners require to set an objective for their writing, plan it carefully, think over its layout and logical structure, revise it. In the process of writing they should to use cognitive skills, they have to analyze their sources and then synthesize them in a compact piece of writing. One of the best ways to attract students to writing is to let them write at the beginning of the learning process as freely as possible and evoke in them the feeling of creativity. Creative writing obviously can play a crucial role in the development of writing skills (Janikova,2005,p .6 & Rico, 1984) . Maley (2009) affirms the following benefits of creative writing: it aids language development at all levels: grammar, vocabulary, phonology and discourse. It requires learners to manipulate the language in interesting and demanding ways as they attempt to express uniquely personal meanings, it requires a willingness to play with the language and it concentrates more on the right side of the brain, with a focus on feelings, physical sensations, intuition and musicality, it also affords scope for learners who in the usual processes of formal instruction are therefore often at a disadvantage.

2.8. Writing acquisition

The word acquisition (as opposed to learning) is also sometimes taken to imply the involvement of innate, species-specific linguistic knowledge in one's mastery of a language,

Chapter Two : writing skill

whether it be native or foreign. According to Namouchi (2008,p.19) there is difference between the acquisition of language and the acquisition of writing as stating, that the acquisition of language, as natural process, it results by itself and occurs at an early age due to the environment without any efforts and unconsciously. On the contrary, acquiring writing needs intensive process of training and a long term pedagogical assistance in specialized institutions it proceeds relatively slowly i.e. formal instruction environment.

Hence, the difficulty of the written form of writing is due to the psychological predispositions that characterize the spoken form. Consequently, the exposure to the symbolic system of written language has evoked higher mental functions in the students. For that reason it must adapted writing in to classroom to make students familiar with it.

2.9. Writing with reading and speaking skills

a/ Writing with reading skill

reading instruction is most sufficient when intertwined with writing instruction and vice versa. Reading is one of the four skills that complement the writing skill and the more the one reads books, the more vocabulary, ideas and will acquire since, reading enhance the writing ability and enrich the background of the reader that he/she will be good writer. Reading a variety of genres helps students learn text structures and language that they can then transfer to their own writing. While writing is the act of transmitting knowledge in print, we should have information to share before we can write it. Therefore reading occupied a major role in writing . At the same time practice in writing helps learners build their reading skill and working to develop phonemic awareness and phonics skills, phonics skills or the ability to link sounds together to construct words are reinforced when learners read and write the same words. teachers have to explain how the two skills reinforce and strengthen each other. For instance One of the most effective ways to use the relationship between reading and writing to foster literacy development is by immersing learners in a specific genre. teachers should identify a genre that is essential to a grade level's curriculum or is of particular interest to learners. They should then discuss this genre with the students from the reading and writing perspectives.

Chapter Two : writing skill

B/Writing with speaking skill

Speaking and writing are productive skills; which share resembling elements. Speaking is defined as the process of sharing ideas and information through the use of nonverbal symbols in specific context. While writing is acquired through the formal instructions and deliberate effort, which means that writing, is hard to be learnt since, it requires cognitive abilities. Learner development in writing depends on his or her knowledge of the spoken language to express meaning such as acquiring first language will develop the ability to communicate Learners' needs and intentions through spoken language first, before learning to convey these and other meanings through writing. This ability of language learners to write about something that they are able to talk about entails not just richness of content and meaning but also command of language features and forms that are needed to express meanings in a clear and precise manner. In a study on the effect of written input on communication, Newton (1995) discovered that all the vocabulary utilized by learners for negotiation are the ones present in their written input. The advancement of verbal working memory of the oral proficiency can straightly affect the quality of the writing assignments (MacArthur et al., 2008).

2.10. Integration of social media in writing

English learning has become more significant. Teachers frequently use teacher-centered pedagogy that leads to lack of interaction with students, many of them do not have the interest to learn English from academic resources like attending classrooms and enroll themselves in tuition centres. The integration of social media is the latest medium that is used as an innovative way to delegate education purposes. Media can play many roles in transmitting materials to students and support to create an effective and efficient learning process, including the learning of writing skill, so the use of media in learning writing required to be improved to obtain learning goals. Out turn, teachers need to choose appropriate media in order to maintain students' writing process effectively. There are three kinds of media that can be used in teaching writing skill : Visual, for example: pictures and photos. Audio, for example: tape recorder, cassettes, and radio. Audiovisual, for example: movies, video...etc. Grandzol and Grandzol (2010) declare that in an advanced English class, Wikipedia can be used as a forum to discuss different ideas and thoughts about books the students have read independently. While these books have been discussed exclusively on the wiki, the discussions are student-centered and student driven . Also, using

Chapter Two : writing skill

brainstorming strategy not only helps students store ideas for writing but also improves their creative thinking skills. Since they are writing through SNSs, students will not be afraid to write out loud. In the discussion stage, students are exchanging ideas so that their critical thinking skills will be improved. Social networking services supplied a good opportunity for interaction, planning and getting more information. As a result, it could be effective for students to learn ESL writing if teachers encourage students to brainstorm through SNSs. Teachers should try to offer choices, responsibilities and opportunities for the students to interact while they write. Even though it is not easy for teachers to apply new activities and tools in the classroom, they should improve their ICT skills and get familiar with social media. And once the media are integrated into writing classroom, students will be more interested in writing so that their writing skills will be improved.

2.11. Effects of social media on learners' writing

In the opinion of (Van Looy & Goegebeur & Vrijssen, 2000) the main idea is that students must learn to reflect on their functioning so that after they have completed the course they may be able to continue working on their own improvement in a conscious manner, but this is possible only through the proper use of new technology and use of different social media sources to get new fresh information from the surrounding and the world and improve your hidden capabilities according to the changing era.

Linse(2006) states“Language ability of learners will be improved overall by vocabulary improvement” now the light of the above mentioned statement social media is one of the most effective way of improving vocabulary of English language and learners can read different type texts available on Facebook , fresh and new information about the world on Twitter and also the reviews of numerous departments of people about different issues, and EFL learners can learn a large number of new words and phrases without going to library or read different text books. So it is strongly encouraged that learning the exact vocabulary can be considered more important than learning part of grammar as the basic need for learning a language. Vocabulary games provide real world context into the classroom, and enhance students' use of English in a flexible, communicative way (Huyen & Nga, 2003).

Ivala and Gachago (2012) discovered that appropriate use of blogs and Facebook groups, if accepted by students as a learning tool, enhance students' engagement in learning activities of an academic nature on- and off-campus.

Chapter Two : writing skill

Lajuan & Rojer (2011,pp.401-406) did a research entitled the use of social networking tool to improve college students' business writing skills. This study explored that the students' writing skill can be improved by use of the social media tool Twitter.

Bin Tahir & Aminah (2014,pp.235-241) made a research on developing students' writing skill through facebook at the university of Iqra Buru which found that learning writing through facebook can improve the students' writing skill.

The use of social media among students has reached high levels and has influenced their study time, poor grammar and wrong spellings when socializing on social media as well as amusing their attention from their studies (Ndaku, 2013). Most of the Students spend much of their study time on social networks than in their academic undertakings and it has affected their Grade Point Average (GPA).

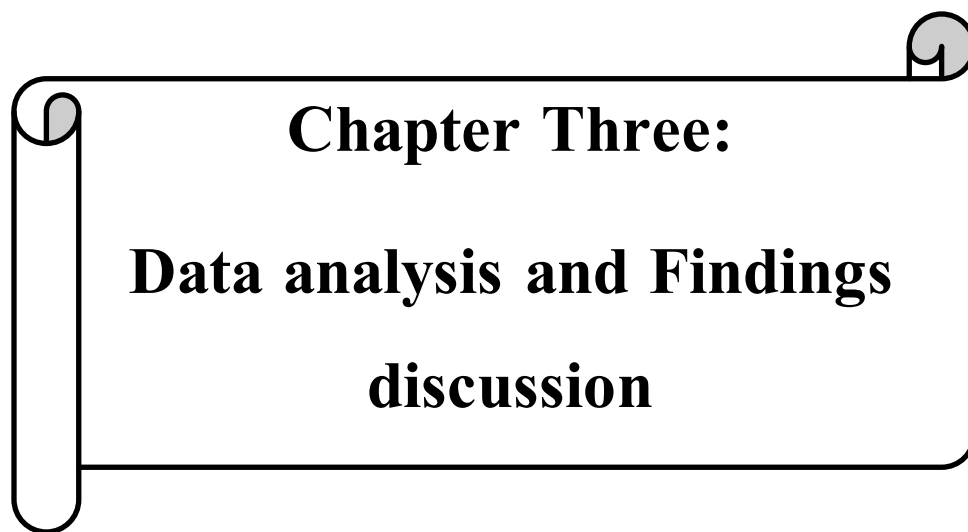
scholars are skeptical of the use of social media in the classes unless incorporated with a strong purpose or ideology (Brabazon, 2011; Collin & Street, 2014; Street, 2013). though experts have argued that social media has the potential for learning through supporting networks of information and people (Anderson & Dron , 2011).

Kolan & Dzandza state that the nature of social media as a useful servant but a dangerous master and two-edge sword has been revealed in the findings of the study . Despite the benefits that students can have from social media networks such as sharing of information, building relationships, partaking in group discussion , there is some extent addiction and distraction of attention caused by the use of social media which could have serious consequences on academic life of students .

Chapter Two : writing skill

Conclusion

This chapter presents an overview of the second variable of our topic of interest 'writing' which is one of four language skills . This chapter deals with an introduction , definitions of writing, a small comparison between the two kinds of writing formal and informal .Moreover, the chapter cover various elements that has relation with writing like types ,aspects , components and approaches of writing . The next point discussed the reasons and importance behind teaching writing in classrooms . Then , the writing acquisition and the relationship of writing with the other skills appears at the end of the chapter . The last points of thischapter deals with the integration and effects of social media on learners writing.



Chapter Three:
Data analysis and Findings
discussion

Chapter Three :Data analysis and Findings discussion

Introduction

3.1. Methodology

3.1.1. Sample description

3.1.2. The choice of sample

3.1.3. Instrument of data collection

3.2. Data Collection tools

3.2.1. The students' questionnaire

3.2.2. Discussion of the Students' Questionnaire Findings

3.2.3. Analysis of WhatsApp conversation

3.2.4. Analysis of the students paragraphs

3.3. Discussion of the findings

3.4. Suggestions and recommendations.

Conclusion

Chapter Three :Data analysis and Findings discussion

Introduction

It is previously mentioned that the aim of this study is to investigate the social media impact on second year EFL learners' performance in writing at Khenchela University. The following step is to move to practical things. The researchers wanted to explore whether this social media affects EFL learners or not and whether it can be used as a tool to improve the students' writing inside classrooms.

This chapter represents the method used in gathering data. It explains the tools and instruments used to support the research work, the choice of the participants and the objectives behind that choice. Finally, this chapter will end with a discussion of all the gathered data.

3.1. Methodology

This research is a descriptive correlational research; the purpose from this study is to investigate "The impact of using Social media on the students' performance in writing". The respondents in this research are second year students of English at Khenchela University during the academic year 2019-2020. The study is an attempt to answer the research questions presented in chapter one.

3.1.1. Sample description

The participants in our study are 51 students Out of 156 students (divided into 3 groups, and each group contains from 45 to 55 students) enrolled in the second year at the department of English at the University of Abbes Laghrour–Khenchela during the academic year 2019-2020. The participants are chosen randomly.

3.1.2. The choice of sample

This population of students has been chosen for specific reasons:

- The first reason is: the level of students in writing, their level is much better than the first year LMD because they already studied written expression course, so learners are mindful in grammar rules , punctuation, correct spelling, and errors in sentences

Chapter Three :Data analysis and Findings discussion

structure. Students commonly make three kinds of sentence structure errors: fragments, run-ons, and comma splices.

- The second reason is: in third year LMD written expression session turned to TTE courses which deal with writing skill in general, so there will be little aware of written rules and structure
- The last reason lies in the second year LMD program which is not similar to the first year, but it is complementary in content. Learners are taught different types of paragraphs and essays and this will help in the observation.

3.1.3. Instrument of data collection

Triangulated is used in this research, including questionnaire which attempts to collect quantitative data that provides answers for the research questions as mentioned in the introduction. It is designed to obtain data about how the daily use of social media reflects on student's writing skill.

The questionnaire is addressed to the second year EFL students in Khenchela. The questionnaire is made of three sections, the type of questions used is a combination of close-ended questions and open-ended questions where the participants are asked to tick the appropriate answers and justify it when necessary. Each section intends to investigate and provide particular information, the first section includes personal information which contained two items. The second section contained an overview on social media as helpful tool to ameliorate students' writing proficiency and highlighted the main obstacles which can face them while writing, this section has 6 items. The third section discusses to what extent social media can be used as learning strategy, this section contains 8 items.

The second tool used in addition to the previous tool is an analysis of some extracts from WhatsApp conversation in order to know more how students use abbreviations and acronyms in their daily texting and how that affected formal writing.

The third tool is an analysis of paragraphs written by students who were the same students that participated in answering the questionnaire.

Chapter Three :Data analysis and Findings discussion

3.2. Data analysis

3.2.1. Analysis of the students' questionnaire

Section one: Background information

Question 01: Specify your gender.

This question seeks to know the respondents gender:

Options	N°	%
Females	19	62.7%
Males	32	37.3%

Table 1:Students'Gender.

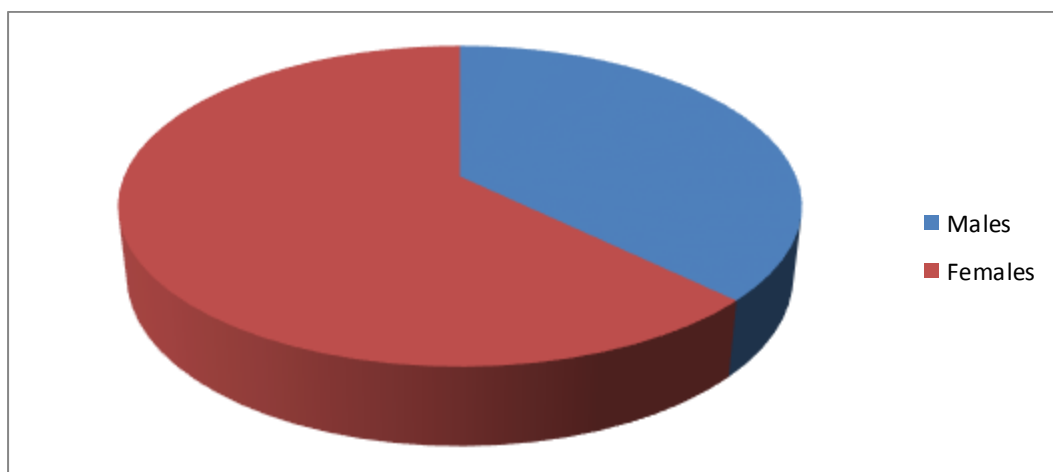


Figure 5:Students'Gender.

The results indicate that the majority of students are females (62,7%), while only(37,3%)of the participants are males. This high female dominance in the English department at Abbess Laghrour University shows that females are more interested in studying English, perhaps males are more interested in scientific branches.

Chapter Three :Data analysis and Findings discussion

Question 02: How can you describe your level in English?

This question was asked to figure out students' views about their level in English.

Options	Number of participants	%
Excellent	05	9.8%
Good	32	62.7%
Fair	12	23.5%
Poor	02	3.9%

Table 2:Students'Level in English.

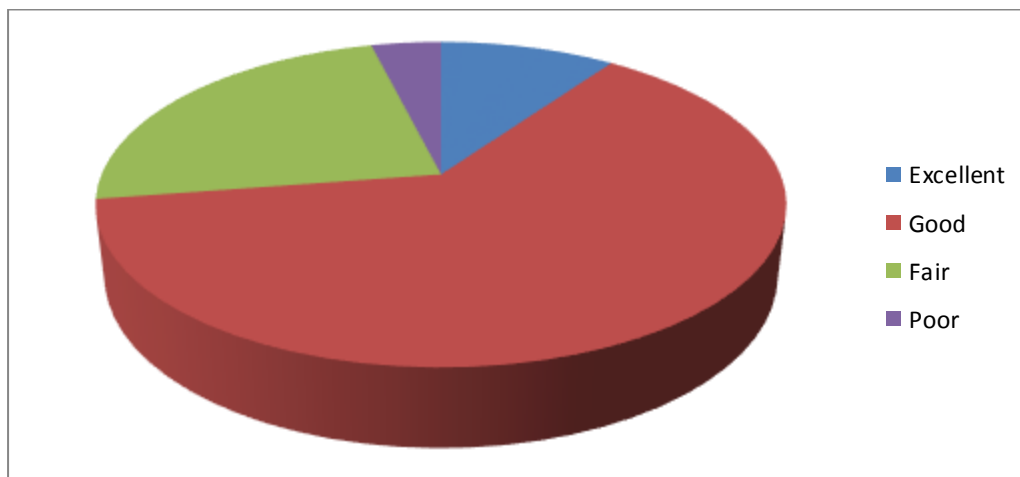


Figure 6:Students' Level in English.

As expected (3,9%) of participants rate his/her level as poor. Most of the students (62,7%) claimed that their level in English is good, others (23,5%) state that they are fair, whereas some students (9,8%) considered their level as excellent. This rate shows the diverse levels of students in the same classroom which may be due to self-ambition of students to enhance their level.

Section Two: The writing proficiency

Question 03: Do you like written expression session? Justify.

Chapter Three :Data analysis and Findings discussion

This question attempts to know the different views of the students about the written expression course.

Options	N°	%
Yes	43	84.3%
No	08	15.7%

Table 3:Students' Views about WE Session.

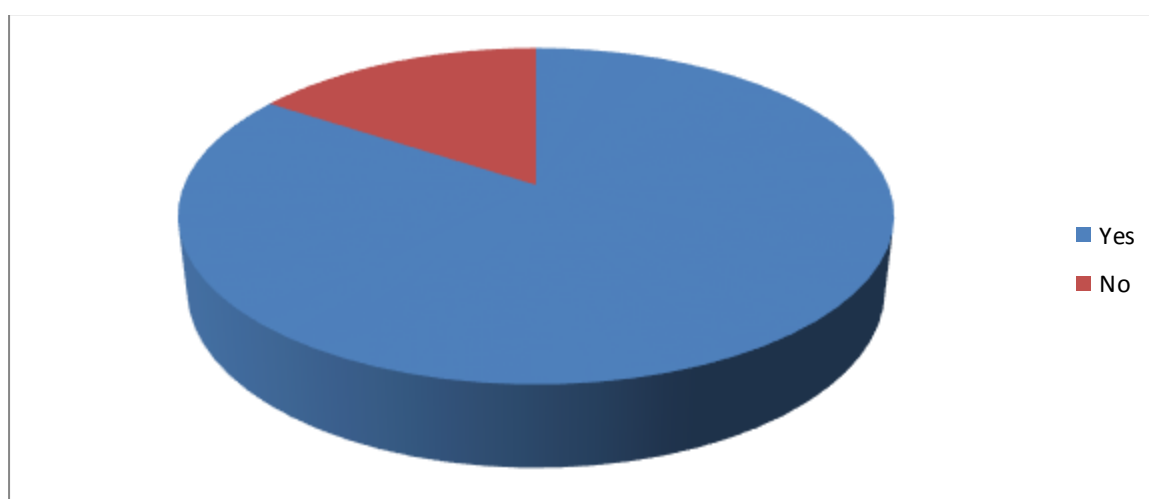


Figure 7:Students'Views about WE Session.

According to the results displayed in the figure, the majority of students (84,3%) like written expression session. However (15,6%) of participants do not like written expression course.

Justification:

Students stated the following reasons behind their opinions toward written expression session:

- The method of the teacher plays an important role to make the session boring or enjoyable.
- Poor level of students in expressing their ideas pushes them to feel low self-esteem.
- Written expression gives the students the opportunity to know the details of a good structured paragraph.
- Learn new vocabulary and be able to express students' ideas freely.

Chapter Three :Data analysis and Findings discussion

- Avoid mistakes and errors and encourage self-correction.
- No creation, always students deal with the same topics which teachers select without taking into consideration students' interest.

Question 04: how often do you write per week?

Options	N°	%
Always	01	2%
Usually	08	15.7%
Often	07	13.7%
Sometimes	18	35.3%
Rarely	13	25.5%
Never	04	7.8%

Table 4:Students' Writing Per Week.

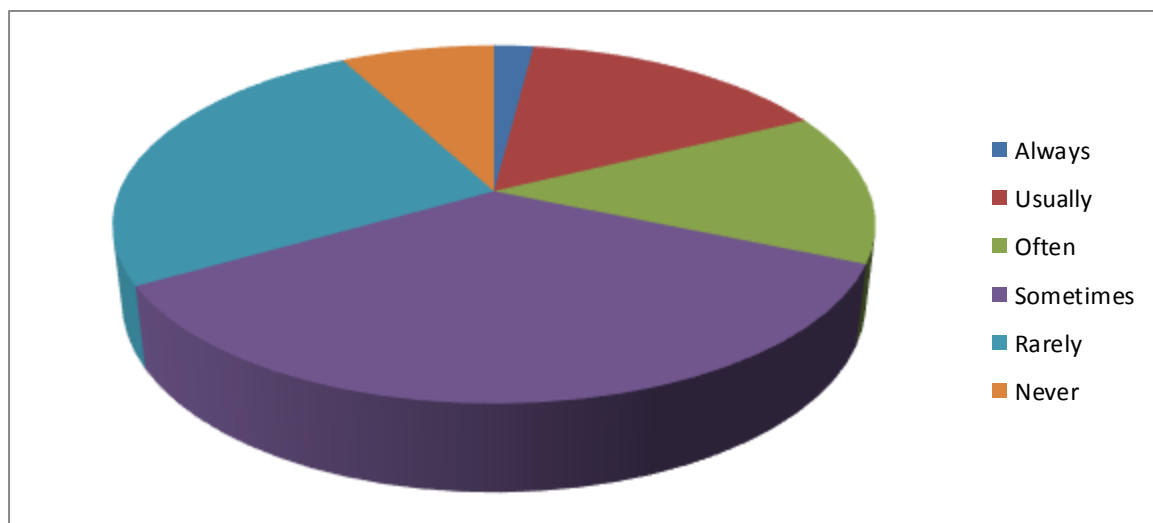


Figure 8:Students'Writing Per Week.

The results show that the majority of the students (35,3%) sometimes write while (25,5%) of the participants rarely write, this means that students still not aware about the importance of developing their writing skill. However (15,7%) of respondents usually write, and only (13,7%) of students who said that they often write. Around (7,8%) of students never

Chapter Three :Data analysis and Findings discussion

write or in another word they avoid writing because they are slow and inefficient in finding the right word(s) to express their ideas, and to develop them smoothly (poor ideation) .The minority of students (2%) always write because they love to express their opinions toward anything and everything.

Question 05: Choose the most difficult skill to learn, according to its degree of difficulty.

This question has been asked to highlight the amount of attention EFL students give to each skill area which primary depend on both the level of learners and situational needs.

Options	N°	%
Speaking	24	47.1%
Listening	10	19.6%
Writing	15	29.4%
Reading	02	3.9%

Table 5 :Student's Opinions about Skills.

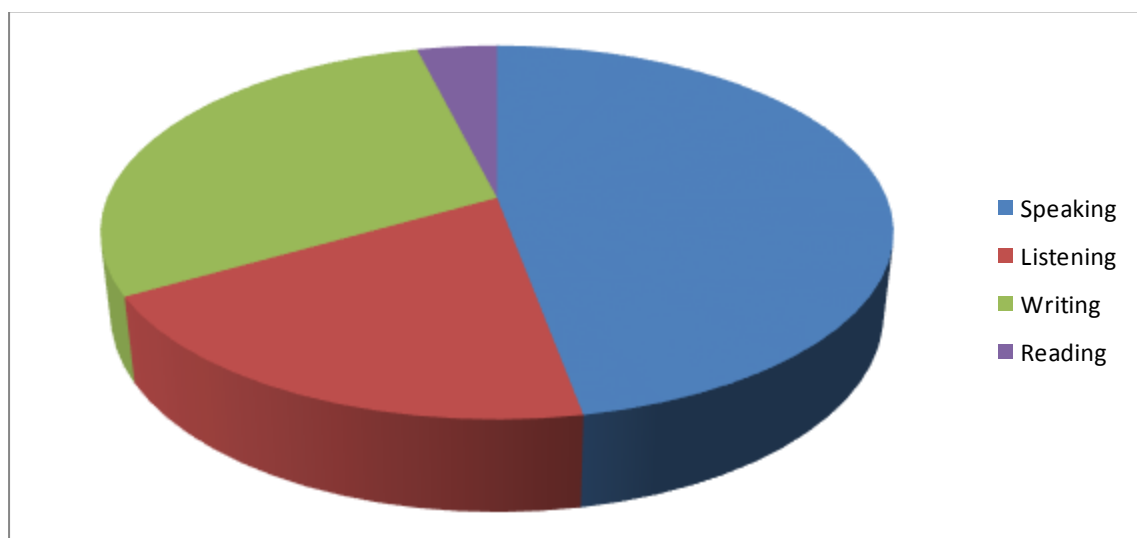


Figure 9:students' Opinion about the four skills.

The results shows that the majority of participants (47,1%) face difficulties in term of speaking English fluently and accurately. While others (29,4%)of students consider the

Chapter Three :Data analysis and Findings discussion

writing skill which is the focus of this study as the most difficult skill to learn because they need to master different elements and follow various techniques and strategies to write a good piece of writing. However, around (19,6) of participants have difficulty in listening more than other skills because of the existence of various dialects and accents which sometimes create a complexity to the students in understanding what other people say. And only (3,9%) of respondents choose reading as the most difficult skill because there is a contradiction in spelling some words and their pronunciation.

Question 06: Which phase do you think is the most important? justify.

Options	N°	%
Prewriting	15	29.4%
Drafring	15	29.4%
Revising	13	25.5%
Editing	08	15.7%
Publishing	00	00%

Table 6:Students' Views Towards the Most Important Phase.

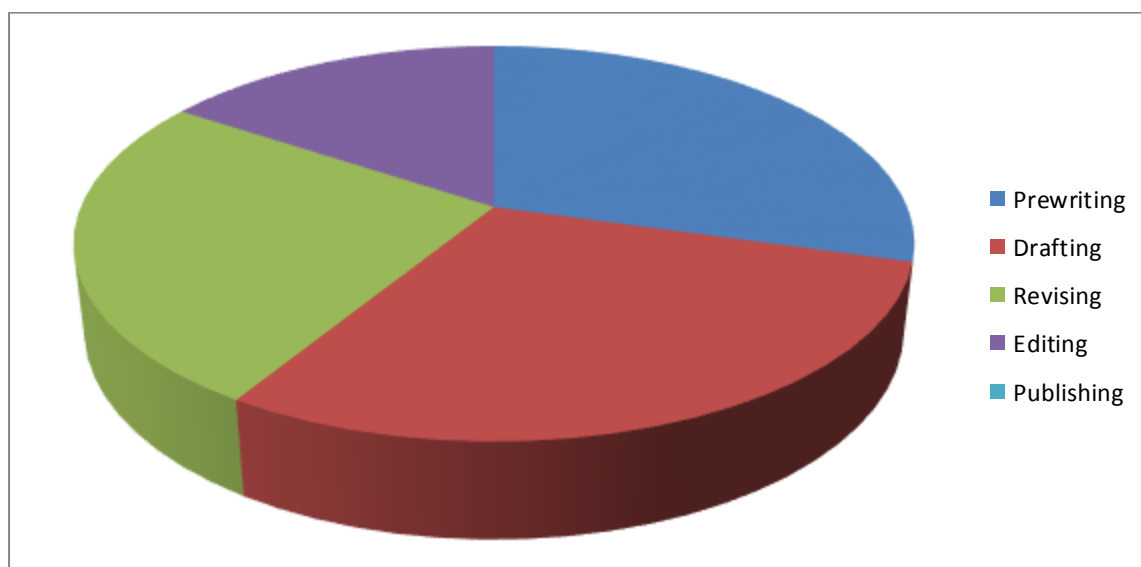


Figure 10:Students'Views Toward the Most Important Phase.

Chapter Three :Data analysis and Findings discussion

From the figure representation which indicates that both drafting and prewriting equally got the same percentage as the most important phase by (29,4%) for each phase, whereas no one of students think that the publishing phase is important because of the lack of awareness about the benefits of this step. Around (25,5%) of participants choose revising phase, and only few of participants (15,7%) think that editing is the most significance step in writing.

Justification:

Participants mentioned the following justifications behind their choices:

- Prewriting gives opportunity to students to organize their ideas and increase efficiency by helping the students map, plan, or brainstorm about their writing before beginning a first draft.
- Drafting is the significant phase to the whole process of writing which controls the quality and quantity of writing.
- Revising encourages self-correction of mistakes
- Editing requires students to reread their draft to check more significant issues, including organization, paragraph structure, and content.

Question 07: Do you encounter difficulties to express your ideas in written expression?

Options	N°	%
Yes	10	19.6%
No	08	15.7%
Sometimes	33	64.7%

Table 7:Students' Views towards Facing Difficulties in WE.

Chapter Three :Data analysis and Findings discussion

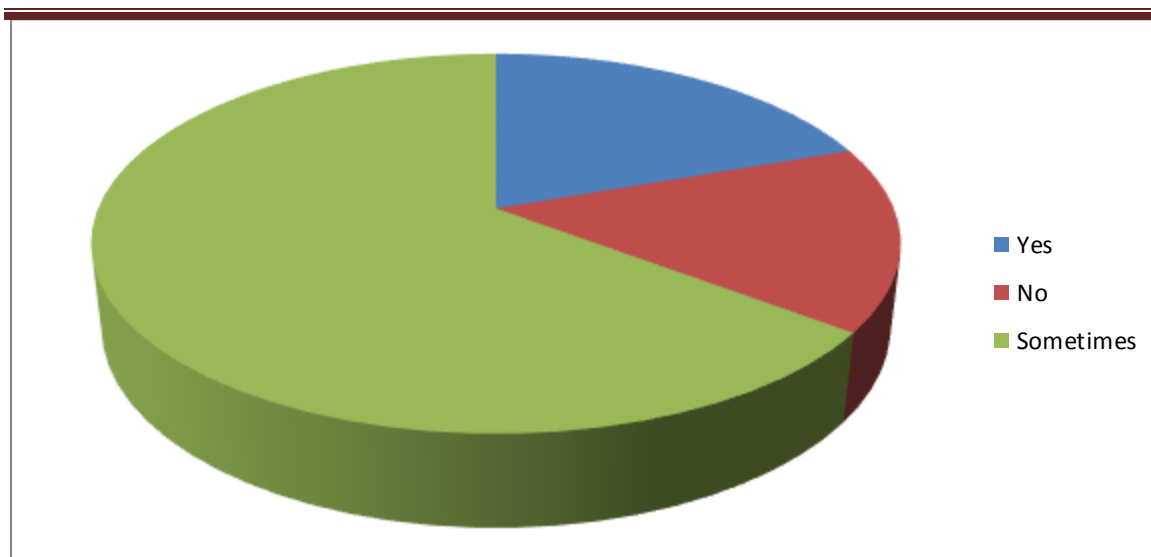


Figure 11:Students' Views toward Facing Difficulties in WE.

The results revealed that the majority of students which represent a total of (64,7%)of students sometimes encounter difficulties to express their ideas, and (19,6%)of students face problems while starting writing and organize their ideas, whereas (15,7%) of them easily express their ideas without any obstacles.

Question 08: What are the obstacles according to your opinion?

Options	N°	%
Interference of the mother tongue	07	13.7%
You find difficulties in finding ideas	22	43.1%
Lack of vocabulary	28	54.9%
Difficulties in grammar and writing techniques	13	25.5%

Table 8:Students' Obstacles in Writing.

Chapter Three :Data analysis and Findings discussion

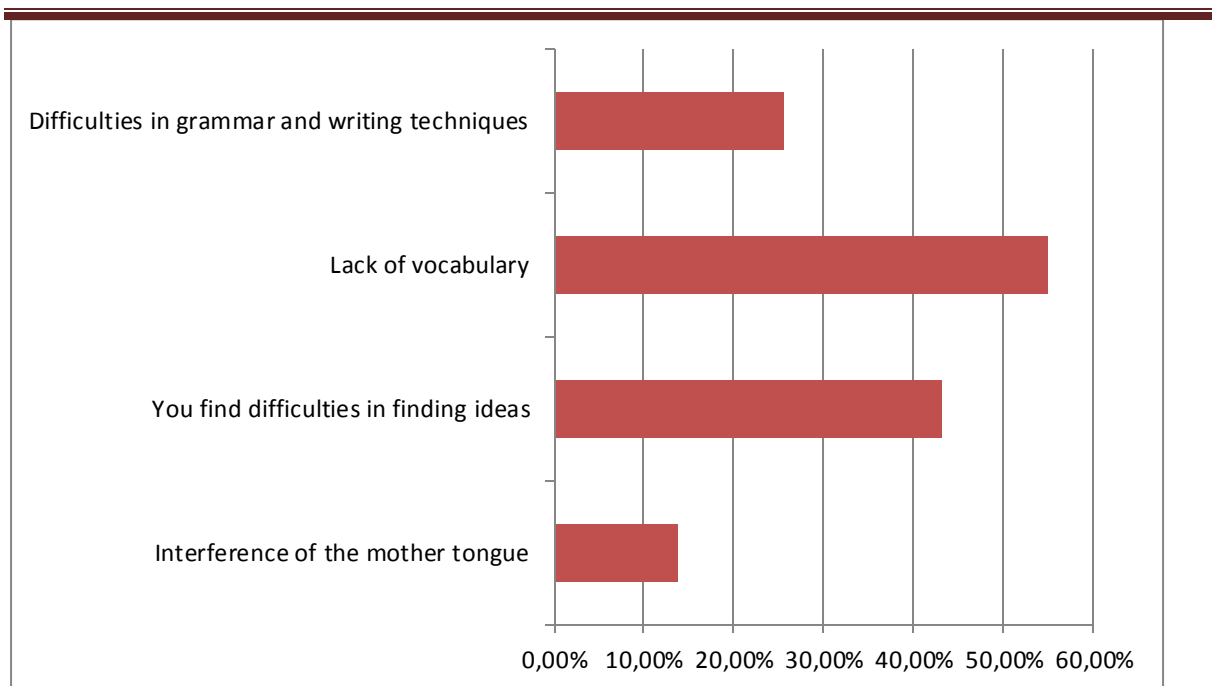


Figure 12:Students' Obstacles in Writing.

It is clear that participants face all obstacles in varying degrees; they were offered an opportunity to select multiple answers. According to the majority (54,9%) of participants the main obstacle which encounter them when expressing their ideas is the lack of vocabulary ;while (43,1%)of them have problem in finding and formulating clear ideas, whereas(25,5%) of participants face difficulties in using appropriate grammar rules and writing techniques. And onlyfew (13,7%) of respondents have problem in expressing their ideas because the interference of the mother tongue.

Section three: Social media as a strategy in learning

Question 09: Do you use social media?

This question aims to know whether the students use social media in their daily life or not. The results showed that (100%) of participants use social media, this mean that social media is an important thing and a necessity in nowadays life.

Options	N°	%
Yes	51	100%
No	00	00%

Table 9:Students'Familiarity with Social Media.

Chapter Three :Data analysis and Findings discussion

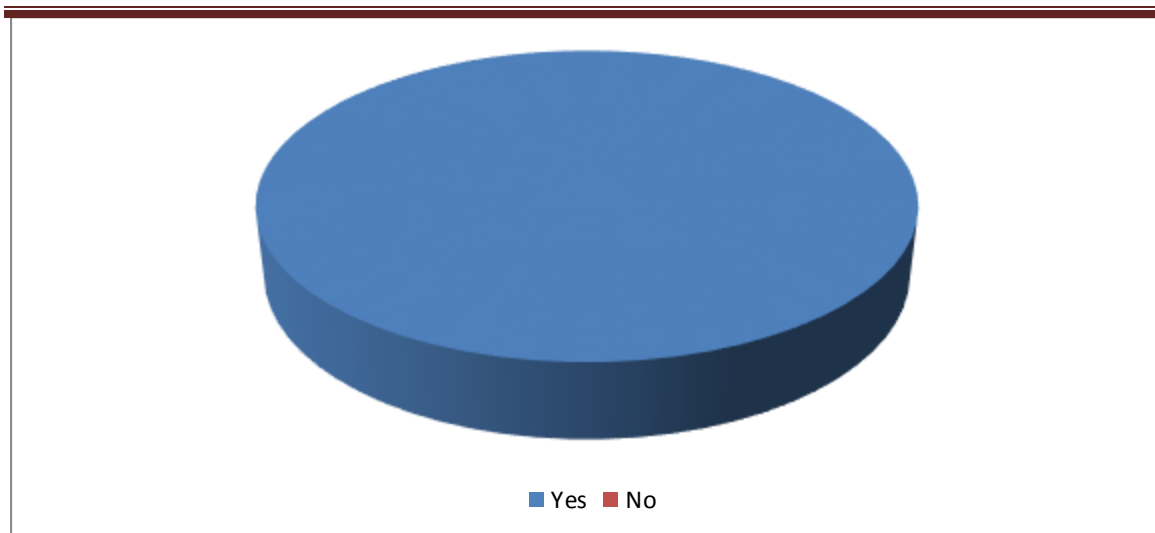


Figure 13 :The Students' Familiarity With Social Media.

Question 10: Which one of the following do you use regularly? (multiple answers are possible)

This question aims to explore the familiarity of students with social media, and to know which social networks they prefer and use regularly. We gave participants the opportunity to select more than one answer, multiple answers were selected. The following table shows the results:

The social networks	Number of participants	%
Facebook	43	84.3%
Instagram	37	72.5%
Twitter	5	9.8%
Viber	5	9.8%
Email	14	27.5%
Others	17	33.3%

Table 10:Social Networks that are used by Students Regularly.

Chapter Three :Data analysis and Findings discussion

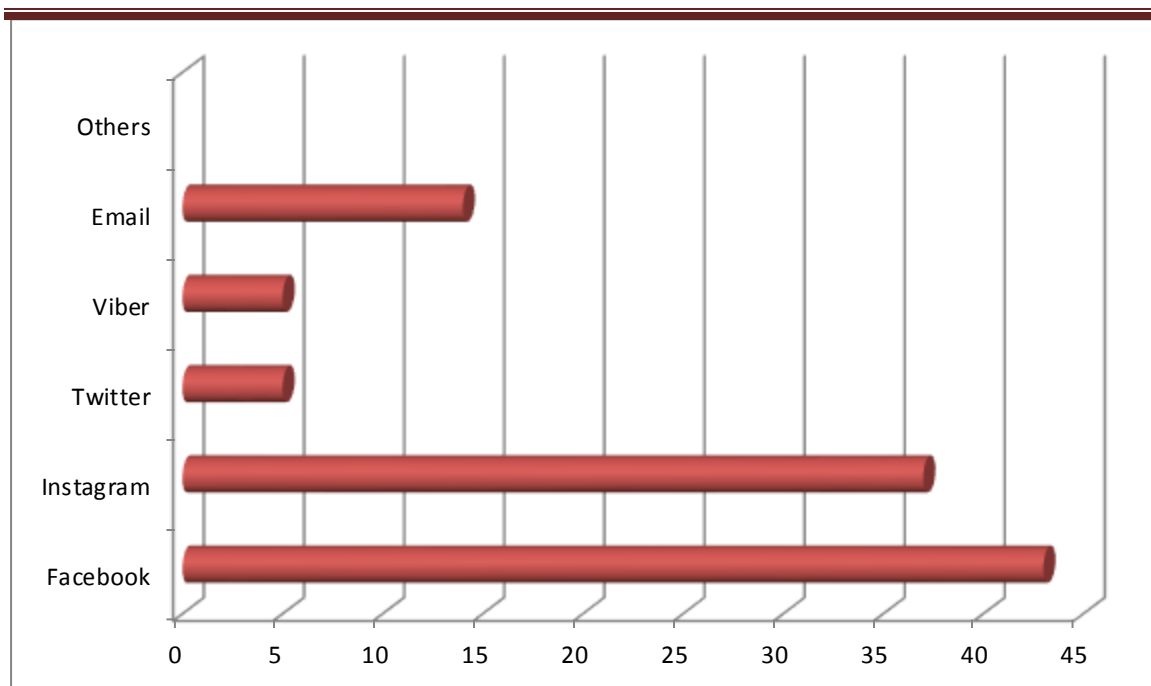


Figure 14:Social Networks that are Used By Students Regularly.

It is noted that 43 of participants out of 51 used Facebook which means that Facebook is the first social networking site used among students with (84.3%). (72.5%) said that they use Instagram, (9.8%) noted for both Twitter and Viber,(27.5%) indicated that they use Email regularly, and finally (33.3%) said that they use other social networks.

Question 11 : How many hours per day do you spend on these sites?

This question seeks to see how much students are attached to the social media and how many hours per day they spent on it.

Hours	Number of participants	%
1	6	11.8%
2	8	15.7%
3	5	9.8%
4	9	17.6%
5	7	13.7%
6	4	7.8%
7	0	0%

Chapter Three :Data analysis and Findings discussion

8	12	23.5%
---	----	-------

Table 11:Students' Frequency of checking their Social Media Per Day.

Respondents were asked to report on time spent per day in social media, we notice that the amount of time differs from one to another. (11.8%) said that they spent only one hour in social media, others with the rate of (15.7%) say that stay 2 hours in socializing, (9.8%) said they use it for 3 hours, (17.6%) used it 4 hours . Furthermore, (13.7%) spent 5 hours ,(7.8%) spent 6 hours and more than (23.5%) spend more than 7 hour per day in social media. Students are spending too much hours in social media.

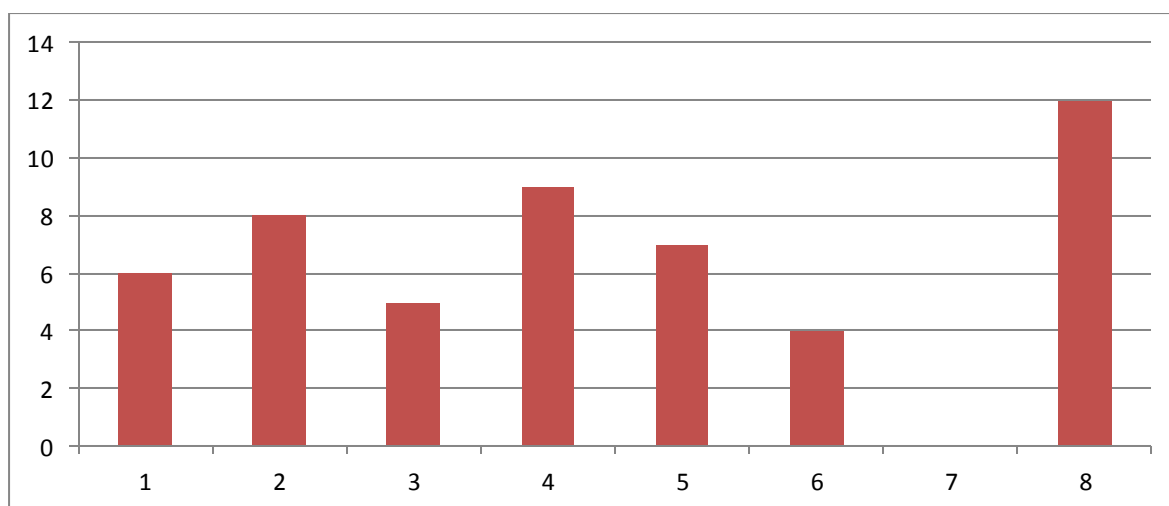


Figure 15:Students' Frequency of Checking their Social Media Per Day.

Question 12: Which languages do you use when you text in social media?

The aim behind this question is to see if learners use English when writing and texting with their peers and mates.

Languages	Number of participants	%
Arabic	32	62.7%
English	45	88.2%
French	19	37.3%

Chapter Three :Data analysis and Findings discussion

others	2	3.9%
--------	---	------

Table 12:Student's Frequency of writing in texting.

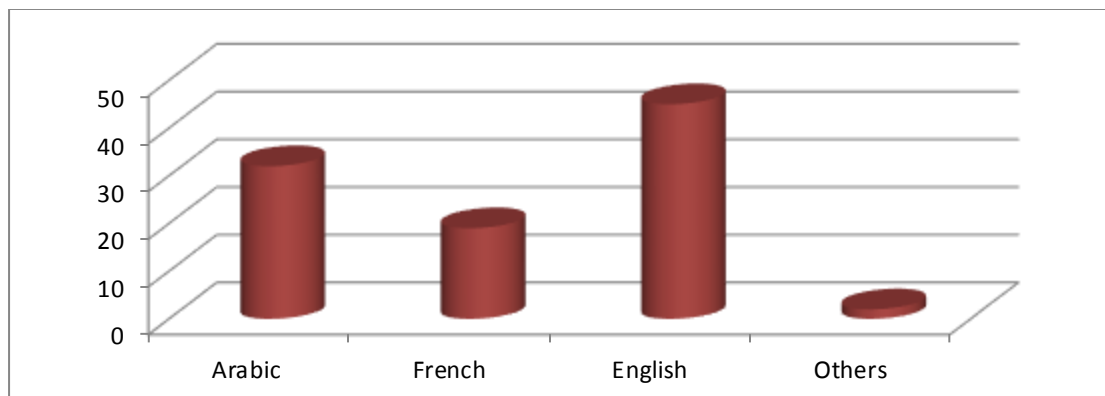


Figure 16:Students' Frequency of Writing in Texting.

The figure represents the learners' frequency of writing when using social media. The results show that (88.2%) of students choose to chat in English, then comes Arabic in the second position with (72.7%). However, (37.3%) said that they use French and (3.9%) use other languages.

Question 13: Do you use abbreviations and acronyms while texting?

The aim of this question is to know whether the students are using abbreviations and acronyms when communicating and chatting with others or not, also to know some kinds of abbreviations the learners depend on. The following table shows the results:

Options	%
Yes	86.3%
No	13.7%

Table 13:Students' Use of Abbreviations and Acronyms.

Chapter Three :Data analysis and Findings discussion

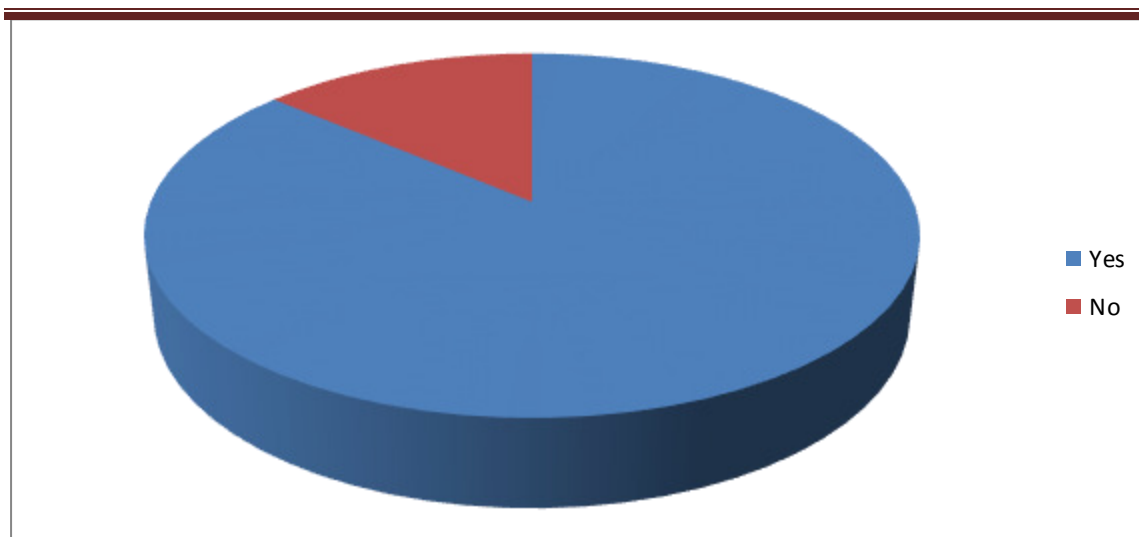


Figure 17:Students' use of Abbreviation and Acronyms.

As results to this question, the majority of the students with (86.3%) said that they use abbreviations and acronyms. While (13.7%) of the population said that they don't. the following table shows some examples of abbreviations and acronyms given by the students and their explanation:

English abbreviations:

Abbreviations	Explanations
ASAP	As soon as possible.
CUZ	Because
TBH	To be honest
IDK	I don't know
BFF	Best friends forever
BTW	Between
I'LL	I will
HBU	How about you
How r u?	How are you?
K	Okey
LWIAU	Last week I asked you
LOL	Laugh out loud

Chapter Three :Data analysis and Findings discussion

U	You
Nd	And
OMG	Oh my god
OBV	Obviously
DEF	Definitely
OFC	Of course
PLZ	Please
TNX	Thanks
URW	You are welcome
TTUL	Talk to you later
WASSAP	What's up
B4	Before
C U 2N8	See you tonight
GR8	Great
GONNA	Going to

Table 14:English Abbreviations used by Students.

French abbreviations:

Abbreviations	Explanations
BJR	Bonjour
2M1	Demain
B1	Bien

Table 15:French Abbreviations Used by Students.

Question 14: Why do you use abbreviations and acronyms?

This question aims to know the reasons behind the students' use of abbreviations and acronyms while texting.

Chapter Three :Data analysis and Findings discussion

Options	N°	%
Gain time	30	58.8%
Save the space	4	7.8%
Fear of spelling mistakes	5	9.8%
It's fashionable	12	23.5%

Table 16:Reasons behind the Use of Abbreviations.

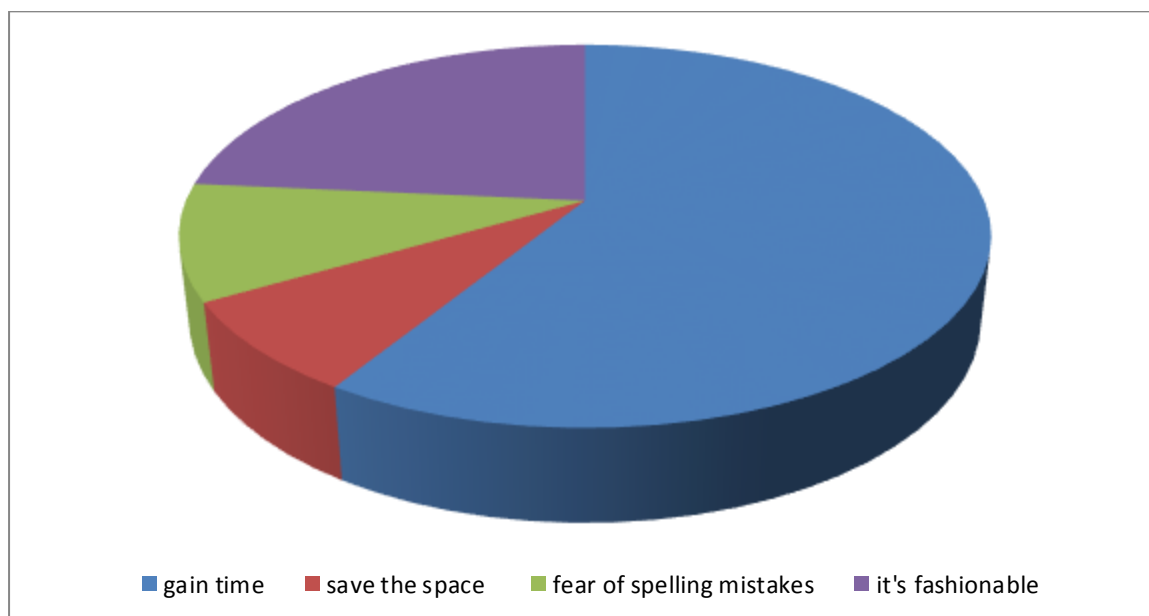


Figure 18:Reasons behind the Use of Abbreviations and Acronyms.

Findings showed that (58.8%)use abbreviations and acronyms for the reason of gaining time when texting for facilitating the process. (7.8%) of them said that they use abbreviations and acronyms unconsciously to save the space of the messages, whereas (9.8%) of the population declare that they fear spelling mistakes and for this reasons they depend on the use of abbreviations. Finally (23.5%) relate their use to fashion.

Question 15: Do you think that your formal writing is affected by the use of abbreviations and acronyms?

Chapter Three :Data analysis and Findings discussion

This question seeks to know whether the use of abbreviations and acronyms can affect the formal writing of the students. We have asked students to select the appropriate reasons for them.

Options	N	%
Yes	28	54.9%
No	23	45.1%

Table 17:Students'Attitudes towards the Use of Abbreviations in Formal Writing.

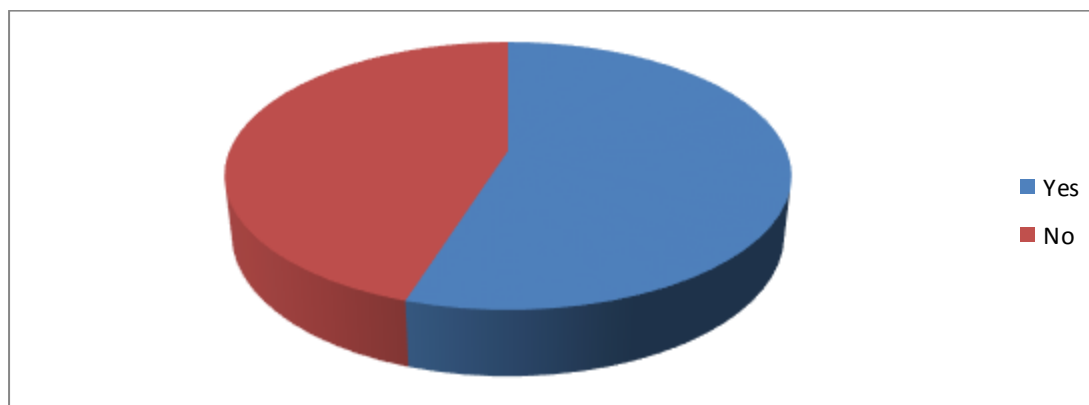


Figure 19:Students'Attitudes toward the Use of Abbreviations.

As results for this question, (54.9%)of the participants said that their formal writing is affected by the use of abbreviations and acronyms. On the other hand, (45.1%) of the population admitted that they don't mix between formal and informal writing , and they declare that there are no effects of using abbreviations and acronyms on their academic writing. The selections of the reasons according to students are as follows:

Options	N°	%
You forget the spelling of words	19	37.3%
Mixed between formal and informal language	18	35.3%
difficulties in formulating correct sentences	06	11.8%
Lack of punctuation	06	11.8%
Use them unconsciously	15	29.4%
Difficulties in applying grammar rules	16	31.4%

Table 18:Reasons of the use of Social Media in Formal writing .

Chapter Three :Data analysis and Findings discussion

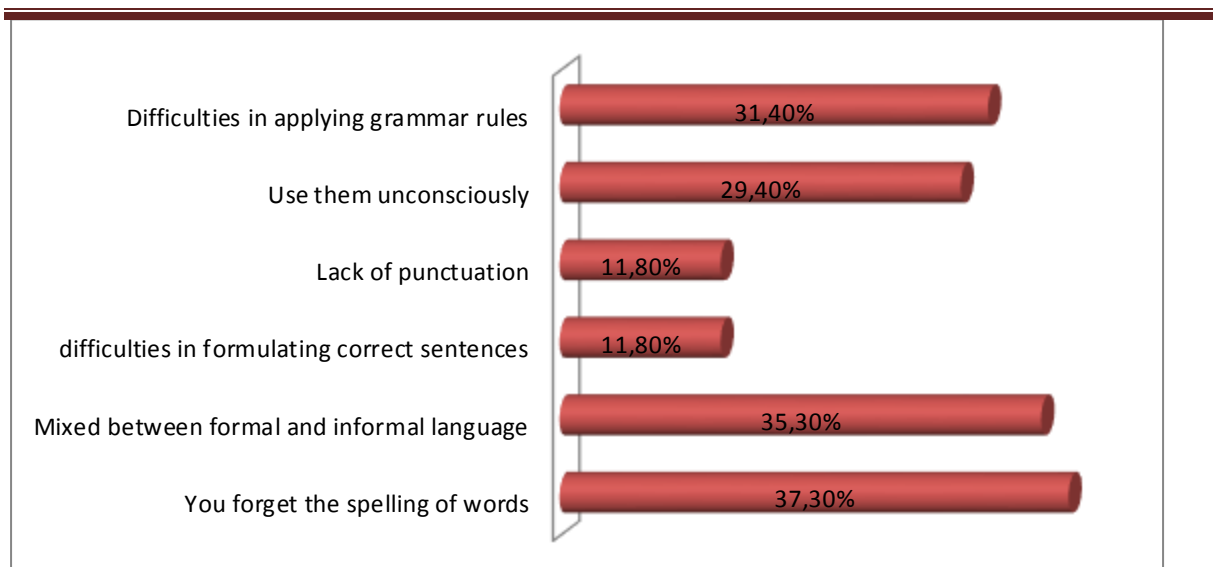


Figure 20:Reasons of the Use of Social Media in Formal Writing.

Findings show that (37.3%) forget the spelling of words when writing because of that, they use abbreviations. (35.3%) said that they mix between formal and informal language when writing formal essays and that means that they were affected by the language in social media. On the other hand, (11.8%) of the population choose equally: lack of punctuation and difficulties in formulating correct sentences. (29.4%) said that they use abbreviations unconsciously and (31.4%) said that they find difficulties in applying grammar rules.

Question 16: Do you consider social media as an aid for you to ameliorate your writing proficiency? Justify.

The aim behind this question is to know the students' attitude towards the use of social media as a tool to enhance their writing. We asked students to justify their choice.

Options	N°	%
Yes	41	80.4%
No	10	19.6%

Table 19:Students' Attitudes towards Social Media as an Aide to Ameliorate Writing.

Chapter Three :Data analysis and Findings discussion

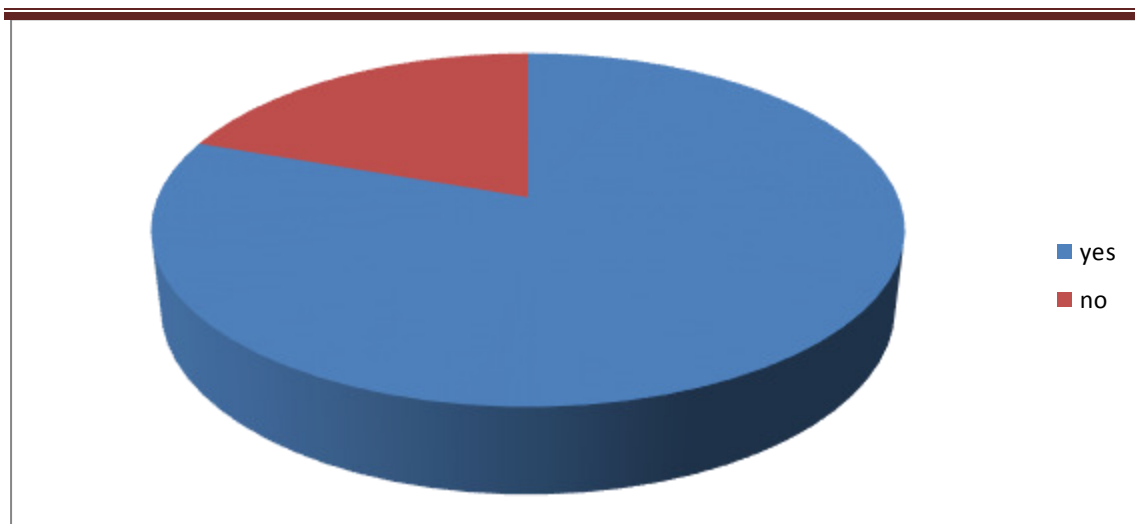


Figure 21:Students ' Attitudes towards Social Media as an Aide to Ameliorate Writing.

Findings showed that (80.4%) of the students consider social media as a motivational tool to enhance and develop their writing skill, while (19.6%) said that they are unfamiliar with the use of social media to enhance their writing proficiency.

Justification:

Here are some of the justifications given by students in both cases:

In favor:

- Students' who said that social media can be an aid to ameliorate their writing said that communicating with others like native speakers in English helps a lot to raise their English level. Others cited that E-books, short articles and videos that are proposed by others on social media help to be familiar with new words, enrich vocabulary and even help in both reading and writing. Enhancing writing skill, provide new knowledge, make us distinguish between different dialects, and develop critical thinking towards issues through discussions.

Against:

- Students' who said they don't consider social media as a tool to ameliorate their writing proficiency said that social media are tools for communication ,and they don't find them useful to raise their proficiency. Others said that social media is a waste of

Chapter Three :Data analysis and Findings discussion

time, they use it to meet new friends not more. They suggest that reading books or articles help more to ameliorate the writing proficiency.

3.2.2. Discussion of the Students' Questionnaire Findings

The students' questionnaire is designed in order to investigate the students' attitudes towards using social media to improve their writing skill. The analysis of the questionnaire which addressed to the second year students permit to come out with the following findings. The results achieved through the deep analysis of the current questionnaire about the impact of use social media on students' writing proficiency. The questionnaire interpretation made us notice, most of students like written expression session but that depends primarily on the teacher method. All students use different websites of social media. Moreover, most of them face various obstacles in term of writing good paragraphs that follow respectable standard of academic writing due to using different features of chat language to abridge their writing and difficulty in applying appropriate rule. To sum up, most of the students use social media and consider it as an aid tool to ameliorate their level and develop their writing skill.

3.2.3. Discourse analysis: Extracts from whatsApp Messenger.

This study aims to analyze this two Extracts (WhatsApp extracts) from one conversation, in order to discover more how students of second year use colloquial language in their daily conversation on social media network, these extracts were compared with their formal version to distinct the main variances between the two conversations.

Chapter Three :Data analysis and Findings discussion



Figure 22:Chat Message between Whatsapp Classmates.

The formal version may look like this:

A: hi, how are you?

B: I am great, what about you?

A: I am little bit under the weather.

B: why, what happened?

A: because of Corona virus crisis which turns our life to the hell.

The analysis of WhatsApp extracts

The focused analysis of the data inquiring the stylistic variations, the language use in conversation is slang language. In terms of formality, this extract is a daily conversation between two classmates, chatting with each other on WhatsApp, it is synchronic and free

Chapter Three :Data analysis and Findings discussion

communication, carrying all the signal of informality and many English grammatical errors occurred like:

- Abbreviated forms :

hru: how are you.

wht abt u: what about you.

wht: what

Bcz: Because

- The use of numbers instead of some letters like in :

G8: great

Covid19: it reflects apparent ambiguity as both the chatters evidently share the same cooperative principles and know what Covid19 means, although it has not been explicitly stated and this shared knowledge makes the conversation more informal

- Fragment sentences such as:

Gr8, no subject or verb except the use of the adjective great directly to describe the chatter's situation.

- Incorrect accordness of subject and verb:

Covid19 which turn : Coronavirus which turns.

- The loss of punctuation marks:

‘wht happened ??’The interrogative sentence uses non-standard grammar which means the over use of question marks.

Inappropriate use of other marks such as ‘why!’ the exclamation mark instead of question mark.

Chapter Three :Data analysis and Findings discussion

'Bez of covid19 which turn our life to the hell', the sentence is devoid of any punctuation, no period at the end of declarative sentence.

- Use of idiomatic expression :

«i'm little bit under the ☹️»,the beginning of sentence is missed out to capitalize ,the emoji «Cloud»reflects the word weather ,and the expression means that I am not okay ;showing that the participants are familiar with one another and have a shared knowledge, as this is not a well known colloquial phrase. It is ambiguous as to what the phrase actual means, again showing that the speakers know each other very well. The use of idoimatic expression makes the conversation more a spoken text rather than a written text ,and also implies that is spontaneous rather than planned . Moreover, chatters use English which is evidently changed from formal language to be informal (conversation tone) to be understood easily and be less complicated.



Figure23 :Chat Messages between Classmates from The same Previous Conversation.

The equivalent formal version of the conversation :

A: it's really disaster , nothing to do except ask god to protect us

Chapter Three :Data analysis and Findings discussion

B: yes dear, we have to use time to our advantage.

A: yes, you are right .I should to go now, talk to you later.

B: Goodbye.

A : see you.

The extract is a continuous piece from the previous conversation. It is a fast and synchronous communication in a free space where chatters may communicate fluently without any accuracy to appropriate structure of writing . Linguistically speaking the conversation is full of short cut words, code switching, emojis, and it includes much of new communication signs like:

- **Using short cutting words such as:**

C: see

U: you

R: are

- « Yeah » and « yup » are phatic and has non-standard spelling, possibly to express emotions and show reaction to make the conversation more lively.

- **Code-Switching :**

Code switching refers to the practice of moving back and forth between two languages or two dialects of the same language. So, chatters mixed between English and French when talk to each other, the code-switching occurs more frequently in conversation than in writing like:

Au revoir: good bye.

R1 de faire: rien de faire, the correct form is: rien a faire : nothing to do.

Bilingual chatters may use Code-Switching to hide fluency or memory problems in second language .Moreover, it is used to mark switching from formal to informal situation.

- **Punctuation:**

The loss of period at the end of declarative sentence for instance 'ask god to protect us'.

The comma instead semi colon or period like: 'u r right, i should to go now '.

Missed out the capitalization of the pronoun 'I' such as 'i should'.

Chapter Three :Data analysis and Findings discussion

- **The use of emojis:**

The use of emojis in conversation enable chatters to add a bit of emotions to their messages and make conversation more lively.

- **Contracted form such as: it's**

As a result, it is clear that students use the new signs of communication (short cut words, abbreviations, code switching, numbers instead of letters, contracted form, emojis) and broke all the rules of grammar and punctuation ,also they ignore the correct sentence structure to gain time and feel more comfortable when they make mistakes , instead of that they cover this fear of making mistakes, and turns to be fashionable among people.

3.2.4. Analysis of students' paragraphs

This study attempts to analyze students' language when they write formal paragraphs, and check any kind of mistakes and errors they made while writing, to know whether they are affected by social media in term of using abbreviations, making grammar mistakes and spelling errors.

Description of the text

We have choosed a simple and a clear topic deals with the actual situation in the world nowadays "the Corona virus crisis", than we have asked some second year EFL learners' at Abbes Laghrour University to write formal paragraphs. We tried to analyze their writing and here are examples of mistakes classified in the table below:

Grammar	Spelling	Punctuation	Capitalization	Abbreviations
of new disease	anouncement	There	are coronavirus	bcz
conditions	spred	plenty	of wuhan	ppl
changed	qurantine	punctuation	china	&
countries is	nmber	mistakes	e.g: november	Etc..
covid-19 starts	possibe	the	best finally	
it still	thier homes	solution,	until	
is begin	dangeros	now, the	cure	
experts says	the word	is still	not	

Chapter Three :Data analysis and Findings discussion

from bat	catastrof	founded ...
it is develop	medicin	
politicians declare	fèction	
politicas game	if the world	
use the virus	apper in	
it's economy	shoild	
has detected	meatcal masks	
should thoroughly	expread	
without touch	contiest	
country's	dived	
not cure	kises	
there's a-	hygs	
re solution	infeted	
	organisition	

Table 20:Students' Mistakes While Writing.

We can correct these mistakes and errors as follows

The correction of grammar mistakes

The mistake	Its correction
of new disease	of the new disease
conditions changed	conditions have changed
countries is	countries are
covid-19 starts	Covid-19 started
it still	it stills
is begin	was began
experts says	the experts have said
from bat	from a bat
it is develop	it is developed
politicians declare	the politicians declared
politicas game	political game
use the virus	used the virus

Chapter Three :Data analysis and Findings discussion

it's economy	its economy
has detected	has been detected
should thoroughly	should be thoroughly
without touch the eyes	without touching
country's	countries
not cure	no cure
there's are solution	there are solutions

Table 21: The Correction Of Grammar Mistakes.

The correction of spelling errors

The mistake	Its correction
anouncement	announcement
spred	spread
qurantine	quarantine
nmber	number
possibe	possible
thier homes	their homes
dangeros	dangerous
the word	the world
catastrof	catastrophe
medicin	medicine
fection	infection
if the world	of the world
apper in	appear on
shoidl	should
meatcal masks	medical masks
expread	spread
contiest	countries
dived	direct
kises	kisses
hygs	hugs

Chapter Three :Data analysis and Findings discussion

infeted	infected
organisation	organization

Table 22:The Correction of Spelling Errors.

The correction of capitalization

The mistake	Its correction
coronavirus	Corona virus
wuhan	Wuhan
china	China
november	November
finally	Finally

Table 23:The Correction of Capitalization Errors .

The correction of abbreviations errors

The mistake	Its correction
bcz	Because
ppl	People
&	and

Table 24:The Corrections of Abbreviations Errors.

The analysis

From the analysis of the students' paragraphs, different kinds of mistakes are noticed. We take into consideration five types of mistakes: grammar mistakes, spelling, punctuation capitalization and abbreviations. Problems with punctuation, grammar and spelling are the most remarkable ones.

Starting with grammar mistakes. Students face troubles with the conjugation of the verbs because most of the mistakes are about the tenses. For example: they write "conditions

Chapter Three :Data analysis and Findings discussion

changed” instead of “conditions have changed”, “countries is ” instead of “countries are”, “it is develop” instead of “it is developed”. They also forget the ‘s’ in “it still”. Another remarkable mistake is the lack of “the” in “new disease” and in the word “bat”.

Moving to the spelling mistakes which took a big part in the analysis, students’ generally write words as they pronounce them like in the words “catastrof”, “spred”, “dangros”. Sometimes we notice that they do not know how to write words like “quarantine”, “fection” instead of “quarantine” and “infection”. Also, they write quickly and because of that they made spelling mistakes like “medicin” “nmbur” “posible”..etc

Concerning capitalization and punctuation , there are plenty of mistakes made by students. We couldn’t mention them all, students’ made capitalization mistakes in the proper nouns (places) like in “wuhan”, “china” instead of “Wuhan” and “China” . Also they do not give importance to the capitalization after a full stop (.) as in the example given in the table: “finally”. They don’t know where to put comma (,) and where to put a full stop (.), they write randomly. They don’t respect the punctuation rules.

Students use “bcz” instead of “because”, “ppl” instead of “people” and “&” instead of “and”. This kind of abbreviations are generally used in chat. This mean that students’ are affected by the language of chat.

3.3. Discussion of the findings

This chapter deals with the analysis of student's questionnaire, extracts from WhatsApp Messenger, and the analysis of students’ paragraphs. The objective from this study is to investigate the effect of using social media on student's academic writing, and now the frequent use of chat language has an influential impact on student's formal writing. This chapter redirects us to discuss the aforementioned results in relation to the major research question.

The questionnaire interpretation allowed us to notice the huge impact of social media on student's writing in classes. Moreover, most of the students agree that social media help in improving writing skill and learning new vocabularies through communicating with their mates or English native speakers, but they also announce that they use shortcutting, abbreviations, and the misuse of punctuation in their academic writing unconsciously, so students face problems at certain levels in their writing. Students do not respect the standard

Chapter Three :Data analysis and Findings discussion

of formal writing when they are texting, errors in spelling, lack of the punctuation, and grammar mistakes which lead to achieve weak level in improving writing skill. Concerning the analysis of the student' s written text, it is noticed that students commit different mistakes such as: the lack of punctuation marks, the use of the abbreviations, spelling and capitalization error. The results indicate that the frequent use of chat language have a negative impact on students' formal writing.

Chapter Three :Data analysis and Findings discussion

Conclusion

In this chapter, the definitive results provide a clear picture about the methodology conducted in this study, with the consideration being given to the choices of sample, research instrument and procedure of gathering data. Moreover, we find out answers to the research question and test the validity of the hypothesis. The analysis of students' questionnaire, whatsApp extracts and students' written paragraphs show that second year students of English at Khenchela university face bunch of obstacles in their formal writing due to irrational use of cyber language.



General

General Conclusion

Generla Conclusion

General Conclusion

The current research is carried out to have a better understanding of the students' use of social media to find out the impact of its overuse on students' writing skill. This study deals with the second year LMD English students at Khenchela University. The main concern of the present research is to focus on the impact of social media and chat language on EFL learners ' academic writing achievement. The aim behind this study is analyzing students' written language in social media that includes specific modes of modern chat language.

This dissertation is divided into three basic chapters, the very first two chapters are theoretical ones, that related to the review of literature, while the third chapter is concerned with the practical part of the investigation. Through this research three tools are used to collect data: a questionnaire for 51 second year students was administrated online, analysis of extracts from WhatsApp conversation, and analyzing students' paragraphs. Hence, the whole chapter begins with deep analysis of the students' questionnaires and ended up with texts analysis.

The results have revealed that students use various chat characteristics in their formal writing especially abbreviations, wrong spelling, the misuse of punctuation marks in their written language. The main result that the study obtained from the research tools is that the overuse of chatting affects student's academic writing performance. The effect is clear from the bunch of mistakes that students made unconsciously in their writing. The hypothesis of the research that social media have an effect on EFL student writing proficiency is confirmed through series of observations after analyzing the data. These results are very interesting to be further explored on a large sample to have a more accurate and valid results.

Generla Conclusion

Suggestions and recommandations

The last part of this research work is an attempt to provide EFL teachers and students with some suggestions and recommendations to better develop their writing skill by the use of social media in classrooms. There are different instructional social media tools that help students to enhance their writing skill. Based on the findings, the following recommendations were forwarded:

For teachers

- Teachers have to organize study day for writing to estimate the significance of developing writing skill.
- Teachers should build the spirit of reading different documents to reinforce students' writing by providing positive feedback.
- Using from period to period different social media websites to contact the students, for instance, by communicating through emails, and give them different exercises and share it after do it in email. So, Teachers can provide learning materials and motivate their students, as an effective way to achieve quality in education.
- Encouraging students to write more inside and outside the classroom because writing helps learners to be open-minded and get various ideas to be more professional in writing.
- Teachers should be strict in correcting students' mistakes that appeared due the overuse of chat language and encourage self-correction to the errors.
- Reading and writing are interrelated, teachers should motivate students to read because reading play vital role for good writing.
- More emphasis should be given to teaching writing as well as using social media for learning aims.
- Making social media as a part to teaching process. The teachers can communicate with students through these applications. Also, it may be used as additional means for setting home assignment.
- Adopting social media application in teaching other skills like listening and reading through exchanging files between students and teachers.

Generla Conclusion

For students

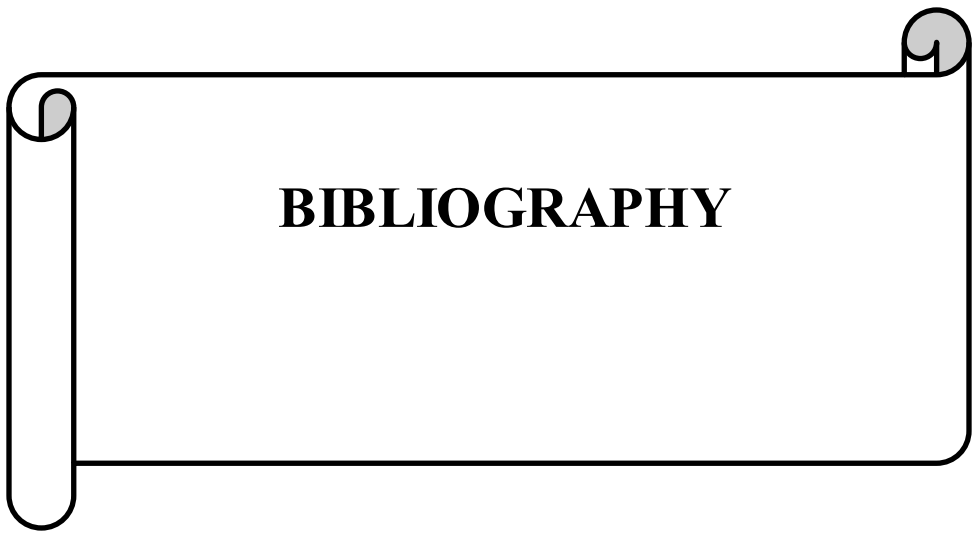
- Students should be motivated to use social media for the sake to develop their writing proficiency and rise their awareness toward the importance of use social media to enhance their level
- Students should consider social media as a modern technological tool for the sake of learning and develop their writing skill rather than a way of wasting time and chatting with people.
- Encouraging students to use more social media in learning English language.

Generla Conclusion

Limitations of the study

The present study comes across some difficulties that limit the achievement of this research such as:

- The lack of writing materials from library and limited sources that used to complete the theoretical parts.
- The inability of administering the questionnaire at Khenchela University because of Corona epidemic and opting for the online administration.
- Difficulty to address second year students to answer the online questionnaire.
- The inability to reach a large sample of students through social media especially in the current conditions.
- The inability to offer paper exams of students to analyze for more valid results rather than order some students to write paragraphs online



Bibliography

BIBLIOGRAPHY

Agazio, J., and Buckley, K. M. "An Untapped Resource: Using Youtube in Nursing Education," *Nurse educator* (34:1) 2009, pp. 23-28.

Alhazmi, A. K., & Rahman, A. (2013). Facebook in Higher Education: Students' Use and Perceptions. *Advances in Information Sciences and Service Sciences*, 5(15), 32.

Anderson, T. (2008). *The theory and practice of online learning* (2nd ed.). Edmonton, Canada: AU Press.

Battouche, K. (2012). Social networks and the globalization of culture: a study of Algerian youth institutions. A paper presented at the second international conference on "the place of social sciences and their role in studying contemporary issues: orientations and future prospects" Oman, December 16-18 (paper in Arabic).

Berk, R. A. "Multimedia Teaching with Video Clips: Tv, Movies, Youtube, and Mtvu in the College Classroom," *International Journal of Technology in Teaching & Learning* (5:1) 2009.

Blake, Y., & Sikkal, J. (1996). Will the Internet revolutionize business education and research? *Sloan Management Review*, 37(3), 34-41.

Borko, H., Jacobs, J., Eiteljorg, E., and Pittman, M. E. "Video as a Tool for Fostering Productive Discussions in Mathematics Professional Development," *Teaching and teacher education* (24:2) 2008, pp. 417- 436.

Boyd, D. M., & Ellison, N. (2008). Social Network Sites: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication*, 13, 210-230.

Brookes, A., & Grundy, P. (2009). *Beginning to Write: Writing Activities for Elementary and Intermediate Learners*. Cambridge: Cambridge University Press.

Brown, H.D. (2001). *Teaching by Principle: An Interactive Approach to Language Pedagogy*. (2nd Ed). White plains, NY: Pearson Education.

Bunce, D. H. (2010). Talk or chat? Chatroom and spoken interaction in a language classroom. *ELT Journal*, 64(4), 426- 436.

Byrne, D. (1988). *Teaching Writing Skills*. London and New York: Longman.

Bibliography

Chappell, V. (2011). What makes writing so important? Retrieved December 27, 2012, from | <http://www.marquette.edu/wac/WhatMakesWritingSoImportant.shtm>

Dahlstrom, E., Walker, J., & Dziuban, C. (2013). ECAR study of undergraduate students and information technology: 2013. Retrieved from <https://library.educause.edu/~media/files/library/2014/10/ers1406.pdf>

Daniels, Peter. & Bright, William. (1996). *Grammatology, Introduction to Part I of The World's Writing Systems*. New York, Oxford University Press.

Eid, M. I., & Al-Jabri, I. M. (2016). Social networking, knowledge sharing, and student learning: The case of university students. *Computers & Education*, 99, 14-27.

Elbow, P. (1973). *Writing Without Teachers*. New York, NY: Oxford University Press.

Ellefsen, L. (2015). An Investigation into Perceptions of Facebook-use in Higher Education. *International Journal of Higher Education*, 5(1), p160.

Ellison, N. B., Steinfield, C., & Lampe, C. (2007). The benefits of Facebook "friends:" social capital and college students' use of online social network sites. *Journal of Computer Mediated Communication*, 12(4), 1-26.

Freiermuth, R. M. (2002). Features of electronic synchronous communication: A comparative analysis of online chat, spoken and written texts. PhD dissertation, Oklahoma State University.

Jabr, N. H. (2011). Social networking as a tool for extending academic learning and communication, *International Journal of Business and Social Science*, 2(12), 93- 102.

Janikova, V. (2005/ 2006). Jazykova tvorivost a tvorci psani v cizojazycne vyuce. *Cizi jazyky* | 49, 51-54

Haase, D. G. "The Youtube Makeup Class," *The Physics Teacher* (47:5) 2009, pp. 272-273.

Harris, P. 1979. *Testing English as a Second Language*. New York: Tata Mc Grow-Hill Publisher Co. Ltd

Hyland, K. (2003). Genre-based pedagogies: A social response to process. *Journal of Second Language Writing*, 12, 17-29.

Bibliography

Hyon, S. (1996). Genre in three traditions: implications for ESL. *TESOL Quarterly*, 30 (4), 693-722.

Iaia, P. L. (2016). Analysing English as a Lingua Franca in Video Games: Linguistic Features, Experiential and Functional Dimensions of Online and Scripted Interactions. Digital.

Gabrielatos, C. (2002). EFL writing: product and process. Retrieved on 25 August. 2010 from <[http:// www.gabrielatos.com/Writing.pdf](http://www.gabrielatos.com/Writing.pdf)>

Gachago, D., Strydom, S., Hanekom, P., Simons, S., & Walters, S. (2015). Crossing boundaries: lectures' perspectives on the use of WhatsApp to support teaching and learning in higher education. *Progressio*, 37(1), 172-187

Greenhow, C. 2006. From blackboard to browser: An examination of teachers' constructivist beliefs and practice in using the internet (Unpublished doctoral dissertation). Harvard University: Cambridge, MA

Grin(18 april 2017). 'The evolution of the language used in Social Media', Nathan Heid -product description

Grandzol, C. J., & Grandzol, J. R. (2010). Interaction in online courses: More is not always better. *Online Journal of Distance Learning Administration*, 13(2). Retrieved from http://www.westga.edu/~distance/ojdl/summer132/Grandzol_Grandzol132.pdf

KAPLAN, A. M. & M. HAENLEIN 2010. Users of the world, unite! The challenges and opportunities of Social Media. *Business Horizons* 53, 59–68.

Kelly-Holmes, H. & Pietikäinen, S. (2012). Multilingualism and Media. *The Encyclopaedia of Applied Linguistics*.

Khroma, S. (1988). Action Research in Teaching Composition. London: Longman

Kroll, B. (Ed.). (2001). *Second language writing: research insights for the classroom*. Cambridge: Cambridge University Press.

Kurniawan, A., & Kastuhandani, L. A. (2016). Utilizing Instagram for engaging students in their creative writing. *Proceedings of Indonesia Technology Enhanced Language Learning*, 4-7.

Bibliography

MacArthur, C. A., Graham, S., & Fitzgerald, J. (Eds.), (2008). *Handbook of writing research*. New York, NY: Guilford Press

Maley, A. (2009). *Creative writing for language learners (and teachers)*. Retrieved April 12, | 2011, from <http://www.teachingenglish.org.uk/think/articles/creative-writing-language-|learners-teachers>.

McLuhan, M., Carson, D., McLuhan, E., Kuhns, W., & Cohen, M. (2003). *The book of probes: Marshall McLuhan, David Carson*. Corte Madera, CA: Gingko Press.

Munice, J. (2002). Finding a place for grammar in EFL composition classes. *EFL Journal*, 56(2)

Nemouchi, A. (2008). *Writing Connection with Grammar and Literature in the Study Organization of the LMD System at the University of Constantine (Dissertation)*. University of Constantine .

Newton, J. (1995). Task-based interaction and incidental vocabulary learning: A case study. *Second Language Research*, 11(2), 159-176.

Ndaku, A. J. (2013). Impact of Social Media on the Students' Academic Performance in Ghana. *Networking* 18, (5) pp.6, 275-285),180- 186.

Nunan, David.2003.*Practical English Language Teaching*. Singapore: Mc Graw-Hill Company.

Paliktzoglou, V., & Suhonen, J. (2014) Facebook as an assisted learning tool in problem-based learning: the Bahrain case *International Journal of Social Media and Interactive Learning Environments*, 2(1), 85-100.

Paltridge , B. (2001). *Genre and the language learning classroom*. Ann Arbor: University of Michigan Press.

Paltridge , B. (2004). *Approaches to teaching second language writing*. 17th Educational Conference Adelaide 2004. Retrieved on 20th September 2010 from http://www.Englishaustralia.com.au/ea_conference04/proceedings/pdf/Paltridge.pdf

Bibliography

Parr, C. (2015, February 26). One in four students uses social media to contact university staff. *Times Higher Education*. Retrieved

From :<https://www.timeshighereducation.com/news/onein-four-students-uses-social-media-to-contactuniversity-staff/2018798.article>

Perrin. (2015). Social media usage. Pew Research Center. Retrieved from https://static1.squarespace.com/static/56698c26e027c6cd4b4a9c0/t/56cb504e356fb0ad1dc200dc/1456164942915/PI_2015-10-08_Social-NetworkingUsage-2005-2015_FINAL.pdf

Raimes, A., (1983). *Techniques in teaching writing*. Honk Kong: Oxford American English.

Rico, G. (1984). *Garantiert schreiben lernen*. Germany: Reibek bei Hamburg

Rivers, Wilga M. 1981. *Teaching Foreign Language Skill*. USA: The University of Chicago.

Sirait, J.B. & Marlina, L. (2018). Using Instagram As A Tool For Online Peer-Review Activity In Writing Descriptive Text For Senior High School Students. *Journal of English Language Teaching* 7(1),291–302.

Smith, C. D., Whiteley, H. E., & Smith, S. (1999). Using email for teaching. *Computers & Education*, 33, 15–25.

Steele, V. (2004). *Product and process writing*. Retrieved on 5th Sept. 2010 from <http://www.englishonline.org.cn/en/teachers/workshops/teaching-writing/teaching-tips/product-process>

Swales, J.M. (1990). *Genre analysis: English in academic and research settings*. Cambridge, MA: Cambridge University Press.

Swales, J. M. (2000). *Further reflections on genre and ESL academic writing*. Abstract of the keynote presentation to the Symposium on Second Language Writing, Purdue University, Lafayette, IN, September.

Tribble, C. (1996). *Writing*. Oxford: Oxford University Press.

Walsh, K. (2010). The importance of writing skills: Online tools to encourage success.

Bibliography

Wiley, C., & Sisson, M. (2006). Ethics, accuracy and assumption: The use of face book by students and employers. Paper Presented at the Southwestern Ohio Council for Higher Education Special Topics Forum, Dayton, OH

- Zamel, V. (1982) 'The Process of Discovering Meaning'. TESOL Quarterly. 16/2:195-209.



Appendices

Appendix 01: students' questionnaire

Questionnaire for EFL students at Abbes Laghrour University, Khenchela.

Dear students,

You are kindly requested to fill in this questionnaire which aims to explore your beliefs and views towards the impact of social media on EFL learners' writing proficiency. We would be greatfull if you read the questions carefully and accept to answer by ticking your choice(s) (v) and justify it whenever it is possible. Thank you very much for your cooperation.

Section one: background information

1) Specify your gender:

Male Female

2) How could you describe your level in English?

Excellent Good

fair. Poor.

Section two : the writing proficiency

3) Do you like written expression session ?

Yes No

Justify your answer.

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

4) How often do you write per week ?

Always Usually Often

Sometimes Rarely Never.

5) Choose the most difficult skill to learn ,according to its degree of difficulty:

Speaking Listening Writing Reading

6) Which phase do you think is the most important

Prewriting Drafting Revising

Editing Publishing.

Justify .

.....
.....

7) Do you encounter difficulties to express your ideas in written expression ?

Yes No Sometimes

8) what are the obstacles according to your opinion?

Interference of the mother tongue.

you find difficulties in finding ideas.

Lack of vocabulary.

Difficulties in grammar and writing techniques.

Section three : social media as strategy in learning

9) Do you use social media ?

Yes No

10- which one of the following do you use regularly ?(multiple answers are possible)

Facebook Instagram Twitter Viber Email

• Others

Specify

.....

11) How many hours per day do you spend on these sites?

1 hour 2 hours 3 hours

4 hours. 5 hours 6 hours

12) Which language do you use when you texting in social media ?

Arabic English French Others.

13) Do you use abbreviations and acronyms while texting? Yes No .

Give examples of your own with explanation.

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

14) Why do you use abbreviations and acronyms?

Gain time. It is fashionable.

Fear of spelling mistakes. Save the space.

15) Do you think that your formal writing affected by the use of abbreviations and acronyms?

Yes No.

Select the appropriate reasons for you :

- You forget the spelling of the word . Use them unconsciously .
- Mixed between formal and slang language .
- Difficulties in formulating correct.
- Difficulties in applying grammar.
- Lack of punctuation.

16) Do you consider social media as an aide for you to ameliorate your writing proficiency .

Yes No .

Justify

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

Appendix 2: whatsApp extrats



Yeah 😞,it's really disaster, r1 De faire, except ask god to protect us

18:49

yes dear,we should think abt our dissertation ,we have to use time to our advantage.

18:49 ✓✓

Yup,u r right, i should go now talk to u later 🙌

18:50

au revoir 😊

18:50 ✓✓

C u 18:50

Appendix 3: students' paragraphs

Coronavirus Basics

- After the announcement of new disease known as coronavirus (cov:019) that has spread to nearly every country. Conditions changed, and the majority of countries now is under the quarantine.

- Covid-19 starts in wuhan in china in november 2019. It wasn't that big deal for most countries in the world bec the virus was just in china but everything changed when the virus spread outside china and now most countries are infected. that caused the announcement of the quarantine to reduce the number of possible injuries

The quarantine was the best solution, until now, the cure is still not founded, so ppl had to stay at their homes as long as possible to avoid getting infected, because the scary thing about the virus is not that it can cause death but it's easy to catch.

- It's true that this virus is not dangerous as the other viruses like SARS and Ebola, but it still can cause death and the best way to protect ourselves is to take care of ourselves and stay at home.

Paragraph 01

What's covid 19?

Corona virus disease 2019 defined as illness caused by novel coronavirus "New form of SARS-CoV-2"

Also is defined as pandemic global health crisis of our time, and greatest challenge we have faced.

It's started for first time in China exactly in uhan region.

The virus has exposed to every continent. The virus is spread by direct transmission "Man to Man" exactly by:

A) The hand shake.

B) Coughing - pneumatic drops.

C) Exchange of kisses and hugs.

from infected person to healthy person.

The symptoms of virus is: extreme tired, weakness, fever, shortness of breathing.

The "who" world health organization say: there's not a cure for this pandemic.

There's one solution which is a protection and sterilization - etc

Paragraph 02

- Corona virus or Covid-19 is an infection disease caused by a virus that has detected by the strain of Corona Virus.
 - This disease began to spread in the Chinese city of Wuhan in December 2019.
- Covid-19 has now turned into a pandemic affecting many countries of the world.
- There are many symptoms that appear in the person such as fever, fatigue and dry cough and sore throat. Difficultly breathing. This disease has no cure yet. To prevent this dangerous disease we should wear a mask and gloves and hands should be thoroughly washed with sterilized water without touching the eyes or nose. So we must stay out except for necessity.

Corona Virus or Covid 19 is one of the disasters that threatens the world & humanity, this catastrophe is begin from china to be moved out all the countries without exceptions, the experts says this Covid 19 appear from bat, while others confirmed that it is develop, someone tries to work on it. The politicians declare that this pest is just political game nothing else, one of the developed countries use the virus as weapon to increase it's economy, Till now there's no specific medicine to Covid 19 & the only way to preserve ourselves is to stay at home. finally corona is danger phenomenon we must follow the safety measure to protect ourself till they will found treatment.

