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The Effect of Texting Language on EFL Students' Academic Writing

A Case study of Third Year Students of English at Mohamed Kheider
University of Biskra

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Degree in Applied Linguistic**

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Dedication

I dedicate this work to my precious parents, my husband, my sisters, my brothers, my little nephews and to my closest friends.

Acknowledgments

First and foremost I thank God, the almighty who strengthened me and provided me with help and courage to fulfill this work.

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Abstract

This research investigates the effect of texting language on EFL students academic writing. This research aims to make students aware of the extent to which they use the language of texting during writing ,also to point to the impact of spelling, abbreviation on producing a correct piece of writing. Our work is based on the research question: Does the overuse of texting language and messaging affect students academic writing ? By hypothesizing that the more students overuse texting language and messaging, the more written production would be affected negatively. The theoretical part contains two chapters : chapter one deals with Texting language; the second one deals with academic writing with all what concerns it . The practical part is carried out in the English Language Department at Mohamed Kheider University with Third- year students. To conduct it, we adopted a descriptive method to describe our two variables and how they are related using a questionnaire for both students and teachers. Moreover, the obtained results strongly confirm our hypothesis and strengthen how students academic writing production are negatively affected by the overuse of texting language. This work emphasises the importance of raising the awareness toward this issue to help students to progress, and increase their writing achievement.

List of Abbreviations and Acronyms

EFL: English as foreign Language

N: Number

M IRC : messaging Internet Relay Chat

IM: Instant messaging

SMS: short message service

GIF: Graphic Interchange Format

ICT: What is Information and Communications Technology

SMS: Short message service

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General introduction

Introduction

One thing that no linguist would counter is the statement that all living languages change. At the end of the 20th century, we were introduced to a new language, i.e. the language of text messaging and electronic communication. This language resembles speech, with simple syntax, incomplete sentences and informal structure. As for English, the spelling conventions are quite different from academic writing and the use of abbreviations and phonetic spelling is frequently occurring. Educational experience seems to indicate that the language of text messaging is reflected in schoolwork. The more and more EFL students at university acquire and use mobile phones, so are they immersing themselves in text messaging. For that reason some teachers, parents and students themselves are expressing concerns that students writing skills stand the risk of being sacrificed of text messaging. The recent study aims at the study to what extent university students use texting through mobile phones and its negative impact on their academic writing skill of English because of the use of shortened words used without any spelling, grammar or syntactical considerations of the foreign/second language.

1. Statement of the problem

Writing plays an important role in academic, social, professional and cultural context. The Writing skill should be developed in foreign languages in order to enable students to make a progress to produce acceptable paragraphs, essays, or answering exams paper. Lately, a new form of language appeared and damaged the writing skill called texting language ;the use of a small form of language and abbreviation instead of using the words as they are supposed to be written. For that reason, students need to adapt proper academic English in order to pledge with university work as well as their professional career. So, because of the

overuse of social media, students are affected by the use of a formal language. Consequently, this study aims at shedding light on the effect of writing , spelling mistakes, and abbreviation on learners academic writing.

2. Objective of the study

The aim of this study is to investigate the language used in students context.

- To be aware of the extent to which students use the language of texting during writing.
- To point to the negative impact of spelling, abbreviation on producing a correct piece of writing.

3. The significance of the study

The current research is significant in terms of showing how could the misuse of texting language affect students writing , hence their achievement . It is important since it enlightens students about what should they avoid to refine their academic writing, and also it is very important for teachers to make them aware of this factor.

4. Research question

The current research is based on the following question:

Does the overuse of texting language and messaging affect students academic writing ?

5. Research Hypothesis

Concerning the effect of texting language on EFL academic writing we hypothesize that:

The more students do overuse texting language and messaging, the more written production would be affected negatively.

6. Research methodology

6.1.The choice of the method

The research methodology employed in this research is the descriptive method. We think it is appropriate for our research and the context. The choice of this method is justified

by the fact that this research methodology can provide us with valid results, consistent and comprehensive data.

6.2. population and sampling

The population that is targeted in this research is third-year students from the English department at Mohammed Kheider University. By the fact that, it is difficult to deal with a huge number of different age and gender. The sample of this study will be selected at random selection of 50 EFL students. In addition to the sample of students, we are interested in EFL teachers who teaches writing module.

6.3. Data gathering tool

We deemed it appropriate to adopt the descriptive method for this kind of research because we will set a questionnaire for both teachers and students about how texting language damages the academic writing and it also helps in collecting the required data about the subject under investigation.

7. Structure of the study

This research will be devoted into three chapters. The first two chapters consists of theoretical framework about this research which will tackle :

The First chapter will discuss texting language, by providing definitions , features of texting , emoticons and typography , letters/Numbers homophones, Shortening, contractions and clipping,acronyms and initialism (Internet chat, Mobile phones and text messaging , abbreviation and spelling).

The second chapter will discuss academic writing definition , Types of writing , grammar, and punctuation.

The third chapter which is the field work one will discuss the research methodology, the sample selection, data collection tool

Chapter one

Texting language

Introduction

New technology is one of the factors that has greatly influenced human language. The mobile telephone has been the latest way to communicate quickly since the invention of text messaging. The terms 'text messaging' or just 'texting' refers to the brief typed messages sent using the Short Message Service (SMS) of mobile/cell phones, smartphones or web browsers .The technical restrictions of text messaging have led to the development of language short forms in SMS communication e.g. limited space . This chapter is concerned with texting language' definition, features , examples, attitude, and functions. Therefore, the chapter aims to understand the corpus and the impact of texting language on the English language.

1.Texting language

Texting refers to “the sending of short typed messages between mobile phones using the short message service (SMS), a feature of most mobile phones since the late 1990s”(Mubasher, 2012:2). “Texting is a startling modern phenomenon, one that has gripped the imagination of the UK in a very short space of time and already has its own language, its own etiquette and its own humor” Baker (2002, cited in Crytal,2008:77). Therefore, texting is a system that has its own rules.Jameel argues that “Texting is the process of sending and receiving written messages using a mobile phone. It is a stunning phenomenon and marks a new era of electronic language. It has highly abbreviated and alpha-numerical styles that represent a continuous evolution of a unique language (Jameel,2014:1).

2. Features of Texting

Texting has many different features ; most of these features are known as mentioned below:

2.1. Emotics and typographic symbols

Emotics and typographic symbols are very used but in an unexpected way, however; they occurs emotics are a form of a pictogram that conveys a feeling, facial expression and presenting objects (Crystal, 2008:180), for example, this :-) refers to a smile, and < 3 for a heart(Dresner and Herring 2010). Emotics are considered as “ Text modifiers” as claimed by Baron(2004cited in Ellie,2010), however; Neviarouskaya, Prendinger and Ishizuka (2010 cited in Saif,2015) associated them with “ visual cues” in face-to-face conversation. Additionally, typographic symbols refers to a variety of characters that can replace whole words. For example, the use of several “ x”S” indicate a kiss , and “ ZZZZZ’S” to indicate sleep, tiredness or boredom. The use of multiple punctuations that is founded in SMS and IM, i.e “!!” or”??” to make an emphases and “....” For contemplation.

2.2. Letter/Number homophones

The word logograms, phonetic reductions, or syllabograms to refer to homophones. Letter in number, homophones make use of a letter number to refer to a word or a part of it (Thurlow & poff,2001:5). The punctuation of the letters of the word which have a message even if the homophone has another appearance. A given example for SMS &IM is “ CU 18r” see you later, when “CU 18r” denotes a number homophone, and see you later denotes a letter homophone. Another example: “Wuu2/ what you up to” and “ nel/ anyone”.(Plester, Wood & Bell,2008;Thurlow &Brown,2003)

2.3. Shortenings, contractions, and clippings

Shortenings are” words with missing end letters” Thurlow and Brown, (2003 cited in Francessa and Fiona, 2011). For example, days and months are shortened in texting and IM(sun/ Sunday, Feb/ February). Contractions refer to words where middle letters are omitted mainly vowels, as, I, English consonants give more information than vowels (Crystal 2008). Example TXT for text and hmwr for home work (Plester, Wood a Joshi, 2009). Contractions are classified as the shortened form of words.

Clippings have two categories: G-Clipping and other clipping. The first refers to the words where the final “g” is omitted example: goin/going, the second refers to the omission of final letter, especially the final consonant example: wil/will and silent vowels example “has have” Crystal(2008:45). According to Marta (2011:9) “The most natural option for making words shorter is to clip or contract them, typically by cutting off the ending or the second part of the word, and more seldom also the beginning or a middle part of it” .

2.4. Acronyms and Initialism

Acronyms and Initialism refer to “shortening words to refer to their initial letters”.(Crystal 2008:224) However, acronyms are formal shortenings example: Radio detection and ranging/ Radarf . An initialism is a more informal example OMG oh my GOD , ttyll talk to you later. In the other hand, Bieswanger (2008) distinguished between acronyms (letters spelled as a single word) and alphabitism (spelled letter by letter example TV ,FBI, or BBC (Crystal,2008).

3. Internet chat

Many scholars in the field have dealt with internet chat in its broadest term.

3.1. History

In the 90s a new tool of communication has been well known. That called “Internet chat” which is a form of electronic communication. With mIRC (Internet Relay Chat) as the greatest medium for this form of communication .mIRC give human being from all over the world the opportunity to chat with each other either individually in private discussions or in multi-user group conferences. In order to participate in a chat room like mIRC, there should be an etiquette to be followed. That is “ the norms of behavior online”. However, there are many circumstances which result from most respecting unspoken rules for example “ swearing in public or having other chat group member” which make the participant untenable to participate for a month Stine.(2009). Svennevig (2005, cited in Proysen,2009:29) claims that there are no particular convention for this form of communication for that reason when emails and Internet chat existed people started communicating without following any convention this led to the development of a new form of communication svennevig (2005 cited in Proysen,2009:30) argued that Internet chat has its root with the “ convention of speech” . Additionally,Internet chat has established new conventions that use especially for this mean of communication, like abbreviation systems and smiles which are forms of icons Stine (2009).

3.2. The recent communication system

A new form of messaging begin to be popular more than mIRC leads to its neglection in the late 1990s. Microsoft has developed a new communication system called messenger (MSN) which used by people who know each other by given their email address to each other to speak together .when a press on sing in he/she would be able to know who is online and who is not to chat in a private way. It witness many updating since its starting in 1995 and 2005 it adopted many symbols (like graphic interchange format and GIF) to use term during

chatting, it also offers many services like sharing pictures and sending videos. The option of called voice clips makes people able to record messages for 15 seconds like a face conversation. In 2004 facebook was developed and it becomes more popular than MSN since the beginning of the 21st century.

Facebook permit people to communicate with each other from all over the world by sharing texts, pictures, and videos, this late aims at allowing to make people in contact with each other and to find the old friends. Besides that, facebook has a little window opens when someone wants to speak with someone else who is online which is smaller than the one of MSN, as a result of this advancement people, people are using more abbreviation than they used to do. Capital letters are often use in instant messaging to indicate a hidden meaning, for example, it indicates shortening or to mark something important in which it is important to give quick responses. A report given by Facebook 200 million users are actively using facebook during April 2009 where they spent 3.5 minutes on facebook per day, Furthermore, more than 30 million active users use their mobile devices to get access to facebook (www.facebook,14 April2009)

Recently, twitter the new phenomena which keep people connected all the time has received increased attention, that is built on the idea that a person may know what his/ her friends do all the time and wondering if she/ he could write comments about status, In twitter home page. They claim that simplicity has a major role in twitter popularity and success. On twitter there is a simple question “what are you doing” and the answer should not exceed 140 characters, where the answers are sent through mobile phones or the internet but the answers should not exceed 160 characters in mobiles in one text message, because in twitter the need to use abbreviation and incomplete sentences is necessary Preston (2009: 30)

4. Mobile phones and text messaging

Since the appearance of mobiles a specially the smart phones, the Writing system changed into a new language which is texting language.

4.1. Definition

The mobile phone is a new way of electronic communication that has been known in the last decades. The member of mobile users increased (3000.OO users in the world) even though that their price was very expensive (BBC 2004). "Four billion connections is 4 billion connections for operators that represent usage of their services"(Khan 2009).People of different ages have a mobile phone which is not expensive If people are going to subscribe to a particular network of a company.Nowadays young children have their phones before learning reading and writing. In early days, the main aim of the mobile phones is making calls: a text message is abbreviated to SMS which refer to " short messages service". Earlier, sending a message may cost a lot of money since the uses are limited by the number of characters (160 characters per message) which require a lot of times. But things have changed and it becomes cheaper because of the internet (Khan 2009).

4.2. Background information

In a report given by Crystal (2008), there was a 12,2 billion text message that is sent in the UK in 2001. However, this number reach 2,4 trillion by 2010. Text messages may have different objectives. In a Norwegian newspaper Dagbladet (16, Feb,2009) an article about construction workers in OSLO who were found using text messages. In the beginning of 21st century, there were an emergency for shows who are based on text messages which called " chat shows" where one could send a message will be displayed on screen show and all the world can read it to talk about interesting things, however; these messages are very expensive

because the viewer send more than one message depending on how many questions they are going to answer in particular show .

5. Abbreviation

Academic skills office defines it as: “An abbreviation is a shortened form of a word that does NOT end with the same letter as the original word. Generally, full-stops are used. Unless the word is used in your reference list or is an accepted form of in-text references, it is important to follow the rules for formal writing and write the term in full”.

5.1. Literature review of abbreviation

Many authors including Crystal (2008:7) Stedje (2001:60) argued that abbreviation existed since the existence of writing. In the middle ages, handwritten texts were written using many abbreviations because writing materials were very expensive. Before, the abbreviation is a form of the written language only. However, nowadays it becomes a form of the spoken language like (LoL, as ap). In the 21st century, many people start to express themselves in a short manner which is manly used in abbreviation, the press and imaginative writing(stedje 2001). The language abbreviation that stedje has tackle is very used in that decade. It becomes an international phenomenon that many books have tackled this issue of an abbreviation like the books of Crystal (2001, 2005, 2008).

The German Grimen brothers suggest an idea about abbreviating phrases. They propose to abbreviate Leher und Lehrerinnen . to LehrerInnen with a capital I if one would mention male and female teachers but this suggestion was refused (Stedje 2001:60), after a three centries abbreviation are used everywhere, and they are widely accepted even if that many people considering that the abbreviation may damage the language. Text messaging which is very used nowadays is the best known by the use of abbreviation.

The popular belief is that texting has evolved as a twenty-first-century phenomenon as a highly distinctive graphic style, full of abbreviation and deviant uses of language, used by a young generation that doesn't care about standards. There is a widely voiced concern that the practice is fostering a decline in literacy. And some even think it is harming language as a whole. 'Text messages destroying our language', headed a report in Washington paper in May 2007(Crystal 2008:7-8).

Crystal refuses to believe that all the beliefs about texting are true. Claiming that the texting hides mental laziness (Crystal 2008:13) and literacy are not true and that abbreviations are very useful in text messaging since the number of characters is limited (Crystal 2008:14). However, in 2009 this argument is not true because nowadays one could send more than 160 characters per message. Crystal (2008:127) argue that texters are likely to use spelling mistakes but without being aware of it.

Crystal said that individual must be taught how to read and write in order to use the mobile technology. But it may be a problem for children of 4 and 5. As Crystal (2008:57) claims that those kinds have not yet a good background about how to write correctly specially in the period of acquiring some writing and reading skills saying that when children receive this message they are unable to know which is the correct form and which is not for that reason he claims that it is recommended to distinguish between the language of texting and the language used in schools.

Additionally, Crystal(2008:190) argue that the non-standard spelling list that the texters use is not long, for example, he lists the following" cos/cuz for because, an G for OH my GOD , shud for should, wanna for want to, and many other abbreviations. Texters who master the language are more motivated to use abbreviation than others(Crystal 2008). He claimed that he receive many text message that are full of abbreviations even from people

who do not use to abbreviate. Many people do not like abbreviation because it took a long time from them to understand the meaning. Furthermore, he emphasizes the importance of clarifying writing when people write.

Grice when formulating the cooperative principles (1989) which consist of conversational maxims that one should follow in a conversation to be successful. Among this maxim the maxim of “avoiding obscurity of expression and avoid ambiguity” (Grice 1989:27). However, text messaging does not respect any of this maxims because the use of abbreviation may lead to much hidden meaning, thus many interpretations.

5.2. Examples of SMS Language

The act of texting or messaging often involves of an abbreviated form of language that creates a faster typing experience for short messages. While this form of text is useful for its intended purpose, it has no place in professional writing. SMS language often uses pictures created through the use of particular characters or single letter and/ or number combinations to represent certain English words. The following tables give some examples of the use of SMS language as mentioned in Wikipedia

5.2.1. Whole word or phrase abbreviation

The table below shows some of the most common abbreviation used by students while writing.

Words in full	Abbreviations or SMS language
<i>As Far As I Know</i>	AFAIK
<i>Away From Keyboard</i>	AFK
<i>Love</i>	<3
<i>Thanks</i>	THNX or THX
<i>Have A Nice Day</i>	HAND
<i>See You</i>	C U
<i>See You Later</i>	C U L8R
<i>So What's Your Problem?</i>	SWYP
<i>At</i>	@
<i>Tears In My Eyes</i>	TIME

Table 1.1. Whole word or phrase abbreviation “adapted from Grice, Paul. 1989:18”.

***Studies in the Way of Words.* Massachusetts: Harvard University Press.**

The table shows how phrases are abbreviated by the users of texting language or texters

5.2.2. A single letter or digit can replace a word, syllable, or phoneme

Entire sounds within words would often be replaced by a letter or digit that would produce a similar sound when read by itself:

Word/Syllable/Phoneme	Letter/Digit	Example Usage As Part Of Word
<i>Be</i>	B	
<i>see or sea</i>	C	
<i>Okay</i>	k (or kk)	
<i>and or en</i>	N	<i>enjoy</i> becomes <i>enjoy and</i> <i>the end</i> becomes <i>nd</i>
<i>Oh</i>	O	
<i>Are</i>	R	
<i>You</i>	U	
<i>Why</i>	Y	
<i>won or one</i>	1	<i>anyone</i> becomes <i>any1</i> or <i>ne1</i> <i>I</i> and <i>no one</i> becomes <i>no1</i>
<i>to, too or two</i>	2	<i>today</i> becomes <i>2day</i> and <i>tu</i> <i>ne</i> becomes <i>2ne</i>

Table 1.2. A single letter or digit replaces a word, syllable, or phoneme,” retrieved from <http://www.stgiles-international.com/student-services/text-speak>

Here the table indicates how a word is replaced by only a single letter

5.2.3. Combinations can shorten single or multiple words

Here the table contains examples about how words are shortned , and how they are writing.

Word(s)	SMS
<i>your and you'r e</i>	Ur
<i>Wonderful</i>	1drfl
<i>Before</i>	b4
<i>Easy</i>	Ez
<i>Someone</i>	sum1
<i>see you</i>	cu or cya
<i>for you</i>	4u
<i>Tomorrow</i>	2mro, 2moro or 2mrw

Table 1.3. Combinations can shorten single or multiple words “retrieved from

<http://www.stgiles-international.com/student-services/text-speak>

The table contains some examples about how words are shortened and the way they are written

6. Texting and writing

The English language is a systematic entity of formalized words, signs, and symbols used for the purpose of communication. With the fast growth of texting, the norms of language are violated, and this has great effects on writing the language. This requires students to be recalled the importance of language, they need to understand the use of textspeak which should be limited to their leisure time, and not entire their creative writing text-papers and examination answer sheets. They need to be reminded that ‘ there are a time and place for everything’ Crystal(2008:406). Neha (20015) stated that language has certain systematic rules, that means each sentence type has a particular structure of its own. Textspeak users hardly notice this rules which lead to deciphering the meaning of such sentences.

6.1. The impact of texting on students writing

Many scholars including Rosen (2009) argues that texting language impact negatively on the everyday language of texters as well as harming students writing and grammar. The majority of researcher Rosen (2009) thought that text messaging could have some effects on students. She added some answer of her interview with some teachers “ my students spelling atrocious, texting does not and has not helped”. According to Lee (2002:1) “ teachers say that papers are being written with shortened words, improper capitalization and punctuation, and character mike &, @”. So that, this indicates that students who use messaging on a frequent basis often use bad grammar, poor punctuation, and improper abbreviation in academic writing. Students have difficulties to distinguish between formal and informal language, and consequently use the informal abbreviation in more formal situations. (Brown, Eason, & Leader,2003:6).

Another research done by BAY Area groups who investigated the impact of texting on students writing, they stated that every month a large number of understudies students send a huge number of messages to their closest companies perpetually, sisters and parents. So it is nothing unexpected that instant messages, dialect, for example, C U (see you), B4 (before)- and it is non-appearance of language structure has moved into schoolwork. The newsgroup has investigated a teacher ‘ Eva Pritzel’ who teaches seventh and ninth grades at lake junior High school in Woodbury, Min who claims that “ I see it as a negative because they are not always showing me that they can write out the word correctly”

6.2. Forms of texting

Texting messages mostly involve the use of logograms and pictograms. Words are shortened either through the use of symbols that might represent the words, or symbols whose sounds like a syllable of the word. Shortened words generally can be in form of construction abbreviation. Whereas the shortened phrases can be in form of acronyms, an initialism. The shortened form can include numeral sequences. An example (cited in Wikipedia, 2010:12): the French a12c4 “ a un des Les quatre” meaning “ see you around”. The SMS technology allows up to 160 characters in length for each short message composed with latin alphabet and 70 characters in length for those composed with no- Latin alphabets like Arabic and Chinese (Solomon, 2011:224)

7. Spelling

Many researchers defined spelling, Sebbra (2007:10) “Spelling carries acknowledgment of normal and right forms”. Kress’s (2000:1)” Spelling is often defined as ‘knowing how to write words correctly”. Spelling system as Carney (1994:155-164) orthographies utilizing alphabetic system are phonetic not in the sense of precisely reflecting how dialect sounds, however to the degree that there are to changing degree across dialects,

correspondences amongst graphs and phonemes. He also added that “ English speakers recognize a link between graphemes and phonemes, and use them to aid spelling and pronunciation”. Here, users of the language are able to distinguish and determine what is a morpheme and what is a graphemes so that their pronunciation and spelling become good.

7.1. Understanding text spelling

Shortis (2009:23) claims that in Text messages and other texts, there is spelling which is coherent(linguistic), logic and generative in its “orthographic principles” which based on norms that are always existed of non-standard spelling. Such spelling is deciphered and duplicated by “ immersion instead of formal instruction”. So, individuals in their activities, try to receive, learn and direct replicate in an attempt to make effort to accomplish the “standard spelling accuracy”. This useful concentration of ICT respelling is important, however, logical premise and the ability that users have to understand the hidden meaning without any help from experts or dictionaries. Practically, such codification may mislead users. So, opposed to standard spelling; text “caught not taught”. Thus, it needs practice. Most of the speech about text does not evaluate it but they are functional in directing users.

Consequently, users are not supposed to know the literacy degree of the writer, they just perceive what they mean. Lead to neglecting the writing competence and deficit. Text spelling can be viewed as a creativity rather than and deficit. It can be lead to accomplishing the pragmatic ability to communicate with respect to other cultures. Additionally, it indicates a remarkable shift to mastery of conversation and information in written communication. Technology did not change things but, it’s where the text messaging and instant messaging and others are used which lead to a shift to the informal language. Spelling decisions become a part of the stylistic repertoire where individuals use it for expressing themselves rather than having them as a “standard conventions of published print”. An evidence state that texting has

to change the view about English spelling informal setting and situations. In educational settings, the interests about standard English spelling accuracy have raised, especially in the U.K. however, because of technology development the admixture of spoken and written forms and the widespread of English is probably going to evade and definitive codification in dictionaries shortis (ibid).

Conclusion

SMS language or texting has its specific features and characteristics that attract a lot of researchers' attention in order to investigate and analyze this new language. This part of the study summarizes the corpus of SMS language, by giving some features and examples to recognize the impact which it has on the language.

Chapter Two

Academic writing

Introduction

A university student is obliged to write different kinds of assignments. This chapter will present and try to cover the main ideas about writing skill generally, and academic writing specifically. This chapter intends to define the nature of writing, and determines the meaning of academic writing. It also aims to shed the light on the main features of academic writing with more focus on the process, structure of writing used in order to facilitate writing, and the importance of academic writing. Therefore, guides the writer to write more meaningful productions.

2.1. Academic Writing

Many scholars has defined academic writing from different perspective

2.1.1. Definitions

Tertiary level students are supposed to write different forms of assignments during their academic studies (essay, paper, research paper, dissertation, article, lab/business report, etc). These assignments are referred to as “Academic writing” which follows certain conventions of structure, style and content. However, all of these assignments have the same goal and principles and address a specific type of audience i.e. “target reader” (Mennens MSc & Wilkinson MSc, 2002).

Writing is one of the major skills for using language, through which one can convey his thoughts. It is stated that "writing is a reflection of what can occur only after the main ideas are in place." (Clark, 2003: 8). This means that the writer’s goal is to know how to say what has been discovered, not in discovering and selecting what to say. Flower (1989:54)

states that writing is a process that can be influenced by some elements in the learning activities. He says that:

Writing is a social act that can only occur within a specific situation. It is therefore influenced both by the personal attitudes and social experiences that the writer brings to writing and the impacts of the particular political and institutional context in which it interviews, analyses of the surrounding practices and other techniques, researchers seek to develop more complete accounts to local writing contexts.

The academic writing has particular purposes to achieve. Stuart and April believe that “Academic writing is a process of defining issues, formulating questions, and developing sound arguments.” (2012:12).

According to Hogue (2007), academic writing is considered to be one of the writing’s genres that used in college to submit any kind of assignments. Academic writing is distinguished from other types of writing because it requires specific form, structure, organization, and conventions. All these characteristics should be simply arranged to present a coherent piece of writing.

The most important goal of being formal in writing is the ability to explain the particular idea in a simple way in order to be easily understood. This idea was more clarified by Oshima and Hogue (1998) in their book *Academic writing English*; points out that “academic writing, as the name implies, is the kind of writing that you are required to do in college or university. It differs from other kinds of writing such as personal literacy, journalistic, or business writing. Its differences can be explained in part by its special audience, tone and purposes” (05).

In this context, Gillett, Hammond and Martala (2009) explain that one of the main reasons that justify academic writing's variation is "the reader" of your writing. For students, in this case, the reader is either the tutor or classmates. Both will make judgments and comments based on specific criteria. This criterion refers to the tone of the writer, the choice of vocabularies and the style. Therefore, the writer should take into consideration the reader who needs to be impressed, the tone which refers to the style as well as the manner of expressing the information. Knowing the audience and how to report a clear meaning, determines the appropriate choice of words. Monippally and Pawar (2010) describe words saying that "words are like clothes" (p:73), meaning that the context and the purpose define the convenient language for your writing.

2. 1.2 Scholars' views about academic writing

It is important to start writing to understand the nature of academic writing to contain all the complexity of conventions in order to be accurate, thus a good writer. As Fowler & Fowler (1906:11) believe "anyone who wishes to become a good writer should endeavour, before he allows himself to be attempted by the more showy qualities, to be direct, simple, brief, vigorous, and lucid" (p:14) (as cited in Hartly, 2008).

Arapoff (1967:233) describes writing as "much more than an orthographic symbolization of speech. It is, most importantly, a purposeful selection and organization of experience". According to Arapoff. "experience" includes all thoughts, facts, opinions, or ideas, whether acquired first hand through direct perceptions and/or actions or second hand through reading and hearsay.

Moreover, Whitaker (2009) describes learners' assumption about academic writing saying that; the majority of students have the idea that writing in a formal structure is a torture because of its difficulties. For them it is a difficult task to accomplish, whereas it is

completely the opposite. Writing should be interesting, beneficial, and moreover entertaining skill because learners will have the chance to discover new knowledge. Whitaker stood along with the concept that academic writing is based on questioning, analyzing, and criticizing the information obtained without forgetting to present a strong evidence with every assumption.

A broader definition of academic writing produced by Monippally and Pawar (2010), they suppose that writing in academic form is for communicating scientific knowledge. It is gallant kind of writing used by scholars of a similar branch of knowledge. It can be found in scientific journals and doctoral dissertations in which researchers share their findings and contributions with the intention of developing knowledge in different disciplines. Both researchers emphasize that writers should be like scientists: objective i.e. no need for personal insights, argumentative i.e. have a critical thinking. Klein (1965:02) as cited in Monippally and Pawar (2010) stated that:

We want [academic] writers who manifest orderly thought process in writing, who can organize data for analysis, who can be selective, who can distinguish significant detail from just detail, who can measure length in relation to importance, who can analyze, sort out, discern, discriminate, and discard (78).

2.2 Particular kind of writing

Writing as it is defined before has many kinds which are very important to any student specially at university.

2..2.1 Essays

“Essays are set to improve and assess your ability to collect, select, arrange and communicate facts and ideas. In exam conditions they also test the ability to remember them! These skills are important for those whose working lives will include a large portion of organizational and communication activity” Price (2003:38). According to price “An essay is

a piece of structured writing Usually written in formal academic writing Analysis of the title Reason to do extra reading around your subject area Way to assess how well you understand a subject Method to consolidate the information you acquire in lectures, away on placement or in seminars”

Essay writing is a process and needs to be done in the various stage:

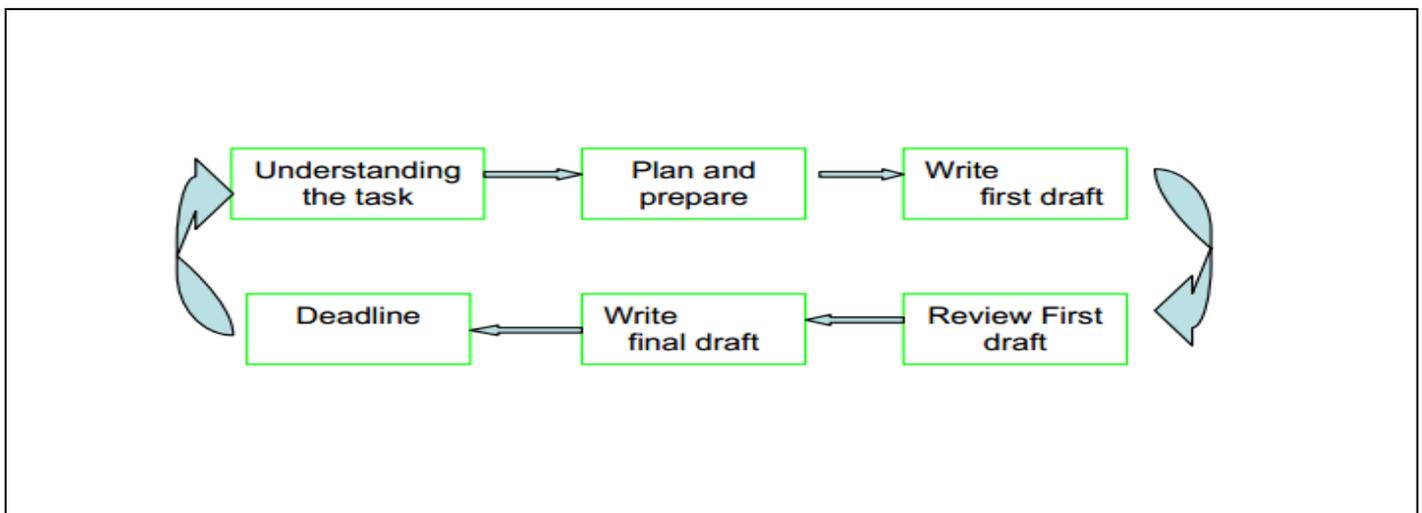


Figure 2.2.1 writing essays stages “Retrieved from

<https://revolutionarypaideia.com/tag/writing/>”

The figure shows different stages that student need to follow in order to write a coherent essay.

2.2.2.Paragraph

“A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea_ A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; however. the paragraph should be long enough to develop the main idea clearly.A paragraph may stand by itself. In academic writing. a paragraph is often used to answer a test question such as the following: "Define

management by objectives, and give one example of it from the reading you have done for this class”(Oshima,1998:17). So here a paragraph is a major part in writing, thus a gathering of related sentences created one main idea though the number of sentences is significant.

A paragraph is a group of sentences that fleshes out a single idea. In order for a paragraph to be effective, it must begin with a topic sentence, have sentences that support the main ideas of that paragraph, and maintain a consistent flow.

2.2.3 Literature review

According to Robinson and Reed (1998: 58), defines a literature review as “a systematic search of published work to find out what is already known about the intended research topic.” Thus, a literature review serves many important purposes, including establishing the need for the research; broadening the horizons of the researcher; and preventing the researcher from conducting research that already exists. Ridley, However; defines Literature review by dividing it into two parts, the first as a product and the second as a process. The product of literature review which appears in the first draft, while the process involved in conducting a review of the literature. She also says that the literature review is part of a thesis where references to related research and theory in your field use to support a research problem and to summarize that there are a missing parts in previous research which need to be filled.

2.2.4.Thesis

According to Evans, Gruban & Zobel (2011:1) “thesis is an extended argument. To pass, a thesis must demonstrate logical, structured,and flexible reasoning based on the credible evidence presented in such away that it makes an original contribution to knowledge,

as judged by experts in the field”. The idea is that any writer needs a strong reason followed by proves to conduct a thesis that will be assessed at the end by experts and supervisors.

2.3 Syntax

Carnie (2001:4) claims that syntax is “the cover term for studies of the level of language, it studies the level of language that lies between words and meaning of utterances: sentences”. He means, syntax cares more about the deep structure of the word rather than the surface structure. Moreover, Robert, and Alin (2001:1) argues that, the syntax is human language central components. Syntax accord with how sentences are built, and users of u main languages utilize a striking variety of possible arrangements of the elements in sentences. Another scholar tackle the issue of syntax and explained it as” sentence is the basic unit of grammar, it contains a subject and a verb which is sentence coherence”. Thus the subject plus the verb together makes complete grammatical sense even if there is no need for it. Price (ibid) says that the way in which the parts of sentence work together is called its syntax (Price, 1992:12).

2.3.1 Why do we study syntax?

According to sells, Bok (2007:7) there are several reason for studying syntax starting from general humanistic or behavioral motivations to much more specific aims such as aids at clarify the patterns of English more adequately and clearly. Additionally to that, it also enable as to analyze the structure of English sentences in systematic and explicit way. For Smith (2008), the study of syntax is about how the sentence of a particular language are structured, she thinks that it is fascinating being able to see how language work and what theories have been proposed to make it works.

2.4 Grammar

Lynch and Anderson (2003:1) defines grammar as :

“ grammar for academic writing provides a selective overview of the key areas of English grammar that you need to master in order to express yourself correctly and appropriately in academic writing”As can be seen from this definition, Lynch and Anderson shows that grammar rules are necessary before starting writing any students in order to produce an appropriate and correct piece of work. Lunch and Anderson(ibid)) claims that those areas mentioned before includes dealing with difficulties such as: Pronouns, participles, Infinitive of vowels, preposition, articles. Price (1992:13) also argues that in grammar many difficulties arise while writing if some rules are neglected. Some of difficulties are mentioned below:

2.4.1 Pronouns

According to Price (ibid), Pronouns changes form according to their grammatical status. Morley(2000:43) claims that” The pronouns used to be taught of as a class of words which may be substituted in place of a noun” .Monmouth University also dealt with pronouns as a word that refers to or takes the place of a noun . The noun being referred to is called the antecedent. The figure bellow show an example:

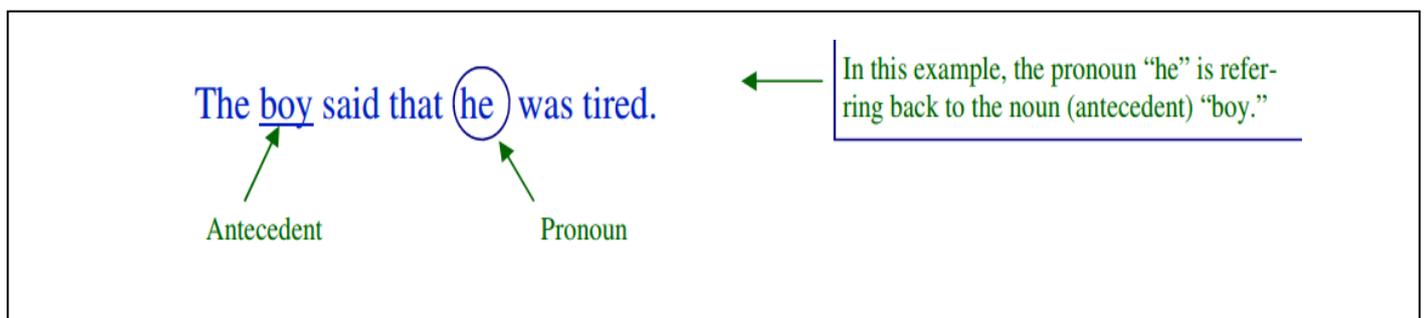


Figure2.2 Pronouns example “Adopted from University of Wales, Bangor” By C,Price

(2003:15)

2.4.2 Participles

University of Houston defines it as “ Participles are verbals that usually function as adjectives and occasionally function as adverbs. Participles generally end with an- ed or ing ending”. So, participles are derived from verbs, they do express an action or state of being. Bechet (2011:1) says that “ Participle is called because it partakes of the nature of the verb and of the adjective: of the verb, as having its signification and object”. He indicates that there is two kinds of participles; the present and the past.

2.4.3 Prepositions

A preposition is a word like in, to, for, out of, it is usually comes before a noun phrase. Some can come before an adverb, it is also possible to use it before a gerund. The preposition and its object form a prepositional phrase Eastwood(2002:286-287). Another definition “ Prepositions express a static position (at, on, in, from) or movement in direction(to, towards, out of, etc)” So, prepositions have different positions, directions, and duration. (Epelde, 2015:16)

2.4.4 Articles

According to Berry (1993:5)” Articles are determinatives which serve to give precision to nouns/noun equivalents to which they are attached”. As articles in English can only function as determinatives of nouns/noun equivalent and are never used before

2.5. Pronouns

For pronouns there are:

2.5.1. Personal pronouns: Eastwood(2002:234) says that “ personal pronouns do not always refer to people. ‘Personal’ means the first person, the second person, and third person”. So,

pronouns are not necessary used for the person it might be a person, an object, or something else. Besides that, pronouns have many different forms and representation (Rama 2011:12) it can be represented in form of adjectival nouns, verbal nouns, participle nouns, and possessive nouns. Alexander (1990:54) claims that we use pronouns in place of nouns, they may be subject or object.

2.5.2. First person, second person, and third person

In grammar, the person who is speaking is called the first person, the one spoken to is the second person, and the one spoken about is called the third person Sargeant(2003:25). However, Alexandr(ibid), the third person pronoun is used instead of a full noun phrase when the meaning is clear. But we cannot use a pronoun when it is not clear who it refer to.

	subject	object
first person singular	I	me
second person singular	you	you
third person singular	he she it	him her it
first person plural	we	us
second person plural	you	you
third person plural	they	them

Figure2.3 Example of pronouns “Adopted from Sargeant.H.”(2003). Basic English

Grammar for English Language Learners

2.6 Punctuation

Writing and punctuation works together, no paragraph, essays or article can be clear without correct punctuation. So that, rules are necessary to be taught to avoid being mistaken in order to understand what is writing.

2.6.1. Definition

“Punctuation marks are signs such as periods, commas and question marks. They are used in sentences to make the meaning clear” Sargeant (2007:140). It is clear that punctuation has different types that are used in form of symbols. Additionally, Mar and Helen (2005:3) asserts that punctuation are symbols that we use in writing, they allow the reader to understand the meaning of the text though there are different types.

2.6.2 Types of punctuation

Types of Punctuation			
			
Full Stop	Comma	Exclamation Mark	Question Mark
		 	 
Inverted Commas	Apostrophe	Colon	Semi-Colon
			
Ellipsis	Dash / Hyphen	Brackets	Capital Letters

© Teaching Packs - Perfect Punctuation - Page 4

Figure 2.4 Types of pronouns “ Retrieved from google images”

2.6.2.1.Comma

Abbe (2005:404) says that “ Commas are to the reader as road signs are to driver”. The driver can take a wrong turn if a sign is misplaced; so the reader can not traverse a sentence and understand its meaning if commas are not properly in place. Commas have taken many places (Rgeant,2007:140) between items in a list, after yes and no, before and after the name of the person you are speaking to. It is also used between the parts of a place names. Commas indicate a short pause. It has many users like to separate items in a list and to mark out a subordinate clause or additional detail that breaks the flow of a sentence in a place of conjunction Blundell (2004:7).

2.6.2.2 Semi colon

Straus (2008:57)” semi colon used in place of a period to separate two sentences where conjunction has been left”. Seemingly, semi colon has its own function in a sentence. Moreover, a semicolon indicates a pause that falls somewhere between a comma and full stop Blundell (2004:7). He also says that instead of conjunction semi-colon used to split two clauses in a complex sentence.

2.6.2.3.Quotation marks

According to Sergeant,(2007:143) quotation marks around the exact words that someone says you put it at the beginning of the words, and the mark at the end. Abee, However; says” Quotation marks are used to mark dialogue, to indicate words that are around to emphasize details, and to help when giving credit for written works”. Abee means that quotation marks are for certain usages, such as details, speeches and others.

6.2.4.Apostrophes

A postrophe is always placed at the spot where the letter (s) has been removed, we use them with contractions to show possession (Straus,2008:64). Sargeant (2007:142) “ use an apostrophe with “s” to show how something belongs to someone, to show one or more letters are missing in a contraction”

2.7 Spelling

Scholars defined spelling from different point of views

2.7.1 Definition

Spelling important for the same reason that grammar and punctuation are important (ELT:9). in this article of UELT, a claim has made that poor spelling results in poor communication. Academic writing needs a high degree of accuracy and the sloppy spelling gives the impression that you don't care about the assignment. Price(2003:31) indicates” only a few English words can be spelled in more than one way, even then one spelling is usually more correct”. Even though we are able to spell words more than one way, only one would be sufficient and accurate. Additionally, Price (ibid)says, spelling in English is ‘idiosyncratic’, given sequence of letters may sound several ways, and a given sound may be spelled several ways.

2.7.2. Spelling errors

According to Cook and Bassetti (2005), spelling is affected by the type of writing system and its phonological and morphological transparency. For Kukich(1990:350), “spelling errors can be divided into two parts: typographic errors and cognitive errors”. What he meant by typographic errors is that has something to do with keyboard, insertion or deletion while the

cognitive errors usually have a relation with phonetic similarity (Kurkich, 1990:352). Another claim about spelling errors is that “ formal miss selection occurs when words that look and sounds similar” Liu (2015:1629) which means that the error is a real existent word.

Al Jaf (2010:6) says that spelling errors are those mistakes that can be collected from students written essays, homework, tests and lecture notes. She also added that spelling errors can be used to determine phonological orthographic problems. Errors can be classified into whole word errors, faulty graphemes and faulty phonemes in which graphemes are deleted, added, or substituted. Ahmed and Kondrak argues that spelling errors can be grouped into errors that result in valid word, like homonyms errors, versus those errors that result in a not-word. For those two scholars, “detecting on –word spelling is easier and correct”. So, there is no difficulties to determine the mistakes at all. However, for Deorowicz and CIURA (2005) it is difficult to determine the mistake because of many reasons. Firstly, a lexicon consists of all correct words that could be extremely large. Secondly, in some languages, words are highly productive, so it is uneasy to state all correct words. Thirdly, it is hard to decide if a word id word without any contextual information.

Conclusion

Out of this chapter, we recognize the importance of academic writing for students and the different hindrances they face. In this chapter we dealt with the major elements that students need to understand and respect, such as grammar rules and punctuation besides distinguishing between what is academic and what is not. Students’ neglection of rules leads to many spelling errors as mentioned above, so that in this section we covered all what concerns writing and what ruin it.

Chapter Tree

The Field work

Introduction

After reviewing the two chapters of literature, the chapter is an attempt to describe, analyze and interpret the collecting data including the procedures, research question, hypothesis, the aim of the research and the participants. The current study aims to investigate the effect of texting language on EFL students academic writing. We have involved third-year students and EFL teachers of the middle of writing. We have obtained one research tool. The first section is about the analysis of teachers' questionnaire, and the second section is about the analysis of students questionnaire.

3.1 Teachers questionnaire

The current questionnaire was delivered to teachers of Mohammed Kheider University of Biskra who only experienced the teaching of writing module in order to obtain valid results.

3.1.1 Aims of the questionnaire

It is important to take into consideration the teachers' attitude and point of view towards the effect of texting language on EFL students academic writing.

3.1.2 Administration of the questionnaire

The questionnaire was distributed to 7 teachers of the module in the English division. Only 4 handed me back the questionnaire out of the total sample.

3.1.3 Description of the questionnaire

The teachers' questionnaire consists of (8) questions classified under two sections, each section emphasizes on a specific element. The first section aimed at gathering general information about teachers experience, educational level and their teaching method. The second section focuses on teachers' attitude toward the effect of texting language on academic writing. The questionnaire was a semi-structured questionnaire that is a mixed between closed-ended questions and open-ended one which aims to have teacher point of view.

3.1.4 Analysis and discussion of teachers 'questionnaire

Section one: personal information

Q1: How long have you been teaching?

Option	Number of years	Percentage%
Teacher one	8 years	/
Teacher two	28 years	/
Teacher three	6 years	/
Teacher four	10 years	/
Total	4	100%

Table 3.1 Teachers' years of experience

Teachers were asked to give their years of experience in teaching English. As it is indicated in the table the years of experience starts from 6 years and above. The most experienced teacher among the fourth has 28 years of experience, the second one 10 years, and the last one has 6 years of experience. As their answer shows, their long experience with teaching, teachers know a lot about students writing mistakes and shortfalls with writing.

Q2: Which grade/s do you teach?

Option	Number of years	Percentage%
Teacher one	First year	/
Teacher two	Master one	/
Teacher three	Third year	/
Teacher four	Third year	/
Total	4	100%

Table 3.2 Teachers' level of teaching

As the table indicates, two teachers are teaching third-year level, one is teaching the first year, and the last one is teaching master one degree

Q3: Do you think that your method of teaching encourages students to learn effectively? If yes, which one? And how does it help you?

a-Yes

b -No

Option	Number	Percentage
Yes	4	100%
No	0	0%
Total	4	100%

Table 3.3 Teachers' method of teaching

This question aims at figuring out which teaching method they use and believes it has a positive effect on students' achievement. The data illustrated in this table assure that teachers are using the method that helps students to have a better learning. All of the teachers

answered “yes” with a percentage of 100%. Teachers who answered “yes” were asked to say which method they use

The method consists of providing funny and creative approaches, it helps in the sense that it makes it easier for both me and learners. Two teachers use a communicative approach which for them it represents the basic method of teaching. They claimed that, it is rather eclectic, this last helps varying techniques and activities according to students levels, needs, and interests as well as aims at developing their communicative proficiency. The two other teacher one claims that using handouts and dictating at the same time, and the last one prefer a different method which consists of providing funny and creative approaches, it helps in the sense that it makes it easier for both me and learners. Consequently, it is clear that each teacher has a different method but all of them have the same goal which is encouraging students to learn effectively.

Section two: Teaching attitude towards the effect of texting language on academic writing

Q4:How many of your students, would you say, have and use mobile phones on a regular basis?

- a. All of them
- b. More than half the class
- c. Less than half the class
- d. None of them
- e. I have no idea

Option	Number	Percentage
A	4	100%
B	0	0%
C	0	0%
D	0	0%
E	0	0%
Total	4	100%

Table3.4 Teachers' views about the use of mobile phones

This question was asked in order to know how many students use mobile phones. All teachers said “ all of them” which is 100%. This clarifies for as that student use devices in the classroom instead of using authentic materials which are for sure the main reason why students academic writing become poor and meaningless.

Q5: which of the following features of written language have you noticed a change in?

- a. Spelling errors
- b. Lack of punctuation
- c. Over-punctuation
- d. Lack of function words
- e. Abbreviations and Acronyms
- f. Rebus writing (using numbers to express the way a letter sounds (e.g.: l8er = later)
- g. Smileys (e.g. :) or ☺)

H-Others

Option	Number	Percentage
A	1	25%
B	0	0%
C	0	0%
D	0	0%
E	0	0%
F	0	0%
G	0	0%
H	0	0%
A+B+E	3	75%
Total	4	100%

Table 3.5 Teachers attitude about the change of writing features

The results displayed in the table that the majority of the teachers have a common point of view concerning the features of writing that have changed. Most of teachers 3 out of 4 (75%) have chosen more than one option, only one(25%) teachers shoes (a). Indicating that the more students use abbreviation and acronyms the more they make a spelling mistake and the more they ignore punctuation rules.

Q6:In your opinion, does the use of SMS have an effect on the written language of your students? How?

-Yes

-No

Option	Number	Percentage
Yes	4	100%
No	0	0%
Total	4	100%

Table 3.6 teachers point of view towards texting language

This question was asked to find out if teachers believe that texting language affects on the writing language of their students. All of the teachers answered “yes”. As the table indicates the total percentage goes to 100%. From this results, we can see that teachers agree on the influence of texting language on students academic writing which confirm our expectation and hypothesis.

However, teachers were asked to justify their agreement. They clarify that students overuse abbreviations; they make a lot of grammar mistakes(tenses, subject-verb agreement), lexis; they do not respect punctuation which has a negative effect. Besides that, Students instead of using formal academic language, they tend to use symbols and acronyms, and informal language.

Q7: Have you noticed any change in the written language of learners since the increased use of mobile phone and SMS technology?

Yes

No

Option	Number	Percentage
Yes	4	100%
No	0	0%
Total	4	100%

Table 3.7 change of written language

One of the aims of the dissertation is to ensure that writing damage since the increased use of mobile phone and SMS. Thus teachers are asked if they noticed any change or no. The results obtained showed that all teachers answered “yes” 100%. This means, teachers recognize the main reason behind ruining Academic writing.

Q8. Do you take explicit measures to combat texting language in your learner’s written work? Please be specific.

-Yes

-No

Option	Number	Percentage
Yes	2	50%
No	2	50%
Total	4	100%

Table 3.8 The measures teachers’ use to combat texting language

Teachers in this question, are asked if they make any measure to combat texting language in their student's written works. The results obtained, shows that only “2” teachers out of “4” who make efforts to prevent this problem. One of the teachers simply claims that “generally those who use such language do not score well”, and the second one said” I always advise my students to avoid texting and the small forms of a word, I raise their awareness to respect rules of grammar, spelling by reading a lot and using authentic texts as reference”. It is clear that each teacher has his/ her own way to prevent students from overusing texting language.

3.2 Students' questionnaire

The current questionnaire is delivered to second year EFL students at Mohammad KHIEDER University.

3.2.1 Aims of the questionnaire

The current questionnaire designed to investigate students awareness about the effect of texting language on their academic writing achievement.

3.2.2 Administration of the questionnaire

We have opted (40) students out of the total sample of the third year EFL students. The sample was randomly selected. All the questionnaire was submitted and handed back in a friendly manner

3.2.3 Description of the questionnaire

Students' questionnaire consists of two sections, it is made up of only closed-ended(16) questions; thus, students are supposed to answer by Yes/No or by ticking the appropriate answer (s).

Section one: The first section seeks to gather data about students knowledge of what is texting language, and about how they use it and the frequent forms they use.

Section two: The second section seeks to provide data about Academic writing, how students evaluate themselves as writers, and how texting language affects their academic achievement

3.3.4 Analysis of students' questionnaire

Section one: Texting Language

Q1:Do you know what is Texting language? If yes, define it in few words.

Option	N	%
Yes	28	70%
No	12	30%
Total	40	100%

Table 3.9 Students' knowledge about the topic

If yes, is it:

Option	N	%
-The use of shortened words, abbreviation	28	70%
- Te use of the whole word	12	30%
Total	40	100%

Table 3.10 students' definitions

This question is divided into two parts that aim t establishing if students are aware of this concept. The results display that (28) of the total sample in a ratio of (70%) show their awareness about this concept by answering “yes” which is the choice “an” in the second part of the question. While the 30% of the sample answered “n”, thus, they have no idea about the meaning of the concept.

Q 2: How often do you Text?

Option	N	%
Daily	27	67,5%
Hardly ever	5	12,5%
Few times	7	17,5%
Never	1	25%
Total	40	100%

Table 3.11 Frequency of texting

This question aims at investigating how frequently students text. The table shows that the majority of students (67,5%) text daily, while (12,5%) text hardly ever, and the (17,5%) text rarely. Consequently, texting language is part of their daily life activities.

Q3:How much time do you spend texting a day?

Option	N	%
1hour	4	10%
2hours	0	0%
3hours	16	40%
More than 4hours	20	50%
Total	40	100%

Table 3.12 Frequency of texting a day

This question is based on the previous one; it intends to detect the period students spend while texting. (50%) of students (20) declare that they spent more than 4 hours per day. Whereas, 16 students in the ratio of (40%) claims that they spent 3hours a day, and only (10%) of students spent 1hour. The results indicate that the majority of students are overuse texting per day.

Q4:Have you ever used texting language (i.e. abbreviations ...etc.) in your academic writings (homework, taking notes or exams)?

Option	N	%
Yes	26	65%
No	14	35%
Total	50	100%

Table 3.13 Using SMS language in academic writing

This question was addressed to students to confirm our hypothesis that texting language can be found in students piece of writing. 65% of the total sample use a small form of words in their academic writing. While the minority (35%) do not use it at all. The use of this small forms clarifies that texting language affects students academic writing.

Q5: Do you sometimes abbreviate when you intend to write?

Option	N	%
Yes	34	85%
No	4	15%
Total	40	100%

Table 3.14 the use of abbreviation

This question is based on the previous one; to precise wich form of texting language students use the most. The data obtained from this question display that more than half of the sample (85%) abbreviate while writing, while (15%) avoid it. This confirms that students rely heavily on using the abbreviation.

Q6:How often do you use simple and correct English while writing?

Option	N	%
Often	21	52,5%
Rarely	8	20%
Always	11	27,5%
Never	0	0%
Total	40	100%

Table 3.15 Students frequency use of correct English

Question 6 aims at discovering if students use formal and correct English which may affect their writing production. The data presented in this table show that (52,5%) often use simple and correct English, (27,5%) always, while (20%) rarely. It appears that academic writing is truly damaged by texting since students often use correct English.

Q7: Which of the following do you use when texting (you may tick more than one option)

- a-Do does not worry about spelling (e.g. make spelling mistakes)
- b -Do not worry about punctuation (e.g. leave full stops and commas out)
- c -Use more punctuation than is necessary (e.g. use lots of exclamation marks)
- d -Leave out functional words (e.g.: the, a/an)
- e -Use (lots of) abbreviations and acronyms
- f-Use smiley (e.g: :) or ☺)
- g -Use letters or numbers to express the way a word or letter sounds

Option	N	%
A	6	15%
B	9	22,5%
C	0	/
D	1	2,5%
E	4	10%
F	0	/
G	0	/
A+B+E	11	27,5%
A+B+E+G	9	22,5%
Total	40	100%

Table 3.16 Features of texting language

Apparently, the results above display almost (27,5%) of students ignore spelling, punctuation, and they use a lot of acronyms and abbreviation. Additionally, besides the choice of a+b+e, (22,5%) of the students added the use of numbers and letters. We can realize that students practices too much different features of texting messaging.

-Section two: Academic writing

Q1-Do you enjoy writing?

-Yes

-No

-Sometimes

Option	N	%
Yes	20	50%
No	4	10%
Sometimes	16	40%
Total	40	100%

Table 3.17 Students' pleasure towards writing

Question 1 is a general question aimed at knowing how many students enjoy writing. All the responses gathered from this question almost half of the sample in a ratio of (50%) enjoy writing, while (40%) sometimes enjoy it. The other last percentage 10% do not enjoy it. This means that students understand the value and the importance of a writing s a skill.

Q2: How would you evaluate your own writing skills?

Option	N	%
Excellent	0	0%
Good	10	25%
Acceptable	23	57,5%
Poor	7	17,5%
Total	40	100%

Table 3.17 Students' self -evaluation

This question has been asked in order to find out whether the students are aware of their writing level and how can they evaluate themselves. Apparently, the results above the display that almost (57,5%) of the students consider themselves s acceptable in writing, while none of them see him/ herself excellent. Only 25% considered themselves as good whereas 17,5% poor. Consequently, students do not reach the point of mastering writing skill since the results above shows how they overuse it.

Q3: What type of piece of writing you prefer to write?

Option	N	%
Paragraph	26	65%
Essays	9	22,5%
Articles	2	5%
Others	3	7,5%
Total	40	100%

Table 3.18 Students' favorite kind of writing

This question is linked to the second one, it aims at shedding light on what student prefer to write if they already recognize their level of writing. The results attained reveal that the majority (65%) prefer to write paragraph (, 22,5%) essays, 5% articles,(7,5%) prefer to write poems, short stories, and novels. Thus, these various answers are dependent on the students themselves due to the level of each one and their knowledge of how to write each type correctly.

Q4:What are your difficulties in writing?

Option	N	%
Syntax	9	22,5%
Grammar	14	35%
Punctuation	7	17,5%
Others	10	25%
Total	40	100%

Table 3.19 Students' difficulties

The purpose of this question is to uncover students' difficulties in writing and to know if they are conscious about what impede them. According to data gathered in this table, (35%) have difficulties in grammar while (22,5%) with syntax, and 17,5%with punctuation. What

remains, 25% their answers goes between vocabulary and styles of writing. Thus, students encounter different difficulties because of the overuse of texting language.

Q5:Do you make a spelling mistake while writing?

Option	N	%
Sometimes	12	30%
Rarely	11	27,5%
Always	17	42,5%
Never	0	0%
Total	40	100%

Table 3.20 Students' spelling mistakes

This question was addressed to students to confirm my hypothesis by that students makes spelling mistakes due to texting. Through the results collected in the table, we notice that 42,5% always make mistakes, while 30% sometimes make mistakes. The other percentage 27,5% answered rarely. The data above indicate that the majority of students make spelling mistakes, this asserts the effect of texting language.

Q6:writing is essential and useful for you?

Option	N	%
Yes	40	100%
No	0	0%
Total	40	100%

Table 3.21 Students' benefits from writing

This item asked for the students in order to see if they are concerned with writing and if they consider it as essential. All the sample of forty students in the ratio of (100%) asserts that it is useful and essential. This means that all students are aware of how writing skill is very important and useful.

Q7: Did the use of texting affect your writing negatively? How?

Option	N	%
Yes	27	67,5%
No	13	32,5%
Total	40	100%

Table 3.22 The effect of texting messaging on students academic writing

Question 7 intended to find out if students believe and agree that texting affects their writing negatively. Since the majority of the sample (67,5%) agree by answering “yes”, it is clear that it affects their writing negatively. What remains (33,5%) answered by “no”. The number of the sample who argued with yes are for sure realize what affects their writing production.

How?

This question based on the preceding question. Only 12 students of 27 who answered yes justified this question. Students answers were closed. According to their answers, students make spelling mistake without paying attention since they used to write the small form of the words, also some students claim that they do not know how to write the full word, they prefer to use abbreviation instead. Furthermore, Texting becomes a habit as some students said so it is so hard to avoid it. This means, students affected by the use of texting language.

Q8: Do you think that “texting Language” influences negatively the English language?

Option	N	%
Agree	10	25%
Strongly agree	15	37,5%
Neutral	13	32,5%
Disagree	2	5%
Strongly disagree	0	0%
Total	40	100%

Table 3.23 Students' Presumption about the Negative influence of texting Language on academic Writing

The table above intends to investigate how much of students do believe that texting language influences the English language. A ratio of (37,5%) students stated that they strongly agree. Whereas, (25%) declare that they agree; however,(32,5%) of students were neutral, neither agree nor disagree, and there have been only 5% who disagree. Students who agree on the influence of texting language on English have indicated this through response to the question (7). Consequently, it is obvious that the English language affected by texting language.

Q9:What suggestions do you have to assist students in developing their writing skills to avoid texting?

Concerning our current topic, twenty-nine students out of forty have added some suggestions to assist students in developing their writing skill. Their suggestions are closely related as follow:

- Read as much as possible in order to enhance your vocabulary so that, you will have no future problems with words.

- Try to write at least one paragraph per day, and check your mistakes to avoid them next time.
- Use dictionaries; each time you write and you find a doubt about how a word is, see the dictionary, first to avoid using small forms of words, or abbreviation. Second, to learn more words.
- Learn more about formal language, informal language, slangs and how each one is used to prevent using them randomly in any academic paper.
- Exchange what each student write either with each other, or by asking the teacher to correct them. It is helpful to recognize what are your shortfalls besides checking spelling errors and mistakes.

3.3 Finding and discussion of the results

Out of this chapter the findings and the data obtained from the questionnaire for both teachers and students our hypothesis is confirmed? Texting language affects EFL students' academic writing.

The answer given by students reveal that most of the students, about 67,5% text daily which means that, it becomes a habit that affects their writing achievement and production as the results show in question(7) section two. Besides that, students confirmed that they use texting language such as abbreviation instead of formal language in their academic papers; homework, exams, reports, etc as the results displayed in question(4) and (5).

However, out of the teacher's questionnaire, question (6) and (7), teachers strongly agree (100%) that the use of texting, informal language is for sure damaging students writing acumen. Teachers assert that text-based abbreviated communications that students use are showing in more formal writing.

Concerning question (5) and (7) in teachers' and students questionnaire we have found that teachers are conscious about the more students use abbreviations and acronyms, the more they make spelling errors and the more they neglect punctuation rules. This is proved by students by ticking more than one choice in Q7. According to them, students do not worry about either spelling mistakes or punctuation.

Based on students' questionnaire, question(6) and (5) in section two, out of 52,5% of the sample do not use correct and formal language due to abbreviation and contractions that are frequently used by them which impact their writing abilities. Furthermore, question(2) and (4) in section two on students questionnaire, we realize that students are aware of their writing level since more than the half of the sample consider themselves as acceptable. We grapes

from Q4 students difficulties goes between syntax, grammar rules, and punctuation which are the basic steps and rules that any students should learn before starting writing.

In addition, this study proved a thick, rich description of specific issues, attitudes and possible solutions that students added as suggestions to their colleague concerning writing style perpetuated by texting and social media style writing.

Conclusion

Throughout this chapter, the methodology used in our research as been presented including a whole description of the procedures and research design as well as the population, sampling and the tool used and how we analyze it. The obtained results confirmed what we hypothesized early in the introductory chapter. For this reason some recommendation is going to be proposed for educators and teachers that may help them to ameliorate academic writing.

Recommendations and pedagogical implications

At the end of our dissertation, the following recommendations are drawn from the analysis of the results obtained from research tools; questionnaires for both teachers and students. Thus, we provide recommendations to teachers, and students.

Recommendations

Both students and teachers should be conscious about the negative side of SMS and the negative impact of its new language on the formal academic English.

- Teachers should be strict in correcting students' mistakes mainly taking into consideration those appeared due to the over use of SMS language.
- Students should be aware of the appropriate setting of using formal writing and the appropriate one to use the informal writing.
- Students also should care about the language used in the academic setting, avoid the abbreviated language that is coming more and more into nowadays use, especially among the younger generation.
- Teachers can do little to alter writing practices of their students outside the classroom. It is true that they cannot require them to use grammatical English in their texting conversations and to evaluate their messages, but they can make students more aware of the distinctions between formal and informal English. This will not directly teach them better grammar, and it will not immediately teach them proper spelling. Nevertheless, it can construct a basis for them to be aware of the importance of academic writing.

General conclusion

Developing writing skill is one of the key factors to achieve a foreign language proficiency. In the context of the study, we aimed at investigating a major internal factor that influences writing skill. Since academic settings are the most places where students practice such skill, we attempt to shed light on how the formal process is altered by the use of texting and social media.

The theoretical part consists of two chapters; we have found that texting is a modern phenomenon that has emerged with the development of technology. Since students communicate with each other using a different kind of chat rooms and devices, the language they use has brought into the classroom which altered their writing production via the overuse of different forms of texting with its different forms and features as indicated in chapter one.

Afterward, the second chapter tackled more detailed information, starting with definitions, kinds of writing, and the literature review which show how really the writing process is damaged with the increased use of text messaging which impact students informal writing, assignment, exams, and reports.

On the basis of the upshots provided from the practical part, we planned two questionnaires, one has been administered to 40 students of the third year at Mohammed Kheider University, and the second has been set for teachers in the English department who teach writing module that aim to show the relation between the two variables and the impact ones has on the other. The results obtained have permitted us to provide some observations in relation to the hypothesis and research questions mentioned in the introductory part of this research..

Throughout this research and the results obtained from it we collected evidence that confirmed our hypothesis. Texting language affects on EFL students academic writing; The

habit of frequent texting with it's ever increasing among students is to be blamed for poor spelling, punctuation, and all that affect formal academic writing. In addition, we have fulfilled our aims and significance of our study in which we endeavored to provide the extent of EFL students' value towards academic writing.

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Appendices

Appendix 1

Teachers' questionnaire

Dear teachers

You are kindly invited to fill in the following questionnaire as part of a Master research entitled: "The effect of texting language on EFL students academic writing" case study: Third year students at Biskra University. Your answers

will provide us with significant information concerning your attitudes towards the Effect of "Texting language" on Students academic achievement.

May I thank you in advance for your collaboration and the time you provided to answer this questionnaire.

Section one: General information

1-How long have you been teaching?

.....

2-Which grade/s do you teach?

.....

3- Do you think that your method of teaching encourages students to learn effectively?

-Yes -No

If yes, which one? And how does it help you?

.....

.....

.....

.....

Section Two: Teachers Attitude toward the Importance of Self-concept in Learning.

4-How many of your students, would you say, have and use mobile phones on a regular basis?

- a. All of them
- b. More than half the class
- c. Less than half the class
- d. None of them
- e. I have no idea

5- which of the following features of written language have you noticed a change in?

- a. Spelling errors
- b. Lack of punctuation
- c. Over-punctuation
- d. Lack of function words
- e. Abbreviations and Acronyms
- f. Rebus writing (using numbers to express the way a letter sounds (e.g.:
18er = later)
- g. Smileys (e.g. :) or ☺)
- H-Others

6-In your opinion, does the use of SMS have an effect on the written language of your students?

Yes **No**

Why

.....

.....

.....

.....

Thank you for your collaboration

Benkorichi Hiame

Appendix2

Students Questionnaire

Dear Students,

This questionnaire serves as a data collection tool for third-year students in Applied Linguistics. It aiming at providing us with significant information about the effect of texting language on EFL students academic writing. This questionnaire aims at making students aware of the importance of understanding the negative impact of using texting in their academic piece of writing and future career as English foreign teachers

Your answers will be of a great help to our work and it'll be deeply appreciated.

Section one

I. Texting Language:

1-Do you know what is Texting language, If yes, define it in few words.

-Yes

-No

Is it:

-The use of shortned words, bbreviation

- Te use of the whole word

- None of them

2- How often do you Text?

- Daily- Hardly ever

-Few times per week -Never

3- How much time do you spend texting a day?

- 1 hour a day 2 hours a day

-3hours -More than 4 hours

4- Have you ever used texting language (i.e. abbreviations ...etc.) in your academic writings (homework, taking notes or exams)?

-Yes

-No

5- Do you sometimes abbreviate when you intend to write?

-Yes

- No

6- How often do you use simple and correct English while writing?

-Often

-Rarely

- Always

- Never

7- Which of the following do you use when texting (*you may tick more than one option*)

a-Do not worry about spelling (e.g. make spelling mistakes)

b -Do not worry about punctuation (e.g. leave full stops and commas out)

c -Use more punctuation than is necessary (e.g. use lots of exclamation marks)

d -Leave out functional words (e.g.: the, a/an)

e -Use (lots of) abbreviations and acronyms

f-Use smiley (e.g: :) or ☺)

g -Use letters or numbers to express the way a word or letter sounds

Section two

II. Academic writing

1-Do you enjoy writing?

-Yes

-No

-Sometimes

2- How would you evaluate your own writing skills?

1- Excellent

2- Good

3- Acceptable

4- Poor

3- What type of piece of writing you prefer to write ?

1-Paragraphs

2-Essays

3-Articles

1- Others.....
.....
.....
.....
.....

4- What are your difficulties in writing?

- - Syntax Grammar rules
Punctuation
- Others.....
.....
.....
.....

5-Do you make a spelling mistake while writing?

- Sometimes- Rarely
-Always -Never

6-writing is essential and useful for you?

-Yes
-No

7—Did the use of texting affect your writing negatively? How?

-Yes

-No

8-- Do you think that “SMS Language” influences negatively the English language?

-Agree

Strongly agree

-Neutral

-Disagree

-Strongly disagree

9- What suggestions do you have to assist students in developing their writing skills to avoid texting?

.....

.....

.....

.....

.....

Thank you for your collaboration

Benkorichi Hiame

المخلص

يدرس هذا البحث تأثير استعمال الرسائل القصيرة على جودة الكتابة لطلبة اللغة الانجليزية كلغة أجنبية. حيث يهدف هذا البحث لتوعية التلاميذ على حجم تأثير استخدام الرسائل التي يستعملونها خلال كتاباتهم وكذلك تأثير النطق واستعمال الاختصارات على جودة كتاباتهم. يقوم هذا البحث على فرضية : كل مازاد استخدام الرسائل القصيرة كلما كان التأثير سلبيًا على كتاباتهم . ولذلك قمنا بطرح التساؤل التالي: هل الاستعمال المفرط للرسائل القصيرة يؤثر سلبيًا على جودة كتاباتهم . الفصل الأول من البحث يتناول لغة الرسائل أما الفصل الثاني فيتناول الكتابة الأكاديمية وكل مكوناتها . الجانب النظري تم بتوزيع استبيانين الاول للطلبة والثاني للأساتذة في قسم اللغة الانجليزية بجامعة محمد خيضر بسكرة. النتائج المتحصل عليها تثبت فرضيتنا المطروحة وتؤكد التأثير السلبي لاستخدام الرسائل القصيرة على كتابة الطلبة. كما يشير هذا البحث الى أهمية توعية التلاميذ لأهمية الموضوع وذلك لتحسين أدائهم الدراسي.