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Influence of Facebook on English Academic Writing:

**The Case of First Year Master Students of English at Belhadj
Bouchaib University Centre, Ain-Temouchent**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Linguistics*

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Dedications

This extended essay is whole-heartedly dedicated to my late parents whose memory gave me power and inspiration to accomplish my research work.

Special dedication is also addressed to my wife and my kids who were patient with me while I was busy working on my dissertation.

I shall not forget dedicating this dissertation to my old University best friends HADARA Mohamed, CHABANE Samir, MALKI Mohammed, MAHYEDDINE Said and IKHLEF Khalifa Amine with whom I share great memories of Tlemcen University days (1993-1997).

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Abstract

The widespread use of Facebook among Algerian EFL students is increasing dramatically. This has raised serious concerns about their English academic writing proficiency. On this very popular social networking site, EFL students are constantly exposed to a wide range of informal writing style and Internet slang. In addition, while writing on Facebook, students can be totally free of any restrictions of writing conventions whenever they decide not to adhere to such conventional rules. This would erode the students' academic writing skill and would hinder their educational and professional advancement. In this vein, with the aim of investigating the influence of Facebook on students' academic writing, the present study was carried out with 24 first-year Master students of English at Belhadj Bouchaib University Centre. The 'mixed methods' was chosen as a design for the research to ensure that both qualitative and quantitative approaches are satisfied. First, from the qualitative side, semi-structured observation instrument was used through which data from students' writings on Facebook were collected and analyzed. Second, from the quantitative part, the survey instrument was implemented by administering a questionnaire to the students forming the sample. Besides, to endorse the survey, another questionnaire was addressed to 10 teachers who teach first-year Master EFL students. Findings showed that extended use of informal language and internet slang along with neglecting English writing conventions on Facebook can become a habit and consequently shift to formal settings. This provided the evidence that Facebook can have a negative influence on the students' academic writing.

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List of Abbreviations and Acronyms

SNS: Social Networking Site

Net: Internet

CMC: Computer Mediated Communication

FB: Facebook

IM: Instant Messaging

EFL: English as a Foreign Language

ESL: English as a Second Language

PC: Personal Computer

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GENERAL INTRODUCTION

General Introduction

In this digital age, social media have become an integral part in the life of many people around the world especially youth. Due to Globalization, the Algerian youths are not an exception as most of them are active users of social network sites (SNSs), with Facebook (FB) being in the leading position. Indeed, statistics show that 61.87% of Algerians use FB as of March 2020 (Statcounter, 2020) and 67% of Algerian active FB users are aged between 18 and 34 (Statista, 2020). Therefore, the typical University-student age among FB users is a prevailing category in Algeria. This means that there is high possibility that FB is well widespread among Algerian students, including EFL (English as a foreign language) learners. This could automatically influence their academic performance, mainly their English academic writing skill. As having a good level of academic writing proficiency is a key success to EFL students, investigating the influence that FB could have on their English writing is very important.

Out of the Algerian context, the impact of FB on students' writing has been investigated by many researchers. Most of their studies evidenced that generally FB has positive impact on students' writing skill. Yet some of these researches also noted some negative influence of FB on students' writing skill, along with its positive impact.

However, most of these studies have dealt with FB as an educational tool to be integrated in EFL class. Thus, observed students' FB written productions did not reflect FB writing in its natural occurrence. This is because, during experiments, FB use was teacher-guided and students were under control. As FB is primarily a social networking site and is deeply implicated with English writing, a study that considers its use as a socio-linguistic issue is paramount.

Yet, there is a huge gap in the literature when it comes to investigating the impact of FB on students' academic writing from a socio-linguistic perspective. At this point, the present study intervenes to contribute to filling this gap. Thus, it gives insights on FB writing as a

sociolinguistic issue in its actual occurrence and within a totally student-initiated, rather than teacher-guided, context.

As such, first-year Master students of English at Belhadj Bouchaib University Centre have been chosen as a sample for the present study.

With the aim of investigating the impact of FB on Master1 EFL learners' academic writing, the researcher has formulated the following research questions:

- Does FB have an impact on Master1 EFL students' academic writing?
- What is the nature of such an impact if, effectively, there exists one?

Accordingly, the researcher sets forth two hypotheses:

- Facebook has an impact on Master1 EFL students' academic writing.
- Facebook can have a negative impact on Master1 EFL students' academic writing.

To test the hypotheses, two instruments are implemented. The first one is semi-structured observation through which students' writing on FB is observed. Accordingly, 6 samples of the students' posts on their FB group and 4 samples of their instant messages on Messenger will be observed. The second one is the survey which is carried out via two questionnaires: one for the students and another one for their teachers. Thus both qualitative and quantitative methods will be applied.

The present research will be basically divided into three chapters. Chapter One will be devoted to the literature review where main aspects of writing will be highlighted along with an overview on social networking with special focus on Facebook and its writing features. It will also shed light on previous publications on Facebook and its implication with students' academic writing. The second chapter will be devoted to research methodology and data collection which will mainly describe the research design, instruments, and sample chosen for the research. The last chapter will deal with data analysis and interpretation. In this last chapter,

findings will be analyzed and discussed. Accordingly, a general conclusion will be drawn and some recommendations will be suggested.

Chapter One:
LITERATURE REVIEW

1.1. Introduction

This chapter represents the theoretical phase of the whole work. In brief, it sheds light on the major issues that this research work aims to unveil. First, it introduces academic writing and its importance to EFL learners. Second, the researcher extends the discussion to give an overview of social networking with special focus on Facebook where its vocabulary is introduced along with its linguistics features. Finally, most relevant studies on the impact of FB on the students' academic writing are reviewed.

1.2. The Nature of Writing Skill

According to Collins & Genter (1980, p.16), "writing is generally a group of letters or symbols written or marked on a surface as a means of communication". However, writing is not a simple task as it seems to be. Rather, it is "an extremely complex cognitive activity in which the writer is required to demonstrate communication by means of conventionally visible marks." (Nunan, 1989, p.36). Besides, writing is more than simply putting spoken language into written form.

Written language was thought by some to be spoken language put into written form.

Furthermore, the assumption that writing is putting the spoken language into written form is only true for activities like taking down dictation or transcribing a tape. (Brookes and Grundy, 2000, p.1)

This is because taking down dictation and transcribing tapes apply very low level of cognition, unlike the writing skill being a total cognitive process in itself.

1.3. The Importance of Writing

Harris (1993, p.122) states that "writing is a complex activity. It is of fundamental importance to learning, to personal development, and to achievement in the education system". This has also been emphasized by Harmer (2004, p.7) when he said that "in the context of education, relying on writing proficiency is important in a way of measuring the student's

knowledge in most exams of testing foreign language abilities”. Thus, writing is not only a means of human communication but also a crucial element required for students’ social and educational advancement.

Therefore, it is of a great importance for students studying English as a foreign language (EFL) to enhance their skills in English academic writing. Indeed, writing academically is highly required in formal settings such as university written assignments, tests and exams as well as research papers.

Academic writing is either writing assignments that may range from one paragraph to several pages long or, writing answers on tests and exams that may be a few sentences long or a complete essay. These activities are designed for anybody who is studying at English medium colleges and universities. (Bailey, 2003)

By ‘anybody’, Bailey means including English native speakers. This is due to the fact that, unlike speaking, writing in the first language cannot be naturally acquired. It has to be consciously learned and mastered by individuals even if they were born and raised in the target language community. As Harmer states, “being able to write is a vital skill for speakers of a foreign language as much as for anyone using their own first language” (2004, p.7)

From the statements above, it can be said that writing is a complex cognitive activity where certain rules and conventions have to be respected by EFL students and English native speakers, as far as English is concerned, for both communication and personal achievement purposes.

1.4. Writing Conventions

The rules and conventions of the writing skill are mostly related to three major points: mechanics, usage and sentence formation. They are distinctive features which make reading easier and at the expectations of the reader.

1.4.1. Mechanics

Spelling, punctuation and capitalization are the exclusive components of writing mechanics. They distinguish writing from the other language skills especially speaking.

Indeed, speakers do not bother themselves with how a word is to be spelled (as in the case of homophones, for example) or where to put a comma or a full stop, or where a capital letter is to be used.

Therefore, neglecting such crucial conventions in writing makes it very much similar to speaking and may cause ambiguity and confusion to readers. In this sense, Murray & Hughes (2008) said that writing mechanics “indicate pauses and sentence boundaries and also eliminate ambiguity. A well punctuated and capitalized piece of writing should make the work easier to read and understand and will therefore help it make a more favorable impression on your readers”. (185)

Let us consider this famous example: ‘woman without her man is nothing.’ It can convey two different meanings depending on punctuation only. One possible reading is ‘woman, without her man, is nothing’ which means that a woman is nothing without her man. The other interpretation could be derived from ‘woman; without her, man is nothing’ which means that man is nothing without woman. Therefore, a simple comma is so powerful that it can change the whole meaning of a sentence.

1.4.2. Usage

Usage is related to rules and conventions of ‘correctness’ governing verb tense, word order and subject-verb agreement. It is less difficult to learn than mechanics and can be developed through practice. However, some may hide behind the notions of descriptive grammar to feel comfortable while neglecting, consciously or unconsciously, certain usage conventions like using the past simple where the present perfect should be used, or disregarding the subject-verb agreement rule.

Yet, the controversy between the prescriptive (whose advocates are mainly grammarians) and descriptive (whose advocates are mostly linguists) approaches to grammar is still a matter of hot debate. For instance, Edwin Newman, newsman with the National Broadcasting Company (NBC), pointed out:

Finally they [linguists] invent structural linguistics and descriptive linguistics, and this means you go out into the field and you find the obscurest and the most benighted group of speakers or non-speakers and record every one of their miserable grunts and introduce it in the next edition of the Webster's dictionary... so you have the Webster's Third where twenty pronunciations are listed as possible, any kind of solecism and ungrammatical usage is considered all right because somebody somewhere uses it, and the result is chaos.(cited in Bolinger,1989, p.164)

In fact, descriptive grammar does not provide 'rules' of how a language should be used but, rather, generalizations about how a language is actually used. This is in line with what Santorini and Kroch posit:

Rules of prescriptive grammar make statements about how people ought to use language. In contrast, rules of descriptive grammar have the status of scientific observations, and they are intended as insightful generalizations about the way that human language is used in fact, rather than about how it ought to be used. (2000, p.10)

Nevertheless, EFL students should strive themselves to remain on the safe side by constantly adhering to the prescriptive conventions of usage against which, whether they like it or not, the level of usage proficiency in academic writing is measured. Indeed, in the academic field, EFL students should always write in the Standard English. In this sense, Pyles and Algeo explain that "a standard language is one that is used widely...and it is described in dictionaries and grammar books and is taught in schools. Standard English is the written form of our language used in books and periodicals" (2010, p.195).

1.4.3. Sentence formation

Sentence formation refers to the structure of sentences or simply syntax. It deals with the way in which phrases and clauses build simple and complex sentences. Syntax is crucial in writing as it ensures coherence of sentences hence of paragraphs.

However, Robinson and Howell (2008) state that it has been noticed that “students with writing problems often write simple sentences that lack syntactic maturity” (cited in Carmichael and Hale, 2020). It might be true that this lack of maturity could be partly because of poor teaching strategies but learners should be responsible for their own learning and not fully rely on their teachers. As pointed out by Yule (2006), “people learning languages should take into consideration the use of syntax”.

Initially, students learn how to form simple sentences but throughout the years of education they should constantly develop their abilities to produce complex sentences and write extended essays. Besides, a good sign that a student is increasing fluency with academic sentence form is the ability to combine several complex features within one sentence. (Scott & Balthazar , 2013).

1.5. Process Writing

As the word ‘process’ implies, writing is usually performed in several steps. In this vein, Harris (1993, p.10) states that “writing is a process that occurs over a period of time, particularly if we take into account, there are sometimes extended periods of thinking that precede creating an initial draft.” As such, it is called ‘process writing’. This latter has been defined, briefly, by Brookes et al. (2000, p.7) as ‘tackling one by one the elements which determine what we write down’. Of course tackling each element in isolation should always ensure unity and coherence between paragraphs which makes them all move around the central idea.

Likewise, researchers like McCrimmon (1972), Bergman and Senn (1986) believe that process writing includes three main stages: prewriting, writing and rewriting. During

prewriting, writers brainstorm the topic to generate ideas and, at the same time, jot down relevant notes. These notes can be part of a very helpful plan that would orient writers during the writing stage. Next, they start writing their first draft by developing the prepared notes. Any time during this stage, they may perform a lot of alterations.

It is extremely rare for writers to know exactly what they will write ahead of time. This is because many ideas only emerge once they have begun to write. They, then, retract ... and make alterations in words or structures they have used before they move forward to proceed with their writing. (White and Arndt, 1991)

Finally, the rewriting stage allows writers to revise their draft and focus their attention on their organization of ideas and word choice. Besides, they can proofread for mistakes and correct errors in spelling, punctuation, capitalization, and usage.

In prewriting the writer is trying to get clearly in mind what he wants to do and how he wants to do it. In writing he works out these decisions in detail through the first draft. In rewriting he reconsiders what he has done and tries to improve it. (McCrimmon, 1972)

However, not any existing piece of writing has been built up following a process. For instance, some EFL students might respond to a formal exam analysis question by starting writing the intended essay right after reading the question and even without proofreading their essay. This usually leads to poor writing hence low grades.

To be considered as good, in fact, almost every academic piece of writing should go through these three stages, mentioned above, before being finalized and made available for reading. In this sense, McCrimmon (1972, p.03) states that “in some short papers, especially in examination essays, all three stages merge into a continuing operation-planning, writing, and revising.” Yet, he draws our attention to the necessity of applying specific strategies in the prewriting and rewriting phases in long papers, “especially those based on reading or research,

one will usually not start to write until he has gathered his material and organized it by a satisfactory outline, and he may revise his first draft two or three times”.

However, Bailey (2011) states that an outline or a mind map should be prepared even for exam essays. He further clarifies that “the more detail you include in your outline, the easier the writing process will be”. (Bailey, 2011)

Nonetheless, it is only when these three stages are respected that writing can be labeled as ‘process’ writing. Moreover, according to Hedge (1998, p.19), ‘some writers seem to have a much better understanding of how to make the process work effectively for them and consequently produce more successful pieces of writing.’ This means that some writers, unlike others, enjoy some kind of creativity which helps them make the process writing more fruitful and more successful. It also means that although the writing skill can be learned by individuals, they will always differ in their writing abilities. Besides, in process writing, teachers can act as mediators by providing useful tips and strategies to help students plan, draft, revise and edit for themselves.

Yet, not all of EFL students were lucky to benefit, while at the elementary and secondary levels, from such fruitful guidance provided by experienced teachers, as far as process writing strategies are concerned. Besides, in certain universities, in Algeria for instance, EFL students namely those of Master level are no longer taught writing. In this sense, Bennacer and Kaouache (2018, p 148), in their study on the use of Facebook to develop the writing skill of Master1 learners [in Algeria], chose Master One as a sample because ‘they do not have the written expression module’, as per their justification. They further added: ‘this fact led learners at the beginning of the first semester to ask ... for help concerning the writing skill; they perceived it as important because they needed to develop their dissertations’ (2018, p 149). This means that some students at Master level still need formal guidance in order to develop their academic writing skill. Paradoxically, to a certain extent, it can be said that post graduate EFL students

are not even taught English as a target language. Rather, they are learning a bunch of disciplines (literature, sociolinguistics, psycholinguistics, etc.) in English but only as a language of instruction.

Consequently, with the lack of previous and/or current teacher-based writing training, some EFL students find themselves obliged to look for external sources in order to bridge the gap or at least make it narrower, relying on their own critical thinking and sense of observation along with an attempt to create a collaborative learning environment with their peers.

From all what is stated above, for EFL students to develop their writing skill, they need to respect its features (mechanics, usage, and sentence formation) and the process writing stages as recommended by most of the academics. Moreover, they need to perform a lot of essay-writing practice by themselves, whatever their educational background is, as “the skill of writing is developed through composition writing” (Swain, 2005).

1.6. The Digital Age

The ‘digital age’ is the historic period starting with the advent of computers in the late 20th century up to date. It is a revolutionary era characterized mainly with the great shift in the field of information and communication technology. Accordingly, brilliant ideas have been concretized to get people connected to each other and easily informed about the world.

1.6.1. The Advent of Web 1.0 Technology

The idea of using networked computers to connect people goes back to the 1960’s under the vision of Joseph Carl Robnett Licklider. His brilliant idea inspired his successors to realize his dream by inventing the Arpanet, the backbone of what was developed later to become known as ‘Internet’. This paved the way for Tim Berners-Lee to invent the World Wide Web (WWW) in 1989 that has indeed changed the world in many fields. By the early 1990’s, computers were used merely for accounting, writing papers, playing games and so on. Yet,

thanks to the advent of the WWW, people around the world started to use computers for communication, research and the like. Such new technology was later named Web 1.0.

Likewise, during the 1990s, new Internet tools were added to the WWW such as discussion software which allowed people around the world to connect and discuss topics of common interests. In other words, such new tools gave birth to a kind of online ‘social’ interaction, what is known today as social networking. Thus, Geocities was among the first social networking sites on the Internet, launching its website in 1994. Its purpose was to allow users create their own websites, dividing them into “cities” based on the website’s content. In 1995, TheGlobe.com was launched, offering users the ability to interact with people who held the same interests and publish their own content (Ahmed; 2011).

However, very few users were able to create their own content through Web 1.0 with the vast majority of users simply acting as consumers of content (Wikipedia). Besides, Web 1.0 sites were said to be ‘static’ on which users were only able to browse pages, without even being able to comment. Therefore, the need of a more developed version of the WWW became a must.

1.6.2. The Rise of Web 2.0 Technology

The beginning of the 21st century was exclusively marked by the rise of Web 2.0 technology which has revolutionized the world of computer-mediated communication (CMC). Today, almost every individual is ‘connected’ to the world via his/her PC or ‘smart’ phone and only at a simple ‘click.’

Thanks to this advanced version of the WWW, user-generated content (UGC) has been finally enabled allowing, thus, people to create and generate their own content on the web and share it with other web users around the world. Therefore, a number of new social networking sites emerged and grew exponentially such as Myspace, YouTube, Facebook, Twitter, Snapchat and Instagram just to name a few (See fig.1.1).

1.6.3. Social Network Sites or Social Media



Figure 1.1: Picture representing Social Networking Sites, taken from Google Images.

Social Network Sites (SNSs) are the latest online communication tool that allows users to create a public or private profile to interact with people in their networks (Boyd & Ellison, 2008). Therefore, social networking is an online interactive activity which allows users within the same network, also called ‘virtual community’, to communicate with one another. Such communities are, then, hosted by SNSs where registered users have the opportunity to express themselves sharing thoughts, videos, photos, news, etc.

The name ‘social networking sites’ is used interchangeably with the term ‘social media’. In this sense, Dewing (2010, p.1) defines Social Media as “the wide range of internet-based and mobile services that allow users to participate in online exchanges, contribute users-created content, or join online communities”, especially with the spread of smartphones and tablets that has led to the increase of mobile social networking. Therefore, it is no longer clear today if one would say just ‘media’; TV, radio, newspapers and magazines are now described as ‘traditional’ media.

Thus, in this digital era, social media are considered to be a sign of modernity and advancement among young users. Besides, they have attracted millions of users around the world and have become an integral part of their daily life, with Facebook becoming the overwhelmingly most popular SNS.

1.7. Facebook

Facebook (FB) was created by Mark Zuckerberg in 2004 to help residential college and university students to identify students in other residence halls at Harvard. It was described then as “an online directory that connects people through social networks at colleges and universities” (Zuckerberg, 2005). But later it got expanded to accept all Americans then all people around the world. In the same stream of thought, Christenson (2008) defines Facebook as “a social networking website that was originally designed for college students, but is now open to anyone 13 years of age or older”. Today, with 1.32 billion daily active users, FB is the most widely used social platform by quite a bit, with the youth constituting the biggest number among its users (Wordstream, 2018).

As far as Algeria is concerned, latest statistics show that 61.87 percent of Algerians use FB as of March 2020 (Statcounter, 2020). Accordingly, Statista (2020) displays on its official site (see figure 1.2) a statistic presenting the distribution of FB users in Algeria as of March 2020, broken down by age group, showing that 25 to 34 year-olds accounted for 38.3 percent of FB users followed by 28.7 percent from 18 to 24 year-olds, whereas just 1.9 percent of users were aged 65 years and older (Statista, 2020).

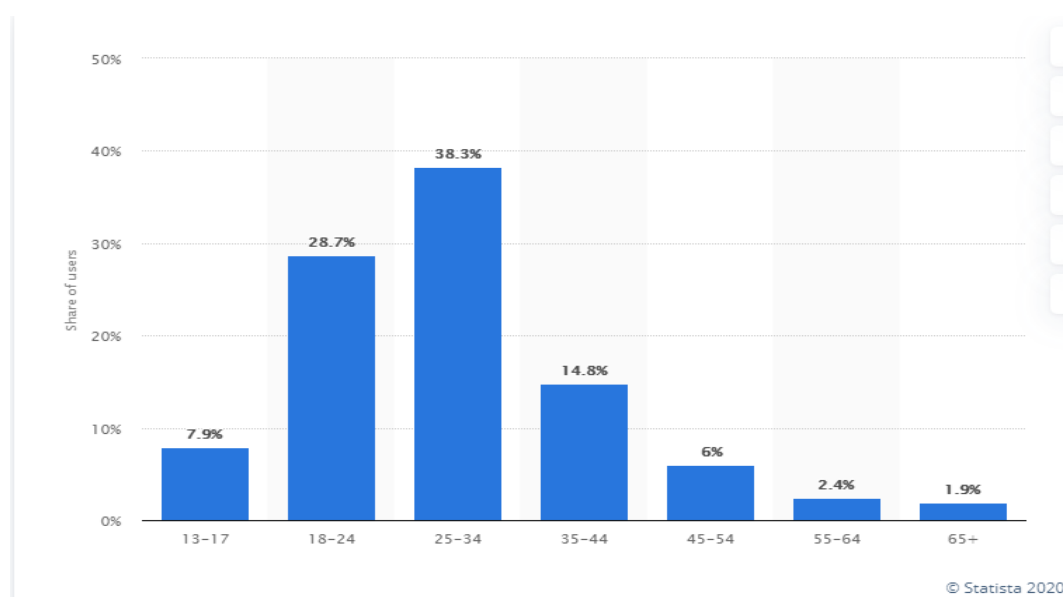


Figure 1.2: Distribution of Facebook users in Algeria per age, as of March 2020 (Statista,2020).

Therefore, it is clear that the youth having the University-student age form the biggest number of FB users in Algeria. This would mean that FB is, most likely, widely used by Algerian University students. Therefore, it is quite important to investigate any potential effects that FB would have on our students' academic performance.

In this sense, various studies have dealt with such issue. Yet as the present study is limited to the effect of FB on students' academic writing, only literature related mostly to writing will be reviewed. But before doing that, certain FB features are to be highlighted first.

1.7.1. Facebook Vocabulary

Although usually restricted to naming, linguistic creativity on the Net (Internet) has been well noticed "because the enormous expansion of the Net, and the limited number of 'ordinary words' available for names, has forced individuals as well as companies to be highly creative in their naming practices" as Koizumi (2000) pointed out. (Cited in Crystal, 2001)

Following this trend, there are quite several terms related to FB. Some are newly created but others already exist in English but with different meaning on FB. The most famous terms are:

1.7.1.1. Profile

It displays some personal information about the user such as education, interests, work history, date of birth, etc. Some users may choose to add their personal photos and their 'real' names (See fig.1.3). Unlike many other SNSs, "Facebook takes a different approach—by default, users who are part of the same "network" can view each other's profiles, unless a profile owner has decided to deny permission to those in their network". (Boyd & Ellison, 2008)



Figure 1.3: Sample of Facebook profile

1.7.1.2. Wall/Timeline

Timeline is where you can see your posts or posts you've been tagged in displayed chronologically. It's also part of your Profile.

Timeline is a new Facebook feature where most recent updates are introduced such as photos, events, friends added and comments. Members can click to specific months and years to see FB activity from that time period. "Timeline" has replaced the "Facebook Wall". (Christenson, 2008)

1.7.1.3. Post

All that is shared on FB is a 'post'. It is also a verb; users post photos, videos, etc. on their timelines.

1.7.1.4. Tag

A tag links a person, Page, or place to something you post, like a status update or photo. For example, you can tag a photo to say who's in it or post a status update and say who you're with or where you are. It is used also as a verb (Beese, 2015). Accordingly, the tagged person will get an automatic notification and the related post will appear on their timeline, too.

1.7.1.5. Friends

You can send as well as receive ‘Friend’ requests from other Facebook members. ‘Friends List’ can be somehow compared to contacts’ list on a mobile phone. However, “the term ‘Friends’ can be misleading, because the connection does not necessarily mean friendship in the everyday vernacular sense, and the reasons people connect are varied” (Boyd, 2006). Moreover, ‘friend’ is also a verb thus you can friend someone by adding him/her as a friend on your FB account. It does not stop here; on FB, you can also ‘unfriend’ persons (i.e removing them from your friends’ list).

1.7.1.6. Chat

Chat is a feature that lets you send instant messages to your friends. Hence, it is mainly through chatting (also called ‘texting’ or ‘instant messaging’) that FB communication is performed.

1.7.1.7. Like

Clicking on ‘Like’ (the thumb-up icon) is a way to give positive feedback and connect with things you care about. When you ‘Like’ something, the action appears as an update on your Timeline. Liking a post means you were interested in what a friend was talking about (even if you didn’t leave a comment). Liking a Page means you are connecting to that Page, so you’ll start to see its stories in your News Feed. The Page will also appear on your Profile, and you will appear on the Page as a person who ‘Likes’ that Page. (Beese, 2015)

1.7.1.8. Messages

Messages are similar to private email messages. FB has created an application, linked with user’s FB account, called ‘FB Messenger’ to deal privately with all inbox messages received from friends. (See fig.06)

1.7.1.9. Page

Facebook Pages help businesses, organizations, and brands share their stories and connect with people. Like profiles, you can customize Pages by posting stories, hosting events, adding apps, and more. People who like your Page can get updates in their News Feeds. (Beese, 2015)

1.7.1.10. Home (Home Page)

When connected to FB, the user can click on 'Home' (previously called Home Page) to see the recent updates from the individuals and companies that they have chosen to follow (Facebook Vocabulary, 2011)

1.7.1.11. Groups

Facebook Groups make it easy to connect with specific sets of people, such as coworkers and classmates. They are dedicated spaces where you can share updates, photos, and documents as well as message other Group members. (Beese, 2015)

FB users can join groups or create their own ones. Groups of which FB users are members appear under Groups section, on the left (see Fig 1.4 below). Any group member can post on the group and all other members will get an automatic notification, on the spot, to go and see the post. Thus, any piece of information or document can be shared among the group members within seconds.

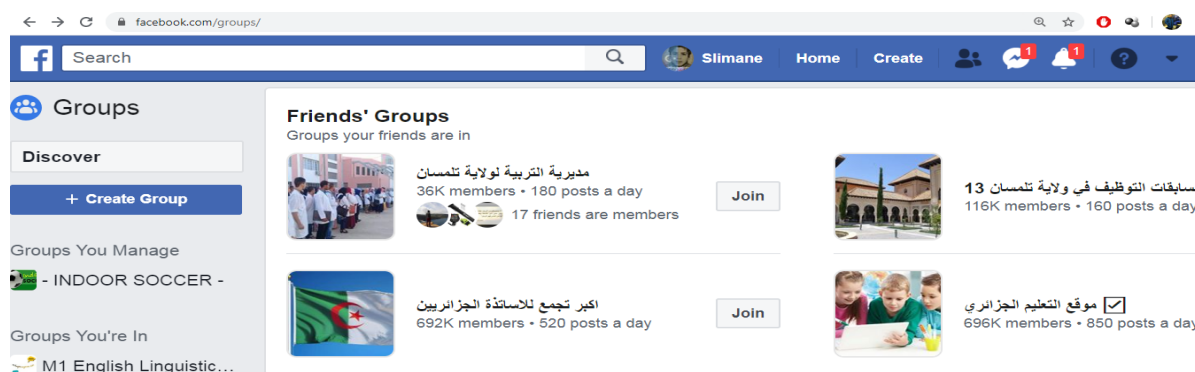


Figure 1.4: FB Groups section.

It is worth noting that these examples of FB specific vocabulary show “how much Facebook has changed how we talk [and write]. In the decade since its birth in February 2004, the social network has introduced numerous terms and phrases to the language of modern life”, as Griggs (2014) has pointed out. Indeed, words like ‘unfriend’ never existed before 2004. Similarly, it has become quite common among active FB users to use the word ‘friend’ as a verb. Griggs further argues that “most are common words that Facebook refitted with new meanings. Some have stuck, while others have been forgotten. A few have even been recognized by dictionaries as official pieces of the 21st century lexicon”. (Griggs, 2014)

1.7.2. Writing on Facebook

Generally speaking, all SNSs share nearly the same linguistic features when it comes to writing. Therefore, FB is not an exception as far as online English writing is concerned.

There are three distinct writing features that FB shares with other SNSs: shortened forms, emoticons and emojis.

1.7.2.1. Shortened Forms

A shortened form or shorthand is used instead of a word or phrase to save time and/or space. It could be an abbreviation, an acronym or an initialism. An abbreviation is typically a shortened form of words used to represent the whole (such as Dr. or Mr.) while an acronym contains a set of initial letters from a phrase that usually form another word (such as laser: **l**ight **a**mplification by **s**timulated **e**mission of **r**adiation).

Therefore, abbreviations do not form new words but acronyms do. Moreover, some people use certain words without realizing that they are acronyms, or they might be aware of but without knowing what each letter stands for. Examples for such case is laser, radar (radio detection and ranging), scuba (self-contained underwater breathing apparatus), NASA (National Aeronautics and Space Administration) and AIDS (acquired immune deficiency syndrome). For initialisms, they are a series of initial letters of words or a phrase that form an

abbreviation but are not pronounced as a word. Unlike in acronyms, we enunciate each letter. Examples of initialisms are VIP (very important person), USA (United States of America), ATM (automated teller machine) and FAQ (frequently asked questions).

All the examples above are common shortened forms used in both informal and formal English writing. However, on FB there are plenty of other shortened forms that cannot be accepted in formal discourse. FB users tend to use them a lot, especially when chatting or commenting. Therefore, EFL students who are active FB users should be aware of this crucial point and have to be careful when using shortened forms in academic writing. Besides, people with very little SNS language literacy would not be able to get their meaning. Some examples are the following:

Table 1.1: Examples of FB shortened forms.

FB Short Form	Meaning	FB Short Form	Meaning
2	to / too	CYS	See you soon
2moro	Tomorrow	FYI	For your information
4	for	G2G	Got to go
ASAP	As soon as possible	GR8	Great
AFK	Away from keyboard	JK	Just kidding
B2K	Back to keyboard	lol	Laughing out loud
B	Be	L8r	Later
B4	Before	OMG	Oh my God
BRB	Be right back	Thx	Thanks
BTH	By the way	RU	Are You
C	See	UR	Your/You are
CTN	Cannot talk now	W8	Wait
CU	See you	Y	Why

1.7.2.2. Emoticons

These are symbols formed in online communication using only keyboard characters such as letters, numbers and punctuation marks. The word *emoticon* is made by combining the words *emotion* and *icon*. Thus, emoticons are initially used to express emotions. According to Krohn (2004), the emoticon was first used in written text in 1982 by computer scientist Scott E. Fahlman at Carnegie Mellon University in the United States. Fahlman suggested that the

keyboard-based “smiley” face :-)) and the “frowny” face :-(could be used to identify jokes in a computer scientist discussion forum. The overall aim was to economize computer-mediated interaction. (cited in Skovholt et al , 2014). Other smileys are:-o (shocked, amazed) , :’((crying) , ;-)) winking , etc.

However, Facebook takes it further by converting emoticons into pictures of their own design. Indeed, when FB users try to make keyboard combinations to get emoticons, these will automatically transform into emojis. (See fig. 1.5 below)

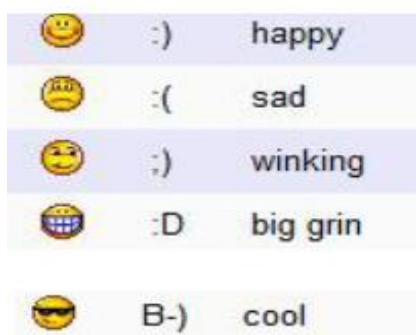


Figure 1.5: samples of FB emoticons with corresponding emojis.

1.7.2.3. Emojis

Emoji is a digital picture small enough to get inserted into texts in electronic messages and web pages. The word emoji can also be used as a plural. They exist in various genres, including facial expressions, common objects, places and types of weather, and animals. They are much like emoticons, but emoji are pictures rather than typographic approximations., Originally meaning pictograph, according to Wikipedia, the word *emoji* comes from Japanese e (picture) + moji (character).

FB has embraced the emoji technology enabling its users to easily express their emotions and ideas, just by selecting the corresponding emoji from a wide list that is also available on FB Messenger (see fig. 1.6 and fig. 1.7 below).



Figure 1.6: picture of a private conversation on Messenger using emoji.

😊 Grinning face	🦨 Raccoon	🌙 First quarter moon face
😄 Grinning face with smiling eyes	🐱 Cat face	🌙 Last quarter moon face
😁 Beaming face with smiling eyes	🐈 Cat	🌡️ Thermometer
😏 Grinning squinting face	🦁 Lion	☀️ Sun
😅 Grinning face with sweat	🐅 Tiger face	🌕 Full moon face
🤣 Rolling on the floor laughing	🐆 Tiger	☀️ Sun with face
😂 Face with tears of joy	🐆 Leopard	🪐 Ringed planet
🙄 Upside-down face	🐎 Horse face	⭐ Star
😍 Smiling face with hearts	🐎 Horse	🌟 Glowing star
😘 Smiling face with heart-eyes	🦄 Unicorn	🌠 Shooting star
🌟 Star-struck	🐎 Zebra	🌌 Milky way
😗 Kissing face	🦌 Deer	☁️ Cloud

Figure 1.7: samples of FB emoji with their meaning (<https://fbicons.net/>).

Moreover, in 2015, FB has endorsed its famous Like icon with seven *animated* ‘reactions’ emoji, including ‘Like’ itself (see fig. 08 below). Thus, FB users now can ‘react’ to a post without commenting. They can choose one of the seven animated emoji, corresponding most to their emotion or thought, which appear by holding the Like icon a bit longer. Type and number of ‘reactions’ are very important to FB users, especially to the one who shared the post.



Figure 1.8: picture of Like button with its endorsing animated reactions emoji.

Looking at all the writing features of FB mentioned above (shortened forms, emoticons and emoji), we can have a clearer idea on how FB users, including EFL students of course, decrease the amount of the amount of language in their online writing by reducing whole phrases into a few letters, digits as well as pictures. They can even just ‘react’ instead of writing a comment. This is why FB, and other social media platforms, are said to be using a peculiar language labeled by some as ‘Internet language’.

1.8. Internet Language

Since the inception of online CMC, linguists began to notice that a new linguistic phenomenon had come to existence. For instance, David Crystal (2001) considered the language on the Internet as a new medium, calling it ‘Netspeak’ when he wondered: “Do we have to learn a new kind of language – ‘Netspeak’, as I shall call it – in order to be a netizen?” Of course, even the word ‘netizen’ is a ‘Netspeak’ coinage referring to any active user of the Net (Internet), to sound like citizen. He further predicted that “the phenomenon of Netspeak is going to change the way we think about language in a fundamental way, because it is a linguistic singularity - a genuine new medium”.

Describing Internet language as a new medium, Crystal wanted to distinguish it from the three ‘traditional’ categories of language: spoken, written and sign language. He clarifies his point of view saying that Internet language is a ‘fourth medium’, giving it an additional name: [online] computer-mediated language” (Crystal, 2001). Meanwhile, other researchers described it as a kind of ‘written speech’. In a study done on Internet chat groups, Davis and Brewer (1999) concluded that “electronic discourse is writing that very often reads as if it were being spoken – that is, as if the sender were writing talking”. According to this view, people on

the net tend to write in the way they speak. Indeed, Internet language incorporates unconventional writing by integrating features from both traditional writing and face-to-face discussion.

Nevertheless, it was agreed on among scholars from the beginning that a linguistic change was happening and was likely to affect mainly writing and vocabulary. It has become quite manifest that “the most general features of Netspeak distinctiveness are currently found chiefly in graphology and the lexicon” (Crystal, 2001).

But it is in relation to foreign and second language pedagogy that the most searching discussions have taken place. Owing to Globalization, English got the status of the lingua franca or international language in many fields including Internet. Thus, Internet users worldwide became more exposed to English since the early days of the Web, formally and informally.

Consequently, from the beginning of CMC proliferation, major concerns were raised about online English learning. For instance, Eastment (1999) pointed out that:

A few ELT (English language teaching) sites are worthwhile; but at the moment, they are few and far between, and the learner, whether in class or studying alone, would be better advised to concentrate on conventional ELT materials. . . . At the time of writing, it is clear that a shelf of EFL workbooks and course books would offer far more in terms of exercises, activities and ideas than the whole of the World Wide Web. (Cited in Crystal, 2001).

As per Eastment’s statement above, there was particularly a fear that the conventions of English writing would get negatively influenced by the Net; therefore learners were oriented to rely only on ‘conventional materials’: workbooks and course books, rather than online learning.

Accordingly, with the advent of Short Messaging Service (SMS) via mobile phone devices, people started using shortened forms and emoticons to avoid paying for messages. With the rise of smartphones and online texting, such strict limitations no longer apply.

However, shortened forms and emoticons remained in online messaging. Moreover, the feature of what is technically called ‘Instant Messaging’ (IM) has been incorporated in social media platforms allowing users to chat with each other as if they were having a face-to-face conversation. Shortened forms and emoticons are so widely used that some saw it a ‘danger’, as indicated by Dansieh (2008), which could extend to classwork, examinations and research reports, especially in an academic environment. (Cited in Thurairaj, 2015).

1.9. Facebook and English Academic Writing

Worries about the impact of informal online communication on English writing has grown more along with the exponential rise of SNSs. These are characterized by their dominant use of informal writing features consisting mainly of various contractions, loose sentence structure, colloquial abbreviations, trendy acronyms, emoticons and emoji.

Some see negative influence on the use of language, fear of deterioration of language due to the language features which developed in connection with the increasing of use of computers and internet, some worry that so young people might no longer know correct spelling and grammar (Greiffenstern, 2010, p.02)

Facebook is no exception. According to many studies, being the most popular social platform especially among students, FB has been shown to have a serious impact on students’ academic writing. However, whether the impact is positive or negative, it is still a matter of hot debate.

For instance, White (2009), in a study of the use of Facebook to improve the motivation and academic writing of students, stated that students were motivated and they made some effort to improve their writing skills. Nineteen freshmen university students who were familiar with the traditional grammar translation method participated in his research, for 5 weeks.

The method employed by White was that every week a question was provided for discussion on Facebook, and individual feedback was given for improving their writing skills.

Evaluation of students' progress was based on four criteria: spelling mistakes, grammar mistakes, words written, and motivation. Each week words written, grammar mistakes, and spelling mistakes were counted. Common grammatical mistakes were posted on the group timeline for discussion. Then students were asked to spot grammar mistakes in certain lines and correct them. At the end of week 5, some positive improvements in grammar and spelling were registered. Students reduced errors because they had learned from the correction of common mistakes on the posts. This made them aware that such errors are to be avoided in further writings.

Week one had the highest participation rate in terms of words written, 759. In this week there were 87 grammar mistakes.... Week five had the lowest level of participation. There were 489 words written 11 grammar mistakes and no spelling mistakes. (White, 2009).

However, based on the grammar translation method, White's study is quite limited to evaluating progress in grammar and spelling only. Progress in academic writing should also take into consideration other writing features such as sentence formation as well as punctuation and capitals. Moreover, studying improvement in academic writing on FB is better measured if the study also tries to find out to which extent the three stages of process writing (planning, drafting and editing) are respected.

Likewise, Kabilan et al. (2010) found that the students believed Facebook could be utilized as an online environment to facilitate the learning of English since it led to improvement of language skills, confidence, motivation to communicate in English and a positive attitude towards learning English as a second language. The research found that only 8.1% of students disagreed that Facebook can be an effective online environment to facilitate their practice of writing in English. In the same vein, Shih (2011) investigated the effect of integrating Facebook

and peer assessment with college English writing class instruction through a blended teaching approach.

The subjects were 23 first-year students majoring in English at a technological university in Taiwan participating in an 18 week English writing class. The students were divided into three groups with three Facebook platforms. Research instruments included pre-test and post-test of English writing skills, a self-developed survey questionnaire, and in-depth student interviews.

The findings suggested that incorporating peer assessment using Facebook in learning English writing can be interesting and effective for college-level English writing classes. However, some of the interviewed students noted the disadvantages of using Facebook to learn English writing. The study showed that, while writing formally on FB, students heavily relied on the online correction. As Shih confirmed, “students also pointed out that writing online may result in bad habits with regard to vocabulary and spelling because they rely on the online correction tools too much.” Thus, in a regular classroom writing, when they had no help from the online correction tool (as on FB), they often used incorrect vocabulary and misspelled words.

Another study of Yunus et al. (2012) investigating ELL (English Language Learning) tertiary students’ perceptions towards the use of Facebook groups for improving their writing ability found that the benefit of the brainstorming process via Facebook was that it facilitated students writing by helping them organize thoughts before the actual writing took place. By providing learners with an authentic and personalized context, Facebook can improve students’ writing skills by linking academic writing to outside communication.

Therefore, the use of Facebook group discussion was beneficial for brainstorming ideas before writing and completing essays. Particularly, the majority of students described that instantaneous interaction and prompt feedback increased their motivation, while casual or

informal interactions such as when their fellow friends "liked" comments helped to boost their confidence (Yunus et al., 2012).

Yet, this study seems to have neglected the importance of grammar and spelling. Moreover, one participant from Yunus et al.' (2012) study stated that using short forms and abbreviations is not a positive learning experience because students may get used to the habit and then use it in the formal writing tasks in school. Indeed, if the habit of using English in informal style becomes prevalent among English language learners, it affects their academic writing. This is because "once habit has set in; usage can happen without the need for conscious intention" (Limayem, Hirt and Cheung 2007).

It is worth noting that most of the empirical studies, as the four ones above, considered the impact of FB on students' academic writing as generally positive. Yet, the major delimitation that could be noticed in these studies is that they did not deal with FB writing in its 'actual' occurrence. Indeed, during the studies' experiments, students were writing their assignments on FB as a response to their instructors. It is most likely that they were very keen to write as correctly and appropriately as possible because they knew they were under control. As such, it might be the reason why their findings did not show significant negative effects of FB on the writing skill.

Therefore, to have more reliable results, researcher would better investigate the nature of the impact based on student-initiated, rather than instructor-based, use of FB. Indeed, in such pure informal setting, analysis could be based on actual written productions of students in their daily online interactions on FB and possible impact of such productions on their academic writing.

In this sense, a recent study of Hashim et al. (2018) has attempted to "discover the types of academic writing errors being committed by students that are influenced by the utilization of social media for communication", as they clarified in their description of the study. They further

added that they “were keen to identify how the formal writing process is altered by the use of texting on social media”. The study is on social media in general but it has mentioned that “Facebook, Twitter, Instagram, and WhatsApp are very popular among the young generations and they [young generations] are easily influenced by these technologies”. Therefore all the findings apply to FB, too.

Based on the conducted survey, it has been shown that online chatting generally contributes to the enhancement of students’ writing. Besides, to a lesser extent, it negatively influences their writing skill.

More than half of the respondents think that online chatting helps them improve their writings and that social media plays a role in it as well. Nearly half of the respondents do not think that social media influence their writing positively even if some of them use social media to enhance their writing skill. (Hashim et al., 2018)

Findings of Hashim et al.’s (2018) research have shown that social media platforms, including FB, do not help students progress in grammar, spelling and other linguistic features. It has also shown that:

Majority of the respondents feel more comfortable to use informal English when interacting on social media, and the formality is applied only when they want to improve their writing skills. All of these reaffirm the claim that writing associated with texting and social media are now infiltrating academic writing. (Hashim et al., 2018)

Therefore, the repeated use of informal English on FB and on daily basis could turn into a habit “and students definitely would face troubles to separate between informal and formal writings” (Hashim et al., 2018).

Nonetheless, despite the thorough questionnaire used as an instrument in Hashim et al.’s (2018) study, the presence of the qualitative aspect would have made it more objective and less biased. This does not mean at all that its findings are not reliable. Rather, the fact that it

has studied the students' FB use in its actual occurrence gives it more credibility than previous empirical studies.

1.10. Conclusion

In conclusion, this review of literature presents both advantages and disadvantages of Facebook use with regard to English writing. Even the studies which have argued that FB enhances EFL students' formal writing in general, they have been keen to highlight the downside of FB and its negative impact on students' academic writing.

Chapter Two:

RESEARCH

METHODOLOGY AND

DATA COLLECTION

2.1. Introduction

The present chapter is concerned with research methodology of the current study. It includes the following elements: research design, sampling, participants and data collection instruments. It also sheds light on the quantitative and qualitative approaches used to analyze data which were collected through the use of questionnaire and observation method.

The purpose of this research work is to investigate the influence of Facebook on the English academic writing of Master1 English students at Belhadj Bouchaib University Centre, mainly regarding process writing, vocabulary, grammar and spelling.

2.2. Motivations for Research

Facebook is considered as the most popular SNS that has become an integral part in the life of many people, especially students. It has become quite common for any university visitor to see students during break times hunched over their smartphones, most probably ‘connected’ on Facebook or chatting on FB Messenger. Because of its ‘unconventional’ style of writing, some teachers blame FB for the deterioration of their students’ writing abilities in exams and home assignments.

Therefore, being an active Facebook user and an EFL student at the same time, the researcher has been strongly motivated to find out if this is true. Besides, by curiosity, the researcher wondered if EFL students ‘care’ about writing correctly and appropriately while chatting on FB Messenger or commenting on their friends’ posts.

On top of that, researches on Facebook in relation to academia is a recent trend that academic journals consider a hot topic. Thus, lacking sufficient sources of knowledge in this new field of research, the researcher finds it worth the challenging.

2.3. Research objectives

This work aims at investigating the influence of Facebook on the students’ academic writing, and tries to find out if the impact is positive or negative. It also highlights the

importance of academic writing for the professional and educational advancement of the concerned students. Furthermore, such study can be a useful reference for advanced studies concerned with the impact of SNS's namely Facebook in EFL learning.

2.4. Research Design and Methodology

Research design is the 'procedures for collecting, analyzing, interpreting and reporting data in research studies' (Creswell & Plano Clark 2007, p.58). It is the overall plan by which the conceptual research problems are linked with the pertinent empirical research. In other words, the research design sets the procedure on the required data, the methods to be applied to collect and analyze these data, and how all of this is going to answer the research question.

To carry out the present study, a 'mixed methods' approach was adopted. This approach encompasses both qualitative and quantitative methods of data collection and analysis. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (Creswell and Plano Clark, 2007, p 5). As such, it is believed that mixed methods provides better information to understand a particular phenomenon under investigation than a single method, as the failure of one method could be compensated by the other (Ary et al., 2010).

2.4.1. Qualitative Research

It is a type of research which explores data in a descriptive, mainly non-numeric, way. Accordingly, Blaxter, Hughes and Tight, (1996. P. 61) state that qualitative research "is concerned with collecting and analyzing information in as many forms, chiefly non-numeric, as possible. It tends to focus on exploring in as much detail as possible [...]". Thus, qualitative research is both descriptive and explorative. Likewise, Punch (1998. p. 4) states that: "Qualitative research is more open and responsive, qualitative research is empirical research where the data are not in the form of numbers". This means that the qualitative method is flexible and its flexibility allows it go deeply into matters hence get further responses to

research questions. Non numeric data could be opinions, feelings, behaviours and the like. These human perceptions and behaviors are examined in depth to generate a conclusion (Sherman and Webb, 1990. p. 5).

The most popular instruments implemented in qualitative research are the interview and the observation. Chilisa and Preece (2005) argue that qualitative method is a type of inquiry by which the researcher conducts a study about people's life experiences, using various techniques such as observation and interviews. By the end, data will be given in a descriptive way rather than statistics and numbers.

2.4.2. Quantitative Research

Quantitative research consists of those studies in which the data concerned can be analyzed in terms of numbers [...]. (Best and Khan, 1989. p. 89-90). It is often falsely presented or perceived as being about the gathering of "facts" (Blaxter, Hughes and Tight, 1996. p. 61). Indeed, it is based not only on the collection of data but also on the analysis of the gathered data in numeric form.

Quantitative approach follows a structured, rigid, predetermined aspect of investigation using specific instruments such as the questionnaire. This latter employs variety of question types to get as much data as possible from the participants' responses. Thus data is collected then analyzed numerically.

2.5. Setting of the Study

To reach the objectives set forth and satisfy the mixed methods design, two types of instruments were used: observation and questionnaire. From the one hand, for the qualitative part, the researcher had the intention to analyze samples of the students' exam answer sheets at Belhadj Bouchaib University Center. However, he was unable to perform such step of observational technique due the lockdown imposed by Corona virus pandemic. Instead, he relied on observing students' posts on their FB group called 'M1 English Linguistics Cuat'.

Moreover, some participants provided the researcher with samples of their private instant messages exchanged on FB Messenger for further observation. On the other hand, for the quantitative part, the researcher developed an online questionnaire for the students and another one for their teachers via Google Forms.

2.6. Data Collection Methodology

Data were collected in two phases. The first phase ensured the qualitative data collection by taking samples of the students' posts on their FB group then samples of the students' instant messages on Messenger. Group access was granted to the researcher and the messages' samples were received from the students by email for further observation.

The second phase satisfied the quantitative method via two online questionnaires: one for students and the other for teachers. The students were surveyed on the FB group by providing the electronic link (URL) of the questionnaire on which participants had just to click to be directed to Google Forms. The same technical procedure was used for the teachers' questionnaire but the link was sent via email. Participants, then, were able to fill out questionnaires and submit their answers online. Google Forms tool displays the participants' responses and creates a corresponding graph or pie chart for each question, if applicable, along with a excel file summary. However, some items in the questionnaires were also analyzed using the Statistical Package for Social Sciences (SPSS), by exporting data from Google Forms' excel file. Thus, it is based on the stats of both Google Forms and SPSS that quantitative analysis was performed.

2.7. Target Population and Sampling

The present study targets all EFL university students in Algeria. However, it takes First-year Master1 students at Belhadj Bouchaib University Center as a sampling frame.

Sampling is a process used in statistical analysis to select a few respondents from a bigger group. The selected respondents on which the study is carried out are labeled as 'sample'.

In this sense, Lobiondo-wood and Haber define a sample as “a portion or a subset of the research population selected to participate in a study, representing the research”. Thus the findings of the sample study could be generalized to the whole population targeted in the research.

2.7.1. Description of the Sample

Informants were Master1 English students at Belhadj Bouchaib University Center, who were chosen as sampling frame and were addressed to respond to the research instruments. However, from the sampling frame, only students of Linguistics could be reached. Besides, only 24 participants completed the online survey. Therefore, the sample of the present study is Master1 English students of Linguistics at Belhadj Bouchaib University Center with a number of 24 informants. As such, sampling of the population was done randomly.

It turns out that, in fact, random sampling is very reliable. According to Milroy and Gordon (2003, p. 24) the random sample is a suitable step which helps the researcher to tackle his study. By using this procedure, he will be able to achieve representativeness and to avoid bias. Indeed, through random sampling, each individual in the population has an equal opportunity to be selected for the sample regardless to age, gender, ethnicity, or the like. Thus, different categories will have the opportunity to be represented within the sample.

The key to achieving a representative account of the language of a group of speakers is the avoidance of bias. Selecting speakers of a particular subgroup is an obvious source of bias if the goal is to describe the population in general. (Gordon, 2003, p. 24)

Concerning the teachers, 10 were selected. The researcher was keen to select only those who teach English to the students sampling frame. This is a very important point for the following reasons:

- a- It ensures unity between both questionnaires.
- b- Only teachers who check the exam answer sheets of the students sample can respond to the questions related to the evaluation of writing (of the sample).

c- As teachers of the sample, their perception of their students' use of FB is crucial.

Therefore sampling of teachers was purposive rather than random.

2.8. The Research Instruments

As mentioned earlier, two instruments were implemented to solicit data from the participants: observation and survey.

2.8.1. Observation

Observation is a systematic data-collecting technique through which individuals (or their attributes), events and phenomena are watched in their natural environment or in a naturally occurring situation. As per Flick (2006, p. 219), observation "is an attempt to observe events as they naturally occur."

Accordingly, a total of 6 samples of the students' posts on the FB group 'M1 English Linguistics Cuat' then 4 samples of the students' instant messages on Messenger were observed. However, for posts and messages written mostly in English, observation was limited to the following elements:

- a- Sentence formation.
- b- Formal vs informal style (including Internet slang).
- c- Grammar
- d- Spelling
- e- Punctuation.
- f- Capitalization.

Nevertheless, observation helped portray some aspects of the students' online interactions on FB and Messenger in their actual and natural occurrence.

2.8.2. The Survey

The survey method was used to solicit data from the sample students and their teachers in the second semester of the academic year 2019/2020.

Surveying is the process by which the researcher collects data through a questionnaire (O’Leary, 2014). Meanwhile, the questionnaire is a tool designed for the collection of quantitative data, and is widely recognized as a good research instrument for making generalizations. Questionnaires are known to provide quick responses but researchers need to be careful when developing them.

Accordingly, students of the sample population and their teachers were surveyed via 2 questionnaires designed by the researcher to collect data. In both of them, questions varied from close-ended to open-ended types. Open ended questions allow respondents to answer freely according to their perceptions. With no systematic restrictions, participants can express their opinions, give examples, provide clarifications, justifications, etc. By contrast, close-ended questions tend to restrict answer limits by, usually, asking participants to choose one item among others. They include “yes/no, agree/disagree, fill in the blanks, choosing from a list, ordering options, and interval response scales [...]” (O’Leary, 2014). Yet this second type of questions ensures clarity of the answers and keep them within the scope of the objectives set forth. Thus, using questionnaires, data were collected quantitatively and findings of both types of questions were analyzed accordingly.

2.9. Conclusion

In conclusion, the research design, sampling, and data collection instruments have been chosen to obtain as much as possible reliable results in the light of the research objectives set forth.

Chapter Three:

DATA ANALYSIS AND

INTERPRETATION

3.1. Introduction

This study aims at investigating the influence of Facebook on the academic writing of first-year Master students of English at Belhadj Bouchaib University Centre, in Ain Temouchent. Accordingly, this chapter analyzes the results of collected data from both observation and the survey.

3.2. Data collection and Analysis

Primary data were collected from the observation of students' interactions on FB namely posts, comments, and instant messages. Besides, second-hand data were collected via two questionnaires: one administered to students and another one addressed to their teachers.

3.2.1. Observation Analysis

The core purpose of observing students' written productions on FB is to get an empirical view on how they actually write on this social platform. Samples to be observed are excerpts from the FB group 'M1 English Linguistics Cuat' and others are taken from Messenger.

3.2.1.1. FB posts and Comments

As the researcher has been granted access to the FB group 'M1 English Linguistics Cuat', he has been able to select samples of the group posts and the related comments. These were grouped by the researcher into two categories, depending on the dominant language variety.

3.2.1.1.1. Posts in Algerian Dialect

It has been noticed that, with the exception of very few English and French words, some posts are written mostly in the Algerian dialect. However, this latter is not in Arabic letters but, rather, in Roman alphabets forming what could be called 'Romanized Algerian Dialect' (RAD). Besides, some Arabic numerals (usually 3 and 9) are inserted into the words to represent certain Arabic sounds which cannot be represented in Roman alphabet. The addition of numerals gives us what is known as 'Arabizi'. This can be represented in the following formula:

RAD + numerals = Arabizi.

The two samples below highlight this point (See fig. 3.1 & fig. 3.2).



Figure 3.1: excerpt N°1 of a post on FB group in RAD and Arabizi.

In this post, many words are written in RAD and Arabizi such as ‘yla’, ‘t9adi’, ‘tgoli’, ‘beli’, ‘marahomch’, ‘yatal3o’, ‘machi’, etc. From the total 54 words 34 are in RAD and Arabizi (roughly 63%). Besides, 2 shortened forms are used: STP (the French phrase “s’il te plait” meaning “please”) and cnx (connection). The words ‘site’ and ‘test’ and ‘cnx’ could be either French or English but with the existence of 17 French words it can be said that the student wrote the whole post in RAD and French only; no English word was used. No punctuation was used either.

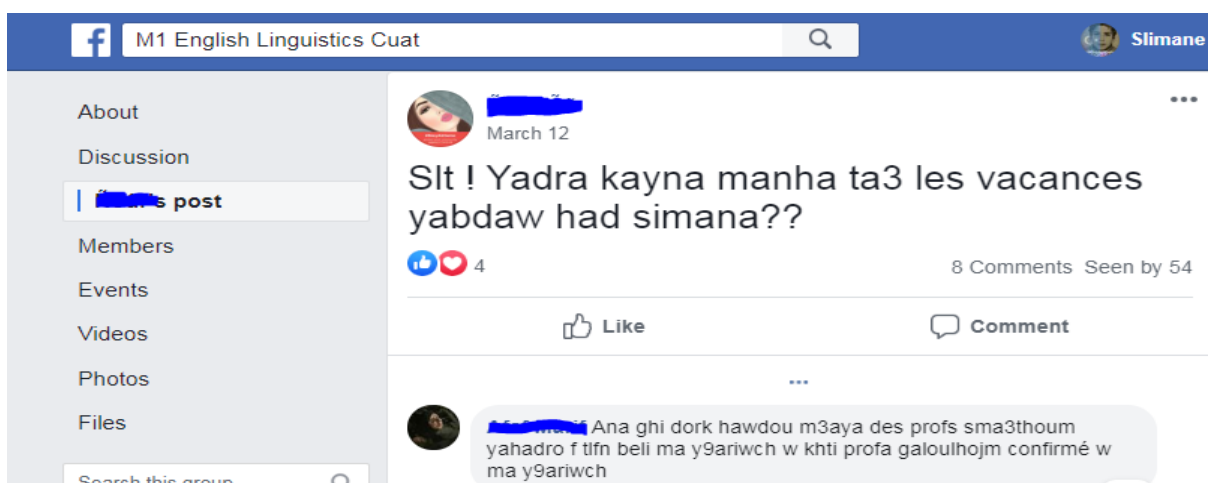


Figure 3.2: excerpt N°2 of a post on FB group in RAD and Arabizi.

Excerpt N° 2 above shows no English words in the ten-word discussion initiated by student A in RAD in general (with 1 word in Arabizi and 2 French words). S/he used punctuation quite correctly apart from one extra question mark. Student B replied using RAD (18 words including 4 in Arabizi) using also French (3 words) without using any English word. One informal abbreviation was used namely ‘tlfn’ which most probably stands for the French word ‘téléphone’.

3.2.1.1.2. English Posts and Comments

As the observed students are EFL learners, some of them use English when initiating discussions or writing comments on the group.

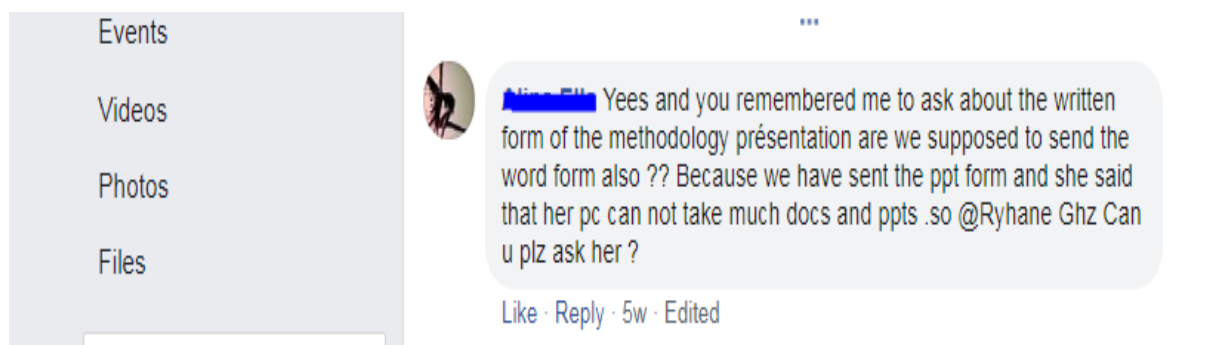


Figure 3.3: excerpt N°3 of a comment on FB group in English.

It can be noticed that grammar was respected in this comment. Yet many discrepancies are to be highlighted:

- Two typos (‘Yees’ and ‘présentation’).
- One word choice error in ‘remembered’ instead of ‘reminded’.
- Loose sentence structure in the part ‘Yees...also ??’ as there should be either a semi-colon or link word after ‘présentation’. The word ‘also’ should be put after ‘send’.
- No capitalization of ‘so’ after the full stop and use of wrong capitalization in ‘Can’.
- Some abbreviations could be found elsewhere namely ‘ppt’ (PowerPoint), ‘pc’ (personal computer) and ‘docs’ (documents) but ‘u’ (you) and ‘plz’ (please) represent pure internet slang.
- Incorrect use of ‘much’ with countable nouns.

Table 3.1: summary of observed points in Excerpt N°3.

Criterion	Remark
a- Sentence Formation	1 loose sentence structure.
b-Formal/informal	Informal with 2 internet slang forms.
c- Grammar	Respected.
d- Spelling	2 mistakes.
e- Punctuation	Partly respected.
f- Capitalization	Respected in general.

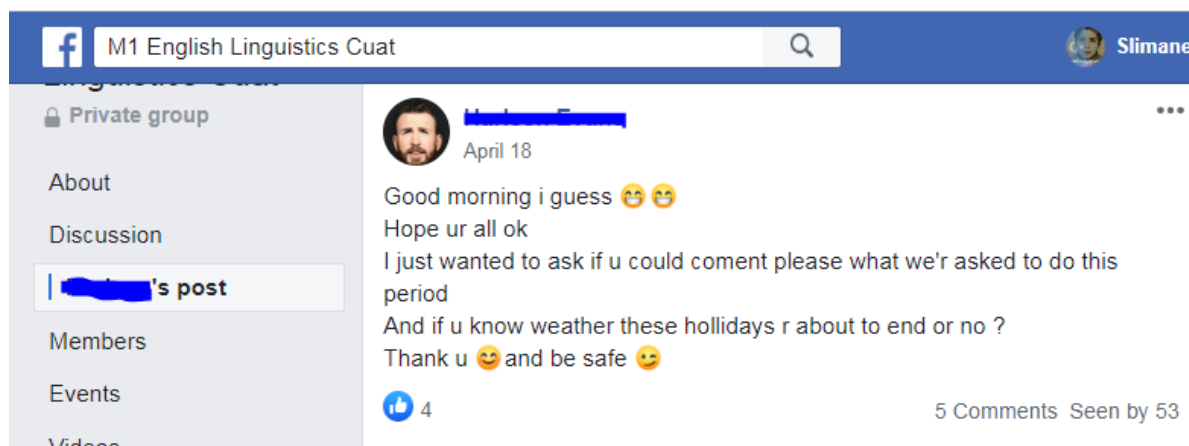


Figure 3.4: excerpt N°4 of a post on FB group in English.

In this post, although the student started well with a capital, he failed to capitalize the first personal pronoun 'I' and to end 3 sentences with periods. He falsely put a question mark at the end of a declarative sentence. No subject used for 'Hope'. Internet slang was used several times in 'ur' (you are), 'u' (you), 'we'r' (we are), and 'r' (are). The student also forgot to use an appropriate preposition or adverbial such as 'in' or 'during' after 'do'. Besides, he got confused between 'whether' and its homophone 'weather' resulting in not only a spelling but a vocabulary mistake. Finally 4 emoji were used.

Table 3.2: summary of observed points in Excerpt N°4.

Criterion	Remark
a- Sentence Formation	Loose.
b-Formal/informal	Informal with too much internet slang.
c- Grammar	Generally respected.
d- Spelling	Incorrect due to internet slang use.
e- Punctuation	Not respected.
f- Capitalization	Not respected.



Figure 3.5: excerpt N°5 of a post on FB group in English.

It is clear that this post is for academic purposes. It is quite formal but with few discrepancies:

- No capitalization in the beginning.
- No punctuation.
- Three grammatical mistakes (use of past simple instead of present perfect in 'I brought'; not using the gerund of 'concern'; incorrect use of past participle of 'collect').
- Informal contraction in i've (I have) with decapitalization of 'I'.
- One spelling mistake in 'defferent'.

Table 3.3: summary of observed points in Excerpt N°5.

Criterion	Remark
a- Sentence Formation	Good.
b- Formal/informal	Quite formal with 1 contraction only.
c- Grammar	3 mistakes.
d- Spelling	1 mistake.
e- Punctuation	Not respected.
f- Capitalization	Not respected.

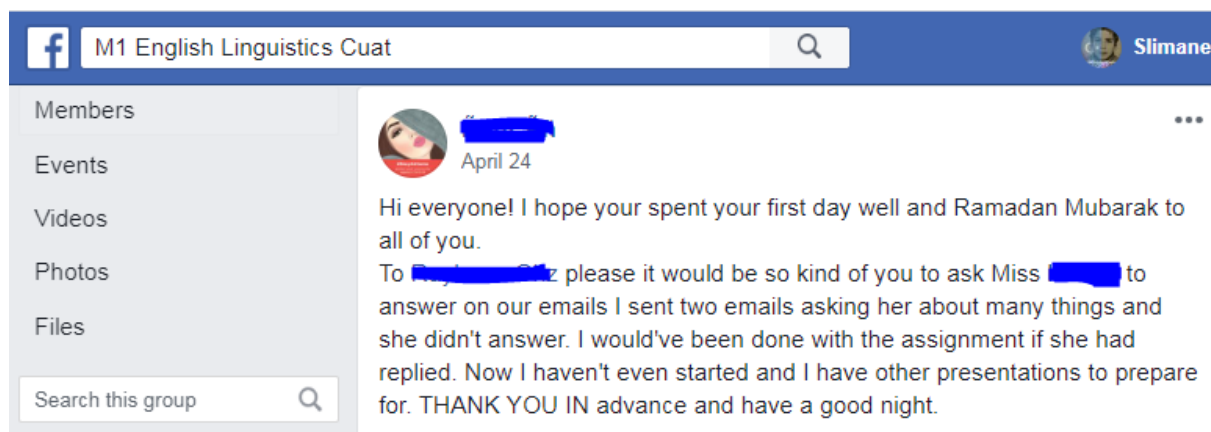


Figure 3.6: excerpt N°6 of a post on FB group in English.

Excerpt N°6 represents a quite formal and internet-slang free written production, related to students' learning issues. All the seven criteria were respected except for few shortcomings. A typo in 'your spent' by adding the 'r' to 'you'; extra use of prepositions namely 'on' (added to 'answer'); There should have been a period before 'I sent' to separate the two sentences; use of contractions as 'didn't', 'would've' and 'haven't'; total capitalization of 3 words (THANK YOU IN).

Table 3.4: summary of observed points in Excerpt N°6.

Criterion	Remark
a- Sentence Formation	Good.
b-Formal/informal	Quite formal with 3 contractions.
c- Grammar	0 mistake.
d- Spelling	0 mistake (out of about 80 words).
e- Punctuation	Respected.
f- Capitalization	Quite respected.

3.2.1.2. Messenger Conversations

It is worth reminding that FB instant messages are exchanged by FB users on Messenger, an application linked to FB. It is where private conversations are held. The researcher received 2 samples, from Master1 students of English, for further observation.

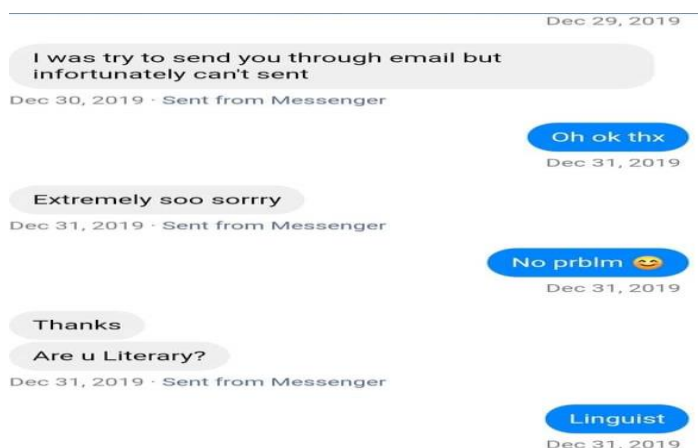


Figure 3.7: excerpt N°1 of a Messenger conversation.

By observing this message, it can be easily noticed that student A failed to use the gerund with the past continuous in ‘I was try’; s/ simple did not use the past simple in the second verb ‘can’t sent’ and of course did not use the stem after the modal ‘can’. Moreover, the sentence is ill structured due to the absence of direct object for ‘send’, absence of a subject in the second clause, and for the repetition of the verb ‘to send’. It should be much better “I was trying to send it/them to you by email but unfortunately I could not.” Besides, student A misspelled the word ‘unfortunately’ as ‘infortunately’ and ‘you’ as the internet slang ‘u’; s/he also used doubled the ‘o’ in ‘so’ and tripled the ‘r’ in ‘sorry’.

Student B used very short messages from 1 word up to 3 words maximum. Besides, s/he used 3 informal short forms namely ‘ok’, ‘thx’ (thanks) and ‘prblm’ (problem). The question ‘Are u Literary?’ needs to be rebuilt as “Are you studying Literature?” to make sense. The answer ‘Linguist’ would imply that student B considers himself/herself a linguist while s/he was just trying to say ‘I am studying Linguistics’. Punctuation and emoji were used once.

Table 3.5: summary of observed points in Excerpt N°1 of a Messenger conversation.

Criterion	Remark
a- Sentence Formation	Ill-structured.
b- Formal/informal	Informal with 3 short forms and 1 emoji.
c- Grammar	Not respected.
d- Spelling	Not respected.
e- Punctuation	Not respected.
f- Capitalization	Respected.

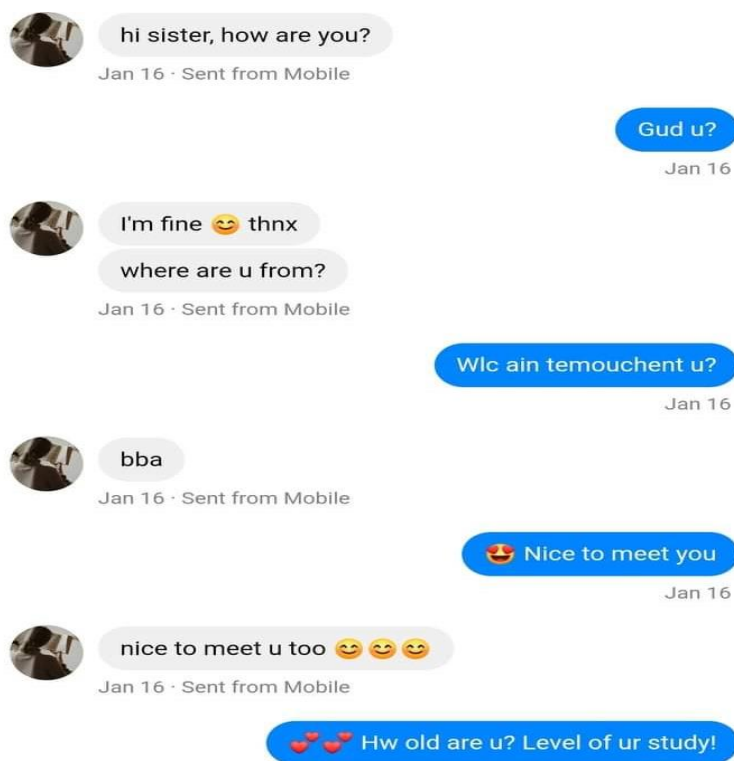


Figure 3.8: excerpt N°2 of a Messenger conversation.

In this second message excerpt, 3 words were misspelled: 'good' as 'gud', 'your' as 'ur' and 5 times 'you' as 'u'. Moreover, 4 unconventional abbreviations were used namely 'thnx' (thanks), 'Hw' (How), 'Wlc' (unidentified meaning) and 'bba' (unidentified meaning). Very bad sentence formation like 'Gud u?' which means 'Good, how about you?' and 'Level of your study!' which better needs 'what' and be reformulated as a question (what is your level of study?). Student B began all his/her statements with capitals, unlike student A who capitalized only 'I' in the beginning; only the question mark was used in punctuation with a wrongly used exclamation mark. Five emoji were used.



Figure 3.9: excerpt N°3 of a Messenger conversation.

The third excerpt above is a private conversation between three female students. Again, ‘you’ and ‘your’ were misspelled as ‘u’ and ‘ur’ respectively. Two students misspelled ‘and’ as ‘nd’ then they both failed to capitalize the first personal pronoun (I) and the proper noun ‘English’. One of them failed to use the correct singular form of the uncountable noun ‘advice’ by writing ‘an advice’ while it should be ‘a piece of advice’. All the vowels were removed from ‘something’ to spell as ‘smthng’. Two emoji were used.



Figure 3.10: excerpt N°4 of a Messenger conversation.

This last excerpt displays some internet slang namely emoji (used 6 times), short forms like ‘OmG’ (Oh my God), ‘sis’ (sister). Besides, the letter ‘g’ was omitted in ‘jokin’; use of informal expressions like ‘wanna’ (want to) and ‘That’s cool’; the doubled H in ‘hh’ was used to express laughter.

In conclusion, most of the observed written productions on FB and Messenger share incorrectness of Grammar and spelling, absence or wrong use of punctuation and capitals, loose sentence structure, and use of internet slang along with unconventional short forms.

3.2.2. Survey Analysis

As already mentioned, one questionnaire was addressed to first-year Master English students and a second one to their teachers. Each one was analyzed separately.

3.2.2.1 Students’ Questionnaire

The students’ questionnaire consists of 18 questions and is divided into 4 sections. There are 2 questions in the first section, 4 in the second, 5 in the third and 7 in the fourth one.

Section One

This section deals with the participants’ profile, namely with their gender and age distribution. Therefore, it contains 2 questions only.

Question 1: Please confirm your gender.

Table 3.6: Participants’ gender distribution.

Gender	Male	Female
Frequency	8	16
Percentage	33.30%	66.70%

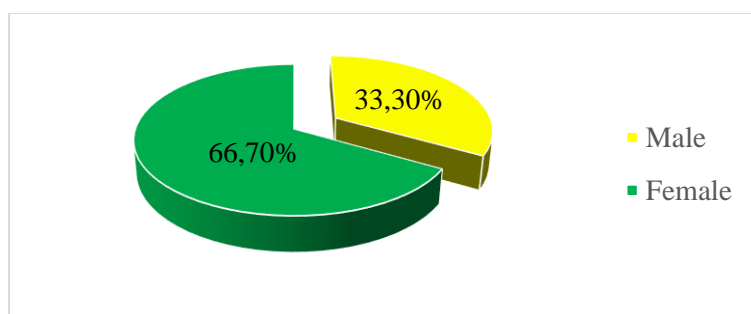


Figure 3.11: Participants’ gender distribution.

From the 24 students forming the sample, there were 16 females and only 8 males. Therefore, the majority of participants were females with a percentage of 66.70% compared to males who accounted only for 33.30% of the sample, as represented in the table and figure above.

Question2: Please confirm you age.

Table 3.7: Participants' distribution per age.

Age	Frequency	Percentage
21	3	12.5%
22	5	20.8%
23	8	33.3%
24	3	12.5%
29	1	4.2%
30	2	8.3%
32	1	4.2%
35	1	4.2%

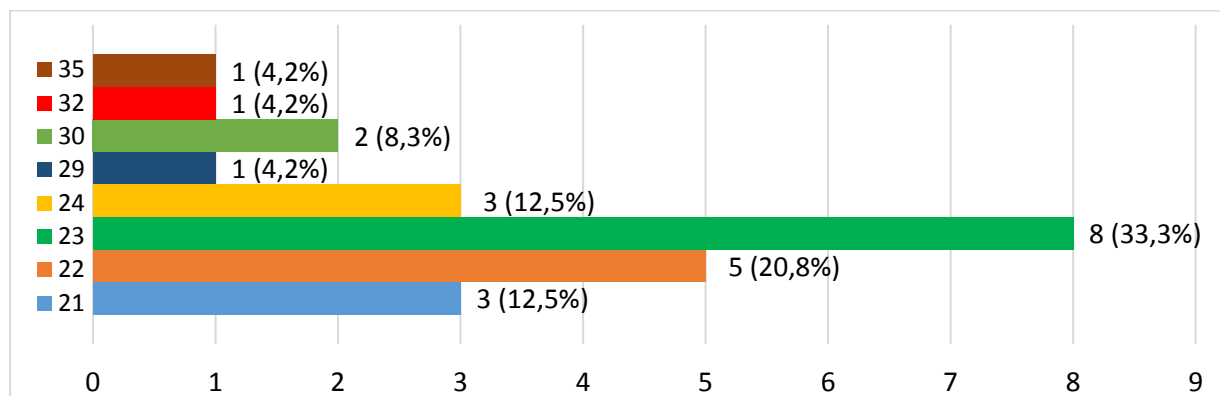


Figure 3.12: Participants' distribution per age.

From the table and chart above, it can be noticed that participants are distributed into 8 age categories. The highest proportion is the 23-year old category with 33.3% (8 participants) followed by the age 22 with a proportion of 20.8% (5 participants). Each of the categories 21 and 24 represents 12.5% with 3 participants for each while the age 30 represents only 8.3% with 2 participants. Each of the ages 29, 32, 35 is represented with 1 participant only, having the lowest rate of 4.2%. As calculated by SPSS, the age of all the participants has a mean of 24.38.

Section Two

This section is devoted to students' perceptions and attitudes in relation to the respect of formal writing conventions. It contains 4 questions.

Question 1: When composing your essays, which action (s) do you usually perform?

Table 3.8: Respect of process writing stages in essay composition.

Possible Alternatives	Frequency	Percentage
Drafting	12	50.0%
Drafting, Editing	1	4.2%
Editing	1	4.2%
None of the above	2	8.3%
Planning	3	12.5%
Planning, Drafting	2	8.3%
Planning, Drafting, Editing	3	12.5%

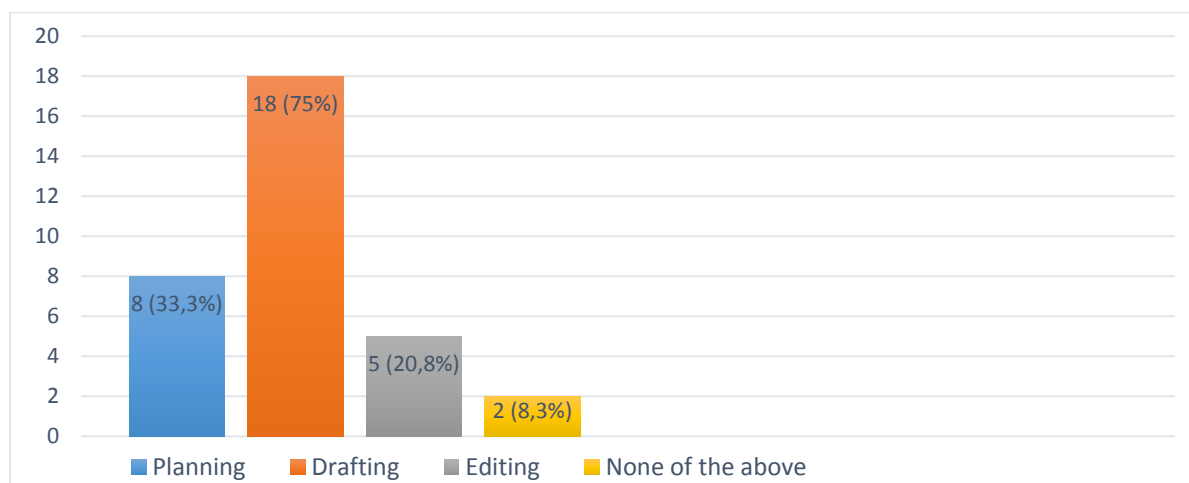


Figure 3.13: Respect of process writing stages in essay composition.

In this question, the researcher wanted to know to which extent the students of Master 1 respect the three stages of process writing. Participants were instructed to select one alternative or more among planning, drafting, editing or none. The table above displays detailed findings showing that 12 students (50%) perform drafting only, with neither planning nor editing. Three students (12.5%) said they only plan for their essay writings which means, after they plan, they write without drafting and without editing. Two others (8.3%) confirmed they do not edit but they plan and draft. One student (4.2%) said s/he does not plan but s/he drafts and edits. Another one said s/he only edits. Only 3 participants (12.5%) said they respect the three stages of process

writing. However, 2 others (8.3%) confirmed they respect none of the stages; they just write in one step and hand over their essays to their teachers.

Accordingly, the figure above (Fig.3.13) sums up the findings showing that drafting is shared by 18 participants with the highest rate of 75% followed by planning with a rate of 33.3%, shared by 8 students. Editing ranked the third as it was shared only by 8 students with a proportion of 20.8%. The lowest rate was scored by those 2 students who confirmed they do not perform any of the three actions.

This means that not many students respect all the three stages. Yet, most of the them at least draft their essays, even if they do not plan for their writing or edit it, and only a few of them write their essays in one step without respecting any of the three stages of process writing.

Question 2: Do you care about punctuation, grammar and spelling mistakes when writing essays?

Table 3.9: Students' awareness of the importance of punctuation, grammar and spelling in formal writing.

Possible Alternatives	Frequency	Percentage
Always	14	58.3%
Sometimes	10	41.7%
Rarely	0	0%
Never	0	0%

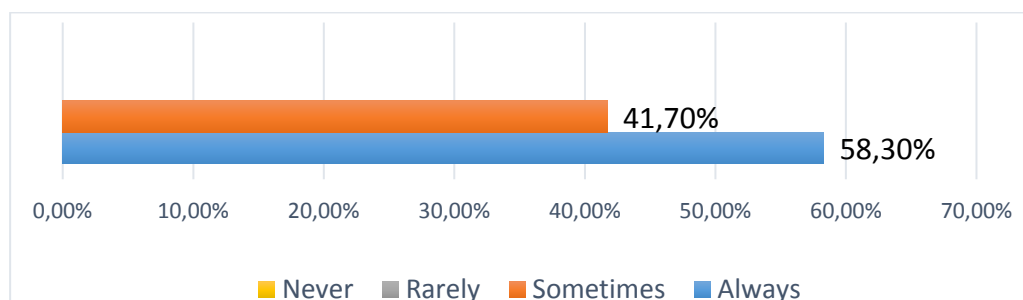


Figure 3.14: Students' awareness of the importance of punctuation, grammar and spelling in formal writing.

Here, participants were instructed to select only one from four alternatives: always, sometimes, rarely or never. As per the table and figure above, findings show that almost 60%

of the students always care about using punctuation, grammar and spelling correctly and roughly 40% of them sometimes care about it. None said rarely or never. However, the researcher wanted to know which of the three elements has much importance among students who said always or sometimes; this was the aim of the third question of this section.

Question 3: If always or sometimes, please specify.

Table 3.10: Distribution of grammar, spelling and punctuation in terms of importance from students' perception.

Possible Alternatives	Frequency	Percentage
All the above	16	66.7%
Grammar	1	4.2%
Grammar, Spelling	3	12.5%
Punctuation	2	8.3%
Spelling	2	8.3%

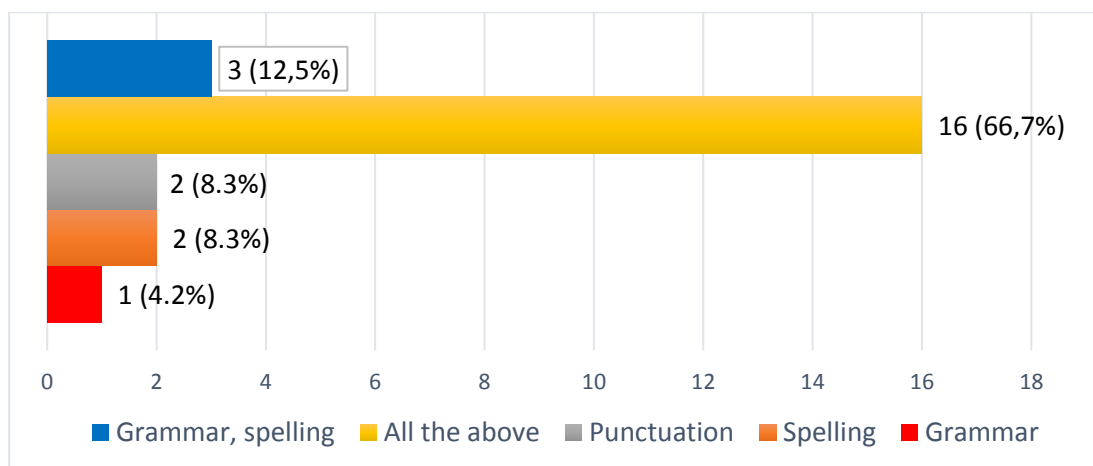


Figure 3.15: Distribution of grammar, spelling and punctuation in terms of importance from students' perception

As per the table and figure above, 16 students said they care about the three elements (grammar, spelling and punctuation) while writing formally, representing 66.7% of the sample. The second-ranked proportion is 12.5% represented by both grammar and spelling, as confirmed by 3 students. Two students (8.3%) confirmed they consider punctuation only while

two others said they care about spelling only. One student confirmed s/he does not care about any element apart from grammar, representing 4.2% of the sample.

Therefore, findings show that more than half of the number of students (66.7%) allot the same degree of importance to grammar, spelling and punctuation in formal writing while the rest, with a cumulative percentage of 33.3%, set priorities in considering the three elements.

Question 4: If rarely or never, why?

No answer was provided for this question as none of the participants had selected the options rarely and never.

Section Three

In this section, 5 questions were asked to deal with some generalities about students' perceptions and attitudes on FB.

Question 1: Is Facebook (FB) your favourite social network platform?

Table 3.11: Participants' preference of FB over other SNSs.

Possible Alternatives	Frequency	Percentage
Yes	11	45.80%
No	13	54.20%

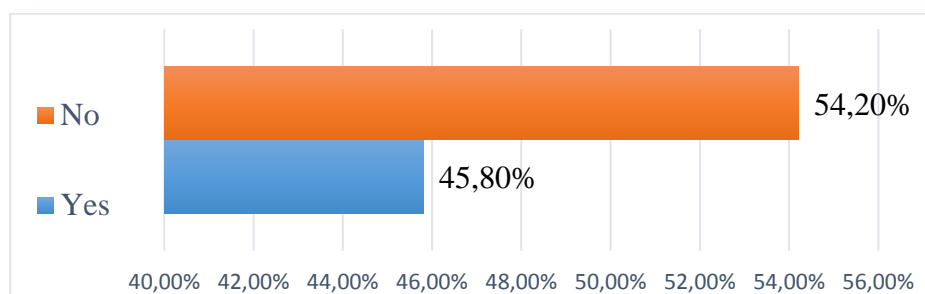


Figure 3.16: Participants' preference of FB over other SNSs.

First, the researcher wanted to find out whether FB is the participants' favourite social media platform. Results show that more than half of the participants do not consider FB as their favourite SNS with a proportion of 54.2%, while almost 46% of them prefer using FB over other social media.

Question 2: How many hours a day, in total, do you spend on FB?

Table 3.12: Participants' cumulative duration spent on FB per day.

Possible Alternatives	Frequency	Percentage
More than 1 hour	8	33.33%
More than 3 hours	10	41.67%
Less than 1 hour	5	20.83%
Other	1	4.17%

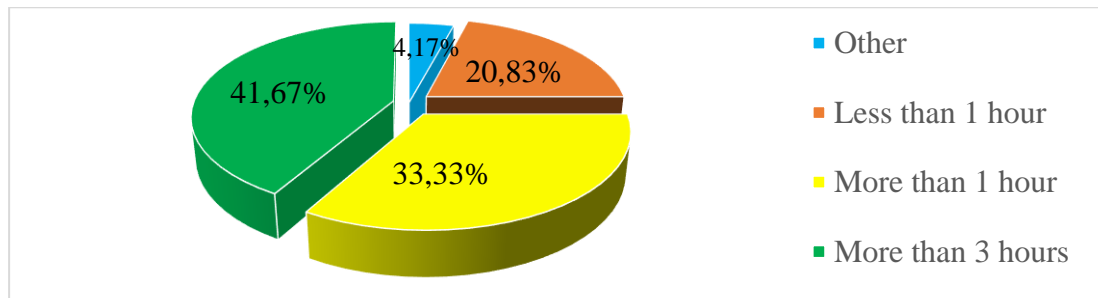


Figure 3.17: Participants' cumulative duration spent on FB per day.

The aim of this question is to find out if students spend significant amount of time on FB per day, regardless to their favourite SNS.

Results show that 10 students with a rate of 41.67 spend more than 3 hours a day on FB followed by 33.33% represented by 8 participants. Only 5 of them (20.83%) said they spend less than 1 hour a day on FB and 1 participant selected the alternative 'other' to say: "I don't know" representing just 4.17%.

This means that although FB is not the favourite SNS of most of the participants', they spend considerable amount of time surfing on this social platform. Therefore, it would be important to know what daily activities the students perform most on FB; this was the aim of the third question.

Question 3: Which of the following activities do you perform most on FB?

Table 3.13 Distribution of participants' mostly performed activities on FB.

Possible Alternatives	Frequency	Percentage
Watching videos	18	75%
Texting	13	54.20%
Reading friends' posts	8	33.30%
Commenting	7	29.2%

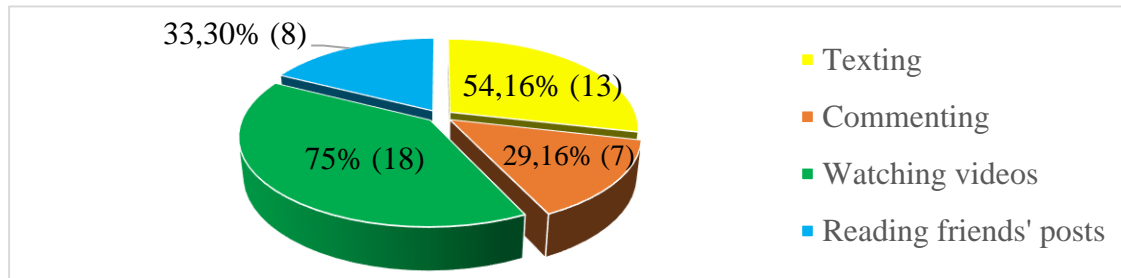


Figure 3.18: Distribution of participants' mostly performed activities on FB.

As shown on the table and figure above, 18 participants constituting 75% mostly watch videos while surfing on FB followed by 13 others who account for 54.16% confirmed they use FB mostly for texting. Eight students (33.3%) said they mostly spend their time on FB reading friends' posts while the lowest proportion was 29.16% represented by 7 students who said they mostly write comments.

However, knowing that commenting is usually done in writing, and by adding its proportion to that of texting the result is 83.33%, which is the highest rate. This means that the most prevailing activity performed by the majority of students is in fact writing.

Question 4: Do you happen to use FB for academic purposes?

Table 3.14: Frequency of participants' use of FB for academic purposes.

Possible Alternatives	Frequency	Percentage
Always	3	12.5%
Sometimes	12	50%
Rarely	6	25%
Never	3	12.5%

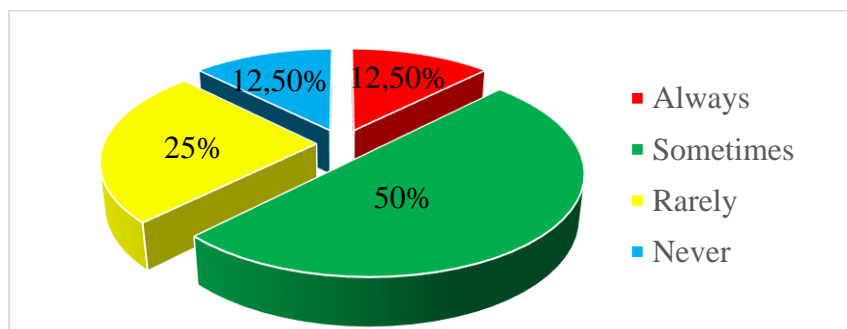


Figure 3.19: Frequency of participants' use of FB for academic purposes.

The aim of this question was to know to which extent the students' daily FB activities are related to their studies.

Findings show that 3 students (12.5%) said they always use FB for academic purposes and half of them sometimes do it. Six students (25%) confirmed they rarely use FB for such purposes and only 3 of them (12.5%) said they never do it.

Question 5: If always or sometimes, please give examples of academic practices you perform on FB.

The researcher wanted to get some examples of the FB academic practices of at least those who said always or sometimes but no answer was provided for this question.

Section Four

This last section is devoted to the association between FB and writing. It contains 7 questions.

Question 1: Which language (s) do you use most when chatting on FB with your University friends?

Table 3.15: Students' chat languages.

Writing Language	Frequency	Percentage
Algerian dialect	7	29.2%
Algerian dialect, English	3	12.5%
Algerian dialect, English, French	3	12.5%
English	10	41.7%
French	1	4.2%

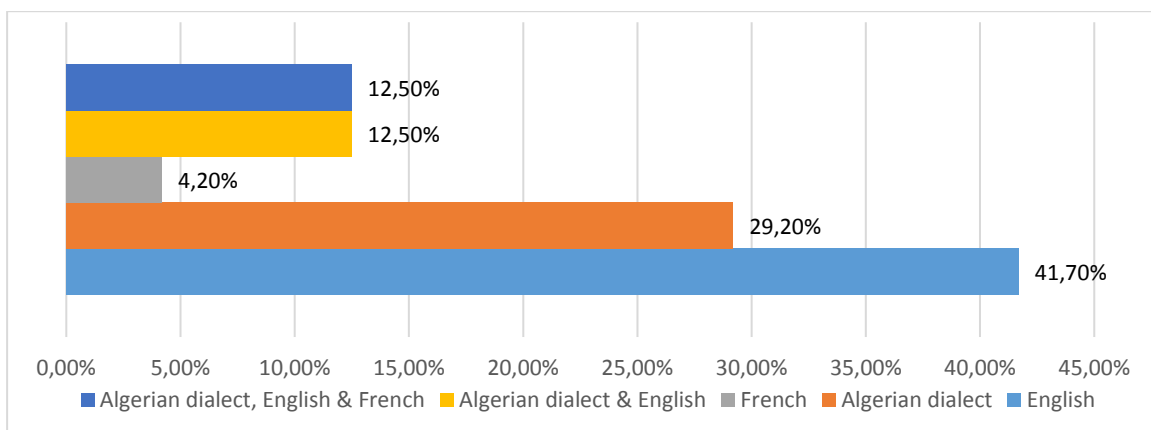


Figure 3.20: Students' chat languages.

In this question, participants were invited to choose one item or more from 4 alternatives: English, French, Modern Standard Arabic (MSA) and Algerian dialect.

Findings indicate that English on its own ranks the first among other chat languages with a leading rate of 41.7%, as confirmed by 10 participants. In the second position comes the Algerian dialect with a proportion of 29.20%, represented by 7 participants. Three students (12.5%) said they code mix between English and Algerian dialect and 3 others confirmed they code mix in their chat using Algerian dialect, English and French. Only 1 participant said s/he mostly chats in French only. MSA was not selected by any of the 24 participants.

Question 2: Do you use FB shortened forms (lol, OMG, thx, b4...) when chatting in English?

Table 3.16: Use of FB shortened forms in English chat.

Possible Alternatives	Frequency	Percentage
Yes	21	87.50%
No	3	12.50%

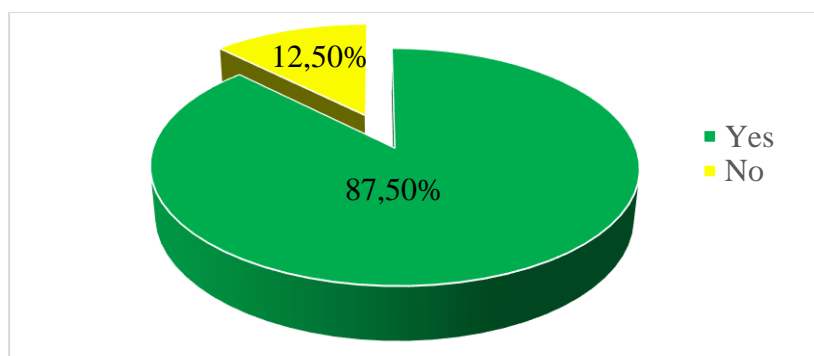


Figure 3.21: Use of FB shortened forms in English chat.

The aim of this question is to find out if there is a considerable number of students who have the habit of using informal shortened forms while writing in English on FB. As per the table and figure above, 87.50% of the students use informal shortened forms while chatting in English. Only 12.5% of them said they do not use any. This means that using such informal forms in English chat on FB is prevailing among students.

To see if such writing habit on FB could exist outside online chat and shift to formal settings, the third question was asked.

Question 3: Do you use FB shortened forms when writing in your exams?

Table 3.17: Frequency of use of FB shortened forms exams.

Possible Alternatives	Frequency	Percentage
Sometimes	1	4.17%
Rarely	1	4.17%
Never	22	91.66%

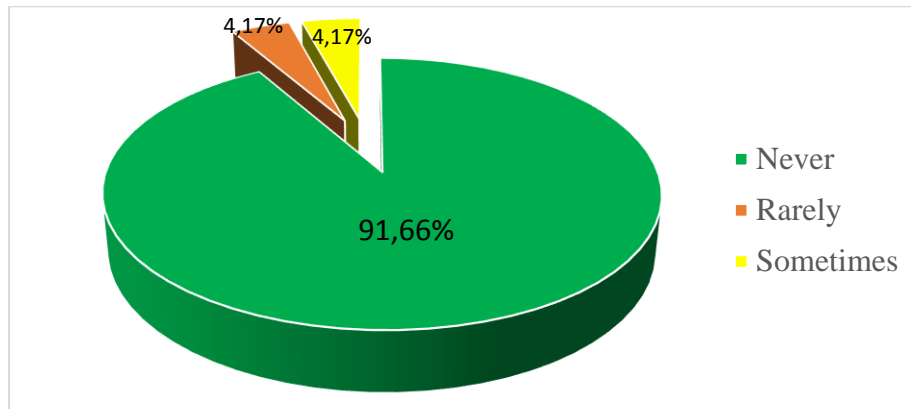


Figure 3.22: Frequency of use of FB shortened forms in exams.

Results show that 22 participants, with a leading score of 91.66%, never use such forms in their exams. Only 1 (4.17%) student said s/he rarely uses them in exams and 1 last student confirmed s/he sometimes does so.

This means that students seem to be quite aware that such forms should not be used in formal settings.

Question 4: Do you care about punctuation, grammar and spelling mistakes when writing on FB?

Table 3.18: Participants' care about punctuation, grammar and spelling in FB writing.

Possible Alternatives	Frequency	Percentage
Always	6	25%
Sometimes	10	41.70%
Rarely	6	25%
Never	2	8.30%

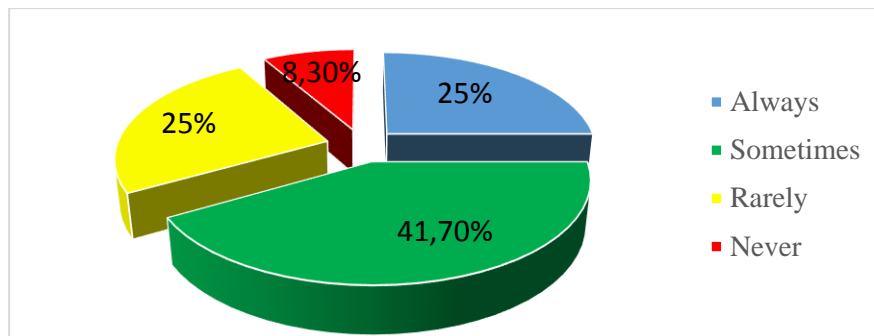


Figure 3.23: Participants' care about punctuation, grammar and spelling in FB writing.

The aim of this question is to know whether students apply certain conventions namely grammar, spelling and punctuation while writing on FB, as they should always do in formal settings.

Findings indicate that only 25% of participants said they always respect such writing conventions on FB and 41.70% said they sometimes do so. Twenty five percent of them confirmed they rarely adhere to these conventions on FB while the lowest rate was 8.30% for those who said they never do so.

Question 5: If rarely or never, why?

concentrating more on sending a comprehensible message is more priority than the beauty of my spelling

Because it is not formal and academic

because it doesn't matter

When i contact someone from academic setting.

Because I'm free to write anything

The message is transmitted which is my objective, but i care about spelling mistakes which happens automatically by the keyboard.

Also I rarely care about punctuation to avoid the misunderstanding, because sometimes not using a coma can change the meaning and especially when you're behind the screen.

because it doesn't affect the sens

Figure 3.24: Reasons for rarely or never respecting grammar, spelling and punctuation on FB, as displayed by Google Forms.

For those who said rarely or never in the previous question, the researcher wanted to know in Q5 if it is just a habit or there is a reason driving such attitude.

There were 7 answers out of 8 and all of them presented reasons for their writing behaviour. As displayed in the figure above, one student said deliberately “because it doesn’t matter” while another one seems to enjoy a feeling of freedom arguing “because I’m free to write anything”. Meanwhile, the student who provided the first answer believes that spelling mistakes do not affect meaning so spelling can be neglected. Two students believe they should adhere to such conventions in formal settings only while the seventh answer reveals that one student thinks that neglecting such writing conventions does not alter meaning. In the sixth answer “The message is transmitted....behind the screen”, this student clarifies that his/her main objective is transmitting the message but s/he cares about mistakes generated by the system’s predictive writing (usually on cell phones). This would mean that s/he does not care about her own spelling mistakes as s/he does for those of the systems. This student also strangely admits the crucial role that a ‘comma’ could play in meaning change but at the same times s/he *rarely* cares about punctuation.

Question 6: Do you think Facebook can affect your English academic writing skill?

Table 3.19: Participants’ correlation of FB with academic writing.

Possible Alternatives	Frequency	Percentage
Yes	20	83.33%
No	4	16.67%

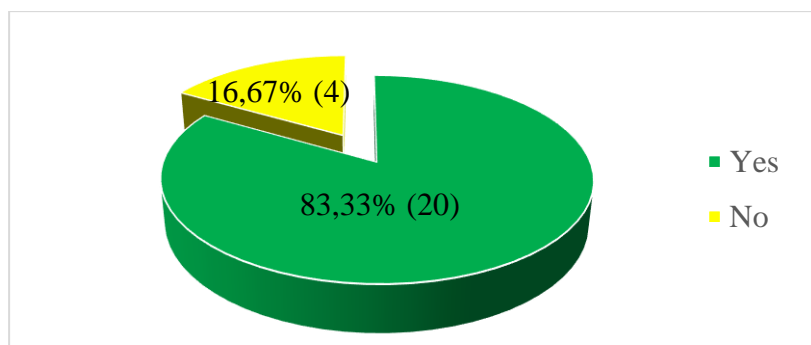


Figure 3.25: Participants’ correlation of FB with academic writing.

In this question, the researcher wanted to find out if the students think that FB could have any impact on their academic writing. As per the table and figure above, the majority of participants (83.33%) believe that indeed FB can affect their academic writing, compared to 16.67% who do not see any potential impact. Yet, it is important to identify the nature of such impact as seen by those who would say ‘yes’; this is the aim of the last question.

Question 7: If yes, in what way?

Table 3.20: Participants’ perception of impact of FB on academic writing.

Possible Alternatives	Frequency	Percentage
Positively	16	80%
Negatively	4	20%

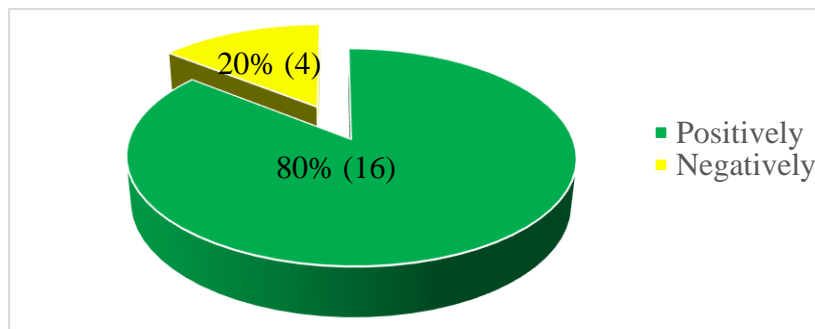


Figure 3.26: Participants’ perception of impact of FB on academic writing.

Findings of the table and figure above show that the majority of students (80%) believe that FB positively impacts their academic writing skill, while only 20% think that the impact is negative.

3.2.2.2 Teachers’ Questionnaire

Ten teachers participated in this survey and all of them teach Master1 English students. Their questionnaire contained 8 questions.

Question 1: Do you have a Facebook account?

Table 3.21: Teachers’ subscription to FB.

Possible Alternatives	Frequency	Percentage
Yes	9	90%
No	1	10%

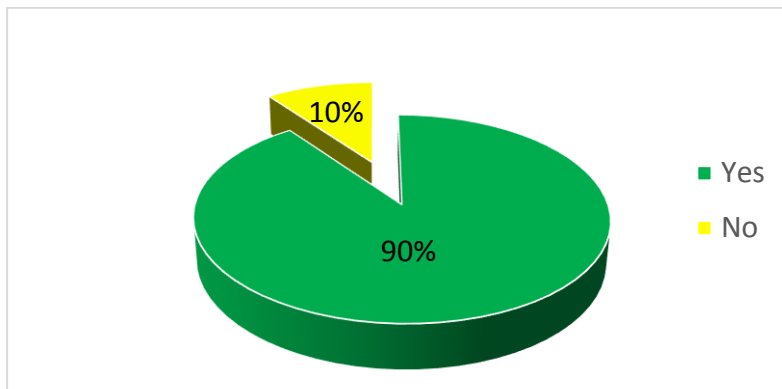


Figure 3.27: Teachers' subscription to FB.

As per the table and figure above, all participant teachers have a FB account except for one. Yet the researcher wanted to also to know if they were familiar with certain FB writing features, so the second question was asked.

Question 2: Are you familiar with FB texting shortened forms (lol, thx, 4u, b4, lge,...etc.)?

Table 3.22: Teachers' familiarity with FB texting shortened forms.

Possible Alternatives	Frequency	Percentage
Yes	7	70%
No	3	30%

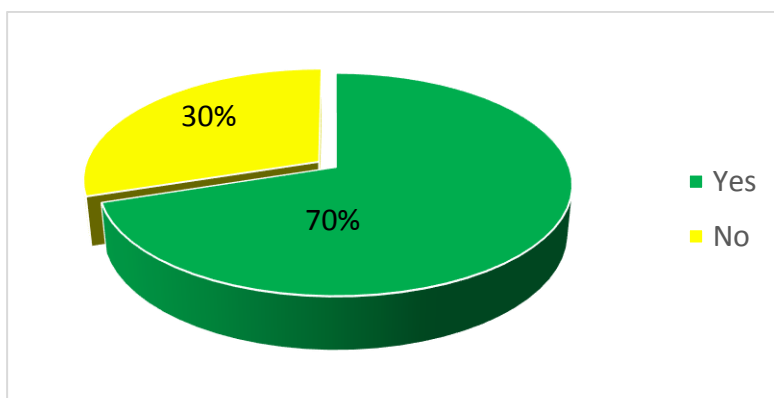


Figure 3.28: Teachers' familiarity with FB texting shortened forms.

Results show that most of them (70%) said they are familiar with the FB texting shortened forms, compared to only 3 who said they are not familiar with such informal forms.

Question 3: Have you found any of such short forms in the exam answer sheets of Master 1 English students?

Table 3.23: Students' use of FB short forms in exams (as per teachers).

Possible Alternatives	Frequency	Percentage
Yes	7	70%
No	3	30%

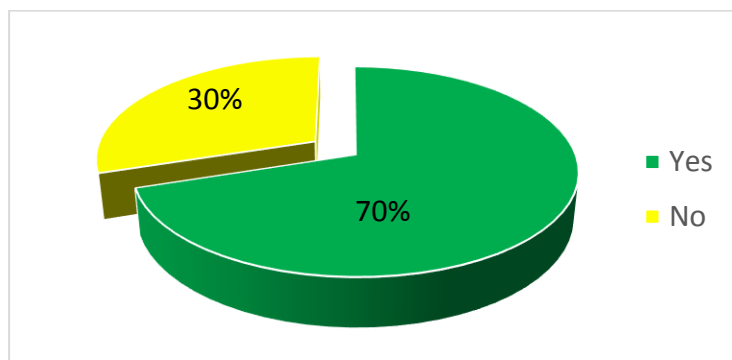


Figure 3.29: Students' use of FB short forms in exams (as per teachers).

As the researcher was not able to analyze the students' exam answer sheets, this question was likely to be asked as part of investigating the impact of FB on academic writing. Accordingly, 70% of the teachers confirmed they have encountered FB texting shortened forms in students' sheets while only 30% said they have not found any.

Question 4: What kind of mistakes do you find most in their essay-writings?

Table 3.24: Prevailing types of mistakes in students' essays (as per their teachers).

Possible Alternatives	Frequency	Percentage
Grammar, spelling, informal language	1	10%
Grammar, spelling, punctuation	2	20%
Grammar, spelling, punctuation, informal language	3	30%
spelling, informal language	3	30%
spelling, punctuation, informal language	1	10%

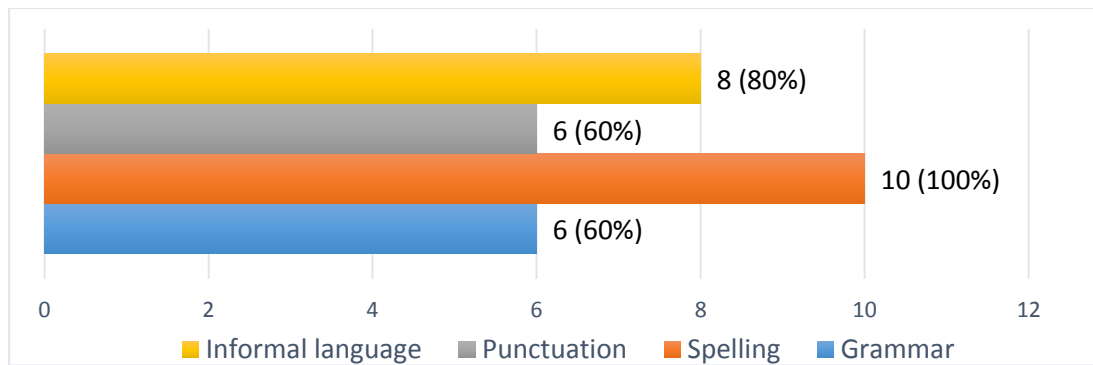


Figure 3.30: Prevailing types of mistakes in students' essays (as per their teachers).

This question is a further attempt to indirectly analyze the students' formal writing, but this time in identifying the types of most frequent mistakes. Thus teachers were invited to select 1 item or more from 4 alternatives: grammar, spelling, punctuation and informal language. The table above displays teachers' selections in details in which we can see that 1 teacher (10%) confirmed s/he mostly encountered grammar, spelling and informal language mistakes while 2 others (20%) said they usually find mistakes of grammar, spelling and punctuation. Three teachers (30%) selected all the four types while 2 others selected only spelling and informal language. The last teacher confirmed s/he mostly found spelling, punctuation and informal language mistakes.

In a brief summary, as shown in the figure above, spelling ranked the first with a leading rate of 100% followed by informal language with a rate of 80%. The third position was shared between grammar and punctuation as each one accounted for 60%.

Question 5: How would you evaluate their academic writing proficiency?

Table 3.25: Teachers' evaluation of students' academic writing proficiency.

Possible Alternatives	Frequency	Percentage
1 (weak)	1	10%
2 (average)	6	60%
3 (good)	3	30%
4 (excellent)	0	0%

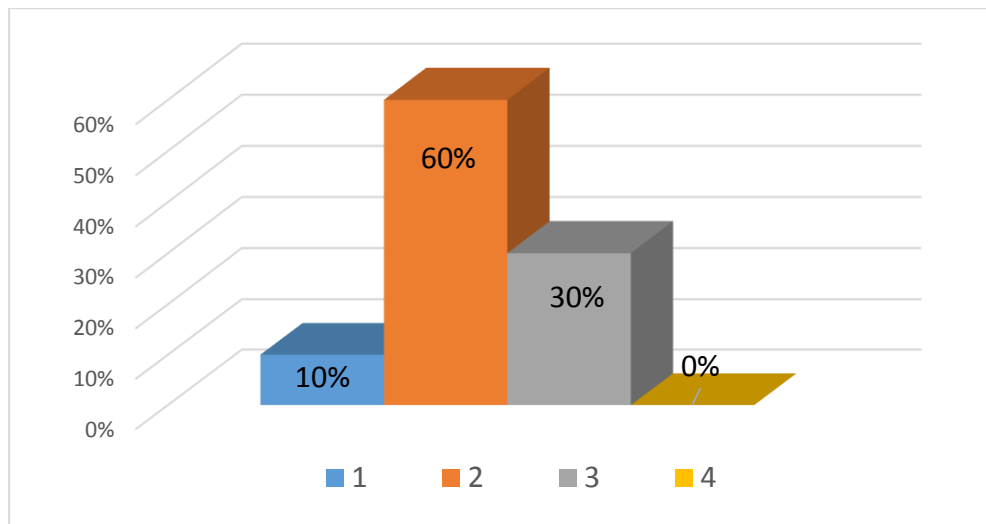


Figure 3.31: Teachers' evaluation of students' academic writing proficiency.

In order to indirectly evaluate students' academic writing proficiency, their teachers were provided with this scaling question ranging from 1 (weak) to 4 (excellent). As such, 2 is for 'average' and 3 is for 'good'.

Findings show that the majority, represented by 6 teachers (60%), consider the proficiency level as average compared to 3 others (30%) describe their proficiency as good and 1 teacher considers it weak. No one selected 'excellent'.

Question 6: 'Facebook can negatively affect students' academic writing'. What's your opinion?

Table 3.26: Probability of negative impact of FB on students' academic writing.

Possible Alternatives	Frequency	Percentage
Agree	9	90%
Strongly agree	1	10%
Disagree	0	0%
Strongly disagree	0	0%

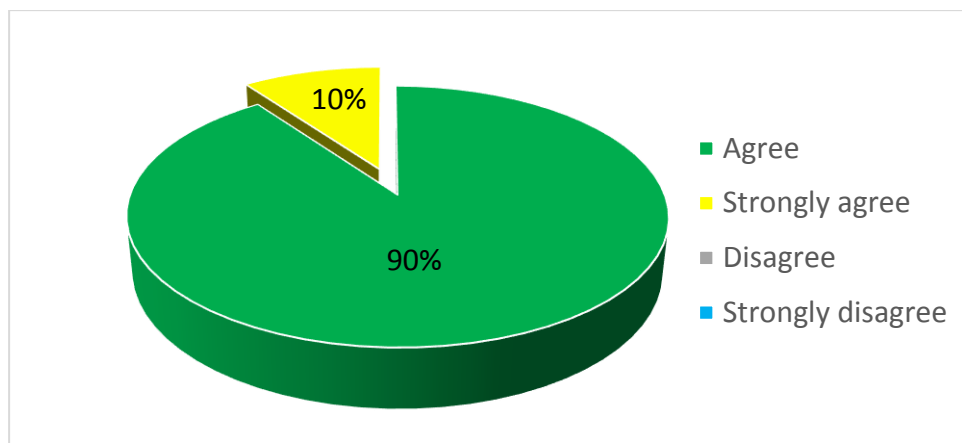


Figure 3.32: Probability of negative impact of FB on students' academic writing.

The aim of this question is to find out to which extent would teachers agree or disagree with the opinion seeing the impact of FB on students' academic writing as negative.

Invited to choose between 'agree', 'strongly agree', 'disagree' or 'strongly disagree', 9 teachers (90%) agreed and 1 teacher (10%) strongly agreed with the opinion. No teacher disagreed which means no teacher sees it as positive.

Question 7: 'Some EFL Master 1 students are not good at writing because they are not taught writing techniques at University'. What do you think?

Table 3.27: Correlation between writing skill and University teaching.

Possible Alternatives	Frequency	Percentage
Agree	4	40%
Strongly agree	0	0%
Disagree	4	40%
Strongly disagree	2	20%

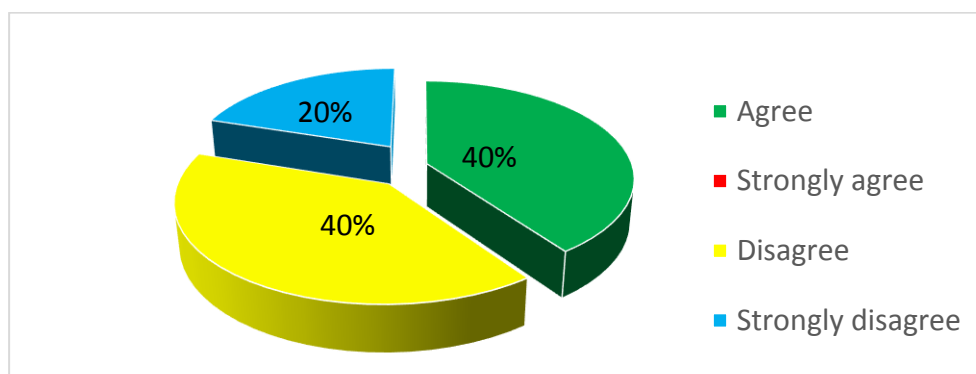


Figure 3.33: Correlation between writing skill and University teaching.

By this question, the researcher aimed to explore the teachers' opinions on the absence of writing module in relation to the low writing proficiency level of some EFL Master 1 students, in parallel with potential impact of FB.

As per the table and figure above, 40% of the teachers disagree and 20% strongly disagree that some students are not good at writing because of the absence of writing module. However, 40% expressed their agreement with the opinion.

Question 8: 'English post graduate students in Algeria are not taught English. Rather, English is used as a language of instruction only'. What's your opinion?

Table 3.28: Teachers' opinions on non-targeting English in University EFL teaching.

Possible Alternatives	Frequency	Percentage
Agree	1	10%
Strongly agree	1	10%
Disagree	7	70%
Strongly disagree	1	10%

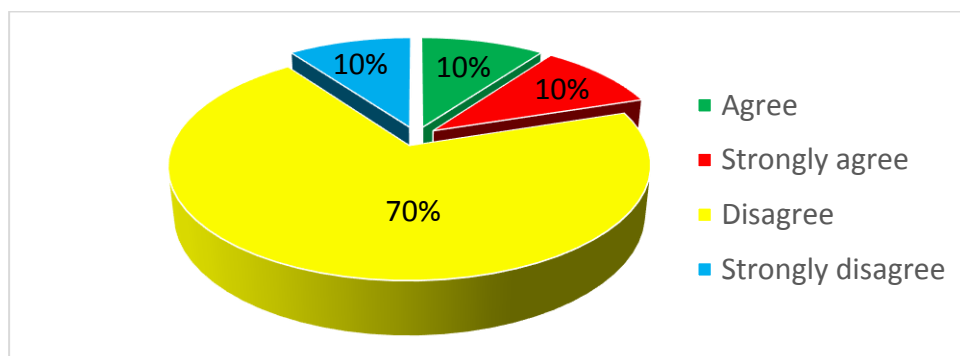


Figure 3.34: Teachers' opinions on non-targeting English in University EFL teaching.

This question is optional and it attempts to explore the teachers' opinions on the disputed claim about non-targeting English teaching to EFL master students. If no answer was provided, it would not have any effect on the study. Yet answers of this question would endorse those of Q7 and would help set appropriate recommendations at the end of the study.

As per the table and figure above, most of the teachers (70%) disagreed with the claim, endorsed by 10% who expressed their strong disagreement. Yet 10% agreed and the

other 10% strongly agreed with the claim, which means that there are at least 20% of the teachers who believe that, to a certain extent, English is not explicitly targeted in the teaching of Algerian EFL post graduate students.

3.3 Discussion of the Findings

Throughout the study of the influence of FB on the academic writing of first-year Master English students at Belhadj Bouchaib University Center, findings confirmed both hypotheses related to the impact of this SNS on the students' academic writing. The nature and the degree of such impact were investigated using the mixed methods research design.

On the one hand, from a qualitative perspective, observation evidenced that Romanized Algerian Dialect (RAD) mixed with a few French words is used by some students on FB. Others prefer to write in English but a few of such category respect the conventions of English writing and much internet slang is often used such as informal shortened forms (thx, r, u, omg, ...) and emoji. Loose sentence structure is another flaw element noticed in the majority of the students' observed FB writings such as 'gud, u?'. This is because some students on FB write the way they speak.

On the other hand, quantitatively speaking, the students' survey showed that most of them at least draft their essays and only a few of them write their compositions in one step without respecting any of the three stages of process writing. Besides, although FB is not the favourite SNS of most of English Master1 students at Belhadj Bouchaib University Centre, the survey evidenced that they spend considerable amount of time on this social platform. Accordingly, writing is proved to be the prevailing students' activity on FB. Regarding the use of FB for academic purposes, the majority said they do use FB for such intention. In addition, most of them believe that FB can have a positive impact on their academic writing. Yet, this opinion tends to be very biased as it lacks evidence.

For instance, the majority of students confirm on the survey they are aware of the importance of punctuation, grammar and spelling in formal writing and tend to avoid related mistakes. Yet, confronted with their teachers' survey, mistakes of such types are often found in their exam answer sheets with spelling in the leading position. Meanwhile, students' academic writing proficiency was described as average by most of their teachers. Therefore, there seems to be a contradiction between the confirmation of the students and that of their teachers. This is probably because students are not made aware of their mistakes when their exams and home assignments get checked by teachers. Besides, no sanctions are made accordingly.

Moreover, informal shortened forms are used very often by most of the students on FB. Although the majority confirm their total awareness of non-conformity of using informal language and internet slang in formal settings, a few of unconventional forms are sometimes used in exams. This is most likely because some students do not care about language conventions while writing on FB. Indeed, some of them clarified such attitude with different reasons which tend to describe writing conventions on FB as not important, ineffective, having nothing to do with meaning, and the like. However, such neglect has become a habit for some students and has eventually shifted to formal settings. This in line with the findings of both questionnaires. Indeed, some students admit they sometimes use FB shortened forms in exams, and this has been also confirmed by their teachers when they said they often encounter informal language in exams, especially FB shortened forms, along with recurrent mistakes mainly in spelling. Therefore, neglect of writing conventions and non-respect of process writing stages as well as the use of informal language including Internet slang in formal settings are all signs of FB's contribution to the deterioration of students' English academic writing.

However, FB alone should not be hold responsible for such pitfalls. As some teachers confirmed, absence of written expression module at Master level is another factor that could contribute to the weakening of students' writing proficiency especially those who did not

sufficiently benefit from adequate training in the field of academic writing. Left with bare minimum of formal guidance, these students are most likely exposed to acquiring bad writing habits from the informal sources on the Net, including Facebook.

3.4. Limitation of the Study

Due to corona virus pandemic and the unexpected containment that was imposed accordingly, this study is subject to the following limitations:

- The sample size was small as students could be reached only electronically and a very limited number of students responded to the online questionnaire posted on their FB group. Thus, a similar future study with bigger sample size would lead to more generalizable conclusions.
- Limited data was collected namely qualitative data that could have been obtained through the analysis of students' exam answer sheets if the University Centre had been open. Although the teachers' survey provided useful feedback on students' writing in exams, the addition of an actual analysis of their answer sheets conducted by the researcher himself would have shed more light on the impact of FB on students' academic writing proficiency and could have provided further evidence on the nature and degree of such influence.

Thus, future studies should address the above limitations to shed more light on the subject under investigation.

3.5. Recommendations

Based on the findings of the present study, some recommendations are likely to be made at the level of students, teachers and decision makers.

First, students should spend more time on productive academic engagements on FB than merely just socializing. Besides, they have to strive themselves to respect the writing conventions while writing on FB even if they are simply chatting with their friends. Moreover, they ought to reduce the use of Internet slang as much as possible in their online informal writings.

For teachers, they need to keep reminding their students of the importance of writing conventions. Yet mere reminder would have no value if mistakes are not taken into consideration when marking their exams and home assignments. Moreover, they should provide students with useful and guiding strategies to help them write good essays. Furthermore, they could create groups on FB to connect with their students and initiate discussions on interesting topics. This would motivate students to start using FB for academic purposes and would help them develop their formal writing skill.

As far as the decision makers are concerned, it is high time they added the written expression subject at Master level. Yet, such subject should focus most on developing the students' academic writing style. In addition, another subject should be devoted to teach basics of grammar, spelling and punctuation to Master1 students. Furthermore, Facebook should be integrated as an educational tool as many empirical studies provided evidence that it helps EFL learners develop their writing skill when the use is formal and teacher-guided.

3.6. Conclusion

All in all, it can be said that although many students believe that FB can positively impact their writing proficiency, the present study was not able to detect any positive influence that FB could have on the academic writing of first-year Master students of English at Belhadj Bouchaib University Centre. However, the study has confirmed the hypotheses by providing evidence on the existence of some negative impact of FB on the sample's academic writing.

GENERAL

CONCLUSION

General Conclusion

The rise of Facebook use among Algerian EFL students has inevitably impacted their academic performance, including their writing skill. Accordingly, in addition to the role of Globalization, any potential impact of FB would primarily affect English-the global language.

In this vein, the present study aimed at investigating the impact of this popular social platform on the academic writing of first-year Master students of English at Belhadj Bouchaib University Centre. It also aimed at exploring the nature of students' actual writing on FB and the reasons as well as attitudes behind such way of writing. To achieve these objectives, students' writings on FB were observed and the students as well as their teachers were surveyed via two separate questionnaires. Thus, both qualitative and quantitative approaches were satisfied.

The research work was divided into three parts. The first part was devoted to literature review which was concerned with some concepts in relation to academic writing and at the same time providing an overview of most related previous studies conducted on the topic of the present research. The second part dealt with the data collection and research methodology used in the current study. Finally, the third part included the data analysis and interpretation of the results.

Findings of observation and both questionnaires showed that most of Master1 English students use very informal style and internet slang while writing on Facebook. Besides, most of their FB English written productions do not respect English writing conventions mainly grammar, spelling and punctuation. This is because these students falsely consider respecting writing conventions on FB as less important, ineffective and irrelevant to meaning.

Furthermore, findings evidenced that the neglect of writing conventions and excessive use of inappropriate short forms on FB has become a habit among some Master1 EFL students

Furthermore, such habit has shifted to formal settings, resulting thus in a negative impact of FB on the students' academic writing.

It is worth noting that the present study is an attempt to fill one of the gaps existing in our knowledge about the sociolinguistic side in FB use and its implications with students' English academic writing. Yet, further studies could address the limitations listed earlier by choosing a larger sample size and observing students' exams answer sheets in order to get more reliable results.

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APPENDICES

Appendix A

Students' Questionnaire

This survey is part of a research work in Sociolinguistics. You are kindly requested to answer the questions at your earliest convenience.

Your identity and answers will remain confidential. Thank you for your cooperation.

Section One

1. Please confirm your gender.

❖ Male

❖ Female

2. Please confirm your age (use numbers only).

Section Two

1. When composing your essays, which action (s) do you usually perform?

Check all that apply.

❖ Planning

❖ Drafting

❖ Editing

❖ None of the above

2. Do you care about punctuation, grammar and spelling mistakes when writing essays?

Mark only one oval.

❖ Always

❖ Sometimes

❖ Rarely

❖ Never

3. If always or sometimes, please specify.

Check all that apply.

❖ Grammar

❖ Punctuation

❖ Spelling

❖ All the above

4. If rarely or never, why?

Section Three

1. Is Facebook (FB) your favourite social network platform?

Mark only one oval.

❖ Yes

❖ No

2. How many hours a day, in total, do you spend on FB?

Check all that apply.

- ❖ Less than 1 hour
- ❖ More than 1 hour
- ❖ More than 3 hours
- ❖ Other:

3. Which of the following activities do you perform most on FB?

Check all that apply.

- ❖ Texting
- ❖ Commenting
- ❖ Watching videos
- ❖ Reading friends' posts

4. Do you happen to use FB for academic purposes?

Mark only one oval.

- ❖ Always
- ❖ Sometimes
- ❖ Rarely
- ❖ Never

5. If always or sometimes, please give examples of academic practices you perform on FB.

.....

.....

Section Four

1. Which language (s) do you use most when chatting on FB with your university friends?

Check all that apply.

- ❖ English
- ❖ French
- ❖ Modern Standard Arabic
- ❖ Algerian dialect

2. Do you use FB shortened forms (lol, OMG, thx, b4...) when chatting, in English?

Mark only one oval.

- ❖ Yes
- ❖ No

3. Do you use FB shortened forms when writing in your exams?

Mark only one oval.

- ❖ Sometimes
- ❖ Rarely
- ❖ Never

4. Do you care about punctuation, grammar and spelling mistakes when writing on FB?

Mark only one oval.

- ❖ Always
- ❖ Sometimes
- ❖ Rarely
- ❖ Never

5. If rarely or never, why?

6. Do you think Facebook can affect your English academic writing skill?

Mark only one oval.

- ❖ Yes
- ❖ No

7. If yes or maybe, in what way?

Mark only one oval.

- ❖ Positively
- ❖ Negatively

Appendix B Teachers' Questionnaire

Dear respectful teachers, this survey is part of a research work in Sociolinguistics. You are kindly requested to answer the questions at your earliest convenience. Your identity and answers will remain confidential. Thank you for your cooperation.

1- Do you have a Facebook (FB) account?

- Yes
- No

2- Are you familiar with FB texting shortened forms (lol, thx, 4u, b4, lge,...etc.) ?

- Yes
- No

3- Have you found any of such shortened forms in the exam answer sheets of Master 1 English students?

- Yes
- No

4- What kind of mistakes do you find most in their essay-writings?

Check all that apply.

- Grammar
- Punctuation
- Spelling
- Informal language

5- How would you evaluate their academic writing proficiency?

- Weak
- Average
- Good
- Excellent

6- 'Facebook can negatively affect students' academic writing'. What's your opinion?

Mark only one oval.

- Agree
- Strongly Agree
- Disagree
- Strongly Disagree

7- 'Some EFL Master 1 students are not good at writing because they are not taught writing techniques at University". What do you think?

Mark only one oval.

- Agree
- Strongly Agree
- Disagree
- Strongly Disagree

8- 'English post graduate students in Algeria are not taught English. Rather, English is used as a language of instruction only'. What's your opinion?

Mark only one oval.

- Agree
- Strongly Agree
- Disagree
- Strongly Disagree

Appendix C FB and Messenger Excerpts

M1 English Linguistics Cuat

April 13

message pour le délégué

Stp yla t9adi t9oli les profs beli les cours marahomch yatal3o mhadak site w tani 3andi sahbeti ghadwa takmalha cnx w mat9adch tkhalasha ya3ni hadak test ta3 [redacted] li gololi 3lih machi ga3 y9ado yjawbo 3lih madabik t9olilha w lga3 les profs machi ga3 les étudions 3andhom cnx et merci d'avance

6 Comments Seen by 58

M1 English Linguistics Cuat

March 12

Slit ! Yadra kayna manha ta3 les vacances yabdaw had simana??

8 Comments Seen by 54

Like Comment

Ana ghi dork hawdou m3aya des profs sma3thoum yahadro f t9n beli ma y9ariwch w khti profa galoulhojm confirmé w ma y9ariwch

Yees and you remembered me to ask about the written form of the methodology présentation are we supposed to send the word form also ?? Because we have sent the ppt form and she said that her pc can not take much docs and ppts .so @Ryhane Ghz Can u plz ask her ?

Like · Reply · 5w · Edited

M1 English Linguistics Cuat

April 18

Good morning i guess 😊😊
 Hope ur all ok
 I just wanted to ask if u could coment please what we'r asked to do this period
 And if u know weather these hollidays r about to end or no ?
 Thank u 😊 and be safe 😊

5 Comments Seen by 53

M1 English Linguistics Cuat

April 6


good morning dear mates
 I brought you today some useful words concern the coronavirus that i'v collect from defferent sources

the pandemic ريباء
 contain إحتواء
 contagious معدى contagion عدوى
 severe symptoms أعراض حادة
 immune system الجهاز المناعي
 epicenter بؤرة الوباء
 confinement / quarantine الحجر الصحي
 incubation فترة الحضانة
 social distancing التباعد الإجتماعي
 outbreak تفشي

f M1 English Linguistics Cuat Slimane

- Members
- Events
- Videos
- Photos
- Files

Search this group



[Redacted] April 24

Hi everyone! I hope your spent your first day well and Ramadan Mubarak to all of you.

To [Redacted] please it would be so kind of you to ask Miss [Redacted] to answer on our emails I sent two emails asking her about many things and she didn't answer. I would've been done with the assignment if she had replied. Now I haven't even started and I have other presentations to prepare for. THANK YOU IN advance and have a good night.

Dec 29, 2019

I was try to send you through email but infortunately can't sent

Dec 30, 2019 · Sent from Messenger

Oh ok thx

Dec 31, 2019

Extremely soo sorry

Dec 31, 2019 · Sent from Messenger

No prblm 😊

Dec 31, 2019

Thanks

Are u Literary?

Dec 31, 2019 · Sent from Messenger

Linguist

Dec 31, 2019

Which one wanna be painting 🤔?

she will paint me aheem ❤️

Abir

That's cool 😍😍

Hh just jokin sis

Abir

OmG 🤪 I believed 🙄🙄

So as far as u learn more as far as u find more

❤️ 2

I'll pray nd i'll be back girls

قمير



Yeah but afaf i think your english is good

قمير

Give us any topic to talk let's us get out of coronavirus nd mood of homes



Homes mood I mean 😊

Mare



Just suggest smthng 🙄

قمير



Guess for any topic ladies



Just an advice ur english ur



hi sister, how are you?

Jan 16 · Sent from Mobile

Gud u?

Jan 16



I'm fine 😊 thnx

where are u from?

Jan 16 · Sent from Mobile

Wlc ain temouchent u?

Jan 16



bba

Jan 16 · Sent from Mobile

😊 Nice to meet you

Jan 16



nice to meet u too 😊😊😊

Jan 16 · Sent from Mobile

❤️❤️ Hw old are u? Level of ur study!

ملخص

هذه الأطروحة هي دراسة شاملة حول تأثير استعمال طلبة الإنجليزية للفيسبوك على مهارتهم في الكتابة الأكاديمية. فقد لفت انتباه الباحث الإستعمال الملحوظ لأسلوب الكتابة غير الرسمي على الفيسبوك وكذا عدم احترام قواعد اللغة الإنجليزية وسط هؤلاء الطلبة الجامعيين ، مما قد يؤثر سلبا على أسلوبهم في كتاباتهم الأكاديمية. وقد بينت نتائج هذه الدراسة التي أجريت على طلبة السنة أولى ماستر (قسم الانجليزية) بمركز بلحاج بوشعايب الجامعي، عين تموشنت، أن كثرة استعمال أساليب لغوية غير رسمية بالإضافة إلى إهمال قواعد اللغة الإنجليزية أثناء الكتابة على الفيسبوك أصبح عادة لدى بعض الطلبة. كما أظهرت النتائج أيضا أن هذه العادة أصبحت تمارس من طرف بعض الطلبة كذلك في كتابتهم الأكاديمية . و بالتالي مكننا هذه الدراسة من استنتاج أن الفيسبوك له تأثير سلبي على مهارة الكتابة الأكاديمية لدى الطلبة.

الكلمات المفتاحية: وسائط التواصل الإجتماعي، الفيسبوك، طلبة الإنجليزية كلغة أجنبية، الكتابة الأكاديمية، عامية الإنترنت

Résumé

Cette thèse est une étude approfondie sur l'impact de l'utilisation de Facebook par les étudiants de l'anglais sur leurs compétences en rédaction académique. L'utilisation du style de rédaction informel ainsi que le non-respect des règles de l'anglais sur Facebook est bien remarqué chez les étudiants. Par conséquent, cela peut négativement affecter leur rédaction académique. Les résultats de la présente étude, menée sur des étudiants de première année de Master en anglais au Centre Universitaire Belhadj Bouchaib, Ain Temouchent, ont montré que l'utilisation fréquente du style de langage informel en plus de la négligence des règles de langue anglaise lors de l'écriture sur Facebook est devenue une habitude pour certains étudiants. En outre, les résultats ont montré que cette habitude existe désormais dans leur écriture académique. Ainsi, cette étude a permis de conclure que Facebook a un impact négatif sur la rédaction académique chez les étudiants.

Les mots-clés: Réseaux sociaux, Facebook, étudiants d'anglais comme langue étrangère, rédaction académique, argot d'internet.

Summary

This thesis is a comprehensive study on the impact of EFL (English as a foreign language) students' use of Facebook on their academic writing skill. The use of the informal writing style as well as non- respect of English grammar on Facebook has become very noticeable among EFL students. This may negatively affect their academic writing. The results of the present study, which was conducted on first year Master students of English at Belhadj Bouchaib University Center, Ain Temouchent, showed that the frequent use of informal language style in addition to neglecting English language rules while writing on Facebook has become a habit for some students. Besides, findings showed that this habit has shifted to their academic writing, too. Thus, this study led to the conclusion that Facebook has a negative impact on the academic writing of students.

Keywords: Social networking sites, Facebook, academic writing, EFL students, Internet slang.

المديرية
لجنة المديرية للدراسات في التخرج،
التكوين المتواصل والشهادات

ترخيص إيداع مذكرة التخرج
بالمكتبة المركزية

لجن الامتاحة: حناوي شهور

رئيس لجنة مناقشة مذكرة ترقية الدراسات للحصول على شهادة الماجستير تحت عنوان:

Influence of Facebook on English Academic Writing:
The Case of First year Master Students of English at B.B.U.C, Ain Temouchent
من إحداه الطالب:

الأسم: سليمان اللقب: عيسى

الأسم: اللقب:

رقم التسجيل: 93907019 الميزان آيات ولفاناً أجنبية

الدعية: لغة الإنجليزية التخصص: لغويات

تحت إشرافه الامتاحة: نبو خاتم نصير

قد حصل الطالب المذكور أعلاه بإيداعه لمختبرين (02) من مذكرة ترقية الدراسات للحصول على
شهادة الماجستير بالمكتبة المركزية مرفوق بقصر مضغوط واحد وذلك بعد رفع جميع التبعظاته.

رئيس القسم

رئيس لجنة مناقشة المذكرة

بلحميدي سلمى
رئيسة قسم الآداب و اللغة الإنجليزية

04 OCT. 2020



**Formulaire de déclaration sur l'honneur
Relatif à l'engagement pour respecter les règles d'authenticité
scientifique dans l'élaboration d'un travail de recherche**

(Annexe de l'arrêté n°933 du 28 juillet 2016 fixant les règles relatives à la prévention et la lutte contre
le plagiat)

Je soussigné,

Etudiant,

AISSAOUI SLIMANE

Détenteur d'une carte d'étudiant N° 104072373 délivrée le 26/03/2017

Inscrit à l'institut Lettres et Langues Département Lettres et Langue Anglaise

Et chargé de préparer un mémoire de fin d'étude Master 2.

Sous-titré : Influence of Facebook on
English Academic Writing: The Case of
First Year Master Students of English at CUBBAT

Déclare sur l'honneur, m'engager à respecter les règles scientifiques, méthodologiques, et
les normes de déontologie professionnelle et de l'authenticité académique requise dans
l'élaboration du projet de recherche suscité.

à Fellaoucen, le 30/09/2020

Signature

