People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Dr : Moulay Tahar University ,of Saida
Faculty of Letters , languages and Arts
Department of English

The Effectiveness of Social Net Working Sites on Master Students' Writing Skill

Case Study :Master One English Didactic Students in the

University of Saida

Dissertation Submitted for the Fulfillment of LMD Master Degree
in Didactics

Presented by :   **Suppervisor by:**
Miss: MOKHTARI Assma   Dr: GACEM Mama

Board of Examiners

Dr.M.GACEM	Supervisor	University of Saida
Dr.M.RAHMANI	Examiner	University of Saida
Dr.K.BELASKRI	President	University of Saida

Academic Year :2019/2020

Dedication

First of all , I would like to thank the almighty " ALLAH " for his grace in the accomplishement of my thesis paper on time .

I dedicate this work to those whom most I love in my life , those who supported me and believed on me , my parents who gave me strength and confidance . May "ALLAH" bless and protect them .

Finally , I dedicate this work to my lovely friends for being there during my good and hard time.

ACKNOWLEDGEMENTS

First and foremost , thanks to "ALLAH" the most higher for helping us realizing this research work.

I would like to express my deeper and sincere gratitude to my respected supervisor **Dr GACEM Mama** for her invaluable assistance, support and guidance, and her drastic directives , without her priceless advice , It would be difficult to finish this work in such period.

Deepest gratitude is also expressed to the members of the jury who accepted to devote some of their precious time to read , evaluate and comment this work.

List of Accronyms and Abbreviations

SM : Social Media

SNS : Social Networking Sites

ADJ : Adjectives

ADV: adverbes

MS : Mobile Services

M1: Master One

EFL : English as Foreign Language

ANOVA : Analysis of Variance

RCA: Root Cause Analysis

Table of contents

Chapter Four : A Proposal of Tentative Solutions

List of Tables

List of Figures

Abstract

Within globalization , new trends of using social media or social networking sites have been recently highlighted . Social networking sites (SNS) influence peoples' lives in different ways and many aspects including education and English language learning. The Algerian society is not an exception since ,Facebook among other social media, is more and more used among students . The present work aims to study the effectiveness of Social Media on Master Students' Writing Skill. To obtain and analyze the necessary data, a quanlitative method was used . This research takes place in the departement of English atTahar Moulay university of Saida; the participants are Master one didactic students . The investigation was carried out with the use of a questionnaire for students and an interview for teachers. The results comfirm that both of the students and teachers can initiate a group discussion for the sake of exchanging ideas. The course related materials and social networking sites help them to enhance and improve their writing skill . However; the findings affirm that social media also have a negative influence gieven the fact that students use short forms , incorrect grammar and simple sentences unconciously in their formal writing . The paper concludes that social networking sites play a crucial role in founding a bridge among the students , which enables them to communicate on a common platform .

General Introduction

General Introduction

The writing skills is very important for every student learning the English language, For some students, communicating in written words is easier than communicating orally. In fact, students with difficulties in communicating their ideas and feelings orally can be immensely helped by social media or media writing .Thus; the writing skill is very important for those students , but the reality does not match the expectations . The students ability to write is still low: they still have many problems in writing such as spelling , punctuation ,structure , grammatical rules and others .

Some students do not even know what they will and should write , their interests and motivation to write are very low.They think writing is a very difficult thing . To overcome these problems, they need strategies that can build up their writing skill ; one of the strategies to provide a medium that appeals to learners in writing involves social media. This social media(SM) is expected to improve students' writing skill.

Social media can be used to support the process of writing as students develop their writing skill in various genres. It is important for teachers to be active facilitators since social media used for language learning .

Social media today are part of students' life since they are too much connected to it ,but within the misuse and the misperception of social media in students' writing skill , social networking is blamed firstly .

Nowadays, students can easily communicate to each other through social media and they prefer writing as a medium of communication , but students seem not to be acknowledgeable about the use of SM [1] , since their writing is changing , they use short forms and poor grammar .

The aim of this study is to make a clear explanation about the use of social media and how SNS affect learners writing skill negatively and positively . Also these social networking sites make students aware about its importance .

For the purpose of this study the following questions have been formulated :

1) What is the influence of social media on the students' writing skill?

2) How can the social media improve the students' writing skills?

From the suggested questions , the following hypotheses have been formulated :

1) when the students rely on social media , their writing skill will be influenced positevely and negatively.

2) when the students use online chatting in a positive manner and they are concious about the grammatical structure , their writing skill will be improved.

This work comprises four chapters. The first chapter sheds light on writing and provides a whole overview about it in general and its necessary skills which help to organize the pieces of writing produced .The second chapter deals with the learning situation and the research methodology; it speaks about the concept and the subdivision of social media and also the effects of social media in developing learners writing . In addition, the positive and negative effects social mediaon students formal writing and the research methodology.

The third chapter sheds light on the data analysis which has to do with procedures , the analysis of the students and the teachers' questionnaire .The fourth chapter tries to proposes some tentative solutions. It includes the negative impact of students' writing competence (texting) and the pedagogical considerations .

This research was conducted at Dr Moulay Tahar Saida university with Master one didactic students . Moroever ; it is important to underline that this study has barriers : the lack of books and resourses. Besides, the population of the conducted group is small and might not represent the majority of the students.

Chapter One

The Literature Review

1.1.Introduction

In this chapter , the researcher presents the concept of writing, its meaning , its definition, then its history and its development. The second step is about the most important writing system (as a script, orthography), and followed by the different types of the writing system Logography, syllabic , and alphabetic). Always with the same chapter the researcher will shed light on writing and it is systematic components,(organization,clarity, coherence , and mechanics , grammar , punctuation).

1.2. The Concept of Writing and its Meaning

Writing is a physical and a mental act , it is about discovering the ideas , thinking about how to communicate and develop them into statements and paragraphs that will be comprehensible to a reader, writing is a complex , multifaceted and purposeful act of conversation that is performed in a variety of surrounding , under a variety of constraints of time , and with a difference of language assests   and technological equipment [2]. According to Nunan (2003, 08) : "Writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statements and paragraph that is clear to be understood by the people".

Writing is considered as an active creation of text. It involves on the one hand lower- order transcription skills such as handwriting, punctuation and spelling, and on the other hand higher -order , self -regulated thinking processes such as planning , sequencing and expressing the content (Berninger et al , 2002,56) .It requires the writer to express the content of writing into a good composition by considering the aspect of writing to be understood by the readers. According to White and Arndt (1991, 8) in Hammad (2013,01). " Writing is a thinking process which demands intellectual efforts , and it involves generating ideas , planning , goalsetting , monitoring ,evaluating what is going to be written as well as what has been written , and using language for expressing exact meaning ".

It means that writing consists of some stages that should be done by the writer in conveying the message of writing. Based on the explanation, writing is an effort to express the writers' thinking feeling , or ideas by considering writing aspects and writing stages to be clearly understood by the readers

1.3. The Historical Development of Writing

1.3.1 .The Stages of the Development of the Writing Skill

In ancient times, nobody knew that writing was needed to be invented. The invention of writing happened in an independent way in different parts of the world and it followed the same fundamental steps. At the beginning , to indicate something people used pictures or conventional signs.

Based on the explanation, the history is impossible without the written words as one would lack context in which to interpret physical evidence from the ancient past . Writing records the lives of a people and so, it is the first necessary step in the written history of a culture or civilization .As mentioned in the explanation ,the development of writing has different stages as stated bellow:

- **Writing and Civilization**

The invention of writing and of a convenient system of records on paper had a great and major influence in uplifiting [3] the human race than any other achievement in the career of man (Breasted, 1926) as distinction human language from animals , so writing distinguishes the civilized man from the barbarian. Writing existed only in civilization can not exist without writing Galb(1963, 13-14).

- **Pictography**

It is the beginning   and   forerunners of writing using pictograms (ie pictures and signs) like what was known among the American Indians , the earliest cave painting in Europe were dated about 37,000 years old.

- **Semasiography**

It is the forerunners of writing , using the indentifying mnemonic and descriptive , representational devices to achieve   intercommunication by means   of visible marks expressing , but not necessary linguistic elements.

- **Full Writing**

The critical step in the development of full writing of phoneme into the pictogram or ideogram, there are two kinds of writing, the first one is the logographic writing which the system is characterized by the large inventory of elementary signs numbering in the thousands , since the words of language are much of more numerous than meaningless sounds such as :Syllables or phonemes .

The second kind is phonographic writing , writing is accomplished by symbols expressing the sounds of speech as opposed to higher- level unites (words or morphems).

- **Major Ancient Writing civilizations**

There are numbers of the ancient writing around the world and they are :Cretan linear A and B (1750,1450) , linear A is a writing system used by the Minoans (cretan) it is one of the two undeciphered writing system it was the primary script used in place and religious writing of the Minoan civilization.

One of the most important writing civilization is the Egyptian writing (3100,1800) was known as hieroglyphics (scared carving) and developed at some point prior to the early Dynastic period (3150, 2613) and the Sumerian (3100,1800bc) ,Hittite (1500,700bc) , and also Chinese (1700 be present) , Maya (200bc , 1500).

- **1.4 The Writing System**

Writing was defined in relation to writing system by Daniels and Bright (1996,03) as follows : ” Rather writing is defined as a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the   utterer” . By this definition writing is bound up with language from this saying , writing system is a conventionalised it is regarded as a reliable form of information storage and transfer.The term writing system has two different meanings ; one refers to the general ideas of writing (script) , the other to a specific language (orthography) . Coulmas (1999,560) defined the writing as”A group of visible or tactile signs used to represent sections of language in a   systematic way”.This means that the writing system can be used both for referring to the general way of writing which can be

also called script and also for speaking about the type of writing which is a specific language . Here is more explanation about what is already mentioned.

1.4.1 Writing as a Script

The term is defined by the Oxford Dictionary as follows:

1-Writing using a particular alphabet.

2-Handwriting as distinct from print ; written character .

3-Print type imitating hand writing.

The term script selects the possibilities of a given system in accordance with the structional conditions of a given language such as (Chinese script or Arabic script). Script has been explained by Coulmas (2003,35) as the descriptive or the graphic forms ; letters and symbols for examples : the well known script of the Roman alphabet as a matter of fact the single type of writing system include different script.The term writing system and script are distinguished from orthography which refers to the standardizedvariety of a given language specific writing system.

1.4.2.Writing as an Orthography

The Oxford Dictionary defined the term orthography as follows:

1) The conventional spelling system of a languager

2) The study of spelling and how letters combine to represent sounds and form words

3)The word orthography is a specific selection of the possibilities of a script for writing a particular language in a uniform and standardized way such as : (Standard German / Swiss German orthography).

Orthography , in some points is used to replace the term writing system , it refers to the set of rules that used in a specific language for spelling , punctuation and it is called " The English writing system ". And in this sense Coulams begins his entry in The blackwell Encyclopedia of writing system (1996,379-80) as follow *"Orthography correct spelling and that part of grammar that deals with the rules of the correct spelling "*. Orthography is a normative selection of the possibilities of q script for writing a particular language in a uniform and standardized way.

1.5.Types of the Writing System

As mentioned before , the term writing system can be used to refer to both a writing system for a particular language and the general use of writing system in the second sense has three main types : logography , alphabetic, and syllabic.

1.5.1. Logography

Logographyr is a single written character which represent a complete grammatical world . As each specific character represents a single word or a morpheme . Many logograms are required to write all the words of language . The American heritage dictionary of representing an entire spoken word without expressing it is pronunciation for example : For 04 read (four) in English, (quarto) in Spanish and, اربعة in Arabic , it also called ideogram logography.

1.5.2. Syllabic

Syllabic writing is another type of writing system. Syllabaries are writing systems whose signary is based on the syllabales of a particular language. Daniels and Bright (1996,49) defined syllabary as a "Type of writing system whose characters denote syllables, with no deliberate graphic similarity between characters denoting phonetically similar syllables". Some famous examples of the syllabic system are the Mande syllabaries, Banum (Syllabary of Cameroon). The syllabic system as considered to be more efficient in teaching a language , In the syllabic system , individual symbols represent distinct syllabales .

1 .5.3. Alphabetic

The Alphabetic writing system was defined as the set of symbols ,known as letters that are used to form words .The alphabeticis composed of five vowels , letters representing speech sounds formed exclusively with an open airway and 21 consonant / letters representing speech sounds , formed with the tongue , tooth and lips . Daniels and Brights

(1996,39) stated that "A type of writing system that denotes consonants and vowels". The mostely used alphabetic writing script is the Roman script or as called the lattin script .

1.6 Writing and its Systematic Components

Learning to write in English is a very complex and difficult task to achieve. It should be restricted to a set of rules and criteria. According to Starkey (2004, 02) "An effective piece of writing includes: organization, coherence , clarity , with accurate language and word choice.

1.6.1. Organization

One of the most important steps in the writing process is organization . It is designed to be effective and the first thing to grasp ideas , information and the objective should be organized before starting writing in order to form the plan about the written form. Organization helps the writer to prepare easily for the piece he/ she wants to write . The reader also benefits from this point (organization) in understading the ideas of the writer and the aim behind this operation. According to Starkey (2004 ,21):" organization helps the readers to show how the points are linked together and how they support your thesis".Starkey (2004,02) states that: " The direction and the purpose you get from organization helps your reader to believe what you are saying and to willingly follow your lead".

1.6.2. Clarity

Clarity is very necessary stage in writing process. The objective or the goals behind writing a text or a paragraph is to be understandable for the readers , therefore ; the writer should be clear and should be concise , in order to, convey delivering his or her message clearly Starkey (2004,60) mentioned four basic elements in making writing easy and accurate . They are as follow:

- **Eliminating Ambiguity**

The writer here should obstain using the ambiguous and unclear words or phrases in order to be clear for the reader .

- **Being Powerful**

It is mean , using the powerful and precise objectives and adverbs . He or she should be aware about the effect and strong words (Adj / Adv) that have a positive effects on the readers points of view.

- **Being Concise** Unnecessary words defuse the meaning of the message , the writer should read through his draft in order to look for sentences or words that are redundant or otherwise not required .

Avoiding Unnecessary Repetition

The repetition and the redundancy of the words can destroy the clarity of the written form .

1.6.3 . Coherence

Coherence in writing , is the logical bridge between words, sentences and paragraphs , coherent writing uses devices to connect ideas within each sentences and paragraph , It makes the ideas linked together so that the reader can understand easily the content of the writing coherence; it is one of the necessary points which can not be missed in academic writing.Murray and Thughes(2008,45) assert that:" Coherence is perhaps the single most important element in any kind of writing."

1.6.4. Mechanics

The term mechanics refers to the rules of the written language such as : Capitalization , punctuation and spelling and also refers to the appearance of words , and how they are spelled and arranged on paper. Brooks and Penn (1970, 20) state that:"For one thing in writing they must understand the structure of the language , what the parts of speech do? How the words relate to one another? What individual words mean the rules of grammar and punctuation?" .

1.6.5. Grammar

One of the most important components of writing is grammar, it is a sub skill. It is the structure of written or spoken language , it refers to the parts of speech and how they are combined together to form sentences. In linguistics , grammar is the set of structural rules governing the composition of clauses ; phrases and words in any given language . This term refers also to the study of such rules and this field includes: Phonetic , semantics and syntax and pragmatics.

The term linguistic competence refers to the unconscious knowledge of grammar that allows a speaker to use and understand a language. Also known as grammatical competence or I-language , with linguistic is necessary both for specific words and to start sentences and quotes Starkey (2004,60) .

1.6.6 Capitalization

Capitalization,especially neglecting the skills which are very important in creating a clear and understandable text and essays can stick to them all the way of their educational and may be professional career. Capitalization is very important in writing academically, the writer should be restricted to the rules of capitalization and should give them an importance as much as he/she gives to another writing skill because most of the students nowadays write only to get a degree not taking into consideration that these types of mistakes they commit while writing academically performance[4].

1.6.7. Punctuation

Punctuation marks are signs used by the writers to give directions to their readers about which way the sentence is going , here are some symbols of punctuation that are necessary when writing:

1) Comma (,): is used to make pauses , separate sentences or words ,give different examples.
2) Question marks (?) : used in a sentence to ask a questions .
3) Colon (:) : used when listing.

4) Semi- colon (;): it is generally difficult to use , it is used to join two connected sentences .

5) Apostrophe ('): Used to indicate possession.

6) Full stop (.): is used to indicate that the sentence is ended.

   Using the proper punctuation is one of the most crucial elements in making the meaning of the sentence absolutely   clear and precise.Starkey (2004,43) states that:"Punctuation indicates pauses and sentences boundaries[5] also help the readers understand what is written .A well punctuated and capitalized piece of writing should make the work easier to read and understand and well therefore; help it make more favourable impression an your reader".

1.8.Conclusion

   In this chapter ,the researcher gives a general view about writing   , academically and about the sub- skills which are necessarily required in writing , and how an academic text should be written and also the mistakes that are often used by writers , the investigator in this chapter make a distinctions between the types of writing system and the components of writing .

   The next chapter will sheds light on the concept of social media and it is categories , then it is the role ,followed by the importance of social media in developing learners' writing , After that the writing situation of master one students with the effects of social media positively and negatively, and the effects of social networkings' writing then the research methodology.

Note to Chapter one

1)SNS[1] : social Networking Sites.

2)Technological iquipment[2]: Is a group or" family" of product , which includes devices that have primary function related to the collection , transfer , storage , or processing of data.

3) Uplifiting[3]: The act of something being lifted upward.

4)Writing academically[4]: Is the extent to which a student , teacher or institution has achieved their short or long -term educational goals.

5)Sentences boundaries[5]: Simply, a run on sentences is when two or more simple sentences (independent clauses) are joined with only a short connector work (i-e a coordinating conjuction) and without the necessary punctuation.

Chapter Two

The Learning Situation and Research Methodology

2.1. Introduction

In this chapter , the researcher introduces the concept of social media, its subdivision, categories , its definition , then the importance and the effects of social media on the development of the students' writing skill, then the writing situation of master one students with the effects of social media positively and negatively and the effects of social networkings' writing .After that, the researcher sheds light on the research methodology (the questionnaire, interview , the sample and the research procedure).

2.2. The Concept of Social Media, its Subdivision and its Role

The term "social media "refers to the wide range of internet, based and mobile services (MS) that allow users to participants in online exchanges, contribute user, create content, or join online communications, The kinds of internet services commonly associated with social media (sometimes referred to as web 2-0) include the following: Social media is the term often used to refer to new forms of media that involve interactive participation. Often the development of media is divided into two different ages, the broadcast age and interactive age.

In the broadcast age media are almost exclusively centralized where one entity such as a radio or television station , newspaper, company , or a movie production studio ,distributes messages to many people stated as below:

- **BLOGS**

Short for "web log " a blog is an online journal in which pages are usually displayed in reverse chronological order , blogs can be hosted for free on websites such as wordpress. Tumbler and blogger.

- **Wikis**

A wiki is a collective website where any participant is allowed to modify any page or create a new page using her web browser on well – known example is Wikipedia   , a free online encyclopedia that makes of wiki technology.

- **Social bookmarking**

Social bookmarking sites allow users to organize and share links to websites, examples include reddit, stumbleuppon and digg.

- **Social network sites**

These have been defined as web –based services that allow individuals to construct a public or semi- public profile within a bounded system, and articulate a list of other users with whom they share a connection and view and traverse their list of connections and those made by others within the system, then the most popular in Algeria are face book and YouTube

- **Status- update services**

Also known as micro blogging services, status update services such as twitter, allow people to share short updates about people or events and to see updates created by others.

2.2.1. The Role of Social Media

Social media offers a variety of awareness which people can communicate with each other .In fact, social media is known to have been used widely in the educational field also .Over the last 30 years, the nature of communication has undergone a substantial change and it is still changing .Email has a profound effect on the way people keep in touch. Communication are shorter and more frequent than when letters were the norms and response time has greatly diminished .Instant messaging has created another method of interaction , one where the length of messages in shorter and the style of the interaction is more conversational .Broadcast technologies like: Twitter transform these short bursts of communication from one conversations to little news (or trivia) programs : which people can "tune in" whenever they want to an update or have something to say. Online communication tools also have the potential to increase people's awareness of the movement of their professional or social contacts. Twitter, for instance offers them an update of things, people happen to be doing at a particular point of time.

In creasingly , a computer with the internet connection is a locus of a range of interactions in a variety of media and get. Social networking sites like Facebook and Myspace and virtual environment like second life and world of warcraf have become online meeting spaces where users, members, residents or players can interact and express

themselves. They offer a way to keep in touch with existing communities that users belongs to offline, such as social and professional groups. They also make it possible for people who would not normally communicate more than a few times a year to keep in touch, colleagues net at conference for instance, or friends net through the online community itself. Sites like YouTube and flicker represent another form of online communication that is centered on sharing preference , and popular culture , visitors can browser movies (in the case of YouTube) or photos (in the case of flicker) , express personal preference , add commentary and upload their own creative work , YouTube is also a repository of popular culture in the form of newscasts , television shows of current interests. The kind of interaction that occur on these sites center around shaded interests and include not only verbal commentary but commentary in the form of original or derivative works based on popular of the interactions they can have there both social and professional whether it is as simple as checking back to see what other comments have been added to yours or as involved as attending a workshop or presentation in a virtual world , the nature of the attraction like in the connections between people that these online spaces offered

2.2.2. Définition

Social media is a term that has been common for quite a while, the Oxford Dictionary characterizes the term as "sites and applications that empower clients to make and offer content or to take an interest in social system administration ". Social media is an attentive piece of the new age society. The best way to define social media will be to separate it from newspapers and the audio- visual medium of television or radio. It is a group of online communication channels devoted to information, connection, substance, and coordinated efforts.

Sites and applications committed to discussions, micro- blogging, social system administration, social bookmarking, and wikis are among the distinctive social media. Social media has been advancing rapidly, offering new and significant approaches to individuals around the globe. Presently, social media is developing into an indispensible part of our daily lives. The social system administration is presently a genuine worldwide sensation.

2.2.3. Catégories of Social Media

Social media is a broad term and has many categories:

- **Social networking:** is a such category of social media , it contains very popular sites like: face book and others which allow it users to comment on profiles , join groups , share video and keep in touch with friends online.
- **Social news:** interact by voting for articles and connecting on them, if articles hit a lot of likes and positive comments and feedbacks, so they are regarded as good. Yahoo news is decided as the most common example because people can voice out then their reaction to certain issues.
- **Social photo and video sharing:** Interact by sharing photos and video and connecting on the user submission.
- **Wikis:** Interact by adding articles and editing existing articles (Wikipedia, wikis)

2.3. The Effects of Social Media on Students' Writing Skill

Students are more exposed and influenced by social media since it is a medium of social interaction in present day .Besides that social media has been used in many ways for different purposes . For example, YouTube is used to watch video and online streaming, watpad for online novel sharing and many more .In education settings , social media is used for blended- learning purpose .The three top of social media tool that college students normally used are : face book, Wikipedia and YouTube , for social engagement , direct communication speed of feedback and relationship building .

Previous research researches implies that social media has different changes on students formal writing. The main issues evoked by most studies include reading, spelling, grammar, creativity and formality.

Reading has a great deal with social media while most of the student are constantly on their phones , computers and tablets and are never very far from the internet . According to a study done by the Jackson city patriot staff students do very little reading during the summer months while they are out of school , but studies done by the Alberta Teachers' Association and Vicki Colman argue that students are in fact reading more .

This study surveyed around 5,000 students between the ages 16 and 17, the results were that around 20% of students never read fiction or nonfiction, 67% were on different websites weekly, 55% read email regularly and 46% checked blogs, with all these studies are constantly taking a new information every time they access the internet or log into a social media sites. However; along with increasing reading in students, social media and blogs are also increasing creativity. A study conducted by the National Literacy Trust has shown that out of 3,001 students surveyed 57% who actively blog or are on social media enjoy writing more than the students who are not active on social media. These students felt more confident in their writing, and believed themselves to be strong creative writers; also the students who blog or are active on social media write short stories, song lyrics, or keep a personal journal.

A problem that some studies, such as those conducted by the Jackson City Patriot staff and Jamie Perkins are finding is that sites are not encouraging proper grammar usage. Twitter , for example , only lets people post tweets of 140 characters which does not always allow for complete sentences , and usually results in run – ones and fragments .Perkins believes that the short character count is leading to a short attention span when it comes to reading and writing and affecting the ability to write correct sentences ; this also leads to poor word choice , students tend to use a short hand of internet slang and abbreviation to keep text – short this had led to some students using this form of writing in their formal writing. Apostrophe usage, especially with words (your and you'r), is also usually an error that is commonly found. Spelling is another problem that is common occurrence. This can also bring up the problem of the shorthand communication that is being used.

There are some students who continuously use the spelling of "you" and "are" as "U", "UR" and "R" as if they do not know the difference between which is right and wrong. Besides that; formality is an issue because students are writing their formal papers in a more casual tone.

In Jamie Perkins' study he noticed that people were not using complete sentences and were using a shorthand approach in their formal writing, this also relates back to the grammar problems, the shorthand is decreasing the tone and the attitude of these papers which makes it unacceptable for academic and professional writing; even though social

media is increasing small talk communications it is greatly hurting how students conduct their academic writing.

2.4. The Effects of SNS on Students Writing Skill Positively and Negatively

The use of social media is being rapidly in the last few years, it is only being used by the working people but also there is heavy increase in the use of SM by the students or education society. (Raut and Patil, 2016) with such broad acceptance, there is no surprise that social media have affected the way people live. Social networking websites such as Face book is one of the trendy examples of conversation technologies ,that have been broadly adopted by students this fact have the practicable to turn out to be precious assets to help their educational communications and collaboration with faculty .

Social media are mostly used by students to communicate and exchange ideas, Hasnain, Nasreen and Ijaz (2015, 22) stated that:" The development of technology and increase in internet usage, social media has become a part of the daily life.   If social media is used in a wonderful way it can help college students to get understanding that can be used to improve their tutorial overall performance.

2.4.1. The Positive Effects of Social Networking Sites.

Most of the students believe that social media are very useful tools in their studies. Accordingly; that can help them to boost university related activities. Learners describe social media as educational tools in their education , so , it is expected that social media positively affect students' academic performance, also a teacher makes efforts to gain an understanding of the prerequisite knowledge[1] , with in their construction of the new background Anderson (2008,47) . According to (Harwood and Blackstone , 2012):" Instructors can show they are engaged in college students Face book studying via in reality linking an hyperlink shared with the aid of a scholar , writing an encouraging remark to a submit or referring in class to a fascinating dialogue that has occurred on the page"

According to (Harwood and Blackstone , 2012) , this kind of support is very important to motivate the less confident learners to feel interested to participate in the discussion and as the teacher is involved in the communication the learners are aware of the their writing . They do now not want to do any errors in their writing .Moreover ; the learners want to be greater creatives[2] in their writing due to the fact they recognize trainer as

watching their and if their feedback is imaginative two trainer will his/ her feedback or will respond to that.

Acceding to Vigotsky's (1978, 536) social development theory advocates learning contexts in which students are active in their own learning. To achieve this, Vygotsky (1978, 536) advises that the traditional roles of the instructors and student are altered to enable the instructor to collaborate with students in order to facilitate the construction of meaning[3]. According to Greenfield (1972, 120) online chat is a new communication environment and may expect it to elicit adaptation in participants' language use."One dimension that distinguishes written from spoken language is explicitness, written language is more explicit, whereas spoken language is more implicit because it uses both verbal and nonverbal contexts to complete its messages". (Greenfield, 1972)

2.4.2. The Negative Effect of Social Networking Sites.

Chat dialogue shows case facts of each written and spoken language, According to (Herring) " Chat takes location in the written medium[4] (Typing phrases on keyboard and studding words on a display screen) but like spoken language, particularly, unplanned speech, commonly consist of shorter, incomplete grammatically sentences". Anderson (2008) stated that «They exercise their mastery of communication norms and tools, some of which are not be appropriate to an educational online context[5] "(2008, 48)

Therefore; Hizili (2010) found in his research that chat users omit copulas, subject pronouns, and articles. The use of misspelled words and spelling by replacing normal words and terms in the language is a definite cause for alarm hindering the ability of students and children to communicate effectively through the appropriate written medium when writing academic papers, essays, or drafts.

The effects of social media on students' writing skill can cause many negative attitudes; scholars can resume this as follows:

a) It is not a suitable environment or it is inappropriate for formal teaching and learning activities (Kabilian et al, 2010, Shik 2011).

b) May affect students learning out comes, physical and mental health because they spend too much time using it.

c) It creates students' distractions (Yunus and Salehi, 2012).

d) It creates students' habit of using short forms too much or informal writing, which leads to grammar mistakes (White, 2009).

e) Can result miscommunication because the writing can be lacking in the opportunities for expression, explanation and classification that are found in the face -to face interaction (Zaidich, 2012).

Manan et al (2012, 12) pointed out that:"Engaging with social media may also increase the usage of English poor quality because students tend to use non-standard English when interacting with each other online".

Thus; the evidence regarding the effectiveness of social media, face book on EFL learners' writing has been inconclusive.

2.5. The Negative Attitudes of Social Networking's' Writing

Social media is now part of everyday life, students are exposed on social media are acceptable among students ' peers regardless of attention to detail. Social media have many negative attitudes. They are mentioned as follows:

- **Language of the net**

The internet has modified the fashion people live in numerous aspects, however; the largest one is their impact on the way they interact every day. Most social media are used to transmit one's thoughts for instance: Face book users might also employ the language freely as they favor.

The students use the language that they find relaxing rather than the standard language which is full of rules, grammar and syntax. Everyone can observe that all the people especially students everywhere around the world have developed a new structure of texting while connecting in social networks. They use informal and less correct language like dialect, a lot of abbreviations, acronyms, spelling mistakes and also emotions in their daily interaction. To get an idea about emotion signals, see table 4.1.

Table 4.1: List of some useful Emotions used while texting

☺	Happy
☹	Sad
:-/	Confused
: x	Love struck
:-*	Kiss
B-)	Cool
O:-)	Crying
:-w	Waiting
:-?	Thinking
>:)	Devil

- **Texting**

Texting essentially started in the 1920 s when RCA(Root Cause Analysis) communication (known today as Verizon wireless) in Newyork city first introduced the telex service . The first text messages were sent from New York to London .Today , text messaging is often used by mobile phones users as an alternate method of communicating when voice communication is difficult , inappropriate or undesirable . In other instances sending a text message is less expensive , it is also less intrusive because the receiver can attend to the message at his or her leisure.

Texting sometimes refferred to as "Text messaging " used by humans and college students for non-public , and social functions and quick social media websites can be sent by cell phones and they can additionally send a textual content message from a pc to handheld devices and it is turning into more current human beings.

One cannot speak about texting without speaking about abbreviations because they are part of texting, most of them use this method while texting especially the students.

- **Abbreviation**

From the free dictionary the word is defined as a shortened or contracted from a word or phrase used in place of the whole. Abbreviation is the act of shortening a form of a word or phrase for example: the word abbreviation itself can be represented by the abbreviation and acronyms have two different meanings: abbreviation is a short form of words for example: lib for library/ approse for approximate. Acronyms are also the act of

shortening but to take only the first letters of words for instence: USA for United State of America. For more clarification, see table 4.2:

Table 4.2: List of the most common abbreviations used in texting

Abbreviation	Their meaning
IDK	I do not care
2MOROW	Tomorrow
2NTE	Tonight
AEAP	As early as possible
BRB	Be right back
CUS	See you soon
F2F	Face to face
IMU	I miss you
KEY	Kiss for you
LOL	Laugh out loud

2.6. Research Methodology

The investigation moves up with the use of questionnaire for the students and the interview for the teachers in order to obtain and analyze the necessary data. The present study is carried out to investigate the effect of social media on students' writing skill.

2.6.1. Participants

The population of this study consists both of «Master one didactic teachers and students of Dr Moulay Tahar Saida University".

2.6.2. Instruments

Two tools are used in this work, including questionnaire which attempts to collect the necessary data that provide answers. . The questionnaire is addressed to the Master one

didactics, English students of the foreign languages at Moulay Tahar university , the questionnaire contains two sections , the first section includes 07 questions and the second one is open- ended questions and it includes 05 questions . The second tool used to gather data is an interview and it is addressed to Master one didactics teachers and it includes seven questions

2.6.2.1. Questionnaire

The questionnaire is a tool to collect information, to explore and describe knowledge , attitudes , perceptions , beliefs of a target group or population , is one of the most useful tools in doing a research and in this research ,the participants are Master one didactics students . The reasons behind choosing questionnaires as the tools for data collections questionnaires as Nunan (1992,231) pointed out «A questionnaire is an instrument for the collection of data usually in written form consisting of open and closed questions and other probes requiring a responses from subjects".

A questionnaire is a research instrument consisting of a series of questions (or other types of prompts) for the purposes of gathering information from respondents. The questionnaire was invented by the statistical society of London in (1838); the questionnaires are administered to currently enrolled students and their teachers at the department of English, university of Saida.

In addition; the researcher uses open and closed types of questions when conducting the questionnaire so as to get concrete responses and information as Bradburn et al (2004,100) elaborate further when they state that " Closed- ended questions give the alternative answers to the respondents , either explicitly or implicitly . In contrast, open – ended questions do not provide answers ". As an example of the closed questions, the researcher has used the following pattern:

* Do you use social network in your daily life? Yes   No

On the other hand, is an open – closed question, the informant is supposed to post full answers, as an example:

*Do you think that the online chatting helps you to improve your writing? How?...
....

2.6.2.2 .Interview

The structured interview is a standardized interview process that comes with several advantages and disadvantages. It is a quantitative research process that has been employed in every survey research and can be presented in the same way, structured are a means of collecting data for a statistical survey. In this case, the data is collected by an interviewer rather than through a self - administered questionnaire.

The aim of the whole approach is to make sure that the interview has been presented in the same manner.

This qualitative tool is used to collect data from individuals through conversations (Questions vs. responses). Thus the use of the interview is conceived to help the investigator.

Structured interviews are standardized and can be easily tested for reliability because of the close - ended nature of questions. These interviews are firstly quick and the large member of candidates can be interviewed in a short period of time and analysis of the answers can be done easily. However; interviewing is not an easy task that is why the researcher has tried to pay attention to the fact that different types of interviews are available which differ in terms of characteristic and the level of formality, as well. According to Nunan (1992,149):" Interviews can be characterized in terms of their degree of formality and most can be placed on a continuum ranging from unstructured through semi - structured to structured ".

In this study, the researcher resorts to interview the Master one didactics teachers about the use of social networking and its effect on their students' writing skill . So, the suggested questions in the interview require immediate and direct answers

2.6.3. Procedure

After exposing the tools that the researcher has to ask permission to fulfill that process putting in mind that the questionnaire is administered for the students, the questionnaire is given by hand to the students, In order to, answered and given back to the researcher by hand. For the interview, the researcher has selected questions that should be asked by the interviewees (teachers) directly about the effectiveness of social media on master students writing skill.

2.7. Conclusion

In this chapter , the researcher sheds light on the concept of SN , its subdivisions , its meaning and also its categories , and its definition ,the second one is the effect of social media in developing the learners writing skill . Then; the writing situation of master one students with the effects of social media positively and negatively, and the effects of social networking's' writing then the research methodology, the following chapter is purely both a qualitative and quantities study in which the researcher's findings will be analyzed and interpreted graphically

. **Notes to Chapter two**

1) Pre-requisite knowledge [1]: Is a specific course or subject that you must complete before you can take another course at the next grade level, to be accepted into some courses, you will have to prove that you have a certain amount of knowledge about the subject already.

2) Greater creatives [2]: Having the ability or power to create.

3) Construction of meaning [3]: The creation or building of something.

4) Written medium [4]: Typing phrases on keyboard and studying words on a display screen.

5) Educational online context [5]: Is a flexible instructional delivery system that encompasses any kind of learning that takes place via the internet.

Chapter Three

Data Analysis

1. Introduction

In this chapter , the researcher will move to the practical side of this research , after conducting the questionnaire , and interviewing the master one didactic teachers and students , the researcher will interpret and analyze the findings qualitatively and quantitatively by using tables , bar -graphs and pie - charts . After that the researcher will disclose, interpret and discuss the students questionnaire graphically and then the conclusion.

3.2 Data Analysis Procedures

The data gathered from the students ' questionnaire was analyzed to summarize the results of this study. As it was explained, the questionnaire was administered to «Master one didactic English students of Dr, Moulay Tahar. Saida University», the questionnaire was given to ten (10) students to be representative; it was given to different students with different ages. The questionnaire is dividing into two sections and it contains all the types of questions (close - ended, open - ended and multiple choice questions).

3.3 Analysis of the Students' Questionnaire

As it was already explained, the questionnaire was given to ten (10) students. To be representative, the questionnaire combined all types of questions .All answers were written in English language, the analysis of the retrieved questionnaire provided the following answers.

3.3.1 Analysis of the Questions
Question n01 Do you use social networking sites in your daily life? Put ticks

The majority of the students (females 60%) responded that they used SNS in their daily life, while the other students (males 40%) they did not use it in their life which means that SNS is not very important for them.

	Yens	No
Féales	06	0
Parentages	60%	0%
Males	04	0
Percentages	40%	0%

Table 3.1: Rate of Students Use of SNS
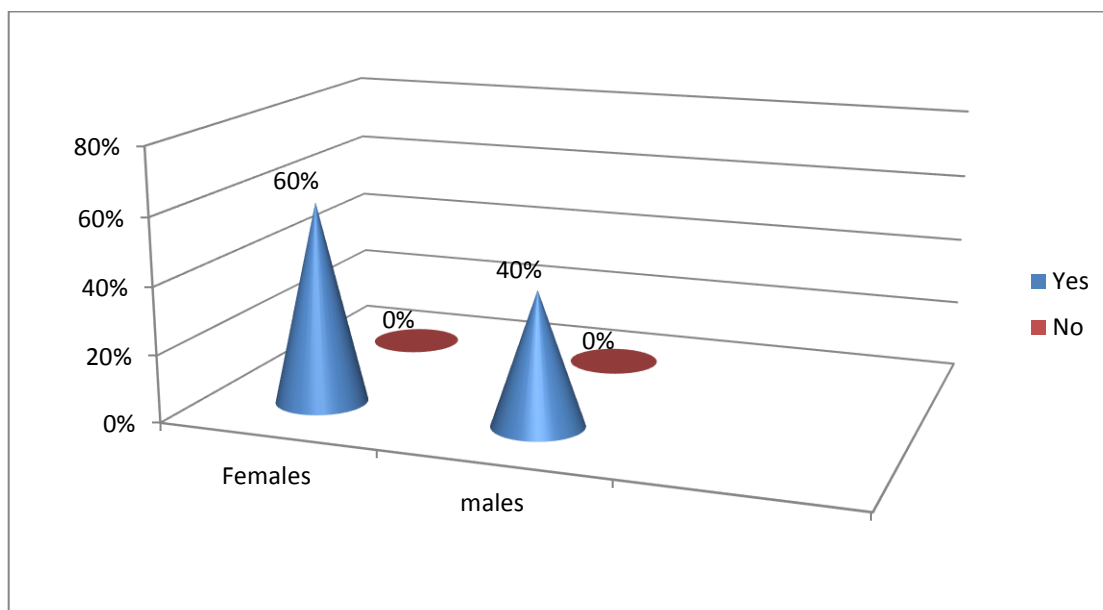
Figure 3.1: Rate of Students Use of SNS

Question n 01 Do you use SNS in your daily life? If yes, how often do you visit SNS?

Most of the students (50%) used it every day followed by (30%) and (20%) used it sometimes and occasionally.

	Every day	Sometimes	Occasionally
Numbers	05	03	02
Percentages	50%	30%	20%

**Table 3.1: Students' Use of Social Networking Sites Perday**
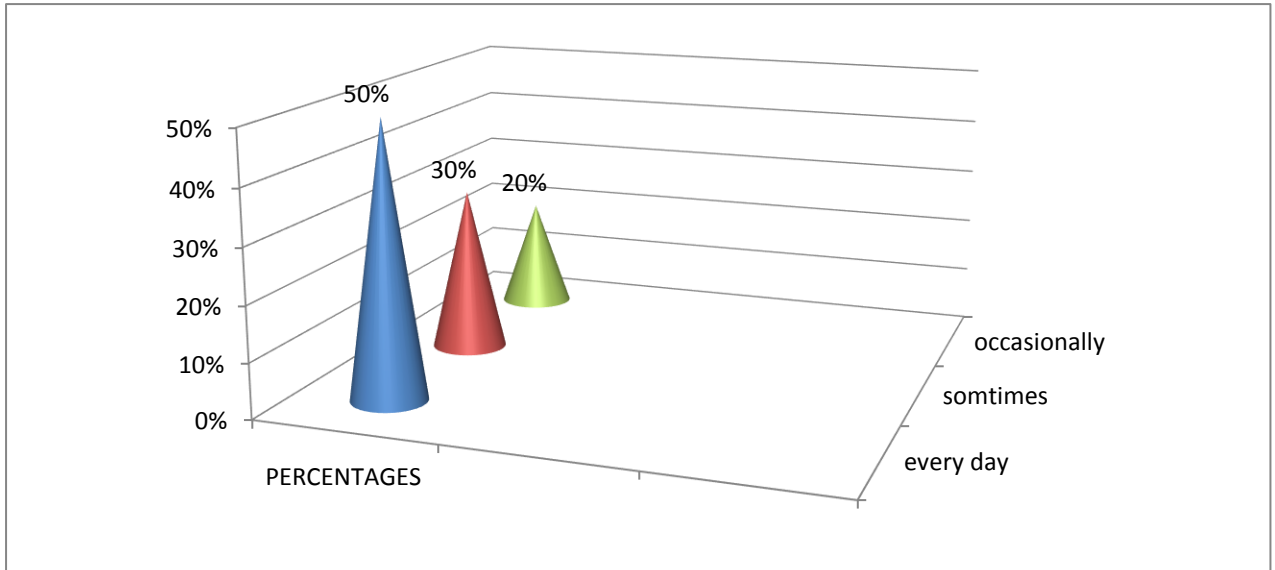
Figure 3.1: Students' Use of the Social Networking Sites Per day

Question n 02 Which of the social networking sites do you use frequently?

The analysis of this question showed that the majority of the students (90%) responded that they used Facebook mostly , followed by (60%) Instagram , (20%) of the students' used Snapchat , then (20%) of the students used twitter , (70%) used Viber and (10%) used other websites without giving any reasons for their answers.

SNS	Number	Percentages
Facebook	09	90%
Instagram	06	60%
Snapchat	02	20%
Twitter	02	20%
Viber	03	30%
Others	01	10%

**Table 3.2: Students' favorite social networking sites**
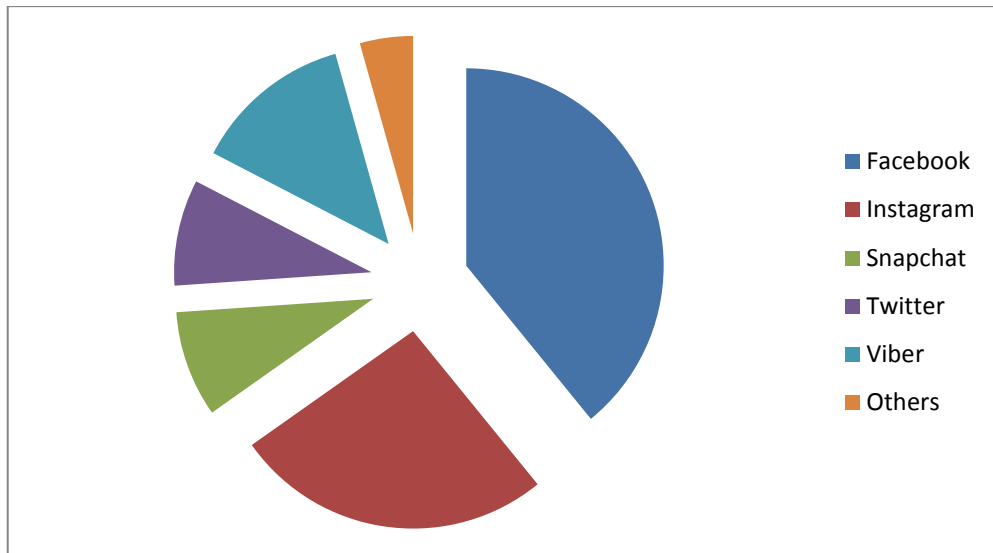
Figure 3.2 :Students' Favorite Social networking sites

Question n03 How much time do you spend on the SNS per day?

Regarding the use of social networking sites, the students were asked how much time they spent on the social networking sites ? The table shows that (20%) of the students said that they spent two hours per day . And others (20%) of them responded that they spent four hours all the week on SNS. Followed by (40%) of them spent six hours per day , (10%) of the students they were always online all the week.

Hours	Per day	All the week
Two hours	20%	0%
Four hours	0%	20%
Six hours	40%	10%
Always online	0%	10%

**Table 3.4: Students' time consuming on social media**
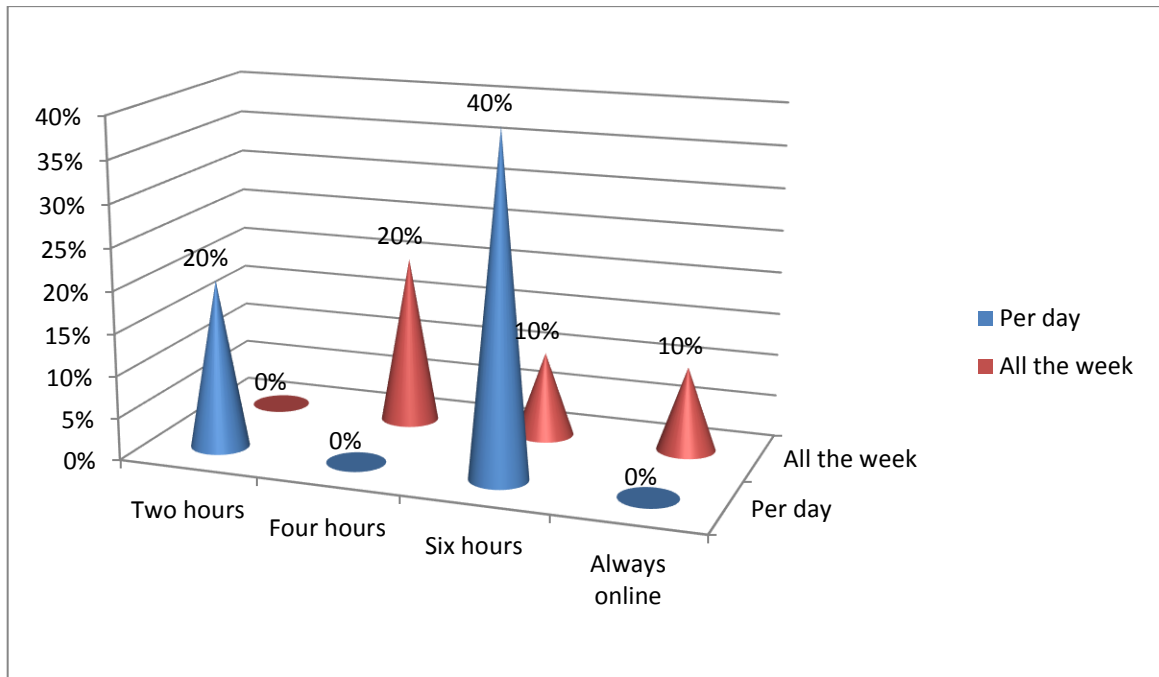
Figure 3.4: Students' time consuming on social media

Question n 04 Do you use English language when you chat with your friends and your teachers ?

Within this question , the findings show that most of the students (60%) used English language when they chat with their teachers if they have any query regarding academic issues , while (20%) said that they used it when chatting with their friends . On the other hand, (10%) responded that they did not chat with teachers that much and (10%) use it with their friends.

	Yes	No
Teachers	06	01
Percentages	60%	10%
Friends	02	01
Percentages	20%	10%

**Table 3.4: Students' use to the English language while chatting**
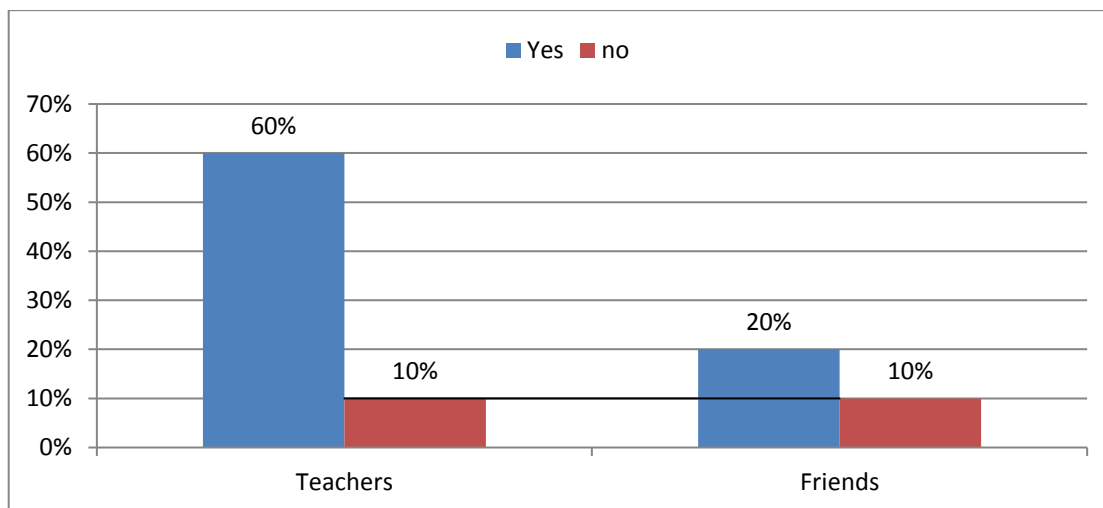
Figure 3.4: Students' use of the English language while chatting

Question n 05 If there are any mistakes in your status do your friends correct them and justify ?

Half of the students (50%) responded that their teachers corrected their mistakes because they were aware enough about every thing and they know more than their friends. Students admire that their teachers correct the mistakes because they want them to use SNS in a positive way , (40%) of the students said their teachers did not correct their mistakes because they were not connected with them . (10%) of the students said that they did not do mistakes when writing .

On the other part , the findings showed that (50%) their friends correct their mistakes because they were always with them on the SNS and (50%)their friends did not correct their mistakes .

	Yes	No	No precise answer
Teachers	05	04	01
Percentages	50%	40%	10%
Friends	05	05	00
Percentages	50%	50%	00%

Table 3.5: Teachers / Friends correcting students' mistakes wihle chatting

Figure 3.5: Teachers / Friends correcting students' mistakes while chatting

Question n 06 When you give a chat or status are you conscious about the grammatical structure ?

Within this question the findings showed that most of the students (70%) of them are very conscious about the grammatical structure because they want their status perfect ,interesting and (30%) of them they were not conscious about the grammatical structure.

	Yes	No
Females	06	00
Percentages	60%	00%
Males	01	03
Percentages	10%	30%

Table 3.6 : Students' use of the grammar rules when chatting
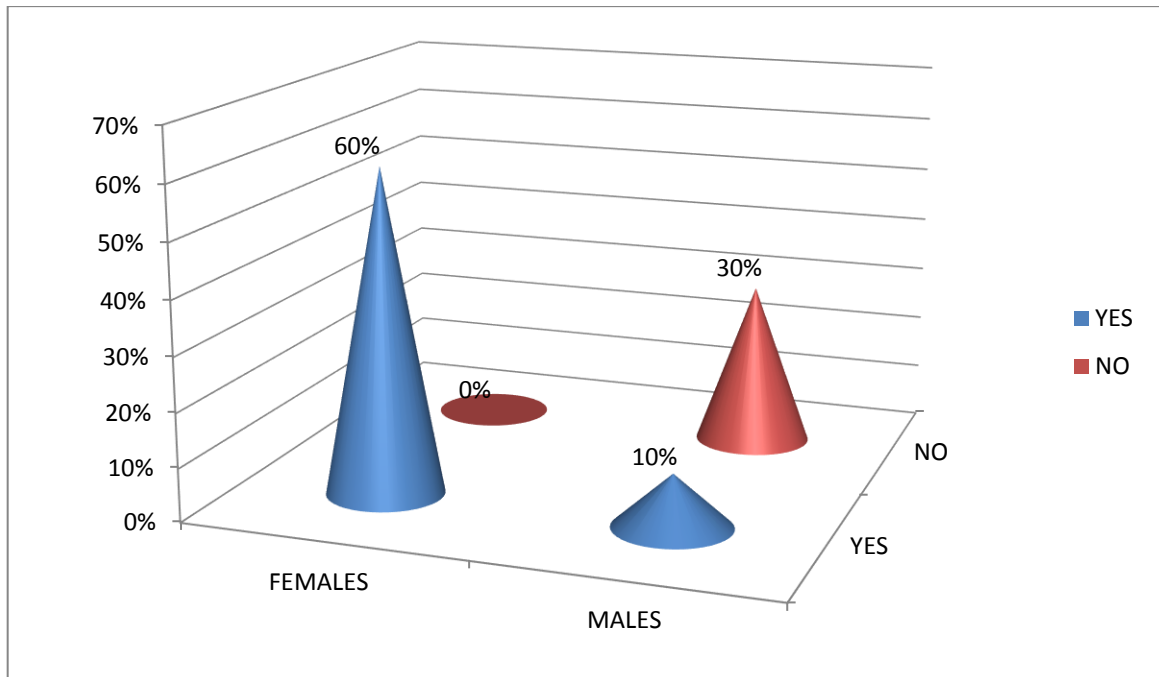
**Figure 3.6: Students use of grammar rules when chatting**

Question n 07 Do you think that texting impact the students formal writing?

The findings showed that half of the students (50%) agree that texting impact their formal writing (capitalization) , while (40%) agreed that their used of punctuation effected by texting . (30%) of them were strongly disagree they said that texting did not impact or influence their grammar rules when writing or giving a status but most of them (50%) agreed that it affected their morphology when writing in academic way.

	Options			
	Agree	Strongly agree	Disagree	Strongly disagree
Numbers	05	02	01	02
Percentages	50%	20%	10%	20%

Table 3.7: The impact of texting on students' formal writing (capitalization)
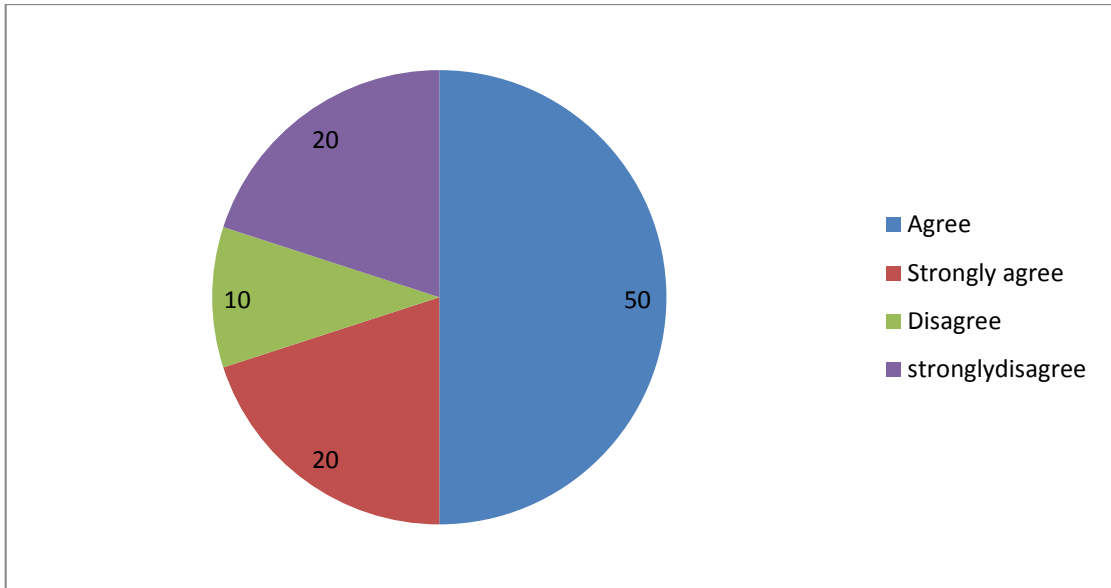
Figure 3.7: The impact of texting on students' formal writing (capitalization)

	Options			
	Agree	Strongly agree	Disagree	Strongly disagree
Numbers	04	02	03	01
Percentages	40%	20%	30%	10%

Table 3.7: The impact of texting on students' formal writing (punctuation)
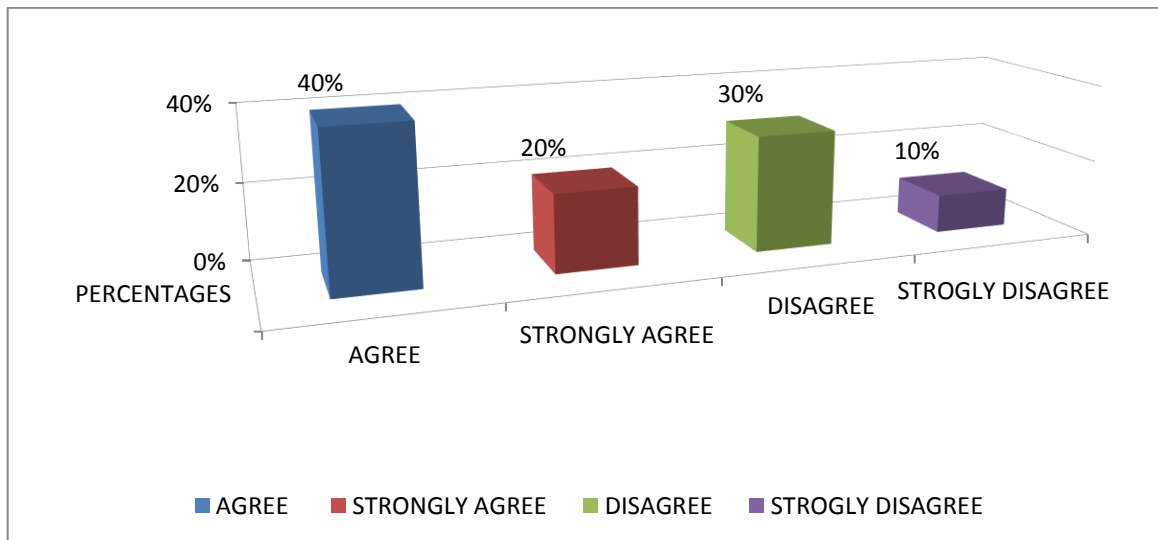
Figure 3.7: The impact of texting on students' formal writing (punctuation)

	OPTIONS			
	Agree	Strongly agree	Disagree	Strongly disagree
Numbers	04	03	00	03
Percentages	40%	30%	00%	30%

Table 3.7: The impact of texting o students' formal writing (grammar)
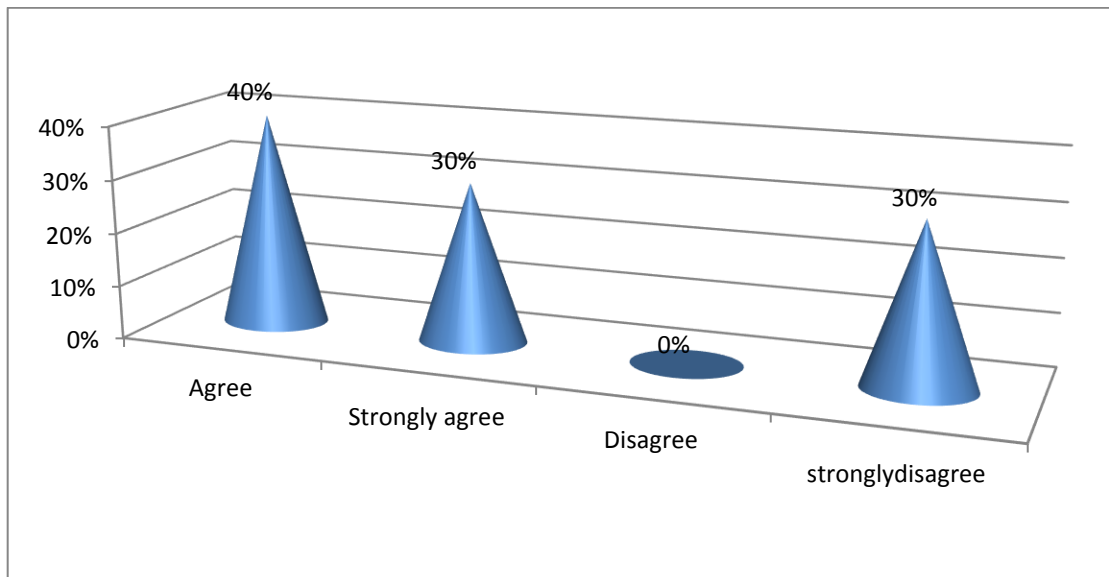
Figure 3.7: The impact of texting on students' formal writing (grammar)

	OPTIONS			
	Agree	Strongly agree	Disagree	Strongly disagree
Numbers	05	00	03	02
Percentages	50%	00%	30%	20%

Table 3.7: The impact of texting o students' formal writing (morphology)
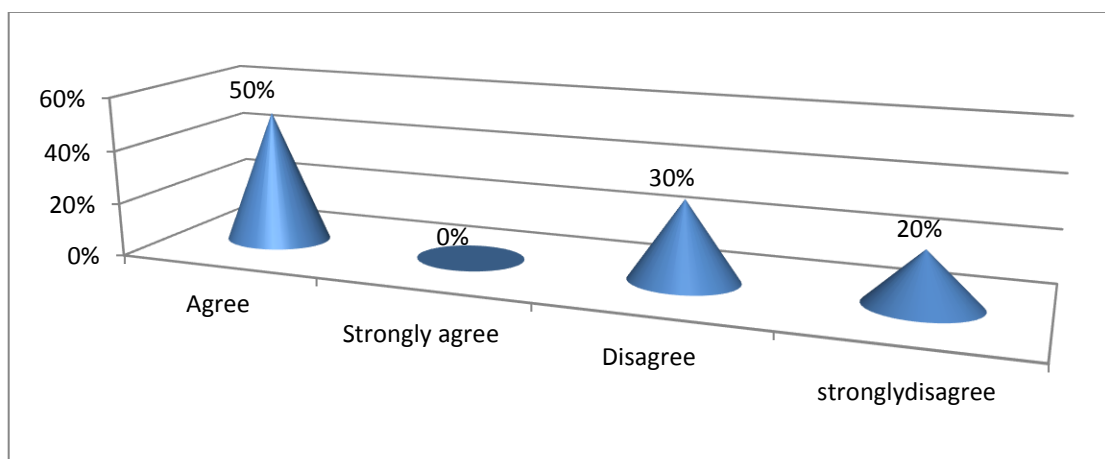
Figure 3.7: The impact of texting on students' formal writing (morphology)

Question n 08: Do you think online chatting helps you to improve your writing ? If yes how?

The majority of the students (60%) think that SNS (online chatting) helped them to improve their writing because it gave different opportunities to be creative and to be good writers: they learned new vocabularies and it is an essential tool to improve their productive skill . However; some students (40%) stated that does not help to improve ones's writing as the students were affected in a negative way.

	Yes	No
Numbers	06	04
Percentages	60%	40%

Table 3.8:The impact of online chatting on students' writing skill
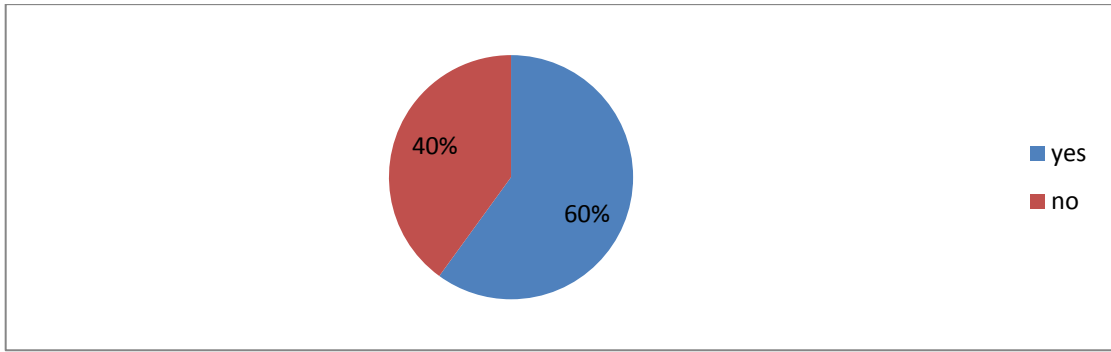
Figure 3.8: The impact of online chatting on students' writing skill

Question n 09 Does the language of SNS influence your writing and how ?

When the researcher asked the informants about the impact of SNSs language on their writing , they replied as follow: (90%) students mentioned that the language of SNS influenced their writing in positive manner , because it improved their writing through learning new techniques and how could learners wrote in academic way . (10%) said that it influenced their writing in a negative way.

	Yes	No
Numbers	09	01
Percentages	90%	10%

Table 3.9: The influence of SNS language on students' writing skill
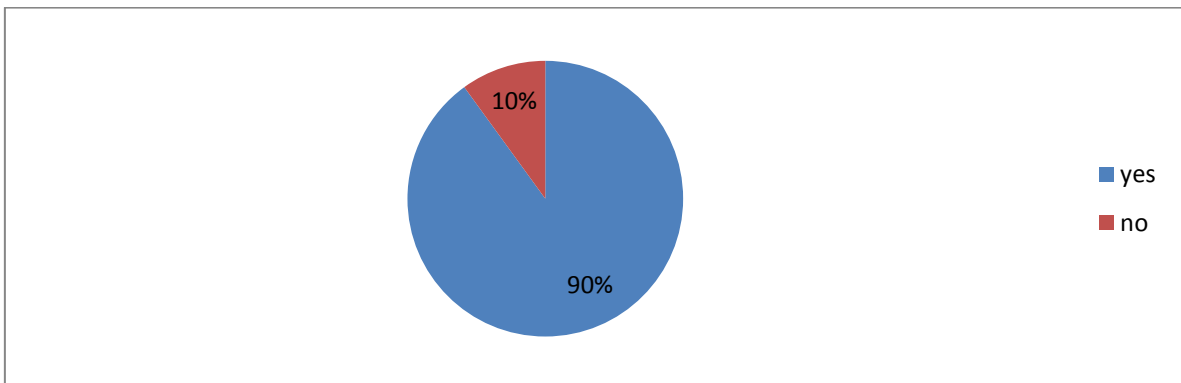
Figure 3.9: The influence of SNS language on students' writing skill

Question n 10 Do you use short forms in formal writing , like you use in commenting why ? And why not ?

The students answered this question as follows: (60%) students said they used short forms in their formal writing because the use of SNS influenced their writing , made the language short , used abbreviations , and it affected their academic writing for example : they wrote "U" for "YOU" and they used it unconsciously. (40%) said they did not use short forms because does not an academic writing , and they wanted to make their status or comments perfect and very interesting without giving any reasons

	Yes	No
Number	06	04
Percentages	60%	40%

Table 3.10 : Students' use of short forms in formal writing
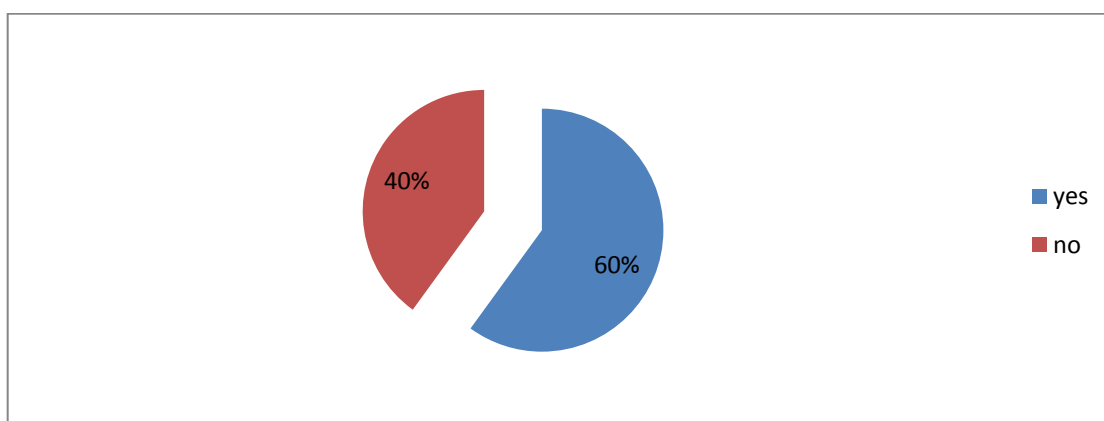
Figure 3.10: Students' use of short forms in formal writing

Question n 1 Do you feel comfortable to practise English (formal writing) with your friends why ? And why not ?

The obtained answers of this question replied as follow, (60%) of the students responded that they fell comfortable to use English with their friends because they always used short forms , it is easy to write too , and students do not need to interact face - to face , (20%) did not feel comfortable because they did not admit that English is not a matter of practice in SN and they did not want to mix between formal and non-formal writing.

	Yes	No	Sometimes
Numbers	06	02	02
Percentages	60%	20%	20%

Table n 3.11: Students' response while using English in their Formal writing
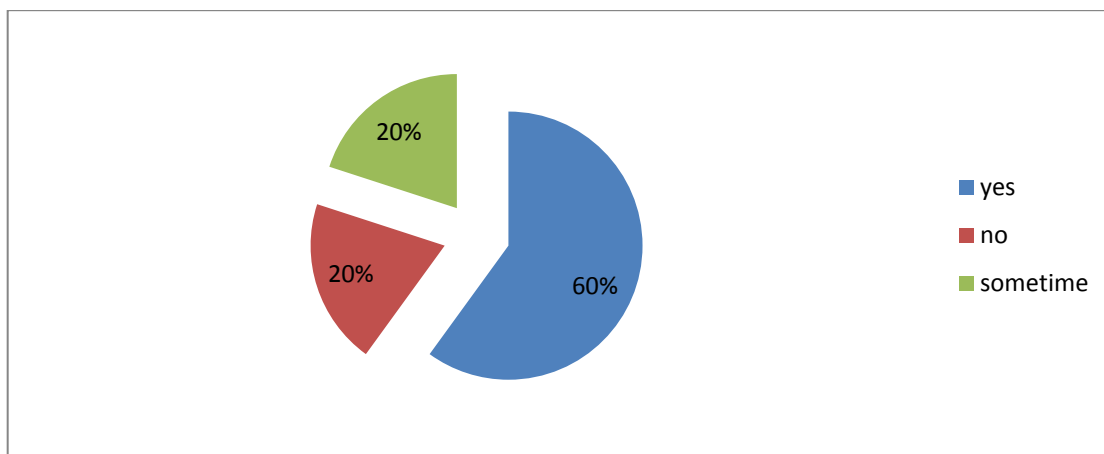
Figure 3.11: Students' response while using English in their formal writing

Question n 12 Do your teachers use SNS for communication and discussion?

Regarding this question the students' answered as follow, (70%) of the students said their teachers used SNS for communication and discussion , teachers need to gave information , and also discussed about the academic topic because students were very active in the social networks . (30%) said that their teachers did not use SNS for communication and discussion since their teachers were not active in social networking sites.

	Yes	No
Numbers	07	03
Percentages	70%	30%

Table 3.12: Teachers' subdivision in using SNS
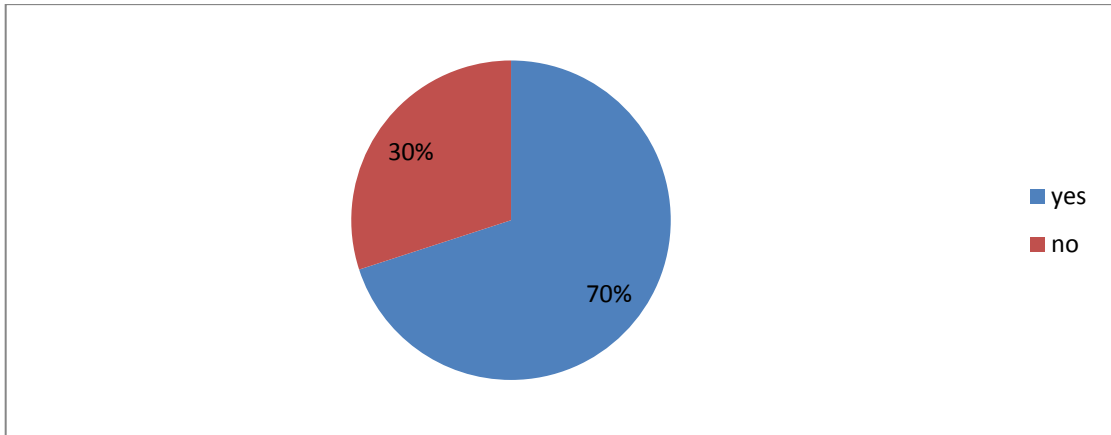
Figure 3.12 : Teachers' subdivision in using SNS

Question n 13 Do you think SNS improves your overall writing positively ? If yes, how ?

(70%) said that SNS improved their writing positively because it showed new sides from their abilities and it gave to be an expert in writing , while (30%) said it does not because they used short forms (informal language) in their writing .

	Yes	No
Numbers	07	03
Percentages	70%	30%

Table 3.13 : Students' attitudes toward SNS
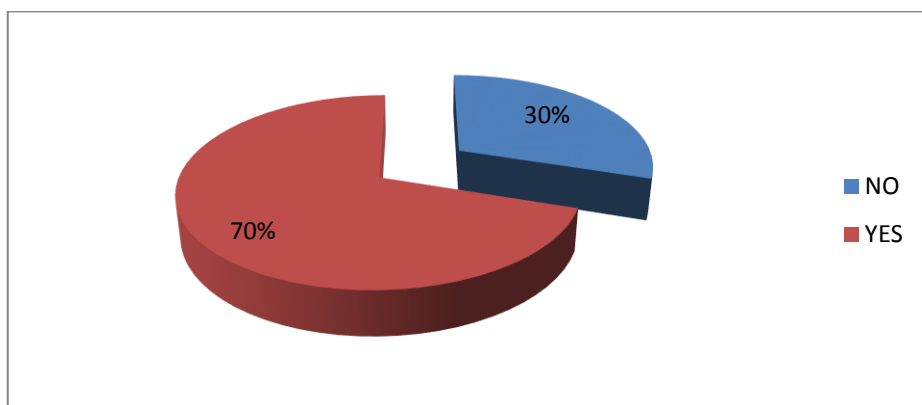
Figure 3:13 Students' attitudes toward SNS

3.3.2 Discussion of The Findings (Questionnaire)

The results of this study showed that the majority of the students use facebook as their favorite SNS, and most of them usually spent four- six hours on social networking sites .

The findings also showed that students used SNS for both academic and non- academic purposes , they were every day connected with their friends and teachers in the same time and they formulated group discussions where they could exchange their ideas , feelings and thoughts . Moreover ; they could share course related materials and also their teachers gave activities , assignments . On the other hand ; there were some drawbacks that SNS come with , the used of short forms while writing or chatting with their friends , and it reflected to their formal writing for instance , in their presentations .

Digital social media motivated the level of the students to improve their English as the findings presented that the students were very conscious when they gave any comments or status; because they want to present themselves as brilliant at the SNS , they were also very conscious about their grammatical structure , appropriate sentences structure , which lead to improve and enhance their English language by using new vocabularies and idioms.

3.4 Analysis of The Structured Interview

For the enhanced findings of " The Effectiveness of Social Media on MA Students ' Writing Skill" (Master one didactic students), the interview was administered to 10 teachers (Master one didactic teachers) , there were different responses of the teachers of " Dr Moulay Tahar Saida University " department of English.

3.4.1 Analysis of The Question
Question n 01: Do you use internet CALL (computer assisted language learning) for teaching productive skills in your class ? how?

While analyzing the question about the use of internet CALL for teaching productive skill the teachers react as follows: two (04) teachers were used the internet CALL in order to collect materials to prepare their class lectures and they gave exercises based on this idea , they also encouraged their students to read blogs . When teachers need to share ideas and information with their learners they shared it in SNS not use the internet CALL in their classes where all the students could acknowledge with that , while (06) teachers said that they did not because they were not that much connected with internet

	Yes	No
Percentages	40%	60%

Table 01 ; The use of internet CALL for teaching process
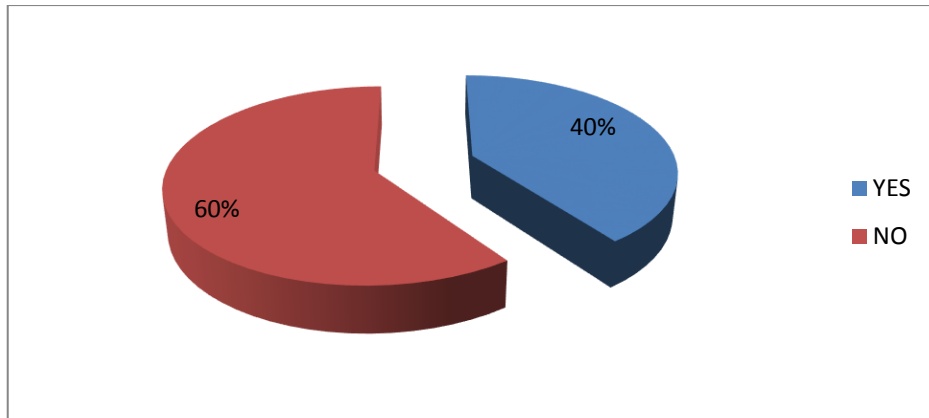
Figure 01 : The use of internet CALL for teaching process

Question n 02 Do your learners use short forms of words in their exams or assignments ?

People when they use SNS , they usually used short forms or words and it reflected to their academic writing , eight (08) teachers said that the students used short forms in their assignments more than in their exams ,because when they used it in their assignments they could correct it latter . But they could not use them in their exams because they could not correct it and they used it unconsciously , while others said that their learners does not use short forms / words in their both exams and assignments.

	Yes	No
Percentages	80%	20%

Table 02: The use of short forms on students' formal writing
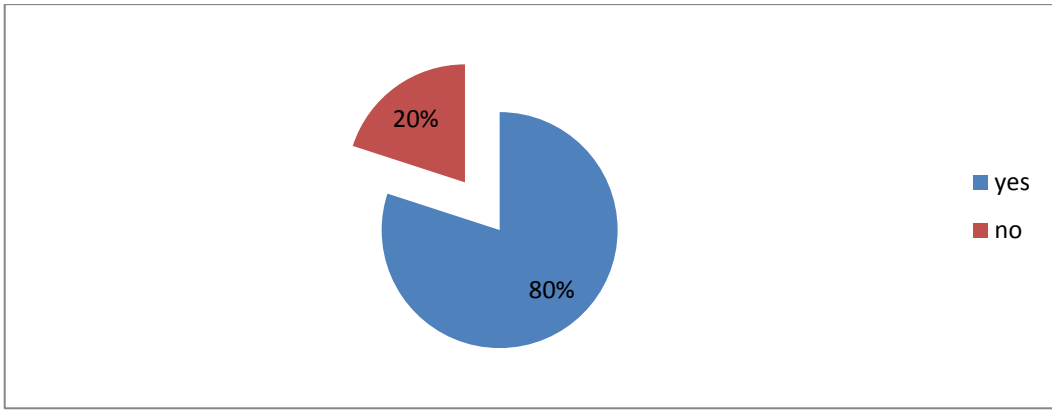
Figure 02 : The use of short forms on students' formal writing.

Question n 03 Does the use of SNS influence students writing ? If yes how?

All the teachers agreed that SNS certainly had a great influence on students' writing . There were no good improvements in their writing because they used simple sentences, they used short forms of words while writing as"2nt" for "Tonight" and "U" for "you" and the spelling mistakes because while chatting they do not care about the misuse of words.

	Yes	No
Percentages	100%	00%

Table 03: The impact of SNS on students' writing
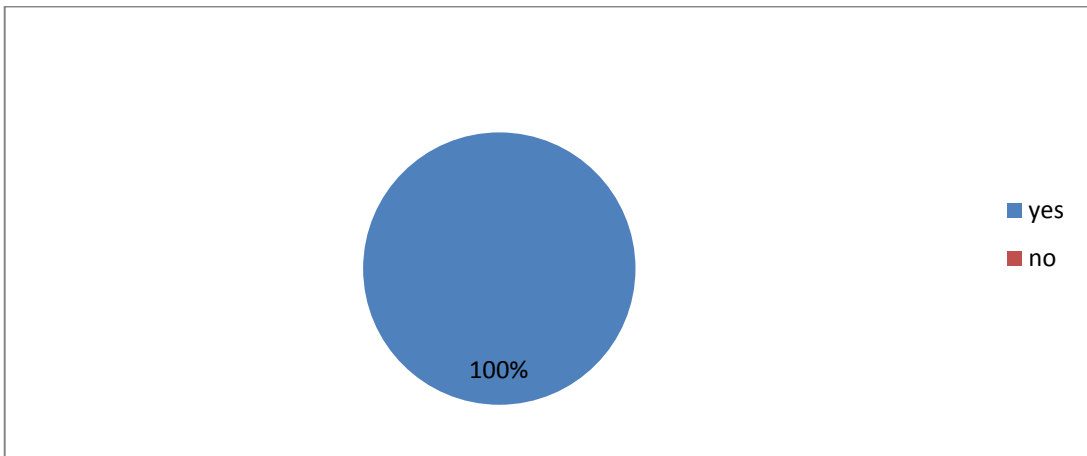
Figure 03 : The impact of SNS on students' writing .

Question n 04 Is there are any impact in grammar of writing by using SNS ?

In social networking sites all the students were not conscious about the grammar , because they used short forms like "R" for" ARE" a teacher also mentioned that the students also were not careful about their grammar while writing . So it created a negative impact on the use of grammar.

|	Yes	No
Percentages	100%	00%

Table 04: The impact of SNS on writing (Grammar)
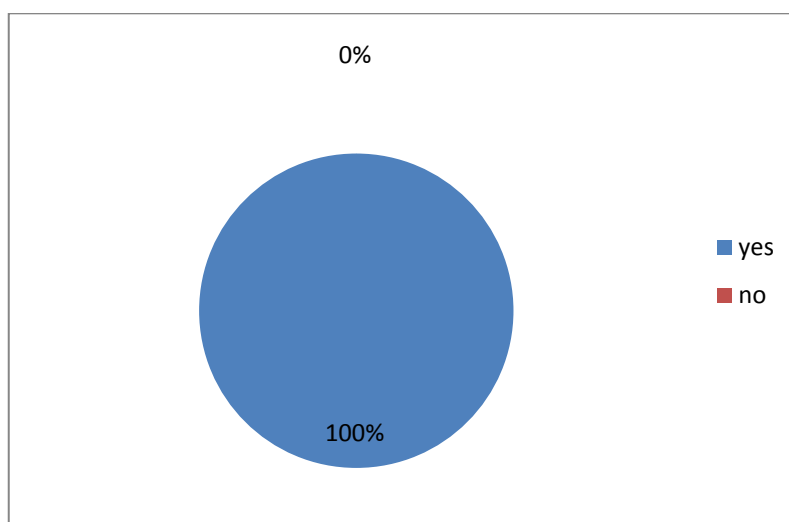
Figure 04: The impact of SNS on writing (Grammar)

Question n 05 Do you think that SNS has positive influence on students writing skill ? If yes how?

The findings high pointed teachers' responses regarding the positive influence of SNS on students ' writing . According to six (06) teachers , SNS had positive effects because SNS provided students with chance and opportunity to be creative ones' and to be self -confidence of themselves and helped them to improve their writing by using new vocabulary and idioms and it depended on their perceptions . The other teachers , said that SNS had a negative influence because their formal writing and English language lose its real when using short forms and texting.

	Yes	No
Percentages	60%	40%

Table 05: Attitudes of Students as to the Positive Effects of SNS
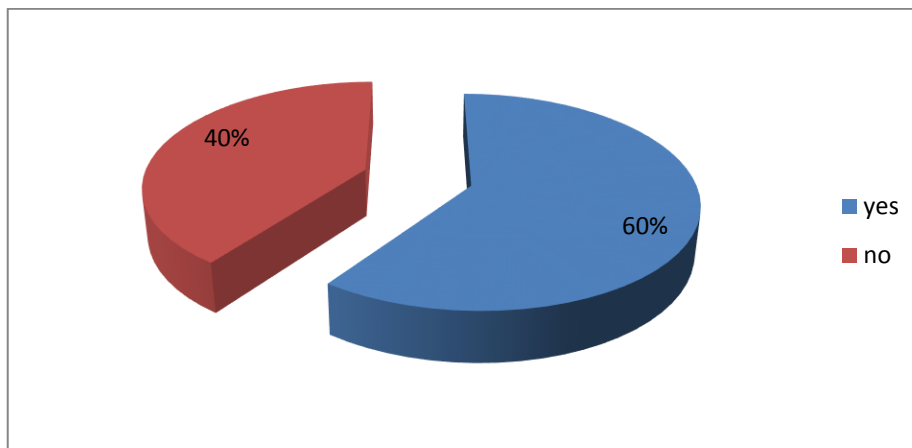
Figure 05: Attitudes of Students as to the Positive Effects of SNS

Question n 06 Do you correct your students English (formal writing) in online chatting / comments ?

Most of the teachers acknowledged that the students committed mistakes while chatting , teachers said that they corrected their students mistakes in a humorous way . The others (02) corrected it but not directly in order to correct by themselves next time and to be aware about their language and their productive skills , while the other said that she does not correct their students mistakes.

	Yes	No
Females	80%	20%

Table 06 :Teachers' students' correction mistakes
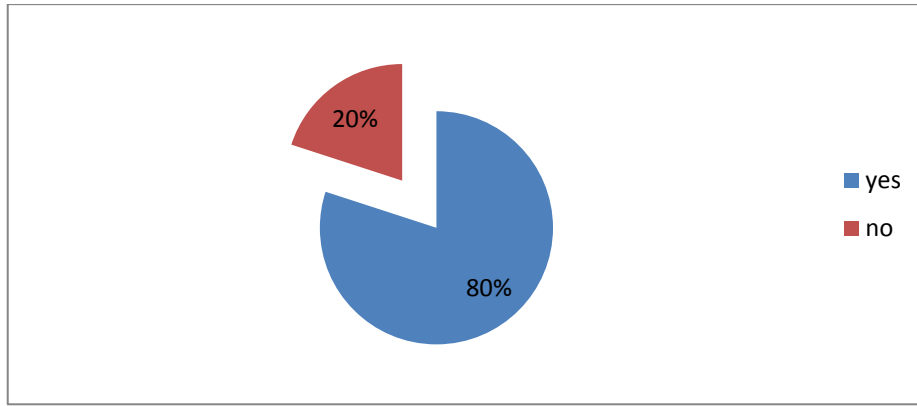
Figure 06: Teachers' students correction mistakes

Question n 07 Do you use SNS for teaching purposes ? and how ?

The findings about the use of social networking sites for teaching purposes , most of the teachers (06) said that they did not use SNS for any teaching purposes and they were not much attached to SNS. On the other hand , other teachers stated that using SNS for teaching purpose is quite helpful way to open a discussion and share information with students because the new generation could relate to the phenomena easily , and also gave activities through SNS to enhance their writing and learning.

	Yes	No
Females	40%	60%

Table 07: The use of SNS for teaching purposes.
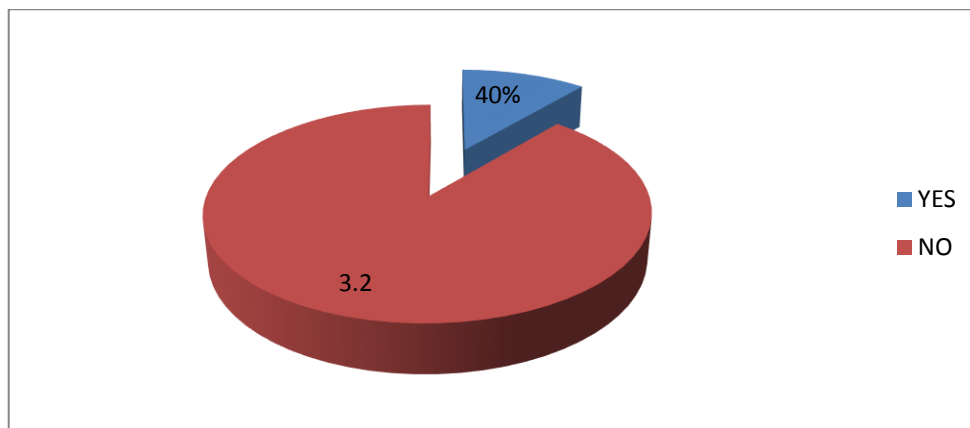
Figure 07: The use of SNS for teaching purposes.

3.4.2 Discussion of The Findings (Teachers Interview)

Within the findings of the interview , the educators were also the users of SNS , regarding the results ; teachers included SNS into their teaching methods and for teaching purposes , they shared course materials with their students , communicated to them regarding their coursework' , assignments or any upcoming events . According to the teachers SNS , sometimes influenced students' writing skill it provided a scope to improve their English language , but for those who motivated themselves to learn new things from it and to improve their grammar too .   But   there were some drawbacks as sometimes they used short forms or words in their formal writing or formal presentations as they were used to use simple sentences which is an effect of SNS . According to the educators it is monotonous to read their writing .

So according to the educators SNS is also help the students to improve their writing skill.

3.5. Conclusion

In this chapter , the researcher analyzed and interpreted the suggested research tools: the questionnaire and the structured interview. Those research tools enabled the researcher to deduce the objectives and the facts about the effect of SNS on "MA Students Writing Skill" (Master one didactic students) . The researcher conducted a precise study about the effect of SNS on MA students ' writing skill for both participants (Master one didactic teachers and students of Dr Moulay Tahar Saida University .The findings were interpreted qualitatively , statistically and analytically .The findings showed that SNS has positive and negative effects on students' writing skill. They used it for both academic and non- academic purposes.   In the next chapter , the research worker will shed light on some tentative solutions that concern Master one Didactic students and teachers.

CHAPTER FOUR :

A PROPOSAL OF TENTATIVE SOLUTION

4.1 Introduction

In this chapter, the researcher is going to discuss and suggest some solutions on what has been confronted as short comings, and after the pedagogical considerations. The researcher will also propose some solutions for the sake of eliminating the negative attitudes of using SNS while writing; and the ways that can make the language of social media improve the learners' writing skill and general recommendation.

4.2. Pedagogical considerations

The use of social networking sites in writing does not meet the students / learners needs or the structure perceptions because the students are not aware about the positive use of social media and how it can improve their academic writing. Pedagogically speaking , there is a great influence of social networking sites on students writing skill . The students can take advantage to improve their productive skill if they use it in a good way . There are conceivable improvements in students' writing if the teachers as well as the students motivate themselves precisely . Teachers can be very innovative with using social networking for teaching purposes and can make lessons interesting and varied. According to German and Halse (2012) : " Nowadays students are keen to use social networking sites for academic purpose . So the teachers can provide an opportunity to the students to learn informally by seeking , exploring and texting ideas with other students within their own social network" .

The teacher can open a discussion board in SNS where the students can post different articles, and discuss different issues . He / She has to recommend highly focusing appropriate sentence structure , correct words and grammar .Harwood and Blackstone(2012) add :"Social networking sites exhibit to the students that the class tutor is present and he / she is observing what is happening on online . So they will be conscious about their writing and as a result it will enhance students' writing *.*

4.3 Suggestions for Improvements
4.3.1. The Consolidation of Social Media Language to Improve Learners' Writing Skill

The majority of the students are active on social media. It does not matter where they are in this world or what race they are. Social media sites can assist in improving students'

writing skill in different ways . It is especially time if they text conten,t tweet or put up regularly because social media enable students' to be creative .Thereby , enabling them to have a strong perception of how the English language works alternatively in a new study , researchers located that the use of social media can really beautify college students' potential to write coherently.

The language of social media can enhance and develop learners' writing skill through different stages mentioned as follow:

- **Engage with the language** :

The act of writing can do wonders to college students communication skill, regardless the platform they use to learn about established that those who avoid the web , additionally current themselves from having the opportunities to engage with the language outside lecture room setting.

- **Increase the ability to write** :

Social media are platforms that require using fewer words in order to get a point across the audience , take for example : the 140 word limits on twitter , after a lecture students can be asked to write a summary of what they learned using twitter . In addition; it can be used to tell a story or describe an event . This approach boosts students creative writing skills and assists in writing efficiently ,even through fewer words are used most writers still make sure that they use proper grammar during the process of formal writing .

- **Visuals spark creativity**:

High pleasant pictures and videos are usually attractive to the viewers' senses and donot often fail to capture attention without difficulty understandable with little or no efforts. Instragram works perfectly for story telling , students can simply post rich pictures and write their views or a story relevant to it , using unique hash tags will ensure related posts are easily accessible.

- **Build confidence**:

When students / learners write on social media they develop their own voice , as they write authoritatively about a particular topic that they are passionate about , and they are building confidence . A boost in confidence can make a difference in their writing skill.

- **Learn how to write for an audience**:

In time SM college students need to know that their target merkret , so their submit will reach them and as they write for them they will put extra concept into what words and subject to pick if the students proceed to write for their audience the will be in a position to grow to be specialist.

- **Being conscious on grammar** :

Since students receive instant feedback from their followers , they need to ensure that what they post is free of any grammatical error .They may think that SM is less formal . However; their grammar must always be impeccable before they post it , make sure to edit and proofread it , it is especially true if they are writing for their brand

4.4.General Recommendations:

Every college students is active at least on one social media site , regardless of his / her location or race . The very popular ones include : facebook , instagram , twitter , and viber . Educators believe that these platforms are inappropriate for educational purposes , but nowadays all people are aware that possessing good writing skills is essential for all students .

Social media can help in improving these skills in an engaging and rewarding way , most of the students buy essays online when they cannot write on their own . This can help reducing stress and save a considerable amount of time.   Social networking has a great and an abundant influence on students' writing skill if they use it in a good way or if they see their positive side . Students can share their writing or their ideas on social media , blogs and websites ,and this can encourage them since they know their efforts . Moreover , teachers can use social media to back up creativity and ,the thought process is very important in writing .

Students can also find ideas through SNS , meanwhile; social media allow students to express their thought like never before . Teachers find those students using the same process of writing in schools , one of the most important ways is that both of teachers and students can use social media and can balance between SNS and schools as well.

4.5.Conclusion:

In this chapter , the researcher sheds light on the pedagogical considerations .After that, suggestions for improvements , the researcher suggests ways or consolidation of SNS language to improve learners' writing skill .Eventually , general recommendations are suggested.

General Conclusion

General Conclusion

Social networking sites have played a crucial role in founding a bridge among the students which enables them to communicate on a common platform . Social networking sites can be a great way to stay in touch with a large group of students. They have a vital note in enhancing and improving the students' writing. Yet, are also misperceived develop as students have developed a new way to communicate with each other , using different languages, in addition to the use of short forms.   Therefore ; it is important to stress how the educators can help their students to utilize the benefits of SNS to improve their productive skill (Writing).

This study aims to make students aware about their writing skill whether in their personal or educational life. It is set out to determine the students' attitudes towards formal writing , as well as the functions of social media and how they can affect their writing .
The investigation was conducted at Dr Moulay Tahar Saida university , it aimed at confirming or rejecting the hypothesis that soial media affect the learners' writing skill , the research case study was Master one didactic students selected for the academic year 2019/2020 , using teachers' interview and students' questionnaire as a data gathering tool.

The results obtained support the researcher's hypotheses with regard to the large use of facebook by students as their favorite social networking sites . The findings also show that the learners use SNS for both academic and non- academic purposes . They can share information , ideas , thoughts with their friends, as well as their teachers , learn new language , new vocabularies , idioms ...etc.

Teachers also agree that social media affect their students' writing skill both negatively and positively. They affirmed that their learners used short forms in their formal writing that their texting affected their writing and that they learned new things from it .
According to the teachers, SNS sometimes influenced students writing skill , it provided a scope to improve their English language, but for those who motivate themselves to learn new things and to improve their grammar as well. Social media can help in improving these skills in an engaging and rewarding way , most of the students buy essays online when they cannot write on their own . This can help reducing stress and save a considerable amount of time.

Social networking has a great and an abundant influence on students' writing skill if the latter use it in a good way or if they see their positive side . Students can share their writing or their ideas on social media , blogs and websites ,and this can encourage them since they know their efforts . Moreover , teachers can use social media to back up their creativity since the thought process is very important in writing . Students can also find ideas through SNS , meanwhile; social media allow students to express their thought like never before . Teachers find those students using the same process of writing in schools , one of the most important ways is that both of teachers and students can use social media and can a balance between SNS and schools as well.

Bibliography

Abe, (2013) ," *Integrating social media into the classroom curriculum*".About Campus. Mar ;18(1) : 16.20, ABOUT CAMPUS. Jordan NA

Allisari ,A.A. (2014)."*Usage of Social Networking sites and Technological Impact on the Interaction" -* Enabling features . International Journal of Humanities and Social Science , 4(4),46-61-Retrieved from:

http://www.com/Journals / vol 4No4 Special Issue February 2014/6 .Pdf.

Asad , S..Manun, M.A, Clement , C .K.(2012)."*The Effects of Social Networking sites to the lifestyle of Teachers and Students in Higher Educational Institutions"* .International Journal of Basic and Applied Science ,1(4).498-510.

Brooks ,A. and Penn , C .(1970). Study English , "*Acourse in Written English for Academic and Professional Purposes"*.Cambridge .Cambredge university press.

Boyd.D and Ellision.N (2007). "*Social Network sites : Definition, History , and Scholarship",* Journal of computer - Mediated Communication ,13(1).1-11 Retrieved from :

http://Jcmc.indiana .edn/vo113/issue 1 / boyd .ellison.html.

Clain born, R (1974) .*The Birth of Writing* . New York : Time , Life Books .

Coulmas, F .(1989) , "*The writing system of the world* ", Basil Blackwell , Oxford.

Dr Wilbers.S (1950) "*Exllent Writing* ".

Diringer , D. (1968) . "*The Alphabet (2 vol .3d ed.)"* O.Ogg.

Daniel , P, Bright ,W .(1996) .Grammanatology ."*Introduction to part 1 of the world's writing system"s*. Newyork, Oxford University press.

Daniel .P.T .(1996) a , "*The Study of Writing system"*: in P.T Daniels and W.Bright (eds), The World's Writing Systems, Oxford University press , Newyork , Oxford , pp.3-13

Danials , P.T .(1996),'' Analog and Digital Writing" ; P.T.

Daniels and W. Bright (eds) *"The World's Writing System*". Oxford University press ,. Oxford , pp.Newyork.

Florian ,C, .(1999)." *Development of Orthographies"* .In :Daniel Wogner , Richard L .Venezky and BrianV .Street (eds) , Literacy : An International Handbook. Boulder, Calorado: Westview pess.

Florian C, (1996). *" The Blackwell Encyclopedia of Writing Systems",*

Florian, C .(1996)."*The Blackwell Encyclopedia of Writing Sytem"* .Oxford : Blackwell.

 Florian ,C.(2003) . "*Writing System : An Introduction to their Linguistic Analysis"*. Cambridge . Cambridge University press.

Grafton,C. 51977)3 "*Alphapets and Initials3"* ,AGaur . "A history of writing" (1984) . The 26 letters (rev , ed .1971)

Hess .N (2001). "*Teaching Language Multilevel classes"* . Cambridge Handbooks for Language Teachers series .Cambridge university press.

Heffner, T.(2016), *"The effects of Social media use in undergraduate students"* Theses and Dissertations ,1440.http:/rdw.rowan/edu/etd/1440

Jansen , H. (1970). " *Sign ,Symbol Script* ": An account of Mans Efforts to Write . Third Revised and Enlarged Edition . translated from the German by George Unwin (Original title : Die Schrift in vergangenheit and Gegenwart 1950). London : George Alten and Unwin.

Kane , T.S.(2000) .*The oxford Essential Guide of Writing* .New york: Berkley.

Kanan , E .(2006) "*Writing System Development and Reform"* : Aproces

Michael ; H and Doughty ,C . 2009. "*The handbook of language teaching* " from :

http://www.blackwellreference.com/ public /book.(20 May 2017).

Morceau , E(2016) ."*Advantages and Disadvantages of Social Media"* Retrieved from:

http:// www . life wire. com / advantages -and -disadvantages -of - Social -Networking -3486020-(15 April 2017).

Nations , D .(2010) "*What is social media ?what are social media sites"* ? Retrieved from:

http:// webtrends . about. com /od/ web20/a/ Social Media .htm.(02 May 2017).

Osharive .P. (2015)." *Social Media and Academic Performance of Students in university of Logo"s*, university of Logos . (Bachelor degree).

Rouse , M .(2016) . "*Texting or wireless Messaging"* . Retrieved from:

http:// search mobile computing , techtarget . com /definition / texting .(20 April 2017).

Robinson , A (1995)"*The Study of Writin*g ". New York: Thames and Hundson.

Raut , v.,& Patil ,p, (2016). *"use of Social media in Education :Positive and Negative impact on students"* .International Journal on Reccent and Innovation Trends in Computing and communication ISSN:23218169Volume;4Issue:1.

See .S. Marcer (1959) ."*The origen of writing and our Alphabet*."

Vygotsky, L (1978) ."*Social Development theory* ". Instructional Deign :

White , R, and Ardndt , V, (1991)."*Process Writing* ". London .https:// Study . com / Academic / lesson / coherence - in- writing -definitions - examples . html.

http://arts - Sciences. und .edu /summer - institute - of - linguistics

www-lethbridge -college.net/-php/ writing / grammar - and -mechanics.

Appendices

A QUESTIONNAIRE ADMINISTRED FOR THE STUDENTS

My Name is Asma Mokhtari , I am preparing for my memoire of " Master"
speciality (didactics) My humble research is entitled "The Effectivenes of social
Media on MA students Writing Skill at the University of Moulay Tahar Saida"
.   So, in this research I am doing an analysis about the Effect of social Media
on students writing skill (Master one didactic students) to obtain the
necessary information this work will help me to accomplish my research .your
reponse and cooperation of course will be a great help for   me

Thank you for taking time to answer the questions fully and throughtfully.

   MS : Mokhtari Asma.

NT: please mention your name:

Section one

Gender: Male ☐ **Female** ☐

1)Do You use social   networking in   your daily life ? put tickes

　　　　　Yes☐　　　　　　　　No ☐

*If yes, how often do you visit social madia net working sites ?

Everyday　　☐　　　Sometimes　☐　　. Occasionally☐

1) Which of the social networking sites (SNS) do you use frequently ?

Facebook　　☐ .　Instagram　　☐　Snapchat　　☐
Twiter　　　☐　　　Viber　　☐　　Others　　☐

2) How much time do you daily spend on the SN perday ?

Hours	Per day	02days	04days	All the week
Two hours Per day				
Four hours per day				
Six hours per day				

Always online				

4) Do you use English language when you chat with your friends and your teachers ?

Teachers   yes   ☐   no   ☐

Friends   yes   ☐   no   ☐

5) If there are any mistakes in your status /comment do your friends/ teachers correct them ? and justify them ?

Friends   ☐   teachers   ☐

➢ Explanation

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

6) When you give a chat or give a status are you conscious about grammatical structure ?

        Yes   ☐   no   ☐

7) Do you thinck that texting impact the students formal writing ?

Mistakes you do when writing	Agree	Strongly agree	Disagree	Strongly disagree
capitalisation				
Punctuation				
Grammar				
Morphology				

Secction 2

1)Do you thinK online chatting helps you to improve you writing ? If yes how
?..
....

2) Does the language of SNS influence your writing and how ?

....

....

....

3) Do you use short forms in formal writing , like you use in commenting why ? And why not ?

....

....

....

4) Do you feel comfortable to practise English (formal writing) with your friends why ?And why not ?

....

....

....

5) Do your teachers use SNS for communication and discussion ?

....

....

6) Do you think SNS improving your overall writing positvely ? if yes how?...

....

Thank you

A Questionnaire Administred for Teachers

Teacher's Interview :

My Name is Asma Mokhtari, I am preparing for my memoire of" Master " speciality (didactics)My humble research is entitlled The "Effectivenes of social Media on MA students Writing Skill at the University of DR Moulay Tahar Saida" . So, in this research I am doing an analysis about" the Effects of social Media on students writing skill (Master one didactic students) to obtain the necessary information this work will help me to accomplish my research your response and cooperation of course will be a great help for me .

Thank you for taking time to answers the questions fully and througth fully.

MS : Mokhtari Asma.

1) Do you use internet call for teaching any productive skill in your class ?how?

....

....

....

2)Do your learners use short forms of words in their exams or assignments?

....

....

3) Does the use of SNS influence students writing ?If yes how ?

....

....

....

....

3) Is There any impact in gammare of writing by using SNS ?

....

....

....

....

5) Do you think that SNS has positive influence on students writing skill ? If yes how ?

....

....

....

....

....

6) Do you correct your students English (formal writing) in online chatting/Text or comments ?

....

....

....

....

....

7) Do you use SNS for teaching purpose? and how ?

....

....

....

....

....

Thank you