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**The Influence of Internet Language on  
Improving Students' Writing Skills**  
**Case Study of the Second Year EFL Students at the Department of  
English - University of Laghouat-**

A Dissertation Submitted in Partial Fulfilment for the Requirements of the Master Degree in  
Language Teaching, Civilization and Literature

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## **Declaration**

I hereby proclaim that my work on this thesis is my own and has not been submitted before to any other institution or university for a degree. All the sources that I have used and quoted have been listed and acknowledged in the bibliography by complete references.

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## **Dedication**

In the Name of God, Most Gracious, Most Merciful

All the Pries is due to God alone, the Sustainers of all the Worlds

This work is dedicated to:

My parents, the source of happiness and success in my life

My dearest brothers and sisters, a big thank for their support and encouragement and for putting colors in my life

The most important person in my life Chatta Med Amine who pushed me forward

May Allah bless you all.

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## **List of Abriviations and Acronyms**

**EFL:** English as a Foreign Language

**L1:** First Language

**L2:** Second Language

**ICT:** Information Communicative Technology

**IT:** Information Technology

**WWW:** World Wide Web

## **Abstract**

The present study investigates the Influence of the Internet Language on improving students' writing skills. Online social networks have recently been perceived by educators and language specialists as an alternative method for EFL teaching and learning. This research investigates the perceptions and attitudes of second year students at Laghouat University towards the use of Internet Language learning writing. It also seeks to investigate the role that Internet Applications play in enhancing the writing performance level.

A survey consisted of eleven questions was held to verify whether the students could benefit and take advantage of the Internet use to better their writing outcomes. The concerned population involved students of the English department at Laghouat University enrolled in the second year 2016/2017. The obtained results supported our hypothesis that claim that the use of the Internet can contribute in improving the students' writing outcomes.

Henceforth, we recommend the generalization of this new technology in our schools and universities to allow students take a maximum advantage of it.

## المخلص

تهدف هذه الدراسة الى معرفة أثر استخدام لغة الانترنت في تطوير المهارات الكتابية لدى طلبة السنة ثانية ليسانس لغة انجليزية، وبذلك نسعى الى استخلاص الفوائد التي من شأنها تحسين الأداء والقدرات في التعبير الكتابي.

ان استعمال مواقع التواصل الاجتماعي أصبح طريقة فعالة لتعليم وتعلم اللغة الإنجليزية كاللغة اجنبية، فهذا البحث يسعى الى تحليل اراء وأساليب طلبة اللغة الإنجليزية حيال استخدام الشبكة العنكبوتية لتطوير الأداء الكتابي. إضافة الى هذا تسعى هذه الدراسة لمعرفة الدور الفعال الذي تتميز به برامج الانترنت في تحسين مستوى التعبير الكتابي.

ولتحقيق هذا الهدف قمنا بتقديم استبيان لمعرفة أثر استخدام الانترنت في تعلم اللغة الإنجليزية لطلبة السنة ثانية ليسانس بجامعة عمار تليجي بالأغواط للعام الدراسي 2016/2017

ان النتائج المتحصل عليها اثبتت صحة الفرضيات التي طرحت في بحثنا حيث كانت تسلط الضوء على أهمية الانترنت ودورها في العملية التعليمية لذلك اوصت بأثرها الإيجابي في تطوير مهارات الطلاب في الكتابة، تبعا لذلك نقترح بتعميم هذه التكنولوجيا في المؤسسات التربوية والجامعات قصد الاستفادة منها.

## **General Introduction**

With the rapid development in Information and Communication Technologies, various changes have been made in terms of methods in the teaching and learning process. Hence forth ICTs contribute greatly to today's education settings. Such technologies enhance teaching methods by providing students with an intellectually environment that promotes creativity

Today, university students are growing up with the internet as an integral part of their daily life. Teachers are always seeking for appropriate and interesting contexts where students can act, react and interact to foster communication and knowledge in a collaborative way. In doing so, they can better their written productions. Writing is a form of expression and communication that permeates learners to express and communicate different ideas and attitudes in English. This forum would certainly encourage the improvement of the writing skills of the English language where teachers and students alike exchange written texts in English on a multiple of topics.

This research is significant and important for many reasons first of all, research on teaching and learning writing using the Internet Language which in turn may make it easy to use Internet applications and program in teaching them how to write effectively. Second, this study may encourage instructors of English to design activities that can faster meaningful engagement for students both inside and outside the classroom. Furthermore, the study motivates English Foreign Language students to make more active part in their own language learning by fostering autonomous learning in a classroom and non-classroom environment. The researcher finds it suitable to take the advantages of student's passion to chatting with friends and their fondness to using Internet Language to increase their enthusiasm and ability to learn English effectively.

The researcher saw this study important to help teachers find different new methods to use while teaching writing.

Many students claim that the internet has enhanced their learning, they use it to communicate with teachers and classmates, to access library materials and to do research or for leisure and entertainment and the like. For most of them the internet is a functional tool that has greatly changed the way they interact with others and with information as they do about their studies. It became apparent that such technology has a significant influence on students' abilities of learning and improve communication skills. It is necessary that EFL instructors should use the internet that played a significant role in foreign language learning as it is considered as an instructional tool to enhance the writing skill and students will benefit a lot from the internet technology.

The research attempts to investigate the influence of internet language on improving students' writing performances because such technology could be beneficial for teaching and learning the writing skills.

Based on observation, personally I have notices that many people with very poor writing use social media to develop their abilities of writing for communication. As an actual student and future teacher, I have seen that using software tools can improve writing style, in particular informal writing. However, I have a kind of a conviction that the language used in multimedia can be a helper to forward students in writing, although the style used in social media is not the perfect one but it can be a step if reached, the student will seek to perform what he gained. The main increasitiveness question in this dissertation is to investigate what are the effect of using Internet Language on improving students' writing skills?

Considering to the purpose of the current research along with the relationship of internet language and writing, the following sub questions can contribute to reach the aim;

- Do Internet tools motivate students to enrich writing style as a cognivisit technique?
- How much the sample of students has familiarity with using technology in their learning?

It is hypothesized that the use of technology based social media could improve students' writing performances. In doing so, we are trying to suggest a new item in classroom management and providing a motivating atmosphere for both teachers and students. The use of Social Network should be under control to produce the effective quality of writing.

The methodology used in this dissertation is entirely quantitative approach implementing the historical type of research to explore multimedia use in teaching and learning foreign languages. The second type is descriptive that is useful to discuss the methodology of the case study that is questionnaire. The quantitative approach that we applied during this research is to better investigate students' attitudes towards the use of Internet Language and into what extent it can be a beneficial tool to enhance students' writing skills.

Many students claim that the internet has enhanced their learning, they use it to communicate with teachers and classmates, to access library materials and to do research or for leisure and entertainment and the like... For most of them the internet is a functional tool that has greatly changed the way they interact with others and with information as they do about their studies. It became apparent that such technology has a significant influence on students' abilities of learning and improve communication skills. It is necessary that EFL instructors should use the internet that played a significant role in foreign language learning as it is considered as an instructional tool to enhance the writing skill and students will benefit a lot from the internet technology.

Many researches in the field of teaching have stated that most of EFL students lack competence in English with special regard to the writing skills; this might be due to many reasons such as in congruent teaching materials, lack of practice among students or the failure of traditional methods that inhelped both teachers and students for teaching and learning the writing skill efficiency. It is true to some extent that the writing skills is a complex skill to master and it is not an easy task to achieve a perfect writing.

In a study done by Marshall on 2002 showed the influence of technology upon the teaching and learning process, he found a strong evidence that educational technology complements what a great teacher does naturally.

Bruce and Levin on 1997 looked at the ways in which the tools, techniques and applications of technology can support learning to engage students in exploring, thinking, inventing and exploring the world and how it allows them with a variety of opportunities to communicate in the target language.

In addition, Schacter on 1999 found that students with access to any number of technologies such as software can teach higher order thinking and develops students writing abilities and it can be considered asa motivational tool to increase students' engagement in the learning process and on their writing performance.

In another study by David Eastment on 1999 identified the impact of internet on English language teaching and learning and how it has changed significantly.

This dissertation is divided into three chapters. The first chapter will investigate and discuss theoretically the literacy of technology in education and its development in teaching and learning EFL. In addition, it will deal with the benefits of learning technology and its influence to develop learners' skills.

The second chapter will explore the writing skills and its importance, nature and its purpose. It also investigates the integration of ICT in language teaching and learning as well as the benefits of using Internet Language to develop EFL learners 'writing skills in English class .

The last chapter that will discuss the methodology of the case study that will be conducted to attempt to know what are EFL students' attitudes towards the use of Internet Language by which it is as a tool through which they can approach and improve their writing skills.

# **Chapter one**

## **Review of Literature**

## **Introduction**

This chapter will investigate and discuss theoretically the literacy of technology in education and its development in teaching and learning EFL. In addition, it will deal with the benefits of learning technology and its influence to develop learners' skills.

### **1-1 The Literacy of Technology in Education**

During 21<sup>st</sup> century, technology has influenced the educational system .It is applied successfully to fulfill the learning process. Technology for educational purposes plays an important role in developing the learner's abilities. Computers and the internet and mainly information technologies have developed almost social life in which it offers different means and ways for teaching and learning the English language. *There is no point in using communication and information technology unless it clearly improves the quality of learning in the same way* (Lawrellod, n.d ;cited in Amari, 2016: 11).

Technology provides learners with a new concept and understanding to the outside world as well as computer technologies have improved the way individual grasp information. Therefore, educational institutions whether schools or universities or even teachers must recognize the importance of developing technology instruments and students' abilities in order to make them more motivated and involved in teaching and learning processes.(Amari, 2016:16).

*There are two essential ideals that making the effective use of technology in teaching and learning. The first ideal is to encourage individual learning processes with exceptional focus on new educational qualities. The second includes the concept of disturbing education through networking technology and to create commutative channels between both students and teachers* (Hampel and Slanck, 2001:10).

Technology plays an important role in learning process and implication in education settings , it provides an access to information use as it influences the process of learning .technology used in education in many focuses , which include webpage ,email , chat text, blogs, and social networking .It offers many structures for the learning environment and new channels for learners to receive informative and constructive feedback and improving the quality of learning and teaching also to enhance the relationship between teachers and students and interaction between students with peers ,excesses student motivation.(Kamnoetsin,2014:21)

## 1-2 Technology as a Tutor

During 21 century, patterns and methods of educational technologies started to appear. Technology began to be the main source for information that is valued according to its implementation in any educational context.

*Student trying to learn English as a second language need further language support, they need to practice hearing language, reading language, speaking language, and writing language in order to develop their experience and skills* (Ybarra and Green, 2003:28 cited in Amari,2016:6).In order to do these activities they should use a variety of technologies and instruments that can enhance their abilities to acquire the language effectively and quickly. *Learning English as a second or foreign language and instructional technology are connected to each other* (Singal, 1997:33). By the late of the sixties and seventies of the past century learning English by using technology was highly applied in both schools and universities. (Ross and Louthier 2009; cited in Amari, 2016:6) state the different applications of technology in the field of education:

**a-**Training learners on basic content to give teachers more opportunity to monitor and carry out evaluations and maker activities using technological tools.

**b-**Helping low achieving students to overcome their weaknesses.

**c-**Guiding additional lessons when losing contact with teachers after long holidays.

**d-**Using multiple methods to teach authentic materials in order to develop learning abilities and help low achieving students.

**e-**Transfer well found takes for learners who effectively finish their work.

**f-**Making learners ready to have tests in order to be proficient in the way of responding to people representative requests. Technology is thus considered as a teaching aid known as Interactive Classroom Communicative System by using this device students can respond immediately to teacher questions and answers are instantly assembled and displayed.

### **1-3 Teacher's Development**

Over the years, teachers were prepared and trained to use technology in their teaching approaches in a limited way only on technology and software .However teachers need to involve technology in order to face challenges on how to control hardware system works.

Most teachers are significantly prepared and trained to use technology in which 20 % feel themselves competent in using computers. However other teachers face many problems on the effective use of technology to create expressive learning atmosphere (Duhary, 2000:34 cited in Amari, 2016:20).Thus, many researchers claim that the only responsible for making teachers more knowledgeable in the field of technology is the educational school system.

Furthermore, the majority of teachers lack real experience in the field of software application therefore; they face difficulties when trying to apply it in any contextual learning environment. More ever the development of technology generated great difficulties for teachers because they are challenged to meet the current shifts of technology innovations.

(Means 2000 cited in Amari, 2016:21) assumes that teachers have to possess technology skills and capable to:

- a-**Use technology for personal development.
- b-**Involve technology to improve learning strategies.
- c-**Create and adjust technology supported learning tasks.
- d-**Support student centered learning according to technology-supported tasks.
- e-**Evaluate students' abilities with technology supported tasks.

Therefore, educators nowadays must free themselves from what existed before and accommodate technology as an essential component in their educational programs .Thus, technology helps both promoting better learning environment and advancing teachers personal levels.

### **1-4 The Benefits of Learning Using Technology**

Using learning technology helps learners to be motivated and engaged as it empowers them. Using technological tools (face book, blog, and chat groups) empower learners to transcend the traditional concept of the classroom and provide them the ability to have great ownership of learning specifically through being involved into the outside of the classroom. Technology is an interactive tool that provides as a source of real language (written and spoken) in the classroom and motivating them to produce more language than they have done. (Stanely, 2013:33).

The Internet provides authentic content where teachers and students get a real content in the target language. They can read a real menu and watch a movie tailor. It can complement the course book by bringing language learning to life. The Internet also provides teachers with lesson planning, ideas banks, test generations and all what you need to know as a teacher. It offers meaningful language in which many studies has shown that students learn language better when the language they are exposed to is meaningful. This latter creates contexts for language use in which the students actively manipulate the language for clear and logical purposes, that promotes critical thinking skills and constructivist learning where students make choices and constructs knowledge every time they go on line. All in all, the Internet reduces focus on the teacher working with it can take the focus off the teacher and shift communication from teacher student to student-student. Therefore, as a teacher the Internet can help model the language you want to teach.-Internet based work can increase motivation-computers and it is a key component of youth culture and lend language-learning street-credibility. (Gavin & Nicky, 2008:62).

### **1-5 The Use of Software Technology in Language Use and Usage**

Technology provides new forms of information exchange and communication particular social media has increasingly replaced the traditional media as TV and newspaper. Social media has defined *as forms of electronic communication as websites for social networking and micro blogging through ,which users create online communities to share information, ideas, personal messages and other contexts and videos* (Merriam Webster

dictionary, 2017<sup>2</sup>). The term social media was first known in 1994-1995 when the first web-based social networking site, Geocities, was founded (Goble and Kitchart, 2011:25). Social media refers to social software in the form of web sites and other online communities such as social networking and blogs in which people share information, ideas. It is a web-based platform that allows individuals to create and share ideas or existing content in different forms of communication. In short, social media is the online communities in which people interact with each other and are used in many areas and for different purposes that provide news and various products also for educational purposes in which it has developed quickly in academic use.

Many articles state that social media based on language learning theories, it should be viewed as a participant to facilitate communication in which the focus must be on the learner's goals and needs rather than on the technology. Social media can be used as an educational tool in which it makes interaction and enhances communication among students and teachers. It promotes teaching and learning processes and facilitates students' academic writing skills. (Charfaoui, 2011:23).

Social media has developed vastly for academic use. In particular, many researchers and studies state that learning is influenced by constructivist and social learning theories. In 1990, constructivist theory made a significant influence on education. *Social interaction theory assumes that learners reflect and act with an environment that is often followed by reflecting and abstracting experimental knowledge* (Cavris and Ercog, n.d:113 cited in kamnotsin, 2014:17). Vygotsky emphasizes on social interaction and how society affected the learning process. Interaction in learning environment is designed to enhance meaning and sharing experiences. Additionally, Birch, Volkov and Wilson asserted that:

*The social constructivist focused on learner centered learning in which learners can share their experiences, activities and knowledge with each other. Learners are motivated to participate in dialogs with the others and work with them to construct knowledge for their selves. Web based learning was supported by learning theories that focus on creating of an appropriate environment* (Keansley, n.d: 66).

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<sup>2</sup>Merriam Webster dictionary : it has been America's leading and most trusted provider of language information

Social networking sites are applications that enable users to connect by creating personal information profiles and sending E-mails between each other and those personal profiles can include face book, my space and blog that allow people to construct a group of users whom share a connection .Social network sites has replaced the traditional means of communication such as letters and faxes. (kamnoetsin, 2014:38). Nowadays it is used to interact socially in order to use means of communication; the focus of students should be on the learning process.

### **1-6 Using Face book for Improving Writing**

Among a number of networking sites, face book is the most useful social networking used by various usages that started out in early 2004. At first, it was used to facilitate interaction among the users. It has become the most popular site and source for new online communication.

*Face book provides users with a variety of means to communicate and interact with each other and make new friends all over the world. According to face book statistics, its users spend over 700 billion minutes per month of face book (Shih, 2011:p36 cited in kanmotsin, 2014:46). Face book users hit one billion in2012 that makes it the largest number of users then other social networking sites (Zacherbourg, n.d:83).*

In fact the world population is about 7 billion that means of users of face book in every seven people in which face book plays an important role in student language learning,. It is considered as a good model of learning. It offers opportunities for both practice and learning for the learner that occurs outside the classroom. Many studies have provided that face book is a helpful tool for improving the learner's language learning and writing skills especially in brain storming of ideas before start writing.

Face book seems as a platform in which students have the ability to value the benefits of collaborative learning. Face book group is available only on the social networking site Face book that allows unlimited number to participate, interact, and communicate for specific purposes. It also allows an immediate feedback and interaction that would motivate students to improve their writing. (Melar, Yunus and Salehi, 2012:27).

Face book can facilitate teacher-student interaction and allows them to connect online. *language learning is not limited to the four walls of the classroom anymore, it presents new opportunities to students to improve their own grammar, organization of writing and vocabulary in which students may learn new sentences or new writing structures also they can identify their own or their friend's mistakes which are in comments and posts, they can connect the mistakes immediately and discuss the incorrect grammar with friends* (Yums, 2012:44).

Students learn writing skills by reading their friends' posts and paragraphs also it can improve students writing skills by linking academic writing to outside communication (Shih, 2011:187). Students considered Face book as a medium for teaching and learning languages and teachers should use face book as an effective way to enhance students' academic writing. As a result many researchers suggested that Face book help English learners to learn new vocabulary by reading friends comments and they made an effort to find out the meaning of unknown words by using dictionary, besides that Face book helps them to reduce spelling errors through the use to find spell check feature .

### **1-7 Blogging as a Platform for Language Learning**

The term weblog is used to refer to a public websites in which the writer is constantly updating opinions. It provides students opportunities to become autonomous learners as it allows feedback to be provided individually or collectively and being shared with others. Its use represents a source of motivation and opportunity to use their knowledge to benefit their language learning.

Many blogs are topics of general interests, personal diaries, political issues and some of them are monologue in which blog rapidly came to be used for unmarketable scale of purposes. The notion of blog actually covers many features of linguistics actively including the element of reflective and opinion noted that writing as diaries in which the writing can be creative. The language of blogs exposes the process of writing in an immediate form that facilitates interaction. (Karlsson, 2014:18)

### 1-7-1 Types of Blog

There are three main types of blog:

**a-Tutor Blog:** This teacher's blog can be used to post tasks such as home works and links for learners. It is good idea to post a list of links to learners. The tutor blog makes it easy for learners to find each other blogs. Blog gives learners' opportunity to build a presence online in an interactive atmosphere where they can show their different attitudes and personalities. (Gonzalez, 2012:18)

**b-Learner Blog:** Giving each learner a blog is more motivating as a particular learner owns each blog.

**c -Class Blog:** This is the easiest way to blog, which means there is only one blog for the teacher to visit and to read learner work, but it is less motivating for learners because they do not own the writing space. This blog teacher or learners have equal posting rights.

### 1-8 The Influence of Chat Groups on Student's Performance

Chat groups are discussions of a particular subject organized at particular internet sites in which computer users who are interested in the topic can participate. The situation depends whether the interaction takes place in real time or in the post pond time. Some chat groups are global receiving contribution from many geographical locations. Some are local restricts to particular country other are controlled or motivated by the owner .Although the chat group promotes the use of a consistent language variety. Chat groups interactions are used in foreign language teaching. Asynchronous situations such as new groups were to facilitate teacher\_ level discussion of issues and opportunities for students contact, and teacher –student interaction. The asynchronous context gives students time and opportunity to read, understand, and respond without the pressures of time interaction. (Hami, Sobh and Rahman, 2015:34).

Social network sites offer positive attitudes for educational purposes because they increase the interaction for both student –student and teacher- student communication and learning community. They enhance the effective learning, communication, motivation, collaboration and student opportunities to interact more frequently with their peers (classmates and teachers)as they enhance learners engagement and interaction and lower

students' stress that make students feel comfortable in expressing their opinions and sharing their thoughts and promote students' creative thinking skills.(Bin Asadullah,n.d :38).

### **1-9 The Effectiveness of Computer Technology in Language Learning**

The use of usual media supported vocabulary acquisition and reading comprehension, the use of online communication tool can help to improve writing skills in which it all allows learners opportunity to participate. *Computer Technology is a tool that includes increasing learning learner's language proficiency over all academic skills, vocational preparedness and self-esteem* (Dukel,, 1999:226). Many educators were emphasizing in technology's interactive abilities such developing learning autonomy and providing feedback. The benefits of computer technology included the exploration of source applications of certain technologies in certain language era such as hyper media technology that is the integration of sounds and videos.

*Multimedia technology provides an authentic cultural context which are important for language learning* (Kransh & Anderson, 1999:199).Computer technology was considered an authentic effective tool of providing goal directed in writing courses.

Recently educators and researchers became more interested in using computer technology as a tool to excess foreign language teaching in which numerous software programs were created in foreign language such as English, French, Spanish, Italian, German, Japanese, and Russian.

Educators agreed that computer as a tool can be effective instructional tool in which the interest in technology appeared to center on the multimedia capacities of providing authentic learning situations .Whether the teacher can deal with this by training using technology, *such application as peer motoring program where in the internet to allow opportunities for online reflection of teachers which helps to become more Critically aware* (Velente,2000:76).As result the effective use of technology can influence learning in which computer technology seen as a tool to use in order to enhance language learning.

## **1-10 The Influence of Technology on Students' Production Skills Process**

In this passage, the research will deal with the relationship between technology in general and productive skills in general also, this is to introduce an access to the target skill, namely writing.

### **1-10-1 Speaking and Technology**

Speaking is an interactive process of constructing meaning that includes producing and receiving information. For many years the computer has been associated with application in the area of writing the spoken language, so with this development of the web teachers and learners increased access the internet for language teaching and learning. Technology can be used as a stimulus for discussion or a way of recording learners. This tool of recording learners using the web that is one of the best ways in which technology can help learners to improve their speaking skills. Nowadays it is very easy to record learners speaking, recording learners speaking has many advantages in which teachers can ask learners to make a recordings, and this makes it easier for the teacher to assess how well a learner is speaking and help them improve rather than assessing in the crowded classroom. Learners can record their speaking and listen to how they sound and this helps them to understand how well h<sup>3</sup>e speaks English and how to do it to get better. (Awattallah, 2006:20).

.Teachers use technology to encourage speaking English practice both in the class and outside of the classroom. All in all technology can be used to enhance speaking and to help learners improve their speaking through the use of the appropriate technology.

### **1-10-2 Writing and Technology**

Writing skills are specific abilities that help writers to put their thoughts into words in a meaningful form and to mentally interact with the message. Writing skills are the primary tools for communicating knowledge, especially in educational settings. It is the capacity to communicate specifically that may prove to be an achievement in life chance. On the other hand, it is the capacity to represent one self well on paper as well as will help learners to secure a job on higher educational chances as they will be more attentive to the significance of the quality of the presentation of his work. In most languages, writing is a complement to

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speech; it is a form of technology that is developed as tools developed with human society with a language system. Writing relies on some structures as speech, such as grammar, semantics and vocabulary with the added dependency of a system of signs and symbols. Teaching writing for young learners need more guidance and motivation in learning writing skills, teachers are required to figure out about the learning styles in order to make the students interested in learning writing. Teachers should consider about some aspects in teaching writing. They need to think about a variety of techniques, activities and teaching aids for making the lesson appealing to students, they also can use students ' creativity and encourage them to think critically about topics with focusing on writing activities. These resources promote writing across subject areas and cover everything from grammar basic to fantasy-writing inspiration. (Awattallah, 2006:30).

Nowadays technology makes it easier than ever for the students to collaborate on first about anything including writing projects. Even free products like Google Drive allows students to work together on a task or to give each other feedback that can be helpful in the writing process. Teachers can also chime as so long as documents are shared while there are numerous plat forms that allow for collaboration. This skill is the most affected by the use of the internet. With the rise of social networking tools such as blogs, face book and wikis learners become more used to writing where learners write online regularly. The use of social networks can be encouraged with language learners; it encourages great productivity means that they are attractive tools to introduce the language to learners. Teacher's role here is to facilitate and responds to learner's posts and writing comments relating to comment rather than trying to correct learner's works online. Writing skills is very important for English or any language learners to have a strong writing ability to share his / her inner information. It is important because it improves communication skills, critical thinking, and creativity. Writing is a consideration of process and product. The process refers to the action of gathering ideas taking from a production of peace of writing, whereas the product is the final piece of writing.

Writing skills is comprehension ability including vocabulary, grammar, conception and other parts of the language that provides learners the opportunity to find ways of expressing their ideas in foreign language. All in all the purpose writing as one of the four skills is to facilitate students 'language and their daily communication.

## 1-11 Language and Language Change

The study of language change needs to distinguish the historical entities from the types they represent which this historical entity is bounded the individual. It is a specifying entity, entity that exists for specific period of time in a specific place .These entities such as languages, certainly it is recognized that a certain languages exist during certain time and place, proto ceremony was characterizing as the language of fruit speech country whose origins spread and break up determined the spatiotemporal borders of the historical entity of proto ceremony.(Craft,n.d:144). A variety of language is a system of linguistics expression whose use ruled by situational factors. This notion includes speech and writing, dialect and regional, legal and scientific language, creative linguistics expression and wide of other expressions .varieties are systematic and predicable. It is possible to say in a given language how people in particular region will talk and write.

The change is an important element in any situation is to motivate a change in the use of language. That is to say, that language change nowadays is to some extent manipulated by internet language including Software.

Language by means of neologism as well as by social networks, which are bringing a huge change to many languages at the same time. Language

change reasons may varied from language to another. In this research, the reason is common, called Internet Language. (Brenda, Susan, n.d:235. 2011:166)

Some linguists argue that the only organization is a language change that occurs in some speakers 'present ***“change in the output of a single speaker might be regarded as the locus of a change in the system whereas of course a change is not a change until it has been adapted by more than one speaker”*** (Miltoy,n.d:29 cited in Zahra,2011:55) .

## **Conclusion**

This chapter dealt with the significant role of integrating Technology in education and how Information Technology can be useful and helpful for improving teaching and learning language. As well as the effectiveness of using Social Media to develop learners skills and in particular the writing skills.

**Chapter two**

**Teaching Writing and  
Internet Language**

## **Introduction**

This chapter will explore the writing skills and its importance, nature and its purpose. It also investigate the integration of ICT in language teaching and learning as well as the benefits of using Internet Language to develop EFL learners' writing skills in English class and the different stages of teaching writing as elements of the model. In addition to this, it will deal with how to use of social media to improve students' abilities of writing.

### **2- 1-1 Definition of Writing**

Writing is a way of transforming ideas and thoughts for other people. Some people are better at expressing themselves in writing than others in oral. Writing is a critical skill in our daily life. *Writing is the most important invention in human history because it provides relatively permanent record of information, opinion, explanation and theories* (Carol, 1990:28). It is easy to understand that writing is a real application of what human mind involves. *Writing is the work that involves inventing ideas, thinking how to express them and organize them to sentences and paragraphs that will be clear to readers* (Skolt, 2003:96 cited in Melor. Yunus and Hadi, 2012:90).

Writing is a form of expressing what permits learners to communicate using ideas and different attitudes in English language. It also represents an opportunity to exchange ideas between people in different ways. *Writing is far from being a simple matter of transcribing language into written symbols; It is a thinking process in its own right, it demands conscious intellectual effort which usually has to be sustained over considerable effort of time* (White and Brandt, 1991:101 cited in Melor. Yunus and Hadi, 2012:90). Writing is a complex process that is an essential skill for effective communication. This skill is more needed for students to know how to reflect their knowledge, attitudes, and enables them to share information and views with others. It can be done with different contexts such as writing E-mails to friends and showing knowledge to what have been learnt. Writing is a key skill in foreign language learning where teachers need to evaluate their students writing abilities *writing in a foreign language is the ability to use language in an ordering writing situation, writing in a foreign language is the ability to use structures, the lexical items, and their conventional representation on ordinary matter-of-fact writing* (Lado, 2010:17). *Writing is*

*not only limited to express thoughts but also a tool for learning. Writing is a process of exploring one's thoughts and learning from the act of writing itself from what thoughts are* (Kate and Guy, 2003:39). Writing is a complex cognitive activity where you must take into consideration to format, content, structure and spelling. Writing can be acceptable only when cohesion and coherence are implied. (Gonzalez, 2012:6).

Achieving a good level in writing is the primary focus of writing instruction enhancing writing performance is the primary goals in which teachers and students are concerned.

*Writing is a craft, an artistic process with techniques and conventions that can be learnt, employing skills that can be improved* (Neman, 1995:4). Writing is a system of communication between individuals using visible signs and graphic symbols, each language has its own graphic symbols where written English use a system that consists 26 letters. The teacher needs to be familiar with what writing is about, why people write, what kinds of things they write, the purpose of writing, what a writer needs to write successfully. As well as he needs to know the different stages in the development of writing skills and the main issue that concern teachers of writing. In general manner, teaching a foreign language subjects learners to the four skills-hearing to write increasingly becoming a necessity in life, no matter what career one will embrace writing is a communication tool that translates thoughts into language. (Gonzalez, 2012:7).

Writing is among the most valued abilities that ease the learning forms and guarantee productive and successful adults. This skill is thought over as the most challenging in language learning. It is a social endeavor, a way of communication with people. Moreover, writing in a foreign language is the ability to use language and its graphic representation in an ordinary writing situation. (Lamri, 2010:36).

### **2- 1- 2The Nature of Writing**

Writing is a group of letters and symbols written on a surface as a means of communication. It is an activity designed to be read. However, writing is more than being a matter of transcribing sounds into symbols; these symbols have to be arranged according to some conventions to form words. In terms of pedagogy writing is a critical element in the language teaching setting, as students need to write down notes. Yet, over the years, it has

seemed that writing has been seen only as support system for learning grammar and vocabulary rather than a skill. However, methodology trainers have looked again at writing in the foreign language classroom and acknowledged the importance of writing as a vital skill of a foreign language. (Hamadouche, 2010:7) Therefore, writing is an activity of being able to communicate with language through a graphic representation of ideas. It is a prestigious social activity of communication and an important skill for language learners as well as native speakers. *Writing is not an innate activity, but it is a production that requires specific training and practice* (Grabe and Kaplan, 1996:113). Many linguists point that writing is classified as a productive skill in addition to speaking that must be learned in formal situations. Writing is a complex and difficult task whether in academic institutions or in real life. It is true that writing is a recent form of expression in the development of human beings. (Lallali, 2012:16).

*Writing as a complex process and it is frequently accepted as being the last language skill to be acquired* (Lyons and Heasley, 2006:36). *Spoken language, for a child, is acquired naturally, as result of being exposed it, whereas the ability to write has to be learned* (Harmer, 2004:26). *Writing is also a problem solving activity-developing progress* (White and Arendt, 1991:25). This means that writing does not come naturally, but through cognitive efforts, training and practice. Therefore, the significance of writing has been often understated in language teaching and in foreign language teaching and writing has often been synonymous with teaching grammar and structure. *Writing is a difficult skill to acquire* (Tribble, 1997:65). Besides its complexity and its importance, writing is a dynamic process that allows writers to work with ideas and words.

Writing is most of time done for educational purposes that must be taught and learnt through deliberate effort. Writing is formal and compact while speaking is more informal and repetitive.

### **2-1- 3 Importance of Writing**

Learning foreign language entails learning to write it, it has a significant importance in teaching and learning English as a foreign language, because it expresses social relationship, which exists due to the individuals 'creation via discourse. It is also a way in which we can create a coherent social reality through engaging with others. In addition, the practice of writing can provide different learning styles it is considered as an aid to retention means that students feel more related in writing. Moreover, writing provides varieties of opportunities in

EFL classrooms through assigned tasks such as grammar to supply different-writing models. (Leila, 2010:21) Furthermore, writing is used in formal and informal testing and serves as reinforcement of the language. It is a skill that draws on sub skills and processes such as spelling and vocabulary and grammar. Writing as a skill has come to play the eminent role, it probably deserves in foreign language teaching because its benefits it provides. Writing may be described as helpful skill for the learners to gain proficiency in the foreign language and because of the considerable production time, learners take plan and revise their text before it is put in final form. The writing skill allows foreign language learners to discover more about how English works. . (Leila, 2010:22).In addition, the writing is the skill for mostly used to examine pupils 'performances.

It has been defined by Oxford dictionary as the activity or skill of making coherent words on paper composing text. It is an effective way of expression and an important skill in communication. It is a critical way that is a necessary component in education. This skill is more beneficial specifically for those who are emotional and could not express verbally and they can expressing themselves in writing than any other way. (Ghaleb Brahim, 2013:3).

Writing is important for judging a person by the quality of writing and helps writer to be more flexible and mature. The more he or she writes, the more flexible his or her vision and through process become towards the requirements and demands of the reader. Overall, writing is a means to extend students' knowledge. It is a tool for learning subject matter, this role is called Writing to learn and what makes writing important is that writing cannot be taught alone, but usually with the integration of the other skills. (Ghaleb Brahim, 2013:3).

### **2-1- 4 Approaches of Teaching Writing**

A number of approaches have emerged to develop practice in writing skills. Applying one approach or another depends on what the teacher wants from the learners to do. Whether he wants them to focus more on the product of writing then its process whether he wants to encourage creative writing and whether he wants them to use the computer as a useful writing tool. (Selmen, 2006:14).

#### **a-The Product Approach**

It focuses on the production of well-produced composition. It emphasizes to lead learners achieve pre-determined objectives *...a product oriented approach, as the title indicates focuses on the end result of the learning process, what is that the learners is expected to be able to do as fluent and competent user of the language* (Numan,1991:86). The product approach inhibits writers then encouraging them or liberating them. It involves the presentation of a model text and forms the basis of an activity that leads to writing parallel text. (Lallali, 2013:23). This approach encourages analyzing students 'product at the end of writing processes, so the teacher can recognize their weaknesses and strengths where the more interest is accuracy that will be achieved by imitating model texts. (Azzoui, 2009:19).

### **b-The Process Approach**

It represents a shift in emphasis in teaching writing from the final product itself to the different stages the writer goes through to create these products. This approach has noticeable effect on the teaching of writing worldwide, which stresses the creativity of the individual writer and views writing as a highly complex activity. (Selmen, 2006:17). The process approach emphasized that writing as an activity, which composed of a multiple activities where the teacher role is facilitator who guides his students of the process and helps them to develop their strategies. (Azzoui, 2009:21). It is for the aim of encouraging and collaborative workshop environment with students.

### **c-The Genre Approach**

It attempts to get learners aware on the different elements of writing,*In a genre approach to writing learners study texts in the genre they are going to be writing before they embark on their own writing* (Harmer,2001:258 cited in Selmen,2006:18).It focuses on teaching particular genres that students need in particular settings that play attention to a language and discourse features of the text and the context. These particular genres help students to fulfill certain functions and achieve certain goals with particular social and cultural context. (Azzoui, 2009:22). This approach looks the language as functional, which serves functional purposes. *Language is a functional resource in that the language system can be viewed as having the form it does because of what it is called upon to do the needs of language learners have shaped the linguistic system itself* (Painter,1991:25). This approach is especially appropriate for students of English for specific purposes; also, it is useful for

general English student. It is important for both teachers and learners to know and recognize their necessary information that serves the writing skill. (Azzioui,2009:23).

### **2- 1-5 The Purpose of Writing**

Writing is a complex skill where most of students are least proficient in this skill. A necessity and attractive tool satisfy some social needs. Student may increase this knowledge of the English language. Besides that, they can be taught forms of writing which are useful and have practical value. The teacher should create writing activities that engage the student as an individual because:

**a-**Writing tasks are important means for consolidating.

**b-**Writing tasks maintain motivation by serving as a break for oral and reading tasks.

**c-**Writing tasks are about recording what has been learnt orally and help retention of vocabulary and sentence structures.

**d-**Integrating writing with other skills make the learning process useful and realistic.

**e-**Writing provides convenient means to test students. (Nesamalar, Saratha and The, 2007:84).

Most students tend to view the writing process as a means to provide evidence of their understanding and skills to whoever is marking their work. It is possible to engage with course materials for a while without knowing whether you have really understood what the writer is conveying.

Writing provides an opportunity for students to think about different points of view and perspectives. Besides that, it helps them to come to a better, personal understanding of important theories and concepts to internalize knowledge and ideas. It also build an ability to analyze and apply new ideas as well as it allows students to obtain feedback from their tutor. This latter helps pull the course to gather and enables them to check out their progress.

Writing offers an opportunity in which students can make use of the critical thinking abilities of their brain to the maximum and expands their curiosity as regards how and why

some things work. It also aids students to farther evolve in the field of research and add important information .So writing is the analytical thinking power of students.<sup>1</sup>

### 2-1-6 Conditions of Good Writing

Writing is a productive skill that needs specific plan and syllabus to restructure the writing course in which the writer needs to know:

**a-Subject matter** it is about the general idea or information gathered from a general knowledge.

**b-Purpose** Writing skill needs specific purposes and aims to be taught.

**c-Interaction and a sense of audience** There must be an interaction between writer and others, he must know who he is writing for so that he can take into consideration what his reader already knows, what he would know.

**d-Language** It is about language adequate for his needs and knowing a range of English idiom. It involves understanding inter-relatedness of all the elements, words, structures, punctuation in a piece of writing.

**e-Conventions** As writing is a social activity; it has its conventions that need to be followed.

**f-Thinking Skills** Writing is a thinking process that needs logic in order to carry through an argument, as it needs to combine old facts into new ways to make his writing interesting.

**g-Organizational Skills** Writer must have the ability of producing well-formed paragraphs with clear main ideas .He must be capable for sequencing his ideas logically and producing a coherent text.

**h-Mechanics** Writer must be able to write legibly, he must take into consideration the spelling and punctuation of his writing.

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<sup>1</sup> *Writing Modes : The four purposes of Writing*. Home blog. Wasky Brian. 24-02-2012.25-03-2017.

*Four Purposes of Writing*. Quiezlet. Jacques Prevert. 2017.20-03-2017.

☒ *What are the Aims in Your Writing*. Home. Elizabeth Uva. 14-10-2017.20-03-2017.

**i-The Writing Process** It is about selecting topic, getting ideas, drafting, revising, editing, proofreading and publishing. It is about knowing the process.

### **2-1-7 Stages of Teaching Writing Lesson**

Writing lessons differ according to the phase, approach and specific aims of the lesson. A lesson may provide multiple contexts for practicing handwriting, spelling, teaching and creating occasion's meaningful practice in punctuation or using what language they have for real communication. Stages may differ according to the genre of the writing and the time available, learners work in pairs or in groups to share ideas and knowledge to provide a good opportunity for practicing the reading, listening and speaking skills.

**a-Brainstorming** It is the first stage of a process approach to writing where learners 'own ideas can make the writing more memorable and meaningful.

**b-Sorting out** This stage involves thinking about which of the many ideas generated are the most important and relevant.

**c-Focus on model text** Once students have generated their own ideas and thought about which are the most important and relevant, now teacher should provide them the models of writing to express those ideas in the most appropriate way. This will raise learners 'awareness of the conventions of typical texts of different genres in English.

**d-Organizing Ideas** Once learners have seen how the ideas are organized in typical examples of the genre; they can organize their own ideas in a similar way.

**e-Writing** The writer goes through several drafts before producing a final version. Nevertheless, it may be helpful to let students know beforehand, those with access to word processor can use it to facilitate the redrafting process. The writing can be done alone, at home, in class or collaboratively in pairs or in groups.

**f-Peer Evaluation** It helps students to become aware of an audience other than the teacher. Peer scan respond at this stage as the teacher by commenting on the content and the organization of ideas.

**g-Revising** Students must be encouraged to check the details of grammar, spelling and organization of the previous stages. Teacher must use codes to help students correct their own writing and learn from their mistakes.

At our university, writing skill is taught in the first, second and third year. The main focus in this module is about teaching different types of paragraphs and essay mainly. Teachers use different methods of teaching this skill, the first teacher focuses on group work; however, the second teacher does not act with groups.<sup>2</sup>

Learning materials among others. (Nedal, Abed elRahman and Mahmoud,2014:27). *ICT can be used to present new information to students and practice skills and tasks and keep close contact with other students and teachers* (Fitzpatrick and Davies, 2003:38). It is also to provide teachers with a wide repertoire to benefits their students ‘language development and improve their teaching practice.

### **2-2-1The Influence of Information Technology to Develop Learners’ Writing Skills**

The implementation of technological means make an influence in the classroom .The corner stone of student actual learning directly related to the development of the fundamental skills such as reading and writing. Many studies have improved that using technology which is considered the main reason that led to the improvement. Consequently, they spend more time in learning and practicing tasks in which students that approach the same tasks in a traditional way. (Gavin and Nicky, n.d:13). Students with technology become more motivated to learn and to write and can rapidly enhance proficiency in their learning and develop their achievements as result students will develop their skills that will help them to have critical thinking whereby they can solve their daily life situations. Information Technology motivates students to write and use the written language to communicate through using different activities. The effective use of Information Technology in teaching and learning processes can enhance written performance. (Gavin and Nicky, n.d:15).These technologies can be used successfully in writing and contribute greatly to nowadays education settings and they can

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<sup>2</sup> *Teaching Writing to EFL Students*. Slide Share.15-01-2009. 25-03-2017.

*Competence in Foreign Language Writing*. Sd. Stephen Kraslen. 01-01-2004.20-03-2017.

enhance teaching' methods by providing students with an environment which promotes creativity and give students writing opportunities and to brain storm ideas as well as provide an accurate and beneficial feedback also to improve their competence level. (Holt, 2004:52).

### **2-2-2 The Use of the Internet in Education**

It is a technical tool that provides opportunities to develop writing skills. It paves the way for students to write individually, peers or in groups and allows them to evaluate the quality of their writing. All in all the use of the internet can support both student 'writing and the teaching of writing. (Susan and Brenda, 2005:72).The Internet is a significant means in the English language-learning environment that can enhance the teaching and learning processes of the English language in academic institutions. Recently studies state that EFL teachers use the internet as a teaching tool in language due to its potential benefits and using the internet in the EFL writing classroom is largely positive and students can improve their writing ability through the introduction of the internet in their writing classroom.Many students agreed that the internet is a source of education and a plat form for learning writing. Besides that, it can affect their formal writing positively. The Internet provides many opportunities to students to gain knowledge and it is a way to seek information or even search for word meaning and pronunciation. (Crystal, 2010:19).

The Internet maintains relationship between individuals such as education as well as its users can harness for educational purposes. It provides models of emulation; it makes the ambition to emulate realizable by having easily downloadable graphics and audio and video materials to use in composition. The Internet serves different pedagogic functions at a variety of stages in the writing process in which it can provide a meaningful purpose for the writing. It is considered as a stimulus or content for the writing, it also permits tools for organizing content and ideas. It permits models for imitation before and during composition as well as it provides editing, revision and feedback, although it is an effective technique, where teachers use it for fluency and building. The Internet chat provides this fluency practice because the composition is done in real time and the task is sustainable over long periods. The Internet provides new opportunities both to teach and learn English and to use it in practical and interesting ways. The teacher's strategies in the design and organization of internet use are key to success of internet implementation in EFL classes. Adopting new technologies into EFL education improves learning out comes. Using Information Communication

Technologies, particularly the Internet provides new opportunities for both teachers and learners and one of the most advantageous features of the Internet is the way it includes the aspects of multimedia and hypermedia currently being used in education.( Eastment,1999:27).

The main goal of the Internet course curriculum is to get students to use English for authentic ,communicative purposes, helping students to learn English more effectively .It also aims to improve students ‘ ability to learn grammar and vocabulary .At the same time ,the sites which are written in English provide opportunities for students to read and write authentic English instructions and respond to them appropriately .Other web-sites provide opportunities for students to do guided writing assignments which could reinforce vocabulary ,idioms and grammatical structures and otherwise reinforce learning.(Zhao,n.d:3).

### **2-2-3 The Use of Internet Language in Teaching**

In particular internet has become a social phenomenon permeates education and work and using internet in the classroom takes learning to the real world, for instance the web provides information to the teacher as it has become in the world outside of the classroom, rather than telling that it will give them the answers of the questions or tasks later and teacher help the learners by showing them how they can use reference tools such as dictionaries. Thus, it helps them to help themselves and to be autonomous learners. The web offers many choices to the teacher to answer vocabulary questions such as translation or explanation of some things; teacher can bring easily examples and appropriate ways to make them understand. The web is a source of listening that provides the teacher to find clips or people speaking uncounted brands of English as well as songs, also it provides an opportunity to learners who are in a certain topic to speak and talk. Internet also allows users and learners to interact and collaborate with each other and give the opportunity to connect with other learners of English and to have authentic language practice rather than having practices that take place in the classroom.(Craft,n.d:35)

Publishing learners work online has a positive effect of the quality of the written work which learners produce where the audience beyond that the teacher and classmates can correct errors and empower the process of writing. In addition, the use of the internet in foreign language teaching presents teachers with fresh challenges with applying a great force to foreign learners. It offers learners opportunity to meet their interests and motivating them and another benefits that the web can put the learners in contact with up-to-date information

about language through the use of online dictionaries .Moreover the web offers unprecedented opportunities to students for both individual and collaborative work; David Crystal added further point teachers need to learn new language ,he does not new foreign language but the language of the internet as an essential step of familiarization with procedure. Also the language of the internet, users is clearly in a state of transition. *On the internet we are struggling with a very add set of tools and pushing them as hard as we can* (Patricia, n.d:36).

All in all the use of the internet in foreign classes would help the learners to develop their learning abilities. Teachers use the internet as a crystal tool by which they prepare their lessons. Unfortunately, these sources have a possibility to be a tool for learning in classroom. Internet has been viewed from a social perspective which makes language to become a cultural role .Despite the noticeable technological accomplishment and the visual screen presentation ,what is obvious the where engaging in any function of the internet is its language character means that the internet is a revelation so it is a linguistics revolution.(Craft,n.d:16 6).

### **2-2-4 The Influence of the Internet on Language Learning**

Recently, the Internet provided students the opportunity to find information online and share their findings with other language learner. For today’s generation social media allows the creation of new content and provide language learners with new incentives to easily interact with people from across to the globe.

The Internet has changed the nature of information flow and how students make sense of the world. These changes indicate that educators need new strategies and new tools to teach learners to fit their thoughts patterns. Network has a significant importance in the teaching and learning process and its effectiveness or improving the students’ performance in writing and enhancing their abilities to critical thinking and problem solving abilities which are the purposeful hope of the teaching learning process. Using one of these modern technologies is as a behavior and learning how to write effectively is another behavior that could be enjoyable applied. Besides that, it creates opportunities for students to engage new material, serving as guides to help them understand and apply information, role-plays and structured learning groups. Using these new teaching tools as students will like the idea of learning and having

fun at the same time. This enables teachers to convey their message in teaching English language implicitly and in an interesting way. (Scott, Hardisty and Eastment, 2000:33).

The application of social networks would be an easy task to encourage and motivate students to use them as a medium of learning as well as it helps a lower language proficient class to become more comfortable participating in online discussions and for giving closer relationship with their fellow classmates. *Students learn more in less time when they receive computer-based instruction and the use of technology in higher-level reasoning and problem solving abilities* (Lin, 2012:95). Therefore, it is very important for learners to have out-of-class sociability because it is communication and learning language. Social networking provides opportunities for learners to develop social skills on line. Learning how to write effectively through social networking is not only enjoyable but also efficient because learning is carried out cooperatively. As means of communication, the Internet allows students around the world to integrate with one another cheaply-quickly and reliably, opening up the classroom to the real world in a way, which has never before been possible. (Soochoon, 2007:31). As the Internet is such a powerful means for information and communication, there can be much more integration of computer works into the language curriculum. Both teachers and students start to use the Internet as a source of material for learning and teaching in the same way as they currently use books, magazines. Eventually, they will probably use more Internet-based than print resources, simply because these will be more easily available. In fact access to the Internet will lead to a change in the way language is learned in which it provides a faster and more convenient alternative to conventional communicative writing and allows audio –video communication in ways that have never before been practical. (Sreenathachary, n.d:3). The Internet will also lead to more cross-curricular work-skills needed to use the Internet for language learning will be similar to those needed in other subjects in the curriculum, while Internet resources found in the language classroom will be often relevant to other subjects. Students may find that the information they need for other subjects is only available in English, they may be able to practice their language skills at the same time as studying other subject. It is often claimed that computers are worth using in the language classroom for their potential to motivate. (Scott, Hardisty and Eastment, 2000:65).

The Internet is a tool that has a great potential in the language classroom in which its effectiveness in practice depends largely on the way it is exploited by teachers and students.

### 2-2-5 Using Social Media to Teach the Writing Skill

The use of the Internet is necessary that EFL instructions should use it and be able to make use it in order to prepare students for their future as best as they can.

The Internet tools can be accepted as instructional tools to enhance learning in EFL classroom and that students have benefited a lot from the Internet Technology. The Internet should look as a motivational tool to enhance and increase students 'engagement in the learning process. Many of researchers tried to explore the possibility of using Internet-based tools in developing EFL students 'writing out comes that consists lessons, tasks and chat rooms to help students improve their writing performance.(Cited in Zhao,n.d:2).The online technologies can be used successfully in writing instruction and writing courses with providing a way for students to share their writing and gain feedback. Recently studies state that EFL teachers use the internet as a teaching tool in language due to its potential benefits and using the internet in the EFL writing classroom is largely positive and students can improve their writing ability through the introduction of these new technologies in their writing class.( Thangaraj & Maniam,2013 :26). Online social media is definitively beneficial to EFL students attempting to improve their English writing skills. This sustained by the fact that students can write at their own pace, exchange writing among each other feely and spend as much time as they need brainstorming. All of that help the students in their prewriting activities well before they become ready to compose the final version of their paper to be submitted to the instructor for final evaluation as well as it helps students to better develop their vocabulary and lesser spelling mistakes. (Thangaraj& Maniam, 2013:48).

These new tools became an alternative method for EFL learning and teaching. Language learning has over grow beyond the boundaries of the four walls of the classroom, most language learning occur outside and informatory through ICT medium. The Internet serves many functions in the teaching of writing in which it influences what need to be included in writing courses. The writing would be complete with E-mail, the internet chat and electronic bulletin board postings, as they are new and important genre for efficient and effective sustenance of this modern world in which the teacher should include them in his course. (Chittravelu &Sithmparanand and Soochoon,2007:87).

### **a-E-mail**

The teacher should expose variety of examples of these genres to his student. He needs to teach them the mechanics of e-mailing (create an e-mail account, save an address).He has to teach them the common short forms used in e-mail communication (between btwn\_because bcz).

-This would help them to practice writing regularly by forming e-mail link for your students with others from other schools.-It makes their writing authentic.

-It creates purposes and aims for students writing.

-It helps to get peer feedback for students.

### **b- Postings on Electronic Bulletin Boards**

The teacher should teach his students the mechanics of how to get to bulletin board and how to post some thin there, then checking to see information and if there was any response for any one from the visitors.

### **c- Internet Chat**

It may create a form of fluency building one form of guiding the development of talk is by getting students to find information from their talk partner on a subject. Both teacher and students agree would be interesting for instance, a student chatting with other students from different countries could talk about the way they spend their free time or their daily routine, etc. This may become the means of getting to know more about the person and way of sustaining g talk. Several studies state that the Internet offers many benefits to students in which it helps them to learn new vocabularies and complete tasks easier. It is a plat form for learning writing and a medium to improve the writing skills. The importance of the internet in teaching and learning process can also be significant to teachers whereby it allows the students to learn writing in an alternative method. It also advocates the students to further develop their writing skills in the various opportunities for writing presented to them on the internet. (Chitravelu & Sithmparan andSoochoon, 2007:89).

The Internet arouses an active interaction between students to connect with each other and that students of today are constantly spending more time on their computers and taking an approach that uses a medium, which is interesting to them as a method for them to acquire and learn writing could be constructive and favorable. This could be successful progression for the students to cultivate competent and excellent writing skills. The use of Internet language has a great effect on students 'writing skill, that it improves their spelling, grammar, vocabulary, punctuation and ideas. It has a great positive impact on students writing performances where students can learn from the internet use to increase their basic skills and knowledge that serves as a resource to help the development of their writing performances. (Al-Bataineh, 2009:7).

### **2-2-6 The Use of World Wide Web in the Classroom**

It is a part of the internet where the information can be accessed ,that consists of an expanded number of pages that we navigate by using web browsers such as Mozilla, Netscape or Google 'chrome. They can be used in many inventive ways by both teachers and students. Teachers can create, prepare and share materials for their students by using a word processing program and most of teachers use it for creating and saving documents. Using word processing software effectively is useful for both language teachers and learners. (Gavin & Nicky, 2008:37)

### **2-2-7 Using Word Processors for Creative Writing**

Word processors led to the creativity of writing both inside and outside the classroom. Learners can work together with documents which can be exchanged between pairs and groups of learners and between learners and teachers to encourage both teacher correction and peer corrections and revision, word processors also includes grammar, dictionary and other tools that encourage writing and provide learners too much support in the writing process itself. When learners are engaged in any kind of creative writing, then spell-checkers would be a helpful in the same way that encourages the use of dictionaries. Yet using the spell-checker on a piece of writing makes learners more aware of errors and provides a chance for self-correction. The basic advantage of using word processors in writing activities is the ability to model texts, share them collaboratively, and engage in peer and teacher editing on an interactive level. Word processors enhance writing skills as well as it introduces and practices language. The ability of moving words and chunking of texts around the pages can

guide learners towards a deeper understanding of how the language works. (Gavin & Nicky, 2008:41)

Using word processors in teaching and learning is not only serves as an aid to language practice or for improving the writing skills, but teachers also learn premium ICT skills that will carry through other areas of their lives.

### **Conclusion**

Internet Language has become an attitude among the students through the world in which the more students write the more they progress in their writing. Internet language has a significant influence on the students writing. Thus, teachers need to explore and incorporate it while teaching in order to motivate the students to learn the language in depth as it is a fresh and inexhaustible teaching source.

**Chapter three**  
**Questionnaire**  
**Annalysis**

## **Introduction**

This chapter represents the analysis of the data yielded from a questionnaire that was devoted to second year students learning English as a Foreign Language at Laghouat University . Furthermore, this chapter aims at discovering what are the main effects ICT may have on writing outcomes of EFL students. Moreover, it attempts to know what are EFL students attitudes towards the use of Internet Language by which it is as a tool through which they can approach and improve their writing skills. The results are obtained, thus presented, discussed and analyzed in this chapter.

### **3-1 Method and Measuring Tool**

In conducting such a study, the descriptive type of research is used so as to better come to terms with how Internet Language as a tool can be beneficial for EFL students and by which they can enhance their writing skills. This was by applying the quantitative approach while trying to analyze the answers. The process of collecting data was mainly based on the measuring tool that of observing and collecting data through questionnaire.

### **3-2 Description of the Questionnaire**

The aim behind this questionnaire is to investigate students' attitudes towards the use of Internet Language and into what extent it can be a beneficial tool to enhance students 'writing skills. The questionnaire consisted of two categories of questions, which are structured, and semi structured questions in order to deal with what and why to see the quantitative of the approach. The questionnaire composed of eleven question put it in a positive form in order to investigate whether the influence of Internet Language does really confirm or disconfirm our starting hypothesis.

### 3-3 Description of the Sample

The population of the study consisted of fifty students of second year at the Department of English Language at Ammar Thelidji registered in the academic year 2016-2017 among 160 students. The sample of the study were a mixed sex and age, all about the age of 18 and above this age. The questionnaire was handed to students after being confirmed and verified by a teacher and it yielded the following results that are to be analyzed and discussed. Second year students are having a new with the experience of using Internet in their course preparations and reviews. ICT subject is taken in the second year that is why I wanted to test their attitudes with the new subject.

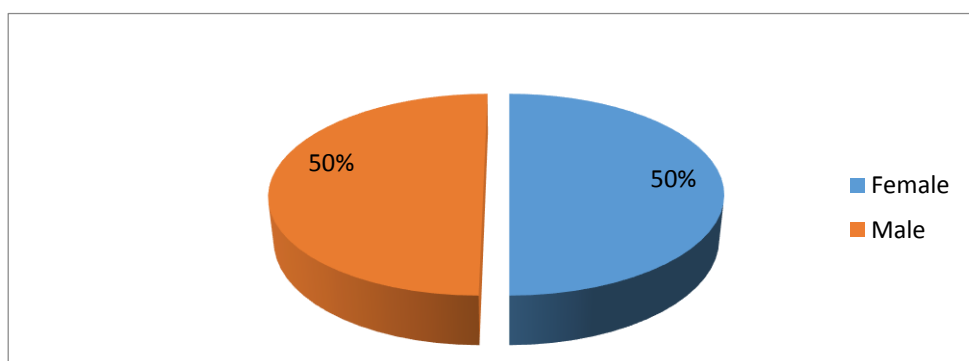
### 3-4 Description and Analysis of Data

In this part of research, the researcher will describe different results gained from the questionnaire in order to verify the hypothesis and research questions

#### 3-4-1 Independent Variables

Independent variables here are tools of measurement basics to distinguish between different participants; it will help me to see beyond the answers.

**First Item: Specify your gender?**



**Figure One**

The above figure indicates the diversity of the sample responding in questionnaire. The first item in the independent variables shows that students are divided to gender percentage. The classroom percentage varies to 50% for the gender of female whereas 50% for the gender of male. This percentage shows that the feedback and results of the student's questioner will depended on both male and female perspective

Second Item: What is your age?

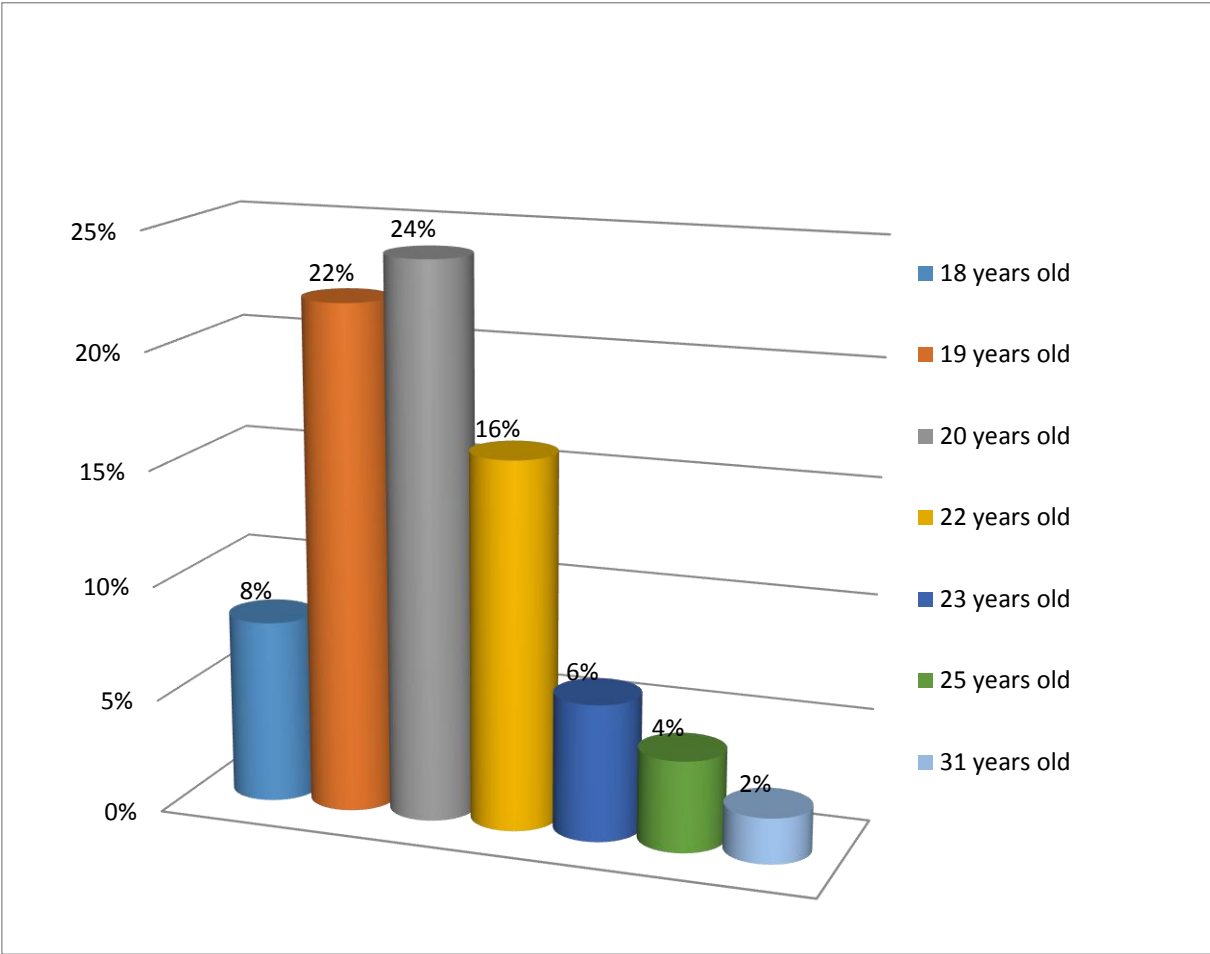
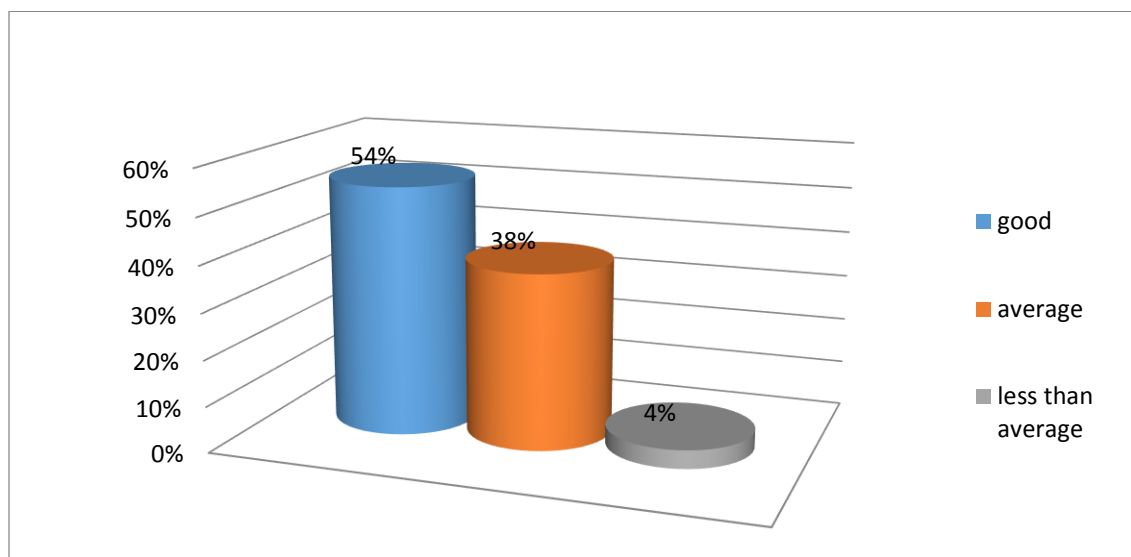


Figure: two

The second figure illustrates the distinctions of the age in the student’s sample. Item two in the independent variables depicts the age differences of the sample in students’ questioner. The first age number 18 years old is represented by percentage 8%. The second age number 19 years old is represented by percentage 22%. The third age number 20 years old is represented by percentage of 12%. The fourth age number 21 years old is represented by percentage of 9%. The fifth age number 22 years old is represented by percentage of 16%. The sixth age number 23 years old is represented by percentage of 6%. The seventh age number 25 years old represented by percentage of 4%. The eighth age number 31 years old is represented by percentage of 2%.

**Third Item: how would you evaluate your English level?**



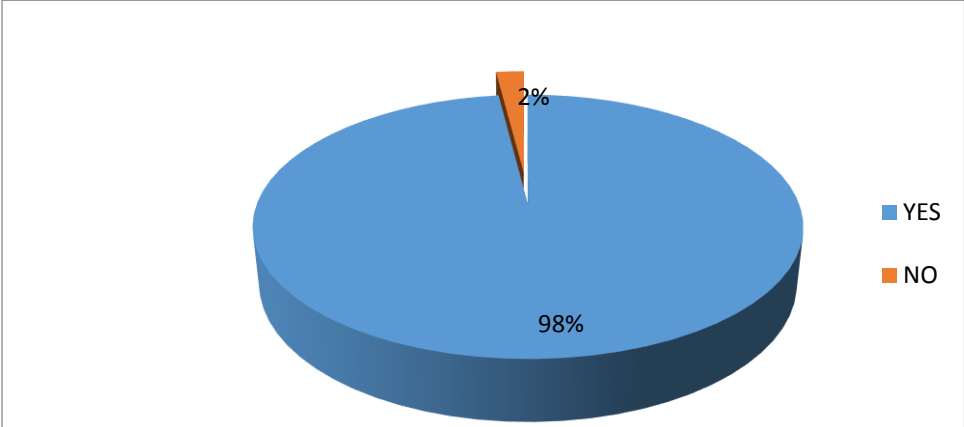
**Figure Three**

Figure three delivers the English proficiency level of the students' sample. Item three shows how much students think of their level of English. The first choice provided for them is mentioned as (Good) is presented by 54%. The second choice provided for them is mentioned as (Average) is presented by 38%. The third choice provided for them is mentioned as (Less the average) is presented by 8%. This results show that most of the students think they have a good level of English because they had good marks in English in their exams. For the students who stated they have an average of English is due to the average results and marks they have in their exams. In addition, students that claimed they have less than average of English is due to their non-interest in English.

**3-4-2 Dependent Variables**

Dependent variables are items used in order to investigate students' attitudes towards the use of technology.

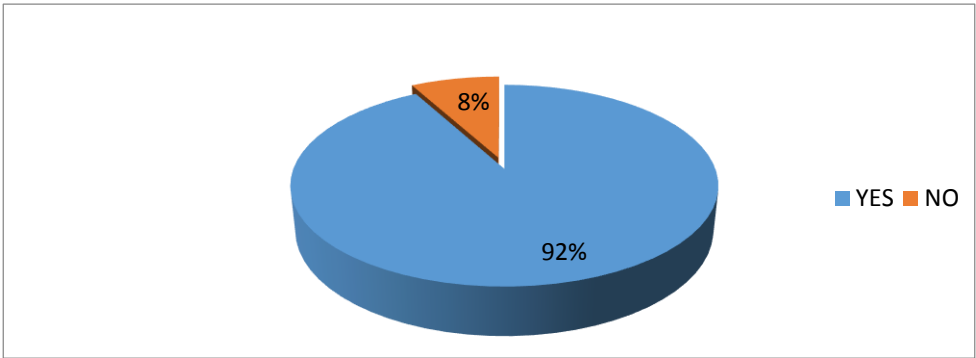
**First Item: Do you use technology in your daily life and activities?**



**Figure Four**

Figure four indicates the responses of the students in the first item. The first item in the dependent variables shows how much students use technology in their daily lives. In a close observation of the data, it shows that almost all of sample responses use technology in their daily lives 98%. Only one participant that responds he does not use technology daily 2%. These responses are due to the importance of technology in helping them in their daily lives in all sorts.

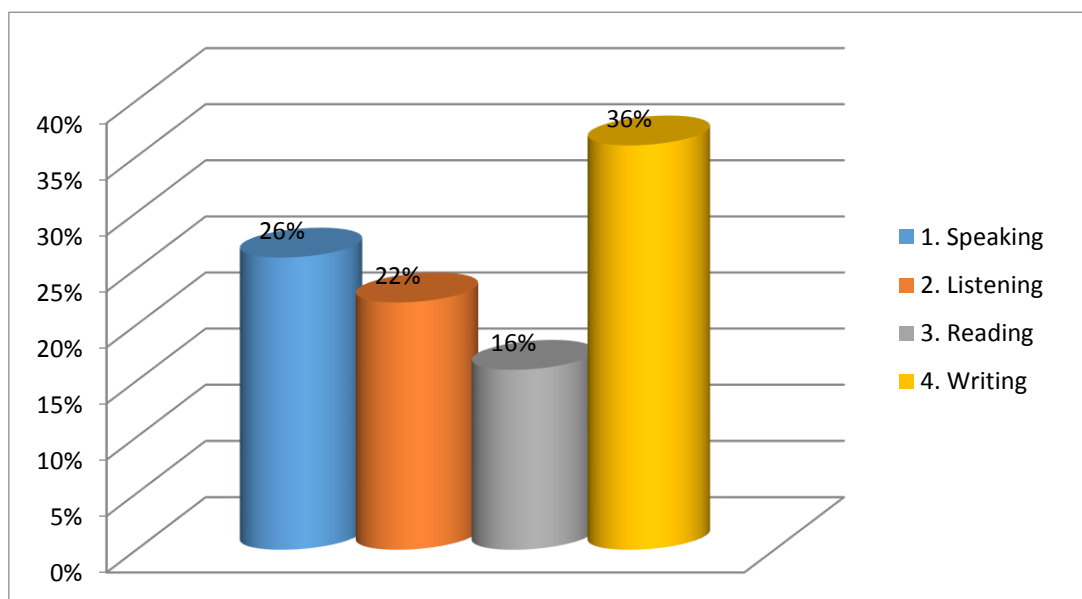
**Second Item: Do you think that the use of ICT can provide you with more feedback about your errors and mistakes in your English Writing?**



**Figure: Five**

Figure five shows that students use ICT as a means to provide them with more feedback about their errors and mistakes in their English writing. In addition, most of the students 92% use ICT; however, 8% do not use it.

**Third Item: Where do you think technology must be used to teach the following skills?**



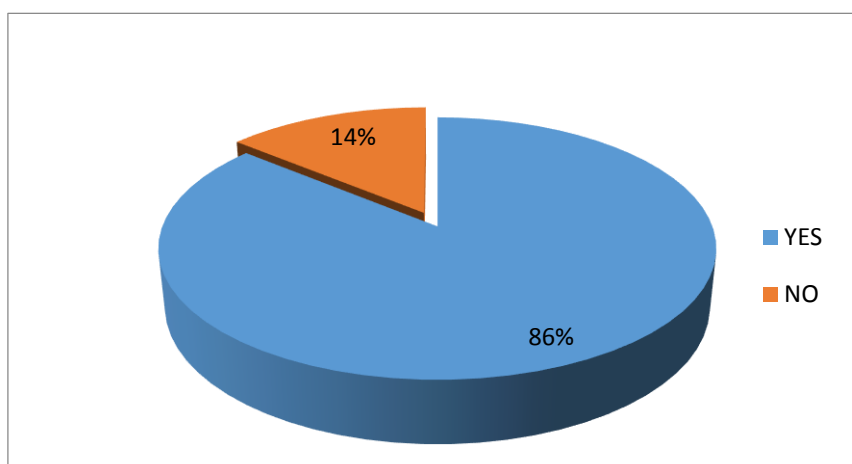
**Figure: Six**

Figure six demonstrates that students state where technology must be used to teach the four skills of language. Writing skills nearly is used by most of students 36%. Some students choose speaking 26%. Listening 22%. Reading is not that much used by students 16%.

**3-4-3 Extra Dependent Variables**

Extra dependent variables are the key questions related to the research. They are used in order to confirm or disconfirm the hypothesis.

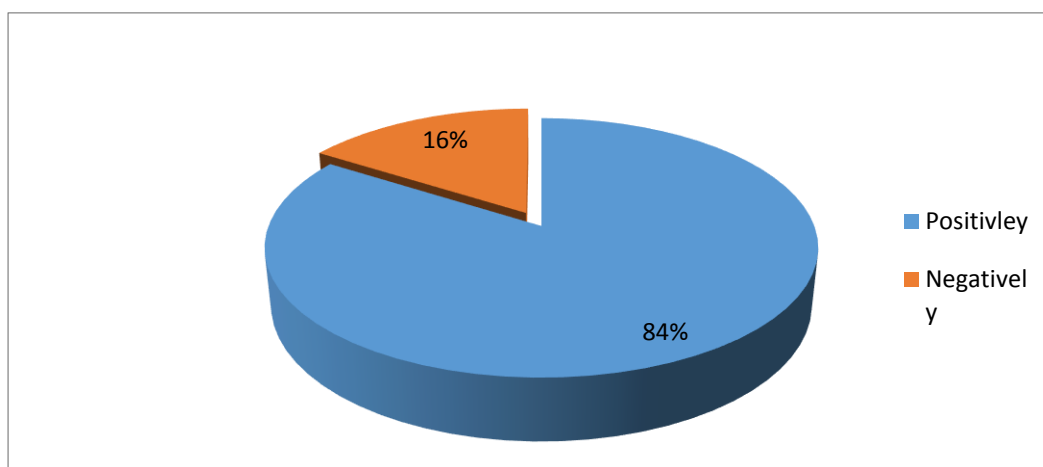
**First Item: Do you consider Internet Language as an alternative tool for enhancing the writing skills?**



**Figure Seven**

Figure seven illustrates how students agree with the use of Internet Language in enhancing their writing skills. Yes respondents 86% had saw the benefits of using Internet Language in learning writing. 14% were afraid of using technology in learning the writing skills.

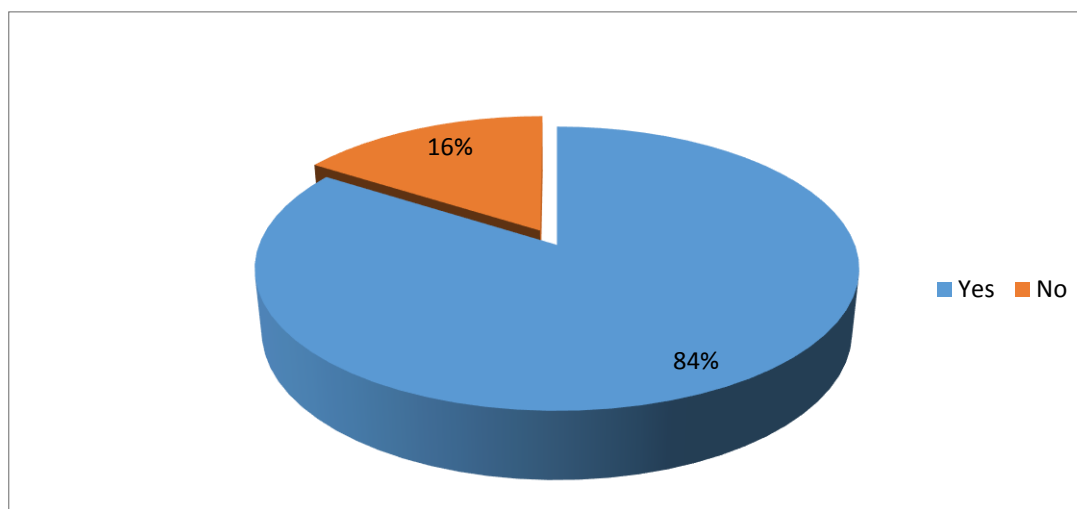
**Second Item: How does Internet Language influence your writing?**



**Figure: Eight**

This figure depicts the influence of Internet Language on writing skills. 84% stated positively due to its advantages does it offer to improve the writing skills. 16% stated negatively due to the misguided use of Internet Language. This shows the influence of Internet Language on the writing skills.

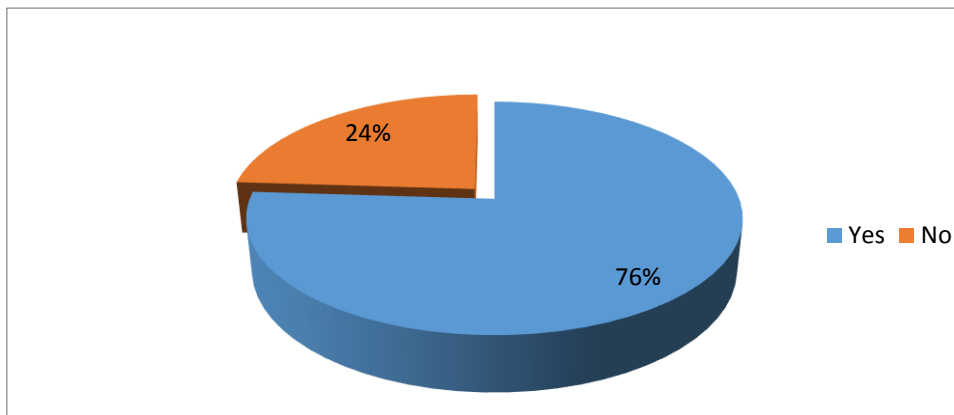
**Third Item: Do you think the implementation of Internet applications can help students in their writing skills?**



**Figure: Nine**

Figure nine illustrates if students think that the implementation of Internet applications can help EFL students in their writing skills. 84% agree with the question due to the possibilities does Internet applications help EFL students in their writing skills. 16% disagree due to the negative use of the Internet applications. This shows how Internet applications could help EFL students in their writing skills.

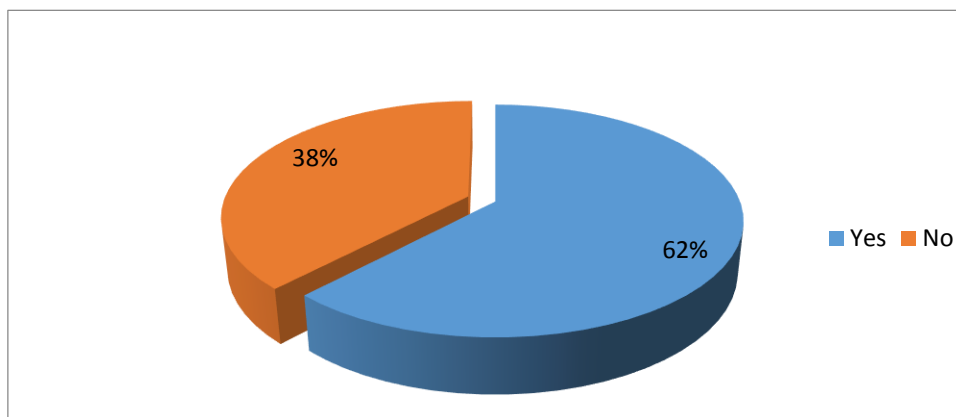
**Fourth Item: Do you think that the Internet Language or Social writing is a means of facilitating English learning and academic writing?**



**Figure: Ten**

The above figure asks students whether they consider Internet Language or Social writing as means of facilitating their learning and academic writing. 38% agree with this question due to its possible advantages does it bring to their learning. 12% disagree due to their fear of combination of Internet Language with their learning.

**Fifth Item: Does Internet writing differ from the writing style used in regular writing?**



**Figure: Eleven**

The last figure delivers if students consider Internet writing and regular writing different from each other. 62% had chosen Yes due to the different rules and structures. Whereas 38% had chosen No because they think that they are the same.

### 3-5 Analysis and Interpretation of the Findings:

Based on the findings of the study, Internet Language has an important part in improving students learning as well as it has a significant influence on the students ' writing skills. This was confirmed in the results presented beforehand. Moreover, we tried to discuss the most important elements related to our investigation. Hence, we provided questions about technology use in education and added more questions about the influence of Internet Language on improving students 'writing skill.

#### **Independent Variables:**

- The results of the first item depict the gender of sample responding in the questionnaire. This item deals with the observation of the students' gender where the questionnaire is answered by fifty students, which are divided into twenty-five females and twenty-five males.
- The results of the second item illustrate the varieties of the age in the student's sample. It shows the age differences of the sample answering this questionnaire.
- The results of the third item show that most of the students think they have a good level in English because they had good marks in English exams, for the students who stated they have an average of English is due to the average results or marks in their exams. In, addition, students who claimed they have less than the average of good English is due to their non-interest in English.

#### **Dependent Variables:**

- The results of the first item deliver that most of the students use technology in their daily life and activities due to many reasons such as time and efficiency, besides that the absence of anxiety.
- The results of the second item indicate that almost of students consider that the use of ICT can provide them with more feedback about their mistakes and errors in English writing. They stated that ICT helps them to reduce their syntax, pronunciation and writing mistakes.
- The results of the third item illustrate the different opinions of students towards the skill that must use technology, most of them stated writing.
-

### **Extra Dependent Variables :**

- The results of item one show that most of students consider Internet Language as an alternative tool for enhancing the writing skills due to the benefits that it offers. However, few of them disagree because they could not use it in a positive way.
- The results of item two illustrate the possibility of Internet Language to influence the writing skills. Most of them agree due to its positive advantages does it offer in enhancing the writing skills. Whereas few of them disagree due to misguided use of it.
- The results of item three deliver that most of students agree that the implementation of Internet Applications can help EFL students in their writing skills. However, only eight students disagree due to the negative use of Internet Applications.
- The results of item four indicate that most of students consider Internet Language or Social Writing as a platform of facilitating English learning and academic writing due to its possible advantages does it bring to the their learning and writing.
- The results of the last item how that thirty one students state that Internet writing differs from the regular writing because they consider regular writing is formal than Internet writing. Whereas, seventeen students see them the same.

Therefore, it is obvious that the Internet Language cannot be brushed aside on improving students learning and especially enhancing their writing skills. Our fundamental aim behind this research is to discover students' perceptions toward the use of Internet Language on improving the writing skills.

### **Conclusion**

This study focused on the University students' perceptions toward Internet Language and the effect of Internet applications on their writing performance. The objective of this study is to find out students attitudes toward Internet Language. The findings from the study showed that there are positive attitudes on Internet Language; all the areas stated in the questionnaire got a positive feedback from the respondents. Therefore, it is very important to draw students' awareness and attention on the aspects of learning on the Internet so that students will be clear of their learning goal and will be working towards it.

## **General Conclusion**

This study is designed to investigate the influence of the internet language on improving students' writing skills. As we have seen in the theoretical part that the use of technology has a positive impact in the education system as it discussed the benefits of teaching and learning through technology and its influence to develop learners' skills. The practical side described how writing skills could be taught via Internet applications, it provided an insight on the importance of teaching writing and why it should be learned with the use of ICT. Providing elements of a teaching model was necessary as a sample of practice for teachers as well as students, this does not mean that my aim was to provide a reflective model, but to set a practical platform. Consequently, the descriptive part described the process of the case study of this research, which was based on three phases. The first was regarded as background information of the sample, however the second phase was considered as pre-lesson questioner to know the extent of the students familiarly with using technology in educational settings. The third phase is to demonstrate students' attitudes towards the use of Internet Language on improving students 'writing skill.

As a conclusion, using the information technology has an influence on both language learning and preparing students for today information society. In this research, the results proved in applying this new approach in teaching and learning the writing skill is likely to get some positive results. As result, we can claim that the use of Internet Language has a great influence on students' writing performances. Furthermore, the use of digital technologies offer new forms of interaction and communication that allow students to interact and function beyond the limits of time and space. A variety of technologies can be used to enhance students' learning and serve different purposes in the classroom. Students can use Internet Language as a tool to increase their basic skills and knowledge and they can use this information communication technology for several of goals on the learning process as it serves as a resource for improving their writing performances. Therefore the role of the Internet Language in writing cannot be brushed aside it definitely has influenced students 'writing. Thus, teachers need to explore the Internet Language and incorporates it while teaching writing in order to motivate their students to learn the language in depth as it is an inexhaustible teaching source.

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## *Appendices*

### *Students Questionnaire*

*Dear Students,*

*I would be highly honored if you could answer sincerely and frankly the following questions. This questionnaire aims at getting some information about your attitudes towards the Internet Language to learn English writing. In addition, suggestions from your personal experiences on the subject are welcomed for understanding the influence of Internet Language on improving students writing skills. Please, put a mark (X) in the appropriate box.*

#### **Independent Variables**

**Q.1.** Specify your gender:

1. Female

2. Male

**Q.2.** what is your age?

**Q.3.** How would you evaluate your English level?

1. good

2. average

3. less than average

#### **Dependent Variables**

**Q.1.** Do you use technology in your daily life and activities?

Yes

No

**Q.2.** Do you think the use of Information Communicative Technology can provide you with more feedback about your errors and mistakes in your English writing?

Yes

No

**Q.3.** Where do you think technology must be used to teach the following skills:

1- Speaking

2-Listening

3-Reading

4-Writing

### **Extra Dependent Variables**

**Q.1.** Do you consider Internet Language as an alternative tool for enhancing the writing skills? Yes

No

**Q.2.** How does Internet Language influence your writing skill?

Positively

Negatively

**Q.3.** Do you think the implementation of Internet applications can help EFL students in their writing skills.

Yes

No

**Q.4.** Do you think that the Internet Language or Social Writing is a means of facilitating English learning and academic writing?

Yes

No

**Q.5.** Does Internet writing style differ from the writing style used in regular writing?

Yes

No