Investigating the Effect of Social Media on EFL Students' Written Production: Case of Third-Year EFL Students at Tlemcen University, Algeria

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Abstract
The combination between technology and education has given birth to a new form of assessment called: e-assessment. The latter assesses learners using different digital means one of which are social media. The present study investigated the impact of social media, as being one aspect of e-assessment tools, on EFL students' written production. It tried to highlight the nature of this impact, enquired about the reasons behind their writing difficulties, and explored whether these errors were caused by social media or not. This research work relied on a case study that consisted of 31 third-year undergraduates and 22 English teachers at the department of English at Tlemcen University, Algeria. The data were gathered through the use of two questionnaires administered to both learners and instructors plus two writing tasks, one assigned on social media and the other in the classroom. Data were analysed quantitatively and qualitatively through error analysis. After identifying the different errors produced by the students, the findings revealed that a relationship existed between learners' use of social media and their writing issues. Their intensive use of social media led to a significant decrease in the writing level of the learners who have developed a new form of writing that includes linguistic habits which reflect the informalities often found on a social media environment, and do not necessarily follow the norms and rigours of the English language. They have become unable to distinguish between the formal and informal context to the point that certain linguistic aspects have become fossilized.

Introduction

Today's connected world has witnessed a radical change that has gathered people around the globe closer regardless of distance. Moreover, the tremendous development made in the field of ICT's, that resulted from globalization, has brought a digital age that keeps surging and advancing. This digital age led to the development of new concepts such as digital literacy which urges individuals to have background knowledge about computers and smart phones; a knowledge that has become necessary in order to cope with the needs of the contemporary society.

Mobile phones and computers have not only impacted the way people interact with each other, but also the society as a whole. This effect is what is known as social media. The latter have become introduced in the EFL classroom and have allowed instructors to digitally assess their learners through using them as an innovative teaching tool. Their integration has radically changed not only the way students learn, but also the way they are assessed.

Despite their advantages, these social networking sites have created a sort of addiction that resulted in a decline of the students' writing abilities. Research about this phenomenon has raised some concerns in the last few years, and has attracted the attention of many researchers who have long investigated the impact of social media on learners' writing, and attempted to find the most suitable solutions to this issue.

Literature Review

Knight (2009) defines e-assessment as the latest form of assessment that relies on technology for the sake of elaborating, storing, recording and grading learners' assignments and answers by means of digital devices which can be computers, mobile phones or tablets. Crisp (2011) mentions the several means employed to assess students including: wikis, blogs, self or peer review and social media. The latter refer to those 2.0 websites and applications that result in what is called a web-based technology i.e., a communication through the use of the internet. They enable the internet user to create his own content and share it with his friends or followers (Kaplan & Haenlein, 2010). Trottier & Fuchs (2014) consider social media as being the unification of several types of media and ICT's in what is referred to as a platform of communication. Wigmore (2015) describes them as being a group of connected media of communication utilized by the population for various reasons such as discussions, exchanges and cooperation.

Social media are traced back to the late 2000's and since then their popularity has kept growing. They are a popular means of interaction employed by a number of companies and various institutions as well as millions of people all over the world who consider them as an essential part of their everyday life. They allow individuals, who share the same interests, to discuss online with each other; to comment, and exchange data, thoughts, news, pictures and videos, to find friends and relatives, or to take part in online communities. These operations occur by creating a profile, either private or public, and a personal account with one's information (Ellison, 2007; Brown & Vaughn, 2011).

Crystal (2004) mentions the variety of names that are found in the literature to refer to the new type of language that emerged from the internet such as digitalk, textism, netspeak, textspeak or techspeak. According to Riley (2013), the rapid growth of ICT's has led to a new way of

interaction on the internet: a digital communication which is represented in the reliance on emoticon, informal writing as well as nonstandard punctuation and capitalization when updating a status on Facebook, for instance.

In fact, a change in the learners' writing has been witnessed by lecturers who assume that social media are responsible for their writing difficulties, and confirm the drop of the students' writing abilities. There are different types of errors; some of them are due to social media and have led to the elaboration of a variety of models of error analysis like the one put forward by Crystal (2001). He claims that there is a variety of new non-standard English spellings which are witnessed in chat groups or virtual world games. They are mainly influenced by speech and represent the youth's language in virtual words.

Based on Crystal's (2001) model, other researchers like Varnhagen et al. (2010) advocate the creation of a new type of the English language on instant messaging, and have developed a model of error analysis. Their model includes: shortcuts which, on their own, imply insider words that are highly informal and inappropriate, phonetic transcriptions that resemble speech, contractions that combine nouns with other nouns or with verbs, lower case that comprises writing proper nouns in small letters, abbreviations, word combinations, acronyms, alphabet or letters in writing, pragmatic devices which embrace emotion words, contractions, acronyms, upper case i.e., writing all the word items into capital letters, misspelling of some words and typographical errors that occur when typing on the keyboard.

Methodology

In order to assess the impact of social media, as being one instance of e-assessment tools, on EFL students' written production, a case study was relied on. It was geared by the following research question:

1-How do social media affect EFL students' written production?
2-What are the reasons behind the ill-formed sentences produced by the students?
The mentioned research questions led to the formulation of the following research hypotheses:

1-Social media affect students negatively, so that they use an informal lexicon and make grammar and spelling mistakes.
2-The long exposure to social media leads to the process of fossilisation which can be harmful to their acquisition of the structure of the foreign language.

To answer these research questions, the researcher administered two questionnaires for both lecturers and students at the department of English at Tlemcen University, Algeria.

Participants

The participants, who were selected for this case study, were thirty-one third-year EFL learners at the department of English at Tlemcen University. They were undergraduate students who were studying English for three years, so that they could get their Licence degree by the end of the year. The other informants consisted of 22 English teachers at the department English at Tlemcen University. They held either a Doctorate or a Magister degree, and were teaching various modules.

Their selection was due to the fact that they were all concerned with students' writing issues as they corrected essays in the exams or tests.

Data Collection

To better investigate and identify the informants' opinions about the impact of social media on EFL learners' written production, two questionnaires were delivered for both students and educators at the department of English at Tlemcen University along with two writing tasks. One was provided to the learners on Facebook, and the other one in the classroom. The researcher analysed their pieces of writing later on by means of error analysis by following Varnhagen et al. (2010) model which was explained previously. The choice of the topics for the two writing tasks was deliberate since they were easy, general and at the reach of the students' level to enable both weak and good students to write.

Teacher's Questionnaire

The questionnaire was designed for the sake of investigating instructors' views about the effect of social media on EFL learners' written production as well as the reasons behind their errors. It was administered to 22 professors, and contained eleven questions involving both close-ended and open- ended questions (See Appendix A).

Students' Questionnaire

The questionnaire was designed in order to assess the effect of social media on EFL learners' written production. It was administered to third year Licence students. It contained eleven questions moving from close ended ones, which comprise yes/no and multiple choice questions, to open ended ones (See Appendix B). The questionnaire was administered by the researcher who explained the questions and was present for further insights along with the responsible teacher.

Writing Task on Facebook

In order to have a concrete example of the students' writing, directly from social media, the researcher created a group page on Facebook, named: 'Writing Activity'. It implied thirteen third-year learners who were asked to write paragraphs about four different topics: something that interests them or they are fond of, their experiences at the university, the Algerians' desire to flee their country, and their problems in making research. The researcher selected Facebook instead of the other social media because of its popularity among learners and its large availability. The duration of the task was three weeks. It was conducted in the form of debates, for the same of allowing the researchers notice instantly the variety of errors produced by the students. In order to compare the students' writing on social media and in the classroom, the researcher relied on an in-class writing task.

In-Class Writing Task

This research tool consisted of writing a formal essay on the difficulties that they encountered in learning English. The task was explained by the researcher, with the presence of the responsible teacher; it lasted one hour and was held in the classroom. It was not scored because the purpose was not to quantify the types of errors made by the students but rather qualify them through the use of error analysis. The aim of the in-class writing task was to see whether the students would have recourse to the same writing style in the classroom and on Facebook or not.

Results

After gathering the necessary data, the researchers shift to the obtained results from each research instrument.

Results of Teachers' Questionnaire

All the informants claimed that their learners faced difficulties in writing. 68% considered their learners' writing level as being weak, and the remaining 32% believed that it was average. The respondents provided several answers for the question about the causes of the students' writing problems. Some pointed out that the low English proficiency, which is represented in the lack of reading, vocabulary and grammatical knowledge, as one of the reasons behind their issues. They maintained that this deficiency in the mastery of grammatical rules resulted in their ignorance of the sentence structure and paragraph writing. It was also due to the fact that they did not have writing strategies, lacked practice, and were influenced by social media and the excessive texting. Others proposed a variety of factors like laziness, lack of motivation, interest and concentration. These elements pushed them to make silly mistakes of inattention. A minority believed that teachers did not provide an adequate feedback to students with the correction of their errors so as to help them to be aware of their mistakes.

Regarding the causes of the errors made by students in writing, the results demonstrated that the majority of lecturers agreed that fossilization was the major cause of students' errors. The rest of them were divided between the mother tongue interference and overgeneralization, while the remaining supported hypercorrection as shown in figure 1:
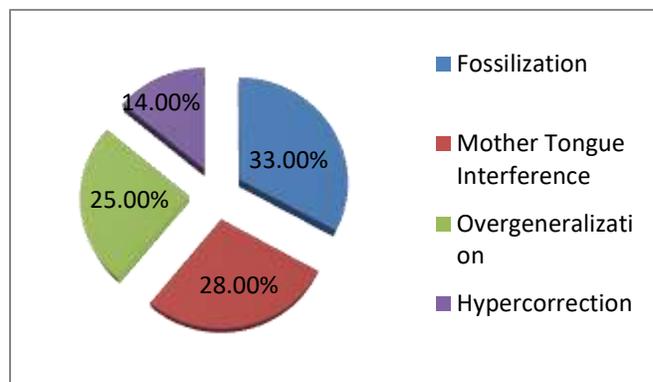
Figure 1. **Causes of students' errors**

64% of the tutors mentioned the non-use of social media with their students; whereas, 36% claimed that they employed them mainly for educational purposes in order to answer their questions; exchange reading materials such as documents, books and useful links, videos or for supervision sessions of Master and Doctorate students. The other reasons were for communicative purposes or for being updated. Regarding the effect of social media on EFL students' writing production, some considered that they negatively affected it, and encouraged learners to use abbreviations, acronyms, slang words, spelling mistakes, symbols, slips, contracted forms and punctuation mistakes, and to neglect grammatical rules and miss-conjugate tenses. They argued that students acquired these bad writing habits from the overuse of social media which has led to the fossilisation of their mistakes. Others considered them to be a beneficial way to improve students' writing, and

instead of using them for entertainment ends, they suggested to have an educational social media based platform that boils down to activities related to the planning and operations of writing in order to improve learners' level. This will help them to rely on themselves and develop their own learning autonomy.

Results of Students' Questionnaire
The results of the questionnaire demonstrated that Facebook was the most employed social media website by learners as it exemplified in figure 2:
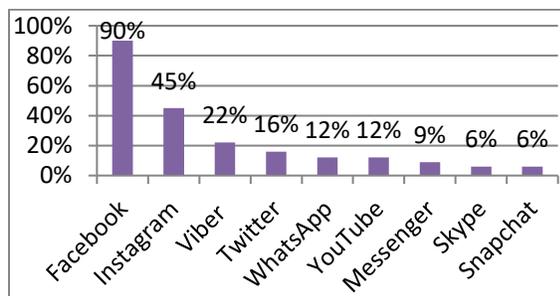
Figure 2. **Types of social media used by the students**

Seventy seven percent of the informants always adopted social media, 19% of them asserted their occasional use, and only 4% advocated the rare use. As far as their daily time spent on social media is concerned, 61% claimed that they devoted more time than the given propositions, 13% declared two hours, 10% mentioned one hour, 6% said that they spent thirty minutes on social media, and 10% only fifteen minutes. The results are demonstrated in figure 3:
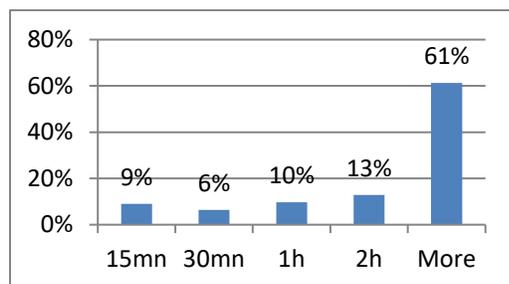
Figure 3. **Daily time spent on social media**

Ninety percent of the learners reported a difference between their writing in the classroom and on social media where they confessed writing informally. Whereas, 10% advocated to rely on a formal style in both contexts as illustrated in figures 4 and 5:

Figure 4 .**Difference between writing media and in the classroom the classroom**
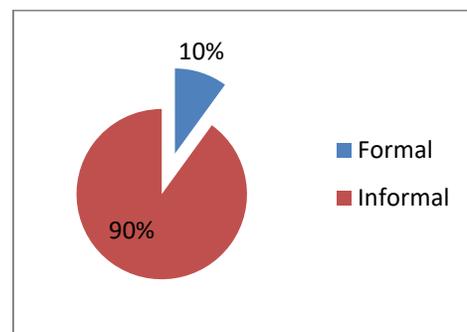
Figure 5. **Students' writing style on social social media and in**

In addition to these results, 90% highlighted their use of slang words and abbreviations on social media, while the remaining 10% maintained their non-use as it is represented in figure 6:
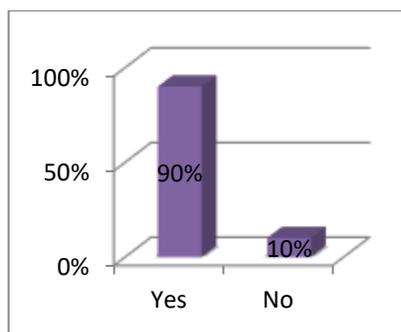
Figure 6. **Students' use of slang words and abbreviations on social media**

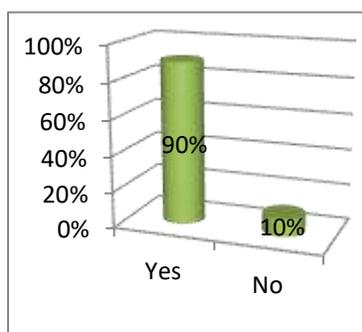When asked about the reasons of their informality in writing, a variety of causes were mentioned. They considered that the informal writing was fast and a gain of time, easy to use and helpful to express themselves. They believed that it was more suitable when chatting with close friends or relatives. They also argued that it gave them more freedom in writing in contrast to the formal one that obliged them to follow the strict rules

Concerning the effects of social media on their writing, divergent views were provided. Some respondents believed that they had a positive influence rather than a negative one, and helped them improve their writing abilities. They claimed that social media created an interactive way of learning in which they were immersed in an environment they are already accustomed to in their daily life. Others, on the other hand, were against this idea. They put forward their negative effect, and asserted that they got accustomed to an informal writing on social media that affected their writing abilities.

Results of the Writing Tasks
The researcher designed two writing tasks, one on Facebook and the other in the classroom. The aim behind doing so was to compare the writing in the two contexts. The researcher then analysed

students' pieces of writing through errors analysis following Varnhagen et al. (2010) model of error analysis. The errors were classified according to each category as shown in tables 1 and 2 (See Appendix C).

Table 1 exposes pieces of students' writing that were taken from the writing task on Facebook. One can notice that students overused abbreviations, acronyms, emotion punctuation and emotion words that reflected the social media environment. They respected neither punctuation nor spelling, and relied heavily on the alphabet or letter as well as the phonetic spelling.

Table 2 deals with the in-class writing task. It demonstrates that most of the learners made an increasing number of syntactic and spelling mistakes, in addition to the lack of punctuation. Despite the fact that they relied on the dictionary during the task, and the researcher emphasized on writing a formal essay, their pieces of writing were full of informal expressions, contractions, abbreviations as well as alphabets or letters.

Other elements were classified in table 3 which illustrates some mistakes that were noticed by the researcher in the in-class writing task, and were not highlighted in the model that was adopted previously.

Table 3. *Other mistakes in the in-class writing task*

Absence of Article	(am english student, when I was child , and be teacher, learning english is not easy task)
Erroneous and ill-structured sentences	couldn't find words to express somethings even My self - the most one is phonetics - the major ones faced me - whenever I heard or read a word that I don't know searched for it - must read lot book- I can't speak with it - for eg someone or me -the most of my time in the campus- if you want to learn something you will if you are meet you will meet -first time that us as students -to be honest I still have now - each one which its phonetics
The interference of the mother tongue	skip from these problems , when it comes to my tongue
Interference of the French Language	to an etudiant –picimist – expresse –orthographe –origine -groupe –orale -seconde - carriere –pronounciation -terme - bagage –methode -personnes

The errors highlighted in table 3 further confirmed the learners' difficulties in writing. They had the tendency to write the same way they spoke in their mother tongue, and to rely on erroneous and ill structured sentences. Another issue was the interference of the French language. This interference was so deeply rooted that they were unable to differentiate between the two spellings. Furthermore, other elements like repetition as well as the lack of cohesion and coherence were also witnessed.

Discussion

The collected data from the questionnaires revealed that the totality of students had access to social media creating a sort of addiction, mainly to Facebook, which was reflected in the fact that they spend a long period of time using it. This dependence was harmful and affected their writing abilities; an assumption confirmed by the professors who were aware of their writing issues when correcting their exam papers, and pointed out the students' weak level in writing. In fact, the

extensive usage of social media divulgated the students' lack of mastery of the systemic language, insufficient reading and effortless work that were behind their low linguistic proficiency and the non-respect of the English language norms. This supposition was noticed in the online writing task as well as the essays which were full of syntactic and spelling errors. While the majority mentioned the negative effect of social media, a minority of educators and learners; however, put forward their positive effect, and believed that they acted as a means to enhance their writing abilities. This assumption partially confirms the first hypothesis which stated that social media affected students negatively, pushed them to use an informal lexicon, and to make grammatical and spelling mistakes.

The friendly and relaxing environment of social media encouraged students to write through abbreviations, symbols, acronyms and slang words, for facilitative purposes, thus leading to an informal language that best characterized the social media context. The influence of social media rendered them unable to differentiate between a formal setting and an informal one. They completely lost the notion of the register of the written language, and wrote in a text message type. In other words, the effect of speech on writing led them to write in the classroom the same way they would write or speak with their friends. Some informal words and expressions, that were written in the writing task on Facebook, were also found in the essays. These informalities in writing could be accepted in a Facebook context, but are inappropriate from an academic perspective. Throughout time, some spellings, expressions or grammatical structures become a habit in the learners' writing style and therefore fossilized.

These findings confirmed the second hypothesis that stipulated that the long exposure to social media leads to the process of fossilization, and damages the acquisition of the structure of the foreign language. The results also highlighted the interference of both the mother tongue as well as French language on the foreign one. This led to a mixture of the three languages at the same time, and the occurrence of a sociolinguistic phenomenon called: code switching.

Recommendations
As recommendations to improve learners' writing abilities and reduce the negative effects of social media, the teacher can integrate a reading session within his course. Learners choose an interesting book about their favourite author, summarize it, and make a discussion or a debate with their classmates later on. This extensive reading session will create a joy of reading that will help them develop their writing skill, reduce their spelling and syntactic mistakes, learn new lexicon and cultures, expend their knowledge, and see how the language is formed and how the different words are combined together to make meaning (Day, 2008).

Another alternative would be the reliance on video games. In this vein, Reinders (2009) suggests the introduction of free virtual games like "the Sims" or "Second Life" in the EFL classroom. Since the latter imply the creation of characters, learners can write paragraphs in which they describe their look, their roles, and explain the selection of gender, race or dressing. They have also the possibility to write to their classmates, within the game, by means of chats. He also suggests that they could write stories in which they imagine ideas of games with their own vision, creativity and imagination.

Since the findings revealed the learners' wants to have recourse to social media for educational purposes, Aydin (2014) speaks about the f-portfolio which is an online portfolio delivered by the teacher via Facebook. He highlights its benefits in improving the learners' linguistic competence, content knowledge as well as reading and writing skills. It is a time saving method that enables instructors to collect writing samples and brainstorm their ideas on Facebook. It leads to the rapid access, storage and reception of materials, and exchange of feedback between teachers and peers so as to enhance the students' learning outcomes.

Conclusion
The research findings revealed that social media harmed negatively the students who, in consequence, faced many linguistic deficiencies and great difficulties in writing. In addition, they encountered an inability to distinguish between the classroom and the social media context. This situation pushed them to use informal expressions and abbreviations in their writing task which turned to be a habit that was observed in students' pieces of writing. Moreover, it was noticed that students' writing was influenced by their native language as they relied on expressions that were part of their daily life speech in the writing tasks. The results also demonstrated a positive aspect of social media that cannot be denied. The study appears to support the argument for a change in the way writing is taught. Thus, the most appropriate solutions would be the introduction of ICT's for teaching writing, and the reliance on social media for educational purposes. This method of teaching would likely meet students' needs and interest in nowadays globalized world.

The study addressed only some areas of the writing skill with focus on certain linguistic aspects like the grammatical structure, punctuation, cohesion and coherence and spelling mistakes. Further investigations on the topic should be held by future researchers to provide wider perspectives on the subject area. Moreover, due to the significant influence of speaking on the students' written production that was witnessed in the writing tasks, the researcher opens the door for future research in which the area of interest shifts to the speaking skills in order to assess the effect of social media on the students' speech. The solutions should not be restricted to Tlemcen University only, but could be generalized to the rest of the Algerian universities in order to improve the existing situation, and harmonize working methods. The present work dealt only with one aspect of e-assessment which was social media; however, other digital tools such as platforms will be used in the near future to evaluate their impact on EFL students' written production.

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Appendix A
Teachers' Questionnaire

The present questionnaire seeks to investigate the teachers' views about the effect of social media on EFL students' written production. You are kindly invited to answer the following questions.

1- Do your students face difficulties in writing?

Yes ☐   No ☐

2- What are the types of errors produced by your students?

....
....

3-What are the causes of your students' errors?

The mother tongue interference ☐ Overgeneralization ☐ Hypercorrection Fossilization ☐ Others...

4-How do you evaluate your students' overall level in written production?

Weak   ☐ Average ☐ Good   ☐ Excellent ☐

5- Do you use social media? Yes ☐   No ☐

6- Do you use them with your students? Yes ☐   No ☐

If yes, for which purpose?

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

7- Do you believe that social media can be implemented in EFL classrooms to improve your students' writing skills? Yes ☐   No ☐

If yes, how?

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

8- Have social media affected your EFL students' written production?

Yes ☐   No ☐

If yes, how?

....
....

9- Could you provide some instances of the mistakes caused by social media that you have encountered when correcting your students' exam papers?

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

10-11-What do you suggest as solutions to improve your students' written production?

…………………………………………………………………………………………………
…………………………………………………………………………………………………

Thank you very much indeed

Appendix B
Students' Questionnaire

This questionnaire aims at gathering data about the impact of social media on EFL learners' writing production. You are kindly invited to answer the following questions.

1- Do you use social media?   Yes ☐   No ☐

2- If yes, how often do you use them?

Always   ☐ Sometimes ☐ Rarely   ☐ Never   ☐

3- How much time do you spend using social media daily?

15mn   ☐ 30mn   ☐ 1h   ☐ 2h   ☐ More   ☐

4- What social media do you use?

Facebook ☐ Twitter   ☐ Snapchat☐ Instagram☐

Others…………………………………………………………………………………………
…

5-What type of writing do you employ when using social media?

Formal   ☐Informal ☐

If you use an informal writing, explain why?

……………………………………………………………………………………………………
...…………………………………………………………………………………………...…………
…...

6- Do you use slang words and abbreviations when writing? Yes ☐No   ☐

7- Is the writing that you use in social media similar to the one used in classroom? Yes ☐No   ☐

8-What are the types of errors that you make when writing?

Grammar   ☐ Vocabulary ☐ Spelling   ☐

Others……....…..…………………………………………..…………………………………
…

9- Do you use English when writing on Facebook or Messenger? Yes ☐   No☐

If yes, provide some examples of the sentences that you employ when writing.

………………………………………………………………………………………………..
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
…

10-Do you think that the use of social media has influenced your writing?

Yes ☐ No ☐

If yes, how?

……………………………………………………………….…………………………….....………
…....…………………………………………………………………………...……………
………...……………………………………………………………………...
....

11-What do you suggest as solutions to improve your written production?

……………………………………………………………………………………………………
……………………………………………………………………………………………………

Thank you.

Appendix C
List of Tables
Table 1. *Analysis of students' errors in Facebook*

Table 1. Analysis of students' errors on Facebook — Errors / Examples	Abbreviation	Acronym	Contraction	Lower Case	Upper Case	Emotion Words	Emotion Punctuation	Emotion Acronym	Typographical	Misspelling	Alphabet /Letters	Phonetic
hmm, the hardest thing **abt writin**	abt writin					hmm						
im still not sure **abt** my own questions **:p**	abt			im			:p					
this is just the beginning **:'(**							:'(					
emm . well**!**						emm	!					
the **pblm** that **i** have faced in my **R.W** (research writing) is what **i** should	pblm	R.W		i / i								
we have to pay **for'em.**	'em											
Yes this is it **:-\ :-**							:-/ :-/					
Hhhhhh yes exactly ☺						hhh	☺					
it a difficult **prblm**	prblm											
how should we list **qs**	qs											
hmm **i** think majority of youngsters dream **abt** leaving the country **coz** they think life is easier	abt			i								coz
get lots of money w/o (doin anything)		w/o										Doin
coz they **r** dumb, uneducated and they **don't** think in realistic way **/:**			don't									Coz r

							/:					
Algerians dream to **conquere Fr CA** or even **USA**		Fr CA USA								conquere		
at their **1st** step on the **fgh** country,		fgh									1st	
its easy **t** make money **n' tha ll** directly fall in **luv** with **em**	t n em		its ll									tha luv
all **abt DZ** except carrying with **em** everywhere **thé** go	abt em	DZ							thé			
They **ll nver** com **tru**			ll							tru		Nvr
they **ll** be **obligd t wrk hrd**	t hrd		ll									Wrk obligd
Hhhh lol it **A** very **intresting** topic to speak **abt**	abt			A			hhh	lol		intresting		
cause of some prmls mainly related **2** money	prmls	2										
yes a lot my dear. **throw** reading **u** will improve your writing skills										throw	u	
Aaah okay I **appriciate** all the modules I have an **energitic** mood						ahh okay				appriciate energitic		
Oh great **am sûre** you will love it	am					oh			**sûre**			

Table 2 .*Analysis of errors made in the in-class writing task*

Errors	Examples
Misspelling	-interessted -punctiation -examin - can not -for examples -further more -difficultys -anythink - nessaissary -sturggles pronounciation –pronunce –difficulcts -some How – facilites –speciallty -exelent –baccalorea –axiety -controll -eventhoug -choise –begining -by hard -phoneams -tolk -middele - difficultizes -happend -all things -spelized -essental -withe –acuisition -alot -summarised -realy -recupitulate -difficult -salutions -wich -with confident -wispring -comitit -difect - toutally -I passess - summurized - th- thes - anough - distuction -Franch - espetially -defenetly- repeting -adiquate -chanel -expicially -I afaced -I sollved - salutions
Grammatical Mistakes	-English today became -every skills had method of learn to follow -the styles of write like when put -they afraid -some of people is very shy to speak -is the most problem of students -listening need to practice -the student they not at all ready -teacher don't -in order to can manage -everyone have material -English help -students are faced great problems -I didn't get it meaning -in it place -because Reading and writing is important -in order to living the progress to be able to learning English -of Some words is pronounce -everything now is work with -teachers don't gave us -all those makes english -which means is not spoken -native speakers makes -English as a whole help people -there is no good conditions -I have always being -I still struggle with the oral where I had -I find some difficulties -while learn it -I want to learnt it -I was watch-a part of my Dreams is go -students are faced great problem -these is the most important difficulties -as a necessity to knowing English -so we still weak in speaking and getting a good accent -it still remain always my passion -it's was -that why -it's help -I choosen -students considered a learning English -we must found salutions and solves this problem-we have facing problems -he have -had to learn by hard-this problems -we have focusing -what are this defficulties -what ever come to my mind -I did used -teacher don't focus -how it pronounced -teacher don't follow
Capitalization	-and Finally -in Contrast -to the Classroom -in Compus -I found Some sturggles in Grammar -Sometimes-of the Internet and Globalization -many people Have -concerning algerian students -first of All -a part of my Dreams -as a latine origine -learning a Foreign Language -But when -in The passed -even in arabic -than french and arabic -along with the History -because we Can use it -and Most of articles -speak write and Communicate -as University student-I had found Especially In the scientific module-the rules of Grammar- ; It is a diffucts -I was speaking chinese -I came to the University- learning english Excuz mi, but i dn't agree with u
Informal Expressions	I swear that I feel that I am weak-honestly -to be washed away -for me -as we know - a lot of problems -I am shining -believe me -we must never ever give up -it is not that easy -did not care at all -I am in love with that language -this is what I am doing right now -I am bad in it-such easier -I can say -it was not really big deal-personally speaking -as easy as abc -I know it seems funny, but surprise surprise, -I have fallen and got up uncountable times -a discussion with a pen and a paper - I said to myself what I am doing here -yes, my parent pushed me See ya
Abbreviation	for eg lge specially TV gonna
Contractions	I didn't/ that's/ I'm/ it didn't/ it wasn't/ I've fallen/I'm doing / it's / don't
Alphabet/letter	1st L3
Word Combination	Gonna
Acronyms	TV- &- 4skills) IIRC, IDN, 2u2