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The Use of Online Video Games' Communication Language and its Impact on Formal Academic Writing

The Case of Second Year Master Students of English at Larbi Tebessi University, Tébessa

A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences

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Abstract

The purpose of this research is to investigate the impact of online video games on student's formal writing and to determine whether it is positive or negative. It focuses on the impact of communication language that is used during the gameplay which is also known as "language of the net or Netspeak" on the formal aspects of writing. Correspondingly, this research hypothesizes that if students communicate frequently during playing online video games that would affect their formal writing negatively. To gather sufficient data for this research, a descriptive method was adopted with a sample of 58 Master 2 students of English. In this context, a questionnaire was administered to the participants and analyzed with SPSS program. The findings of the research reveal that the frequent use of online video games communication has a negative impact on students' formal writing because of the misuse of Netspeak. The study recommends students to practice more and to be accustomed to formal writing instead of Netspeak. Additionally, students have to distinguish between formal writing and Netspeak.

Keywords: Communication, Formal writing, Impact, Netspeak, Online video games.

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We take this opportunity to express our gratitude to our parents whose encouragements prevented us from languishing and supported us all the way through. Without their support, this work would have never seen the light.

Dedication

We, Saif eddine Semmadi, Louafi Tarek

Dedicate our dissertation work to our families and friends.

First and foremost, a feeling of gratitude to our lovely parents

For their encouragement and motivating support all along with the study,

Then to our sisters and brothers who were always by our side.

Great and Special thanks to you.

In memory of Asma Souane (1997-2020)

In life we loved you dearly; in death, we do the same.

Indeed, it broke our hearts to lose you,

You did not go alone;

For parts of us went with you,

The day Allah called thy name

You left us peaceful, harmonious memories,

And even though we cannot see you,

You are always at our side

May Allah bless your soul.

List of Abbreviations

AI: **Artificial Intelligence**

CD: **Compact Disc**

DVD: **Digital Versatile Disc**

FPS: **First Person Shooter**

LAN: **Local Area Network**

MOBA: **Multiplayer Online Battle Arena**

MMO: **Massively Mulyiplayer Online**

SPSS: **Statistical Package for the Social Sciences**

PC: **Personal Computer**

PUBG: **Players Unknown Battle Ground**

TV: **Television**

WAN: **Wide Area Network**

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General introduction

1. Background of the Study

For the last decade, new trends of playing online video games have come to the surface, especially among the youth. Online video games communication language also known as chatting has emerged with new styles, and varieties of language that helped to create a new community, and new written forms and interactions, also called Netspeak.

Netspeak can be reflected as a recent form of language that is used to communicate during the game among the players. In addition, it can be considered as a new form of language that is widely used nowadays. Unlike formal writing, Netspeak is considered as a form of language that deviates from formal language, which has its own features and forms. Many linguists treat this type of language as slang language used to facilitate the way of communication.

Unlike Netspeak, formal writing is known as the classical form of communication that has its own rules that must be followed. Writing is not considered as language itself, but it gives a visual form so that it can be read. Through time, writing evolved to take many shapes and types such as syllabic and alphabetic.

The rapid development of technology made a deviated form of language development and became widely used by new generations which affected English as a global language, and as a lingua franca used by all without exception in online video games communication.

Our research deals with this new form of communication as well as its influence on English formal academic writing in order to investigate online video games communication language's impact on formal language.

2. **Statement of the problem**

Since the invention of the internet, people's life has become easier than before. The internet changed the aspects of traditional life and made the world looks like a small village. With the help of the internet, English became a lingua franca used by all generations while communicating online. Replacing formal writing with Netspeak is considered as an essential aspect in online communication. The invention of the internet goes along the evolution in all technological tools, such as video games that witnessed massive changes by offering additional features like making online communications. This type of games is mostly played by the younger generation. Gamers who play this type of games use Netspeak instead of formal writing intentionally or unintentionally to communicate with each other and most of them fit in the gamer's community, which includes all varieties of people, including students of English. However, we noticed that they make errors while writing in a formal language, and replace formal writing by using abbreviations and other forms of Netspeak.

3. **Aim of the study**

The present study aims at investigating the impact of online video game communication language on students' formal writing. Our dissertation seeks to prove that there are negative effects on students and their formal writing.

4. **Research Questions**

The questions that our research seeks to answer are:

- Do students of English play online video games?

- Do students of English language prefer using online video games language (Netspeak) to formal language when they write?

- Can students distinguish between online video games language and formal language?

- How frequently do students use online video games' language?

- Why do students use informal words and expressions in their formal writing?

- What are the effects of using online video games language on academic writing?

5. Hypotheses

In the light of the research questions, the following hypotheses and assumptions were formulated. First, we assume that the frequent communication of the students with others during the online game would affect their formal writing negatively. In addition, the preference for video games may differ between males and females. Moreover, the negative impact may relate to the unawareness of students during the writing process, in addition to forgetting the correct forms of some words due to the successive use of Netspeak.

6. Research Tools and Population

In order to check the validity of the hypothesis, we used a quantitative approach. Therefore, a questionnaire is designed for Master 2 English students at Larbi Tebessi University. The questionnaire contains open-ended, close-ended, and optional questions. It is administrated for the purpose of collecting information about whether students use online video games language or formal language. It also aims to know if they are able to distinguish between formal and informal language. For the population, we will randomly select a sample of 60 Master 2 students of English at the Department of English Language at Larbi Tebessi University, Tebessa.

7. Limitations of the study

The study limitations are:

✓ The results of the study may not represent the entire population of English students at Larbi Tebessi University, because it dealt only with Master 2 students.

✓ The researchers thought of using two tools to collect data; a questionnaire, and a test analysis in academic writing, but due to Covid-19 pandemic, and study cancellation in all universities, they used only a questionnaire.

- ✓ The length of the questionnaire may cause a feeling of boredom to participants; hence some of the provided questions might be answered inaccurately to complete the questionnaire rapidly.
- ✓ This research investigated only the impact of online video games on English academic writing, therefore, the future researchers may investigate the impact of this type of games on other aspects of language.

8. Structure of the study

The current study consists of two main parts: a theoretical part, and a practical one. The theoretical part contains two chapters; the first chapter presents an overview of the related literature on online games communication language and formal academic writing. It extends to definitions of the variables that are related to the study, to clarify, and to have an idea about the background of this study. The second chapter is dedicated to the relation between online video games communication language and formal language and its impact. It focuses on the influence of online video games language on formal language, and formal writing. The last chapter, the empirical part of the study, deals with the description of materials and the sample. In addition, it describes the findings and discusses the results, which answer the study questions through. It is also devoted to the analysis and interpretation of the results obtained from the questionnaire.

Chapter One: Online Games Communication Language and Formal Academic Writing.

Introduction

Since the invention of the internet, online video games have been appeared to the surface and have been considered as an entertaining and educational tool. Online video games offer additional features in comparison to ordinary video games, one of these features is providing a chat space that allows players to communicate with each other during online playing. Gamers are required to use an understandable and common language for other players around the world, by adopting English as a lingua franca, communication has become possible among them (Luigi, 2016, p.21).

During playing, gamers have to communicate and to respond rapidly, especially in games that are bounded by time; they use a non-standard language containing a combination of abbreviations and emojis instead of the formal language to gain time. This type of non-formal writing system is called Netspeak, which has no rules, unlike formal academic writing that is organized and restricted with specific components and rules for the purpose of achieving a perfect formal academic writing. This chapter is devoted to clarify and to define the essential concepts and keywords that are related to the field of our study, in which we intend to shed some light on the matter.

1.1. Historical Development of Online Video Games

Since the early ages, mankind has used games as a means of entertainment. These games were evolved through time. By the dawn of the invention of computers, digital games were introduced into the field of entertainment. Video games are considered as audiovisual means of entertainment with a plot and story-based (Smith, 2011); it can be played by one person or

multiple persons. Video games can be controlled by a joystick, a keyboard, and a mouse. However, individuals can follow the progress of the game on a screen that is called an output device. Also, there are other output devices like loudspeakers (Kent, 2001).

Antonius (2011, p.9) defined video games as "invariably played on video game system or platform. Traditionally, systems for home use are divided into personal computers and video game consoles". Consoles, or video game consoles, are those little boxes that can support games in a form of CDs, DVDs, blue ray discs, or even direct internet downloads. These consoles must be connected to data output; television is generally designed to be connected to consoles and projects visual data.

By the 1990s, the internet was wide-spreading and integrating into our lives, which led to the use of the concept 'online video games'. Online video games refer to the use of video games while connected to the internet. They can be played in two modes, solo or multiplayer mode. Solo mode is also called single-player mode. (Smith, 2011)

According to Smith (2011), Solo mode can be played by a single player unlike multiplayer mode which refers to two more than two persons playing at the same time, moreover, they can communicate with each other via audio output or messages. Because of these developments, a new genre of online video games was developed and introduced in the field of gaming; for example, FPS games like 'Call of Duty (2003)', 'Battle Field (2002)', and strategic games like 'Commandos (1998)'. However, these types of games can be played in both modes, solo or multiplayer. It is useless to say that there are other online games that only can be played on multiplayer mode which is called battle royal games. The most known battle royal games are 'PUBG (2017)' and 'Fortnite (2017)'.

These types of games are considered as interactive games, in other terms, players around the globe can interact and communicate with each other during gaming, by writing or speaking.

Written form according to Antonius (2011) is to use a keyboard in order to send messages, whereas speaking form is to use audio output like the headset to communicate with other players. Consequently, even smartphones use this type of games as they allow the accessibility of various communities to smartphones. Antonius (2011, p.13) states that "even mobile telephones and personal organizers have now become sophisticated enough to run more than simple, offline games".

1.2. The Difference between Online Video Games and Offline Video Games

1.2.1. Offline Video Games

It is a game that is based on a story in which we play on P.C or other consoles with the help of audio-visual devices like the T.V monitor. Consequently, those video games are considered as educational tools. Esposito (2005, p.2) stated that offline video game "is a voluntary interactive activity, in which one or more players follow rules that constrain their behavior, enacting an artificial conflict that ends in a quantifiable outcome". That means that in offline games a player can play with other players that are only present in the same room. In offline video games; the internet is not necessary for the gameplay and players do not need to communicate with other players in order to pass the game.

1.2.2. Online Video Games

Online Video Games are almost like offline video games, only with one difference in which the internet is necessary, "online games refer to game that are played over some form of computer network, most often the internet" (IGI Global, 2020). For the purpose of communication among players needs the internet to interact with each other and to collaboration. For the continuity of the game, players need to communicate with other players, especially in multiplayer online gaming when players need more interaction in order to pass the game. Online

video games "can be played with other gamers, as a result, networks of relationships with other gamers become very important" Antonius (2010, p.10).

To get a wider view about online video games, Crawford (1997) demonstrates that interaction during online video games is important because it makes the players more social, besides, the game becomes more challenging; also it makes it more interesting, due to the absence of AI also known artificial intelligence. This means that players find the game stimulating while playing against other players, not the game itself.

1.3. Types of Online Video Games

The internet made video games more entertaining, as players can make new friends who do not need to live in the same country, or even on the same continent. They are also used to learn a new language or a new form of language. Yet, there are different types of online digital games that can be downloaded from different sites or it can be purchased in types of DVDs or blue rays from gaming stores. In this context, VENTS magazine (2019) suggests five major types of online video games:

1.3.1. Massively Multiplayer Online (MMO)

If an individual wants to entertain him or herself and interact with other players or to spend more time with friends; he or she can play MMO games, where it becomes possible to communicate with other players who are connected to each other through LAN or WAN connection. In this type of games, players communicate with other virtual players with no barriers. While playing these games, gamers can use language to communicate and have wonderful gaming experiences.

1.3.2. Adventure Games

This is a popular genre among gamers and numerous gamers download it. In general, this genre is considered as a single-player game and based on fantasy stories in which the player can get a background story about the character that the gamer chooses to play with to become part of the mission. To reach the next level of the game, the player must accomplish the mission that is given to him or her. However, this type of games can be played in multiplayer mode. League of Legend (LOL 2009) is a good example.

1.3.3. Puzzle Games

Some gaming communities prefer to play this type of games. Gamers play this genre online because it is basically considered as a competitive game that can sharpen the brain. However, Players need to use their brains in order to defeat the opponent. Hence, puzzle games are educative and can be played in solo mode also.

1.3.4. Educational Games

This type of games is mostly played by the younger generation. Parents and teachers often advise and encourage young learners to play educational games because they enrich their knowledge and language, as they contain quizzes, tests, and answers to multiple-choice questions. Scrabble is the most popular game in this field and it can be played solo or online with other players in which they have the accessibility of interaction with each other and learn from one another.

1.3.5. Action Games

Mostly, it is a single-player type of games; gamers who are interested in action movies and TV shows prefer this type of games. It contains challenges and missions; to pass these challenges or finish the game, players have to collaborate. When a gamer finishes each challenge,

he or she can step into the next level. In action games, there is a possibility of choosing the characters that suit the players and represent them to fight against other players.

1.4. Game Streaming Platforms

To stream is to broadcast over the internet, mostly it is an audio-visual cast. It can be transmitted in real-time so the audience can watch it directly or it can be recorded allowing the viewers to watch it whenever they want. Streaming platforms are considered as a means of spreading information and in our case spreading language among the non-gamers. As stated in the online Twitch quotes (2019)" my son watches a lot of video game streamers ... Over the past month, he is starting using terms like" jabaited" and"kappa". There is various game streaming platforms. Benne (2020) highlighted the most commonly used platform.

1.4.1. Twitch

Almost every gamer knows this streaming platform; it is used by almost 10 million gamers around the world. They use Twitch to chat about gaming. It is a useful social network, especially for gamers. In live streaming chatting and interaction is possible among twitch users.

1.4.2. Daily Motion Games

Live and pre-recorded Gameplays can be casted on daily motion games. A daily motion game is an alternative platform that allows gamers to record or watch gaming videos. Players get access to share their favorite live streaming with others, social media such as Facebook live. This is a great feature for gamers that allow the videos to spread vastly, with a monthly almost 3 million users. In Daily Motion Games, players can exchange hints and tips with other players.

1.4.3. Mixer

It is another video streaming platform launched in 2016. Consequently, Streamers and audience are more interacted. Dialogues and votes are allowed with an enhanced connection and communication features. The screen can be split into 4, which means that the viewer can watch for Live streams at the same time, even if the players playing different games on different platforms. Other various streaming platforms can be used to stream the gameplay. Furthermore, players can use social media platforms to cast their live gaming videos, such as YouTube and Facebook Live.

1.5. Online Games Communication

Since it is a global phenomenon, the Gaming Community has two modes of communication, audio mode, and chatting mode. When chatting online video games, players do not only discuss topics and tactics about games. They also exchange information and chat about other topics and they use English as a means of communication.

1.4.1. Audio Mode

It is when players communicate with other players via headset, by speaking and listening. It is generally an interaction among the squad or team players during the game. Consequently, many players enjoy this type of communication because it allows them to use the language freely to express themselves. Also, it allows non-native speakers to learn the language and practice it.

1.4.2. Chatting Mode

Also called messaging mode. It can be used during the game with other teammates or in the lobby, which is interacting with friends or global chatting with unknown players.

Game Lobby is " where people hang around before they go in to a specific room to play".(Packt, 2010); which means that the interface screen where players can match with other players or find other players to communicate with, also where players can change the parameters of the game and most importantly is where players can use the chatting rooms. There are three types of Chatting rooms Global private and team players chatting rooms:

- **Global chatting room:** Also called the International chatting room, it is where players from various cultures around the world chat and communicate with each other. In this room, players can interact with strangers from different countries around the globe. (Packt, 2010)

- **Private chatting room:** This is a chatting room where players can talk privately with their friends or with one of their teammates. (Packt, 2010).

- **Teammates chatting room:** Also called the group chatting room, it allows the players or team-mates to chat together privately in one chatting room. (Smith, 2011).

1.6. Online Video Games' Language

During online gameplay, gamers can interact and collaborate with other players. Most of the time, collaboration is essential for the continuity of the game and to communicate with each other, the use of language is required. Players from all over the world must have accessibility to the internet for the purpose of connecting with other players. Moreover, gamers must know how to manipulate the language in use to understand one another.

 The English language is widely used among gamer's speech communities. "It could be argued that English is practiced as a lingua franca between gamers since many of them are non-native speakers communicating in English while playing". (Vidlund, 2013, p.7). In order to

understand the game and other players. To become a successful gamer, it is crucial to recognize English as well as using it as an approach. Therefore, players use the English language as a means of communication during gaming. This type of language is acquired through the internet and through interacting with other players.

Online video game language is a language that is used during gaming to communicate with other players and it is considered as a slang language most of the time. Individuals can use chat-rooms to interact with other players, global players, or specific players. The English language in this type of communication changes to meet the needs of gamers. Mauranen (2012, p.243) stated that "the English language is constantly changing but native speakers are not the single responsible sources of the changes…those who are influencing the English language are international speakers of English in combination with native speakers". Hence, we notice that not only native speakers can affect the language, but even nonnatives can contribute to change a language and since language is constantly changing, these changes must correlate with today's society and develop with it at the same pace.

"Languages change through the interaction between people of different backgrounds, ethnicities, and cultures influencing each other by using language diversely. That fact could also be applied to the interaction between people who play video and online video games". Seidlhofer (as cited in Vidlund, 2013, p.11).The internet is one of the major causes of changing modern societies. As a result, a new form of language was created, thus, this form may have an impact on the formal English language. This form is a non-standard language that is not only used to interact with others on the internet but is also used in online games to communicate with other players; it is called the language of the net or NETSPEAK.

1.6.1. Netspeak

The term Netspeak has appeared to the surface for the first time in 1993 by Ian Bacon -out on the internet- in journals "mac users". This term refers to a type of language that is only used on the internet. It is a glossary used by internet users to communicate online (Squires, 2010). In our case, it is used by gamers in online gaming communication.

According to Crystal (2006, p.25), academic writers referred to Netspeak as "write the way people talk", which means that people write the language in a way much easier than the formal language and it is important to have background knowledge about the various limitations and facilities that are used in Netspeak in order to have the ability to communicate with others:

> What makes Netspeak so interesting, as a form of communication, is the way it
> relies on characteristics belong to both sides of the speech/ writing divide. At one
> extreme is the web, which in many its functions, is no different from traditional
> situations which is writing (Crystal, 2006, p.31)

Therefore, most of the varieties of formal language exist in Netspeak, but with a small stylistic change in the form of the language.

As cited in Squires (2010); Bacon (1993) argues that Netspeak users have a repertoire of a variety of slang language used by several speech communities on the internet. Players in online games also use this type of repertoire as a means of communication. Moreover, it is a jargon mostly relates to the younger generation and geeks as defined by Crystal (2006) "language of the GEEKs". By the word GEEK, he refers to someone interested in a particular subject and it is addicted to it. In our case, the Geeks are the computer addicted users and game addicted.

This type of language replaces the formal language and formal dictionary words, not by other words but by other forms. Abbreviation and acronyms can similarly be noticed either in written or spoken forms of language. Needless to say that Netspeak is also known as CMC

(computer-mediated communication) and now CMC users are massively increasing in terms of number, so a person does not have to be a Geek in order to use this language. There are other ways to spread this form of language among non-Netspeak users and non-gamers (Squires, 2010). One of the instruments that led to the spread of Netspeak are known as" live streaming platforms" like YouTube, Facebook, and Twitch which is known for the live streaming of different types of games. The most influential live streamers among gamers and non-gamers are NINJA and SHROUD.

Examples of Netspeak vocabulary used by gamers:

Word	Meaning
DLC	Downloadable content is additional content created for an already released game.
10q	thank you
BRB	be right back
Noobs	Newbie/nub, a term used to describe an unskillful person.
M8	Mate.
Nerf	Weak or something less powerful.
Buff	The opposite of nerf. More powerful
Gliching	The game messing up or not working.
RNG	Random number generator. Basically refers to luck.eg: bad RNG means bad luck.
Trolling	Making players angry on purpose.
PING	The time it takes for the in-game actions to register over the internet.
Lgging	Internet problems.
Git gud	Fight me or get better.
Roasted	Or cooked, when others make fun of you at once.
AFK	Away from keyboard.
Juicy	Really good.
TC	Take care.
IMO	In my opinion.
TTYL	Talk to you later.

Table 1: Gamers vocabulary

Retrieved from "REAL ENGLISH FOR GAMERS, 2018"

1.7. Forms of Netspeak

1.7.1. Abbreviations

Is to reconstruct and shorten the writing of words and phrases. In other words, it is a result of reducing words or phrases. Moreover, it is a type of writing words and phrases in short forms. It is used by Netspeak users, usually to communicate with others. It has various forms to be distinguished.

1.7.1.1. Acronyms

The initial letters of several words and pronouncing them as one word, therefore, a pronounceable word formed from the beginnings of other words, so it represents one word. For example:

Acronym	Meaning
ASAP	as soon as possible
LOL	lough out loud/lots of love/league of legends
BON	believe it or not
BIAS	back in a second
HUD	heads up display

Table 2: List of common used acronyms

Retrieved from "FANDOM, 2020"

1.7.1.2. Initiallism

It is made up of initial letters of words that are pronounced separately. Most Netspeakers are widely using this type.

Initiallism	Meaning
BRB	be right back
LMIRL	let's meet in real life
GG	good game
GTG	got to go
HP	health points/ heart points
MMO	massively multiplayer online
IDN	I don't know
BTW	by the way
OMG	oh my god
OTG	of the ground

Table 3: List of common used initiallism

Retrieved from "FANDOM, 2020"

1.7.2. Clipping

It is the reduction the word to a part of it but it serves the whole meaning.

Clipping	Meaning
Exam	Examination
Sec	Second
Ammo	Ammunition
Sim	Simulation
XPs	Experiences
Bot	Robot
Cell	Cellular
Auto	Automobile
Prof	Professor
Fridge	Refrigerator

Table 4: List of common used clipping

Retrieved from "FANDOM, 2020"

1.7.3. The Omission of Vowels

It is to delete and omit those vowel(s) that do not connect in a word without losing its meaning and legibility; individuals can omit the vowels of "for" but we can't do that for "fair", hence the initial vowels of the words should not be omitted, i.e. they should be written.

Vowels	Meaning
HW	How
NRMLY	Normally
ENTRTAINMNT	Entertainment

Table 5: Omission of vowels

Retrieved from "FANDOM, 2020"

1.7.4. Leet

Also known as L33t.1337 or leetspeak. It is a form of Netspeak usually used in chat rooms and online communication. Letters are replaced with numbers and symbols. These numbers and symbols are used in combination with letters (Urban Dictionary, 2020)

Leet	Meaning
N375P34k	Netspeak
F0RM41 14N6U463	formal language

Table 6: leetspeak

Retrieved from "FANDOM, 2020"

1.7.5. Rebus Writing

Is the use of numbers instead of syllables or words. The syllables or words usually sound the same as numbers.

Rebus	Meaning
2	to/ too/ two
GR8	Great
N8	Night
L8	Late
4ever	Forever
2morrow	Tomorrow
4	for/ four

Table 7: List of common used Rebus writing

Retrieved from "FANDOM, 2020"

1.7.6. Emoticons

Also known as emojis or emotional icons. It is a visual form that represents emotional graphics used by internet users to show how they really feel.ie instead of saying I am angry we use the emojis.

emoticon	Meaning
😀	Grinning Face
😉	Winking Face
😘	Face Throwing a Kiss
🤓	Nerd Face
😢	Crying Face
😡	Angry Face

Table 8: List of common used Emoticons

Retrieved from "EMOJIS DICTIONARY, 2020"

1.8. Formal Language

Cambridge dictionary (2020) defines formal language as a language that is usually used in serious situations or when addressing strange people, unlike informal language, that we use in situations which involve common known individuals those we know well. In other words, formal language is a language that we use in a formal situation, for example in speeches, studying, and learning or writing letters.

In formal situations, informal language is prohibited and unsuitable; only formal language is designed for situations like this. Formal language is considered as a high type of dialects used in preference to a low one and it expresses the setting or the social activity in which language use

takes place. A person must use polite vocabulary and idioms in order to use an effective language; also the usage of formal language requires the use of correct grammar rules. The language that we use with friends and family differs from the language that we use at university, work, and formal situations.

Here are two different sentences conveying the same meaning; the first sentence in formal whereas the second one in informal.

- I am not going to attend the meeting.

- Ain't gonna make it.

We notice that the first sentence is politer than the second one due to its use in a formal setting. Such a language is used among coworkers and in professional life…etc. In these situations, a person must choose his or her words carefully and follow the grammar rules and never break them. The second sentence is more informal and this type of language can be used in informal situations. Some of the selected vocabularies cannot be found in formal dictionaries.

1.8.1. Academic Writing

First, there is a slight difference between academic writing and scholarly writing; Shannon (2011, p.2) revealed the difference by stating that: "Where academic writing may be defined broadly as any writing completed to fulfill university or college requirements, scholarly writing is produced to inform a specialized audience of other scholars in a particular field". This means that scholarly writing is a piece of work written by professionals like teachers that are specialized in a certain field, whereas academic writing that can be written by students or even teachers. The formal language becomes more distinctive when it is written. According to the online University of Southern California (2020) "formal academic writing is a style of expression that researchers use to define the intellectual boundaries of their disciplines and their specific

areas of expertise".i.e., a writer must be aware of the rules and the characteristics of academic writing and must follow it, to have a good formal paper. These characteristics include the formal tone, the clear focus on the subject, and the use of third-person rather than first-person.

One of the major characteristics that are presented by your dictionary (n.d) is the tone. The tone means that the language in the academic writing must be clear and most importantly it must be formal; it refers to the prohibition of using of jargon, slang words and abbreviations

The definition of academic writing is correlated with the definition of the writing system. Daniels and Bright (1996, p.3) claim that "writing is defined as a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the utterer". By this definition, writing is bound up with language (as cited in Bouchikh and Bouanani, p.2017). Writing is considered as a tool for representing information visually for the readers. Writers and readers must share the same understanding of language and the meaning of the written characters to deliver the message clearly.

1.8.2. Types of Writing System

Writing system has its own aspects and types. Daniels and Bright (1996) pinpointed three major types.

1.8.2.1. The Logographic Writing System

Also called logogram or logograph and it is the oldest type of writing system. It uses symbols to represent a word or a morpheme, also oxford dictionary (2020) defines logogram as "a symbol that represents a word or a phrase, for example, those used in ancient writing system."i.e., it uses a particular symbol to represent a word. Cambridge dictionary of English defines logograph as "a symbol that stands for a word or character in a language that does not use the Roman alphabet". The Chinese language is the most suitable example of this case;

furthermore, numbers is a good illustration, they are considered as symbols that represent words. For instance, number 4 refers to the word four; moreover, the symbol $ can be used as an example to refer to the dollar.

-a-

一	二	三	上	下	中	力	凸	凹
yī	èr	sān	shàng	xià	zhōng	lì	tū	āo
one	two	three	above	below	middle	strength (plough)	convex	concave
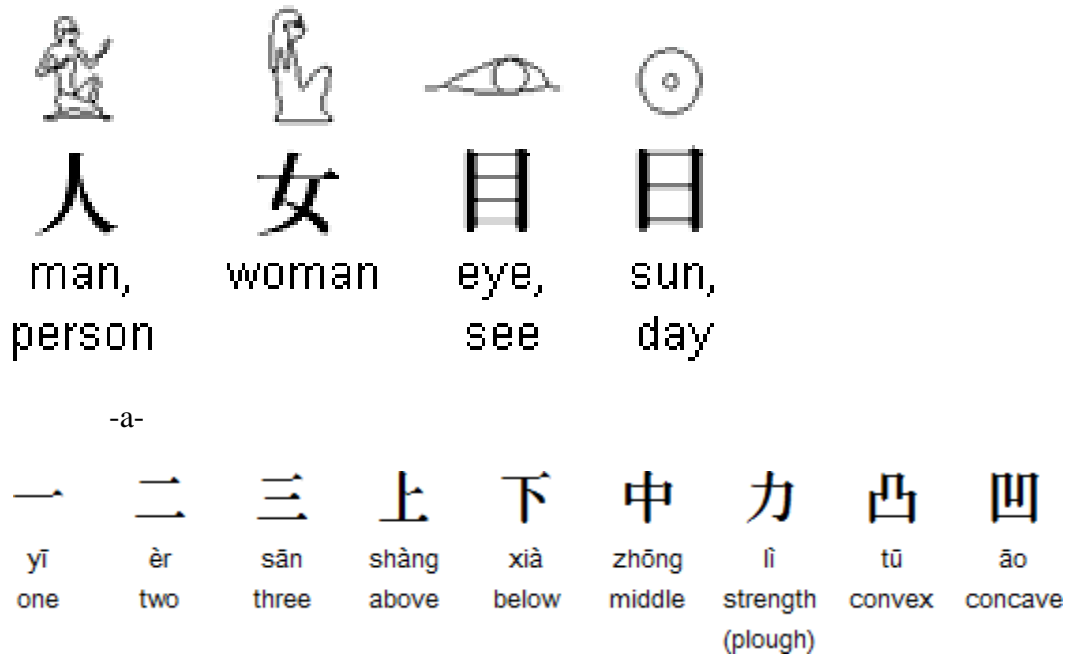
Figure 1   *-a: Ancient Egyptian logogram*   *–b: Chinese logogram*

*Retrieved from "*OMNIGLOT ONLINE ENCYCLOPEDIA OF WRITING SYSTEMS AND LANGUAGE; 1998"

1.8.2.2. The Syllabic Writing System

Kualo (1998) defines the syllabic writing system as symbols or characters that represent syllables of a particular language and combined to indicate morphemes, it only uses vowels and consonants in combination. In other words vowels and consonants are combined together to form a one-syllable structure. Japanese is an excellent example of this type of writing system. (Daniels and Bright, 1996).

Figure 2 South and South East Asia syllabic alphabets

*Retrieved from "*OMNIGLOT ONLINE ENCYCLOPEDIA OF WRITING SYSTEMS AND LANGUAGE; 1998"

1.8.2.3. The Alphabetic Writing System

According to the Omniglot encyclopedia of writing systems and language (1998)), the alphabetic system is a combination of letters that are represented in consonants and vowels and each letter stands for a sound. Unlike the syllabic writing system, the alphabetic writing system deals with consonants and vowels separately and each symbol in the alphabetic system stands for a phoneme that in combination with other symbols represents a syllable or a word.

Conclusion

Netspeak is considered as the main language used to communicate among gamers by modifying words, using abbreviations, and emojis. This form of language is used by gamers; it has no restriction rules and has no bounders for the purpose of facilitating the process of communication.

On the contrary, formal academic writing uses techniques and skills to achieve a meaningful and correct form of writing. It contains different types with different systems of writing with a specific vocabulary used in specific situations. Formal academic writing is a difficult process as compared to Netspeak.

Chapter Two: The Impact of Netspeak on Students' Academic Writing.

Introduction

Since the invention of the internet, people's lifestyle has changed radically, even the way they communicate with each other. However, Internet users, particularly the young ones, started to massively use Netspeak in the virtual world instead of their formal language. Unlike formal writing, Netspeak is easier to use, because it has no rules that bound it, and an effective way to facilitate expressing thoughts, ideas, and even emotions.

In this chapter, we are going to focus on the components of formal writing in addition to the features of Netspeak. Besides, we are going to investigate the changes that may occur to formal writing while using Netspeak, and then we will highlight the positive and the negative effects of using Netspeak on formal writing.

2.1. Components of Formal Academic Writing Skills

Effective writing is restricted by a set of rules criteria. To achieve the difficult task of writing an academic complex piece of writing, students must acquire the right writing skills, and follow the components of writing. Starkey (2004) introduced organization, clarity and mechanics as major components of writing skills.

2.1.1. Organization

Organization is one of the first steps of writing, as it helps the writer to organize his or her thoughts and recollect the ideas in order to end up with a perfect piece of writing. It is essential to organize thoughts and achieve the goals of writing, (Kane, 2000).

According to Bouchikh and Bouanani (2017), the goal of the writer is to write an absorbable text or essay, which is to make the written work easy to understand by the readers.

Sometimes the readers cannot make sense of the written work or the presented article, i.e., the readers cannot follow the main points, which has a negative impact on the reader's perception.

Organization helps the writer to prepare his or her work and link the ideas together

To achieve the goals of the perfect academic writing. "Organization lets you see how your many developing ideas fit within a framework, and clearly maps out any type of essay you are required to write"(Starkey, 2004, p.2)

Starkey (2004) claims that organization or prewriting requires a set of steps to make an accurate piece of writing. The first step is brainstorming which is defined as "instead of putting whole sentences or phrases to paper; this prewriting technique involves creating a list. It might contain individual thoughts or ideas" Starkey (2004, p.4). It is to generate ideas and use them in writing. Free writing, also called flow writing, is what comes to mind without stopping to focus on specific ideas and write it directly. (Harris, 2018)

2.1.2. Clarity

It is necessary to be clear in the writing process, as the reader must have a good response to his academic writing, therefore, the writer should avoid ambiguity and the information presented must be easy to process. The purpose of writing is to convey the message with clear and smooth ideas better than muddy and awkward writing. (Harris, 2018). To convey the message smoothly and clearly, a writer has to put his or her ideas in a clear understandable manner for clear and accurate ideas, Kane (2000). To do so, Starkey (2004, p. 34-36) suggested four fundamental elements:

a) **Eliminate ambiguity:** the use of ambiguous concepts and phrases must be avoided; otherwise, the addressee will have a different understanding of the message.

b) **Powerful,** precise adjectives and adverbs: a powerful adjective and adverb may have an impact on the reader's point of view; the writer must be aware and be selective when choosing words.

c) **Concise:** a writer should remove the unnecessary words and phrases besides the frequent use of active and passive voice.

d) **Avoid unnecessary repetition:** when a writer frequently repeats the same information and ideas, he kills the creativity and clarity of the written work.

Most of the time students think that the given information is enough to covey the meaning and neglects clarity. Hence clarity should never be neglected because it is one of the most key components of effective writing.

2.1.3. Coherence

To achieve a coherent piece of writing, a writer must have the skill of connecting sentences and ideas together smoothly. Readers cannot comprehend the main points of a written text if it lacks coherence. Murray and Hughes (2008, p.46) confirm that "coherence has to do with arranging your ideas in a way that makes them most easily understood by the readers. A good writer 'sticks' his ideas together so that they act as links in a chain". Coherence has a major role to achieve good writing, so it is a necessary skill for the writer to acquire and it cannot be eliminated in academic writing.

2.1.4. Word Choice

To be accurate in conveying a message, the writer must choose the right words to grab the reader's attention. Therefore, the writer is required to choose his or her words carefully. Starkey (2004) used the concept of denotation and connotation to illustrate this point of view.

The literal meaning of a word is called denotation, although many words have common sounds or looks similar, they have different meanings. For instance, "a lot" vs. "allot", the first

one means "many" whereas "allot" means to give or share an arbitrary amount. The same thing for "accept" and "except" which is sound the same but with a different meaning. When a writer is confused about these concepts, he or she will probably make a mistake. "When you are unsure of denotation, or dictionary meaning of a word you are more likely to make these kinds of mistakes". (Starkey, 2004. P, 51).

Unlike denotation, connotation is the additional meaning or the hidden meaning of the word and it depends on the audience background knowledge to interpret it. Moreover, the writer's intention and feelings, that he or she wants to convey, could be negative or positive. (Starkey, 2004). For example, the use of the word "youthful" has a positive connotation while "childish" has a negative connotation.

2.1.5. Mechanism of Writing

The concept mechanism of writing refers to the arrangement of words and how they are spelt. However, a writer must know how the language used should be structured and how words are related. Starkey (2004) illustrated:

> The majority of grammar, punctuation and capitalization mistakes are just a few dozen common ones. If you learn these common errors and how to avoid or correct them, your writing will greatly improve…the rules of mechanics are complex, in fact, they sometimes confuse even professional writers. However, you do not need to become a strict grammarian in order to write well (p.39).

In other words, the writer must monitor his grammar, spelling and capitalization mistakes to get a well-structured piece of writing.

✓ **Grammar**: Eastwood (1994) clarified that a writer must follow the regulations of grammar and distinguishes between the function of each component, for instance, pronouns adjectives adverbs, etc.

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✓ **Capitalization and punctuation:** writers use capital letters for many reasons. To start a sentence proper nouns and personal pronouns also for acronyms, etc. Also, she stated that punctuations are very important for the structure of the written work, Kellaher (2001).

2.2. Netspeak as Derived from Formal Language

A distinctive way of communication was created by gamers by modifying items from formal language by using abbreviations instead of long sentences. These modifications come in many ways:

- By using numbers or symbols instead of a word or parts of a word, equally important and pronounced exactly in the same way. The word 'Great' is a good example; it is pronounced */'greɪt/*. Hence, a part of this word is pronounced */eɪt/* the same as the number 8 "eight". So, for the purpose of saving time and space, the written form of great will be changed to Gr8. (Crystal, 2004).

- Sun Hong (2010) also argued that by taking the initial letters of commonly used phrases and sentences to build an acronym out of them, such as AFK (away from keyboarded) or GN (good night), etc.

- By mixing internet concepts with real-life situations, moreover to use the rest to express ideas, such a he is 404.404 is a code shown in browsers whenever the server cannot be found, hence "he is 44" means "he is nowhere to be found" Crystal (2004).

- As reported by Crystal (2004), a popular way of creating internet neologism is to combine separate words to create new words. For example webcam, Hotmail, and website, etc.

- Creating blends by joining one pat o a word to another like cybercide (cyber and homicide/suicide) which refer to killing the virtual world. In addition to netizen (internet and citizen), it refers to frequent internet users (Crystal, 2004).

2.3. Features of Netspeak

This form of language was investigated by many scholars. To do that, they have to understand and establish its features as a start. Since Netspeak is excessively used among younger generations, it should have its own features as any other form of language. Sun Hong (2010) classified these features into linguistic, grammar, and paralinguistic.

2.3.1. Linguistic Features

Sun Hong (2010) confirms that the most obvious and known feature of Netspeak is the linguistic feature. Unlike other features, it is considered more useful than others. Orthographic and lexical features are the most common useful features in online communication.

2.3.1.1. Orthographic and Lexical Features

The most common ways used in online communication, are orthographic and lexical features. These features have several characteristics that are used in various situations. Deletion, insertion and substitution are the most commonly used ones.

a) Deletion: is to reduce a word to smaller components or letters by omitting the needless consonants or vowels. Nonetheless, it still conveys the meaning. This strategy is used to save space.

b) Insertion and substitution: this strategy is used by Netspeak users to substitute words or syllables with other symbols, for instance instead of using "for" we use the number "4"; or in the case of "forever" we write "4eva", Crystal (2004).

2.3.2. Grammar Features

The morphology and syntax can be changed and affect the order of words. In Netspeak, subject pronouns are replaced with object pronouns such 'as I saw <u>him</u> yesterday becomes', 'saw <u>he</u> yesterday'. Furthermore, the omission of one or more words without affecting the meaning. For instance, instead of saying 'are you fine'? We just use the word (fine?). The last one is word inflection which means that the spelling of morpheme changes but still keeps the same pronunciation. For example, we use 'CYA' as an alternative to 'see you', Sun Hong (2010).

2.3.3. Paralinguistic Features

Is to use unusual expressions to emphasize some idea, such as the use of multiple letters, instead of writing "what?" we write "whaaaaat?" or we use the alternative, in which we write "*fine*" or hash tag it '#fine'. Besides the multiple uses of punctuation to emphasize the intention, for example: what???? This means that the addresser is stressing the need for knowing, as well as the use of emoticons to express feelings, Sun Hong (2010).

2.4. The Difference between Netspeak and Academic Writing

There is a wide difference between the two forms; formal writing has a fixed set of guidelines that have to be followed. Across from the aisle, internet users created Netspeak in order to assist them in their communication by modifying the formal language to make it stress-free in the application, also each individual can put his or her touch into it.

2.4.1. Characteristics of Netspeak

English as a lingua franca has been affected by Netspeak. However, the language of the net did not only affect English but also other languages. Furthermore, it has contributed to the creation of new rules and its own slang.

According to McCulloch (2019), the language of the net has its own characteristics that meet the communication needs of its users, as it has an immense role in English language change.

Moreover, it changed writing among younger generations and Netspeak users. The neglection of using the correct grammar is one of the major characteristics, where punctuation is almost sidestepped, and capitalization is used irregularly. For instance, to show intonation in your writing as when saying, "iAM TALKing to YOU", capitalized letters illustrate intonation which facilitates communication among Netspeakers by making the language simple, brief, and spontaneous. Another characteristic is the contraction of words and phrases using all forms of abbreviation for the purpose of making the conversation as short as possible by presenting English in its most minimal and attractive form. The last point is that Netspeakers can express themselves by using emotion icons to help them go beyond the complexity of each individual thought where all humans' features are removed while communicating.

Hence, Language of the net has come to a completely new level with its common characteristics, which contributes to its spread that makes it most likely for quite some time, as long as the internet still exists.

2.4.2. Characteristics of Academic Writing

The English formal writing has become marginalized and almost unused when communicating online, except for some cases. However, Netspeakers can distinguish between formal writing and internet slang.

To convey information accurately and clearly, formal language is the preferred form, even in academic writing. Martala, Hammond and Gillett (2009, p. 33) confirm that "formal writing is concerned with structure, clarity and accuracy". It is characterized by long meaningful and well-structured sentences with no use of informal language or colloquial words and expressions which is inappropriate. Besides avoiding contractions and abbreviations in technical writing, such as using "do not" instead of "don't". The correct use of punctuation and capitalization is one of the main characteristics of formal language. To produce well

understandable sentences, free of ambiguity and mistakes that Netspeakers usually commit in their writings (Martala, Hammond and Gillett, 2009).

The characteristics of academic writing are related by means of formal grammar and punctuation that most Netspeak users disregard its importance in conveying the correct and intended meaning. Based on the previous description, it can be determined that Netspeak and Academic writing are techniques used to convey ideas and emotions in a written form, with different characteristics. Netspeak is considered the primary language used on the internet due to its characteristics that make it flexible and fit all situations. However, formal writing is mostly neglected by the users, because of its complex characteristics that oblige the users to follow specific steps to attain a correct form of formal writing.

2.5. Cases of Using Netspeak Language in Online Gaming

Netspeak can be used in almost all informal situations during online communication or online plying, grammar rules, form and punctuation are not necessary and neglected in this type of communication. Only the meaning or ideas is that we want to convey that must be delivered, in other words, Netspeak users write the way they talk to facilitate the writing process. Suryanto (n.d) confirms that the gaming communities' uses an exclusive form of language while chatting, which is considered as slang.

When communicating during online games, players normally tend to use all forms of Netspeak for the purpose of saving time. Also, they use shorter words or abbreviations to save space and deliver the message rapidly taking into consideration the time and the ongoing game. Even when expressing their feelings and thoughts, they may avoid using words; instead, they use emotion cons as an alternative for words and the receiver will get the message clearly. For Netspeak users, writing full sentences with correct grammar rules is not important and can be fully neglected as long as the message is delivered. When communicating with friends in online

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gaming, this situation is considered informal, Suryanto (n.d). During online gaming, there are two types of chat rooms, private chat rooms which are designed for communication among co-players and friends, whereas Global chat rooms are designed to communicate with unknown players and strangers around the world. Also, this situation is considered informal in which we find the frequent use of Netspeak, Gamers may ask for advice or send requests or team players about how to change the game settings, etc. In these situations, there is no need to fully respect the grammar or stick to the original spelling of words and if someone replied in the form of the well-structured and very formal sentences, he or she will sound odd. Gamers often call them "Noobs", so the use of Netspeak as a means of communication in online gaming is the norm and the standard language, for them, is the deviation from the norms.

2.6. Cases of Using Formal Language in Online Communication

As stated previously, Netspeak is not used only during gaming; it is also used in other situations, for example, in social media and other online means of communication. However, there are certain situations when Netspeak is prohibited and only formal language is allowed. Whether to use Netspeak or formal language it depends on their online situations. Formal language can be used only in formal situations.

By way of illustration, when chatting or emailing friends or family members, the language used will be informal. Whereas when emailing companies organizations for even teachers, Gilling (2013. P, 04) stated that "emails are written communication, and their purpose clearly to send information. If we relax the grammar rules and clear information, we will fail to get our message across". The language used to convey ideas and information will be inevitably polite and formal with correct grammar and punctuation.

Also, some people use the internet to study and get certificates or degrees, they must log into cyber teaching classes to learn lessons and participate in exams. So, in these situations, they

cannot use Netspeak to communicate. Teachers will view this act as immature or simply unreasonable.

Another category of people who must use formal language in their online communication is the online Representatives, such as marketing agents and bloggers or official page admins. These agents promote their businesses and report news about whom or what they represent. Their texts are meant to be out for customers and fans to read and that's why their text has to be written in formal language.

2.7. The Influence of Netspeak on Formal writing

Without doubt, Netspeak as any other invention has a positive and a negative effect on everything that is societal including language. However, many contradictory points about Netspeak advantages and disadvantages on English language have been raised.

Thus, many argue that Netspeak has many advantages, as it is considered one of the main reasons for English to become a global language in online communication. According to Danet, and Herring (2003) since most of the languages have borrowed some terms from English, hence, the position of English has been reinforced as a lingua-franca between people in real life and especially on the virtual life. A new creative and easy style of communication was introduced to students to eradicate boredom and made online communication more amusing. On the other hand, a shared culture was created among Netspeakers, as a result, new forms of writing and conveying information. In addition, the creation of new vocabulary, for instance, the word 'netizen', could help the innovation of the English language.

In contrast, others think that slang of the net has negative effects on written English and it may lead to a deviation in language, also by using contractions including symbols may lead to messy writings. The excessive use of Netspeak by teenagers and students will also lead to the misuse of the correct form of language in formal situations like in classrooms or during exams.

Students who use Netspeak in their writing and exam papers are deemed to lose massive amounts of points and possibly fail. Consequently, teachers often complain about the horrible spelling caused by students who excessively use the language of the internet. The language of the internet is deemed linguistically poor and lacks prestige that will completely collapse the future of the new generation's language as long as the internet exists (Crystal, 2002).

To sum up, the Netspeak's impact on language brings various pros and cons, but since the change in communicating online is inevitable, it is preferred to deal with and accept it as progress in the process of language. Furthermore, English has its place in the world and there no need to defend it.

2.8. The Negative Effects of Netspeak on Academic Writing

Academic writing, with no doubt, is negatively affected by Netspeak language since it has become a norm that is used by most of the students. Therefore, parents, teachers and even students express their worries about that. "It would indeed be worrying if students entered an examination Hall unaware of the difference between formal and informal English or between standard and nonstandard English" (Crystal, 2008, p.166). Even though the vast majority of students are aware of that, but they still commit these mistakes.

Frequent usage of the internet language can affect the formal writing. Thus, students may use this language unconsciously or on purpose. For example, when students forget or don't know how to spell a word correctly, he or she uses another form such as using 'prof' instead of 'Professor'. Students using Netspeak can excessively affect their formal academic writing negatively, as (Crystal, 2008) pinpointed.

    a) It creates a habit of using short forms of language instead of the original forms,

    b) kills the creativity of the students,

    c) Students would neglect the correct form of Grammar,

d) The intended meaning will be misunderstood by the reader because the writing will be missing the explanations and clarifications.

Purcell, Buchanan and Freidrich (2013) pointed out that extensive use of Netspeak may also increase the ambiguity of a given piece of writing, as it results in the poor-quality language because students tend to use Netspeak in online communication. Thus, writing will not be coherent and inconclusive.

Shalini and Maniam (2015) claimed that students prefer to use Netspeak in all types of communication even when they are supposed to use formal writing in classrooms, and their essays and homework are written with informal language.

2.9. The Reasons for English Formal Language Change in Online Communication

Netspeak can be considered as a linguistic invasion to the English language, due to the changes that is displayed on students' formal writing. These changes can be noticed in grammar and vocabulary; therefore, Netspeak users change their language during online communication for many reasons.

According to Favilla (2017), in informal situations, Netspeakers tend to be more informal and use abbreviations, acronyms and reducing words to save time and space, so they need to type faster to gain time. Conveying the meaning in online communication or in our case online gaming is the condition that must be regarded.

Using Netspeak is more amusing, spontaneous and easy to manipulate, as a result, Netspeakers use it to kill boredom and the routine without taking in consideration the regulations and the rules of grammar. Fagorty (2019), also added that using language of the net, makes its users more creative, therefore each user has his or her own style of writing by using different varieties of Netspeak forms.

2.10. How Can Students Maintain their Formal Language in their Academic Writing?

While writing an academic paper, Netspeak users may get confused because of the excessive use of the internet slang consciously or unconsciously in formal situations.

To avoid such a common mistake, Crystal (2004) suggests that, it is inappropriate to use Netspeak outside informal contexts and students must be aware of their writing behavior and regulations. Also, students must use more formal language on the internet in order to break the habit of using internet language. Besides, they must respect the grammar rules while communicating online instead of using a sentence that has all its words reduced. (Dannet and Herring, 2007)

Students must practice frequently by using formal language on their academic writing is one of the important rules for keeping their writing skills intact. (Favilla, 2017). Crystal (2004) revealed that it may seem inappropriate and out of context, but using full words and respecting grammar rules in online informal situations may help writers maintain their formal language.

Conclusion

Based on the above arguments, it is clear that Netspeak has an impact on formal writing by modifying and manipulating words, which is an inevitable process. Netspeak has become the main technique of communication especially for younger people in a way they can't differentiate it from formal language due to the different ways of expression that Netspeak offers which can reduce their sense of creativity.

Moreover, formal writing could be maintained by reducing the use of Netspeak while communicating online and by replacing it with formal writing, following the essential rules of formal writing.

Chapter Three: The questionnaire: Design and Results' Discussion.

Introduction

The present chapter is devoted to clarifying the methods used in gathering and analyzing data of the questionnaire. It covers explaining the tools and instruments used to complete this research. The main objective of this chapter is to check the impact of using Netspeak on English students' academic writing. To collect data, we used a quantitative approach, by providing a questionnaire to Master 2 English students at Larbi Tebessi University, Tebessa. This chapter explains the questions that were included in the questionnaire and analyses the obtained answers. The purpose of this chapter is to explain the findings of this study.

3.1. The Instruments of Data Collection

A questionnaire was designed to collect data that provide answers to the research questions. The questionnaire that consists of 25 questions was delivered to Master 2 students of English at Larbi Tebessi University to investigate the impact of using Netspeak on their formal academic writing. The questionnaire is provided with a brief definition of the Netspeak to familiarize the participants with the concept. Moreover, it aims to investigate the opinion of students towards the use of Netspeak instead of formal writing.

3.2. The Population

The participants were 78 Master 2 English students from specialties, Language Sciences, and Literature and Civilization at the Department of Letters and English Language at Larbi Tebessi University.

3.3. The Sample

Due to Covid-19 Pandemic, the questionnaire was uploaded on a Facebook group of English Master 2 students from both specialties. The group that counts 78 students was kindly asked to answer it. The questionnaire was answered by 58 students from both branches (14

Literature and Civilization and 44 language sciences), which is considered enough number to determine the impact of Netspeak on academic writing and to answer the study questions. All the answers were carefully analyzed with no consideration of gender or age, which reinforces the credibility of the study.

3.3.1. Research Approach

The nature of our topic is to investigate the impact of Netspeak on formal academic writing. So it dictates a quantitative approach by providing a questionnaire to master 2 English students at Larbi Tebessi University.

3.4. Findings and Analysis

Initially, we had prospects to balance the questionnaire between both genders; however, due to the unbalanced nature of the participants; females outnumbered males by a huge margin, so we opted to address the participants under the umbrella of "students" in the third and fourth parts. After gathering the data from the questionnaire, they were analyzed using the SPSS program to summarize the results of the study and to have exact results. Analyzing data tend to reveal the impact of using Netspeak on academic writing, and all study questions.

3.4.1 Analysis of the Questionnaire

As mentioned previously, the questionnaire was answered by 58 students. It was answered by 15 males and 43 females and was included with 3 types of questions: open-ended, close-ended, and multiple-choice questions.

Part One: Provides answers about student's gender and their branch of study.

Question 1: what is your gender?

The question was about the gender of the participants. From 58 participants, there were 43 females (74.1%) and 15 males (25.9%).

	Frequency	Percentage
female	43	74.1%
male	15	25.9%
Total	58	100%

Table 9: Students' gendre
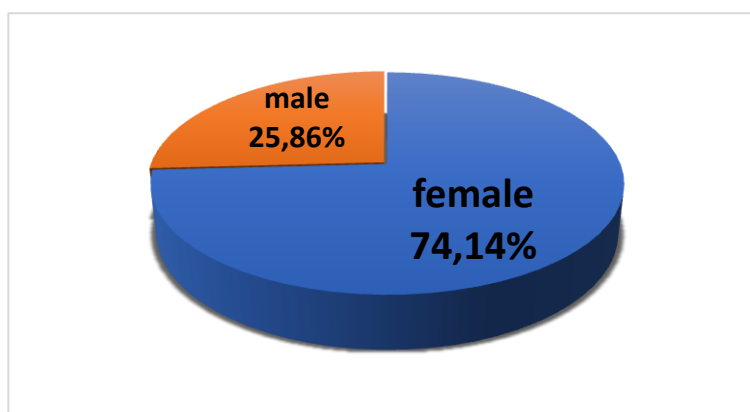
Graph 1: Students' gendre

We notice that Female students always represent the majority in the English Language

Department because they have always been more interested in studying languages.

Question 2: what is your Level and Specialty?

The question is asked to know the branch that student's study, Language Sciences, or

Literature and Civilization.

	M2 Lit. and Civ.		**M2 Leg Sc.**		**Total**
female	8	18%	35	82%	43
male	6	40%	9	60%	15
Total	14	25%	44	75%	58

Table 10: students' level and specialty

From the above table, it is clear that the majority of students participating in the

questionnaire belong to Language Sciences branch, since out of 58 students, 75% of them,

belong to the Language Sciences specialty and the remaining 25% students, belong to

Literature and Civilization specialty. The aim of asking questions about gender, level, and

specialty was to provide statistical and descriptive information of the sample.

Part Two: Provides answers about the purpose of using Netspeak instead of formal writing, types of Netspeak they use, the frequency of using it, and if Netspeak easily conveys feelings, and emotions.

Question 3: Do you play online video games in your daily life?

The question was a close-ended question with yes or no answers. The students were asked to answer whether they play online video games in their daily life or no.

Students' gender	Answers	Frequency	Percentage
female	no	8	18.6 %
	yes	35	81.4 %
	Total	43	100 %
male	no	2	13.3 %
	yes	13	86.7 %
	Total	15	100 %

Table 11: Students' Practice of Online Video Games
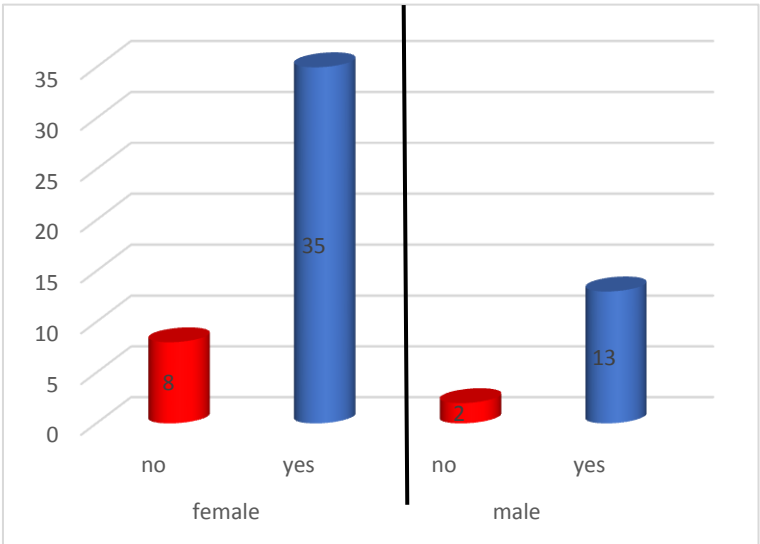
Graph 2: Students' Practice of Online Video Games

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The results gathered from the table above reveal that 48 students answered with yes, 81.6 % female and 86.7 % males. The remaining 10 students, 13.3 % males and 18.6 % females answered with 'no', which means that the majority of them play video games in their daily life. Moreover, the percentage of male gamers is slightly high than the female. We assume that because female do not have free time like males, or maybe males are more interested in playing video games than females.

Question 4: If yes, how often do you play online video games?

This question allows us to know the frequency of playing video games, with three options; every day, sometimes, and rarely. The objective of this question is to have an idea about how much time students spend playing online video games.

Students' gender	Answers	Frequency	Percentage
female	everyday	13	30.2 %
	rarely	15	34.9 %
	sometimes	9	20.9 %
	non response	6	14 %
	Total	43	100 %
male	everyday	11	73.3 %
	rarely	1	6.7 %
	sometimes	1	6.7 %
	non response	2	13.3 %
	Total	15	100 %

Table 12: Frequency of Playing Online Video Games
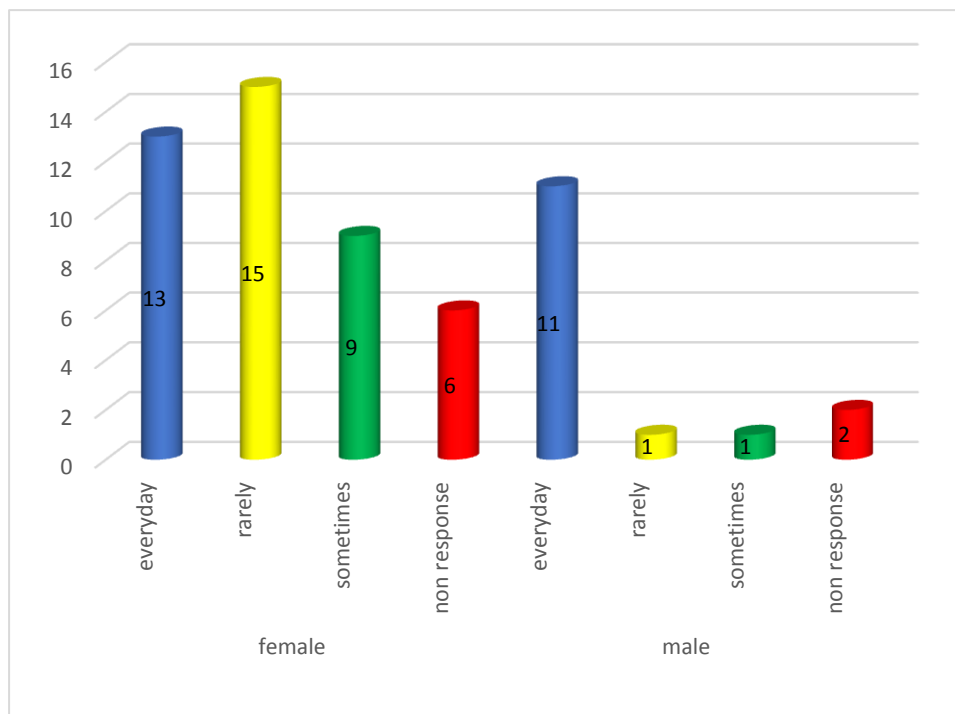
Graph 3: Frequency of Playing Online Video Games

The students' answers show that 30.2% of females play online video games every day, 34.9% play rarely, 20.9% play sometimes, and 14% with no response. Moreover, 73.3% of males said that they play online video games every day, 6.7% of males rarely play them, 6.7% said that they play sometimes, and 13.3% with no answer. We notice that the majority of male students spend more time in playing almost every day. On the other hand, the majority of females rarely play video games.

The results revealed that 24 participants play video games every day, 16 students play them rarely, 10 students play them sometimes, and 8 with no response which only can indicate that most of the students 41.37 % plays video games. The male rate outnumbers the female rate, which may indicate that males have more time to play video games than females.

Question 5: Which type you prefer to play most? (Multiple choices are allowed).

The question was about the type of online video games the students prefer to play. The question was given with multiple-choice answers. Five choices were provided: Massively multiplayer online games, adventure games, action games, educational games, and other in

which the students could provide the type of games they play in case they don't play the previous types.

| Type of games | Gender of the students | |
	female	male
MMO games	19	13
	59.40%	40.60%
Action games	12	2
	85.70%	14.30%
Adventure games	16	2
	88.90%	11.10%
Educational games	26	0
	100.00%	0.00%
Other games	1	4
	20.00%	80.00%
Total	74	21

Table 13: Students' Preferences of Online Video Games
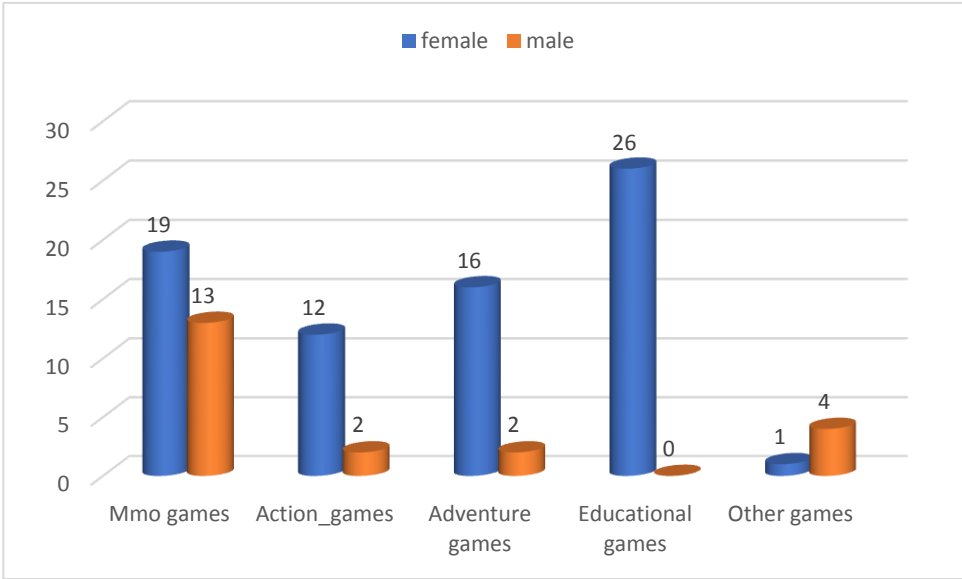
Graph 4: Students' Preferences of Online Video Games

The results show that 59.40% of females play MMO games, 85.70 % play action games, 88.90 % play adventure games, 100 % play educational games, and 1 female plays

another type of games. In addition, 40.6 % males answered that they play MMO games; 14.30 % of them play action games, 11.10 % play adventure games, 4 of them play another type of games, and no male plays educational games. The results reveal that female students are interested in educational games more than any other type of games; even more than the male students, 0.0 % answered it, on the contrary, 26 females answered it. Most of the male students like MMO games, 13 out of 15 answered the question.

The results revealed that 32 of the participants play MMO games, 14 of them play action games, 18 play adventure games, 26 play educational games, and 5 play another type of games in which the common answers were MOBA games, and interactive games. The high rate of MMO games may indicate that the participants are interested in more communication with other players, unlike other types of games which are played with less communication.

Question 6: While playing online, do you communicate with other players?

In this question, participants were asked if they communicate with other players while playing online. Participants answered with yes or no. The objective of this question is to show the interaction of students with other players.

Gender of the students	Answers	Frequency	Percentage
female	no	6	14 %
	yes	37	86 %
	Total	43	100 %
male	no	2	13.3 %
	yes	13	86.7 %
	Total	15	100 %

Table 14: Communication in Online Video Games
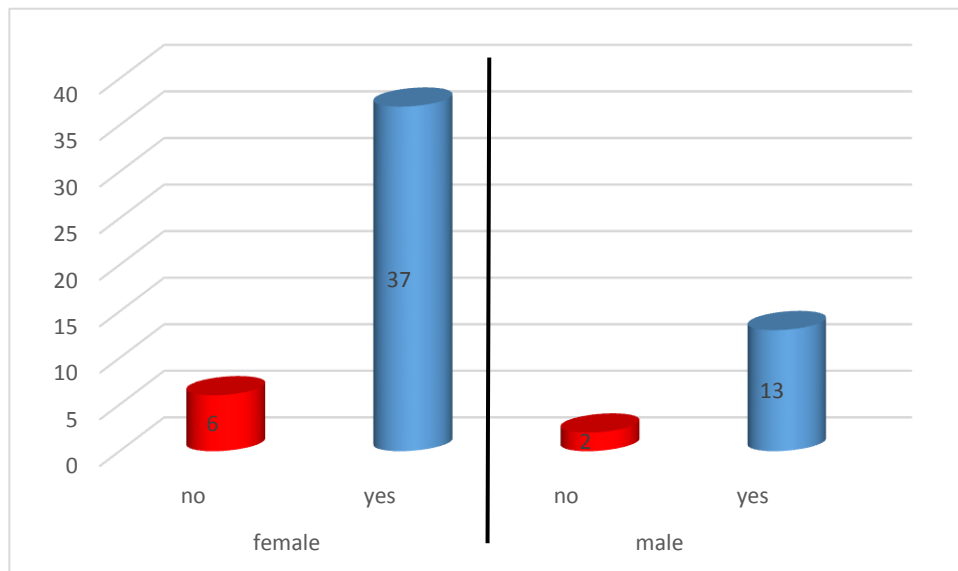
Graph 5: Communication in online video games

According to tables 5. 6 females answered with 'no' at a rate of 14%, while 37 of them answered with 'yes' at a rate of 86%. Only 2 males answered with 'no', at a rate of 13.3%, while 13 males answered with 'yes' they confirmed that they communicate with other players while playing, at a rate of 86.7%, which means that the majority of the students' males and females 87 % communicate with other players when they play online video games.

Question 7: If yes, which mode of communication do you use?

This question was designed to know the mode of communication used by students to communicate with other players. Participants were provided with three options to answer: messaging mode, audio mode or both modes.

Gender of the students	Answers	Frequency	Percentage
female	audio	10	23.3 %
	Messaging	11	25.6 %
	Both	16	37.2 %
	Nonresponse	6	14 %
	Total	43	100 %
male	audio	00	00 %
	Messaging	5	33.3 %
	Both	10	66.7 %
	Nonresponse	00	00 %
	Total	15	100 %

Table 15: Modes of Communication
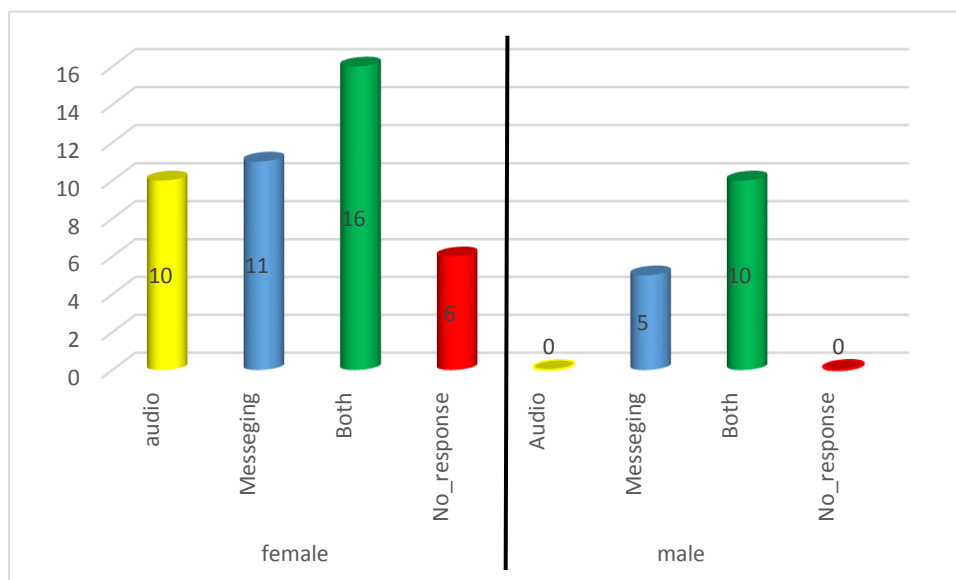
Graph 6: Modes of communication

According to data analysis, 23.3 % of females use audio mode to communicate with other players, 25.6 % use messaging mode, 37.2 % use both modes, and 14 % have no response. Moreover, 33.3 % males said that they use messaging mode, and 66.7 % use both modes of communication. The data shows that 26 of the students use both modes of

communication, 16 use messaging mode, and 10 use the audio mode that means that both sides prefer to use audio and messaging modes at the same time.

Question 8: Do you know what is meant by Netspeak?

The question was asked to know if the participants have previous knowledge about the term Netspeak with 3 answers; yes, no, probably.

Gender of the students	Answers	Frequency	Percentage
female	no	3	7 %
	yes	22	51.2 %
	probably	18	41.9 %
	Total	43	100 %
male	no	1	6.7 %
	yes	14	93.3 %
	probably	00	00 %
	Total	15	100 %

Table 16: Students' Knowledge about Netspeak
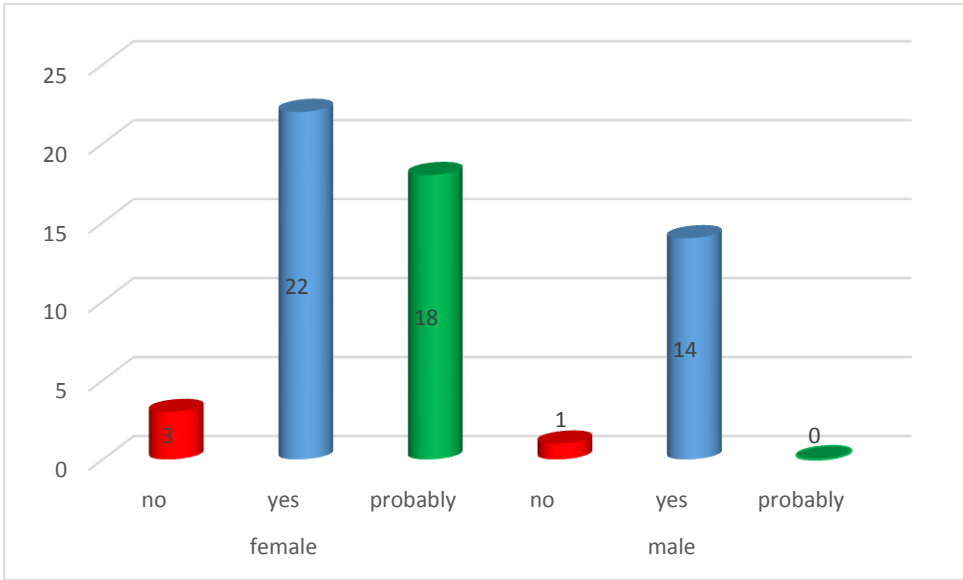
Graph 7: students' knowledge about Netspeak

The answers demonstrate that only 7 % of females do not know what Netspeak is, while 51.2 % participants confirmed that they know the meaning of the word 'Netspeak'. Also, 41.9 % answered with 'probably'. On the other hand, there is one male participant who

does not know the meaning of the word 'Netspeak', while 93.3 % males answered with 'yes' and 6.7 % with 'no'.

According to the previous analysis, the majority of students know what is meant by the term Netspeak, with 36 participants answered with yes, 4 answered with no, and 18 answered with probably. Unlike females, males with a rate of 93.3 % know what Netspeak means. Almost half of the females can recognize the meaning of the word Netspeak. Moreover, the existence of 'no' and 'probably' options may indicate that the respondents are amateurs in using Netspeak.

Question 9: Do you know what is meant by 'formal writing'?

The question aims to know if students know what is meant by 'formal writing' with two options; yes, or no.

Students' gender	Answers	Frequency	Percentage
female	**yes**	43	100 %
	No	0	0
male	**yes**	15	100 %
	No	0	0

Table 17: Students' Knowledge about Formal Writing
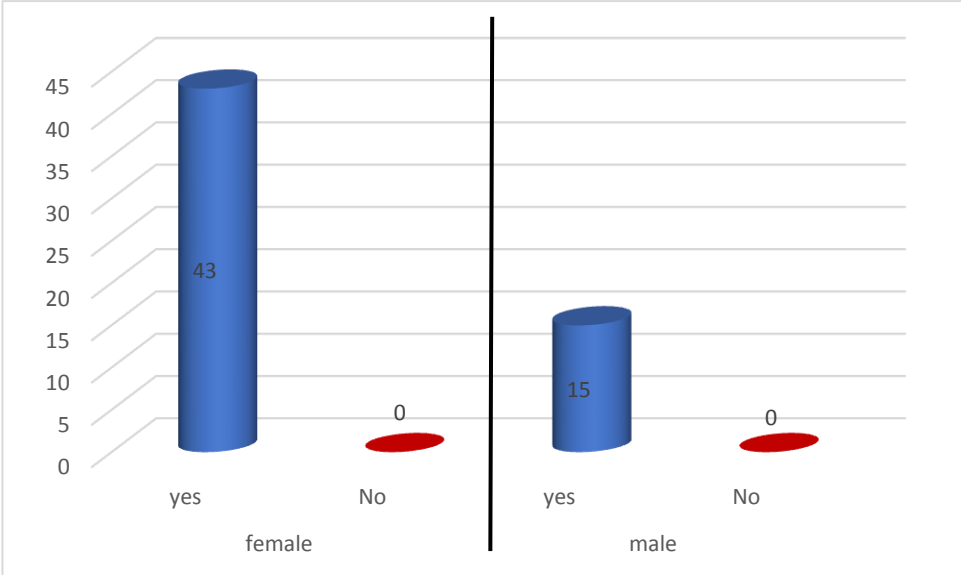
Graph 8: students' knowledge about formal writing

Based on the table above, 43 females with a percentage of 100% answered with 'yes', they do know what formal writing means, and 15 males answered with 'yes', at a rate of 100%, which means that all of the 58 students know the meaning of 'formal writing'.

Question 10: How often do you use the English language in online communication?

The question aims to know if students use English when they communicate online. The question was provided with three answers: always, sometimes, and when necessary.

Gender of the students	Answers	Frequency	Percentage
female	Always	18	41.9 %
	Sometimes	17	39.5 %
	When necessary	8	18.6 %
	Total	43	100 %
male	Always	10	66.7 %
	Sometimes	3	20 %
	When necessary	2	13.3 %
	Total	15	100 %

Table 18: The Use of English Language in Online Communication
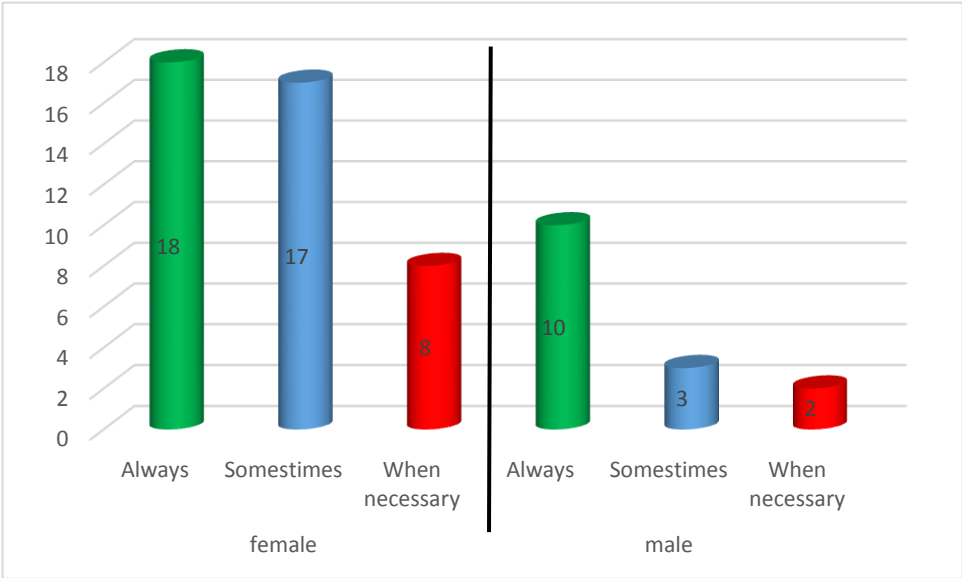
Graph 9: the use of English Language on Online Communication

The obtained results show that 41.9 % females and 66.7 males always use English in online communication, 39.7 % females, and 20 % males sometimes use English. Also, 18.6 %

females and 13.3 % males use it when necessary, which indicates that the majority of students 41.9 % and 66.7 % males females use English during online communication. Maybe because English is used as the lingua franca in online communication, so it is an obligation to use English especially with non-Arabic speakers.

Question 11: How often do you use Netspeak when communicating online?

This question was asked to know the frequency of using Netspeak while they communicate online; always, sometimes, or when necessary.

Gender of the students	Answers	Frequency	Percentage
female	Always	21	48.8 %
	Sometimes	20	46.5%
	When necessary	2	4.7%
	Total	43	100%
male	Always	11	73.3%
	Sometimes	2	13.3%
	When necessary	2	13.3%
	Total	15	100%

Table 19: The Frequency of Using Netspeak in Online Communication
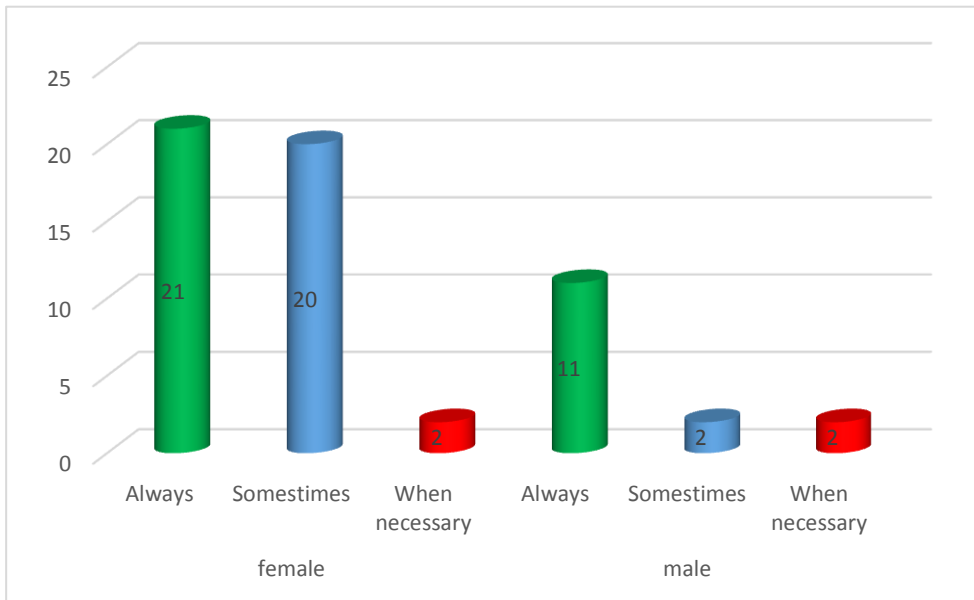
Graph 10: The Frequency of Using Netspeak in Online Communication

Based on the students' answers, 48.8% of females and 73.3% males pointed out that that they always use Netspeak in their online communication, 46.5% females, and 13.3% males indicated that they sometimes use it, while the rest of students, 4.7% females, and 13.3% males, answered with "when necessary".

According to the previous analysis, the majority of students always use Netspeak in online communication, for it helps them to communicate and write easily.

Question 12: Why do you use Netspeak instead of formal language in online communication? (Multiple choices were allowed).

This question aims to figure out the reasons behind preferring students the use of Netspeak over formal writing. Deliberately, multiple-choice answers were provided to help students to specify their reasons.

Answers	Gender of the students	
	female	male
Save Space	15	7
	68.20%	31.80%
Save time	17	9
	65.40%	34.60%
Facilitate the process of texting	39	9
	81.30%	18.80%
Other use	6	4
	60%	40 %
Total	77	29

Table 20: The Use of Netspeak Instead of Formal Language in Online Communication
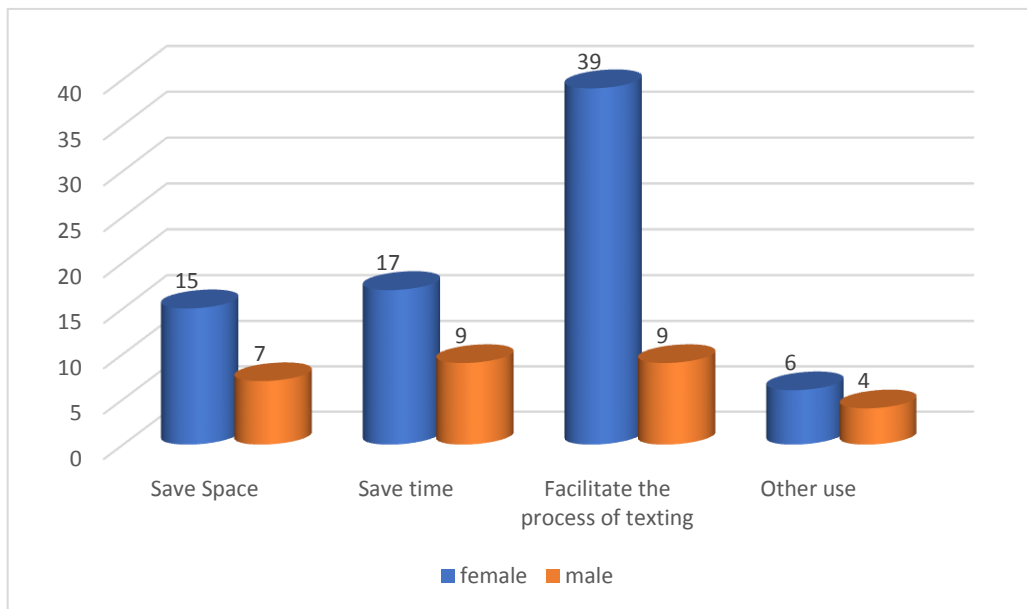
Graph 11: The Use of Netspeak Instead of Formal Language in Online
Communication

The results demonstrate that 68.20 % females and 31.80% males think that saving

space is the reason behind using Netspeak. The second reason is saving time, which was

chosen by 65.40% females and 34.60% males. Moreover, 81.30% of females and 18.80% of

males confirmed that they use Netspeak instead of formal writing to facilitate the process of

texting. The last multiple-choice answer was 'other reasons for using Netspeak' on which 6 females and 4 males chose it, and the common reason they provided was that the people they interact with, are faster in responding; so they are obliged to be fast too. The majority said they use Netspeak to facilitate the process of writing, which indicate that they need to be rapid when texting.

Question 13: When do you use Netspeak?

This question was asked to investigate when students use Netspeak. This is another multiple-choice question with 5 choices. Students could choose the appropriate ones; while playing, while texting, while blogging, all suggestions, and others. (Multiple choices were allowed).

Answers	Gender of the students	
	female	**male**
While playing	22	8
	73.30%	26.70%
Texting	32	10
	76.20%	23.80%
Blogging	5	3
	62.50%	37.50%
All suggestions	12	6
	66.70%	33.30%
Others	4	1
	80.00%	20.00%
Total	**75**	**28**

Table 21: Students' use of Netspeak
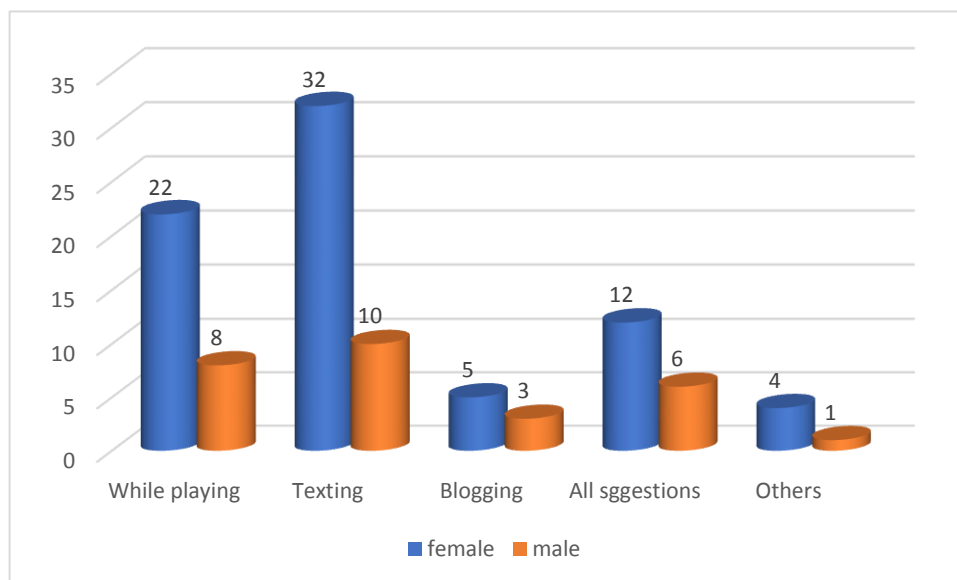
Graph 12: Students' use of Netspeak

The results demonstrated that 73.30 % of females and 26.70 % of males use Netspeak when they play online. Also, 76.20 % of females and 23.80 % of males use it when they are texting. Moreover, 62.50 % of females and 37.50 % of males use Netspeak when they are blogging. However, 66.70 % of females and 33.30 % of males said that they use Netspeak when they do all the previous suggestions. Finally, 4 females and 1 male said that they use Netspeak when they do other things like searching for specific nicknames. We notice that the participants' answers are 'while playing 'and 'texting'; that means that during playing, they do not have the time to write in a formal language so they prefer to use Netspeak to save time, the same thing with texting.

Question 14: What form of Netspeak do you use?

The question aims to know the form of Netspeak that students use when they communicate. The question contains 6 choices which are: emojis, acronyms, numbers replacing letters, avoiding vowels, all forms, and other forms. (Multiple choices were allowed).

Answers	Students' gender	
	female	male
Emojis	27	5
	84.40%	15.60%
Acronym	22	4
	84.60%	15.40%
Numbers replacing letters	18	4
	81.80%	18.20%
Avoiding vowels	14	2
	87.50%	12.50%
All forms	16	10
	61.50%	38.50%
Others forms	3	3
	50.00%	50.00%
Total	100	28

Table 22: Forms of Netspeak and its Usage
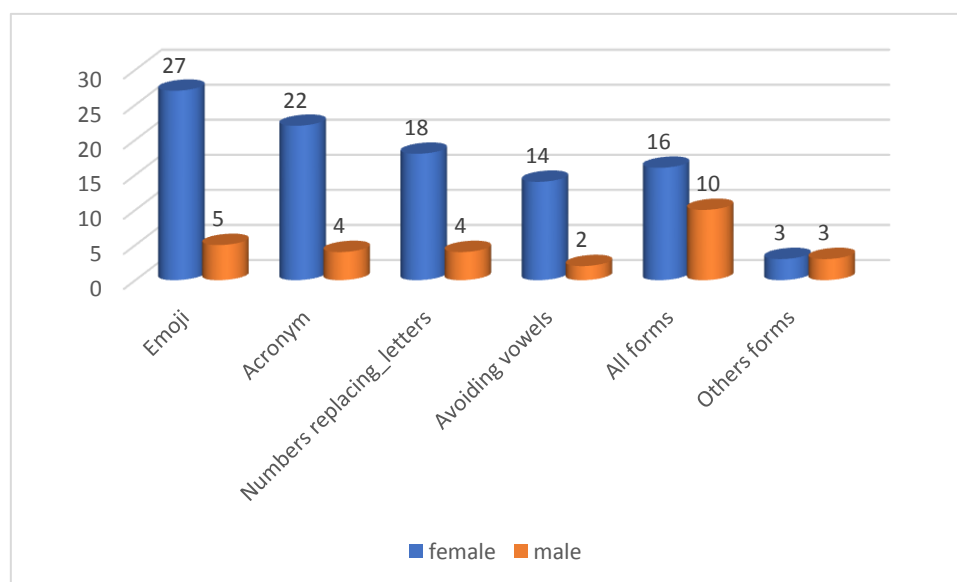
Graph 13: Forms of Netspeak and its Usage

In the above question, we proposed six choices about the forms of Netspeak that the students use to communicate, and the results were, 84.40 % females choose emojis, 84.60 %

choose acronym, 81.80 % choose numbers replacing letters, 87.50 % choose avoiding vowels, 61.50 % selected all of the previous forms, and 50 % said that they use other forms. Concerning males 15.60 % of them said they use emojis, 15.40 % choose acronym, 14.60 % use numbers replacing letters, 12.50 choose avoiding vowels, 38.50 % said they use all the previous suggestions, and finally, 3 males said they use other forms in which the common answer of females and males was using stickers.

The results of both genders show that 32 of students use emojis form, 26 of them use acronym form, 26 use all of the mentioned forms, 22 use numbers replacing letters, 16 use avoiding vowels form, and at last 6 of them use other forms of Netspeak. One explanation might lie in; the majority prefers to use emojis more than other forms because emojis saves more space and time and may express the feelings of the students accurately.

Question 15: How did you get your Netspeak vocabulary?

The objective of this question is to investigate how students got their Netspeak vocabulary. To do so, we suggested multi-choice answers which will provide us with more details about how students got Netspeak vocabulary. The question contains 4 answers; from people, students interact with, from reading, from specialized dictionaries, and other ways. (Multiple choices were allowed).

Answers	Gender of the students	
	female	male
From people, you interact with	39	15
	72.20%	27.80%
From reading	6	6
	50.00%	50.00%
specialized dictionary	12	0
	100.00%	0.00%
Other sources	2	2
	50.00%	50.00%
Total	**59**	**23**

Table 23: The Acquirement of Netspeak Vocabulary
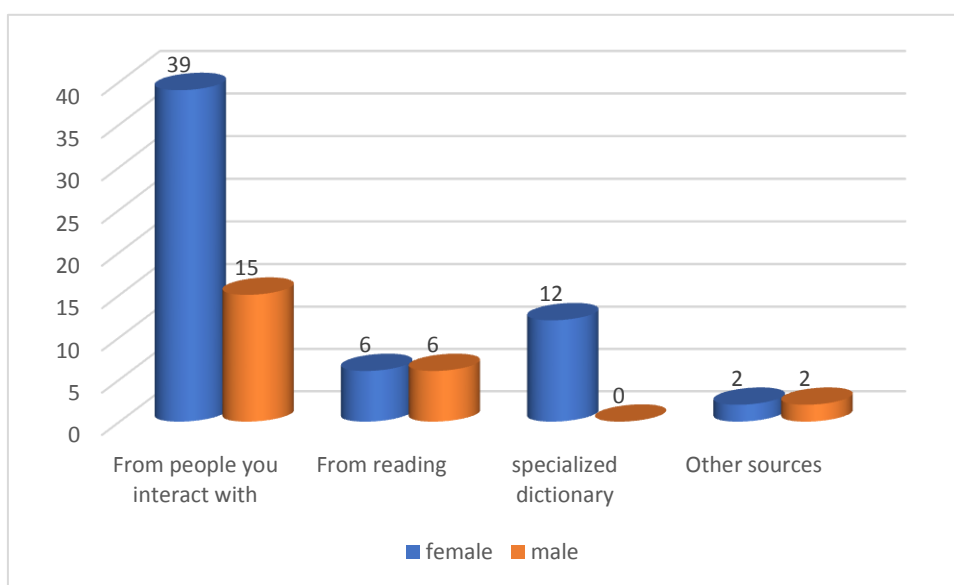
Graph 14: The Acquirement of Netspeak Vocabulary

The question findings show that 54 informants (39 females, and 15 males) said that they had their Netspeak from people they interact with, 12 of them (6 females, and 6 males) answered with 'from reading', 12 female students answered with from specialized dictionaries, and 4 participants (2 females, and 2 males) said that they got it from other sources which are Facebook, games, twitch, and live streaming. The vast majority chose

'from people they interact with, which means that this type of language is a common language among Netspeak users and they do not need specialized dictionaries to learn it.

Question 16: Is it easy to express what you want to convey through Netspeak?

The question above is close-ended, it aims to determine; both the addresser and the addressee can understand each other while using Netspeak. Also, whether is it easy to express what students need to convey by using Netspeak, or not. The question was followed with three answers; certainly, not all time, and depending on the topic. These answers will allow us to judge if Netspeak is a useful, and easy form to express what students need to convey.

Students' gender	Answers	Frequency	Percentage
female	**Certainly**	18	41.9 %
	Not all the time	17	39.5 %
	Depending on the topic	8	18.6 %
	Total	43	100 %
male	**Certainly**	8	53.3 %
	Not all the time	1	6.7 %
	Depending on the topic	6	40 %
	Total	**15**	**100** %

Table 24: The Expression of Ideas through Netspeak
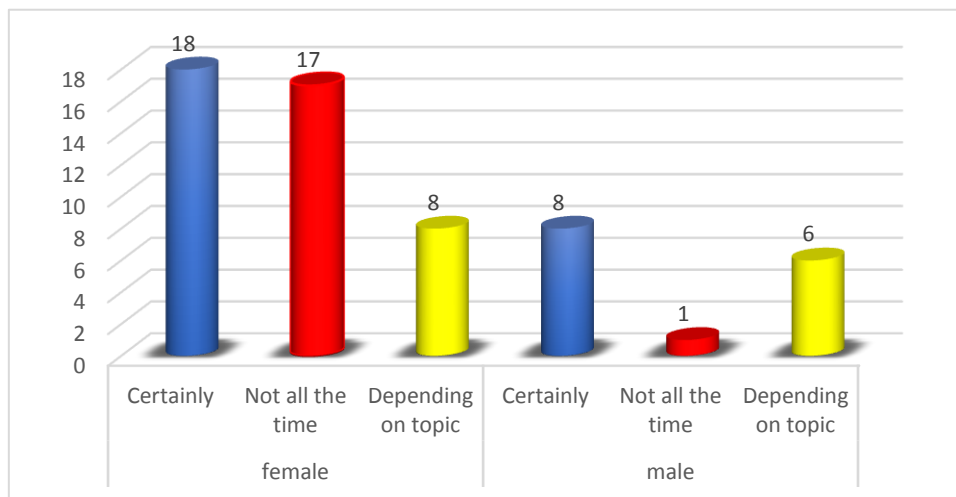
Graph 15: The Expression of Ideas through Netspeak

59

According to the responses of students, it is revealed that the majority of them answered with 'certainly' in a frequency of 26 students (41.9 % females, and 53.3 % males), 18 of them (39.5 % females, and 6.7 % male) answered with 'not all time', 14 students (18.6 % females, and 40 % males) responded with 'depending on the topic'. That indicates that the flow of ideas can be transmitted with no misunderstanding; according to the popular answers.

Question 17: Do you think emojis convey thoughts and emotions?

This question shows whether emojis convey, and express thoughts and emotions of students or not. Participants were provided with 4 answers: certainly, not all time, never, and I don't know.

Gender of the students	Answers	Frequency	Percentage
female	Certainly	16	37.2 %
	Not all the time	21	48.8 %
	I don't know	2	4.7 %
	Never	4	9.3 %
	Total	**43**	**100** %
male	Certainly	6	40 %
	Not all the time	9	60 %
	I don't know	00	00 %
	Never	00	00 %
	Total	**15**	**100** %

Table 25: the expression of feelings and emotion through emotion icons
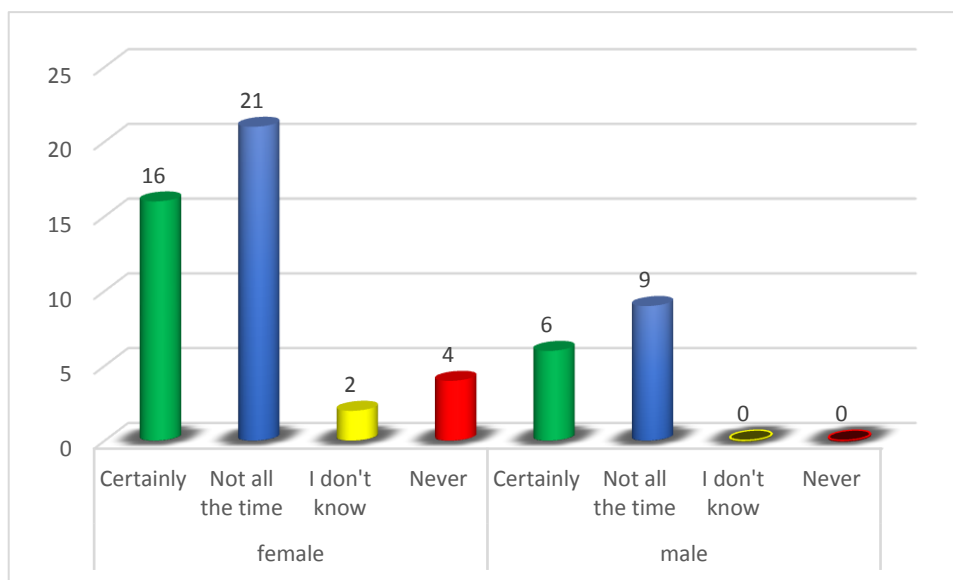
Graph 16: the expression of feelings and emotion through emotion icons

According to data analysis, 22 of students (37 % females, and 40 % males) said that conveying feelings and emotions with emojis is certain, 30 of them (48.8 % females, and 60 % males) said that not all time emojis can convey feelings and emotions, 2 females answered that they don't know, while 4 of them said that emojis never convey feelings and emotions. This means that for most of them emotion icons may be confusing sometimes to understand the addresser feelings.

Part Three: seeks to understand the influence of Netspeak on student's formal writing skills whether positive or a negative.

Question 18: Do you think that Netspeak has an influence on your academic writing?

The above question is one of the main questions that the study seeks to answer. The question is concerned with the influence of Netspeak on student's formal writing. The aim was to know the extent to which students are aware of any impact of Netspeak on their academic writing. To have an exact result for question 4, answers were provided to students: always, sometimes, rarely, and never.

Answers	Frequency	Percentage
Always	4	6.9 %
Sometimes	32	55.2 %
Rarely	12	20.7 %
Never	10	17.2 %
Total	**58**	**100** %

Table 26: The Influence of Netspeak on Students' Formal Academic Writing
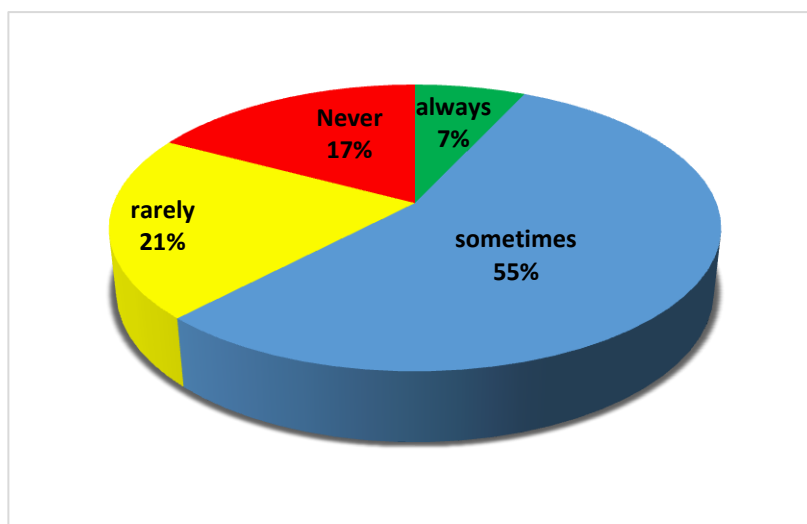
Graph 17: The Influence of Netspeak on Students' Formal
Academic Writing

The results indicate that most of the students answered with sometimes with a frequency of 32 students, and with a rate of 55.2%, 12 of them answered with rarely with a rate of 20.7%, 10 of students with a percentage of 17.2% said that Netspeak never has an influence on their academic writing, and the rest of students who were 4 students at a rate of 6.9% answered that Netspeak always influences their formal writing. This indicates that, according to the majority, there is an impact on their formal writing. For the rest, maybe they did not notice this influence on their writing or they think it is conventional.

Question 19: How does Netspeak affect your formal writing?

This question investigates the way that Netspeak affect students' formal writing. The question contains 6 sub-questions with yes or no answers.

Questions	Answers	Frequency	Percentage
Write the way I talk	**no**	14	24.1%
	yes	44	75.9%
	Total	58	100%
Capitalization	**no**	40	69%
	yes	18	31%
	Total	58	100%
Spelling	**no**	18	31%
	yes	40	69%
	Total	58	100%
Punctuation	**no**	36	62.1%
	yes	22	37.9%
	Total	58	100%
Verb tenses	**no**	46	79.3%
	yes	12	20.7%
	Total	58	100%
Plural	**no**	48	82.8
	yes	10	17.2
	Total	58	100
Others	0		

Table 27: The Way Netspeak Affects Students' Formal Writing

The results revealed from the question are:

The first sub-question was about whether students write the way they talk. The majority of students, represented by 75.9%, said that they write the way they talk, and 24.1% answered negatively. The second sub-question was about capitalization, and if Netspeak affects it. The majority of informants 69% students answered negatively, the other 31% of students answered with 'yes'.

The third sub-question was about the effect of Netspeak on students' spelling. The answers were as follows: 69% of students, who represent the majority of participants, said that Netspeak does affect their spelling, and 31% said that it doesn't affect it.

The fourth sub-question is concerned with the effect of Netspeak on student's punctuation, 62.1% answered with 'no', and 37.9% said it does affect their punctuation. The fifth sub-question was about the effect of Netspeak on student's use of verb tenses. Results showed that the majority of students 79.3% said that Netspeak has no effect on their use of verb tenses, and 20.7% of them said that it affects their use of verb tenses.

The sixth sub-question was about the effect of using Netspeak on students use of the plural form, which showed that a large number of informants, exactly 82.8% students, said Netspeak doesn't affect their use of the plural form, while 17.2% of them said the opposite that Netspeak does affect their use of the plural form. Since the common answers 'write the way I talk', we estimate that they forget the right form of the word most of the time; also can notice that in 'spelling' which 69% answered with yes.

Question 20: Do you use clipping when writing in a formal language?

The question aims to know if students use clipping while they write in a formal language in order to know the frequent use of clipping and what the reasons are. With 3 answers provided for them: yes, no, and sometimes.

	Frequency	**Percentage**
no	12	20.7%
yes	46	79.3%
Total	**58**	**100**

Table 28: The Use of Clipping in Formal Writing
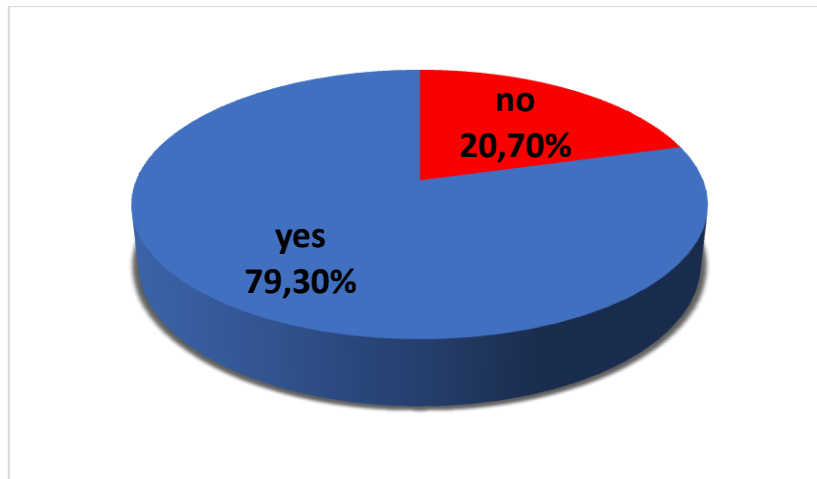
Graph 18: The Use of Clipping in Formal Writing

The question aims to know if students' use clipping while they write in a formal language with 3 answers provided for them: yes, no, and sometimes.

The gathered answers of the previous question show that 46 students with a rate of 79.3% said that they do use clipping when they write in a formal language, 12 students with a rate of 20.7% answered with no, they don't use clipping when they write in a formal language.

Question 21: If yes, how often do you use clipping when writing in formal language?

This question investigates the frequency of using clipping when students write in a formal language. Always, sometimes, and never are the answers that were provided to the informants.

	Frequency	**Percentage**
Always	24	41.4%
Never	12	20.7%
Sometimes	22	37.9%
Total	58	100%

Table 29: The Habit of Using Clipping in Formal Writing
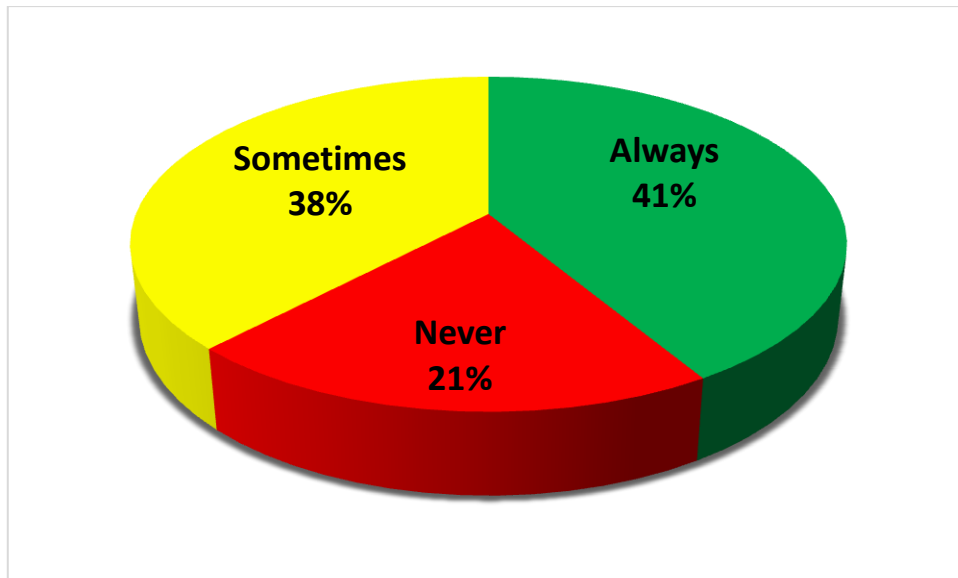
Graph 19: The Habit of Using Clipping in Formal Writing

According to data analysis, 41.4% of students always use clipping while writing in formal language, 20.7% students said that they sometimes use clipping, and 37.9% confirmed that they never use clipping when they write in formal language. From the analyses, we can come up with explanations; they use clipping all the time because they forget the form of the word or they use it to save time.

Question 22: What are the causes that make you use these forms in formal writing?

The question was about the causes that make students use the forms that were mentioned previously in formal writing. The question contains 5 potential answers: forget the form of the word; to gain time while writing, use them unconsciously, it is easy to use this form than formal language, or other causes of it.

	Responses	
	frequency	Percentage
Forget the form of the word	18	20.00%
To gain time while writing	12	13.30%
Use them unconsciously	34	37.80%
It is easier this form than the original form	22	24.40%
Other causes	4	4.40%
Total	**90**	**100%**

Table 30: The Type of Effect of Netspeak on Formal Academic Writing
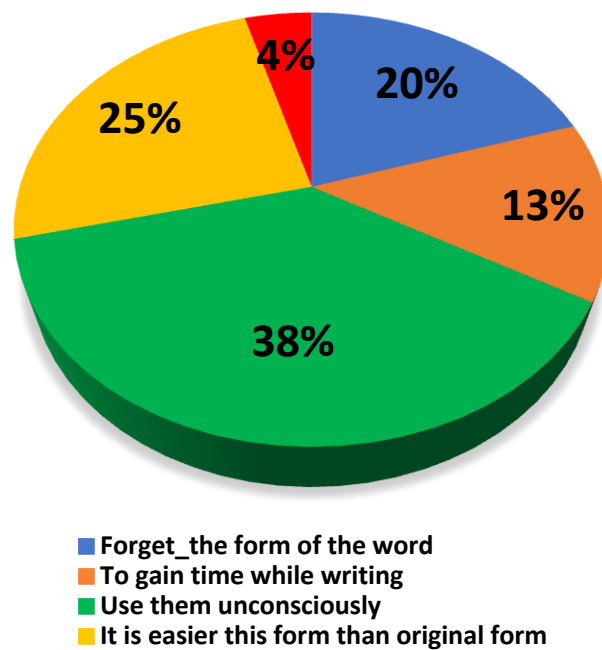
Graph 20: The Type of Effect of Netspeak on Formal Academic Writing

The obtained results show that 18 students forget the form of the word, 12 said that they use these forms to gain time while writing, 34 participants use them unconsciously, while 22 students answered that it is easier to use these forms than formal writing, and only 4 answered with other causes like trying to use formal writing, they also avoid using these

forms. This means that they used to use clipping all the time, so they use it unconsciously without noticing they are committing a mistake.

Question 23: How does Netspeak affect your formal academic writing?

The objective of this question is to know if Netspeak influences students' formal negative writing in a negative manner or positively. In order to

The above question represents one of the main questions of this study; the objective of this question is to figure out the effect of Netspeak on formal writing, a positive or a negative one. The question is a close-ended one with two answers: positively, or negatively.

	Number of students	**Percentage**
Negatively	42	72.4%
Positively	16	27.6%
Total	**58**	**100**%

Table 31: Netspeak Effects on Students' Academic Writing
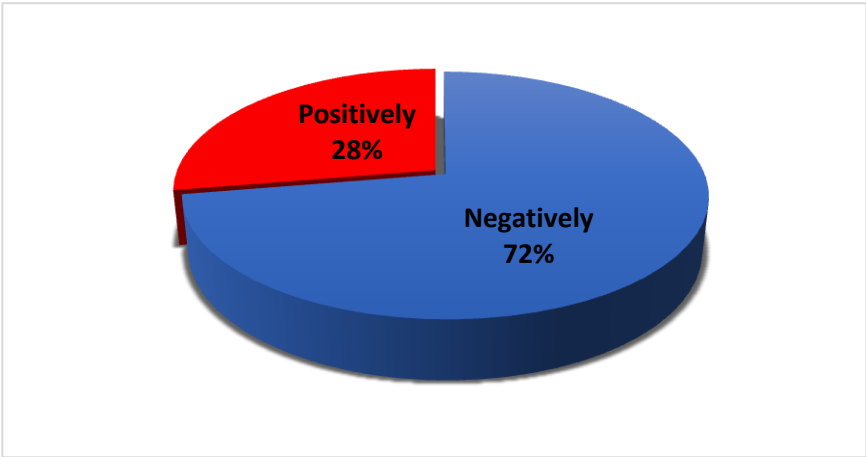
Graph 21: Netspeak Effects on Students' Academic Writing

From the table above, it is revealed that the majority of students confirm that Netspeak affects their academic writing negatively with a frequency of 42 students (72.4%). 16 students said that Netspeak affects their academic writing positively at a rate of 27.6%.

Question 24: Why?

This question allows students to justify their answers about the effect of Netspeak on their formal writing, by explaining, and giving reasons why Netspeak affects their formal writing negatively or, positively.

The results revealed from this question are:

The common reasons, for the students who confirm that Netspeak affects their academic writing negatively, are due to the misuse of Netspeak, the use of informal words, the wrong grammar, and the wrong spelling. Moreover, they justified their answers with the frequency of using it, which makes it hard to get rid of, and it overlaps with the formal vocabulary. Besides, they confirmed that it has a negative effect because it is not acceptable in formal academic writing by teachers and even it does not follow the regulations of writing, then they end up using it unconsciously when they write formally. In addition, some students forget how to use the formal language properly in their writing and this may affect their formal English, their style, etc. For instance, the usage of acronyms may be a reason for forgetting the correct form of the words.

On the other hand, students who claimed that Netspeak affects their formal writing positively justified their answers with reasons like the facilities that they can get while using Netspeak lime memorizing words, and acquiring new ones. Moreover, they said that Netspeak is only a tool to facilitate their online communication because when they know the exact written form of words, they will not fall into spelling, punctuation, or capitalization mistakes.

Part Four: seeks to know if students will be able to interpret some words that were written with different Netspeak forms, or not. The objective of this question is to figure out if the rate of students that knows the forms of Netspeak and if they can interpret it correctly.

Question 25: Please give the meaning of the forms listed in the given table?

The above question was designed to determine whether students are capable to figure out the meaning of words that were written in Netspeak forms, or not. The question was provided with 12 words.

Netspeak forms	Correction	Correct answers	Incorrect answers	No answers	Total
L8R	later	50	6	2	58
BRB	Be right back	52	4	2	58
GR8	Great	56	0	2	58
CYA	See you	48	8	2	58
AFK	Away from keyboard	36	20	2	58
ASAP	As soon as possible	54	2	2	58
SEC	Second	55	1	2	58
BOT	Robot/artificial intelligence	56	0	2	58
TXTNG	Texting	56	0	2	58
CU.I'LL TXT U L8R	See you. I will text you later	34	18	6	58
GIT GUD	Get good	40	16	2	58
TROLLING	Making players angry on purpose	39	17	2	58

Table 32: Students' Knowledge about the Forms of Netspeak

On the basis of the above table, the following answers were provided.

a) **L8r**, 50 students figured the correct meaning of it which is later, 6 had incorrect answers, and 2 with no responses.

b) **Brb**, which is an abbreviation of is right back, 52 of students answered it correctly, 4 of them rewrote it incorrectly, or with no answers.

c) Gr8, a combination of letters, and numbers that mean great, 56 of students figured its meaning and 2 with no response.

d) Cya, which means *see you*. 48 of students provided its correct meaning, while 8 of them didn't answer it correctly, and 2 with no answer.

e) Trolling, a Netspeak word concerned with making comments funny, or aggressive ones that students were asked to provide its meaning. 39 students provided its correct meaning, 17 had incorrect answers, and 2 with no response.

f) Git Gud, which means get good, 40 students, rewrote it correctly, while 16 rewrote it incorrectly, and 2 didn't answer it.

g) Afk, which is an abbreviation of away from keyboard. The results show that 36 students answered it correctly, 20 of them answered it with incorrect answers, and 2 with no answers.

h) ASAP, an abbreviation of as soon as possible, 54 students provided its correct meaning, 2 students provided an incorrect meaning of it, and 2 other students didn't answer it.

I) Sec, which means second, 55 of students, answered it correctly, 1 answered it incorrectly, and 2 gave no response.

j) Bot, a word that means *robot*, or artificial intelligence, 56 students provided its correct meaning, while 2 students didn't answer.

k) Txtng, a word that was written with no vowels, which means texting. 56 students rewrote it correctly, and 2 of them didn't provide any answers.

l) CU, I'll txt u l8r, which mean see you, and I will text you later. 34 students provided their correct meaning, 18 rewrote them incorrectly, and 6 with no responses.

3.5. Discussion

The findings of the research showed that using Netspeak becomes necessary among students to facilitate the process of communication as they easily express their thoughts and emotions, by using emojis, symbols, and abbreviations.

Netspeak is a phenomenon that spread rapidly among students; it saves students' time and effort as compared to formal writing, which takes time and effort. However, most of the students agree that using Netspeak can affect their formal writing negatively due to the regular use of Netspeak during communication.

After analyzing the questionnaire, it is observed that many students ignore using the correct form of writing during communication by replacing it with other forms of Netspeak like emojis, acronym, and with numbers instead of letters, which were acquired from the people that they interact with, from reading and from special dictionaries of Netspeak.

The questionnaire was very helpful to determine the impact of using Netspeak on the students' formal writing, which can be noticed in the students' misuse of capitalization, punctuation, verb tenses, spelling, and plural form of words.

The questionnaire shows that the use of Netspeak affects their formal writing negatively because it becomes a habit, and it will be difficult to get rid of this habit. Also, it is not acceptable in formal writing because it does not follow the mechanism of formal writing. Moreover, Netspeak may overshadow the linguistic jargon of EFL learners and it overlaps with the formal vocabulary.

3.6. Suggestions and Recommendations

Regarding the collected results of the research, some recommendations were suggested for students and teachers to preserve and to maintain students' formal writing. As to write with a correct form while studying in classes. Consequently, they should separate Netspeak from formal writing and get rid of the confusion existing about the difference between them. In

addition, students should respect and follow the rules of academic writing when they are asked to consider them. Moreover, students should use capitalization, punctuation, verb tenses, and plural form when necessary; they should not neglect them. Finally, students should practice writing short and long essays to memorize how they should write using formal writing.

Conclusion

This chapter investigated the impact of Netspeak on student's formal writing. Hence, the results showed that Netspeak affects students' formal writing negatively because students ignore and neglect the rules that structure formal writing by replacing these rules with other Netspeak forms to gain time, effort, and to facilitate the communication. The above chapter provides recommendations for teachers as they should guide students and warn them of the dangers of excessive use of Netspeak. Also, students must follow these recommendations in order to maintain their formal writing and to understand the differences between Netspeak and formal   writing.

General Conclusion

The invention of the internet-affected people's lives in all domains, especially the way they communicate with each other. People used to communicate with a specific type of writing restricted by specific rules to achieve a correct form of writing, and then this type of writing has become an obstacle for internet users to convey what they want to express easily. Therefore, to save time during the process of writing, Internet users found out that Netspeak is an easier way to communicate with each other, with no restricted rules, and with no boundaries to express their feelings and thoughts during communication.

Internet games (also known as online video games) which helped the spread of Netspeak refer to video games that are played while connected to the internet. Unlike ordinary computer games, they offer more features like the advantage of making communication during playing with other players around the world. Players have to make their communication rapidly and save time during playing, which obliged them to use abbreviations, emojis, and clipping instead of a well-structured form of writing.

This dissertation is an attempt to discuss the impact of online video games on students' formal writing. Other questions were asked to figure out all the aspects that lead students to adopt Netspeak as a way of communication during playing online video games, and the reasons behind disregarding formal writing. It includes two main parts; a theoretical, and practical one. The dissertation contains three chapters, the first chapter deals with the background of the study, as it provides definitions of the concepts related to the field of study and investigates the relationship between online video games communication and formal writing. The second chapter elucidates the impact of Netspeak on students' academic writing. The third chapter deals with the approaches, and the methods used to answer the research questions. It deals with the procedure used to collect and to analyze data.

To investigate and to answer the research questions, the questionnaire was administered to 58 Master 2 English students from the two existing branches in the English Department. After receiving students' answers, it was clear that they often use Netspeak instead of formal writing, by using different forms of it to make the process easier, to save space, and time, and to express what they think and feel with fewer words than usual.

The questionnaire results revealed that the frequent use of Netspeak during online communication could lead students to forget the way they write in formal language, and they could end up using it unconsciously when they are supposed to write in formal language. The research demonstrated that online video games have a negative impact on students' formal writing due to the intensive use of Netspeak. The impact can be reduced by following specific procedures allowing students to maintain their formal writing by training themselves to write in a formal way, instead of using Netspeak forms, especially in classrooms. Moreover, they should distinguish between Netspeak and formal writing. To maintain their formal language, students should adjust their writing behavior. Furthermore, instead of writing a condensed series of words without regarding grammar rules, students must write full words with a well-structured grammar and get used to that to preserve their formal language.

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Appendix

Students' questionnaire

The following questionnaire aims at investigating the impact of online video games language; also known as Netspeak on students' academic writing. Netspeak refers to a form of language that is used in online communication. You are kindly asked to answer the questions by ticking (√) your choices in the corresponding boxes or by providing other information whenever necessary.

Thank you for your cooperation.

Section One: Personal information.

1. Gender: Male: ☐ Female: ☐

2. Level and specialty: ………………………………….

Section Two: use of Netspeak and formal language.

3. Do you play online video games in your daily life? Yes: ☐ No: ☐

4. If yes, how often do you play online video games?

   a) Everyday: ☐ b) rarely: ☐ c) Sometimes: ☐

5. Which type you prefer to play most?

   a) Massively multiplayer online: ☐ c) Action games: ☐

   b) Educational games: ☐ d) Adventure games: ☐

   e) Other: ………………………..

6. While playing online do you communicate with other players?

   Yes: ☐ No: ☐

7. If yes, which mode of communication do you use?

   a) Audio mode: ☐ b) Messaging mode: ☐

   c) Both: ☐

8. Do you know what is meant by 'Netspeak'?

a) Yes: [ ]   b) No: [ ] c) Probably: [ ]

9.   Do you know what is meant by 'formal writing'?

   a) Yes: [ ]   b) No: [ ]

10.   How often do you use the English language in online communication?

a) Always: [ ]   b) sometimes: [ ]

c) When necessary: [ ]

11.   How often do you use Netspeak when communicating online?

a) Always: [ ]   b) sometimes: [ ]

c) when necessary: [ ]

12.   Why do you use Netspeak instead of formal language in online communication?   a) To save time: [ ]   b) To save space: [ ]

c) Facilitate the process of texting: [ ]

d) Other reasons(please specify)………………………………

13.   When do you use Netspeak?

a) Playing online: [ ]   b) Texting chatting: [ ]

c) Blogging: [ ]   d) All suggestions: [ ]

e) Other(please specify): …………………………

14. What form of Netspeak do you use?

a) Emoji: [ ]   b) Acronyms(LOL,BRB…): [ ]

c) Numbers replacing letters (4eva…): [ ]

d) Avoiding vowels (work/wrk…): [ ]

e) All forms: [ ]

f) Other (please specify): ……………………..

15.   How did you get your Netspeak vocabulary?

a) From people you interact with: [ ]   b) From reading: [ ]

c) From specializes dictionaries: ☐

d) Other(please specify): ………………………………….

16.   It is easy to express what you want to convey through Netspeak?

a) Certainly: ☐   b) Not all the time: ☐

c) Depending on the topic: ☐

17.   Do you think emojis convey thoughts and emotions?

a) Certainly: ☐   c) Never: ☐

b) Not all the time: ☐   d) I don't know: ☐

Section three: Netspeak and EFL learners writing skills.

18.   Do you think Netspeak has an influence on your academic writing?

a) Always: ☐ b) Sometimes: ☐ c) Rarely: ☐ d) Never: ☐

19.   How does Netspeak affect your formal writing?

Committed mistakes when writing	Yes	No
Writing the way I talk		
Capitalization		
Spelling		
Punctuation		
Verb tenses		
Plural		
others		

20.   Do you use clipping when writing in a formal language **e.g.** :(prof/ professor/ exam examination)?   a) Yes: ☐   b) No: ☐   c) Sometimes: ☐

21.   If yes, how often do you use clipping when writing in formal language?

a) Always: ☐   b) sometimes: ☐   c) never: ☐

22.   What are the causes that make you use these forms in formal writing?

a) I forget the form of the word: ⬡

b) To gain time while writing an essay: ⬡

c) I use them unconsciously: ⬡

d) It is easier to use these forms than the formal language: ⬡

e) Other (please specify): …………………………………….

23. How do you think Netspeak affects your formal academic writing?

a) Positively: ▢   b) Negatively: ▢

24. Why?...

....

Section four: Students interpretations of some Netspeak forms.

25. Please give the meaning of the listed forms?

A. L8R:…………………………………………………

B. BRB:………………………………………………….

C. GR8:………………………………………………….

D. CYA:…………………………………………………..

E. Trolling:………………………………………………

F. Git gud:……………………………………………….

G. AFK:…………………………………………………..

H. ASAP:………………………………………………..

I. Sec:…………………………………………………..

J. Bot:………………………………………………….

K. Txtng:………………………………………………..

L. C I'll txt U L8r: …………………………………………

Thank you.

Résumé

Le but de cette recherche est d'étudier l'impact des jeux vidéo en ligne sur l'écriture formelle de l'élève et de déterminer s'il est positif ou négatif. Il se concentre sur l'impact du langage de communication utilisé pendant le gameplay, également connu sous le nom de «langage du net ou Netspeak» sur les aspects formels de l'écriture. En conséquence, cette recherche émet l'hypothèse que si les élèves communiquent fréquemment pendant la lecture de jeux vidéo en ligne, cela affecterait négativement leur écriture formelle. Afin de rassembler suffisamment de données pour cette recherche, une méthode descriptive a été adoptée avec un échantillon de 58 étudiants en master 2 d'anglais. Dans ce contexte, un questionnaire a été administré aux participants et analysé avec le programme SPSS. Les résultats de la recherche révèlent que l'utilisation fréquente de la communication de jeux vidéo en ligne a un impact négatif sur l'écriture formelle des élèves en raison de l'utilisation abusive de Netspeak. L'étude recommande aux étudiants de pratiquer davantage et de s'habituer à l'écriture formelle au lieu de Netspeak; en outre, les étudiants doivent faire la distinction entre l'écriture formelle et Netspeak.

Mots clés: Communication, Écriture formelle, Impact, Netspeak, Jeux vidéo en ligne.

الملخص

يهدف هذا البحث إلى استكشاف تأثير ألعاب الفيديو عبر الإنترنت على الكتابة الأكاديمية للطالب وتحديد ما إذا كانت إيجابية أم سلبية. يركز البحث على تأثير لغة الاتصال المستخدمة أثناء اللعب والتي تُعرف أيضًا باسم "لغة الشبكة " على الجوانب الأكاديمية للكتابة. في المقابل ، يفترض هذا البحث أنه إذا تواصل الطلاب بشكل متكرر أثناء لعب ألعاب الفيديو عبر الإنترنت ، فقد يؤثر ذلك سلباً على كتابتهم الأكاديمية الأكاديمية. لجمع بيانات كافية لهذا البحث تم اعتماد المنهج الوصفي مع عينة قوامها 58 طالب ماستر 2 في قسم الاداب واللغة الإنجليزية. في هذا السياق ، تم تقديم استبيان للمشاركين وتحليله باستخدام برنامج SPSS تكشف نتائج البحث أن الاستخدام المتكرر لاتصالات ألعاب الفيديو عبر الإنترنت له تأثير سلبي على الكتابة الرسمية للطلاب بسبب إساءة استخدام "لغة الشبكة" .توصي الدراسة الطلاب بالممارسة أكثر والاعتياد على الكتابة الرسمية بدلاً من "لغة الشبكة " ؛ بالإضافة إلى ذلك، يجب على الطلاب التمييز بين الكتابة الأكاديمية و"لغة الشبكة ".

الكلمات المفتاحية: التواصل، الكتابة الأكاديمية، التأثير، لغة الشبكة، ألعاب الفيديو على الإنترنت.