The Impact of the Chit-chat Style on the Academic Writing
(The Case Study of Master 1 English Students at Sidi Bel Abbes University)

Khadidja GHOURAF
English Department, Djillali Liabes University, Algeria

Abstract:

The academic writing has been for a long time the major concern of many teachers and learners of English as a foreign language in the Algerian university. It requires incorporating an awareness of its components, mechanics and style, if they wish to leave it beyond any corruption or attack of informal styles together with the chit-chat. This study aimed at investigating the impact of this chit-chat style on the academic writing. A case study methodology was adopted taking master 1 students at the university of Djillali Liabes in the region of Sidi Bel Abbès as an sample. Data gathered by means of a mixed methods approach including students' questionnaire, writing assignments, think-aloud protocols, chat samples and teachers' interviews were analyzed. The findings showed that the writing process can be altered by shortcomings because of the use of contracted word forms. The paper presents also a theoretical background about those issues and some new ways of learning and teaching the academic writing were suggested as useful implementations.

Key words: English as a Foreign Language, academic writing, chit-chat, Algerian EFL students.

ملخص: كانت الكتابة الأكاديمية ولا تزال الشغل الشاغل لكثير من المدرسين والمتعلمين للغة الإنجليزية كلغة أجنبية في الجامعة الجزائرية. لذا فهي تتطلب دمج الإلمام بعناصرها، ميكانيكيتها (المقصود بها: الإملاء، الرّسملة، علامات الترقيم وحتى خط اليد) وأيضاً الأسلوب وهذا من أجل جعلها بعيدة عن الأساليب غير الرّسمية كالأسلوب الخاص بالدردشة. هدفت هذه الدراسة إلى معرفة أثر هذا النمط السابق الذِكر على الكتابة الأكاديمية حيث تم اعتماد منهجية الدراسة الميدانية على عينة من طلبة قسم اللغة الإنجليزية بجامعة جيلالي ليابس (سيدي بلعباس) بمستوى السنة الأولى ماستر. أما عن البيانات التي تم جمعها فقد اُستعملت مقاربة متعددة المنهجية من خلال: توزيع الإستبيانات على الطلبة وبعض الواجبات الكتابية، تسجيل برتوكولات انعكاسية، أخذ نماذج من الدّردشات على المواقع الإلكترونية، القيام بمقابلات مع مدرسي اللغة الإنجليزية وبعدها قمنا بتحليلها. أظهرت النتائج أن عملية الكتابة يمكن أن تصيبها بعض أوجه القصور والتي تعتبر نتيجة لاستعمال كلمات مقلصة الأشكال. من جهة أخرى، يعرض المقال الخلفية النظرية حول هذه القضايا وبعض الطرق والتطبيقات الحديثة والتي من شأنها أن تفيد المدرسين والمتعلمين على حد سواء.

1.   Introduction:

Time has changed; technological communication thrives in attracting people and in order to communicate successfully, we should be escorting this change be it cultural, social, economic or educational. One way to succeed is, then, the way an individual communicates and especially the manner he engages himself in a written or a spoken discourse with different people from different cultures and identities across the globe. In fact, the heart of the matter is that the goal and the importance of a good communication have not changed by the development of technology, that is; with the increased use of word processing and the huge explosion of the Internet and other electronic means, mastery of the writing skill becomes very important to all of us. No matter how it differs from one to another. Thus, it is high time EFL learners know how to approach this skill regarding the way it is conventionalized.

Students today, are the most apprehensive of the mastery of the language skills particularly the English language which has become a lingua franca. Taking the case of the Algerian university that must bring about change in new teaching ways which the other universities are trying to develop. So, technology should be an impulse to break the ice in front of English language teaching skills, not to neglect them.

Indeed, the style with which we write on the Internet, mobile phones and other means has been a subject of much discussion in the western world, yet it has received little consideration in Algeria, owing to the little interest in tackling new topics and the hesitation to dare investigate about them. Though, it is usually feasible to discover new areas in teaching a foreign language where the bridge between theories and practices is as crystal clear as helpful. Hence, putting formal academic writing in practice is just a matter of practical habit like it is with informal chit-chat style, and this can only occur when teachers, individually or collectively, explore principles and experiments with techniques and implications.

Moreover, the main objectives of this research inquiry come onto the horizon of the new insights about modernity and the newness of teaching methods and materials. Therefore, the central concern of this paper is to identify the originality of the chit-chat issue nowadays; in addition to determine the kind and the level of influence of this style on the academic writing of learners. It is also addressed to help the learners improve their academic writing and make the best possible impression on their readers as it is equally meant to provide the teachers with remedial implications to cure the negative impact of chit-chat and help them design their own teaching activities. This paper seeks to answer the following three research questions: What are the reasons of using contractions and informal expressions which alter the writing process? Is the learners' writing affected by the use of simplified spellings? What are the downsides and the benefits of having the habit of using chatty style in academic writing?

2. Theoretical Foundation:

3.1. Writing in Academic and Study Settings:

In the academic and study settings, writing has been given much importance; the teacher asks students to write things in their notebooks and exercise books i.e. writing is not only seen as a support system for learning grammar and vocabulary, rather it is an independent skill in its own. That is why trainers and methodologists have looked again at writing in the study settings and put forward ways of teaching this skill.

Once learners can control the exponents at sentence level, they move on to paragraph-length and then text-length exercises. This relates their language system knowledge to their content knowledge; that is, the starting point for instruction in academic writing requires the learners to first gain mastery of some rhetorical modes which are such as exposition and description that are seen as traditional. Yet, this has been expanded to the whole approach called the intellectual or the rhetorical approach. It assumes a common intellectual framework for all academic discourse. Those rhetorical modes help learners become competent writers in their chosen disciplines.

The social side has, in turn, an impact on the status of language writing in the academic settings. (Swales, 1990) said: *"There must be 'common goals', participatory mechanisms, information exchange, community specific genres, a highly specialised terminology and a high general level of expertise"* i.e. society influences the writing of the learner in many ways owing to what he shares with his community, for instance; he owns specific terminology as well as the knowledge of the most used specific genres in his society and the degree of experience they may have towards the writing skill.

For many of those students this is definitely a choice and preference. Society tends to assume and require much greater language proficiency writing than for any other language skill, and this special mixture of personal inclination and social expectations of proficiency accounts for the anxiety that is often attached to our perception of writing. All these facts bear upon writing instruction and need to be taken into account.

Furthermore, structure and organisation, argumentation and formal style are central elements in writing in academic settings and there are some qualities that are associated with learner's capacity to write successfully in those settings. First of all, when engaged in the creation of written texts, the learner should know the extent to which he is able to draw a range of appropriate process.

Another thing is that the influence of the genres of writing has on context and content which are typical of a particular communicative events and the extent to which the learner knows this fact.

Once ideas are down on the page, grammatical accuracy, organisation, specific style of writing, etc. follow. Thus, it is up to the learner to shift those exponents to an academic way as he is writing in an academic setting.

2.2.   Issues about the Chit-chat Style:

The chit-chat style of writing is considered as the informal style of writing and it is often called the speaking-like-writing style.

2.2.1.   Formality Vs Informality:

As the writing modes differ, the writer calls for kinds of language. On one side there is a formal language of legal documents such as business letters, at the other extreme, there exist a language of everyday conversations as in chats on the Internet. This affects the vocabulary choice to a certain extent e.g. in informal language, one may write "the teacher sizes up the test" yet, formally, it might be written this way: "the teacher assesses the test".

(Fairclough, 1989:65) in Tribble (2009: 97) defines formality as follows:

"Formality is a common property in many societies of practice and discourses of high social prestige and restricted access. It is a contributory factor in keeping access restricted, for it makes demands on participants above and beyond those of most discourse and the ability to meet these demands is itself unevenly distributed. It can also serve to generate awe among those who are excluded by it and daunted by it."

This reveals the fact that most of the learners fail to achieve a certain degree of formality because formality, as described above, seems to call for restricted code and high social prestige. Thus, addressing to a readership which demands a certain formal style is a very difficult human task to do; especially when the learner belongs to an excluded social class that owns the habit of informally speaking. That is, the learner should be aware that target audience in the academic settings accepts only formal style of writing.

The other side of the coin is informality which gathers many other terms and concepts.

Clichés are one kind; they are a sign of careless writing without thinking, in other terms, they are called rubber stamps or second-hand writing. They are put by a writer to fit his purpose, but they tune the reader completely out e.g. expression such as: *far be it from me, the long arm of the law.* In addition, the use of the so called slang is an extreme from colloquialism. Slang consists of informal words and expressions used in informal conversations with intimate friends, however; the big problem is using slang in the academic writing for instance; *that guy is really square* which means that that boy is not open-minded , or calling a *drinker; a wino* or a *merchandiser; a peddler*, etc. Moreover, the special language that drops the reader out of interest in the academic writing is jargon; this is specialised for a group of a particular occupation or interest e.g. doctors, football fans, truck drivers or accountants. They use some technical terms that outsiders may not understand. Jargon is often called gobbledygook or scientific sounding language for example: terms such as *hemoglobin* and *carbon dioxide* are technical terms that biologists use. (Gowen, 1973: pp. 50-53)

Furthermore, informality is designed by the use of offensive and abusive language which is used for special social and political issues rather than linguistic. In the past, people used words about death and money; nowadays, words about sex and

bodily functions. Since dictionaries refer to all kinds of words, they include also those ones, yet they warn users by using a special label 'offensive' or 'taboo word'.

Stereotypes also have many things to do with informality; they are based on race ethnic origin, religion, gender, etc. taking the examples of: *street Arab*, *a miser Scottish*. In addition to that, some writers use names for peoples instead groups who share the same characteristics as calling a British person; Brit, an American; a Yank, a black-skinned; a nigger. Also, using words based on disability for instance; a mongol instead of a person with Down's syndrome or cripple instead of a disable person. (Allen, 2005: pp204-205).

The other issue about informality deals with the use of contractions which are forms of words people use when speaking and they can affect the academic writing, so when talking fast, one may replace *'going to'* by *'gonna'* and *'want'* by *'wanna'.* In many languages over time these words have been developed mainly because they are easier and quicker to say. While they are appropriated in special settings, they should be avoided in others even if they become popular in the English language over time. Hence, they are especially used by native speakers, but the foreign language learner may not be aware of the use of those contractions because when learning a Foreign Language, he might be using a book which does not take time to explain the language's informal contractions that could not be found in a dictionary.

Another reason is that informal contractions tend to change over time. What people say today may be much different than what will be said twenty years from now. Although, there are some exceptions of using informal contractions in academic writing when writing a comic fictional strip in which the characters make dialogs in a humorous and casual setting. In most instances, when it comes to academic writing, the only instance in which informal contractions will be considered acceptable is when used on limited occasions in fiction writing. See the web site: http://www.supaproofread.com

Anew, writing an essay for an exam or telling a speech at a business meeting are two examples of places where the informal style should be avoided at all costs. So, a student should be careful enough in the manner by which he uses informal language. This latter would never be accepted in most types of academic writing unless the student is quoting a person who happened to utilise an informal style when speaking.

2.2.2.   The Informal Chit-chat:

As the use of word processing increased and the huge explosion of communication by the Internet and other electronic means: (laps, I pads, multimedia, mobile phones, etc.), the rate of the use of speedy chit-chat rises in the same way. Hence, hundreds and hundreds of chat messages are casual, childish and informal. (Trask, 2005: 1) defines chit-chat in this way:

"Some of your emails are probably informal chit-chat with close friends or with fellow hobbyists, but others are different… When you mail a friend or a fellow enthusiast, you can use your own judgment as to what style is best, and you may chose a casual and chatty style, perhaps even a jokey one"

From this definition clear evidence can be extracted, i.e. the chit-chat style is different from the formal one since the writer says that informal emails for instance are not similar to others. These latter are, surely, to be formal. Thus, informality -with its variants- as mentioned before, is one feature of the chit-chat style.

Chatters, often have email addresses, Facebook, Twitter blogs or Skype accounts, etc. These are online posting addresses as different from snail mails or face-to-face conversations chatting; those chatters are very familiar with some conventional contractions or simplified spellings which are shortcomings that affect the academic writing. Among the characteristics of this style are, firstly, pomposity or haughtiness i.e. writing whatever comes in mind without thinking whether it is suitable or can hurt someone else's feelings. Secondly, breeziness which means writing a certain word according to the way it is spoken by speakers of a given variety e.g. explain becomes ('splain), going to becomes (gonna). Thirdly, another characteristic of the chit-chat style is wordiness i.e. writing many words in a chain that are of no need to be written down e.g. 'at this moment in time' instead of 'now' or 'at present' and 'prior to initiation of employment' instead of 'before starting work'. This latter is useless and it is for the chatter to devote more time to write complete meaningful words rather than such ones.

Chat contractions are usually well-known among chatters, for instance BTW (By The Way), RSN (Real Soon Now), etc. Others are called asides which are made to decorate chat messages e.g. [LOL] (Laughing Out Loud) to express amusement and <e g> (evil grin) expresses a smug satisfaction.

In addition to that, using a careless punctuation not a conventional one compared to the academic writing. This includes the use of control characters as: §, ¶, ß, @, etc. They consist of any other character which is not among the ASCII (American Standard Code for Information Interchange) this consists of the ninety-five keyboard characters; including the space plus some formatting characters i.e. we obtain them out of a double click on the $\boxed{\text{Ctrl}}$ (control button) simultaneously on another ASCII where the control character is drawn on. Another thing is that using diacritics as: é, ü, ñ, ë, etc. which are letters specialized for a given language that another speaker cannot understand.

Superscripts and subscripts: X^2 or H_2 are also used, yet they resemble to mathematical, biological and physical symbols that not everyone can understand.

Furthermore, the most common habit of chatters is being fond of putting emotions including smileys instead of writing whole sentences expressing their feelings taking for instance these ones: ☺ ☹.

The chatty style, therefore, is a short cut towards writing electronic messages, most of time, on the Internet or multimedia and digital devices. This issue will be described in more details in the findings' section where extracts of chit-chat are analyzed with the core set of terminology.

3. The study:
4.1. Research Design and Goals:

In order to turn the research into a testing project, the study is designed to identify the level of using chatty style in academic writing as measured by the

different instruments. The method is a scientific triangulation which uses more than one source of collecting data. This section recounts the piloting of the various research tools that are to be used and how they are administered quantitatively or qualitatively.

As to the aims of the study, we wanted to investigate the perceptions of a sample of Master 1 students surveyed at *Djillali Liabes University* in order to test the level of the impact of the chatty style and cite both its negative impact on writing and the positive one on the speaking skill.

3.2.   Participants:

The original total of the population in the research study on which information is obtained includes 52 students enrolled in the first year Master; studying the Didactics of English as a specialty at *Djillali Liabes University* and preparing for the Master Degree next year.

Demographically, they were predominantly females. During this first year of Master Degree, they study nine modules_ including, Educational Psychology, ESP (English for Specific Purposes), Methodology of Research, Sociolinguistics and TEFL (Teaching English as a Foreign Language). Coefficients of these later are of 04. In addition, they study another module out of the domain of didactics which is Cultural Studies of the coefficient 03. Other additional modules out of the whole domain of English are: Psychology taught in French and computing; the two are of 02 coefficients. Moreover, they study the module of Study Skills during the first semester and which will be replaced by Memoire Proposal the second semester, and has 02 of coefficient. Indeed, all of these modules require a good writing style, so teachers often insist upon the obligation of using better English in the essay exams.

Most of the population is originally from the town of *Sidi Bel Abèss*, the other part comes from other regions such as: *Saida, Mascara, Mostaganem*, *El Bayedh* and *Bechar*. Their mother tongue and lingua franca in *Algeria* is, surely, Algerian Arabic; French is considered as their SL (second language) or said to be the first foreign language, and English is the FL (foreign language) or the second foreign language after French.

Our sampling respondents are targeted out of that original total of Master 1 students which is 52; the sample, then, is of 30 students. Their ages ranged between 21 and 32 years old, and are of both genders. Most of them have an intermediate level of English and have the same previous characteristics as the whole population.

3.3.   Instrumentation and Data Collection Procedure:

Field work involved, mainly, distributing questionnaires, conducting interviews, giving writing assignments, extracting chit-chat samples of email and Facebook chat and making a think-aloud protocol.

3.3.1.   Students' Questionnaire:

The students were asked to complete a questionnaire which was divided into three sections: the first deals with general information about students' age, gender and the learning situation. The second is about learners' writing: between chatty and academic style. Finally, a whole section is devoted to the chit-chat impact on the academic writing and some solutions. The first section contains more closed format

questions contrary to the two other sections which are to discuss the situation in more details using more open format questions.

3.3.2. Teachers' Interview:

The interview was done with three teachers having different experiences in teaching the writing skill or any other module that requires doing written tasks or writing essay exams from inside the *University of Djillali Libes*.

The conversation consists of open-ended questions instead of leading ones which suggest an answer. That is, the type of this interview is a standardized or an open-ended interview because the same questions were asked to all of the interviewees and answers are not suggested.

3.3.3. Students' Writing Assignment:

The assignment used in this research was given to 05 students of Master 1. It is divided into three exercises; the first one asks them to write email addresses and websites in full words and they were given an example to follow up. Next, the researcher demands from them to write different kinds of numbers. At last, an open writing assignment with length constraints is given to them. At the end of the exercise, we had a collection of data mining, with evidence about the use of the chatty style in academic writing when writing with a limited time and length.

3.3.4. Samples of Chit-Chat:

A collection did include samples of an email message and a Facebook chat adapted from the Internet.

On one hand, an email is an electronic mail useful for sending and receiving messages via the Internet in the intended email address be it formal as in business or political contacts or informal; written in a chatty style and in a careless manner without regarding its conventions, the same as for the SMS_s (Short Message Service) on mobile phones. For the analysis, an informal email message is made by a Master student extracted from the Internet to be used as a tool in this investigation.

Whereas, the Facebook chat is more contracted and characterized by the hyper use of emoticons including smileys and Facebook photos. Most chatters do prefer the Facebook rather than the emails because they like sending or/and posting photos, videos and making likes, dislikes or comments on them, rather than sending written emails with attached documents because they do not like writing too much. A Facebook chat is included among our research tools. It is written by two Master 1 partner students. This informal conversation is to be utilitarian in showing the impact of the chit-chat style on the academic writing.

3.3.5. Think-aloud Protocol:

The think aloud protocol used in this research paper deals with two Master 1 students who think aloud about given topics for different writing purposes. The first one is about writing an academic piece of writing while the other deals with writing a chatty message. They verbalized orally their thoughts when they were thinking and brainstorming ideas. At the same time, they were recorded and after that, the records were analyzed.

4. Findings :

The study highlighted the students' difficulties in dealing with the academic writing when learning a foreign language vis-à-vis: the lack of respecting its conventions, the lack of time devoted to written tasks and the way most of them are addicted to Internet chat. Thus, it was principally designed to answer the three research questions and test the reliability of the hypotheses.

The Quantitative Research Findings:

The quantitative questionnaire elucidated many useful hints assembled from the students' views and comments on the impact of the chit-chat style on the academic writing. So, we generalize the data analysis findings as follows:

• Most of the students have intermediate levels in both learning English, in general, and learning the writing skill, in particular. Some of them, also, speak other languages as Spanish and French apart from their mother tongue and apart from English.

• The majority considers learning English as important for a future profession and for the university degree course.

• Not much importance is given by teachers to teach the writing skill.

• Most of the students browse the web many times, chat and get electronic messages everyday or more with different persons. They admit like chatting out of class time than doing other tasks and they think that chit-chat is amazing and great.

• The received e-messages _as described by the informants_ are generally very short and contracted, because students, most of the time, respond quickly to chat messages and this reflected their addiction to chatting.

• The respondents render the problem of using contractions to the short time they have to getting used to them, as well as, to the influence of the speaking speed.

• They also agree with the difference between the chit-chat and the academic writing styles and admit that the negative influence of the former increases the use of word contractions, thus, informal writing style.

The Qualitative Research Findings:

The results of the face-to-face interviews together with the think aloud protocols are so detailed below in a form of tips:

• The main problems that students encounter with the academic writing are; the lack of reading, the lack of the writing practice as well as some other problems with coherence and cohesion, language transfer from another language to English or vice versa, shortage in vocabulary, misspelling. Moreover, difficulties with the mechanics of writing taking for instance; capitalization, punctuation, etc.

• The chit-chat can influence the academic writing negatively by the use of simplified spellings; nevertheless, it could be positive to speaking.

• Most of the reasons that enhance the use of the chatty style in academic writing are; the use of colloquial speech and the addiction to the Internet chats.

• The academic writing requires a multistage process that not all students follow. Just good and excellent ones among them do devote time to think about what to write and do check-up their writing products from mistakes. But, the common problem is still thinking in Arabic and writing in English.

• Chit-chat messages including emails or Facebook chats are generally written quickly without much thinking, drafting and revising.

The results of the writing assignment reveal the fact that:

• Learners have a difficulty in transcribing well-known signs and numbers to written words.

• Some of them do not even know how they are called.

• Because of line and time constraints learners could not concentrate in the writing task and recheck mistakes.

• They use contracted words in their academic writing.

Digging deep between the lines of email and Facebook chats, the analysis of the extracted messages demonstrates the following findings:

• Students encounter many problems with email and Facebook written chats; they usually leave the subject line empty, they borrow words and expressions form other languages and dialects i.e. they switch in the chats form language to another e.g. using French, Spanish or Algerian Arabic.

• The use of word contractions is very dominant with its different forms; either by using, just, letters or mixing letters with other signs and numbers.

• The flow of the chat messages seems always interrupted and not completed, just as in speaking i.e. no respect is given to cohesion and even coherence, because most of the students have less time to think much and fewer opportunities to correct mistakes in speaking -like- writing.

• Students use much senseless capital letters and misplaced tiny ones, signs and symbols for instance; smileys are marks of a chatty style besides the misspelled words.

• Some other kinds of colloquial speech as jargon, slang, clichés expressions and phrasal verbs are also matters of foremost existence in the speedy chit-chat.

5. Reflections and Conclusion:

One way to round up the major findings is that our assumptions about the research questions have achieved their reliability out of testing them with qualitative and quantitative instruments for best achieving desirable results; that is the academic writing of the Master 1 students of the university of *Sidi Bel Abbès* is affected by deficiencies such as word contractions or simplified spellings, problems in coherence and cohesion and hindrances in front of the writing process because of the use of the chit-chat style. On the side, this latter can be beneficial in improving fluency in speaking and other skills and developing strategies for note-taking. Thus, we should never be intimidated by those who claim that the Internet or other technological means of communication are of no use except for wasting time and money.

Concerning the practical side, we suggest some pedagogical implications so as to discover new leading ways to contemporary teaching and learning strategies not just restituting those which were traditionally taken for granted. That is, much space should be devoted to electronic writing since most of the students are addicted Internet chatters. Here we are obliged, at a certain extent, to discuss some modern approaches which may develop the ability to hold on efficient writing products or even effective chit-chat conversations, written messages and useful symbols, despite

the fact that many people think of computers, electronic technology and chit-chat as a threat of learning and teaching. Consequently, the chit-chat style could be used to improve note-taking strategies, doing Internet-based activities. Creating meaningful Web pages or Facebook groups are also ways to make use of chatting. Teaching some spelling strategies, tongue twisters and assigning task or personal journals for students can, as well, develop the students' writing skill during class time.

Once again, the chit-chat is a modern double-aged issue with both its drawbacks and benefits on the language skills, mainly, the writing skill. So, having a computer on our desk does not cut us off from the world of printed books; the Web is anything but well-organized and there is no answer that the answer to any particular question can be found there. By contrast, getting in touch with the technological world is very essential to escort globalization and satisfy our renewable wants instead of being tightly committed to traditions. In this respect, everything should follow some norms and conventions that are suitable for the settings in which they appear, Ipso facto for the academic writing and the chit-chat.

References:

• Allen, R. (2005). How to Write Better English. London: Penguin Books.

• Bereiter, C. and Scardamalia, M. (1987). The psychology of Written Composition. Hills Dale, NJ: Erlbaum.

• Berlin, J. A. (1987). Rhetoric and Ideology in the Writing Class. Carbondale: College English.

• Cele-Murcia, M and Olshtain, E. (2000). Discourse and Context in Language Teaching. Cambridge: CUP.

• Chapelle, C. and Douglas, D. (2006). Assessing Language through Computer Technology: Cambridge University Press.

• Elbow, P. (1981). Writing with Power: *Technique for Mastering the Writing process*. New York: Oxford University Press.

• Elizabeth, C. (2000). Write Better Essays: *in Just 20 Minutes a Day*. New York: Learning Express.

• Francine, D. Galko, (2001). Better Writing Right Now! .USA: Learning Express.

• Gentry, R. (1982). Spell is a Four Letter Word. New York: Heineman.

• Gorden, D. S. (2007). English for Telephoning. Oxford. Oxford University Press.

• Gowen, J.A. (1973). Progress in Writing. United States of America: McGraw- Hill, Inc.

• Harmer, J. (2004). How to Teach Writing. London: Longman.

• Kerridge,D. (2006). Write on: *Writing Professional Texts in English*. Paris. Elipes Edition Marketing.

• Swales, J. (1990): Genre Analysis. Cambridge: Cambridge University.

• Swales, J. (1990): Genre Analysis. Cambridge: Cambridge University.

• Trask. R.L. (2005). How to Write Effective Emails. London: Penguin Books.

• Trask. R.L. (2005). How to Write Effective Emails. London: Penguin Books.

• Tribble, C. (2009): Writing. Oxford: Oxford University Press.

• Davis-Ockey, D. and Lipp. E. (1997). "Praise-question-Encourage: *Guidelines for Writing Teacher-comments between Essay Drafts"* in : English Teaching Forum, 35, (1): pp 12-15.

• Hasman, M. (1999). "Idioms" in: English Teaching forum, 37, (3): pp 51.

• Jianmin, D. (1999). "Business Writing: *Using International Language*" in: English Teaching Forum, 37 (3): pp 6-9.

• Lee, I. (2002). "Helping Learners Develop Coherence in Writing" in: English Teaching Forum, 40, (3): pp 32-39.

• Sela, O. (1997) "Using E-mail in the EFL Classroom" in: English Teaching Forum, 35,(1) pp 45-47.

• Tillyer,A. (1997). "The Infi NET Possibilities: *English Teachers on the Internet"* in: English Teaching Forum, 35, (1): pp 16-25.

• http//www.BritishCouncil.org

• http//www.cup.cam.ac.uk.

• http://www.supaproofread.com

• Warchauer, M. (1996). Motivational aspects of using computers for writing and communication. Retrieved December 9, 2012. http/www.nflrc.hawaii.edu/nflrc/Net Works/NWO1/.