



Sudan University of Science and Technology



College of Graduate Studies

College of Languages

**The Effect of text-Messaging on Academic Writing among
Secondary School Students**

أثر كتابة الرسائل النصية علي الكتابة الأكاديمية لدي طلاب المرحلة الثانوية

**A Thesis Submitted in Fulfillment of the Requirements for the
Degree of Ph.D. In English (Applied Linguistics)**

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DEDICATION

To my soulful parents

To my sincere brothers and sisters

Acknowledgement

First and foremost, I would like to express my deepest gratitude and thanks to **Allah** who gave me the ability to perform this work. I would like to express my deepest and sincere thanks to my supervisor **prof Mahmoud Ali Ahmed** who helped me to broaden my thinking and provide me with his precious advices and superabundant knowledge, for giving me helpful comments and suggestions and time dedicated during performing this study.

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Abstract

This study investigates the impact of text-messaging on the academic writing among Secondary School students. The researcher adopts descriptive and empirical analytical approaches as far as data collection and discussion are concerned. The researcher sets test for students and a questionnaire for teachers to see the impact of text-messaging on the writing performance of Sudanese Secondary School students. To analyze the data, the researcher has used the Statistical Package for Social Science (SPSS). The findings of the study revealed that Text-messaging have a negative impact on the students, writing skill. Spelling is really changed among student's writing. No punctuation marks are used. Devoting adequate time for more writing and practicing various activities can improve the translators' performance. All the students' answers include linguistic errors which are due to their modern text-messaging. Based on the findings stated above the researcher offers the following recommendations: Grammar should be set as a unit either by giving the exact writing if it exists appropriate one. Because texts messaging are not universal, students need to know the exact sign. Punctuation is a very important feature of written language, so when dealing with text-messaging a sentence it is recommended to recognize the place of the punctuation marks that determine the intended meaning. Teachers and students should give adequate time for practicing writing skills.

Abstract

Arabic version

مستخلص البحث

هدفت هذه الدراسة إلى تحديد أثر الرسائل النصية على الكتابة الأكاديمية لطلاب المدارس الثانوية. يتبنى الباحث المنهج الوصفي والتحليلي التجريبي فيما يتعلق بجمع البيانات ومناقشتها ، ويقوم الباحث باختبار للطلاب لمعرفة تأثير الرسائل النصية على الأداء الكتابي لطلاب المرحلة الثانوية السودانية. تم جمع البيانات عن طريق الاختبار بالنسبة للطلاب و الاستبانة بالنسبة للمعلمين. لتحليل البيانات استخدم الباحث الحزمة الإحصائية للعلوم الاجتماعية (SPSS). كشفت نتائج الدراسة أن الرسائل النصية لها تأثير سلبي على مهارات الكتابة لدى الطلاب. تم تغيير الإملاء بالفعل في كتابة الطالب. لا تستخدم علامات الترتيم. يمكن أن يؤدي تخصيص وقت كافٍ لمزيد من الكتابة وممارسة الأنشطة المختلفة إلى تحسين أداء الطلاب. تحتوي إجابات جميع الطلاب على أخطاء لغوية ناتجة عن الرسائل النصية الحديثة. بناءً على النتائج المذكورة أعلاه ، يقدم الباحث التوصيات التالية: عند التعامل مع الرسائل النصية ، يكون مفيدًا ، إذا لم يكن كذلك ، فمن المستحسن الحصول على أنواع مقبولة من الكتابة. يجب تعيين القواعد النحوية كوحدة إما عن طريق إعطاء الكتابة الدقيقة إذا كانت موجودة بشكل مناسب. لأن الرسائل النصية ليست عامة ، يحتاج الطلاب إلى معرفة العلامة الدقيقة. تعد علامات الترتيم ميزة مهمة جدًا للغة المكتوبة ، لذلك عند التعامل مع الرسائل النصية ، يوصى بالتعرف على مكان علامات الترتيم التي تحدد المعنى المقصود. ينبغي على المعلمين إعطاء الطلاب الوقت الكافي لممارسة مهارات الكتابة.

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CHAPTER ONE

INTRODUCTION

1-0 Background

Texting is the event of arrangement and sending messages, typically belong of alphabetic and numeral quality between two or more users people. It can be destructive if not regulate and left to accept make up words, choppy lingo, sloppy spelling and grammatical errors to get a quick and short message across. There are positive and negative great impacts of texting on students' academic writing, spelling, grammar and punctuation because most of the time students use wrong spellings and sentences due to which both the sender and reader pronounce, read and write it in the wrong way and spellings will be used academic writings in projects.

1.1 Statement of the Problem

With the ever increasing use of text messaging among students, especially teenagers, there has been a growing concern among educators, parents, researchers and general public that this practice is damaging the use of language in speaking and writing and will negatively affect the standard forms in the long run. Students at age of teens commonly use their mobile phones and computers in exchanging messages in an array of fields. As writing is taught at school with governing rules , it seems that these rules are not abided by

when text-messaging. This creates negative impact of writing on paper in the classroom that language of text-messaging thus they create writing errors. This is what the researcher tries to highlight and suggest solutions .

1.2.Objectives of the Study

- 1.To highlight the areas of students, mistakes in triggered by text messaging.
- 2.To see how these text-messages impact the writing performance of Sudanese Secondary school students.
- 3.To suggest solutions for mistakes committed students due to text-messaging.

1.3 Questions of the Study

1. To what extend that text- messaging have a negative impact on the students, writing skill?
2. What are the advantages for text-messaging in developing the students, writing skills?
- 3.Which areas of writing requirements are highly affected by text-messaging (spelling, grammar, punctuation... etc)

1.4Hypotheses of the Study

- 1.Text- messaging have a negative impact on the students, writing skill.
- 2.The a advantages of text-messaging in developing the students, writing skills.
- 3.The areas of writing requirements that are highly affected by text-messaging (spelling, grammar, punctuation)

1.5 Significance of the Study

This study strives to provide some investigations into problems that are encountered by the students and seeks to find out solutions to overcome those difficulties. Also, the focus of this study is to find out if there is an impact of SMS on the formal writing of Secondary school students as most of our exams, assignments, reports and assessments are based on written work of students, and if it exists, how strong this impact is on the spelling and punctuation the students use in such writing. This study has also tried to investigate whether SMS is to be blamed for poor spelling and punctuation habits of learners or there is a possibility of the involvement of other factors. It is hoped that this research will shed light in the impact of text messaging on writing EFL among Sudanese Secondary School Students.

It is going to be useful for both teachers and students. The study is expected to provide insights to the field of applied linguistics and be a base for further studies.

1.6 Methodology of the Study

The researcher adopts descriptive and empirical analytical approaches as far as data collection and discussion are concerned. The researcher sets questionnaire for teachers to see the impact of text-messaging on the writing performance of Sudanese Secondary School students. The researcher also sets test for the students for writing texting

1-7 Limits of the Study

This research will be conducted on Sudanese Secondary Schools in Kosti town during the period (2019-2020). It will be limited on the impact of text-messaging on the writing skill.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Bond, (2013, 56) says that texting is the event of arrangement and sending electronic messages, typically belong of alphabetic and numeral quality between two or more users of mobile phones, fixed proneness such as desktop computers or portable services (tablets computers, smartphones). It can be destructive if not regulate and left to accept make up words, choppy lingo, sloppy spelling and grammatical errors to get a quick and short message across. On the other hand, it can be a very rational tool to develop language skills and sub skills if controlled and written in proper English especially that it gives and take the main corpus of people's communication. Ferlazzo, (2018, 15-18) As more and more students are fascinated themselves in a mobile phone using the text users are being multiplied every day. SMS styles and its conceivable results on understudies' composition abilities; and what teachers and understudies themselves consider the sensation. Crystal, (2018, 3-4.). University students frequently transmit and take cellular phone text messages throughout their Study time and students frequently use texting in their daily academic work. Students spend their time in no of texting. John-Harmen Valk, (2010,89). Impact that we faced on our writing due to texting are, now we

face problem in writing correct spellings and most of the time students use short spellings for different words and sentences like Fab for fabulous, Sup? For what's up? So these are the effects that students face now during different office works or university projects we face difficulty in writing correct spellings and complete sentence. Short message administration (SMS): The focal point of this examination is to see whether there is an effect of SMS on the formal composition of college understudies as the majority of our tests, assignments, reports and appraisals depend on composed work of understudies, and on the off chance that it exists, how solid this effect is on the spelling and accentuation the understudies use in such composition

2.1 Definition of Text-Messaging

Hillebrand (2010,10). Demonstrated that text messaging, or texting, is the act of composing and sending electronic messages, typically consisting of alphabetic and numeric characters, between two or more users of mobile devices, desktops/laptops, or other type of compatible computer. Text messages may be sent over a cellular network, or may also be sent via an Internet connection. The term originally referred to messages sent using the Short Message Service (SMS). It has grown beyond alphanumeric text to include multimedia messages using the Multimedia Messaging Service (MMS) containing digital images, videos, and sound content, as well as

ideograms known as emoji (happy faces, sad faces, and other icons), and instant messenger applications (usually the term is used when on mobile devices).

2.2 Historical Background of Text-Messaging

Erickson (2012, 25) has written that the first text message was sent in 1992 from Neil Papworth, a former developer at Sema Group Telecoms. Mobile phones didn't have keyboards at the time, so Papworth had to type the message on a PC. Papworth's text — "Merry Christmas" — was successfully sent to Richard Jarvis at Vodafone. Most early GSM mobile phone handsets did not support the ability to send text messages. The first SMS gateways for cellphones were network notifications, usually to inform of voice mail messages. Nokia was the first handset manufacturer whose total GSM phone line in 1993 supported user-sending of SMS text messages. In 1997, it became the first manufacturer to produce a mobile phone with a full keyboard: Like any new technology, initial growth for SMS was slow. The average American user sent 0.4 texts per month in 1995. Gradually, phones and networks adapted to better accommodate SMS. In 1999, texts could finally be exchanged between different networks, which increased its usefulness. By 2000, the average number of text messages sent in the U.S. increased to 35 a month per person.

2.3 Types of Text-Messaging

Interpersonal communication is vital for humans. People use interpersonal communication all the time. Some forms of communication include: face to face communication, email, chats, Facebook, MySpace, instant messaging, and text messaging. Text messaging has become quite a communication phenomenon. People use text messaging to get dates, tell people they love them or goodnight, avoid oral communication, coordinate times to meet up, connect with friends, and even some places, such as Japan, look fashionable Leung (2008, 45). College students use text messaging on a regular basis. Text messaging is a fast, easy, convenient, and an easy way to multitask Grinter & Eldrige, (2001,87). All mobile messages are not created equal ,there are several factors that make one kind of text message different from another.. but that doesn't mean there's anything wrong with the traditional two-way messaging. Here is all about showing how all the untapped potential of mobile messaging are created College students spend a good majority of their time communicating. College students are either listening to a professor, talking to their friends, emailing, listening to their iPods or texting on their cell phones. College students use text messaging for four main reasons. First ,college students text to coordinate plans. Hagen and Rice (2007,26) found text messaging was mostly used for coordinating. A lot of college students mass text their friends

“What are you doing tonight?” A mass text is a text message sent to more than one person at a time. Text messaging could simply be used to plan and coordinate with their friends for that night or the future. In fact, according to Adams, Baker, Daufin et. al (2008,46) text messaging and other interactive communication make up thirty-one percent of the time they spend communicating, while listening is fifty-six percent and actually talking is only thirteen percent. Second, college students use text messaging to multitask. Text messaging is convenient, fast, and easy. You can text someone as you are brushing your teeth, singing a song, eating food, in class, playing a game, or at work. Some people even text while driving, which could endanger the public or even themselves. A convenience of text messaging is you do not need to answer the text right away. You can answer the text message whenever you want, like email, and it will be there. Sometimes, there is only one message you want to say such as, “Where are we going for dinner?”, so texting may be easier than calling. Text messaging saves time. However, multi3 Hemmer: Impact of Text Messaging on Communication Published by Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato, (2009,22) tasking has negative aspects such as decreased performance being and distractions changes how we remember information Gaither, (2008,37). When you are texting in class you are not paying attention to the professor

or writing notes. Third, college students use text messages to stay in contact. Text messaging is an easy way to show someone you care. For example, texting your new boyfriend or girlfriend goodnight, texting your best friend you love them, thanking your mom for dinner, or texting your sister you miss her are all good examples of staying in touch by showing someone you are thinking of them. Text messages remind each other of their relationship and allow the text messaging participants to choose when and where to communicate . Lin and Tong (2007,39) agree text messaging is a good way to keep in contact with those we love, who are far away. Fourth, college students send text messages to avoid face to face communication and therefore reduce social interaction (Lee & Perry, (2007, 74). Adams, Baker, Daufin et al.(2008,40) agree with this notion of the displacement theory. College students are finding limited amount of leisure time and need to use their time wisely, in which text messaging saves them on time James, Wotring, & Forrest, (1995, 39). Text messaging would not be the first technology to displace face-to-face communication. According to Lazarsfeld and colleagues (1948, 41), they found displacement effects of the radio and on the print medium. Media scholars continue to recognize the effects of every new technology including TV, and text messaging. So if text messaging does displace face-to-face communication, it would not be the first technology to displace. However, according to

Lin and Tong (2007,30) text messaging is a good way to communicate after a fight. You do not have to hear the other persons voice, but you are still trying to resolve the conflict Therefore, Lin and Tong do not think it is displacing, because the fighting couple would not have 4 Journal of Undergraduate Research at Minnesota State University, Mankato. But if you use it for every interaction, does that mean you displace face-to-face communication? “Does text messaging reduce or displace face-to-face communication? Does it have no effect? Or does it cause an increase in other communication” Lee & Perry, (2007, 16) According to Leung (2008,55), college students use text messaging for escape, affection, convenience, entertainment, coordination, and sociability. Escape is thought to be a motive for addiction. So if you use text messaging frequently to escape do you have an addiction to text messages? Peele (1985,20) found in order to find something to be addictive, it must fall under three motives which are escape, ritual, and compensation. Lee and Perry (2007,33) conclude people who use text messages tend to focus on the mobile phone interface when communicating, not paying attention to their surroundings which is a form of escape. They control the time, place, and content of text messages which is compensation and engage in frequent daily messages which is ritual. Text messaging, therefore, could be addicting. The main reason students do not get addicted to text messaging is due to the money Lee & Perry,

(2007,68). Women and men use face-to-face communication differently. Women in China are encouraged to use text messages to express how they feel, as they are more indirect and pervasive Lin & Tong (2007,39). According to Igarashi, Takai and Yoshida (2005,11) women use three main concepts to communicate. First, women tend to tell more about themselves than men and have more social networks .

Second, women tend to have more friends and stay active communicating, and are therefore less likely to be lonely than men Wheeler, Reis & Nezlek, (1983,23). Third, women are more interested in emotional and personal communication and in building more stable relationships than males Hirschi, (1969,11). For 5 Hemmer: Impact of Text Messaging on Communication Published by Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato, example, I call my parents about once a week. I can talk to my mom for an hour about everything from school to boyfriends to work. However, my dad only ask a few simple questions such as, “How is the car?” “The computer?” “School?” Sometimes, he does not want to talk, because he assumes there is nothing to say. Men prefer task-oriented networks. Walker, (1994,56). Men usually spend face-to-face communication together in common activities such as fishing, watching football, Nintendo, basketball, etc. Men and women use face-to-face communication differently, so it would be

plausible to say that they would use text messaging differently, as well. Gender may affect what and how much to text.

2.3.1 SMS & MMS Messaging

SMS and MMS are two ways to send what we commonly refer to under the umbrella term as text messages. The most simple way to understand the difference is that SMS refers to text messages, while MMS refers to messages with a picture or video. Multimedia Messaging Service (MMS) is a standard way to send messages that include multimedia content to and from a mobile phone over a cellular network. Users and providers may refer to such a message as a PXT, a picture message, or a multimedia message. The MMS standard extends the core SMS (Short Message Service) capability, allowing the exchange of text messages greater than 160 characters in length. Unlike text-only SMS, MMS can deliver a variety of media, including up to forty seconds of video, one image, a slideshow of multiple images, or audio. The first MMS-capable phones were introduced around 2002 in conjunction with the first GSM network. The Sony Ericsson T68i is widely believed to be the first MMS-capable cell phone, while many more hit North American markets beginning in 2004 and 2005. The most common use involves sending photographs from camera-equipped handsets. Media companies have utilized MMS on a commercial basis as a method of delivering news and

entertainment content, and retailers have deployed it as a tool for delivering scan able coupon codes, product images, videos, and other information. The 3GPP and WAP groups fostered the development of the MMS standard, which is now continued by the Open Mobile Alliance (OMA)

2.3.2 Email

When it comes to messaging, email is the killer application. This is definitely true for PC users and more and more so for mobile and wireless users. Every day, billions of email messages are sent; some users send and receive more than a hundred each day as a matter of course. Email has become the preferred means of communication for many companies, providing a quick and easy way to move information between users, often in the form of standard text or business documents such as Microsoft Word or Excel. Email systems employ store-and-forward messaging. That is, messages are stored in a repository until they are accessed by a client application, at which time they are forwarded to the user. The email client can be either a stand-alone client, such as Microsoft Outlook, Lotus Notes, Eudora, or Pegasus, or it can be browser-based, such as Microsoft Hotmail, Yahoo! email, or any of the other Web email offerings. Each of these client applications has to communicate with an email server to receive messages, and another to send messages. The two most widely used servers are the Simple Mail Transfer Protocol (SMTP) server, used to send messages,

and the Post Office Protocol (POP) server, which stores incoming mail. The most recent version of POP is 3, which is commonly referred to as POP3. An alternative to using POP is the Internet Message Access Protocol (IMAP). IMAP is similar to POP in that it stores messages, but it accomplishes this in a more effective manner for users who want to access their email messages from multiple machines.

2.3.3 SMTP Server

Battestini A (2010 ,10) says when sending an email message from your client application, the email client will communicate with the SMTP from your email provider. This SMTP server will then look at the address to which this message is being sent and communicate with the SMTP server at the destination address domain (the part following the @ symbol). When the SMTP server at the destination receives the message, it communicates with the POP3 server at the same domain and puts the message into the recipient's account (the part preceding the @ symbol). From this point on, the POP3 server is used by the recipient to access this message. If, for some reason, the SMTP server at the destination domain cannot be reached, the email message will go into a queue, often called the sendmail queue. This queue will periodically try to resend the message to the destination SMTP server. If the message cannot be sent after a defined period of time, very often set at four hours, the sender may get a return message stating that it was not yet delivered.

After a longer period of time, very often five days, the SMTP server will stop trying to send the message and will return it to the user marked as undelivered.

2.3.4 POP3 Server

The POP3 server is used to store received email messages. When users check their email, the client application connects to their POP3 server, providing an account name and a password. Once users are authenticated, the POP3 server allows them to access their stored email messages. The POP3 server essentially acts as an interface between your email clients and the data store containing your email messages. For more detailed information on the mobile aspects of personal information management (PIM), including email, calendars, and to-do lists, see Chapter 16, "Mobile Information Management."

2.3.5 Paging

One of the earliest forms of messaging to mobile devices was paging. Paging typically involves a caller dialing a telephone number associated with the intended recipient of the page. Once connected to the paging terminal, the person sending the page can enter a message that will be sent to the pager. The message can be either numeric, alphanumeric, or voice, depending on the system being used. When the message is complete, the paging terminal converts the message into a pager code and sends it to a series of transmitters to which it is connected. These transmitters then send out the message as a

radio signal throughout the entire coverage area. Every pager within this area on the particular frequency will receive the message, but only the pager with the proper code (the intended recipient) will be alerted. In essence, the pager works much like an FM receiver

2.3.6 Enhanced Message Service (EMS)

The Enhanced Message Service (EMS) adds powerful new functionality to SMS. In addition to being able to send text, EMS allows users to send richer content, including pictures, animations, sounds, and formatted text. EMS can be added to existing SMS infrastructures, saving operators from having to make large investments to add these new features. This should help drive the adoption of EMS until more advanced messaging services, such as Multimedia Message Service (MMS) are rolled out in 2003 and 2004.

2.4 Problem of Text-Messaging

Although there are many positives, there are also many negative effects of texting. For instance, texting has a very negative effect on social skills and communication. People who grow up texting using improper grammar a lot prove to have poorer writing skills than people who use grammar correctly. Because text messaging cannot accurately convey tone, emotion, facial expressions, gestures, body language, eye contact, oral speech, or face-to-face conversation, it is likely

messages will be misinterpreted or misunderstood. The real meaning of your message gets lost through the medium

2.5 Effects of Text-Messaging

Dias (2002, 18) Widespread acceptance and use of new communication technologies in the world at large does not necessarily point to effectiveness or value in the educational context. Effective transfer depends to a large degree on the nature of the particular technology, its strengths and limitations both as a technology and as a pedagogical tool, and the social and cultural conditions that surround its use. There is always a possibility that mobile phone users will see any educationally motivated use of this technology as an unwanted incursion into their own personal, social space and as a result, would strongly reject this kind of usage.

On the other hand, within certain parameters and for certain kinds of students such a use might be welcomed. English, like the other languages, is a very complex system of rules in which sound structure and meaning are integrated for the purpose of communication. The language follows general principles called rules of grammar. These rules guide the combinations of words that convert complex meanings according to the ordering of such words. No doubt, Awoyemi (2013: 34) views it as a complex part of human psychology, a phenomenon which is orderly, meaningful and creative. The creative nature of the English language is seen in the fact that

though standardized, it is very flexible; that is, it can have variations and can be subject to a complex dynamism Awoyemi (2013: 34) Brasa and Mous (2013: 234) . These variations may occur in its use in the level of formality of the language to suit the occasion (formal and informal use). For instance, texting has a very negative effect on social skills and communication. People who grow up texting using improper grammar a lot prove to have poorer writing skills than people who use grammar correctly. ... Also, texting is proven to negatively affect young people and adolescents' interpersonal skills.

2.5.1 Social Effects

People who are far away are now able to stay connected through text messages Lin & Tong, (2007,65) Text messaging is an easy way to keep in contact, because it reminds each other the relationship is still going Hagan & Rice, (2007,18). As mentioned earlier, a female participant said her best friend moved away. As communication through technology-based mediums such as web-based communication and cell phones increases, it is essential to ensure that adolescents ages thirteen to eighteen possess the face-to-face social skills necessary to get by in the world Tilley, (2009,19).

Cell phones have become a vital social tool and text messaging has evolved into the preferred mode of communication among adolescents. Despite shifts in how

communication occurs, it is important for this age group to be able to communicate face to-face during job interviews, class seminars, and other routine activities that might include ordering from a restaurant menu and other necessary basic communication interactions. Although it is not clear to what degree the communication skills of today's adolescents differ from those of previous generations, face-to-face communication and traditional telephone usage does help people practice their social skills. Prior to the widespread use of cell phones, adolescents experienced firsthand reactions primarily while meeting and talking to people on the phone or in person. They were able to learn from their mistakes and successes while practicing the skills needed for successful face-to-face communication. Many adolescents mistake communication through technology as the same as actual face-to-face communication . This correlation may contribute to, and affect, their ability to communicate face-to-face with one another. While the long-term impact of technology on the quality of adolescent communication is unknown, it is evident technology has become increasingly present in the lives of adolescents Subrahmanyam & Greenfield, (2008,61). Today's generation of adolescents uses communication technologies more than any other generation. Texting is also known as short messaging services (SMS) and instant messaging, has become 2 adolescents' dominant mode of communication, exceeding

phone calls and face-to-face interaction . Reportedly between 66% and 80% of adolescents have cell phones . Roughly 80% of cell phones have Internet access Lenhart, (2011,28). Approximately 63% of adolescents report text messaging an average of 60 times per day . Adolescents dedicate approximately 90 minutes daily to text message communication . Availability of and access to cell phones and social networking have allowed for the replacement of traditional verbal and face-to-face communication methods. They call each other a lot, because women are more interested in emotional and personal communication and in building more stable relationships than males 12 Journal of Undergraduate Research at Minnesota State University, Mankato, (2009,37) . Not only do they call each other, but they text every day. The texting allows them to feel together or just simply to say I am thinking of you. The males agree they use text messaging to show someone you care. The males text to be friendly or simply say “I am thinking of you”. However, a couple of the males said they would rather call. They like to hear the other persons voice rather than just a text message. Males are more direct than females in conversation , so maybe that is why the males would rather call to hear the other persons voice. The female and male focus group admitted they used text messaging to avoid communication. Lee and Perry (2007) and Adams, Baker, Daufin et al. (2008) agreed with the displacement theory, that text messaging is displacing

face-to-face communication. I asked the focus groups, since they admitted to using text messaging to avoid communication, “Do you think text messaging is displacing face-to-face communication?” All of the females, disagreed with the notion of text messaging displacing face-to-face communication. One participant said the phone displaces face-to-face communication, not text messaging. However, text messaging is part of the phone, but she clarified the phone calls did the displacing, not the text messaging. This notion of a different technology already displaced face-to-face communication concurs with Lazarfelds (1948) research that new technology displaces face-to-face communication like the radio and the TV. Only one male in the focus group thought text messaging displaced face-to face communication. He explained he uses text messages to directly displace face-to-face communication and even avoid it. Text messaging is new technology and in the past all new technology has displaced face-to-face communication. Perhaps a couple of reasons why the college students are unaware of the displacement are because they use text messages every day. 13 Hemmer: Impact of Text Messaging on Communication Published by Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato, 2009 It has become a ritual, like brushing your teeth. And text messaging is only a small part in displacing face-to-face communication as phone calls, TV, radio, the internet, and

even iPods displace, as well. All of the males thought text messaging was trendy. The males said text messaging demonstrates your class. Plus, text messages represents the generation they grew up in. Leung (2008) states text messaging is very stylish in Japan. However, none of the females thought text messaging was trendy. They all agreed it is technology, and even their parents do it from time to time. The females said text messaging is not trendy and the males said text messaging is trendy. This is a difference between the genders. However, I was surprise the females did not think text messages are trendy and the males thought text messages are trendy. Perhaps, the males like and use technology more often than females. The males may understand technology more and therefore think it is pretty cool. While the females view text messages as just another way to communicate and everyone uses text messages.

2.5.2 Effect on Language .

English language professionals have embraced the world of collaborative opportunities the Internet has introduced. Many tools such as e-mails, discussion forums and chat are by now familiar to many English language teachers. Recent innovations-blogs wikis and RSS feeds maybe less familiar but offer powerful opportunities for online collaboration for both English language professionals and learners. The encouragement of peer-to-peer networking and buddy learning, so central to a constructivist learning approach, which has made discussion

forums the mainstay of web courses in most disciplines. Language teachers have found that students at many different levels benefit from the extra writing done in discussion forums and from its use to communicate meaningfully in real contexts. While dedicated software for creating discussion forums exists (such as WWW Board), many instructors have access to built-in forums creation in a learning management system (LMS) such as web CT or Blackboard. Features across the different systems are very similar, although the look and feel may differ significantly. Some dedicated products, such as Web Crossing, offer additional add-ons such as polls, live messaging, and enhanced monitoring. Although most commonly used as part of a class, there are certainly uses of forums outside that setting as well as in learner participation in native speaker forums. For commonly studied languages, there are on-line forums available on a wide variety of topics, often organized by media outlets or interest group. As one recent study of their use by language learners points out that students need to approach such forums with a good understanding of the conventions used and of the cultural dynamic at work. The advent of SMS has devised existing linguistic forms deviating from the established ones and by reshaping all the conventional communicative practices. Being the popular medium of communication among young, thumb generation, the language of SMS has evolved and reinvented its unique stylistic features, which violate the rules of

Standard English. Language and fascinate and tempt many to examine and analyze these distinctive features exhibited by this new language called 'Text speak'. Therefore, Electronic English among the people is one of the informal situations of education and it opens the door for all people, because it breaks the barriers. Center for Promoting Ideas, USA www.ijllnet.com 14

Moreover, some people feel shy and hesitant so through the text messaging they can easily communicate without any problems or restrictions. Since the late 1990s, the use of the short messaging system (SMS, also known as "texting") available on mobile phones has seen phenomenal growth. Statistics show that on average there are more than 280,000 SMS messages sent every hour in Norway. This means that more than 6.7 million per day send those messages in a country with only 4 million inhabitants Sandvin et al., (2002,53). Among teens, SMS is the preferred form of mediated interaction, surpassing instant messaging, e-mail, voice mobile telephony and even traditional fixed-line telephone calls. SMS messages have several characteristics that make it useful for teens and increasingly for other groups. First, they are relatively cheap and they are personal, conveying a message directly from one person to another. Since mobile telephones are now ubiquitous among Norwegian teens, one knows that if one sends an SMS to a certain telephone number then it will come to that person, and not to another individual. SMS is asynchronous, meaning it does

not necessarily require the immediate attention of the receiver. In addition, it is relatively unobtrusive. If, for example, a person turns off the ringing sounds on his or her mobile telephone, nobody is the wiser that a teen is sending and receiving communications. Indeed, research shows that teens send and receive SMS messages in class at school and through the night. Around 20% of teens say that they send and receive SMS messages after midnight on a weekly basis (Ling, 2004,52)

2.5.2.1 The Effects of Text Messaging on Different English Language Aspects

Overindulgence in social networking, in general, and texting, in particular, is much in practice. It is cutting across various population boundaries and has almost assumed an endemic proportion. Its consequential impact on the standard language has acquired greater importance. This paper aims to determine the perceptions and attitudes of English Second Language (ESL) learners at Aligarh Muslim University towards the consequences of texting on Standard English. The data were collected through a five-point scale questionnaire from ninety students who were enrolled at Aligarh Muslim University during the academic year 2010-2011. The respondents completed a 16-item questionnaire. The students from which the data were collected were grouped according to their levels. The results indicate the negative impact of this new usage of the language in breaking the rules of English language and

influencing their literacy. Moreover, the questionnaire results from respondents' point of view show that regardless of their heavy use of texting, most respondents have a negative attitude towards texting and they viewed it as a threat to Standard English. The prolific use of texting in modern life and its consequent pros and cons are assuming great importance in the contemporary world. This has also resulted in the divisions and disagreements among scholars as to its effect on the structure of language. The impact of texting on Standard English has been studied by a number of scholars. According to Drouin and Davis (2009,11), approximately half of their participants in the study reported that texting is making it challenging to remember Standard English and it could have a negative impact on their usage of Standard English. Texting is “a language that has swept our world like a tsunami, in less than a decade” Swartzlander, (2010, vi). Texting has been perceived in different ways by different scholars. Some scholars have critiqued it on the grounds of distorting English spelling system in the name of simplification. They believe that simplification of spelling is being carried out with no consideration to history and pride associated with language. Other scholars believe that there is no problem with texting as long as one is able to communicate and understand each other through it. The advent of texting has created many variations of English language and allowed the users to break the rules of Standard English. Baron (2008)

points out that we are flooding the scriptorium with an abundance of instant and text messages and, as a result, we are unable to distinguish the important from the unimportant or the great works from the so-called “vapour text”. Baron maintains “unless we learn to regulate our current language use, we will have difficulty understanding each other and the standardized forms of our written language will be lost.” (as cited in Maynard, 2009,2).

The domain of this research will mainly focus on the impact of texting on Standard English from the students' points of view. The study was conducted at Aligarh Muslim University (AMU) in India, where essentially Urdu is the first language of the students while English is used as a medium of instruction and it is spoken as a second or a foreign language for most AMU students.

2.5.2.2 Effect of Text Messaging on Syntax

Text messaging has great *effect* on the English language aspects. ... *Text messaging* increases confidence and interaction in shy and lonely people. The use of abbreviations leads to differences in understanding of single words because of the different ways of writing these words

2.5.2.3 Effect of Text Messaging on Semantics

Communication through an effective use of language is a tool that makes a good human relationship. Human beings are

considered higher animals because of their ability to communicate effectively through the use of language. Language as a tool for effective communication is the most important part of a human being that makes him different from animals, Adedimeji (2005,1). As a result of this great role language plays in a man's life, language is studied at five major levels in linguistics Tomori, (1977, 21) as cited by . These levels are Phonology, Morphology, Syntax, Semantics and Pragmatics. Words are very essential in every level of language analysis. A Lexeme as defined by Crystal (2008) is "a term used by some linguists to refer to the minimal distinctive unit in the semantic system of a language". Crystal (2008) also defined Semantics as "a major branch of linguistics devoted to the study of meaning in a language". Lexico-semantics therefore combines both the meaning of 'Lexemes' and 'Semantics'. It originated from the linguistic fields of Lexicology and Semantics. Lexico-semantics as a subfield of Semantics addresses words and their meanings. It investigates the daily use of words among interactants with the aim of effective communication. Lexico-semantics deals with the relationship that exists between words, their meanings and the messages they convey. SMS is a short message service that allows information to be passed across from one person to another, over a network at a particular rate. SMS is used as an abbreviation for all types of short text messaging in many parts of the world. SMS text messaging is

one medium of communication that has found its way into the system of communication over the past few years. It is one technological device that its use is fast growing over a wide range in the whole of Africa and even the globe. Communication through SMS is done by no other means but by the use of words. Lexemes are used to facilitate the effectiveness of this device. The effectiveness of this medium of communication depends on the appropriate combination of the words it carries, and in the combination of these words lies what is known as the message. Therefore, the relationship that exists between Lexico-semantics and SMS text messaging is effective communication, which is made possible through an appropriate combination of words into text messages. From the foregoing, this work aims to investigate and identify the processes involved in the creation of these words, the various lexical relations and features that exist among the words that make up text messages. This will enhance a better interpretation and prevent misinterpretations among participants.

2.5.2.4. Effect of Text Messaging on Morphology

Introduction English, like the other languages, is a very complex system of rules in which sound structure and meaning are integrated for the purpose of communication. The language follows general principles called rules of grammar. These rules guide the combinations of words that convert complex meanings according to the ordering of such words. No doubt, Awoyemi

(2013: 34) views it as a complex part of human psychology, a phenomenon which is orderly, meaningful and creative. The creative nature of the English language is seen in the fact that though standardized, it is very flexible; that is, it can have variations and can be subject to a complex dynamism (Awoyemi 2013: 34; Brasa and Mous 2013: 234; Balogun 2013:91, Ako 1999:5). These variations may occur in its use in the level of formality of the language to suit the occasion (formal and informal use). A number of protective approaches are continually adopted to check anarchy in the use of English and preserve the language from ‘adulteration’. One of such approaches is the disdain for (nay diabolisation) and the prohibition of such phenomena as pidgins, slang words, texting lingo and the like, (especially in formal context). These linguistic forms (texteses and other computer mediated language) are generally perceived to be a threat to the English language. Nevertheless, the emergence of technologically mediated languages and their pervasive use worldwide constitute a serious force contradicting and frustrating these purist sentiments. Awoyemi (2013:36) notes that the Standard English cannot remain ‘undefiled’ as it daily comes in contact with different people and cultures. Thus, with the recent appearance of multiple genres of language through the internet and other forms of technologically mediated communication - such as text messaging -, English is bound to be ‘defiled’. In the

same line of argument, Bodomo (2009) concedes that new communication technologies such as the SMS do not only engender new ways of using language, but also new forms of literacy which are associated with the introduction and uses of the new technologies. These new forms of language use are likely to affect Standard English. In line with the protective approaches towards preserving English's purity, informal use of English language in a rather formal context –notably an examination situation – is often considered “obscene”, untenable, intolerable and censorable. Veronica, Ndobu & Floribert 85 In most examination situations, candidates are clearly reminded of the necessity nay obligation to use Standard English to render their communication more intelligible to examiners and in return earn maximal/marginal marks for their efforts. A whole lot of sanctions are provided and applied against cases of ungrammatical use of the English language in examination situation. Mistakes in such examination situations are usually unfailingly penalized by examiners (Oluga and Babalola, 2013:340). Nevertheless, because of frequent and profound engagement in technologically mediated communication –through chat rooms on internet, SMS messaging and the like-, students are often influenced to use linguistic deviations (ungrammatical forms of language) which are theoretically sanctioned with reduction of marks. Dansieh (2011:222) attempts a theorisation of the phenomenon when he

succinctly concedes that: As more and more students worldwide acquire and use mobile phones, so are they immersing themselves in text messaging. Such is the situation that some teachers, parents and students themselves are expressing concerns that students' writing skills stand the risk of being sacrificed on the altar of text messaging. This position is centred on the assumption that SMS text messaging has negative effects on students' communication skills. As we shall later demonstrate in this paper, this thesis has utterly been challenged by a number of schools of thought. However, our aim in this article is to hinge on this hypothesis and illustrate the observable effects of the SMS text messaging on students' writing skills, using Akampka College of Education - a tertiary educational establishment based in Cross River state of Nigeria – as our case study. The paper is grounded on a content analysis of some 250 SMS messages generated by 50 students of the institution and an analysis of essays produced by these students. The paper equally seeks to investigate on the correlation between the frequency in the use of texts messaging by students and the frequency of use of text massaging language in the scripts of the students. 2. Language use in SMS Messaging SMS is an abbreviation standing for “Short Message Service”. It is a technology that enables the transmission of typed text messages from a mobile phone to another. As a service, it makes it possible for users of mobile and portable devices to exchange brief written

information/messages through cellular network. 86 *International Journal of Linguistics and Communication*, Vol. 2(3), September 2014 The SMS technology emerged in Africa around the 2000's, with the coming of the mobile telephony. Though it is somehow difficult to reveal the exact statistics on its evolution in Africa in general and Nigeria in particular, grossly, it can be suggested that its use has exponentially increased over the years. According to Dansieh (2013: 224), there is a remarkable proliferation of mobile phones in Africa. Such a proliferation defied all prediction in the area of mobile cellular telephony. Subscriptions to mobile telephony operators have been on the rise: from just 5% in 2003, it augmented to over 30% by the end of 2008. According to a report released by the International Telecommunications Union (2009), Africa is rated as "The region with the highest mobile growth rate". SMS messaging is undoubtedly the most widespread communication method in Africa, probably because of its affordability and reliability. An SMS is virtually cheaper than a voice mail. In addition, it is a relatively rapid way of reaching out to a correspondent. The service has evolved over the years from a simple person-to-person messaging to include interaction with automated system. Barasa and Mous (2013: 236) summarize the advantages of SMS thus: (i) it is cheaper than the voice mail, (ii) it is less intrusive, that is, nobody hears you sending the message and nobody can decipher what the incoming message is

all about, (iii) it makes direct conveyance of the message without interruption from the recipient, (iv) it can be saved for future reference unlike the spontaneous spoken word, and (v) it offers a choice, for instance to reply, forward or delete them. In the same light, Richardson and Lenarcic (2009:842) opine that the SMS service represents a facilitating tool which institutes a state of ‘constant touch’ to dominate between those connected in what has become a ubiquitous social network. According to them, SMS are also pervasive and indispensable ‘talismans’ to the masses that are vital to some as conduits for personal well-being. This is true as they offer some comfort to their users. Despite all these advantages, the SMS service is difficult to use because of its obvious constraint of 160 characters which represents a very reduced size for communication. This dictates a circumstantial use of language. Richardson and Lenarcic (2009:843) note that: Products are often designed to be easy to use but perhaps sometimes they may become too easy to use in which case their utility in application is almost an unconscious process for the consumer. Veronica, Ndobbo & Floribert 87 This is certainly not the case with the text messaging, given the obvious systematic constraint of 160 characters, being the maximum size of a single communication [...] the puzzle of text messaging is an ongoing challenge to craft miniscule missives, malformed in appearance perhaps, but with cohesive meaning that at times may appear to border on lyrical composition. The

limited number of characters per message remarkably affects language use in text messaging as there naturally arises the need for the message to be compacted to fit the limited size provided for the communication, without sacrificing the intelligibility of the message sent. This calls for a great deal of creativity on the part of the encoder (texter) and really puts to test the latter's capacity to phrase his message concisely, in an economy of words (Essoh, Odey and Endong 2014; Barasa and Mous 2013: 236; Richardson and Lenarcic 2009; Ling 2005). Richardson and Lenarcic (2009: 846) make reference to this creative and 'artistic' use of language in SMS messaging when they note that the relatively limited supply of 160 characters that constitute the expanse of a single text message very much compels the author of such a message to adopt a strategy to "relate cogent meaning and this becomes a shared approach to generate a dynamic mobile social network". The systematic constraint of the number of character has therefore given rise to linguistic creativity with the development by texters of a whole lot of imaginative and innovative techniques aimed at making the technology work best for them. These techniques include phenomena like multilingualism, abbreviation, the use of numeral and graphemes, the use of single pronounceable letters and multiple other forms of word and phrase shortening. Text messaging involves the use of such forms like pictograms and logograms. The texter may employ shortened phrases through use of

symbols in order to represent the word. A text may equally consist of a series of alphanumeric blendings. Examples of such compositions include the following: “4 u” used for “for you”, “luv u” used for “love you”, “b4” used for “before”, “love you with all my heart” used for “luwamh”, “to whom it may concern” in the place of “twimc”, “2d8” used for “to date” and “db8” used for “debate” (Essoh et al 2014; Crystal 2008, Dansieh 2011; BBC-Focus on Africa, 2004). All these language techniques have caused the SMS the language to be considered a kind of independent written register which does not necessarily depend on the conventions of the standard written language. 88 International Journal of Linguistics and Communication, Vol. 2(3), September 2014 A number of labels and terminologies have therefore been coined to refer to it. These labels include technologically mediated language, internet slang, chattisch, netspeak, webslang, netlingual, digital English, textese among others (Barasa and Mous 2013; Dansieh 2011; Crystal 2001; Sutherland 2008; ThrurLOW 2007). Suntherland (2008) offers an insightful description of the SMS language in his submission that: “as a dialect, text (‘textese’) is thin and –compared, say with Californian personalized license plates – unimaginative. It is bleak, bald, sad shorthand. Drab shrinktalk. In fact, linguistically, it’s all pig’s ear and best described as penmanship for illiterates”. 3. SMS Language and Language (English) Literacy There are suppositions and apprehensions among

literate adults, language educationists and linguists that the SMS language is a serious threat to standard written English. Indeed, there is a great debate over the question and a great deal of arguments and counter arguments have been offered to contribute to this hot debate. Detractors of the SMS language argue that technologically mediated communication and its resulting languages (netspeak, netslang, SMS languages and the like) constitute a veritable curse as they impact very negatively on student communicational skills, particularly on their writing skills. This school of thought argues that regular use of the technology affects the writing reflexes of the texter (in the long term) and influences him/her to use the SMS language even in formal context. Oluga and Babalola (2013:340) for instance critique the service and present it as a phenomenon which affects the spelling system of the texters, making it difficult for them to get the correct orthography of words as they are used to spelling incorrectly and using abbreviated forms of words in text messaging. Oluga and Babalola (2013:340) offer some of these negative impacts of SMS on Nigerian students' written skills thus: They [students who frequently use SMS language] use abbreviated forms of words unconsciously even in formal written communication like application letters written for employment purpose, essays written in examination purpose etc. Therefore words like 'that', 'this', 'what', 'because' and 'people' are mistakenly written as 'dat' or 'dis', 'wot' or 'wt',

'bcs' and 'pple' respectively. Such mistakes as far as application letters are concerned give a bad impression of the writer . Those who are used to the very short text messages become lazy writers and may not find writing error free or undiluted continuous writing like letters, essays, report or feature easy again. Veronica, Ndobbo & Floribert 89 This position is however challenged by two schools of thought. The first is led by Crystal (2008) who bases his counter argument on six principal observations. He points to the fact that

(1) in a typical text message, less than 10% of the words are abbreviated;

(2) the use of abbreviations is not a new phenomenon in the world. It has been in practice for decades; therefore it cannot be viewed as a new language and therefore not as a threat to the English language literacy.

(3) Children and adults alike use text language, the latter being more likely to do so;

(4) students do not habitually use abbreviations in their homework and examinations;

(5) before people can text, they must first have acquired language literacy that is, they must have learned how to spell. Therefore, text messaging cannot be a cause of bad spelling;

(6) given the fact that texting provides people with the opportunity of engaging with the language through reading and writing, it improves people's literacy. Based on these observations, Crystal (2008) firmly argues that the SMS language does not negatively affect language literacy. A second counter school of thought led by Russell (2010) bases its argument on the status of the SMS language as an independent and new language as well as on the need for students to acquire the basis of the English language so as to be empowered to distinguish between wrong (ungrammatical) uses and good (grammatical) uses of the English language. This school of thought argues that, since the learning of a new language does not affect students' ability to use English grammar, it would be fallacious to conclude that texting have potentials of affecting students' mastery of English grammar. This school of thought equally holds that the emergence of various jargons in the history of languages have never caused a dynamism to occur in English grammar. English grammar has not changed despite the survival of these jargons. It would therefore be recommendable for students to seek to have a mastery of the basics of the English language (in pedagogic situations) so as to be able to distinguish between "slang, texting lingo (ungrammatical languages) and correct English". Somehow in line with Russell's (2012) exhortation addressed to learners of the English language (to seek to distinguish between SMS language and

Standard English), netslang and other forms languages characterizing technologically mediated communication have been included to school curriculums in a number of western countries. 90 *International Journal of Linguistics and Communication*, Vol. 2(3), September 2014 A report released by Australia's ABC radio, for instance, stipulates that Australian educators in Victoria are stirring up a bit a storm by teaching SMS text messaging as part of a language arts curriculum, to high school students (Barasa and Mous 2013: 237; Donovan 2006:204). Similarly, an article posted on 'Wikinews' reports that, in November 2006, the New Zealand Qualifications Authority gave its approval to the move that secondary school students be allowed to use mobile phone text language in the end of year examination papers (Dansieh 2011,35) This may indicate that the SMS language is now relatively tolerated in some pedagogic situations (formal context) such as examination contexts in some parts of the world. However, in Nigeria, most schools combat the use of SMS language and all other linguistic deviations from the English language in examination situations. They do this partly by seriously sanctioning such use with penalties, notably reduction of marks (Awoyemi 2013, Ugot 2010, Oluga and Babalola 2013). Indeed, Students, in examination situations, are often reminded of the necessity, nay obligation to use langue properly for an effective communication of their ideas and a grammatical formulation of

their answers. Improper use of language is, in this respect, often sanctioned in various glaring ways, notably through reduction of marks. However, despite this linguistic and examination requisites, students -often advertently or inadvertently - violate language rules, sometimes with the influence of intensive use of particular communication technology notably the SMS texting.AqA

2.5.2.5. Effect of Text Messaging on Phonology

Children's use of mobile phone technology is increasing year on year. Not only are mobile phones considered to be 'must have' technology by children, concerns about child welfare are also leading parents to give mobile phones to children at increasingly younger ages: a recent study found that some children in the UK were receiving their first phones at the age of five years (Plester, Wood, & Joshi, 2009). The majority of children aged between 8 and 15 years in the UK and US own mobile phones, and text messaging (SMS) is a popular function of the phones amongst this age group (LSE, 2008; Ofcom, 2008). Despite its popularity amongst young people, or perhaps because of it, there has been widespread concern in the media about the impact that text messaging may have on children's literacy development. Such concerns have particularly focussed on children's use of text message abbreviations or 'textisms', such as 'CU L8R' or 'anuva fing', when communicating with these devices (e.g. Thurlow, 2006). However, recent studies

have shown positive relationships between the degree of use of such spellings and children's performance on standardised tests of reading and spelling. For example, Plester, Wood, & Bell (2008) found that there was a significant positive correlation between the proportion of text abbreviations used by 10 and 11-year-old children (in a standard English-to-text message translation exercise and spelling ability). In fact, use of the two most commonly used types of textism were able to account for 32.9% of the variance in the children's spelling scores. At this point it seemed likely that this positive relationship could be explained by individual differences in phonological awareness in the children, as the textism types commonly used were phonologically based (i.e. they tended to be alternative phonetic spellings of words). So in a subsequent study, which was designed to look at both reading and spelling, Plester, et al. (2009) found that phonological awareness did account for much of the concurrent relationship between literacy skills and textism use in 10-12-year-old children (this time using a scenario type task which asked the children to imagine that they were in a particular situation, and to write the text message that they would send). However, this study also found that even after controlling for age, short term memory, vocabulary, phonological awareness and how long they had owned a mobile phone, textism use was still able to account for significant additional variance in reading ability. It is not immediately clear

what the nature of the additional contribution of textism use to literacy development might be. It could be that the contribution is a motivational one, as textism creation and use is something that is playful and enjoyable. Alternatively, it could be that the extra contribution is simply the contribution of the additional exposure to print which children who text message are likely to experience as a result of daily practice at sending and reading text messages. The results of such studies are promising as they indicate the potential benefits that such technology may have for children's literacy development, given their widespread use by increasingly younger children. However, these previous studies did have some limitations. For example, for practical reasons, they relied on text messages elicited during contrived tasks rather than on text messages actually sent by the children during their leisure time. Also, the data in these two studies were concurrent, and therefore no direction of causality may be inferred from the associations reported between textism use and literacy skills. As much as we may wish to infer that textism use is contributing positively to literacy skills, it seems equally likely that literacy skills may contribute to textism use. It is therefore essential that the direction of causality is established. In order to address the issue of causal influences, and to overcome the limitations of previous work in this area, this study evaluated the impact that text messaging has on UK children's literacy skills by giving children who had never

owned a phone before the chance to use one, for text messaging only, at weekends and during half term break, for one academic term. The children's phonological skills, reading and spelling were assessed at pre 4 and posttest, and compared to a control group who participated in identical assessment activities and levels of contact with the researchers, but who did not have access to a phone during the intervention period. It was anticipated that the children with access to the mobile phones would show significantly greater increases in literacy performance relative to the control group, after individual differences in IQ had been controlled. It was further predicted that use of textisms by the children in the mobile phone group would be positively related to gains in literacy performance during the course of the study. A unique feature of this present study is that, as a result of its design, we were able to track the volume of text messages that the children sent and received each week during the intervention period. This also enabled us to consider the contribution that these usage data may be able to make to understanding how text messaging might benefit the children's literacy development

2.5.2.6 Effect of Text Messaging on Spelling and Punctuation

Just as body language and facial expressions can alter how speech is perceived, emoji and emoticons can alter the meaning of a text message, the difference being that the real tone of the SMS sender is less easily discerned merely by the emoticon.

Using a smiling face can be perceived as being sarcastic rather than happy, thus the reader has to decide which it is by looking at the whole message. Use of punctuation and capitalization to form emoticons distracts from the more traditional function of such features and symbols. Nevertheless, uses do differ across individuals and cultures. For example, over punctuation may simply be used to communicate paralinguistic aspects of communication without the need to create an emotion from it like so: "Hello!

2.5.2.7 Punctuation, or Lack thereof

While vowels and punctuation of words in SMS language are generally omitted, David Crystal observes that apostrophes occur unusually frequently. He cites an American study of 544 messages, where the occurrence of apostrophes in SMS language is approximately 35 percent.[9] This is unexpected, seeing that it is a hassle to input an apostrophe in a text message with the multiple steps involved. The use of apostrophes cannot be attributed to users attempting to disambiguate words that might otherwise be misunderstood without it. There are not that many cases in English where leaving out the apostrophe causes misunderstanding of the message. For example, "we're" without the apostrophe could be misread as "were". Even so, these are mostly understood correctly despite being ambiguous, as readers can rely on other cues such as part of sentence and context where the word appears to decide what the word should be. For

many other words like "Im" and "Shes", there is no ambiguity. Since users don't need to use apostrophes to ensure that their message is understood accurately, this phenomenon may in part be attributed to texters wanting to maintain clarity so that the message can be more easily understood in a shorter amount of time. The widespread mobile phone auto-correct feature contributes to the frequency of the apostrophe in SMS messages, since, even without user awareness, it will insert an apostrophe in many common words, such as "I'm", "I'll", and "I'd".

2.5.2.8 Variations in Spelling

Users may also use spellings that reflect their illocutionary force and intention rather than using the standard spelling. For example, the use of "haha" to signify "standard" laughter, and "muahaha" to encode perhaps more raucous or evil sound of laughter. In this, regional variations in spelling can also be observed. As such, SMS language, with its intergroup variations, also serves as an identity marker.

2.5.2.8 SMS Dictionaries

SMS language has yet to be accepted as a conventional and stable form, either as a dialect or as a language. As a result, (as much as it is also a consequence), notable lexicographical efforts and publications (e.g. dictionaries) dealing specifically with SMS language have yet to emerge. Some experts have suggested that the usage of "ungrammatical" text message slang has enabled SMS to

become a part of "normal language" for many children . Many informal attempts at documenting SMS have been done, of course. For example, service provider Vodacom provides its clients with an SMS dictionary as a supplement to their cellphone purchase. Vodacom provides lists of abbreviations and acronyms with their meanings in its web site. Many other efforts have been made to provide SMS dictionaries on the Internet. Usually an alphabetical list of "words" used in SMS language is provided, along with their intended meanings. Text messages can also be "translated" to standard language on certain web sites as well, although the "translations" are not always universally accepted.

2.5.2.9 Effect of Text Messaging on Communication

Levy (1997, 55) Learning a language involves learning in the domains of phonology, grammar, vocabulary and discourse. There is growing evidence to suggest that particular technologies, through their design and functionality, lend themselves more to one or other of these domains or levels of language learning. The evidence so far suggests that mobile Short Message Service (SMS) technology Learning Italian via mobile SMS might prove especially effective for vocabulary learning. Vocabulary items can be presented through relatively short, discrete definitions and examples that suit the screen dimensions and general handling capabilities of a mobile phone. Alexandrov, A. (2010. 8). Says SMS language is a form of

written English that is often used in informal, computer-mediated communications like texting, online chat, and social media. It is known for shortening many words using acronyms and other forms of abbreviation. SMS language is increasingly well documented in the scholarly literature and its impact on students' formal academic writing is a topic of debate. Many students have become avid texters and are seriously reinventing language to accommodate the 160-character limit of short messages. They are more interested in getting their messages across and thus becoming less concerned about correct spelling, grammar and punctuation. Since texting has become a way of life of many students, it is feared that the SMS language can negatively affect students' written performance. People like to text in short terms and our brain gets accustomed to picturing words in the short term, which affects our vocabulary. It will hinder children's abilities to apply grammar in their writing and social skills. Students have an adverse effect on their schoolwork due to this short texting messages. It depletes the standard of written and spoken English, as texting involves informal use of English which is not good for the growth of the language.

The use of the short terminologies is not going to help aspirants in their written interviews. More than the decline in grammar it has a huge impact on the lives of the teenagers as they have become more distracted than ever. SMS (short message service)

is a text messaging service component of most telephone, Internet, and mobile device systems. It uses standardized communication protocols to enable mobile devices to exchange short text messages. An intermediary service can facilitate a text-to-voice conversion to be sent to landlines. SMS, as used on modern devices, originated from radio telegraphy in radio memo pagers that used standardized phone protocols. These were defined in 1985 as part of the Global System for Mobile Communications (GSM) series of standards.[2] The first test SMS message was sent in 1992[3] and it commercially rolled out to many cellular networks that decade. SMS became hugely popular worldwide as a way of text communication.[4] By the end of 2010, SMS was the most widely used data application, with an estimated 3.5 billion active users, or about 80% of all mobile phone subscribers. The protocols allowed users to send and receive messages of up to 160 characters (when entirely alpha-numeric) to and from GSM mobiles. Although most SMS messages are sent from one mobile phone to another, support for the service has expanded to include other mobile technologies, such as ANSI CDMA networks and Digital AMPS. Mobile marketing, a type of direct marketing, uses SMS.[6] According to a 2014 market research report the global SMS messaging business was estimated to be worth over US\$100 billion, accounting for almost 50 percent of all the revenue generated by mobile messaging

2.5.2.10 Texting while Driving

Texting while driving, also called texting and driving, is the act of composing, sending, reading text messages, email, or making similar use of the web on a mobile phone while operating a motor vehicle. Texting while driving is considered extremely dangerous by many people, including authorities, and in some places have either been outlawed or restricted. As a form of distracted driving, texting while driving significantly increases the chances that a driver will be involved in a motor vehicle accident. Mobile phone use while driving is common but it is widely considered dangerous due to its potential for causing distracted driving and crashes. Due to the number of crashes that are related to conducting calls on a phone and texting while driving, some jurisdictions have made the use of calling on a phone while driving illegal. Many jurisdictions have enacted laws to ban handheld mobile phone use. Nevertheless, many jurisdictions allow use of a hands-free device. Driving while using a hands-free device is not safer than using a handheld phone to conduct calls, as concluded by case-crossover studies, epidemiological, simulation,[5] and meta-analysis. In some cases restrictions are directed only at minors, those who are newly qualified license holders (of any age), or to drivers in school zones. In addition to voice calling, activities such as texting while driving, web browsing, playing

video games, or phone use in general can also increase the risk of a crash.

2.5.2.11 Texting while Walking

We've all seen or heard public service announcements warning against the use of cell phones while driving. We've all become aware of tragic car accidents that could have been avoided if someone had just put their phone away. But what about the dangers of texting while walking? As it turns out, they're often severely overlooked. In fact, more injuries per mile occur from distracted walking than distracted driving, according to a new study by the University at Buffalo. Pedestrians are faced with three types of distractions while texting, says emergency medicine expert Dr. Dietrich Jehle:

1. Manual – they are *doing* something else
2. Visual – they *see* something else
3. Cognitive – *their mind* is somewhere else

These distractions, he says, have led to an increase in cell phone related injuries. And while car accidents involving texting are typically more severe, injuries as a result of texting while walking occur more frequently. A separate but related study by researchers at Stony Brook University supports these findings by claiming that pedestrians using their cell phone while walking are 61% more likely to veer off course. Certainly, the proliferation of smart phones, social media, and mobile apps has led to an increase in this risky behavior. Our cell phones have

essentially become glued to our hands, especially amongst adults under 30 years old, who are most at risk for cell phone related injuries. But Dr. Jehle suggests the use of mobile apps that allow you to text via voice command, or the use of cell phone cameras to display what's in front of pedestrians as they text – an idea that actually isn't too far from becoming a reality! In London, bumpers have been placed around light posts to prevent pedestrians from slamming into them. And in some states, legislation has been drafted to discourage texting while walking. So what can be done to minimize this danger? Most recently, Apple filed a patent for new technology that would minimize the danger of texting while walking. The proposed technology would replace the background of your screen with a live video feed of whatever is in front of you; your text messages would appear as an overlay of your camera's feed, allowing you to see what's ahead of you while texting at the same time—thus, reducing the risk of running into things. But while we wait to see the future of “transparent texting,” let's become acquainted with the etiquette of texting while walking. Text messaging, or texting, is the act of composing and sending electronic messages, typically consisting of alphabetic and numeric characters, between two or more users of mobile devices, desktops/laptops, or other type of compatible computer. Text messages may be sent over a cellular network, or may also be sent via an Internet connection.

The term originally referred to messages sent using the Short Message Service (SMS). It has grown beyond alphanumeric text to include multimedia messages using the Multimedia Messaging Service (MMS) containing digital images, videos, and sound content, as well as ideograms known as emoji (happy faces, sad faces, and other icons), and instant messenger applications (usually the term is used when on mobile devices).

Text messages are used for personal, family, business and social purposes. Governmental and non-governmental organizations use text messaging for communication between colleagues. In the 2010s, the sending of short informal messages has become an accepted part of many cultures, as happened earlier with emailing. This makes texting a quick and easy way to communicate with friends, family and colleagues, including in contexts where a call would be impolite or inappropriate (e.g., calling very late at night or when one knows the other person is busy with family or work activities). Like e-mail and voicemail and unlike calls (in which the caller hopes to speak directly with the recipient), texting does not require the caller and recipient to both be free at the same moment; this permits communication even between busy individuals. Text messages can also be used to interact with automated systems, for example, to order products or services from e-commerce websites, or to participate in online contests.

Advertisers and service providers use direct text marketing to send messages to mobile users about promotions, payment due dates, and other notifications instead of using postal mail, email, or voicemail.

2.5.5 Texting in School

Texting is a problem in classrooms, but parents may be the ones causing the distraction. It's no secret that kids are texting during class, no matter how well they may think they're hiding the glow of an Message screen under their desks. However, while common Gen Z stereotypes may tend to suggest phone addicted teens are wasting valuable class time texting each other, it might actually be a parent on the other side of those distracting midday conversations. According to The Wall Street Journal, parents may be a bigger part of the problem than they realize when it comes to teens texting during the school day. Students, teachers and administrators alike said parents are often the ones lighting up kids' phones with texts during class, and many students feel obligated to reply to those parental pings as quickly as possible. High schools around the country have implemented measures in recent years to cut back on student phone use during class, often collecting or locking up students' devices during the school day. Even with student phones in their care, however, teachers and administrators found that many kids were still receiving texts throughout the day — from parents. “We didn't realize how often parents texted their students until they came to a meeting

last spring and voiced their concerns,” Adam Gelb, the assistant principle at San Mateo High School in the San Francisco Bay Area, told WSJ. While this onslaught of parental texting may seem like a symptom of “helicopter parenting,” some of these parents may actually be texting with unfortunately viable concerns — reaching their children in the event of a school shooting. According to Principal Jarrett Gold of La Cañada High School in Southern California, however, phones can actually do more harm than good in such an emergency, when it is important that students remain focused on receiving safety instructions from teachers and authorities. In order to minimize phone distractions during class while still allowing parents to contact their children, some schools have increased the phone availability of office staff members. “I’ve told the office staff to treat every call like it is an emergency because in the eyes of a parent, it might be,” one principle told WSJ.

2.6 Good Effect of Text-Messaging on language

While the benefits of texting are vast, we’ll work to break them down based on the most popular reasons our clients see success with the platform.

- **The Reach of SMS**

Over the last decade, the number of texts sent has increased by 7,000%! Texting is to 2019 what email was to 1999. It’s the new way to reach almost everyone instantaneously and rise above the noise of the other oversaturated marketing channels. But who

are you really reaching and how far can you truly stretch?
Here's a glimpse behind the curtain.

- Researchers predict 6 billion people will send and receive SMS text messages by 2025 (GSMA Intelligence)
- The most popular demographic for texting is teens with American teenagers sending and receiving 67 text messages per day, on average (Pew Research Center)
- Texting is the most frequently used form of communication among Americans younger than 50 years old (Gallup)
- Women tend to spend slightly more time texting than men (RealityMine, AdWeek)
- Text messaging is 3-8X more preferred than face-to-face communication across all generations (Agility PR)
- 89% of people would like to text with businesses (BusinessWire)

Starting to get the picture? The deck is stacked in favor of texting, yet only 48% of businesses are currently equipped to communicate with customers via text. All the while SMS/Text remains the most requested channel for business use (Smarsh, Wealth Management).

The Speed of SMS. Now that you're familiar with how accessible texting is, let's take it a step further and have a look at how quickly texting enables us to reach one another.

- Texts have a 99% open rate (Singlepoint)

- 95% of texts are read within three minutes (Forbes)
- Average response time for a text is 90 seconds (CTIA)
- Email, on average, is around 90 minutes
- Sending and receiving a text is 10 times faster than placing a voice call (PR Newswire)

Faster than phone calls. Better open rates than email. Giving people a more efficient way to communicate, especially with a business, is rewarded by stronger and quicker response rates. A study by Velocify even reports 45% of business text messages receive a response, compared to 6% of emails.

A mobile phone, cellular phone, cell phone, cellphone, hand phone, or hand phone, sometimes shortened to simply mobile, cell or just phone, is a portable telephone that can make and receive calls over a radio frequency link while the user is moving within a telephone service area. The radio frequency link establishes a connection to the switching systems of a mobile phone operator, which provides access to the public switched telephone network (PSTN). Modern mobile telephone services use a cellular network architecture and, therefore, mobile telephones are called cellular telephones or cell phones in North America. In addition to telephony, digital mobile phones (2G) support a variety of other services, such as text messaging, MMS, email, Internet access, short-range wireless communications (infrared, Bluetooth), business applications, video games and digital photography. Mobile

phones offering only those capabilities are known as feature phones; mobile phones which offer greatly advanced computing capabilities are referred to as smartphones.

2.7 Bad Effect of Text-Messaging

Although there are many positives, there are also many negative effects of texting. For instance, texting has a very negative effect on social skills and communication. People who grow up texting using improper grammar a lot prove to have poorer writing skills than people who use grammar correctly. Texting also has made a negative impact on society because by teens texting, parents have less control over their kids. Even though they can monitor their children, they will never have control over exactly what their child is sending via text message. Also, texting is proven to negatively affect young people and adolescents' interpersonal skills. Since kids and teens interpersonal skills have not fully formed, by texting, these skills will never form. This will totally affect their social skills; for example they will never be able to carry a decent conversation with another person. In addition, texting has a negative effect on forming relationships. Kids who grow up texting may never develop the 'people skills' they need to know in order to compromise and work well with another individual. Lastly, a major negative impact texting has made on society is causing many people to get into accidents by texting while driving. In 2013, there were 341,00 vehicle crashes because of people texting while they are

on the road or while driving. Texting while driving has negatively impacted our society today and is causing many people to lose their lives.

2.7.1 SMS & Its Negative Effects on Language

One problem with text messaging was brilliantly illustrated in a 2007 Cingular commercial in which a mother is berating her daughter for a rising phone bill: "Who are you texting 50 times a day?" "IDK," shrugs the girl, "my BFF, Jill." Subtitles helpfully translate it as "I don't know, my best friend forever, Jill," but the issue remains -- texting is changing our language, and not necessarily for the better.

2.7.2 Origins of Text Messaging Slang

At the root of most, if not all, differences between normal English and text messaging slang -- affectionately or mockingly known as "txt spk" -- lies a desire to use as few characters as possible. SMS originally allowed a maximum of 160 characters, including spaces and punctuation: shortening words was often the only way to fit everything you wanted to say into the message.

2.7.3 Abbreviations, Acronyms, and Pictogram

A great part of the vocabulary of text messaging is made up of abbreviations, acronyms, and pictograms. Abbreviations are words that are shortened one way or another, such as "l8r" for

"later," "u" for "you," and "sec" for "second"; acronyms are letter sequences that stand for a longer phrase, such as "IDK" for "I don't know," "OMG" for "oh my God," and "AFAIR" for "as far as I remember"; pictograms are strings of characters that represent a feeling or concept, such as ":)" for a smile and "<3" for "love."

2.7.4 Vocabulary

People who send a lot of text messages may end up using abbreviations, acronyms, and pictograms in other contexts by sheer habit, even though it may be inappropriate. This can happen both in writing and in speech: in his book "Txtng: The Gr8 Db8," the linguist David Crystal notes that he has heard teenagers and adults alike use abbreviations rather than the corresponding sentence when speaking out loud.

2.7.5 Phonetic Spelling and Deteriorating Grammar

In order to shorten words, people writing text messages may resort to phonetic spelling, such as "skool" for "school" and "thru" for "through." Similarly, in order to save characters, writers may skip punctuation or spaces, or omit non-essential parts of sentences, such as articles. Finally, any and all capitalization may be skipped in order to increase the speed of typing. These habits may persist even outside of texting, leading to a slow deterioration of spelling and grammar skills.

2.7.6 Sentence Length

Because text messages focus so much on short sentences, people who frequently write text messages may adopt the same style in any kind of written communication. This can lead to written works full of sentence fragments with only a thin thread of logic flow linking them. Full of sentence fragments with only a thin thread of logic flow linking them

2.7.7 Learning the Language

For people who are just beginning to learn a language, encountering text messaging slang can be extremely confusing. Native speakers are usually aware that the way they are writing goes against the established rules of the language; learners who encounter this kind of slang regularly, however, may end up genuinely believing it to be the correct way of spelling and writing.

2.8 Previous Studies

This part concentrates on the studies that have been conducted previously on the topic under investigation. The first study is “Text-message Practices and Links to General Spelling Skills: A Study of Australian Children” by Catherine Bushiness, Nenagh Kemp and Frances Heritage Martin University of Tasmania in 2011. In this study, 10-12 years Australian children were investigated in the matters of text-messaging practices with their relationship to traditional spelling ability. It has been found that 82% of 227 tested students reported sending text-messages in an

average of 5 messages per day. It was noticed that the use of predictive and multipress entry methods was approximately equal. The researchers found out that children produced a wide-range of text-message abbreviations when asked to rewrite a list of 30 conventionally-spelt words as they would in a text message to find a friend. The study comes to the conclusion that the produced proportion of text SMS was significantly positively correlated with the general spelling ability, which suits the previous findings of positive relationship between the use of children's textisms and literacy. It was found that many teenagers and young adults all over the world use mobile phones in their daily activities. They send daily messages. It was also found that women send more text-messages than men do. Their messages are longer and more complicated. The investigations proved mixed evidences as to the nature of the relationship between text-messaging the textese and literacy skills. The study concludes that children's use of text SMS is not associated with dealing with standard of literacy but with better spelling skills. Parents and teachers can develop children's learning thorough supporting their interests in both traditional and new forms of writing, and also in differences between formal spelling styles. They can assist them in developing their writing skills as a means of communication, upgrading their skills in this new form of writing.

The second study is "*Corpus Linguistics Study of SMS Text Messaging*" A thesis submitted to The University of Birmingham for the degree of Doctor of Philosophy, March 2009 by Caroline Tagg. This thesis deals with using a corpus of text messages in English to discover linguistic features, which define texting as a language variety. The study focuses on how the language of texting, is shaped by texters actively fulfilling interpersonal goals. The thesis starts with an overview of the literature on texting. This necessitates the need for full linguistic investigation of text based on a large dataset. It then presents texting within the tradition of research into the speech-writing range, which highlights limitations of focusing on mode at the expense of other user-variables. The thesis also discusses the need for inductive investigation together with the quantitative corpus based frameworks that dominate the domain. ISSN 2374-8850 (Print), 2374-8869 (Online) © Center for Promoting Ideas, USA www.ijllnet.com 16 The researcher concludes that spelling constitutes a meaning-making source; spelling variants are retrieved using word-frequency lists, categorized pursuant to form function. Creativity plays an important role in texting despite physical constraints. The distinct order of the most repeated words in CorText can be explained with references to the frequent phrases they occur therein. Further, application of a spoken grammar model discloses the similarities and differences.

The third study is “*A field Study of Use of Synchronous Chat on Online Courses*” by David H. Spencer and Starr Roxanne Hiltz . New Jersey Institute of Technology in 2003. The study proposes Media Mode as the independent variable characterized by for nominal values derived from the mixture of asynchronous discussion forum. The researchers collect data from 29 course sections. Students' perceptions of the use of chats are investigated. They use university records to determine grade distributions. The study comes to the result that when students use chat they find it "rewarding" and not "complex." However, its use not significantly related to predicted improvements in outcomes for courses. Students seem more satisfied with face-to-face courses that use Asynchronous Learning Network (ALN) as alternative communication media than courses that are entirely ALN based. The fourth study is “*The Impact of the Internet on English Language Teaching. A case study at a Thai Rajabhat University*” by Usa Noytim is submitted in fulfillment of the requirements for the degree of Doctor of Philosophy in July 2006. This study investigates the potential of the Internet to support students' English language development, superficially reading development. This research was conducted in two stages: stage one is an enthusiastic investigation of students' current Internet practice both in and outside university. The outcomes of this stage confirm the development of an English language program that incorporates extensive use of the

Internet. Stage two implements and evaluates the research. The study reveals that the university students have low overall levels of Internet use, low levels of computer and Internet skills. However, there are highly levels of interest and enthusiasm. It believes that Internet can play a positive role in supporting English language learning. It has been confirmed in stage two that Internet is potentially a powerful source for teaching English

The fifth A study was conducted by Osman (2010) *to investigate the problem of English Language vocabulary learning* at Sudan University of Science and Technology to investigate the problem that some vocabulary items arise on the pupils who learn English as a second language, with their ambiguous shapes, sounds and their different meaning; homonym, homophones, and polysemy, the major finding of the study were: 1- polysemy and homonymy cause problems in pupils understanding. 2- Teachers under training often face problems in understanding polysemy and homonymy.

CHAPTER THREE

THE RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the methodology of the study. It presents a concise description of what has been done by the researcher about the methodology. It describes the largest subjects, research instruments and procedures for data collection. Then it goes further to present tools, validity and content of the test. The researcher will use statistical packages for social sciences (SPSS) to analyze the research data. The researcher's tools used or collecting data are the test in addition to questionnaire.

3.1 The Tools

(30) EFL teachers were randomly chosen as subjects of the study from different secondary schools in Gezira State. Both male and female teachers were involved in the questionnaire

3.2 The Subjects:

This includes the samples who responded to the test and the questionnaire. A purposive sample of (30) students at Kosti town will adopt for the study. The students' shares common characteristics. They are ,males and females, studying at secondary school level, live in the same town. They are undergraduate students learning English language for six years. They are studying during the academic year (2019). The another sample are (30) of Sudanese English teachers who have wide experiences in teaching. The researcher will use

3.3 Tools of Data Collection:

The researcher has used the following two tools to collect the data required for the study. The diagnostic test was used to investigate EFL students' performance .While the second tool was questionnaire which was designed for EFL school's teachers to find out their opinions about impact of text-messaging on the writing skill.The tools that will be used for collecting data are,

- a- Test for testing students' knowledge in writing English.
- b- Teachers' questionnaire.

3.4 : The Writing Test

Testing writing test ability is most important aspect of language. It was made up of written situations in comprehensible and manageable language to measure students' abilities to write and texting in order to follow up the way they use texting messages in their communications

3.5 :The Teachers' Questionnaire

The teachers' questionnaire consisted of 15 items. In these items, the teachers are asked to select from the following choices : (1) strongly agree, (2) agree, (3) disagree, (4) strongly disagree. In addition, these items were involved teachers opinion about the effect of text-messaging on their students' academic writing.

3.6 Reliability and Validity of the Questionnaire

3.6.1 Reliability

Reliability is a term that is used when the assessment tool has the ability to perform accurately its intended purpose when it is applied again over time. The basic idea of reliability as stated by Huck and Cornier (1996:76) is summed up by the world consistency. The same though on reliability has also granted before by Black and Champion (1976:232) as “ability to measure consistently”. The consistency here, is simply used to mean that the same questionnaire gives same outcome when it is repeated again, so it is a consistency of the results. A number of methods have been adopted in measuring the reliability, the researcher uses the “Split-half reliability” method. First, the common measure of correlation “Pearson’s Correlation Coefficient” is applied with its following formula:

$$R_{XY} = \frac{N\sum Xy - \sum X\sum Y}{\sqrt{N\sum X^2 - (\sum X)^2 [N\sum Y^2 - (\sum Y)^2]}}$$

Where:

r= correlation

R = reliability of the test

N= number of all items in the test

X= odd scores

Y= even scores

\sum =sum

$R=2*r/1+r$

Val = reliability

Correlation = 0.75

$$R = \frac{2*r}{1+r} = \frac{2(0.75)}{1+0.75} = \frac{1.5}{1.75}$$

Reliability = 0.86

Based on this statistical result, it is clear that the questionnaire has adequate reliability.

3.6.2 Validity

While reliability refers to stability of measured results in other repeated application, validity is used to mean the degree to which a questionnaire reflects reality. According to Joope research truly measures that which it was intended to measure or how truthful the research results are”:

$$V = \sqrt{r}$$

$$V = \sqrt{0.86} = \sqrt{0.88}$$

This statistical result reflects an ideal questionnaire validity. It represents the second tool through which data have been collected. For this checklist, the researcher used a group of proper criteria (appendix 2).

The purpose of this checklist is to see Howell the teachers applied teaching techniques while teaching. This checklist contains a list of verification (15) items about the EFL techniques and skills as well as applicable tasks and exercises.

Statistical analysis of the test items

The difficulty and discrimination factors were calculated for the test items according to the following equations:

Difficulty handling :

The number of those who answered the correct answer The number who tried to answer.

Difficulty coefficients ranged between (0.00-0.97), its average was arithmetic (0.59). Bloom thinks the test is good if its sections range from difficulty (0.20-0.80). The aim of calculating the ease factor for the test items was to delete items with a degree of ease less than 20%.

3.7 Procedures of Data Collection:

The data gathered by means of the test and questionnaire had been analyzed by using statistical procedures. The program which was used by the researcher for data analysis was Statistical package for Social Science(SPSS). The data collected was analyzed by computing percentage, means and tables were used to summarize and display the data.

3.8 : Summary of the Chapter

This chapter describes the methodology used in this study. It gives information about the population, the sample and how the subjects will select. It also describes instruments, the procedures uses in the study and the rationale for using them, and concludes

with the relevant measurements that will take to maintain the validity and reliability.

In chapter four , the collected data will be presented, analyzed and discussed in detail

CHAPTER FOUR

DATA ANALYSIS , PRESENTATION AND DISCUSSION

4.0 INTRODUCTION

This chapter is concerned with the analysis , presentation, and interpretation of the obtained data. The researcher will present the results of the data, which have been collected by means of the pupils' test and the teachers' questionnaire in tables. In addition to that, the obtained results will be discussed in relation to the hypotheses of the study

4.1 Discussion of Results in Relation to the Hypotheses of the study

Table (4.1.1)

Hypothesis One: The first hypothesis is " *Text- messaging have a negative impact on the students, writing skill*"

Highest degree earned

Status	Frequency	Percent
Bachelor's Degree	17	56.7
Master's Degree	9	30.0
PhD	4	13.3
Total	30	%100

Through the table it is clear that the qualification Bachelor's Degree is the most highest one as it reached 56.7%, Master's Degree 30% and PhD Degree 4%. This indicates the predominance of the qualified bachelor's degree. The bachelors are not qualified enough to judge .

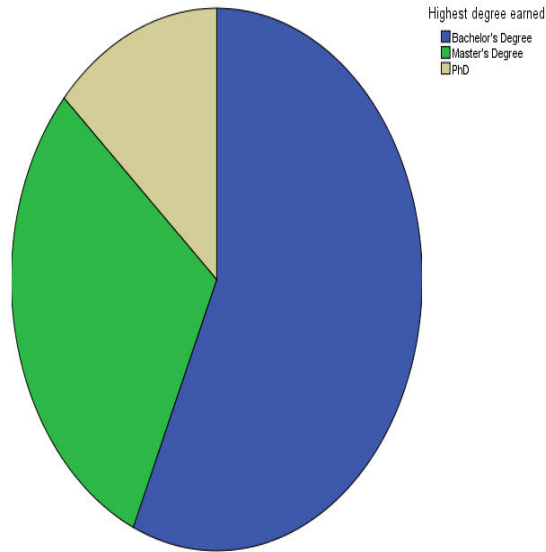


Table (4.1.2)*(Howmany years have you been teaching English)*

Status	Frequency	Percent
Year	8	26.7
5 years	12	40.0
More than 10 years	10	33.3
Total	30	%100

From the table above, the researcher found that the ratio 5 years the highest ratio repeatedly where swallowed 40%, and More than 10 years 33.3%. This indicates the reasonableness of years of experience. Five years of experience are suitable to give the highest degree .

Graph (2):

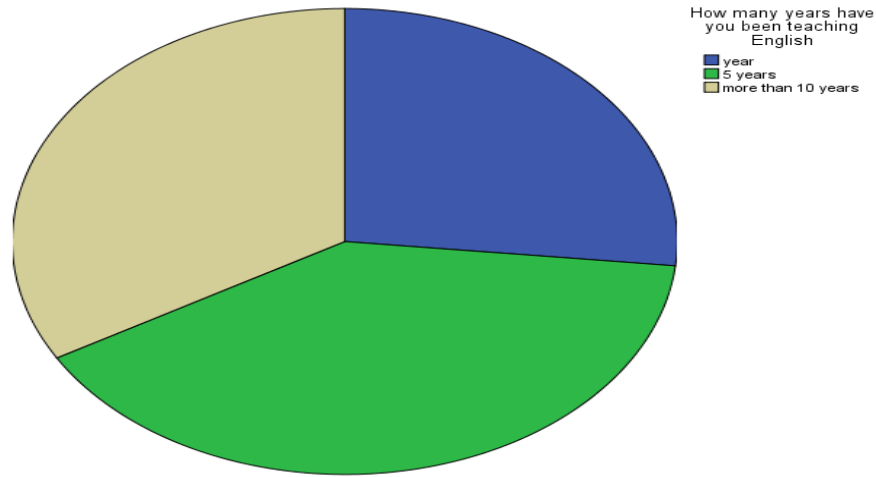


Table (4.1.3) (*Texting and SMS do not pose a threat to student's academic writing*)

Hypothesis Two "*The advantages of text-messaging are in developing the students, writing skills*"

Status	Frequency	Percent
Strongly Agree	20	66.7
Agree	5	16.7
Disagree	3	10.0
Strongly Disagree	2	6.7
Total	30	%100

From the above table, it was clear to the learner that the most strongly agree ratio was 66.7%, followed by the Agreed ratio, which reached 16.7%.

Graph (3):

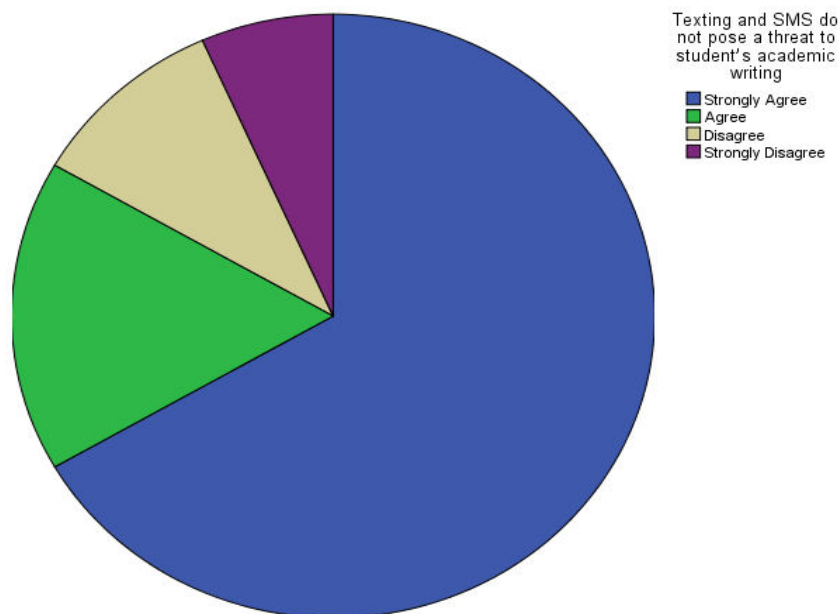


Table (4.1.4) When writing a message, texters do not pay enough attention to all aspects of language use

Status	Frequency	Percent
Strongly Agree	23	76.7
Agree	6	20.0
Disagree	1	3.3
Total	30	%100

From the above table, it was clear to the learner that the percentage of I strongly agree is big and their rate is 76.7%, and the ratio I agree is 20.0%, as it indicates when writing a message, teachers do not pay enough attention to all aspects of language use.

Graph (4)

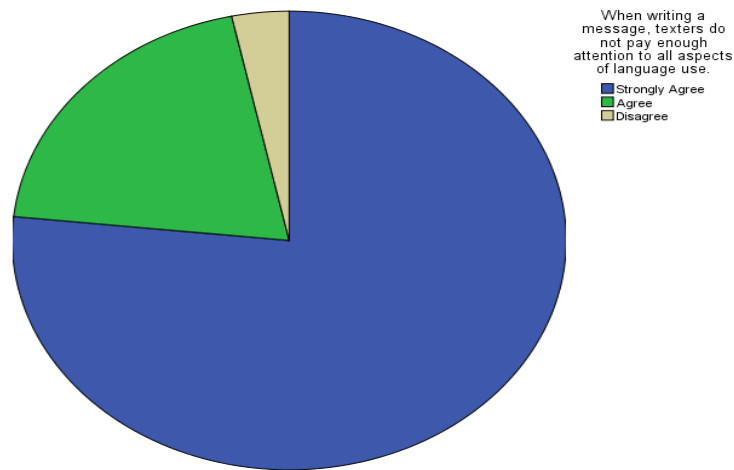


Table (4.1.5) My students do not recognize the difference between informal language use, where features of texting and SMS are allowed, and formal writing which should be purely academic

Status	Frequency	Percent
Strongly Agree	22	73.3
Agree	4	13.3
Disagree	3	10.0
Strongly Disagree	1	3.3
Total	30	%100

From the above table, it is noted that the largest percentage strongly agree, which amounted to 73.3%, followed by I agree, where a ratio of 13.3% was recorded, and the final decision of

the phrase will be made after conducting an analysis such as squaring it.

Graph (5)

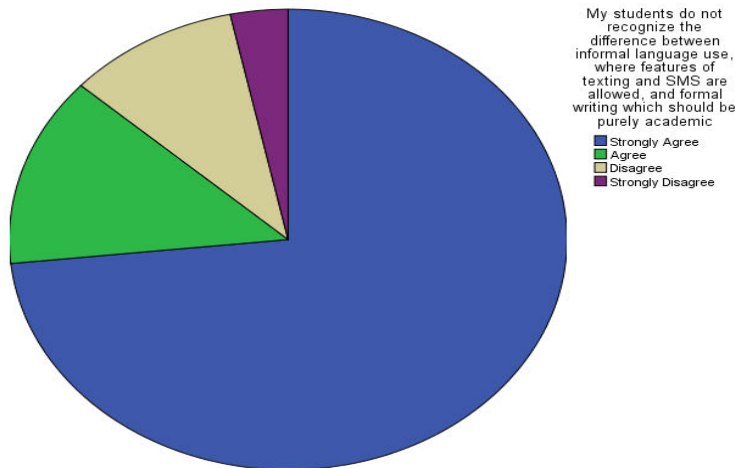


Table (4.1.6) Errors in students’ writing are imputed to a lack of knowledge and not necessarily to frequent texting
Hypothesis Three : " *The areas of writing requirements that are highly affected by text-messaging are (spelling, grammar, punctuation) "*

Status	Frequency	Percent
Strongly Agree	11	36.7
Agree	14	46.7
Disagree	2	6.7
Strongly Disagree	3	10.0
Total	30	%100

From the above table, it is noted that the largest percentage agreed, which amounted to 46.7%, followed by I strongly agree and the final decision of the phrase will be made after conducting an analysis such as squaring it .

Graph (6)

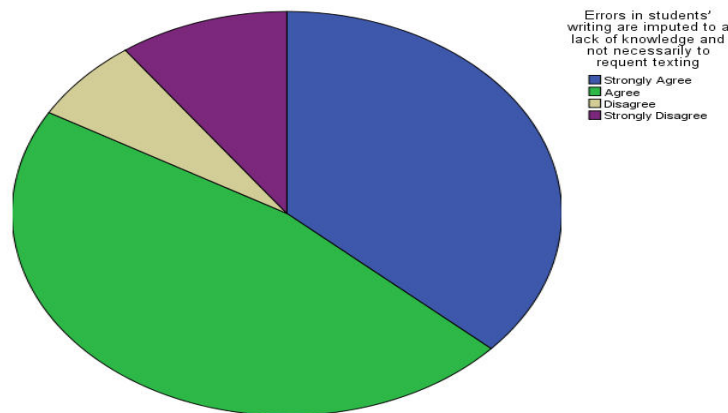


Table (4.1.7) *"Uncommon abbreviations and contractions appear in my students' academic writing"*

Status	Frequency	Percent
Strongly Agree	19	63.3
Agree	9	30.0
Disagree	2	6.7
Total	30	%100

From the above table, it is noted that the largest percentage strongly agree, as it reached 63.3%, followed by I agree, with a score of 30.0%, and the final decision of the phrase will be made

after conducting an analysis of Kay squared to it ..The majority responded that uncommon abbreviations and contractions appear in my students' academic writing.

Graph (7)

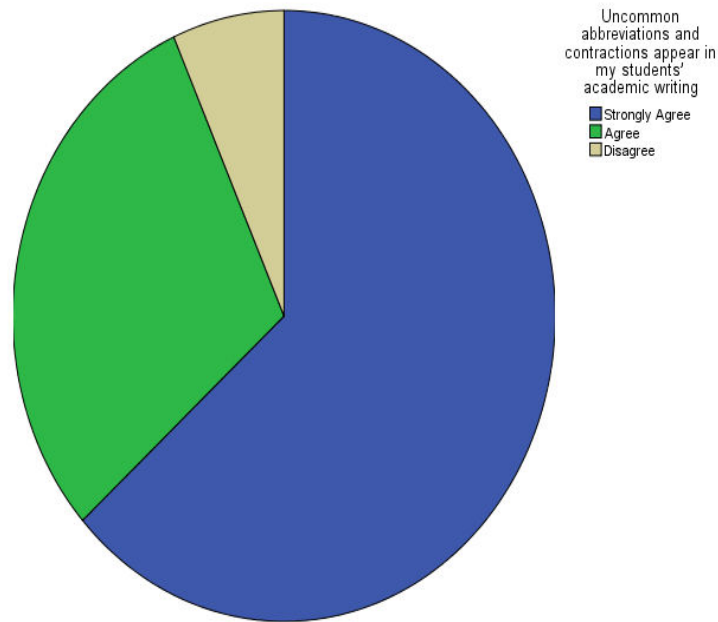


Table (4.1.8) "Text messaging affects negatively students' use of punctuation marks "

Status	Frequency	Percent
Strongly Agree	23	76.7
Agree	5	16.7
Disagree	1	3.3
Strongly Disagree	1	3.3
Total	30	%100

From the above table, it is noted that the largest percentage strongly agreed, which amounted to 76.7%, followed by I agree, where a ratio of 16.7% was recorded, and the final decision of the phrase will be carried out after conducting an analysis such as squaring it ..Is clear that the majority strongly agree that Text messaging affects negatively students' use of punctuation marks.

Graph (8)

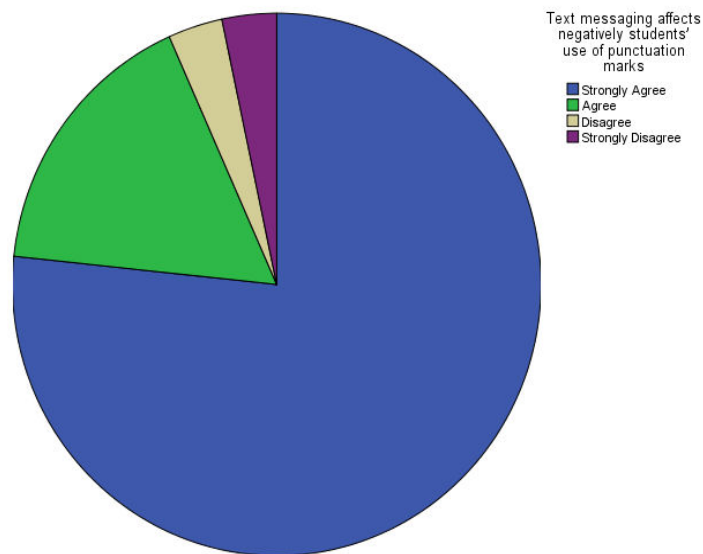


Table (4.1.9) " *In my students' writing, grammar is the most affected aspect due to texting effects* "

Status	Frequency	Percent
Strongly Agree	20	66.7
Agree	9	30.0
Disagree	1	3.3
Total	30	%100

From the above table, it is noted that the largest percentage strongly agree, amounting to 66.7%, followed by I agree, where a ratio of 30.0% was recorded, and the final decision of the phrase will be made after conducting an analysis of Kay Squared to it .So the hypothesis is proved .

Graph (9)

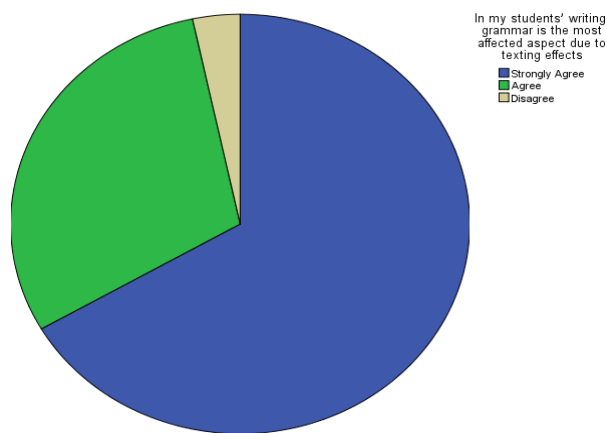


Table (4.1.10) " *In my students' writing, spelling is the most affected aspect due to texting effects*"

Status	Frequency	Percent
Strongly Agree	12	40.0
Agree	13	43.3
Disagree	3	10.0
Strongly Disagree	2	6.7
Total	30	%100

From the above table, it is noted that I agree with the largest percentage of 43.3%, and I strongly agree with a score of 40.0%. and the final decision of the phrase will be made after conducting an analysis of Kay Squared to it ..Over 80 % show that students' writing, spelling is the most affected aspect of grammar .

Graph (10)

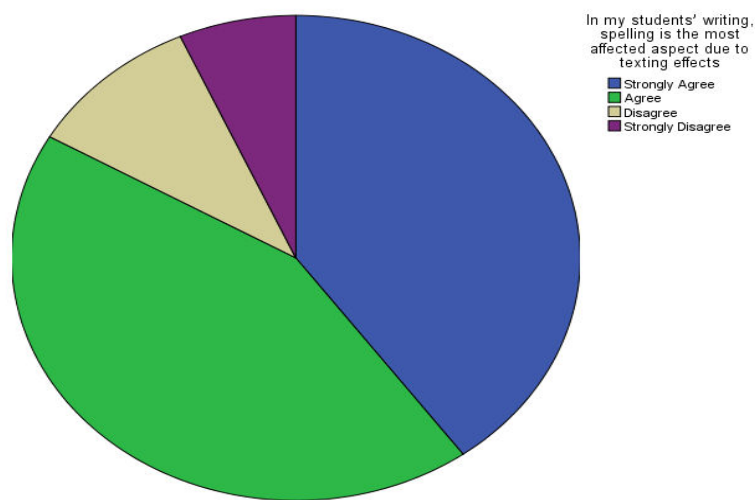


Table (4.1.11)" In my students' writing, fragments are always found due to texting effects"

Status	Frequency	Percent
Strongly Agree	22	73.3
Agree	7	23.3
Disagree	1	3.3
Total	30	%100

From the above table, it is noted that the largest percentage strongly agree, amounting to 73.3%, followed by I agree, with a

score of 23.3%, and the final decision of the phrase will be carried out after conducting an analysis such as squaring it.

Graph (11)

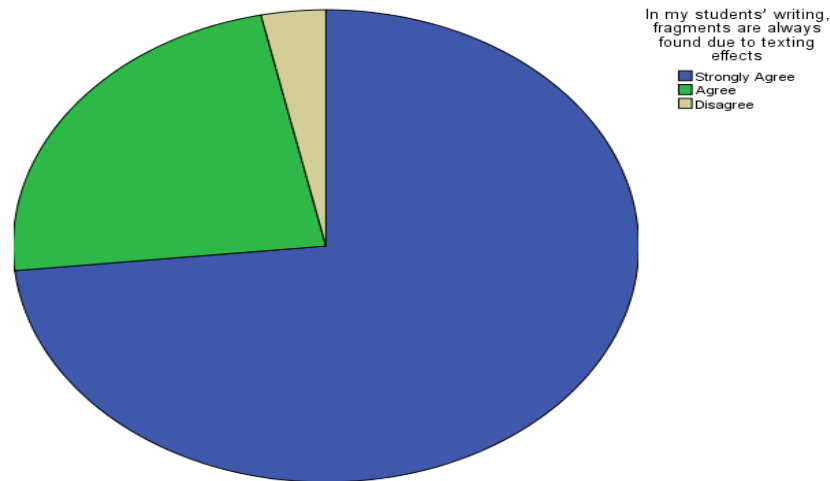


Table (4.1.12) *"Despite some hurdle, texting is considered an added value to language users"*

Status	Frequency	Percent
Strongly Agree	23	76.7
Agree	6	20.0
Disagree	1	3.3
Total	30	%100

From the above table, it is noted that the largest percentage strongly agree, with a rate of 76.7%, followed by I agree, where it scored 20.0%, and the final decision of the phrase will be made after conducting a Kai-squaring analysis for it..

Graph (12)

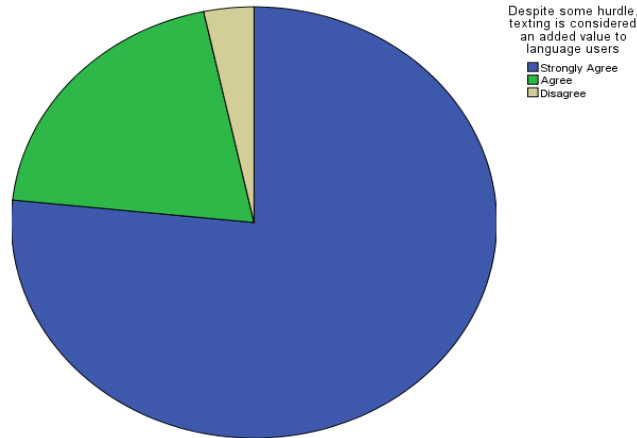


Table (4.1.13) " *In my opinion text messaging and chatting will endanger the future of standard English* "

Status	Frequency	Percent
Strongly Agree	20	66.7
Agree	9	30.0
Disagree	1	3.3
Total	30	%100

From the above table, it is noted that the percentage strongly agree, reaching 66.7%, followed by I agree, where it scored 30.0%, and the final decision of the phrase will be made after conducting a Kai-squaring analysis for it.

Graph (13)

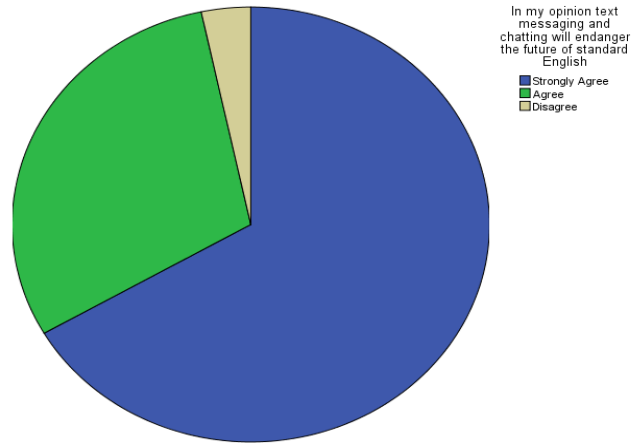


Table (4.1.14) " *As a feature of e-technology, texting improves students' English in general and their writing in particular* "

Status	Frequency	Percent
Strongly Agree	9	30.0
Agree	11	36.7
Disagree	7	23.3
Strongly Disagree	3	10.0
Total	30	%100

From the above table, it is noted that the largest percentage agreed, with a rate of 36.7%, followed by I strongly agree, as it reached 30.0%, and the final decision of the phrase will be carried out after conducting an analysis such as squaring it ..

Graph (14)

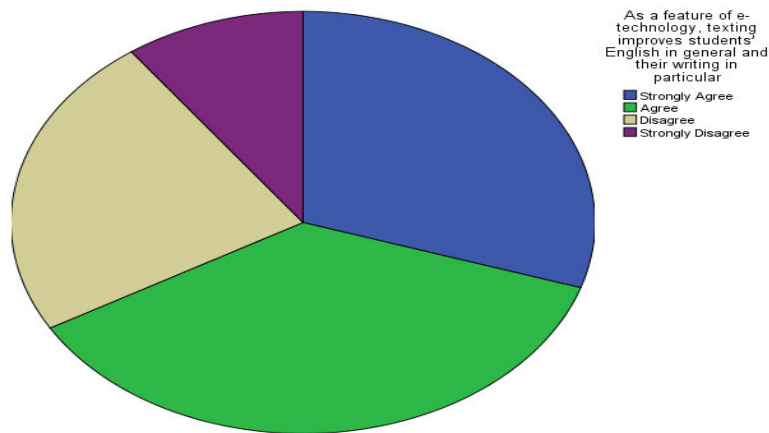


Table (4.1.15) " Due to texting effects, a shallow style of writing is sometimes detected even in good students' essays "

Status	Frequency	Percent
Strongly Agree	26	86.7
Agree	4	13.3
Total	30	%100

From the above table, it is noted that the largest percentage is strongly agree, as it reached .86.7%, and the final decision of the phrase will be made after conducting an analysis of Kay square it .

Graph (15)

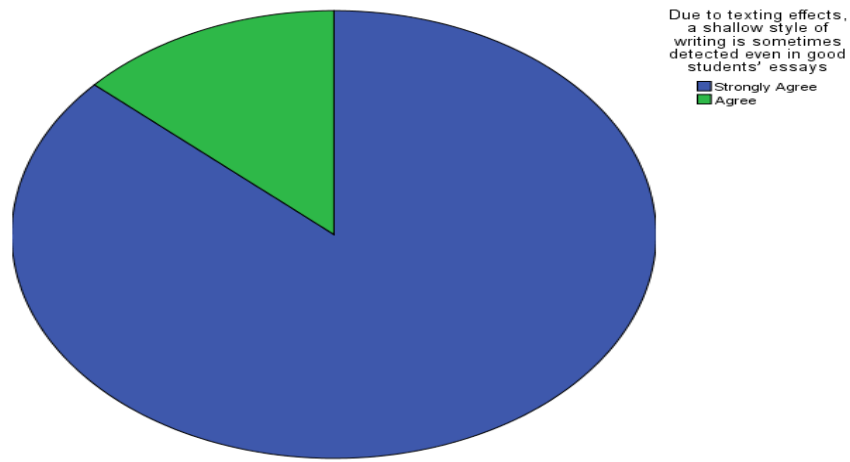


Table (4.1.16) *"In my writing classes, features of texting appear in the essays of students who have good command of the language."*

Status	Frequency	Percent
Strongly Agree	9	30.0
Agree	19	63.3
Disagree	1	3.3
Strongly Disagree	1	3.3
Total	30	%100

From the above table, it is noted that the largest percentage agreed, with a ratio of 63.3%, followed by a ratio and strongly agreed, where he recorded a ratio of 30.3%, and the final decision of the phrase will be carried out after conducting an analysis such as squaring it ..

Graph (16)

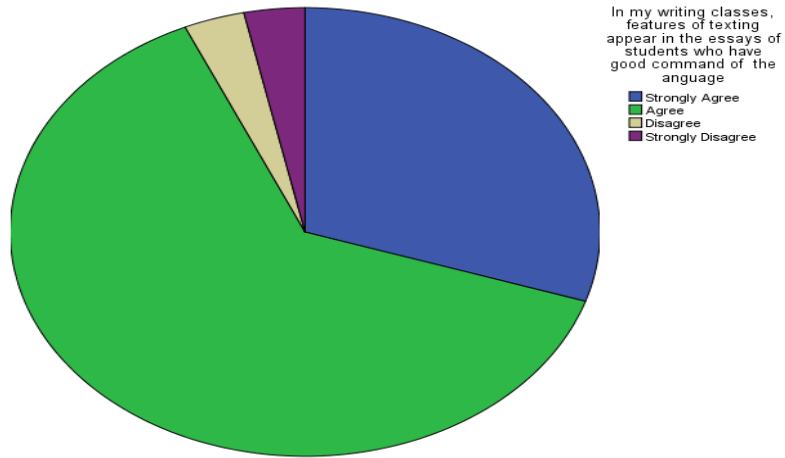
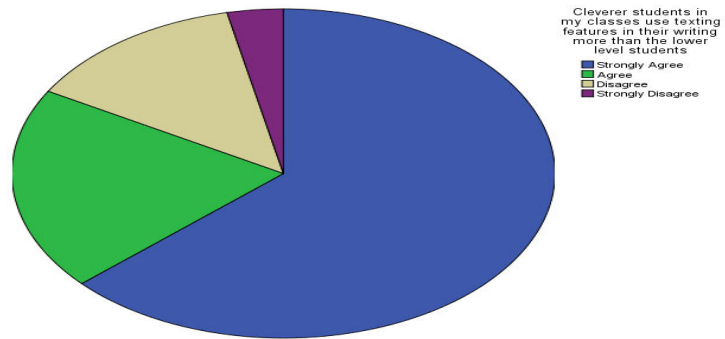


Table (4.1.17) " Cleverer students in my classes use texting features in their writing more than the lower level students "

Status	Frequency	Percent
Strongly Agree	19	63.3
Agree	6	20.0
Disagree	4	13.3
Strongly Disagree	1	3.3
Total	30	%100

From the above table, it is noted that the largest percentage was strongly agreed, with a percentage of 63.3%, followed by I agree, where it recorded 20.0%. The final decision of the phrase will be made after Kay's analysis is done.

Graph (17)



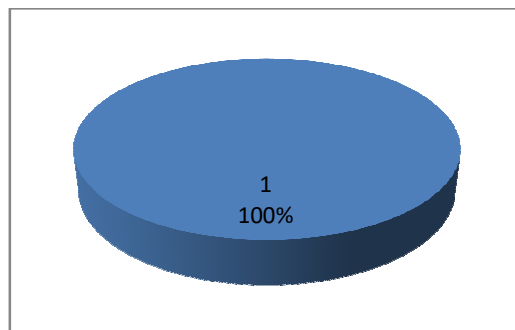
4.2 Analysis of the Students' Test

The diagnostic test was administered purposively to investigate the areas of students, mistakes in triggered by text messaging.. The (...) students' scripts of answering the written test were carefully marked . The following tables summarize the results which were obtained from the test:

Statistical packages for Socials Sciences (SPSS) are used .

Table No. (4.2.1): shows the distribution of the study sample according to a variable

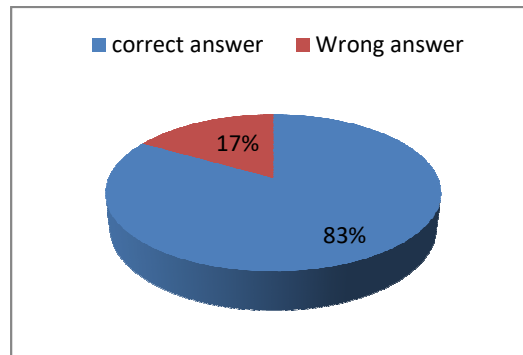
	Frequency	Valid Percent
correct answer	30	100
Total	30	100



The above table shows that (100%) of the respondents have chosen the option “correct answer ”, According to the table (1)

Table No. (4.2.2): shows the distribution of the study sample according to a variable

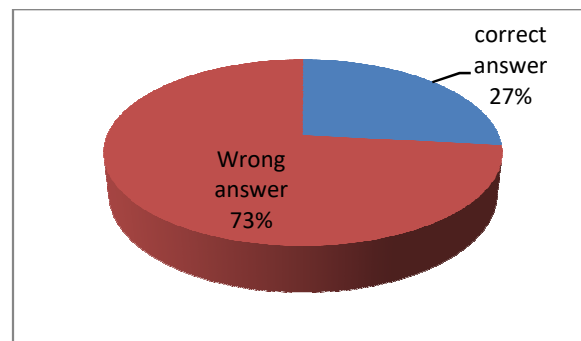
	Frequency	Valid Percent
correct answer	25	83.3
Wrong answer	5	16.7
Total	30	100



The above table shows that (83%) of the respondents have chosen the option “correct answer ”,and (17%) responded to “Wrong answer” According to the table (2)

Table No. (4.2.3): shows the distribution of the study sample according to a variable

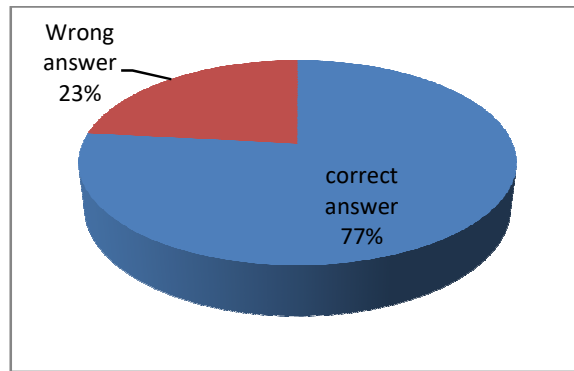
	Frequency	Valid Percent
correct answer	8	26.7
Wrong answer	22	73.3
Total	30	100



The above table shows that (27%) of the respondents have chosen the option “correct answer ”,and (73%) responded to “Wrong answer” According to the table (3)

Table No. (4.2.4): shows the distribution of the study sample according to a variable

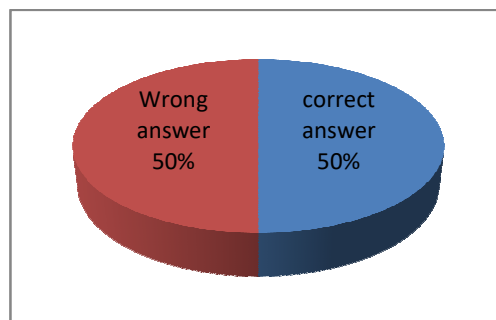
	Frequency	Valid Percent
correct answer	23	76.7
Wrong answer	7	23.3
Total	30	100



The above table shows that (77%) of the respondents have chosen the option “correct answer ”,and (23%) responded to “Wrong answer” According to the table (4)

Table No. (4.2.5): shows the distribution of the study sample according to a variable

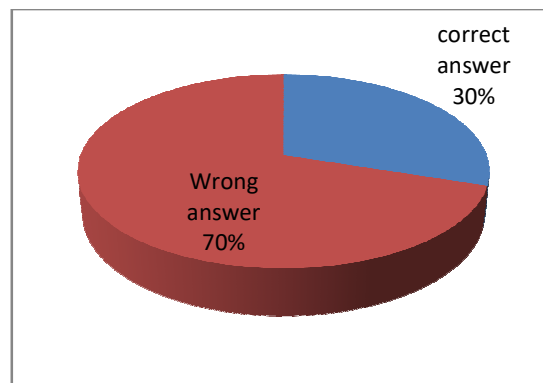
	Frequency	Valid Percent
correct answer	15	50
Wrong answer	15	50
Total	30	100



The above table shows that (50%) of the respondents have chosen the option “correct answer ”,and (50%) responded to “Wrong answer” According to the table (5)

Table No. (4.2.6): shows the distribution of the study sample according to a variable

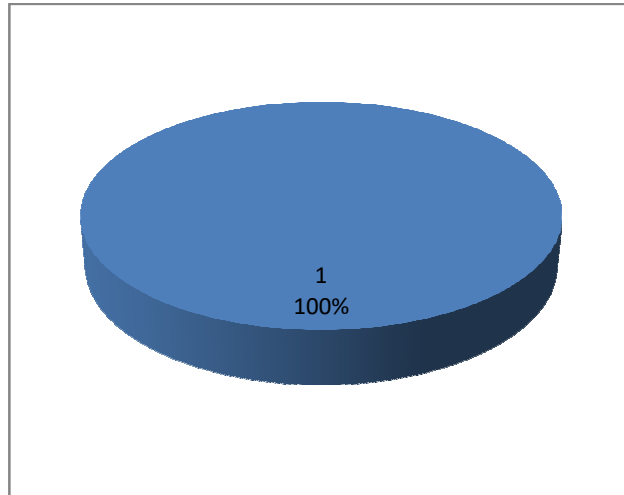
	Frequency	Valid Percent
correct answer	9	30
Wrong answer	21	70
Total	30	100



The above table shows that (30%) of the respondents have chosen the option “correct answer ”,and (70%) responded to “Wrong answer” According to the table (6)

Table No. (4.2.7): shows the distribution of the study sample according to a variable

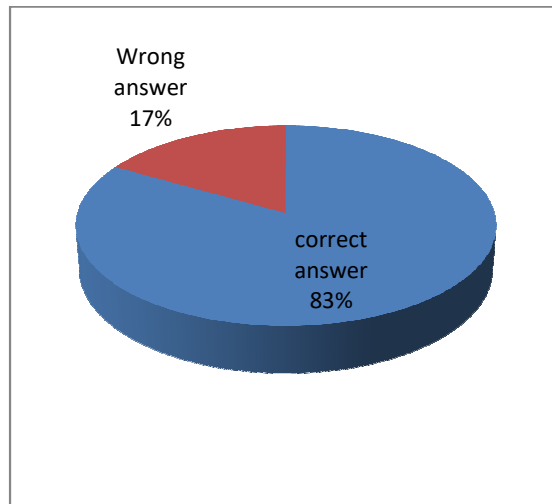
	Frequency	Valid Percent
correct answer	30	100
Total	30	100



The above table shows that (100%) of the respondents have chosen the option “correct answer ”, According to the table (7)

Table No. (4.2.8): shows the distribution of the study sample according to a variable

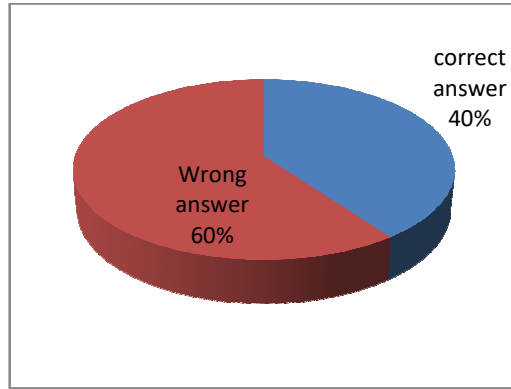
	Frequency	Valid Percent
correct answer	25	83.3
Wrong answer	5	16.7
Total	30	100



The above table shows that (83%) of the respondents have chosen the option “correct answer ”,and (17%) responded to “Wrong answer” According to the table (8)

Table No. (4.2.9): shows the distribution of the study sample according to a variable

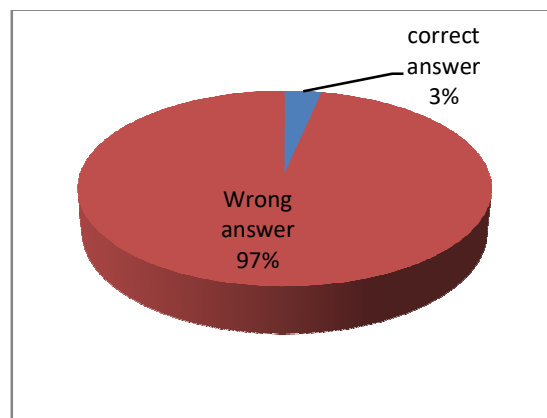
	Frequency	Valid Percent
correct answer	12	40
Wrong answer	18	60
Total	30	100



The above table shows that (40%) of the respondents have chosen the option “correct answer ”,and (60%) responded to “Wrong answer” According to the table (9)

Table No. (4.2.10): shows the distribution of the study sample according to a variable

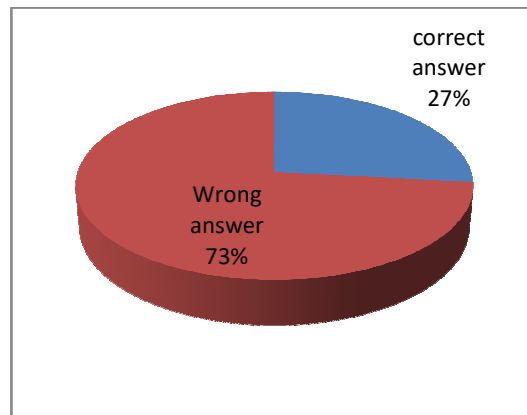
	Frequency	Valid Percent
correct answer	1	3.3
Wrong answer	29	96.7
Total	30	100



The above table shows that (3%) of the respondents have chosen the option “correct answer ”,and (97%) responded to “Wrong answer” According to the table (10)

Table No. (4.2.11): shows the distribution of the study sample according to a variable

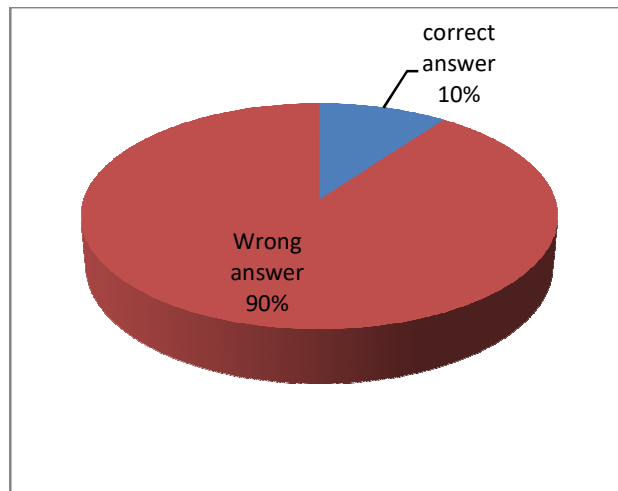
	Frequency	Valid Percent
correct answer	8	26.7
Wrong answer	22	73.3
Total	30	100



The above table shows that (27%) of the respondents have chosen the option “correct answer ”,and (73%) responded to “Wrong answer” According to the table (11)

Table No. (4.2.12): shows the distribution of the study sample according to a variable

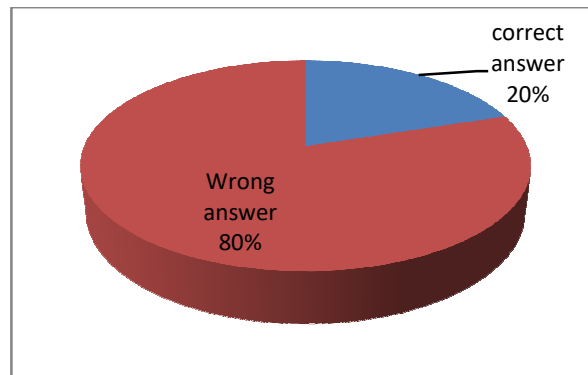
	Frequency	Valid Percent
correct answer	3	10
Wrong answer	27	90
Total	30	100



The above table shows that (10%) of the respondents have chosen the option “correct answer ”,and (90%) responded to “Wrong answer” According to the table (12)

Table No. (4.2.13): shows the distribution of the study sample according to a variable

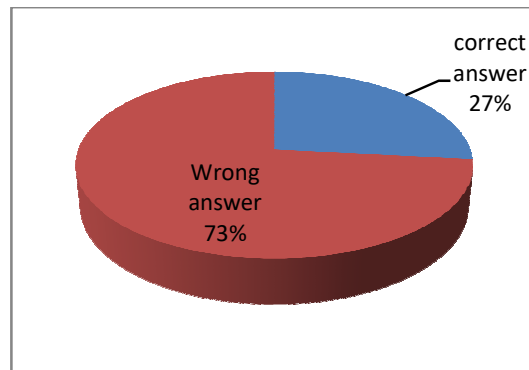
	Frequency	Valid Percent
correct answer	6	20
Wrong answer	24	80
Total	30	100



The above table shows that (0%) of the respondents have chosen the option “correct answer ”,and (80%) responded to “Wrong answer” According to the table (13)

Table No. (4.2.14): shows the distribution of the study sample according to a variable

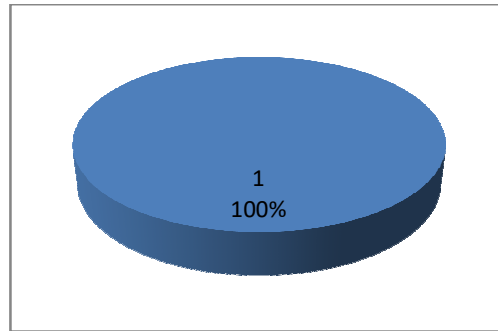
	Frequency	Valid Percent
correct answer	8	26.7
Wrong answer	22	73.3
Total	30	100



The above table shows that (27%) of the respondents have chosen the option “correct answer ”,and (73%) responded to “Wrong answer” According to the table (14)

Table No. (4.2.15): shows the distribution of the study sample according to a variable

	Frequency	Valid Percent
Total	30	100



The above table shows that (100%) of the respondents have chosen the option “correct answer ”, According to the table (15)

According to the students' tests it is obvious that most students translated most sentences without difficulties which indicates their new trend of language that clearly shows their remoteness of the standard language the thing that confirms that text- messaging have a negative impact on the students, writing skill, the advantages of text-messaging are in developing the students, writing skills. The areas of writing requirements that are highly affected by text-messaging are (spelling, grammar, punctuation)

CHAPTER FIVE
SUMMARY OF THE STUDY, FINDINGS,
RECOMMENDATIONS AND SUGGESTIONS FOR
FURTHER STUDIES

5.0 Introduction

This chapter presents the summary, main findings, and the recommendations and suggestions for further study in the light of the discussion of the results in the previous chapter.

5.1 Summary of the study

The study has aimed to investigate that text- messaging have a negative impact on the students, writing skill. In chapter one a detailed description of the theoretical framework has been provided with some focus on the definition of the research problem and research methodology. Two tools of data collection were used: a questionnaire for teachers and a test check list used in the classroom. In chapter three describes the methodology used in this study. It gives information about the population, the sample and how the subjects will select. It also describes instruments, the procedures uses in the study and the rationale for using them, and concludes with the relevant measurements that will take to maintain the validity and reliability. Based on the analysis of the data collected from both tools, the following findings are reached:

5.2 Findings

- 1- Text- messaging have a negative impact on the students, writing skill
- 2- Spelling is really changed among student's writing.
- 3- No punctuation marks used
- 4- Devoting adequate time for more writing and practicing various activities can improve the translators' performance.
- 5- All the students' answers include linguistic errors which are due to their modern text- messaging

5.3 Recommendations

Based on the findings stated above the researcher offers the following recommendations:

1. When dealing with texts messaging, is useful, if not, it is advisable to get an acceptable types of writing .
2. Grammar should be set as a unit either by giving the exact writing if it exists appropriate one .
3. Because texts messaging are not universal, students need to know the exact sign .
4. Punctuation is a very important feature of written language, so when dealing with text- messaging a sentence it is recommended to recognize the place of the punctuation marks that determine the intended meaning.
5. Teachers and students should give adequate time for practicing writing skills .

5.4 Suggestions for Further Studies

During the study the researcher has come across a number of topics related to this area of study. Thus, the researcher suggests that other studies can be conducted on other areas of this domain, such as:

1. Impact of text messaging among EFL students .
2. Use of effective methods and techniques to improve the students' writing skills by using text messaging .
3. Towards a Digital World: Using Tab (Cell Phone) to promote learners' language.

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APPENDIX

Appendix (A) The Questionnaire

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SUDAN UNIVERSITY OF SCIENCE AND TECHNOLOGY
COLLAGE OF GRADUATE STUDIES AND SCIENTIFIC
RESEARCH COLLAGE OF LANGUAGES AND
TRANSLATION – ENGLISH DEPARTMENT A
QUESTIONNAIRE FOR SECONDARY SCHOOL TEACHERS
AT SUDANESE SCHOOLS

Dear Colleague:

This questionnaire will gather data about the Impact of Text-Messaging on the Academic Writing of Sudanese EFL Undergraduates. The analyzed data will help form a better insight about the nature, causes and how the problem can be addressed. **Part 1: Personal data**

1. Name : (optional)

2. Highest degree earned :

Bachelor's Degree

Master's Degree PhD

3. How many years have you been teaching English?

1 year

2- 5 years

6-10 years

more than 10 years

Part 2: General Statements

Instructions

Please choose only one answer for every question or statement. Use the following scales: Strongly agree (if you are strongly agree with the idea stated in the item). Agree (if you are agree with the idea stated in the item). Disagree (if you are disagree with the idea stated in the item). Strongly disagree (if you are strongly disagree with the idea stated in the item).

No.	Statement	Strongly agree	Agree	Disagree	Strongly disagree
1	Texting and SMS do not pose a threat to student's academic writing.				
2	When writing a message, texters do not pay enough attention to all aspects of language use.				
3	My students do not recognize the difference between informal language use, where features of texting and SMS are allowed, and formal writing which should be purely academic				
4	Errors in students' writing are imputed to a lack of knowledge and not necessarily to frequent				

	texting.				
5	Uncommon abbreviations and contractions appear in my students' academic writing.				
6	Text messaging affects negatively students' use of punctuation marks.				
7	In my students' writing, grammar is the most affected aspect due to texting effects				
8	In my students' writing, spelling is the most affected aspect due to texting effects.				
9	In my students' writing, fragments are always found due to texting effects.				
10	Despite some hurdle, texting is considered an added value				

	to language users.				
11	In my opinion text messaging and chatting will endanger the future of standard English.				
12	As a feature of e-technology, texting improves students' English in general and their writing in particular.				
13	Due to texting effects, a shallow style of writing is sometimes detected even in good students' essays.				
14	In my writing classes, features of texting appear in the essays of students who have good command of the language				
15	Cleverer				

students in my classes use texting features in their writing more than the lower level students.				
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Appendix (B) The Test

Sudan University of Science and Technology Collage of Graduate Studies and Scientific Research Collage of Languages and Translation – English Department A Test for Secondary School Students at Sudanese Schools

Welcome and thank you for participating

Duration : Approximately 15 minutes.

Test instructions : -

*** Students should be on time.**

*** Students should not have mobiles.**

Dear Students,

Please read the following and respond

No.	Informal Contractions	Full words
1	2	
2	4U	
3	COZ	
4	L8	
5	OMG	
6	GBU	
7	LOL	
8	Btw	
9	B4	

10	&	
11	Gimme	
12	Outta	
13	Dunno	
14	Kinda	
15	lemme	