EFFECTS OF TEXTING ON STUDENTS' SPELLING

IN ACADEMIC WRITING

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ABSTRACT

Emergence of communication through modern modes of communication such as texting has greatly influenced the written communication among students. This impact of texting can also be traced from their academic writings. Thus, the purpose the present research is investigating those effects of texting on students' spelling in academic writing. Its focus was on the factors that are affecting the academic performance, regarding the possible influence of textisms in language on student's spellings. Being quantitative in nature on its way to uncover the questions under investigation, its tool of investigation was based on two sources of data analysis; (i) structured close and open-ended questionnaires and (ii) written checked assignments taken as primary data from twenty-three Bachelor Studies (BS) departments of 1st and 2nd semester students from Pakistan's most renowned institution, Quaid-i-Azam University Islamabad.

This research unveils the greater part of students' textisms language that is influenced by text language in formal writing. The present study reveal that the BS students are using text language in their daily life. And it is good and bad as well. Using only in their text communication it is good because text has short space of 160 characters, so they need to precise it and deliver the long message in short words, but it is bad when students use these textisms terms in their academia because it creates a major problem for students to memorizing correct spelling for formal writing.

Key words: Textism**,** Academic Writing, Communication.

DEDICATION

I WOULD LIKE TO DEDICATE THIS THESIS TO MY FAMILY, FRIEND AND STAFF OF DEPARTMENT OF LINGUISTICS FOR THEIR DEDICATED AFFECTION AND LOVE, LEADING ME TOWARDS SUCCESS IN LIFE.

ACKNOWLEDGEMENTS

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ABBREVIATIONS

BS   Bachelor Studies

CMC   Computer Mediated Communication

IM   Instant Messaging

SMS   Short Message Service

TM   Texting Messaging

CHAPTER 1

INTRODUCTION

Modern technological revolutions of the preset day are not less than a wonder. Today, people are living in modern world and the technology surrounds us everywhere. The modern technology is growing quickly, through technology people are easily in touch with long distance communication, as it is safe and reliable.

Text messaging (TM) can commonly be seen to have some kind of deviated and irregular shortening and abbreviating of words, phrases and even the sentences. It exhibits a short language of communication in which it is used in texting in everyday life. Like short message service (SMS), instant messages (IM) and so onwards. In this kind of communication, the language does not follow any kind of proper pattern, standard form, correct spellings and correct syntax structure that are followed by people while communicating.

So the technology has taken over the world and it influences people in everyday life who practice so much use of SMS, IM and TM. It can be seen that anywhere you go; there are people that are glued to their phone screens, eyes locked up and fingers typing away. In schools, malls, and cars we see such situation. Modern technology like this has influenced our lives so much that we are getting obsessive with modern equipment's and cannot leave it for a second. Simple lives are turning into hustle and bustle and there is no time for natural things. Consequently, the new transformation of technology got impacted on standard form of communication in real life

According to Singh, Gupta, Tuteja (2015), abbreviated vocabulary of language is made up of numbers and letters. This also includes shortening and use of emoticons such as ☹ in place of words and phrases to express feelings. However, emoticons are beyond the scope of this study.

1.1 Academic Writing

Academic writing is considered as formal writing in all over the world, it is known as the proper usage of standard language in it, that is standardize by all forms. It is used in books, novels, newspapers, journals etc. The major components of formal writing are clear structures of sentences, accuracy in term of using correct spelling, grammar, punctuation. It focuses on formal structures of languages that is standardize by government for formal writing purposes.

1.1.1 Impacts of Texting on Academic Writing

SMS language has made a great damage to the writing skills of the students. It is greatly affecting the structure of sentence, vocabulary and spellings of the students. Experts have great concerned on the addiction of teenagers in using these types of text languages in their formal letters, speeches, and their examinations instead of the standard formal writing. In the formal e-mails people are using these informal languages which are causing a great problem as sometimes these shortened and abbreviated words are difficult to comprehend. SMS language is affecting the ability of memorizing correct and actual forms of spelling of students. It creates miss understanding and confusion in student's communication by spoiling the spelling and grammar. It lacks the ability of user to use words appropriately as well as accurately in the context which is the main cause of not expressing one's self meaningfully through writing. Students feel easier to use SMS language in their academic writing like reports, assignments and test. The differentiation becomes very difficult between the situation and the context appropriately.

1.2   Communication Style

The effective mutual intelligibility is achieved though paralinguistic and productive skills. It is a natural process in which two or more participants and groups share their knowledge by using the common linguistics features. For successful communication of message, it requires three essentials are: a sender, a message, and a recipient. A language carries a combination of various rules and symbols through which a message is communicated (Taylor, 2000)

1.3   Methods/Techniques of Communication

In communication method, it needs to deliver an understandable message. Therefore, it requires two methods of communication. A verbal communication is the process of the use of combined sounds and words to express message. The speaker makes use of speech along with nonverbal elements for effective communication, such methods can be named as oral communication. Nonverbal communication involves body language, facial expressions to transmit their message. American Sign Language established the foundation of nonverbal communication.

1.4   Short/Text Messaging

The world is technologized with modern smart equipment, text message service is considered as one of the smartest, cheapest easiest and briskest ways of communication. The most important features of texting are saving money, time, and text space. It is assumed as it the language of computer mediated communication (CMC) that is a language which is used while communicating through computers like email sending and chatting. In present time SMS is main source of updating peoples of things happing around them. It has major role in business and other fields also. Youngster used SMS as source of chatting to share their ideas with peers, family, colleague etc., which helps in increasing their knowledge and make them aware and updated of world affairs. In the past decade, most mobile phone has capacity and limit of 160

characters space for writing. This may be main cause of using of nonstandard language that is short and abbreviated language which also includes the use of symbol and emotions icons.

1.5 SMS language

The languages which are used in SMS texting is way too different from the standard language for communication. SMS language includes the transformation of the lexeme. The writer transforms the lexical items of the language by shorting them with the method including contractions, clipping and abbreviations. It is observed that most of the short textisms term are used by people in SMS language is compared to any other means of communication like computer mediated communication (CMC) or instant messages (Crystal, 2008).

For example:

- SWYP stands for So what's your problem
- LOL stands for laugh of laughter
- OMG stands for Oh My GOD
- 'How are you' is shorted as in SMS language as 'hw r u'

However, from user to user these shorting words are varied from place to place

For example:

- 'Wait' can be shortened as 'W8' or 'wa8'
- 'Thanks' can be shortened as 'thnks' or 'thnkz' or 'tnx'
- 'Hate' can be shortened as 'Ha8' or 'h8'
- 'Anyone' can be shortened as 'any1' or 'ne1'

In advanced countries like Canada, United Kingdom, America etc., these kinds of all shorted and abbreviated words have been listed in standard form. However, it not has been introduced officially yet. Therefore, it can be deduced that the lexical items in these regions contains

standard abbreviations. In Pakistan, there is no such common list of standard words in SMS language, in spite of it, as it best suits us, the lexical items are spelled in that way which increase the variation in the spelling of SMS language here. Although some of the users in Pakistan unintentionally follow "Standard words in SMS language" in their texts.

The following table indicates the shortening words in SMS language (Crystal, 2008).

Table 1.1. Text Language Terms

No:	Correct Forms	Textisms Terms
1	Because	Bczs, B/c, Bcoz
2	Between	Btwn, B/w
3	Won	1n
4	One	1
5	Please	Plz, plees,
6	Your	Ur
7	You	U
8	Why	Y
9	Ate	8, a8
10	Before	B4, bfor,

1.5.1 Shortening/Reducing

The Lexical item is reduced or shortened by using the initial part of word and the text authors reduced the rest part of words in such a way that the required person can get the message in a convenient way that kind of process is known as shortening or reducing process that is used in text languages (Crystal, 2008).

For example:

- Because word is shortened as it become like 'Bcoz', 'Bczs', 'Bc' etc.
- Before word is shortened as in many ways like 'B4', 'Bfor', 'Bfr' etc.
- Please word is shortened as it become like 'Plz', 'pleez' etc.

1.5.2 Clipping

The terminal letter is omitted in reducing the lexical items in the clipping process. In English Language clipping is not used frequently. Clipping includes the omission of the letter "g" when it is placed in the final position of the word and the double letters are written once (Crystal, 2008).

For example:

- Bless becomes bles
- Kiss becomes kis
- Calling becomes calin
- Doing becomes doin
- Working become workin

1.5.3 Numbering

The texter also uses the numbers in the lexical item. The number can be used in the replacement of the whole word or a part of it (Crystal, 2008).

Some of the examples of numbers replacing as a whole word are listed below:

- I'll go 4 shopping wid dem. (I will go for shopping with them)

- I 8 mngo ystrdy. (I ate mango yesterday)

- I hv 2 go 2 jym. (I have to go to jym)

Some of the examples of numbers replacing as part of the word.

- 2mrrow z eid. (Tomorrow is EID)

- He wil b levng 2night. (He will be leaving tonight)

- I m w8in 4 u. (I am waiting for u)

1.5.4 Abbreviated Forms

In SMS language abbreviations are also used. And these abbreviations are sometime very difficult to understand by ordinary person unless he has to consult to some expert in this language or some list of SMS standards (Crystal, 2008).

These abbreviations are sometime also used to keep privacy from parents or to keep elders away from understanding the text.

Table 1.2. List of Abbreviated Words

No's	Text Messages Abbreviations	Correct Sentences
1	AAMOF	As a matter of fact
2	AKA	Also known as
4	HF	Have fun
5	IDK	I don't know
6	IMO	In my opinion
7	LOL	Laughing out loud
8	SC	See you
9	TQ	Thank you
10	ROTFL	Rolling on the floor laughing

1.5.5 Contraction

In contraction, usually the middle letters in the words are omitted. The vowels are usually deleted in the English language as the words are well described by the consonant then by the vowel. However, contractions is not only done in the text language, rather this process is also done in Standard English language (Crystal, 2008).

Table 1.3. List of Contracted Words

No's	Contractions in text message	Words
1	Let's	Let us
2	Don't	Do not
3	Ctrl	Control
4	Abt	About
5	Dlt	Delete
6	Dr.	Doctor
7	St.	Saint
8	Wouldn't	Would not
9	They've	They have
10	I'm	I am

1.5.6 Spellings in Accordance With Pronunciation (Graph on)

Another type of SMS language used is the reduction of word or the word can be spelled as it is pronounced. That is the texter started spelling the word by the way they speak those actual words instead of the actual spelling of the words. It is much easier for them to spell like that as they were not concerned about any standards of the language. It is observed that as many texter has different pronunciations the spelling of the words may vary (Crystal, 2008).

For Example:

- Cum is used for come

- Skul is used for school

- Fone is used for phone

1.5.7 Using Single Letter Method

Single letter method is a procedure that utilizes a single letter to fulfill the purpose of a specific word to convey a message to the receiver. The receiver can grasp the essence of the message for which that letter is used. This type of method is used while texting where a single letter is used by the sender that easily conveys the message to the receiver rather than the complete word (Crystal, 2008).

For Example

- Whr r we going? For (where are we going?)

- Can I c u? for (can I see you?)

- Wait 4 u at the T-party for (wait for you at the tea party)

- B my guest for (be my guest)

- R u coming tomorrow? For (are you coming tomorrow?)

1.5.8   Using Smiley/ Emotion Icons

Using emoticons or emotion icons is another way of conveying a message to the receiver. A smiley or emoticon is used to express the feelings of the sender in this way rather than writing about how someone feels one can just send a smiley through which the receiver can be made familiar of the mood of the sender (Crystal, 2008).

Table 1.4. List of Smiley and Emotions Icons

No's	Smiley Codes	Meaning of Smileys
1	>:-(	Very angry
2	;-)	Twinkling
3	:'(	Crying
4	:(	Sad
5	:D	Laughing
6	:P	Tongue
7	:-/	Confused
8	<3	Love
9	:*	Kiss
10	O:-)	Angle

1.5.9 Letter Repetition to Achieve Speech like Quality or Lay Stress

This method is used to lay stress on certain words by repeating certain letter of the word. This is used to emphasize on a certain message or to lay importance of one's ideas and feelings. By repetition of letters these things can be easily conveyed as in oral communication through intonations and stress patterns (Crystal, 2008).

For Examples:

- For no! nooooooooo is used

- For laughing! Hahahahahahaha is used

- For sigh! Haaaaaaaaaaaaaaahhh used

1.5.10 Using Consonants

This type of writing uses only consonants while the vowels are omitted from the writing and conveyance of messages (Crystal, 2008).

For Examples

- Bcz for because

- Tmrw for tomorrow

- Msg for message

- Cmng for coming

1.6 Research Questions

The research questions which this study seeks answers and explanations for are;

1. What is the impact of texting on students' spelling system in their academic performance?

2. What are the intrinsic factors that are playing a role in affecting the formal writing system of students?

3. What are the deviation from formal writing has influenced the practical life of students and how it is damaging their future?

1.7 Research Objectives

The objectives are as following:

1. To describe the effects of texting on formal academic writing.

2. To explore various factors that are involved in influencing the students' language.

3. To find various remedies to overcome this problem.

4. To find out the role of technology in the deviation of spelling system of students in Pakistani context.

1.8 Significance of the Research

This research has academic as well as some practical implications. In this research, it is beneficial for academics, especially for teachers so that it can be used to overcome the drawbacks that are seen in students' formal writing. And it will be useful to spread an awareness to overcome this problem and remedies can be done to solve it.

1.9 Delimitations of the Study

In this study of research, the researcher is delimited the study on effects of texting on students' spelling in academic writing of BS 1st and 2nd semester students of Quaid-i-Azam University Islamabad. In this study, the researcher has some sort limitation in this research like in the voice messages, the researcher cannot interpret the difference between their spellings and performance. This study delimited the research to only written work and text messages. So, then the researcher can analysis and interpret the text messages and written assignments of students.

CHAPTER 2

LITERATURE REVIEW

The interestingly new topic which this study is directed towards has been receiving considerable attention from various researchers around the globe. This chapter outlines those explorations providing a brief discussion about their outcomes.

2.1 Background of Previous Research

In this topic, the researcher illustrates some previous research work of different researchers in different times which are related to this research effects of texting on students' spelling in academic writing.

Muhammad (2011) conducted a research on *"Exploring the Effects of Text Messaging on the Spelling Skills of 9th and 12th Grade Students"*. He studied the effects of text messaging on the spelling skills, which showed that students' use of the textisms in academic writings of twenty students of 9th and 12th grade. His findings resulted as no significant impact of textisms on students' spelling in academic writing and all the students, except one, considered the use of text writing methods inappropriate in academic writings.

A research entitled *"Effects of SMS on Writing Skills of The University Students in Pakistan"* was conducted by Yousaf and Ahmed (2013). In this research, they study the writing skills of the university students' of Pakistan, the research shows its positive and negative impact on writing skills of students. The data was collected from university students of Pakistan by using structured questionnaires; concerning to their texting practices, it was taken as primary source of data. Research methodology, which was employed, was quantitative in his nature, by using multiphase method of sampling. However, they found that the higher exposer of using SMS text, that shows more negative impact on writing skills of university students' of Pakistan.

Ochonogor, Alakpodia, and Achugbue (2012) Conducted a research entitled "*The Impact of Text Message Slang or Chartroom Slang on Students Academic Performance"*. In this research, they studied the use of slang language while texting, therefore the researcher seeks the effect of such improper language can have influence on students' academic performance. The data was collected from primary source that were given questionnaires concerning their topic and it was distributed hand to hand and collected from students instantly after their classes. Research methodology, which was employed, was descriptive in objective and quantitative in terms of inquiry method, and the sample size was 330 students in which the data was collected from 324 students only. They found out that there was significance of textisms on students' spelling in academic performance either positively or negatively but it is effecting when it became addiction of using the slang language frequently in their texts while communicating through SMS, IM, BBM and so on, so they were continuing and using the slang language in their assignment and examination.

A research entitled *"Descriptions of Register Variations in the Morpho-Syntax of Text Messaging among Redeemer's University Young Students"* was conducted by Adebileje (2014). The study attempted to analyze and identify the internal structure of word (Morphology) and how the words are organized in the form of text messages (syntax). Data was collected from primary source that were sent text messages' of students of age 16 to 24 from Redeemer's University. Research methodology, which was employed, was Qualitative in nature and the sample size is one hundred and twenty-two text messages. He found out that the young student was using the large amount of morpheme to build syntax is mostly sourced from logograms, symbols, phonics and their mother tongues.

Odey, Essoh, and Endong (2014) conducted a research entitled *'Effects of SMS Texting on the Writing Skills of University Students in Nigeria'.* In this research, they studied that the students were using improper language in examination either intentionally or unintentionally.

This study revealed the influence of technology on students' particularly the SMS (short messages) on the use of English by Nigerian university students. Data was collected from the primary source though sent text messages and check papers were taken as data by 3rd year students of Nigerian university. In research methodology, the researcher used both qualitative and quantitative methods to complete this research and the total sample size is fifty 3rd year university students in which the two hundred fifty text messages were collected as data. The results show that the Nigerian university were using text language in their essay script in examination. The researcher revealed many feature of SMS language that were used in essay script in exam that were vowel deletion, graphones, alphanumeric homophony punctuation error initialization and many other were found.

Kristy Winzker et al (2009) conducted a research entitled *'Investigating the impact of SMS speak on the written work of English first language and English second language high school learners'* in this research, he studied that impact of SMS language of English first language (L1) and English second language (L2) in the written work of high school learners. The Data was collected from primary source by using structured questionnaire and check paper taken as data from English Afrikaans dual medium school. In research methodology, he used to combine both qualitative and quantitative methods in this study and the total sample size was eighty-eight students in which that were fifty-one students from English L1 and thirty-seven students from English L2 speakers. The results showed that many students were using textisms language in the examination. The features of SMS were using in exam were spelling errors, lack of punctuation, over punctuation, acronyms, the omission of function words and many more were found.

In his research on '*SMS Texting among GSM Users in Nigeria'* was conducted by Nweze (2013) explored the structure of morphology and syntax in text message language by Global System of Mobile (GSM) communication users. The data was collected from primary

source by taken text messages as data by students' of Nigerian university. Research methodology, which was employed, was Qualitative in nature and the total sampling size was fifty students of both male and female and seventy-five text messages were sourced from them. Mostly, these text message conversations were about education, love religious and other messages were about good wishes. The researcher employed in this study the transformational and Meta pragmatic theories for data analysis. And he revealed that there were morpho-syntactic variations found in text messages which violated formal English into textisms language. And they used contraction, acronyms, abbreviation, compounding and blending processes in their text messages (Nweze, 2013).

Chaka, Mphahlele, and Mann (2015) was conducted morphosyntactic structure of the text message language of communication in English language. The data was collected from primacy source that was mobile sent text messages from students' of university of technology in South Africa and the checked written material taken as data and they all spoke English as second language (L2). The Research methodology, which was employed, was descriptive in objective and quantitative in terms of inquiry method and the total sample size was ninety students in which forty was male and fifty was female of the age 19 to 22. They found out that there was morphological variation in the structure of the textisms that were used in particular' text messages only and such text messages were deviated from standard format whereas syntactic structure does not.

In one more scenario, a research entitled *'Syntactic aspects in text messages of University of Zimbabwe students'* was conducted by (Kahari, Mutonga, & Ndlovu, 2013). In this study, the researcher explores the syntactic structure of test messages in English language by Zimbabwe's students. The data was collected from primacy source that was mobile sent text messages from Zimbabwe's university students and unstructured interview were conducted to find out the factors which were affecting the student writing. Research methodology, which

was employed, was qualitative in nature and the total sample size was 50 students of Zimbabwe University in which there are 20 male and 30 female students. And only two texts were collected from each participant. In the end, the results show the impact of sociolinguistics variables were found on the sentence structure of the text messages of the English. And the researcher revealed the study point that the mobile phone texting was affected by such factors: channel constraints; linguistics pragmatic interference; common knowledge background; time and gender; these factors influenced the syntactic feature identified in students' text messages (Kahari et al, 2013).

2.2 Introduction to Word Formation Process

Although word formation processes are not of the concern of this study, still this will help explaining the phenomenon of novelty and deviation from standard forms of language in written e-communication. For instance, shortening, clipping and abbreviating are among the two-minor word formation process with which this study has some relation in terms of investigation.

Shortening is the process in which a letter or a group of letters from a word are reduced or clipped in writing, consequently resulting in a new word. Clipping is the process of shortening in which a word loses a syllable or syllables that results in a shortened and new form of a word such as *info* from *information* (Yule, 2010). In other words, this is the process of creating new words by shortening the already existing words (Lieber, 2009). As mentioned in the chapter one.

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, the researcher described the type of research which was carried out to investigate the problem of research that was conducted carefully. The methodology which was utilized to direct this exploration was fundamental thing. This sort of study was quantitative in nature. And the technique used to complete this research was based on the frame work of (Crystal, 2008). To acknowledge the research questions like what are the factors and impacts of text messaging that are affecting on students' spelling system in their academic performance, why the students' spelling is deviated from correct spelling and why the students are using text language in their formal writing. The sampling technique was used to collect data that was random sample method in which every individual has right to participate equally. The collected data has been evaluated by researcher through applied the quantitative method. The Upcoming findings are analyzed and the result is constructed in the tabular forms and as well as statistically described in clustered charts forms.

3.1 Instrument of the Research

The tool for the investigation and exploring the problem of research. It carried and based on two types of data. Firstly, the tool follows to identify the true fact of research. It was based on structured closed and open-ended questionnaires while the secondly tool was checked assignments that was taken as data from Quaid-i-Azam University students'. The researcher has taken the class assignments of students as data to identify the actual facts of textisms that were effecting the students' spelling in academic writing.

3.2 Sampling Technique

The total sample size was sixty Bachelor Studies (BS) 1st and 2nd semester students of twenty-three BS departments of Quaid-i-Azam University Islamabad. There were thirty girls and thirty boys that has been taken for data analysis. For the data collection, the first source that was based on thirteen structured questionnaires (see appendix) and the second source that was thirty checked class assignments as taken as data of undergraduate students.

3.3 Data Collection

For the data collection, a survey method has been applied to collect data for this study it was used as random data selection technique. In this method, every student has equal possibility of becoming the part of sample. These samples are gathered subjectively or haphazardly.

3.4 Data Analysis Procedure

In data analysis procedure, there are two types of data analysis the first one is structured questionnaires which represented through clustered and pie chart form. It explains the frequency of male and female data. In which the blue color represents male data and the orange color represents the female data. The clustered chart explains up to three to four options in it. It explains the frequencies of respondents that the respondents answered to questions. The results show the frequency of selected options by respondents. And the second one is checked assignments of undergraduate students that is also analyzed through descriptive quantitative approach that explains through tabular form in which it shows the all textisms terms that are used in the students' assignments.

CHAPTER 4

DATA ANALYSIS

In this research, the researcher has applied quantitative approach to collect and analysis the data. The data was collected from two main sources. The First approach to collect the data was based on thirteen open and close ended structured questionnaires. The data was collected from twenty-three BS departments of 1st and 2nd semester students' of Quaid-i-Azam University and it has been shown in clustered and pie chart form and it explains and explore the significance of research problems and the second data it was based on checked assignments of twenty-three BS departments of 1st and 2nd semesters students of Quaid-i-Azam University that has been taken as data analysis through descriptive quantitative approach that explains through tabular form in which it shows the all textisms terms that are used in the students' assignments.

4.1 Data Analysis of Questionnaires

The questionnaires data explained and shown through in clustered and pie chart which are discussed below:

Q1. Which medium you prefer to use for message communication through technology?

	Voice message	Text message	Not Sure
Male	18.30%	31.60%	0
Female	10%	40%	0
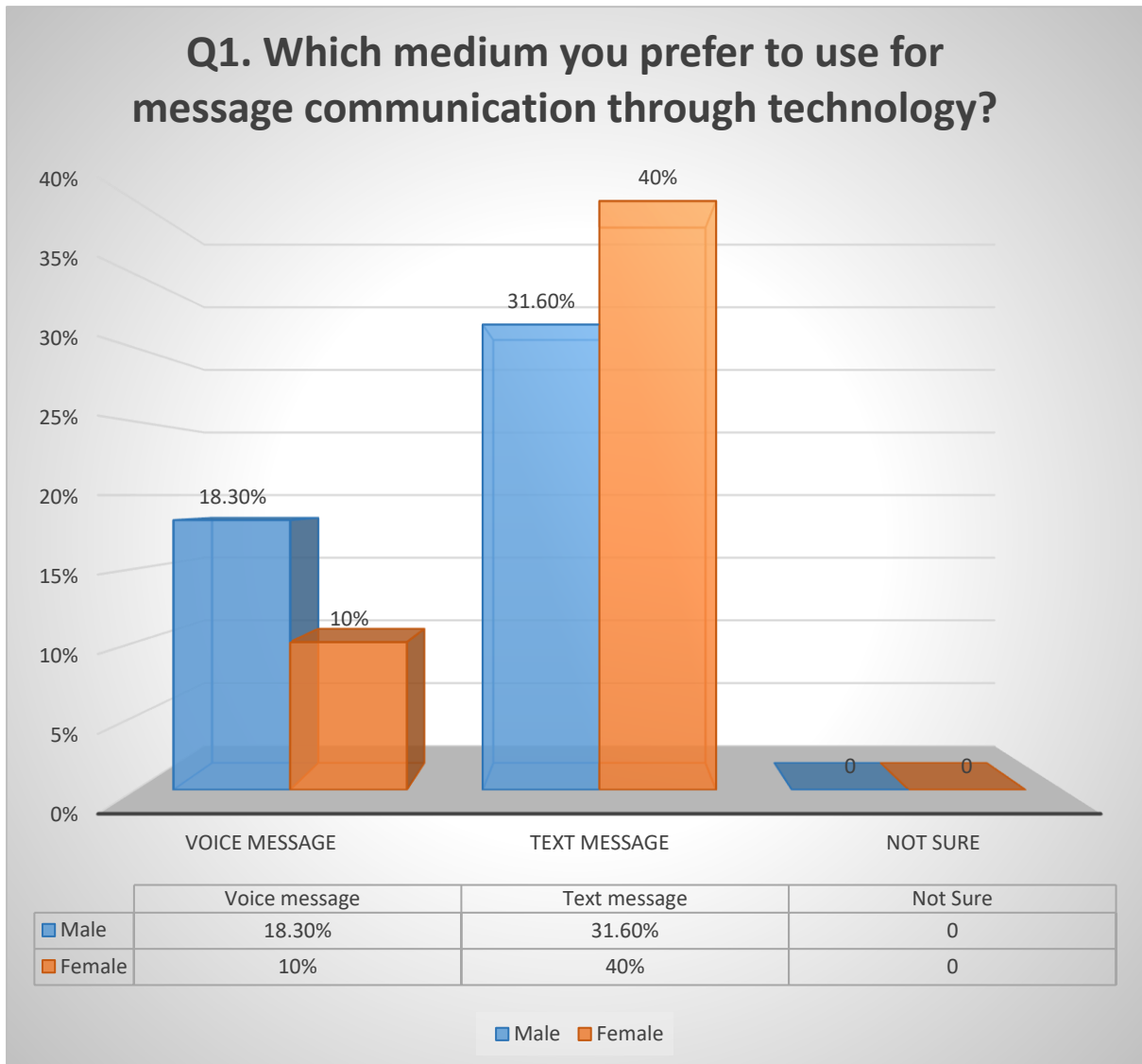
Figure 4.1: Clustered Chart of Question 1

This clustered chart explains the frequency of male and female data. (In which the blue color represents male data and the orange color represents the female data). In response to the 1st question that was about the medium of communication they were using through technology nowadays. The results explain that the 18.3% male and 10% female respondents who use voice messages as their mean of communication. Whereas the other 31.6% male and 40% female

respondents answered that they used text messages as their mean of communication. But no respondent answered this question as 'not sure'.

This signifies that majority of the respondents use text messages as their mean of communication while only 29% of them use voice messages as their mean of communication. Thus, on the basis of this result, it can be assumed that the majority of respondents use text messages as their mean of communication.

Q.2 Do you use clipped words while texting?
(Like "Tab" for tablet etc)

	Most of time	Sometimes	Never	Not sure
Male	23.30%	20%	6%	0%
Female	25%	23.30%	1.60%	0%

Figure 4.2 : Clustered Chart of Question 2

The above figure 4.2 explains the frequency of male and female data. So, in response to the 2nd question, the researcher asked to respondents that whether the use clipping words in text messages or not. The results explain that the 23.3% male and 25% female respondents who use clipping words while texting. Whereas the other 20% male and the 23.3% female respondents answered that they use sometime clipping word in their text messages. And there were 6% male and the 1.6% female respondents who answered that they never use any clipping words in text messages. But no respondent answered this question as 'not sure'.

This signifies that the majority of the respondents answered that they use clipping words most of time while texting whereas the other equivalent to majority respondents selected that they use sometimes clipping words in their text messages. And there were only 8% respondents who answered that they never used any clipped word in their text messages.

Q.3 How many time you use short abbreviated terms in messages?

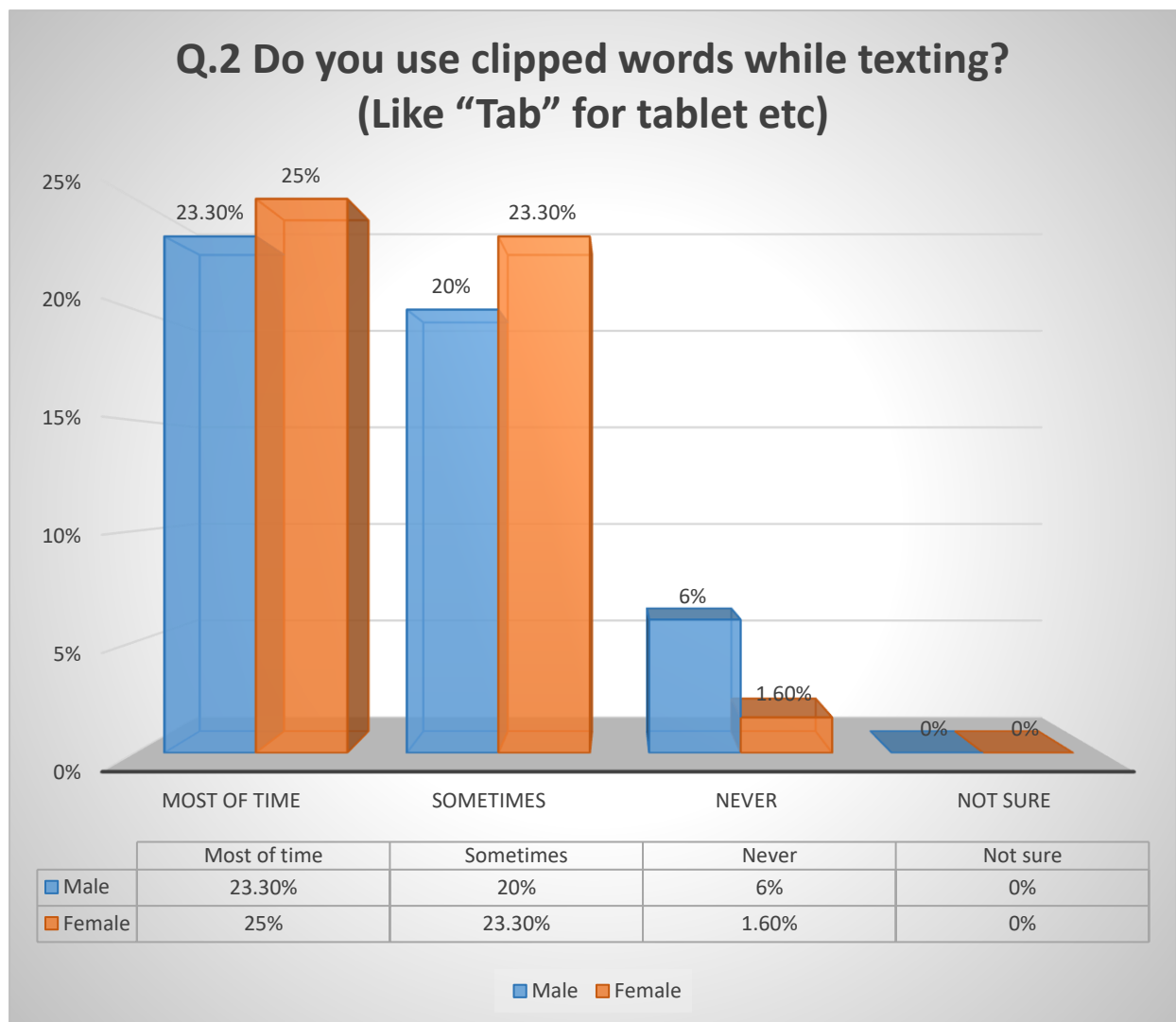|	Most of time	Sometimes	Never	Not sure
■ Male	25%	16.60%	8.33%	0%
■ Female	31.60%	18.33%	0%	0%

■ Male ■ Female

Figure 4.3 : Clustered Chart of Question 3

The above figure 4.3 illustrates the frequency of male and female data. So, in response to the 3rd question, the researcher asked to respondents that whether they were using abbreviated terms in text messages or not. The results explain that the 25% male and 31.6% female respondents who use abbreviated terms while texting. Whereas the other 16.6% male and the 18.3% female respondents answered that they use sometime abbreviated terms in their text messages. And there were 8% male and the 0% female respondents who answered that they never use any abbreviated terms in text messages. But no respondent answered this question as 'not sure'.

The results show that the majority of the respondents answered that they use abbreviated terms most of time while texting. Whereas the other 35% respondents selected that they use sometimes abbreviated terms in their text messages. And there were 8% respondents who answered that they never use any abbreviated terms in their text messages.

Q.4 Do you make your own short forms while texting?

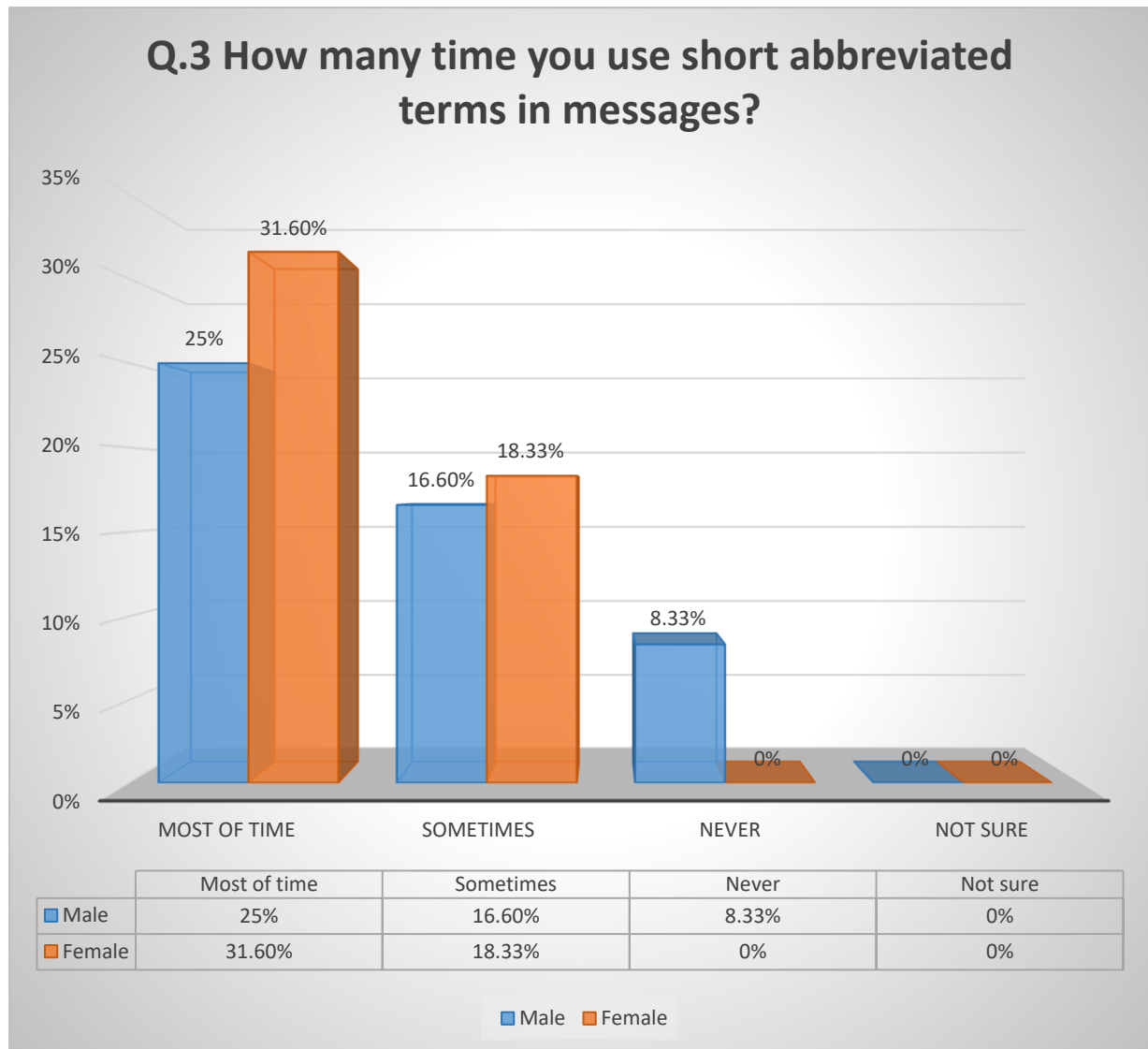|	Most of time	Sometimes	Never	Not sure
■ Male	16.66%	16.66%	11.60%	5%
■ Female	6.66%	28.33%	15%	0%

■ Male ■ Female
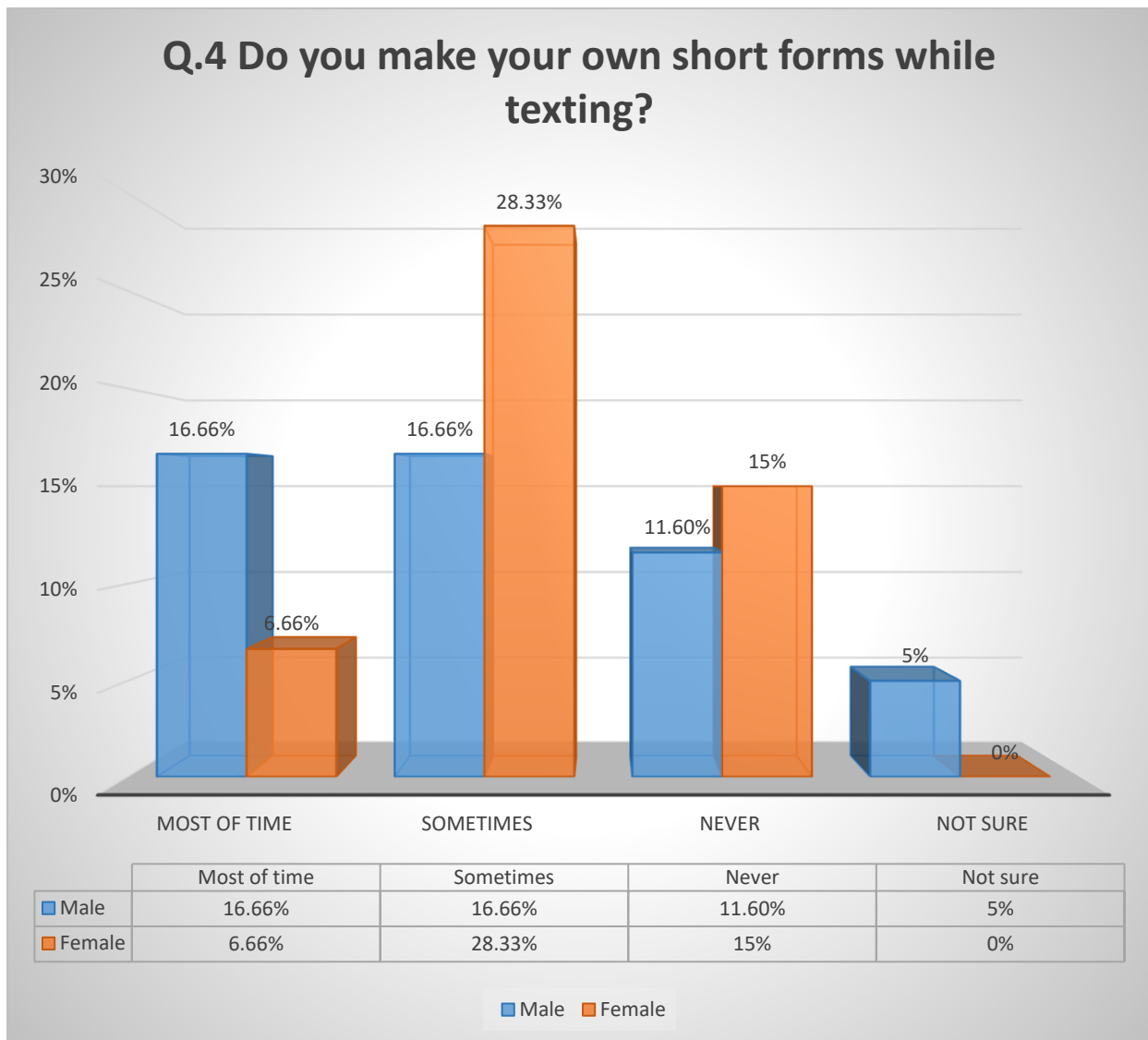
Figure 4.4 : Clustered Chart of Question 4

This clustered chart illustrates the frequency of male and female data. So, in response to the 4th question, the researcher asked to respondents that whether they were making their own short forms in text messages or not. The results explain that the 16.6% male and 6.6% female respondents who use their own short forms while texting. Whereas the other 16.6% male and the 28.3% female respondents answered that they use sometime their own short forms in their text messages. And there were 11.6% male and the 15% female respondents who answered that they never use any their own short forms in text messages but there were only

5% of respondents who answered that they were not sure either they were using their own short forms in theirs text messages or not.

This signifies that the majority of the respondents answered that they use sometimes their own short forms while texting. Whereas the other 23% respondents selected that they use most of times their own short forms in their text messages, and there were 27% respondents had answered that they never use any their own short forms in their text messages. But there were only 5% respondents who were not sure that whether they use their own short forms or not.
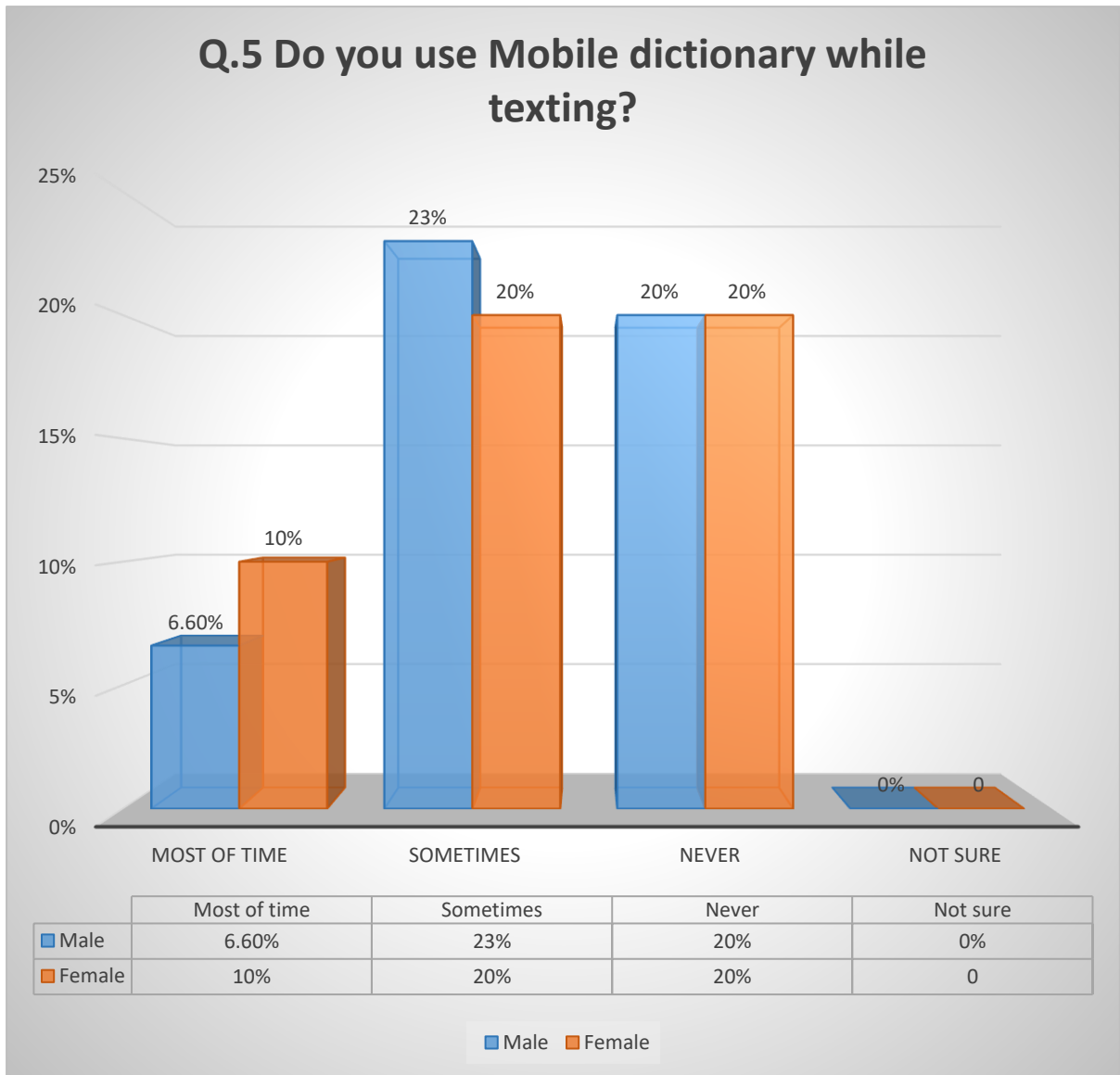
Figure 4.5: Clustered Chart of Question 5

Frequency of male and female data is explained is shown in this clustered chart. So, in response to 5th question, the researcher asked to respondents that whether they use mobile dictionary while texting or not. The results explain that the 6.6% male and 10% female respondents who use mobile dictionary most of times while texting. Whereas the other 23% male and the 20% female respondents answered that they use sometime mobile dictionary in their text messages. And there were 20% male and the 20% female respondents who answered

that they never use any mobile dictionary while text messages. But no respondent answered this question as 'not sure'.

The results show that the majority of the respondents answered that they use mobile dictionary sometimes while texting. Whereas the other 40% respondents selected the options that they never use any mobile dictionary in their text messages. And there were 17% respondents who answered that they used mobile dictionary most of times in their text messages.

Q.6 Do you use words for sharing your feeling and expression?

	Most of time	Sometimes	Never	Not sure
☐ Male	20%	26.66%	1.66%	1.66%
☐ Female	23.33%	25%	0%	1.66%

☐ Male ☐ Female
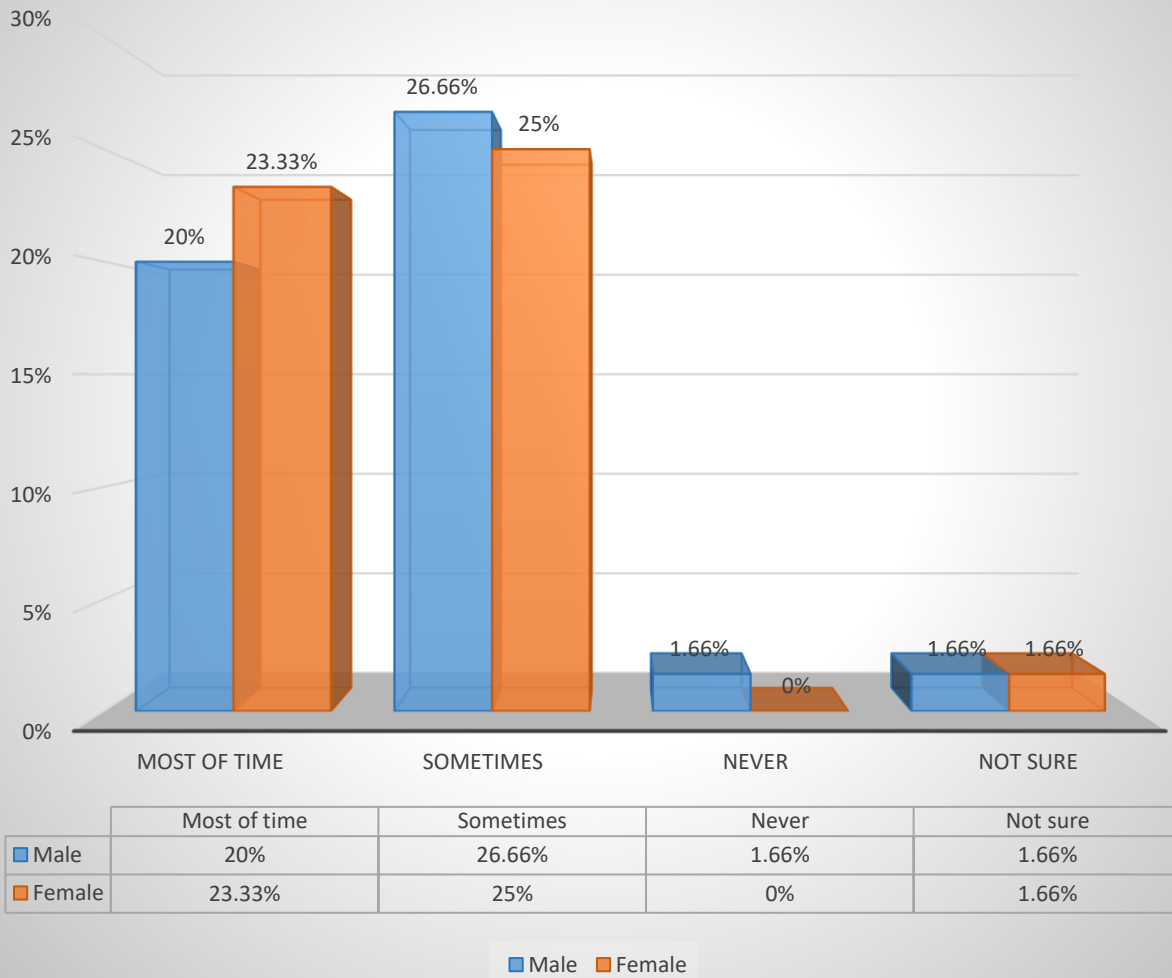
Figure 4.6: Clustered Chart of Question 6

This clustered chart explains the frequency of male and female data. So, in response to 6th question, the researcher asked to respondents that whether they use words for sharing their feeling and expression or not. The results explain that the 20% male and 23.3% female respondents who use words for sharing their feeling and expression most of times while texting. Whereas the other 26.66% male and the 25% female respondents answered that they use sometime words for sharing their feeling and expression in their text messages. And there were

1.6% male and the 0% female respondents who answered that they never use any words for sharing their feeling and expression in text messages. But there were only 1.6% male and 1.6% female of respondents who answered that they were not sure either they were using words for sharing their feeling and expression in theirs text messages or not.

This signifies that the majority of the respondents answered that they use words for sharing their feeling and expression sometimes while texting. Whereas the other 43% respondents selected that they use most of times words for sharing their feeling and expression in their text messages, and there were 2% respondents who answered that they never use any words for sharing their feeling and expression in their text messages. But there were only 3% respondents who were not about to sure that whether they use words for sharing their feeling and expression or not.

Q.7 Do you use Emoticon for sharing your feeling and expression? (Like :) :(etc.)

|	Most of time	Sometimes	Never	Not sure
Male	26.66%	18.33%	3.33%	1.66%
Female	33.33%	15%	1.66%	0%
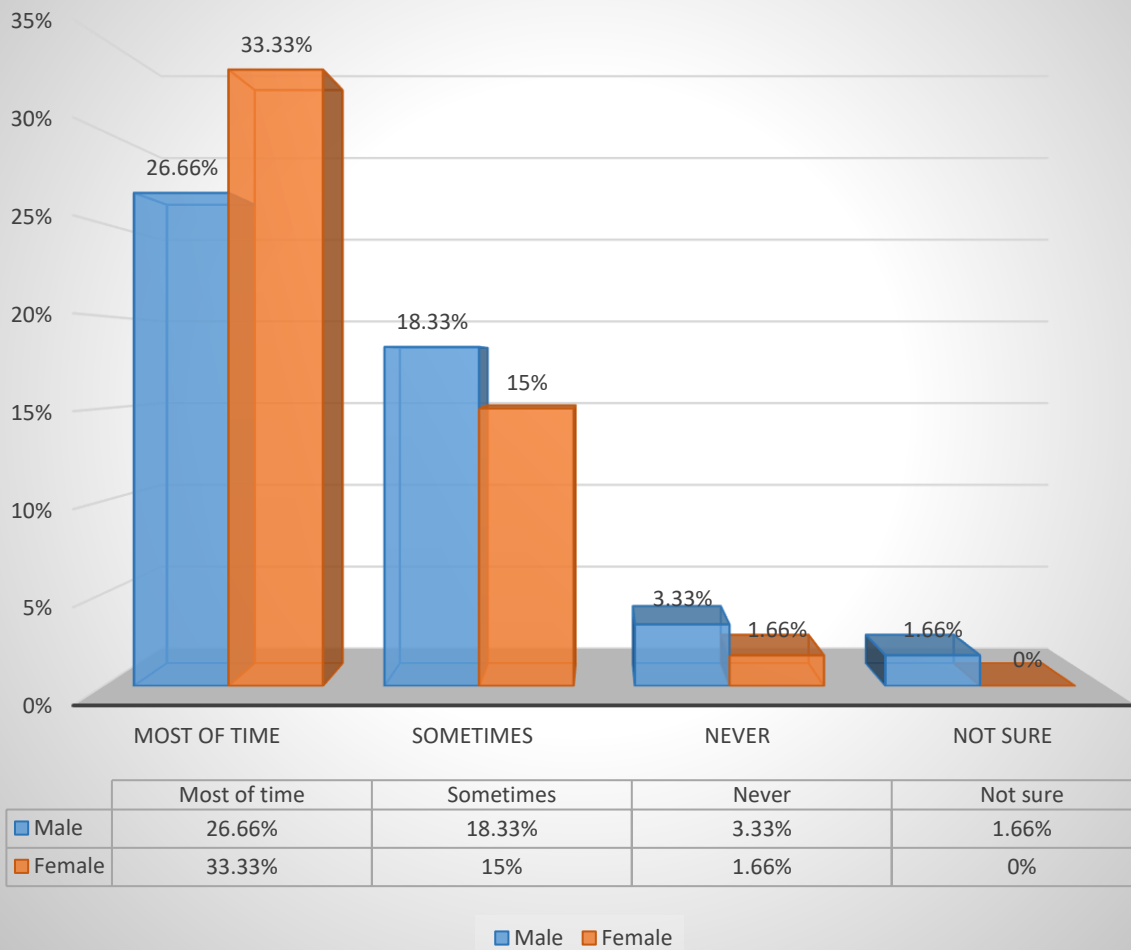
Figure 4.7: Clustered Chart of Question 7

This clustered chart explores the frequency of male and female data. So, in response to 7th question, the researcher asked to respondents that whether they use emoticon for sharing their and expression in text messages or not. The results explain that the 26.6% male and 33.3% female respondents who use emoticon for sharing their feeling and expression most of times while texting. Whereas the other 18.33% male and the 15% female respondents answered that they use sometime emoticon for sharing their feeling and expression in their text messages. And there were 3.3% male and the 1.6% female respondents who answered that they never use

any emoticon for sharing their feeling and expression in text messages. But there were only 1.6% male and 0% female of respondents who answered that they were not sure that either they were using emoticon for sharing their feeling and expression in theirs text messages or not.

This signifies that the majority of the respondents answered that they use emoticon for sharing their feeling and expression most of times while texting. Whereas the other 33% respondents selected that they use sometimes emoticon for sharing their feeling and expression in their text messages, and there were 5% respondents who answered that they never use any emoticon for sharing their feeling and expression in their text messages. But there were only 2% respondents who were not about to sure that whether they use words to share their feeling and expression or not.

Q.8 For shortening of text, do you ever use numerical letters in words? (Like gr8 etc.)

|	Most of time	Sometimes	Never	Not sure
▇ Male	10%	21.66%	18.33%	0%
▇ Female	8.33%	13.33%	28.33%	0%
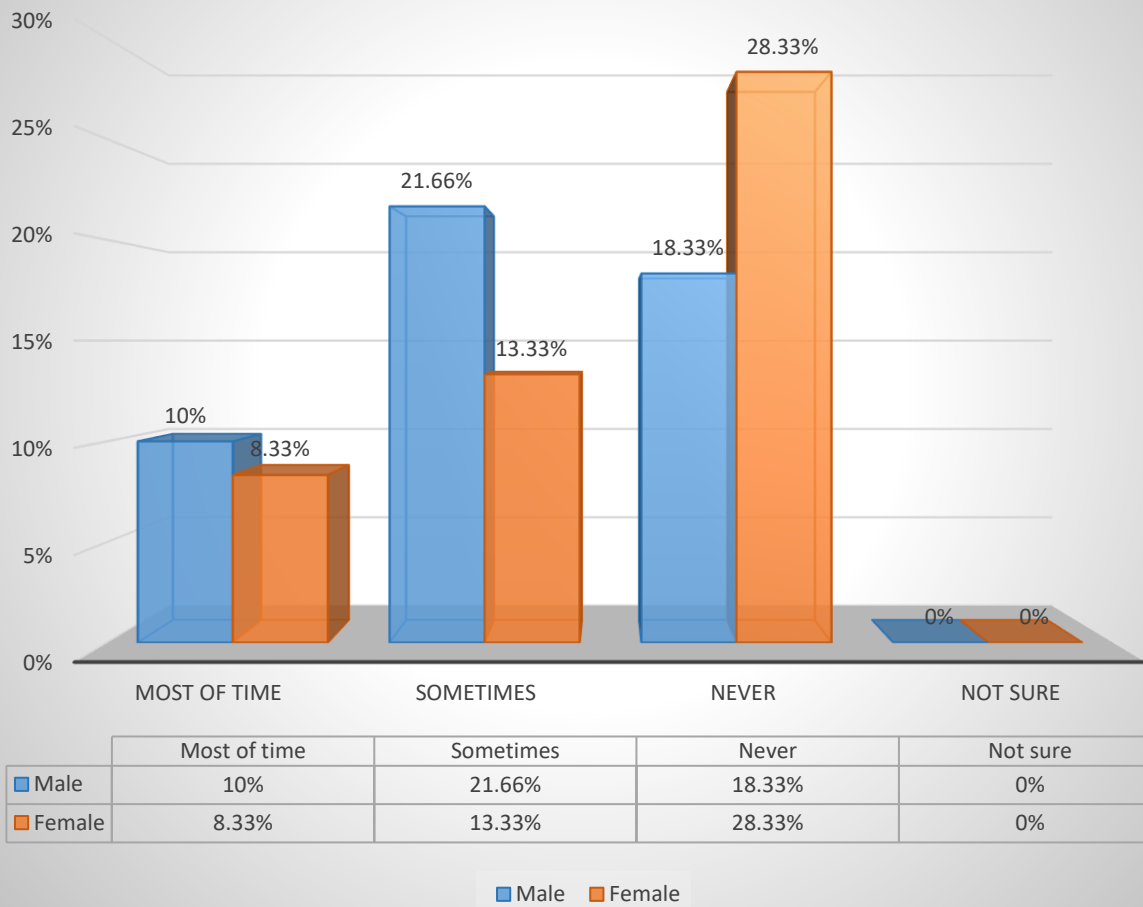
Figure 4.8 : Clustered Chart of Question 8

This clustered chart shows the frequency of male and female data. So, in response to 8th question, the researcher asked to respondents that whether they use numerical letters in words in text messages or not. The results explain that the 10% male and 8.3% female respondents who use numerical letters in words most of times while texting. Whereas the other 21.3% male and the 13.3% female respondents answered that they use sometime use numerical letters in words in their text messages. And there were 18.3% male and the 28.3% female

respondents who answered that they never use any numerical letters in words in text messages. But no respondent answered this question as 'not sure'.

This signifies that the majority of the respondents answered that they never use any numerical letters in words while texting. Whereas the other 35% respondents selected that they use sometimes numerical letters in words in their text messages, but there were only 18% respondents who answered that they use most of times numerical letters in words in their text messages.

**Q. 9 Do you understand the following sentence?**
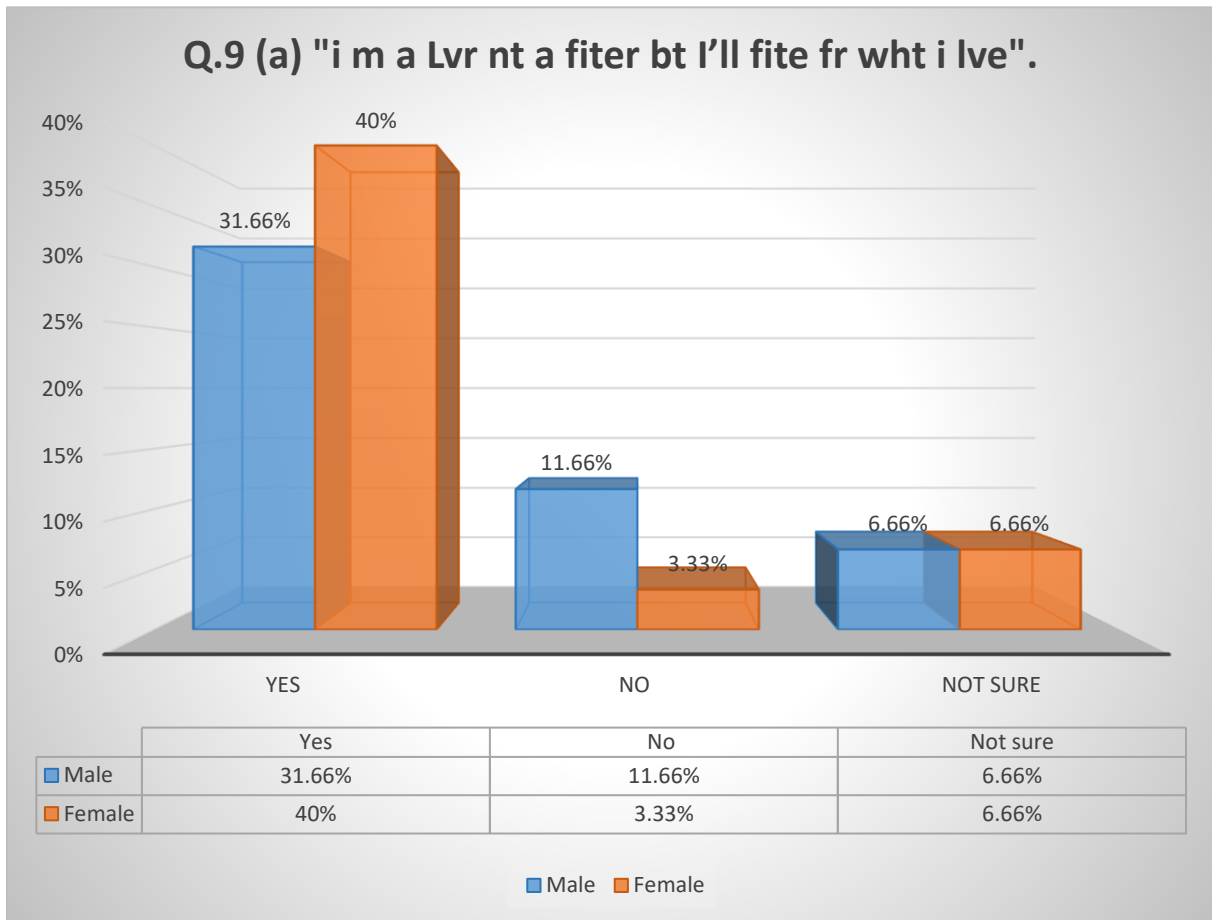
Figure 4.9 : Clustered Chart of Question 9 (a)

This clustered chart illustrates the frequency of male and female data. So, in response to 9th (a) the question that was about the understanding of written sample text 1. The results explain that the 31.66% male and 40% female respondents who understood the written sample 1 text completely. Whereas 11.66% male and 3.33% female respondents answered that they can't understand the written sample text 1. But no respondent answered this question as 'not sure'.

This signifies that majority of the respondents understand the written text sample 1 while there are only 15% of them who says they can't understand the written text sample 1.

Q.9 (b) if u herd da sht u will nvr b da trgt.

|	Yes	No	Not sure
▢ Male	38.33%	10%	1.66%
▢ Female	38.33%	8.33%	3.33%

▢ Male ▢ Female

Figure 4.10: Clustered Chart of Question 9 (b)

This clustered chart is about the frequency of male and female data. So, in response to 9th (b) question that was about the understanding of written sample text 2. The results explain that the 38.33% male and 38.33% female respondents who understood the written sample 2 text completely. Whereas 10% male and 8.33% female respondents answered that they can't understand the written sample text 2. But there were 1.66% male and 3.33% female respondent answered this question as 'not sure'.

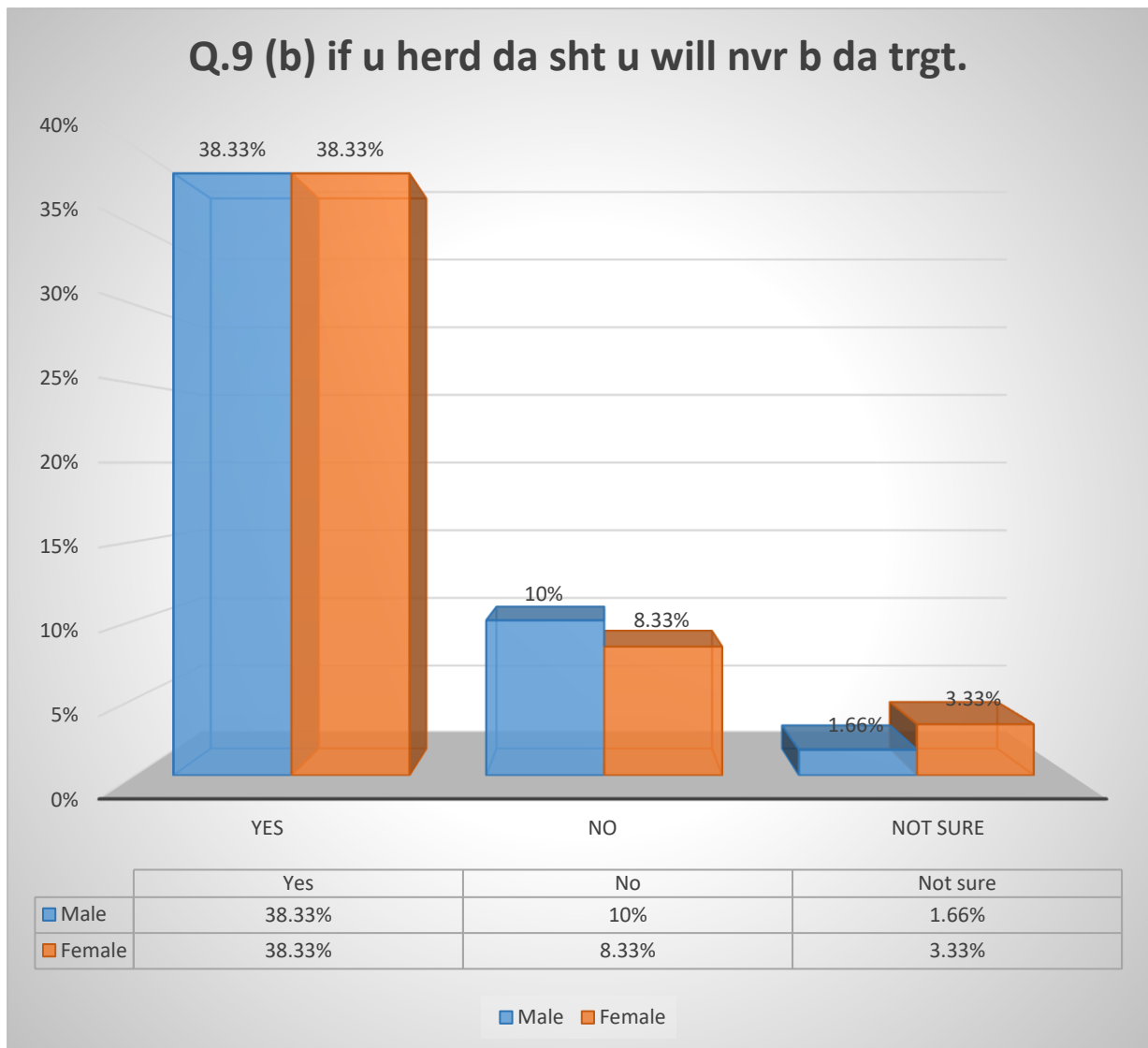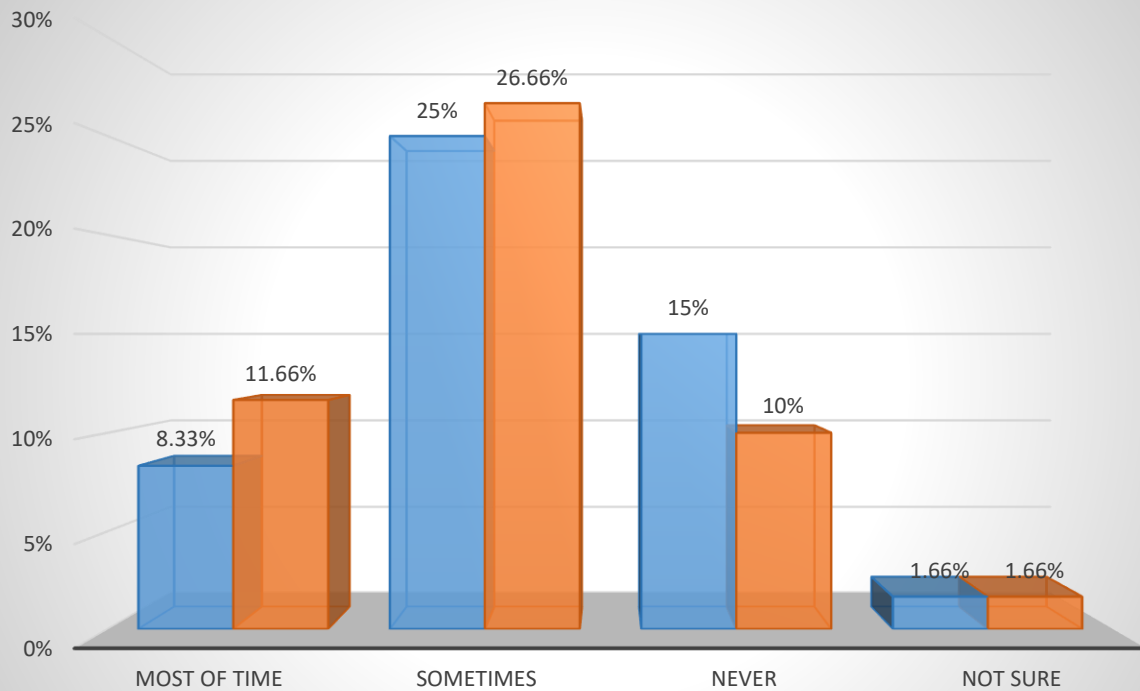This signifies that majority of the respondents understand the written text sample 2 while there are only 18% of them who says they can't understand the written text. But there were 5% respondents who were not about to sure that whether they understand the text or not.

Q.10 Do you prefer "checking" and "editing" text before you send it?

	Most of time	Sometimes	Never	Not sure
■ Male	8.33%	25%	15%	1.66%
■ Female	11.66%	26.66%	10%	1.66%

■ Male ■ Female

Figure 4.11: Clustered Chart of Question 10

This clustered chart explains the frequency of male and female data. So, in response to 10th question, the researcher asked to respondents that whether they prefer for checking and editing in texts before they send it or not. So, the results explain that the 8.3% male and 11.6% female respondents who use checking and editing in texts before they send it most of times while texting. Whereas the other 25% male and the 26.6% female respondents answered that they use sometime checking and editing in texts before they send it in their text messages. And there were 15% male and the 10% female respondents who answered that they never use

checking and editing in texts before they send it, in text messages but there were only 1.6% male and 1.6% female of respondents answered that they were not sure that either they were using checking and editing in theirs text messages or not.

The majority of the respondents answered that they use sometimes checking and editing in text before they send it while texting. Whereas the other 25% respondents selected that they never used any checking and editing in text before they send it in their text messages, and there were 20% respondents answered that they used most of times checking and editing in text before they send it in their text messages. But there were 3% respondents who were not about to sure that whether they use checking and editing in text before they send it or not.
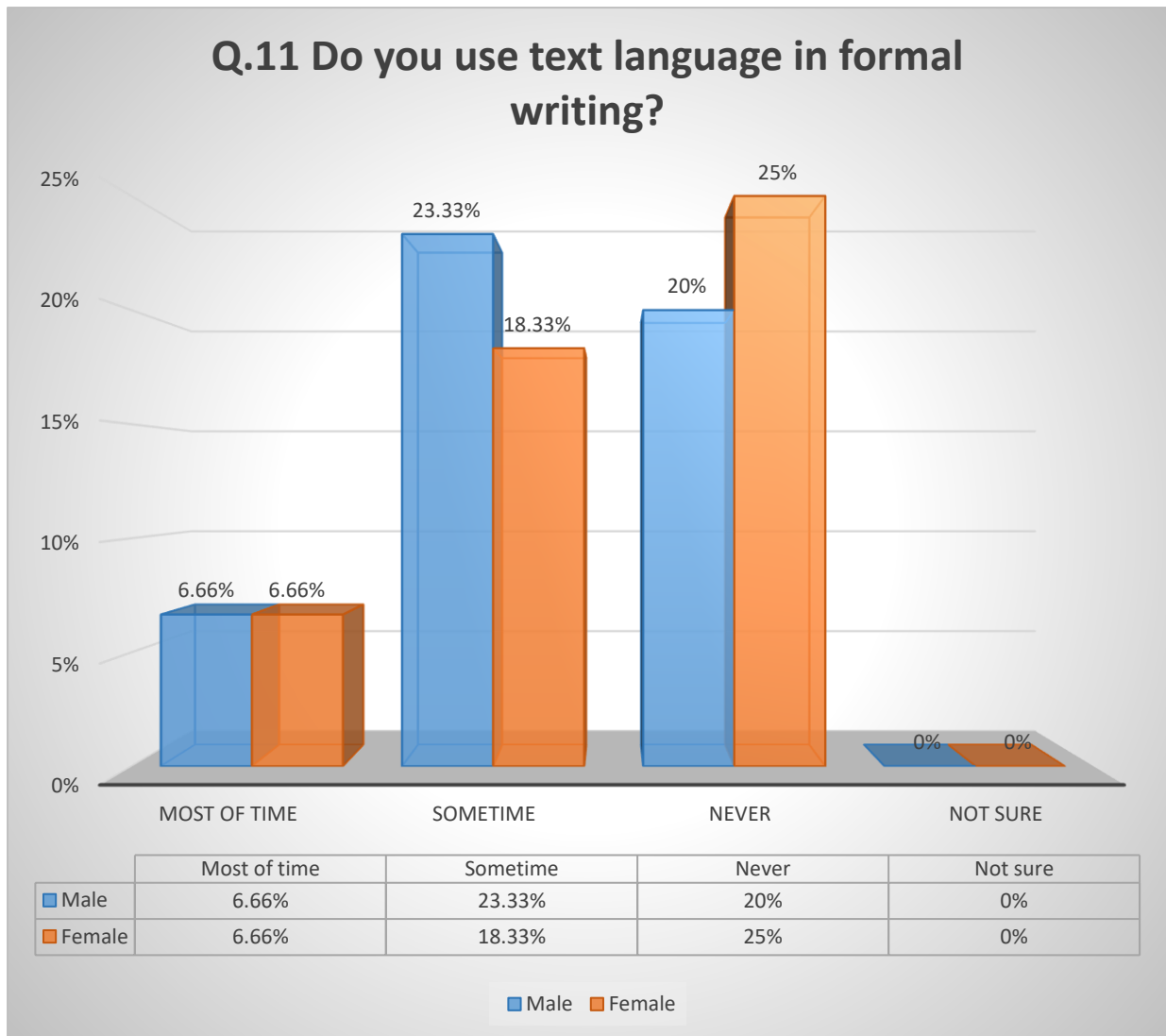
Figure 4.12 : Clustered Chart of Question 11

This clustered chart gives an explanation to the frequency of male and female data. So, in response to 11th question, the researcher asked to respondents that whether they use textisms language in formal writing or not. The results explain that the 6.6% male and 6.6% female respondents use most of times textisms language in formal writing. Whereas the other 23.3% male and the 18.3% female respondents answered that they used sometime textisms language in formal writing. And there were 20% male and the 25% female respondents answered that

they never use any textisms language in formal writing. But no respondent answered this question as 'not sure'.

This signifies that the majority of the respondents answered that they never use any textisms language in formal writing. Whereas the other equal to majority respondents selected that they used sometimes textisms language in formal writing but there were only 13% respondents who answered that they used most of times textisms language in formal writing.

Q12. What do you think? What are the factors that affect students spelling in formal writing?
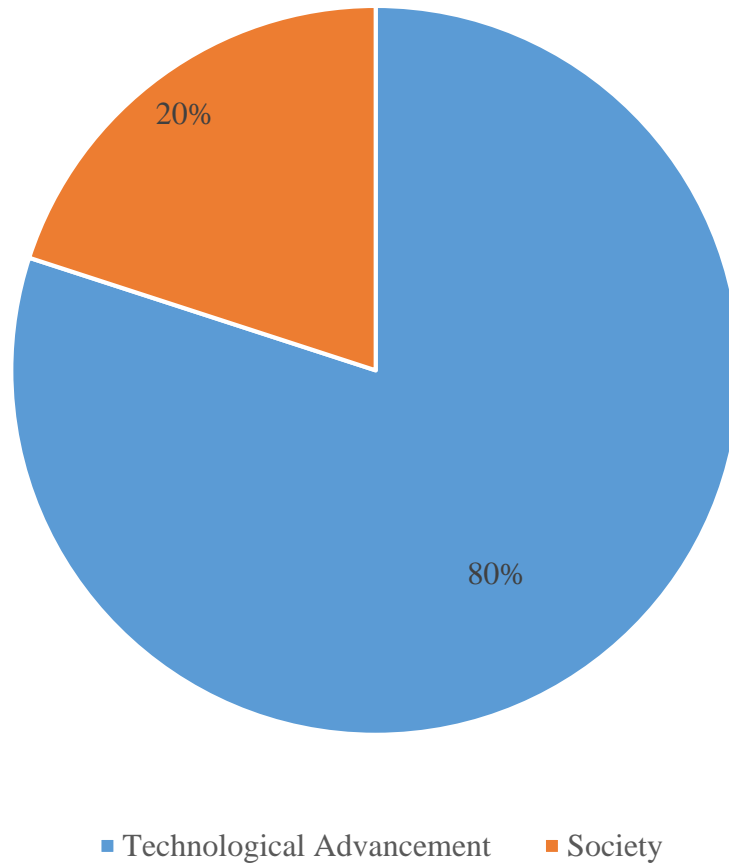

Figure 4.13: Pie Chart of Question 12

The pie chart 4.13 demonstrates the factors that affects the students' spellings in formal writings. 80% of the respondents responded that technological advancement of the modern era has affected the spelling system. While 20% of the respondents suggested that society plays a role in the change in spelling system.

Q13.What do you think? Is there any way to avoid text messaging language in formal writing?

- Use of mobile dictionary while texting
- Give awareness to students about standard and non-standard language
- The Teacher should discourage those students who were using text language in academics.
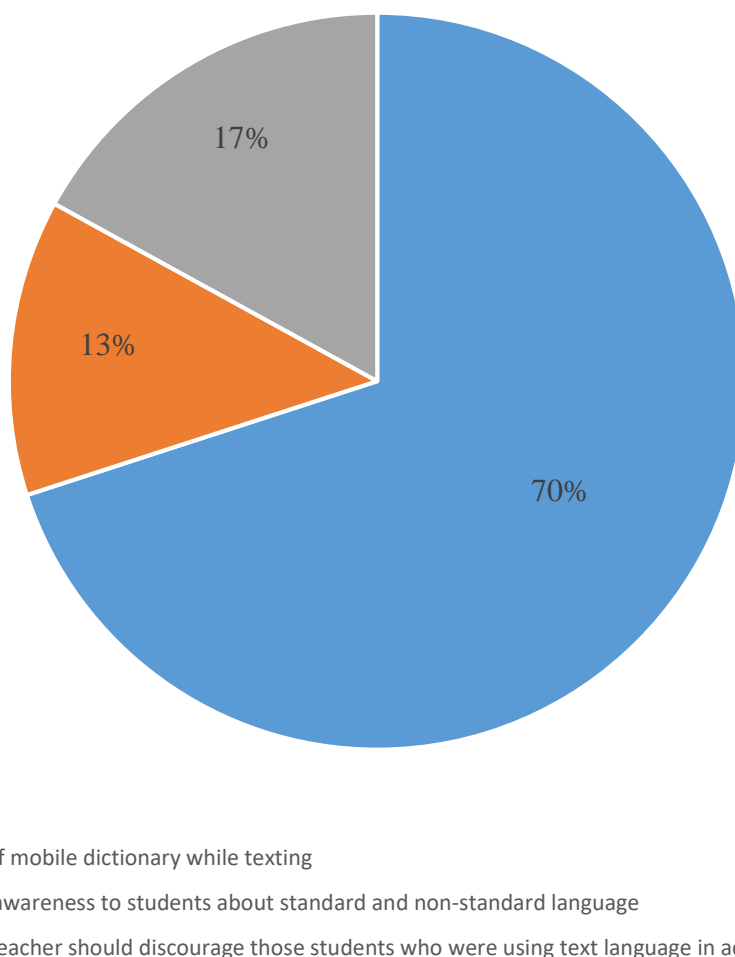
Figure 4.14 Pie Chart of Question 13

This Pie chart shows the recommendations to avoid the use of texting language in formal academic writing. According to the chart, 70% of the respondents recommended the use of mobile dictionary that is available now in all modern cellular phones, as it will reduce the incorrect use of language. 13% respondents proposed that an awareness should be given in institutes or at homes that could enable the students to distinguish the standard language to a non-standard language. 17% of the respondents suggested to discourage the inappropriate use of language.

4.2 Data Analysis of Students' Assignments

The second source which was taken as data analysis was checked assignment of twenty-three different departments of BS 1st and 2nd semester students from Quaid-i Azam University. The data was collected randomly. So, each respondent was given an equal chance to participate in this research subjectively or haphazardly. So, the total 30 checked assignments had been taken as sample for data analysis. In which the researcher analyzed all the checked assignments and he found most of textisms terms which students were used in their assignments that are mentioned below in table 4.1

Table 4.1. Textism Terms are Found in Academic Writing

No.1	Textisms terms	Terms Repeat	Processes	Correct Form
1.	CIA	1	Abbreviation	Central Intelligence Agency
2.	2	1	Numbering	Two
3.	1z	2	Numbering	Once
4.	Com	1	Shortening	Come
5.	Compain	1	Shortening	Campaign
6.	Bcoz	2	Shortening	Because
7.	N	2	Shortening	And

8.	Mam	1	Shortening	Madam
9.	B/w	1	Shortening	Between
10.	B/c	4	Shortening	Because
11.	&	2	Shortening	And
12.	Plz	1	Shortening	Please
13.	Pics	1	Clipping	Pictures

This table shows all the textisms terms which have been used in academic writing by students of Quaid-i-Azam University Islamabad. The researcher has found that 20% of students that they were using textisms terms in their academic writing by the sample of 30 students, and the rest of 80% of students have not used any textisms term in their academic writing. And he found out that there were total 20 textisms terms which was used by 6 students only. The textisms terms were used in academic writing by BS students that were 15 shortening, 1 clipping, 3 numbering and 1 abbreviation processes.

4.3 Reliability of Questionnaire's Data

This data is validity by another researcher on my request. She had collected the data from the same participants after few days later, the ninety-seven percentage of data is same. It means the data is collected by two different researchers that matches up to ninety-seven percentage. Amina (data is collected by same participants of twenty-three BS departments students of Quaid-i-Azam University).

CHAPTER 5

DISCUSSION AND CONCLUSION

This chapter explains the findings of this research and discusses the phenomenon and factors that are affecting students' spelling in academic writing. And in the last the researcher gives some recommendation to overcome the factors that are affecting students' spelling in formal writing.

5.1 Discussion

This research hypothesizes the effect of texting on students' spelling in academic writing. The researcher conducted this research on BS 1st and 2nd semester students of Quaid-i-Azam University to find out the effects of textisms language on students' spelling in academic writing. The researcher used multiple tools to analyze the effects of texting on students' spelling in academic writing. And the researcher analyzed the written checked assignments which were produced by students during their academic sessions and he analyzed 11 close ended questionnaires to explore his hypothesis. The researcher observed that the student use textisms language in their academic writing and it vary from student to student in textisms term.

5.2 Findings

The researcher reveals the main causes and factors that all are affecting the students' spelling in formal writing. There are four main finding found by researcher that are mentioned below;

- The first finding is that the students are using the abbreviation, clipping, numbering and shorting processes to save their time while communicating in text messages. It is because the text limit is short and precise, and it also save the time of sender.

- The second finding is that students face the problem of memorizing the difficult spelling. So that why he goes for shorting, clipping, abbreviation and numbering processes to avoid memorizing the longer and difficult spellings.

- The third finding is that the most of students do not use the dictionary while texting and they are using all textisms processes on regularly basis so in the end they were forgot the correct spelling in examination. Then in the end they start using these textisms terms in their formal writing.

- The forth finding is that the major factor is society that impacts a lot to the students' performance in academic writing. Nowadays we all are surrounded by all latest technologies. Like television, computer, billboards, printed advertisement, Facebook, twitter etc. they all are using most of the time nonstandard language. And now it is the fashion of day when all are using the different text message languages pattern by following the all textisms processes through technologies for communication to one each other. These language does not follow any kind of proper pattern, standard form, correct spellings and correct syntax structure that are followed by people while communicating.

5.3 Recommendations

The researcher gave some suggestion considering as useful for parents, teacher and students also, concerning to the use of SMS language in academic writing which are as below.

Firstly, the students' should use the mobile phone dictionary while texting so they can easily communicate with each other though correct spelling using by it. It can be control though parents, teacher and elder by encouraging teenager students to use mobile phone dictionary while chatting with each other.

Secondly, the parents, teacher and elders should give the awareness of using the proper and correct language to the students while communicating with each other and tell them the differences between nonstandard and standard language. So, they can avoid themselves by using text languages in their academia.

Thirdly, the teacher should not encourage and appreciate those students who were using text language in academia. And they have to take to an immediate action to stop, and tell them that it is not correct language to use in academics. Through this the student will be aware of it and they will not use nonstandard in their academia.

5.4 Conclusion

This research work has mentioned all the needed and essential information. The research topic was categorized as the effects of text messaging on students' spelling in academic writing. Text messages were related to mobile phone, Facebook, WhatsApp, Twitter etc. Nowadays text message is one of the most important and major mean of communication. Everything in this world has dual aspects, positive and negative. Test message have also some positive and negative effects on students' spelling in formal writing. The basic purpose of text messages is to convey long message in short text language that utilizes minimum characters of text because text content minimum 160 characters' space in one text. Student sent text messages on daily basis and this habit of the longer usage of text message languages made him addicted by it. After addiction of this level students start using these text message languages in their academic writing. So, it affects their academic performance. Like the students start using abbreviated words like CIA for Central Intelligence Agency, clipping words like pic for picture, shorting words like bcoz for because, b/w for between and com for come, and numbering words processes like 1z for once, 2 for two, 2morrow for tomorrow and many more. The students do such mistakes most of the time unconsciously.

Yule (2010) says, "Language is shaped by the needs by its users". So, students do so to save their time. Nowadays the life has become a machine so people do not have much time to go in depth of anything. The researcher has briefly explained the importance of standard language in academic writing for students and the effects of text messages on the students' spelling in academic writing. These text languages do not follow any kind of proper pattern, standard form, correct spellings and correct syntax structure that are followed by people while communicating.

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APPENDIX

"Effects of Texting on Students' Spelling in Academic Writing"

Questionnaire

This research is being carried out to fulfill the requirements of M.Sc thesis at Department of linguistics, Quaid-i-Azam University, Islamabad. This structured questionnaire is designed to identify the *"Effects of Texting on Students' Spelling in Academic Writing".*

Regards,

Researcher: *Zubair Ahmed*

Research Supervisor: *Dr. Umaima Kamran*

Name _____   **Gender** _____

BS _____   **Semester** _____

General Instructions

Tick the best option

1.   Which medium you prefer to use for message communication through technology?

☐ Voice message   ☐ Text message   ☐ Not Sure

2.   Do you use clipped words while texting? (Like **"Tab"** for tablet etc)

☐ Most of time   ☐ Sometimes   ☐ Never   ☐ Not sure

3.   How many time you use short abbreviated terms in messages?

☐ Most of time   ☐ Sometimes   ☐ Never   ☐ Not sure

4.   Do you make your own short forms while texting?

☐ Most of time   ☐ Sometimes   ☐ Never   ☐ Not sure

5.   Do you use Mobile dictionary while texting?

☐ Most of time   ☐ Sometimes   ☐ Never   ☐ Not sure

6.   Do you use words for sharing your feeling and expression?

☐ Most of time   ☐ Sometimes   ☐ Never   ☐ Not sure

7.   Do you use Emoticon for sharing your feeling and expression? (Like ☺ ☹ etc.)

☐ Most of time   ☐ Sometimes   ☐ Never   ☐ Not sure

8.   For shortening of text, do you ever use numerical letters in words? (Like **gr8** etc.)

☐Most of time   ☐ Sometimes   ☐ Never   ☐ Not sure

9.   Do you understand the following sentence?

(i m a Lvr nt a fiter bt I'll fite fr wht i lve)   ☐ Yes   ☐No   ☐ Not sure

(if u herd da sht u will nvr b da trgt)   ☐ Yes   ☐No   ☐ Not sure

10.   Do you prefer **"checking"** and **"editing"** text before you send it?

☐ Most of time   ☐ Sometimes   ☐ Never   ☐ Not sure

11.   Do you use text language in formal writing?

☐ Most of time   ☐ Sometimes   ☐ Never   ☐ Not sure

12.   What do you think? What are the factors that effects students spelling in formal writing?

_____

_____

_____

_____

_____

13.   What do you think? Is there any way to avoid text messaging language in formal

writing?

_____

_____

_____

_____

_____

_____

Thank You ☺