Use of English Textism: A Study of the Impact of Text Messaging on the Academic Writing Abilities of University Students

Ammara Afzal

Abstract: This study aimed to investigate the ramifications of excessive text messaging on the written proficiency of students in their acquisition of a second language. It investigated whether WhatsApp and other text messaging portals had an influence on students’ written English. The popularity of Mobile Instant Messaging (MIM), has given rise to the fabrication of more simplified language terms called “textisms”, which in turn have impacted their “textiquettes’. A reasonable number of language students from a private university were taken into consideration for conducting the study. The data was collected from each student in three forms: one in the form of students’ rough or during lecture note jotting; other their internal and summative assessments like quizzes and exam papers; third in their daily emails. This data was compared against another form of data that was actually the collection of text messages from each student. It provided the researcher with evidence of recurrent short forms and contractions used by the sample students during texting. The technique of content analysis was employed. The results indicated that text messaging impacted their language usage in informal situations. But when students were brought to their formal register, they did not deviate from the normal pattern of writing. Mistakes pertaining to spelling and punctuation were plethoric in both registers. It was also found that they generally got affected by automatic keyboard responses, which caused them to forget the actual spellings of words. The text messages assisted students in imparting knowledge and information concisely.

Keywords: English language learning, second language learning, text messaging, use of contractions, WhatsApp language

Introduction
New technology has drastically altered human life in every aspect. It has not only impacted their social, religious and educational vistas of life but also left a huge impression on the usage of language by people belonging to this
“modern electronic world”. New technology is one of the variables that has impacted human language. In the past, emails were used to transport pieces of information from one person to another. Ever since the advent of mobile phones, text messaging and Mobile Instant Messaging (MIM) have become extremely popular among people to convey their expressions or ideas in a blink of an eye. According to Dhir et al. (2020), “With the arrival of smartphones, MIM has become the most popular means of communication around the world.” The importance and prevalent use of smartphones can be estimated by the results of a research survey that declares WhatsApp (an instant messaging app) to be the most famous MIM app with over 2 billion monthly active users as of July 2020 and Facebook Messenger (MIM app) to be the second one in this race with around 1.3 billion active users (Statista, 2021).

Text messaging refers to brief typed messages sent through short messaging services (SMS) on mobile phones, personal digital assistants (PDAs), smartphones or web browsers. This kind of electronic communication scheme has reached the apex of its fame over the past few years. The MIM apps offer a wide variety of captivating functions, like the exchange of emojis, stickers, nonverbal graphics, file sharing and voice recordings, apart from the regular chat (texting) options. According to Gracia and Jacob (1999), these instant messages are a form of “quasi-synchronous communication”. Although the posted (sent) messages are synchronously available to both the receiver and sender, only the sender has access to the message production (typing) and the receiver has no access to the real-time production of the message. In this way, the responses are largely dependent upon the receiver’s availability and mood. This is probably a reason for its popularity among the younger generation, as it allows them to communicate whenever and wherever they want.

Due to the excessive usage of this technological tool, it has given rise to a new form of language (which is shorter
and is generally devoid of grammatical structures) called “text speak”, “SMS speak”, “textism”, etc. Lieke Verheijen used the term “textese” for it in his paper. The use of the word “textism” is also very common, which according to Collins dictionary, is a word, phrase or abbreviation used typically in text messages and involves the omission of letters or words for simplification. Thurlow (2003) defines textism as a new language based on texting, which involves the use of short phrases or words. Short forms, acronyms, initialisms, clippings, letter/number homophones and abbreviations are all forms of textism.

It may be due to the technical limitations of text messages that have resulted in the reinvention of words and the construction of new language styles, as far as their purpose is to convey messages in a shorter period of time, just to make the other person understand the general idea or thought. Elbert Einstein rightly claimed, “Any fool can know the point is to understand”.

Its utilisation is more common among young generations. It increases the confidence level of students of a timid nature, as it helps them to deliberate their thoughts without any fear. A study has shown that young women use text messages to deliver their ideas or thoughts more frequently as compared to men, as their usage is more personal and conveys messages directly to the person needing to be addressed. Thurlow (2006, 2007) noticed that texting affects the use of literary and standard language, particularly that of youth. The reason it has become more fashionable among teens is, firstly, that it is cheap, very personal, and conveys a message in no time. Secondly, it's available in emergent situations, as everyone carries a handy phone in their bags or just around them, owing to its “mobileability”. So, it plays a vital role in keeping them informed and up-to-date every time. It is unobtrusive, as it does not interfere with their personal environment by waking up their surroundings. It seems that mobile phones have distinctive characteristics.
that make them popular both technically and practically. Conventional text messages were limited, enabling only 160 characters per message, but today, multiple social media apps have extended their limit to around infinity. In addition to that, as texting is a personal custom, it allows people to rebel against English grammar and spelling rules or has enabled them to deviate from conventional English language features. Text messaging has been depicted as a “constant technological onslaught on formal English writing”. Consequently, linguistics can use this discussion to debate text speak and analyse the conversation of text messages semantically, syntactically and morphologically, stimulating an academic discussion to figure out the deviation from the original monosyntactic structures. It also evidently affects the reading ability of people as they become accustomed to the short forms used in textism. A study has been performed that evidently proclaimed that the grammatical abilities of adolescents remain intact; in fact, it gives rise to some language innovations, creativity and smart advancements. Ong’onda (2009) proclaimed that “variation within text messaging depends upon the particular use of SMS”.

A profound study of instant messages informs us about language variation in the form of spelling, grammar and punctuation. The prominent elements that are of day-to-day use are “abbreviations” (msg), “contractions” (tmrw), “acronyms” (omg), “clipping” (feb), “number homophones” (2day), emoticons (;), typographic symbols (<3), “slang” (yr), omission of punctuation, etc. The use of all these terms by students will be discussed in this article. This type of carefree informal register lifts up an indifferent attitude among students and encourages them to deviate from the standard language rules, resulting in their deteriorating linguistic abilities. Baron (2000) describes this manner of behaviour among students as “linguistic whateverism” which describes their
“textiquette”. However, its usage seems inevitable; what we can look into is its effects on the formal register of students, as it is often reported to be affecting their language abilities in written form with regard to spelling, punctuation and grammar.

Research Objectives

The objectives of the research were:

1. To scrutinize the effect of text messaging on the written features of the English language among university students.
2. To find out its effects on the syntactical, morphological and other aspects of linguistics, like spelling, sentence formation and punctuation, in students’ academic writings.

Research Questions

The research questions used for the study are given below:

- Does excessive text messaging impact the written abilities of students in formal and informal settings?
- How have the textisms impacted the academic writing of students, especially in terms of spelling, sentence formation and punctuation, and which form of writing is most affected by what type of textism?

Significance of the Study

This study intends to make a contribution to the development of linguistics. It will help to bring out the solutions to the supposed deviation in the formal register among students, if any are found. Teenagers, students, men, women, educators and learners will benefit from this research. This study will help to evaluate the writing skills of students and will figure out if they are affected by the frequent use of text messaging among students. This study will also shed light on the areas that are more affected by textism in the daily lives of students, which might help other researchers find possible solutions in order to combat this issue.

Statement of the Problem
The usage of text messages enhances the English language abilities of students however, it also retrogrades their writing abilities by providing them with abbreviations, short forms and textisms without taking into consideration the grammatical structure, syntax, morphology, spelling and punctuation. Students tend to deviate from the normal way of writing as it takes a lot of time and they tend to use “linguistic whatevers” or textism, which might affect their capability of language production in real life. This study figured out whether the usage of text messages influences students’ acquisition of a second language and affects their writing skills to the extent that it may deteriorate their academic writing skills and normal text construction.

Delimitations

This study solely focused on the effects of text messaging on the writing skills of university students. It discussed the extent to which the usage of some abbreviations, contractions, acronyms and short forms has an impact on their writing skills in both formal and informal situations. The study was conducted on the students of the University of Lahore, main campus, Pakistan. The students were English language learners at the BS level.

Literature Review

A study of children in Australia performed by Bushnell, Kemp and Martin (2011) at the University of Tasmania investigated the impact of text messaging on the spelling ability of children between the ages of 10 and 12 years. During this study, the text messages of students and their written notes were evaluated and it was found that the children's use of text messaging has no significant impact on their writing ability for formal text. It was also observed that women use text messaging more than men.

A study was performed by Tagg (March 2009) at the University of Birmingham regarding “Corpus Linguistic Study of SMS Text Messaging”. The purpose of this study was to determine how textures produce new words depending on their
interpersonal situation. This research concluded that creativity and word frequency lists play an important role in producing language variety in texts.

Kemp and Bushnill (2011) performed a study to determine both the reading and writing skills of students. During this study, students were asked to write a sentence as they normally do to a friend. It was evaluated that their usage of text-language variety was contextually controlled. For the reading task, 70% of the total text consisted of textism. It was found out that the rate and accuracy of reading tasks were affected by the text.

Thurlow (2003) finds out that only one-third of SMS conversations consisted of practical purposes and had some functional aspects, while the rest were concerned with friendship, romance and other relation-building goals among university students.

Aziz et al. (2013) conducted a study in an information technology institute in Pakistan, considering students at bachelor’s level, aging between 19 and 25 years. He suggested that there was no interference of textism in the students’ formal register and they were able to switch to a proper register when they were supposed to write formally.

Mahmoud (2013) conducted an experimental study at a university in Saudi Arabia, taking 40 students studying foundational courses at that university. These forty participants were divided into two groups of 20 students each. Among these two groups, one was a controlled group which was taught using conventional strategies, while the other was an experimental group, which was taught using the conventional approach plus SMS messages as a communication building source. An oral test and a written test were taken from students to determine the impact on their spoken and written skills due to their frequent use of SMS. The study concluded that the group of students who were also taught through SMS had their writing and reading skills interestingly ameliorated.

Adebileje (2014) explored the morphosyntactic features of students in their text messaging at a university in Nigeria. 120 test messages were
analyzed. This study aimed to bring forth the students’ use of morphemes to form sentence structures (syntax). It was discovered that the students’ morphemes were greatly influenced by their phonics in Nigerian Pidgin English and other mother tongues.

**Research Methodology**

**Sampling**

All the students of English language studies who were in their 3rd semester at BS level from a private university were considered to be the population for this study. For the purpose of this study, 20 students who belonged to different areas of Pakistan and aged between 20–22, were selected on a convenient basis during the hours of study using the simple content analysis or text analysis technique.

**Research Instrument**

In this study, the main instrument used was the content analysis technique. The data was collected from the students, analysed and classified using content analysis. Their formal assignments were also observed using qualitative techniques.

**Data Collection**

Since the research was on the effect of text messages among BS students, four types of data were collected from them. One was their text messages: they were asked to provide 10 of their English language text messages each, which they have recently sent to their friends or teachers, thus providing us with 200 text messages to analyse. Second, they were also asked to share three of their recent formal emails. This way, the researcher was able to get 60 emails in total.

The third type of data that was gathered from them was their academic notes or daily rough notes they took during the lectures. The fourth type was their quizzes and papers (one midterm and one final paper each) and handwritten assignments, which were checked randomly to see what kind of short forms and contractions they had used most in their formal assessments.

The main purpose of collecting this data was the fact that it was a simple way to
analyse since it provided lucid and comprehensible proof for the required findings. Simultaneously, numerical data is presented by compiling the errors committed by students and their frequencies in the form of a table, as well as a representation of them in the form of a percentage.

**Data analysis tools**

Data from 20 students was collected and checked. Participant observation and proof-reading techniques were used to indicate the errors in the students' writing. Specific errors were marked and classified into different categories. The analysing stage considered the number of errors according to respective categories before a comparison was made on the frequencies of the types of errors committed.

**Data Analysis and Findings**

In this chapter, data and findings have been presented and analyzed. In Table 1, the data is all about the influence of textism on students’ texts.

**Table 1**

*Influence of textism in students’ formal and informal registers on different levels of linguistics*

<table>
<thead>
<tr>
<th>English Form</th>
<th>Textism</th>
<th>Category</th>
<th>Examples</th>
<th>Branch</th>
<th>Number of occurrences</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busy tomorrow</td>
<td>Bz</td>
<td>Adjective</td>
<td>I am bzyr</td>
<td>Phonology</td>
<td>215</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>2moro</td>
<td>Adverb</td>
<td>I’ll come</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The</td>
<td>DA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Separate</td>
<td>Sepr8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Right</td>
<td>Ri8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oh my God</td>
<td>OMG</td>
<td>Sentence</td>
<td>OMG what a lovely surprise</td>
<td>Morphology</td>
<td>195</td>
<td>26%</td>
</tr>
<tr>
<td>Right now</td>
<td>RN</td>
<td>Compound</td>
<td>Come to me</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boyfriend</td>
<td>BF</td>
<td>word</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good- morning</td>
<td>GM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good night</td>
<td>GN</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smile</td>
<td>☺️</td>
<td>Verb</td>
<td>☺️</td>
<td>Semantics</td>
<td>Most of times</td>
<td>…</td>
</tr>
<tr>
<td>Sad</td>
<td>☹️</td>
<td></td>
<td>☹️</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As soon as</td>
<td>ASAP</td>
<td>Verb</td>
<td>Send me</td>
<td>Syntax</td>
<td>326</td>
<td>44%</td>
</tr>
</tbody>
</table>
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| possible Thank you | TY later | ASAP phrase | Okay TY TTYL | Syntax Verb phrase | Total | 735 | 100 |

Note: The above table shows the effect of textism on the students’ text. The table has been drawn by analysing the text messages of the students. Results claim that all aspects of writing (morphology, semantics, syntax, etc.) have been affected by textism. The use of abbreviations, emoticons, acronyms and initials are the most commonly used textisms among the students. Words like **bz** and **2moro** fall under the error of phonology. Similarly, words like OMG, ILYSM, TY etc. are syntactic errors. The use of emoticons to convey feelings is a semantic aspect of any written discourse.

Table 2

*Most commonly used text in students’ writings (papers, emails, handouts, class notes, etc.)*

<table>
<thead>
<tr>
<th>English form</th>
<th>Textism</th>
<th>Examples from students’ emails</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not</td>
<td>dnt</td>
<td>They dnt ask for any opinions.</td>
</tr>
<tr>
<td>Have</td>
<td>Hv</td>
<td>I hv sent you.</td>
</tr>
<tr>
<td>Information</td>
<td>Info</td>
<td>We must get info…</td>
</tr>
<tr>
<td>Between</td>
<td>b/w</td>
<td>..no distinction b/w…</td>
</tr>
<tr>
<td>Message</td>
<td>msg</td>
<td>I received a msg from…</td>
</tr>
<tr>
<td>Just</td>
<td>jst</td>
<td>I jst wanted to know….</td>
</tr>
<tr>
<td>And</td>
<td>n</td>
<td>…pen n paper …</td>
</tr>
<tr>
<td>Going to</td>
<td>gonna</td>
<td>Then we are gonna extract…</td>
</tr>
<tr>
<td>Want to</td>
<td>wanna</td>
<td>…wanna tell them about….</td>
</tr>
<tr>
<td>Thanks in advance</td>
<td>tia</td>
<td>We must say them tia …</td>
</tr>
<tr>
<td>Approximately</td>
<td>Approx.</td>
<td>It has deducted approx 20% of…</td>
</tr>
</tbody>
</table>
Point of view     |    POV    | My pov was to state the facts…
How are you?     |    Hw r u   | Hw r u sara?
As soon as possible |    ASAP   | I will send the file asap
You, your        |    U, ur   | Thank u, ur welcome

Notes: In informal writing, the effect of textism was greater as compared to formal writing. In their informal writings, students used contractions, initialization, etc. As social media sites, instant messages, and mails have become more popular, written language register has become more informal. The reason behind this is the habit-strength philosophy.

Table 3
Categories of short forms used in e-mail text messages, student notes and papers

<table>
<thead>
<tr>
<th>Category of Textism</th>
<th>Most Common Examples</th>
<th>Textism found in text messages (N)</th>
<th>Textism found in emails (N)</th>
<th>Textism found in students notes (N)</th>
<th>Textism found in papers (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbreviations</td>
<td>TY, PTO, coz, b/w</td>
<td>97</td>
<td>32</td>
<td>77</td>
<td>13</td>
</tr>
<tr>
<td>Contractions</td>
<td>Wanna, gotta</td>
<td>73</td>
<td>13</td>
<td>35</td>
<td>15</td>
</tr>
<tr>
<td>Acronyms</td>
<td>TYSM, PTO</td>
<td>56</td>
<td>12</td>
<td>13</td>
<td>05</td>
</tr>
<tr>
<td>Number</td>
<td>2gether, 2ni8</td>
<td>41</td>
<td>07</td>
<td>10</td>
<td>04</td>
</tr>
<tr>
<td>Homophones</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuations</td>
<td>Omission of period, comma and use of</td>
<td>108</td>
<td>25</td>
<td>57</td>
<td>17</td>
</tr>
</tbody>
</table>

Influence of textism in formal writing
Textism in formal writing was not very prevalent since descriptive essays, assignments, projects, etc. were witnessed in an academic style. This is because the students know the rules of writing and are aware that they are being graded for that. Thus, the effect of textism was comparatively low in their formal assessments and papers.
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| excessive punctuations | Total | 375 | 89 | 192 | 54 |

*Note:* This table shows the categories of the textisms mostly employed by the students. The data gathered by the researcher, in the form of mistakes and errors committed by students, was then categorised as **abbreviations**, **contractions**, **acronyms**, **number homophones** and **punctuation**. This form of data was then analysed, the frequencies were noted and that has been presented in tabulated form. The results showed that students use these short forms in their text messaging abundantly, as they have been noticed to have the highest frequency of 375. After text messaging, they have been witnessed using these textisms in their rough notes with a frequency of 192, where the abbreviations were found to be multitudinous and punctuation was mistakenly used in the wrong manner with persistence. It has been noticed that when reaching the most formal way of writing, they deviated less frequently, as in the case of formal emails, where these textisms were used with a frequency of 89 and tried to reduce it to even a greater degree, with the occurrence of 54 in their formal papers and assessments. In their formal papers, homophones and acronyms were observed to occur much less frequently, with values of 04 and 05, respectively. Abbreviations and contractions were found to be there with comparatively greater frequency, with values of 13 and 15, respectively. The misuse of punctuation, however, was witnessed much more often. Punctuating marks were either used by students scarcely or were used recurrently in order to enhance the effect produced by the text.
Figure 1

*Number of texts found in both registers by students*

![Values of Textism found in students' formal and informal registers](image)

*Note:* This figure presents a graphic illustration of the results discussed above. It exhibits that students use textism mostly in their informal registers, but when they are brought to their formal ones, they do not generally deviate and tend to write as per the established norms. Making students practice writing more frequently than typing will help to mitigate the minimal impact this overlapping condition has on some of them. This might tend to mitigate this declining condition.

**Discussion**

Emerging technologies have drastically impacted their lifestyles. Excessive use of smartphones, particularly mobile instant messaging (MIM), has led the new generation to use short forms, contractions, acronyms, number homophones and other forms of textism in their day-to-day lives which has in turn impacted their academic performance in writing to some extent.

The study was set out to present the textual characteristics found in students’ note-taking, emails, text messages and formal assessments and papers.
The results have shown the linguistic deviations that were more frequently used by the students in their academic writings. It includes a number of morphological entities that were generally found in the form of contractions of words and excessive use of the abbreviations “txt”, “wknd” and “hv”. Spellings were generally out of formal order, but this kind of deviation was witnessed in their note-taking and emails, apart from the sample text messaging. It was less frequent in their formal register. However, words like “approx” for approximately, ‘dnt’ for "don't” and “plz” for please were more frequently used in their formal papers as well. The errors related to misspellings were also found in their formal register, but their frequency was greater in text messaging, emails and note-taking.

The data was collected in the form of emails, text messages, rough notes and their midterm and final papers. This data was collected to learn about their level of linguistic deviations in their formal registers. The results indicate that students use this texting language (textisms) mostly while texting their friends and family and tend to avoid these in their formal quizzes and assessments. However, it cannot be stated that the formal papers did not contain these textisms at all, but the frequency with which they were used was comparatively low, to a greater degree. The data collected in the form of text, was then categorised as abbreviations, acronyms, contractions, number homophones and punctuation. It was noticed that abbreviations were more frequently used by the students and punctuation mistakes were also prevalent. Number homophones were least frequently used in each form of writing.

Morphologically, alphabet/ number homophones were extensively used throughout the note-taking, like “c”, “2more”, “ri8”, etc. Words were phonologically stylized by students to enhance the sound effect of the words they used. These include “wanna”, “nopz” and “thnkz”. These were seen with good frequency. “Bz” for busy and “bcoz” for “because” were frequently
used by students in their note-taking and emails. However, this kind of deviation was also witnessed in their formal register.

Semantically, emoticons were used with a good number of occurrences, but these were only used extensively in messaging. These emoticons were mostly used in their informal chats and included the emotions of happiness, laughter, and wonder at the very least.

On the level of syntax, sentences were shortened by the contractions of clauses and phrases and sometimes a number of words were coupled to make an acronym. Among those that were more extensively used are ASAP for “as soon as possible”, “PTO” for “page turnover”, “TY” for “thank you”, “OMG” for “Oh my God” and "BTW" for "By the way". These syntactic contractions were used everywhere in emails, texts, and taking notes, but they were not found in formal writings, which were analysed by the sample of students’ assignments and formal notes of study. “TIA " for “thanks in advance” was used by students in most of their formal emails, which were sent for the purpose of getting permissions or requesting information from university authorities regarding attendance issues.

The data was also qualitatively analysed by a simple method of observation during their class time. The results showed that a number of errors were witnessed in students’ rough notes, emails and note jottings. Students in most of the emails missed the capitalization. This was also seen in their note-taking. Like, the first letter should be capitalised but in almost most cases it is not. For example, “spring is coming”. Also, students missed capitalizing proper nouns to a grade-able number (like “world health organization”). The text was generally stylized with the addition of number homophones and informal contractions like “2gether”, “la8r”, “wanna” “coz”, “yupss” and “Nopz”. It was seen in emails and texts with a sufficient number of occurrences. They usually missed punctuation, even in emails and note-taking. This deviation due to punctuation was also seen in their
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formal writings, to a little extent apart from note-taking, emails and text messaging; in fact, at times they were completely ignored. The contractions were more prevalent in both text messages and e-mails. Note-taking carried a huge number of contractions, like “Txt”, “Wknd”, “Plz”, “Bday”, “Gng”, “Frwd”, “No” and “approx”. The researchers also noticed a greater number of non-standard spellings. These kinds of errors were also found in their formal register (papers), but were mostly found in the e-mails and their hand notes. These are generally other than contractions, abbreviations, acronyms, number homophones, style accentuation and are unintentionally misspelt by the students. These are probably due to the excessive usage of automated keyboards and other electronic keyboard dictionaries, like Gboard, which tend to elicit probable words from the typist who is communicating using a smart device, which in turn prevents the communicator (sender) from typing less and choosing among the readily typed appropriate words.

Punctuations were generally not used by students in hand notes at all, and they were scarcely used in formal registers like papers and quizzes. There were some mistakes regarding punctuation as they were used in the wrong way by them. Text messages were either completely devoid of punctuation or the use of commas and periods was more than usual and extraordinary, which were probably working there as interjections.

Thus, as far as the formal register is concerned, not a reasonable number of errors pertaining to their morphological, syntactical, semantical or phonological deviations were witnessed in the students’ formal register. However, there was a significant deviation from punctuation rules in their formal texts, but this is correctable and teachers can fix it by placing more emphasis on this aspect of their writing ability.

Conclusions

This study was performed to examine the impact of text messaging on the
written abilities of students. The data was collected from 20 students and analysed qualitatively through observation and content analysis techniques. Results concluded that divergence from the morphological, syntactic and phonological features of their language use was only observed in their hand notes, emails and, of course, text messages, as they were loaded with short forms, contractions, abbreviations, etc. A very minute linguistic deviation was seen in their formal assignments and projects with respect to the use of acronyms, contractions and abbreviations. Punctuation and spelling mistakes were, however, extensively witnessed in their formal register, but their occurrences were even more prevalent in their hand notes, emails and text messages. It gives us the idea that students use such contractions, abbreviations, short forms, etc. in their informal texts, but when they are brought to their formal register, generally very few instances of such deviations are witnessed.

References


