

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohamed Seddik Benyahia. Jijel
Faculty of Letters and Languages
Department of English



**INVESTIGATING THE EFFECTS OF TEXTING ON STUDENTS'
ACADEMIC WRITING**

**Dissertation submitted in partial fulfilments of the requirements for the degree of
Master in didactics of foreign languages**

Submitted by

- Hakima YASSAF
- Ouissem LAIB

Supervised by

MELIT Ilham

Board of Examiners

- **Chairperson:** Mbarak LAOUAMRI, University of Mohamed Seddik Benyahia -Jijel
- **Supervisor:** Ilham MELIT, University of Mohamed Seddik Benyahia -Jijel
- **Examiner:** Hiba TIOUNANE, University of Mohamed Seddik Benyahia -Jijel

Declaration

We hereby declare that the dissertation entitled “Investigating the Effect of Texting on Students’ Academic Writing” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Signature

Hakima YASSAF

Ouissem LAIB

Date

14/06/2023

Dedication

To me.

Wissem

Dedication

To me and my family.

Hakima

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Abstract

With the rise of digital technologies, texting has become adolescents' predominant mode of communication. Concerns have been raised about this phenomenon's influence on students' writing skills since its emergence, which sparked much controversy. The purpose of this corpus-based study titled *The Effects of Texting on Students' Writing Skills* was to determine whether or not texting influences students' academic writing skills. The study was guided by the hypotheses that texting affects students' writing skills and that the positive or negative effect will be reflected in their grammar, punctuation, and capitalisation. A sample size of 32 students was randomly chosen from the population of third year students at Mohammed Seddik Benyahia University in Jijel. It was determined that content analysis was the most appropriate technique for analysing the data. To achieve the study's purpose, data was collected using a questionnaire tailored for students, as well as through their essays and previous text messages written in English. Based on the results obtained, it was concluded that both hypotheses of the current investigational study have been disproved. Thus, text messaging has no discernible effect on students' writing proficiency.

Key words: Academic writing, Texting, corpus-based, Effects.

List of Abbreviations

1. **SM:** Short Messages
2. **SMS:** Short Messages Service
3. **GSM:** Global System for Mobile Communication
4. **TED:** Technology, Entertainment, Design
5. **EFL:** English as a Foreign Language
6. **ESL:** English as a Second Language

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General Introduction

1. Background of the Study

Text messaging has become an integral part to modern communication, especially among the younger generation. Concerns about the impact of texting on students' writing skills have prompted researchers to investigate the connection between texting practises and formal writing proficiency. Previous research on the effects of texting on writing skills has yielded diverse and sometimes conflicting results.

Several studies have suggested that the use of texting may have positive effects on students' writing abilities. For instance, David Crystal, a renowned British linguist and fierce advocate of the positive effects of the Internet on language, argues that texting is not damaging to students' literacy but rather enhancing it. He argues that all commonly held beliefs about text messaging are wrong or at least debatable, and that there is mounting evidence that it aids rather than inhibits literacy. Crystal further states that no one can predict whether texting will last long enough for a permanent genre to develop. Will we continue to communicate in fifty years? Perhaps not. Due to the nature of technology, it may simply be a temporary linguistic occurrence; it may become out of style. In his book *Txtng: The Gr8 Db8* (a logogram for *Texting: The Great Debate*), Crystal refutes the belief that SMS language and its extensive use of abbreviations and vernacular harms students' language and literacy. Another source of support is Baron (2008), who believes that "as soon as children can distinguish between formal and informal language, SMS language does not affect their literacy." In this instance, texting enriched literacy and language proficiency.

Conversely, other studies have proposed that texting might negatively influence students' writing skills. Odey, Ndofo, and Endong (2014) conducted a research study that investigated the impact of SMS texting on the writing skills of university students in Nigeria, case of the college of education akamkpa. The study aimed to explore how the use of technology, particularly SM (Short Messages) texting, influenced English language usage among Nigerian university students in an educational context. Based on the content analysis of 250 SMS messages exchanged by 50 third-year students of the institution and their examination answer scripts, the study demonstrated that extensive texting usage affected students' language proficiency. It revealed that students both unconsciously and consciously adopted the writing style commonly used in SMS messages when composing their essays. The research paper identified various features of SMS language present in both students' messages and their answer scripts, with the most prevalent characteristics including vowel omission, logograms, alphanumeric homophony, punctuation errors, and initialisation.

Additionally, Mampa L. Mphahlele and Kwena Mashamaite (2005) investigated the impact of textese on the writing proficiency of South African university students. They observed that increasing numbers of students were using textspeak in their coursework and felt they were being punished for misspelt words. They attributed this to electronic and print media exposure. They concluded that textspeak harms two aspects of students' language proficiency: their ability to express themselves eloquently and to use words in context.

Furthermore, some scholars believed that texting does not affect formal writing. Aziz et al. (2013) conducted a study at an Information Technology institute in Pakistan with undergraduate students between the ages of 19 and 25. He suggested that texting did

not interfere with students' formal register and that they were able to switch to an appropriate register when writing formally.

Delving further into this matter, Saleh M. Al-Salman and Aziz T. Saeed conducted a study in 2017 titled "Effects of Text-Messaging on The Academic Writing of Arab EFL Students". This study focused on the impact of text messaging on the English academic writing of Arab EFL learners. The study also examined teachers' attitudes and responses toward the presence of electronic texting elements in their students' writing. The researchers employed both qualitative and quantitative analysis methods on data collected from three sources:

1. A set of writing samples from first-year students
2. A survey exploring students' usage of electronic chatting in Arabic and English
3. A questionnaire seeking teachers' reactions to students' incorporation of texting features in academic writing.

The data were obtained from students enrolled in the Arab Open University (AOU). The study's findings indicated that Arab EFL students do not extensively employ texting features in their writing, suggesting that this phenomenon neither poses a serious threat nor adversely impacts students' written English.

2. Statement of the Problem

The widespread use of the internet has paved the way for a more general use of online communication among students. This circumstance has led to a brand-new type of language that has recently revolutionised the standard written language with its unique linguistic characteristics: informal style, tolerance of errors, and disregard for spelling, punctuation, capitalisation, etc. This new linguistic form is considered nonstandard and poses a grave threat to the standard language. The increase in the use of texting resulted in dismay and arguments about whether or not it will get in the way of the students' academic writing.

3. Research Question

This study aims to answer the following research questions:

- Does the use of texting affect students' writing skills?
- Does texting affect students' writing negatively or positively?
- How is the effect of texting demonstrated in students' writing?

4. Hypotheses

Based on the above research questions, we formulate the following research hypotheses:

H1: We hypothesise that texting affects students' writing skills.

H2: We hypothesise that the effect, whether negative or positive, will appear in their spelling, punctuation, and capitalisation.

5. Research Methodology

A mixed-method research paradigm was adopted to achieve the aim of our research and test the hypotheses. Guided by a cross-sectional design, a corpus of 32 essays and text messaging screenshots were randomly collected from third-year EFL students at the Department of English at Mohamed Seddik Benyahia-Jijel for the academic year (2022-2023). In addition, a questionnaire was administered to the learners to gather more information about their use of texting.

6. Significance of the Study

This study hopes to benefit the field of education by evaluating writing skills deficiencies caused by texting in academic writing. It can help to expand our understanding of how technology impacts students' learning and their ability to write effectively in academic settings. The research may also provide valuable insight into how to best teach

EFL students to develop and improve their academic writing. Also, the study is anticipated to serve as a foundation for further studies to understand better how texting affects students' writing proficiency in the long term.

7. The Organisation of the Dissertation

The dissertation comprised two chapters; the first chapter divided into two sections. The first section, entitled Writing, provides a complete overview of general writing, its characteristics, the difficulties of academic writing, and the factors behind them. Section two revolved around texting; it reviewed its definition, history, features and the effects it can have on communication and students' writing skills. The second chapter was the practical section; it presented the research instruments, the analysis of the data collected, and a discussion of the findings.

Chapter One: Literature Review

Chapter One: Literature Review

Section One: Writing

Introduction

Learning a foreign language requires mastery of the four linguistic skills. Writing is one of these skills and it is regarded as a crucial and challenging skill for EFL students to acquire. This section explores various elements related to writing. First, it represents an overview about the writing skill. Then, it provides a definition of academic writing and discusses its features, the difficulties that EFL students find when writing, and the causes of these difficulties.

1. Overview of Writing:

Various historians and archaeologists assert that writing was developed at least in three cultures that had no contact with one another. Then it quickly spread to become an indispensable part of human society. As civilisation becomes more complex and more data must be stored and transmitted, the written word becomes increasingly essential.

Writing is the process of combining and arranging letters into words, sentences, and texts. This arrangement is not random but governed by a set of systematic principles (Hyland, 2003, p.3). Nonetheless, this somewhat narrow perspective fails to convey the complexity of writing. Writing is among the most complex human activities. Nancy Arapoff (1967) defines writing as more than an orthographic representation of discourse. It is a deliberate selection and organisation of experience. According to Arapoff, experience encompasses all thoughts, facts, opinions, and ideas, whether obtained directly through perceptions and actions or indirectly through literature and hearsay (p.33).

Nunan (2003) defines writing as “a physical and mental activity involving the discovery of ideas and their development into statements and paragraphs that will be comprehensible to the reader” (p.88). This means that writing is a form of communication that enables the writer to organise his ideas and knowledge into convincing arguments, while considering sentence structure, punctuation, and word choice. Robinson (as cited in Benidir 2015, p.5) emphasises the mental aspect of the activity in her definition by stating that writing is not only a natural, automatic process but also a mental effort that requires continuous training, serious instruction, and consistent practice. Robinson adds that this skill requires extremely complex mental processes from the writer, such as idea generation, planning, goal setting, monitoring, and evaluating what will be written. In addition, the writer seeks to find out the most effective language to convey meaning.

Numerous researchers have diverse perspectives on writing, each attempting to define it from a particular discipline of study perspective. Moreover, no definition can cover all the writing aspects. However, all these definitions of writing concur that writing is a means of communication between individuals. It is a challenging and complex task that requires special efforts.

Writing is viewed as an essential form of communication through which people express their opinions, emotions, and ideas. According to McArthur, et al. (2008), writing about one's emotions and observations can be helpful psychologically and physiologically because it can decrease depression, lower blood pressure, and improve one's immune system (p.11).

Moreover, writing is regarded as a learning tool. It is beneficial for students because it allows them to think critically, increases their concentration abilities, enhances

their grammar and vocabulary and allows them to acquire additional language skills, such as speaking (Raims 1983, p.3).

2.1. Academic Writing

Students in all disciplines, including ESL/EFL learners, must possess advanced communicative skills, such as the ability to write critically and persuasively. This requires understanding a variety of academic terminology in context. Students must adopt a more formal, focused, and structured writing style known as academic writing.

Olivia Valdes (2019) defines academic writing as a formal writing style produced in an academic setting. It is commonly used by students, professors, and researchers to make papers, arguments, and other forms of writing for publication. Labaree (2009) gives a broad definition stating that “academic writing refers to a style of expression that researchers use to define the intellectual boundaries of their disciplines and their specific areas of expertise” and that it is “intended to convey agreed meaning about complex ideas or concepts for a group of scholarly experts”. Academic writing is a formal, precise, and structured writing frequently used in various professions to document research or defends a specific topic.

2.2. Characteristics of Academic Writing

Academic writing is distinguished from other forms of writing by using a specific discourse style. It is formal and employs specific principles that learners must master. Good academic writing requires students to incorporate objectiveness, formality, evidence, citation, and tentative language.

2.2.1. Objectivity

In general, academic writing is objective rather than subjective. It presents and evaluates issues and concludes with an objective position, one that is based on research and logic rather than personal feelings and opinions. Therefore, there are fewer references to the author or reader. This implies that the focus should be on the information and the arguments rather than the writer and his assumptions about the issue. In this regard, Monippally and Pawar (2010, p.82) stress the need to avoid appearing overly enthusiastic and maintain a distance from the discussed topic. Personal pronouns, mainly I, you, and we, are typically avoided because they are frequently associated with subjective viewpoints influenced by personal preferences or biases.

2.2.2. Formality

Heylighen and Dewaele (1999) define formality as the “avoidance of ambiguity”. Commonly, formality is associated with a style or language that is complex, technical, and highly selective, with lengthy phrases and complex structures. Formal style tends to be detached, precise, consistent, and less dependent on context (pp. 2-9). It generally adheres to the norms of standard written English and avoids vernacular, tautology, ambiguous words or phrases, contractions, and colloquial language. Meanwhile, it is based on grammatically correct and semantically clear sentences, with flawless spelling and lexical choice.

2.2.3. Tentative Language

Cautious language or hedging is another essential element of academic writing because it expresses probability instead of certainty (Hyland, 1998). It concerns the language writers employ to avoid being overly assertive or categorical. Academic discourse is frequently about theories and conclusions drawn from the evidence,

exchanging viewpoints rather than concrete, indisputable facts. They are intended to use hedging to avoid over-generalisation or oversimplification.

2.2.4. Evidence

Heady (2007) defines evidence as “the material you use to back up your claims” (p.60). Whenever a writer makes a claim, a point, or an argument, he must back it up with relevant and persuasive evidence, such as data, statistics, empirical research findings and expert opinions. The quality of the evidence presented will determine the strength of the argument. The purpose is to convince the reader of the validity of the presented ideas through a well-documented, coherent, and logically organised piece of writing.

2.2.5. Citation

Citation is a distinguishing characteristic that demonstrates the reliability and accountability of writers. It refers to the author’s acknowledgements of other people’s work in his/her writing. Yinghui Sun (2008, p. 2) emphasizes that citation is “one of the most important realizations of the research writer’s concern for his or her audience”. As a defence against allegations of plagiarism, it is always necessary to acknowledge the source of any concepts, study results, data, paraphrased or cited text.

Academic writing is a formal and structured style of writing that emphasises objectivity, accuracy, and evidence-based arguments supported by credible sources. It requires precision in language and citation styles and demands high critical thinking and writing skills to effectively communicate complex ideas to a scholarly audience.

2.3. Academic Writing Difficulties

Academic writing proficiency is a strong indication of command of the English language. However, academic writing is a challenging skill, particularly for EFL students.

It requires “careful thought, discipline, and concentration” (Grami, 2010, p.9). The difficulties and challenges of academic writing are a significant concern for many scholars. According to Farouq Musa (2010), one of the primary reasons for the difficulty of writing is that it includes various conventions that learners are expected to master. According to Jacobs & L and Hall (as cited in Fareed 2016, pp.81-92), “A text of an effective EFL writer must be cohesive, logical, clearly structured, interesting, and properly organised with a broad vocabulary and command of conventions in mechanics.”

Various academics have concluded that grammatical errors, inappropriate vocabulary selection, incorrect punctuation and spelling, misuse of coherence and cohesion, and lack of organisational skills are the main obstacles EFL students face.

2.3.1. Grammar

Understanding and applying the English grammatical rules is difficult for EFL students. According to Saiful Bahri and Bambang Sugeng (2009, p. 8-10), students have difficulty choosing the correct forms of the parts of speech they need to use. They frequently employ unnecessary words, making their sentences difficult to comprehend. In addition, it is challenging for them to learn the proper usage of prepositions as they fall into redundancy and overuse. They also struggle with subject-verb, pronoun agreement and using the correct verb tense.

2.3.2. Vocabulary

According to Setiawan Asep (2014, p.4), vocabulary is a fundamental element in sentence construction, which is the foundation of practical writing skills. Learners must have a good vocabulary range to employ it flexibly in each writing topic to complete the task successfully. In writing, students should always strive for the most precise, accurate

language. They should avoid using erroneous, imprecise, and ambiguous language. However, they frequently struggle with context-appropriate vocabulary selection.

2.3.3. Cohesion and Coherence

Students are expected to produce a concise, logical, and well-structured piece of writing. To do so, they must possess specific organisational skills, which primarily entail cohesion and coherence. According to Bachman & Palmer (as cited in Ruegg & Sugiyama, 2013, p.4), cohesion knowledge is demonstrated by “producing...explicitly marked relationships between sentences in written texts.” According to Ahmed (2010), several research papers from the Arab world shed light on students' coherence issues in their English writing. For instance, his study on the Egyptian students' written work revealed that repetition, parallelism, sentence length, lack of variation, and misuse of specific cohesion devices are significant causes of textual incoherence and deviation (pp.211-221).

2.3.4. Spelling and Punctuation

Spelling plays an essential role in both reading and writing. EFL students primarily misspell words due to the irregularities of the English spelling system (Banca, 2013). This relates, for example, to the similarity of vowels that can be decoded in various spellings. According to Jeremy Harmer (2001), the correspondence between the pronunciation of a word and its spelling is not always clear. Since a single sound has various spellings, whereas the exact spelling has various sounds. He also explains that students struggle with spelling because “...not all varieties of English spell the same words in the same way (p.256).” For example, American and British English have different pronunciations of the word ‘behaviour’.

On the other hand, punctuation presents a challenge when writing. According to Carroll and Wilson (1993), three punctuation-related issues exist. The first is that

punctuation rules are not completely precise, punctuation is complex, and the meaning of punctuation depends on the writer's style. The way a student punctuates writing can completely alter its meaning because each punctuation mark is a distinctive way of interpreting the meaning. Therefore, students must pay close attention to their punctuation, which is typically problematic. Spelling and punctuation errors do not necessarily hinder the reader's comprehension of the text but can create a poor impression of the writer.

3. The Factors of Writing Difficulties:

Various researchers agree that there are numerous factors for EFL students' writing difficulties. Those factors are said to be the lack of motivation, lack of reading, interference from the first language, and teacher feedback.

3.1. Lack of Motivation

Harmer (2006) states that numerous factors decrease learners' writing motivation. The first is the fear of failure or not achieving their goals, particularly when they must demonstrate their language skills. The second factor that prevents them from writing is the fear of making mistakes. In this sense, EFL students feel apprehensive about the structure of the essay or any other piece of writing they are required to follow. Thirdly, they frequently write in a state of doubt, are unwilling to share their writings with others, and attempt to hide their vulnerabilities.

3.2. Lack of Reading

Reading and writing are two discrete activities, with reading considered a passive skill and writing a productive skill, but reading and writing are complementary. Jodi Eisterhold (1997, p.88) stated, "Better writers tend to be better readers, and better readers tend to produce more syntactically sophisticated nature writing than poorer readers."

Ann Raimes (1998) emphasises the significance of reading in a foreign language by stating that the more students read, the more they become familiar with the vocabulary, idioms, ideas organisation and sentence pattern. Students will be able to visualise the fundamental structure of the writing after reading samples (p.42). In other words, reading is a prerequisite for writing and plays an essential role in developing writing abilities among learners; therefore, one of the reasons why foreign language learners struggle with writing is the lack of reading practice or the lack of extensive reading.

3.3. First Language Interference

It is well-known that the learner's native language is also a factor in acquiring a foreign language and writing skills. Although EFL teachers constantly emphasise the need to think and write as much as possible in English, students frequently have the habit of thinking in their native language and then translating word for word into English. In this regard, Friedlander's (1997) research demonstrates that "writers will transfer writing skills and strategies, whether they are strong or weak, from their first language to their second or third language." (p.109). According to Blanchard and Root (2004), "Writing remains a difficult skill to acquire, and every language has its writing conventions that the writer must learn without interfering with other languages." (p.204).

3.4. Teacher Feedback

Scholars argue that teachers' pedagogical absence and lack of writing instruction awareness negatively impact students' report performance (Bilal et al., 2013, p.238). According to Bilal et al. (2013), teachers cannot motivate their students to write because they do not provide formative feedback on their students' writing. Gulfidan Can (2009) asserts that the student's lack of confidence in their writing skills is the result of instructors from various departments providing contradictory feedback.

In conclusion, most EFL students view writing as a complex and challenging skill because they encounter numerous obstacles and they are affected by various factors. These difficulties and factors cause learners much stress and put a barrier between them and effective writing. To overcome these obstacles, EFL students must be dedicated to improve their language skills through consistent practice and exposure to academic writing.

Section Two: Texting

Introduction

Texting, a form of electronic communication, has become an essential part of modern life. With its many features and conveniences, texting has revolutionised how people communicate, but it has also introduced new challenges and limitations, particularly in academic and professional settings. In this section, we will explore the historical background of texting, its various features, and its impact on communication. We will also examine the effects of texting on EFL students' academic writing, exploring both the positive and negative impacts.

1.1. Overview of Texting: Historical Background and Definition

Throughout the past years, people have regarded SMS, also known as Short Message Service, as a recent phenomenon and an invention that has profoundly altered how people interact. However, this phenomenon is neither novel nor original.

According to Amelia Acker (2014), different text communication services were used before the introduction of SMS. Telex (Teleprinter Exchange) which Friedhelm Hillebrand (2010, p.3) regards as the forefather of modern text communication, was a public, global text messaging service. It enabled communication between two teleprinters. Despite its enormous success, it had several flaws that prompted the development of brand-new services such as Teletex, Facsimile, Videotex, and others.

Later, SMS was introduced in the GSM (Global System for Mobile Communications) as the only new service that did not already exist in public networks. The SMS teleservice represented an innovation. It includes two data services connecting them with a mobile device and network coverage that produce a new information object, the text

message format. SMS was not immediately identified as an innovation because of the shadow of mobile voice services and other teleservices (pp.76-79).

The SMS became a very successful GSM service; however, it imposed some severe restrictions, putting a limit of 160 characters per message and requiring users to pay an additional fee per text. Thus, this feature forced users to abandon conventional written language to write as much data as possible in one SMS due to length restrictions, and avoid sending more than one message (Mose, 2013, as cited in Zheng, 2015). Therefore, a culture of abbreviated written structures known as "txt talk" or "texting" has been widely spread.

Compared to other innovations in communication, texting lacks a single, apparent creator. Some sources claim that Matti Makkonen, a Finnish engineer dubbed the father of SMS, devised the idea for the text message. Makkonen attended a conference for the telecom sector in 1984, where he suggested sending text messages between mobile phones rather than between pagers. However, in a 2012 interview with the BBC, Makkonen stated, "I did not consider SMS a personal achievement, but a result of a joint effort to collect ideas and write the specifications of the services based on them." Makkonen attempted to minimize his critical role in text messaging development, so he deflected attention away from himself and onto the wider mobile industry, pointing to Hillebrand and Bernard Ghillebaert, who developed the theory and protocols for the "short message service".

According to Hillebrand et al., (2010), text messaging, or texting, is the act of composing and sending electronic messages, typically consisting of alphabetic and numeric characters, between two or more mobile devices users (p.10). Text messaging was never envisioned initially as a means of communication between individuals. It was initially conceived as a service for mobile phones to signal the arrival of a voicemail message (Crystal, 2008). As more and more people around the globe began to use text

messages as a means of communication, the word choices and sentence construction of cell phone users began to deviate from Standard English. As the difference between texting and traditional English becomes more remarkable, the texting language is sometimes treated as a language by itself, which the American society calls SMS language, and linguistic scholars call “textism” (Kemp & Bushnell, 2011, p. 18). The language used in text messages has evolved to the point where English speakers may struggle to understand the words used in texting; as a result, it was concluded that some translation processes are required between Standard English and textism. The latter involves the use of abbreviations, acronyms, and emoticons, which can be challenging to understand for those unfamiliar with the language.

In her article *The Language of Texting: Altering English or a Language of its Own*, Elizabeth Corney claims that translating processes, such as code-switching, are observed between English and SMS language as “textism created a new form or genre of writing that requires translations and explanations.” (p.40).

Even though translation between textism and English is occasionally required, there is insufficient evidence to indicate that texting is a distinct literacy. According to researchers like Corney, textism is not a language, at least not yet. Instead of seeing it as a new language, linguistic scholars favour the claim that it is a part of the English language’s evolution. According to Crystal, Texting creates a new genre in which English can be expressed differently and generate literacy words. It is not necessarily the invention of a new language; instead, it is a new way of writing in English.

Since its humble beginnings in the 1990s, text messaging has advanced significantly from straightforward 160-character messages to discussions about whether it

is a refined version of English or a separate literacy. Texting has fundamentally changed how people interact with each other and the ways linguists approach language.

2. Texting Features

Although it serves the same purpose of expressing thoughts and ideas, the language used in SM (Short Message) has its own characteristics that set it apart from other languages. David Crystal explains that textspeak is like decoding a message and that there is a different adaptation of symbols and punctuation that the traditional language does not use (Gorney, 2012, p.39). In texting, the lack of hand gestures, facial expressions and tone of voice is replaced by the creative adaptation of spelling, punctuation and capitalisation (Werry, 1996, p.57). By extension, many of the traditional rules of grammar and style are ignored (Thurlow, Lengel&Tomic, 2004, p.124).

The poem “txt commndmnts” by Norman Silver (as cited in Crystal, 2008, p.83) explores these new rules in a satirical sense:

1 u shall luv urmobilfone with all ur hart
2 u &. urfone shall neva b apart
3 u shall nt lust aftrurneibrsfone nor thiev
4 u shall b prepar@d all times 2 txt & 2 recv
5 u shall use LOL & othr acronyms in conversatns
6 u shall be zappy with urast*r*sks&exclmatnsl!
7 u shall abbrevi8 &. rite words like theyrsed
8 u shall nt speak 2 suml face2face if u enmsgeminsted
9 u shall nt shout with capitis XEPT IN DIRE EMERGNCY +
10 u shall nt consult a ninglishdictnry

The characteristics of textism can be classified into:

2.1. Morphological Characteristics

Morphological characteristics are concerned with the structure of the word. They involve abbreviations, acronyms and initialisations.

2.1.1. Abbreviations

According to Crystal (2008, p.45) and Caroline Tagg (2009, p.148) the most common abbreviations that are found in SMS language are shortenings, contractions and clippings.

2.1.1.1. Shortenings

Shortenings in texting refer to a type of abbreviation where a word is shortened by omitting one of its meaningful elements, usually at the end but sometimes at the beginning. For examples texters attempt to use more often *pic* instead of *picture* and *uni* instead of *university*.

2.1.1.2. Contractions and Clippings

Contractions occur when the word is shortened by omitting letters from the middle. It is the vowels that are usually deleted from words, so these words are well described by the consonant rather than vowel. Clippings/G-clippings occur when the final letter of the word is omitted.

Table 1.1: Examples of Contractions and Clippings

Word	Contraction	Word	Clipping
Control	Ctrl	Eating	Eatin
Delete	Dlt	Breathing	Breathin
About	abt	Going	Goin

2.1.2. Acronyms and Initialisations

Initialism refers to the process of reducing words to their initial letters. Although they are often referred to as acronyms, not all initialisms count as such; rather, for a term to count as an acronym, it must be pronounced as a word rather than as a series of letters. For example, the acronyms: NATO, PIN, and CAPTCHA.

Table 1.2: Examples of Initialisms

Initialisms	Examples
Initials used for individual words.	(y) for (why); (k) for (okay); (q) for (queue)
Initials used for compound words.	(bf) for (boyfriend); (cr) for (classroom); (dl) for (download)
Initials used for words in phrases.	(omw) for (on my way); (istg) for (I swear to God); (ngl) for (not going to lie)

2.2. Typographic Characteristics

Typographic characteristics are concerned with general feature of printed matter. They include misspelling, Capitalisation, punctuation, and alphanumeric homophones (known as logograms or logographs).

2.2.1. Misspelling

Texters tend to use fewer words and modify spelling without any revision. Thus, these deviant spellings give the impression that people are consciously manipulating the writing system and producing non-standard spellings to meet their needs. Also, non-standard spellings may reflect pronunciation. In this process of phonetic spellings, the

texter changes the actual spelling of the word and writes it the way it is pronounced. For example, dat (that), skul (school), fone (phone).

2.2.2. Capitalisation

The use of capital letters can be seen as a graphical indicator of an auditory paralinguistic feature, such as pitch or volume (Shortis, 2007 as cited in C Proudfoot, 2011, p.40). Capitalisation is used to add emphasis and express strong emotions. It is frequently used for volatile feelings such as anger or excitement. The use of all-capitalised letters for whole sentences or paragraphs is often interpreted as shouting. A texter may write the following sentence, ‘this is very important’ but change the *very* to *VERY* to stress the importance of the matter.

On the other hand, the use of lowercase letters is prevalent in text messages. Stine Proysen (2009, p.39) argues that using all lowercase letters in text messaging is gradually becoming a habit. Texters frequently use lowercase instead of capital letters in various sentence structures.

Capitalisation Examples:

I AM SO EXCITED!!!

HE did WHAT to HIM?

I can’t believe you just said THAT!

2.2.3. Punctuation

Crystal (2008) claims that deletion of punctuation that occurs in texting because of time, space and energy factors. Poh, Ung and Tan (2011) find that the errors in punctuation comprised mainly of unnecessary punctuations, incorrect use and omission of commas, elimination of apostrophes, wrong substitutions for periods, and the absence of the periods

at the end of a sentence (pp.109-124). However, it was noticed that texters may overuse punctuation to add emphasis and express confusion, excitement, and sarcasm.

Purposefully Misused Punctuation Examples:

You did what???

I can't believe that just happened!!!!?!?!!

Well duh.....

2.2.4. Alphanumeric Homophones

Logograms/ logographs is the use of single letters, numerals, and typographic symbols to represent words, parts of words, or even – as in the case of x and z – noises associated with actions. It is the pronunciation of the logogram, which is the critical thing, not the visual shape.

Table 03: Examples of Alphanumeric Homophones

Alphanumeric Homophones	Meaning
2day	Today
B4	Before
@oms	Atoms
Xxxxx	Kisses
<i>Zzzzz</i>	Sleeping

Pictograms, on the other hand, are symbols, visual shapes, or pictures that represent objects or concepts through a graphical representation.

Table 04: Examples of Pictograms

Word	Pictogram
Crying	:')
Confused	:-/
Love	<3
Winking	;-)

3. The Effects of Texting on Communication

Texting has become an essential part of modern communication. It is an efficient way to communicate with others without the need for face-to-face interaction. However, despite its convenience, texting can sometimes lead to misinterpretation and misunderstanding due to the lack of non-verbal cues such as facial expressions, body language, and eye contact.

Naomi Baron (2008) states that one common problem with texting is using all caps. Many individuals use all capital letters to express strong feelings. Linguist Maria Heath asked a cross-section of internet users to evaluate the emotional difference between a message in all-caps and the same message with standard capitalisation. She found that using all capital letters made people interpret happy messages as even happier (*IT'S MY BIRTHDAY!!!* feels happier than *It's my birthday!!!*). However, it did not make sad messages any sadder (*I miss u* is just as sad as *I MISS U*). Regarding anger, the results were mixed: sometimes caps increased the anger rating, and sometimes they did not, which Heather attributed to the difference between hot anger (*FIGHT ME*) and cold anger (*fight me*) (p.115). However, this use of all capital letters can also be perceived as shouting or aggression. This can result in misunderstandings and hurt emotions.

Another issue with texting is the limited expression of emotions, which can significantly impact the communication process. Texting lacks the subtle emotional cues people rely on in face-to-face conversations, such as vocal inflections, facial expressions, tone of voice, and body language. Emoticons and emojis are frequently used as substitutes for these cues, but they have limitations. According to Crystal (2008), emoticons and emojis can only convey a limited range of emotions and are often ambiguous in meaning. Furthermore, an emoji's significance can vary depending on the context in which it is used. For example, a smiling face emoji can convey joy or sarcasm, depending on the context. In a study by linguist Vyv Evans (2017), participants were asked to interpret the meaning of various emojis. The study found that even the most used emojis, such as the smiley face, can have distinct meanings depending on the context.

Moreover, texting often restricts the range of emotions that can be expressed, resulting in an oversimplification of complex emotions. Psychologist Sherry Turkle argued in a TED talk that texting encourages people to avoid difficult conversations and emotions, leading to a lack of emotional depth and intimacy. This can result in misunderstandings and a lack of connection in relationships.

In conclusion, texting has significantly altered the way in which people communicate, but these changes are not without challenges. Texting provides easy and instant communication, making it a preferred method for many people. However, it has also created misunderstandings and misinterpretations, which can negatively affect personal relationships and the quality of communication.

4. Texting Effect on EFL Students' Academic Writing

There is an on-going debate among numerous researchers as to whether or not texting is harming students' formal academic writing. Some scholars have criticised texting

as a serious threat to students' formal writing. Other scholars believe that texting impacts students positively because it fosters their creativity. Moreover, some scholars doubt whether texting affects students' literacy skills positively or negatively.

4.1. Negative Effects

Some scholars, language educators, and linguists believe that the frequent use of texting harms students' command on formal and standard written English. John Humphrys (2007) stated that text messaging destroys the user's ability to use fundamental writing mechanics such as grammar, syntax, and punctuation.

According to Myhra (2010), because students text daily, they have become accustomed to this writing style and utilise it frequently in academic writing. Students struggle to distinguish between informal internet slang and formal, precise writing. Some teachers have observed that students have imported the grammar used in text messaging into their academic writing and that they do not use punctuation accurately, and in some cases, none.

In addition, many educators believe texting undermines appropriate grammar and spelling. In a personal interview with Mogan Teng (2019), Dr. Karma Waltonen, a writing instructor at UC Davis, stated that specific errors have only appeared in the past six or seven years, and she believes that textism is to blame. She stated that she saw a student using *U* instead of *you* in a formal essay. She even asked the student to re-read the sentence with *U*, but the student could not identify the error. Oluga and Babalola (2013) criticise texting and present it as a phenomenon that affects the spelling system of texters, making it difficult for them to acquire the correct orthography of words because they are accustomed to misspelling and abbreviating words in text messaging (p.340).

The other significant effect observed is the shift in the tone of students' papers. The tones generally used in textism are rarely severe and formal. When these texting-related terms enter students' essay writing lexicons, it is anticipated that the tone of their papers will become more informal in comparison to Standard English.

4.2. Positive Effects

Some scholars argue that texting influences learners positively and can help them develop essential skills for the busy world, such as independence and autonomy (Almeida d'Eca, 2003). Those scholars view the use of language in text messages as sheer creativity and innovation. According to Baron (as cited in Shazia Aziz et al., 2013, p.2), the use of SMS demonstrates the creative use of letters, punctuation, and numerals, increasing children's phonetic awareness.

Crystal (2008) contradicts the common belief that messaging language and its use of abbreviations and slang can affect students' literacy and language skills negatively. He says, "The more you text, the better your literacy scores". He is confident that texting is not degrading or destroying the English language and that most texters know how to spell and are aware of when they violate the norms. They are also aware of how texting language violates the norms of Standard English (p.162).

Crystal cites five distinct points: First, less than ten per cent of words in the average text message are abbreviated. The second point is that using abbreviations is not a recent phenomenon around the globe. It has been used for decades; consequently, it cannot be considered a novel phenomenon and poses no threat to English language literacy. The third assumption is that students refrain from abbreviating their assignments and examinations. Fourth, texting cannot lead to poor spelling because individuals must know how to spell

before texting. Fifth, texting improves people's literacy because it enables them to engage in reading and writing.

4.3. No Effects

Some linguists suspect that texting impacts students' literacy abilities. This group assumes that texting does not affect students' writing positively or negatively. They look at text messaging as a different language variety of English. Since learning a new language does not affect a student's capacity to use academic English, it would be incorrect to conclude that text messaging can influence the Standard English language. According to Russel (as cited in Dansieh, 2011), if students acquire the fundamentals of the English language in class, they can differentiate between slang, texting lingo, and proper English (p.223). Scholars also contend that undergraduate students have a solid background in academic writing; and can distinguish when it is acceptable to use textspeak, and when formal language should be used. The low number of writing errors in their examination papers suggests that students are aware of making language errors when messaging.

To sum up, texting has allowed EFL students to practise writing skills and use English in meaningful contexts. However, it has also exposed them to non-standard forms of language and reinforced common errors. Educators must therefore recognise the potential drawbacks of texting, and devise strategies to assist EFL students in balancing its benefits and drawbacks; in addition to acquiring the necessary writing skills to succeed in academic and professional settings.

Chapter Two

Fieldwork

Chapter Two: Fieldwork

Introduction

This corpus-based study titled *The Effects of Texting on Students' Writing Skills* aims to investigate whether or not the use of texting affects students' academic writing skills. The content analysis method was employed to analyse the data collected from a questionnaire and students' essays and text messages; as it was deemed the most appropriate technique for this research. The following section presents a comprehensive account of the research methodology, the findings, and the final interpretation of the results.

1. Review of Research Methodology

1.1. Research Method

A mixed method approach combining quantitative and qualitative approaches was used to achieve the current study's goal, and collect valid and reliable data. According to Mason's (2006) assertion, "mixing methods offers enormous potential for generating new ways of understanding the complexities and contexts of social experience, and for enhancing our capacities for social explanation and generalisation" (p. 9). Content analysis and questionnaires played vital roles as research tools in this process.

1.2. Population and Sampling

The population under investigation for this study consists of third-year students of the Department of English at Mohamed Seddik Benyahia University, selected based on two critical criteria. Firstly, the chosen population possess the necessary level of writing proficiency, neither advanced nor beginner in writing, and yet to undergo extensive comprehensive training in academic writing. Secondly, the third-year written expression

curriculum includes essay writing, which provides basic knowledge of essay structure, making them ideal participants for the study. However, the sample was randomly selected, and it consists of 32 students in the academic year (2022–2023).

1.3. Data Gathering Tools

For the data collection of the current study, several tools were employed, including students' essays, text messaging screenshots, and a questionnaire. The students were asked to submit their essays in order to analyse the effect of texting on their grammar, punctuation, and capitalisation. Additionally, screenshots of their text messages were taken so as to collect the texting features used by students including morphological features such as shortenings, contractions, clippings, initialisations, and typographic features as spelling, punctuation and capitalisation. A questionnaire was designed and administered to the students to gather further information and insights about students' use of texting.

2. Data Analysis

2.1. Description of the Questionnaire

The questionnaire was used to gather general information about the topic. It was distributed to a sample of 45 third year EFL students randomly selected at the Department of English at Mohamed Seddik Benyahia University to see whether or not they text and which features they use. The questionnaire is comprised of open-ended and close-ended questions, to collect quantitative and qualitative data.

2.1.1. The Analysis of Students' Questionnaire

Question one: Do you use text messaging?

Table 2.1: Students' Use of Text Messaging

Responses	Number	Percentage (%)
Yes	43	95.5%
No	2	4.4%
Total	45	100%

Based on the data presented in table 01, it is evident that the majority of students (95.5%) utilise text messaging.

Question two: How often do you text?

Table 2.2: Students' Text Messaging Frequency

Responses	Number	Percentage (%)
Always	32	71.1%
Often	9	20%
Rarely	2	4.4%
Never	2	4.4%
Total	45	100%

Referring to the information provided in table 02, it is apparent that a considerable proportion of students (71.1%) engage in texting on a daily basis. Furthermore, 20% of the

students frequently use text messaging, while a mere 4.4% either rarely or do not engage in texting.

Question three: Which language do you use when texting?

Table 2.3: The Language Used in Text Messaging

Responses	Number	Percentage (%)
English	10	22.2%
Arabic	9	20%
Arabic and English	22	48.8%
Others	4	8.8%
Total	45	100%

According to the data depicted in the table above, most respondents (48.8%) prefer using both Arabic and English when texting, while another significant portion (22.2%) opt for English in their text messages. Furthermore, 20% of students use only Arabic. Additionally, a small percentage of respondents (8.8%) indicate that they use other languages for texting.

Question four: Do you use abbreviations while texting?

Table 2.4: Student's Use of Abbreviation

Responses	Number	Percentage (%)
Yes	36	80%
No	9	20%
Total	45	100%

By examining the information in table 04, it is clear that 80% of the students surveyed use abbreviations when texting, while the remaining students (20%) do not use abbreviations.

Question five: Do you use initialisations?

Table 2.5: Student's Use of Initialisations

Responses	Number	Percentage (%)
Yes	24	53.3%
No	21	46.6%
Total	45	100%

According to the data displayed in the fifth table, 53.3% of the students incorporate initialisms in their text messages. However, the remaining percentage of students do not utilise this particular feature in their communication.

Question six: Do you use logograms?

Table 2.6: Student's Use of Logograms

Responses	Number	Percentage (%)
Yes	30	66.6%
No	15	33.3%
Total	45	100%

The information outlined in table 06 indicates that most students, representing 66.6%, incorporate logograms when texting.

Question seven: Do you use pictograms?

Table 2.7: Student's Use of Pictograms

Responses	Number	Percentage (%)
Yes	24	53.3%
No	21	46.6%
Total	45	100%

As per the data presented in the 7th table, a significant proportion (53.3%) of students employs pictograms when engaging in text messaging

2.2. Description of the Text Messaging Screenshots

In the context of the study, text messaging screenshots were used to gather data about the students texting habits and the features they use when they text. A total of 32

screenshots were collected from third year groups. These screenshots provided insights into the typographical and morphological features used by the students when they text. Such features could include shortenings, contractions, misspellings, misused capitalisation, absence of capitalisation, misused punctuation, and absence of punctuation.

2.2.1 Analysis of Students' Messages

Table 2.8: Occurrence and Frequency of Morphological Features Use in Students' Messages

Morphological Features	Occurrence	Frequency (%)
Shortenings	44	26.5%
Contractions	83	50%
Clippings	1	0.6%
Initialisations	38	22.8%
Total	166	100%

The data presented shows the frequency of different morphological features in a given sample of students' text messages. In total, there are 166 morphological features in the sample. Contractions are the most common feature representing 50% of the total, followed by shortenings (26.5%) and initialisations (22.8%), while clippings are the least common, occurring only once.

Table 2.9: Occurrence and Frequency of Typographic Features Use in Students' Messages

Typographic Features	Occurrence	Frequency (%)
Misspelling	33	17.1%
Misused Capitalisation	21	10.9%
Absence of Capitalisatin	11	5.7%
Misused Punctuation	8	4.1%
Absence of Punctuation	119	61.9%
Total	192	100%

The presented data offers insights into the frequency of various typographic features observed in students' text messages. The sample comprised 192 typographic features, categorised into five types: misspelling, misused capitalisation, absence of capitalisation, misused punctuation, and absence of punctuation. The most prevalent typographic feature in the sample is the absence of punctuation, which occurred 119 times, representing 61.9% of the total. Misspelt words ranked the second most frequent typographic feature, occurring 33 times, and accounting for 17.1% of the whole sample. Misused capitalisation is the third most common, occurring 21 times, representing 10.9% of the total. Words lacking proper capitalisation were observed 11 times, constituting 5.7% of the entirety of the sample, while misused punctuation occurred merely 8 times, making up 4.1% of the occurrences.

2.3. Students Essays Description

As a part of the study, essays written by students were utilised to collect data on how texting affects their academic writing. The data set consisted of 32 essays done by the same group of students from which screenshots were collected.

2.3.1. Analysis of Students' Essays

Table 2.10: Occurrence and Frequency of Morphological Features Use in Students' Essays

Morphological Features	Occurrence	Frequency (%)
Shortenings	0	0%
Contractions	21	100%
Clippings	0	0%
Initialisations	0	0%
Total	21	100%

Drawing from the data presented in the table, It is clear that all students' employed only one morphological feature which was contractions, accounting for 100% of the instances. Surprisingly, none of the students incorporated shortenings, clippings, or initialisms in their essays. This observation highlights students' tendency to use contractions over other morphological features.

Table 2.11: Occurrence and Frequency of Typographic Features Use in Students' Essays

Typographic Features	Occurrence	Frequency (%)
Misspelling	76	23.9%
Misused Capitalisation	18	5.6%
Absence of Capitalisation	74	23.3%
Misused Punctuation	80	25.2%
Absence of Punctuation	69	21.7%
Total	317	100%

As shown in Table 2.2, misused punctuation is the most occurring typographical feature in 80 cases, accounting for 25.2%. This suggests that misused punctuation is a recurring problem in the analysed written work. Misspellings is observed in 76 cases (23.9%), and ranked the second most common typographical feature. In contrast, misused capitalisation is the least common feature, appearing in only 5.6 per cent in students' essays. Furthermore, the absence of capitalisation and lack of punctuation were identified as features in 23.3% and 21.7% of all essays, respectively; this indicates that those features are a common issue in the sample.

2.3. Discussion of the Main Findings

The study investigated the influence of texting on students' writing skills by examining the linguistic deviations in their text messages and essays. Through the

questionnaire analysis, it was found that most students acknowledged using text messaging as a daily communication tool, using its various features, including abbreviations and initialisations.

The analysis of the text messages revealed several linguistic deviations commonly employed by students. These deviations encompassed morphological entities such as initialisations (e.g., asap, gm, and ty), frequent use of contractions (e.g., that's, you're, and I'll), and word shortenings (e.g., ling and pls). However, an interesting observation was made regarding students' formal writing. Their essays exhibited no morphological features other than contractions (e.g., don't, it's, shouldn't), and even these were not frequently used. This suggests that students are able to distinguish between formal and informal writing, understanding that informal registers should not be employed in academic writing.

Another aspect examined was the presence of typographic elements in both essays and text messages. The frequency of misspelt words was high in both writing forms but remarkably higher in essays. Notably, a distinction was observed between the words students misspelt when writing academic papers and when texting. In essays, students tended to misspell words (e.g., esspicialy, reights, issus, same how) due to lack of knowledge of correct spelling. Conversely, in text messages, they deliberately misspelt words (e.g., dunno, nn, yesss, cuz) to save time and communicate quickly.

The misuse of punctuation and lack of capitalisation were prevalent in essays, whereas text messages exhibited fewer instances of these errors. In formal register, students demonstrated the omission of periods, improper use of commas, and a consistent failure to capitalise the first letter of each sentence. Conversely, such errors were rarely encountered in text messages. The use of auto-correct and auto-capitalisation features in messaging applications is believed to be the reason for their absence.

Furthermore, lack of punctuation was prevalent in both essays and text messages, but it was more prominent in the latter. This can be attributed to the fact that texting, as an informal medium, does not typically adhere to punctuation rules. As a result, students may not feel the need to punctuate their text messages. Similarly, lack of punctuation in their essays is likely due to students' limited understanding of punctuation rules.

Based on the integration of both quantitative and qualitative findings; it is evident that none of the hypotheses have been validated, leading to the conclusion that there is no discernible effect of text messaging on students' writing abilities. This suggests that factors other than text messaging may significantly influence students' writing skills. On one hand, students demonstrate the capability to differentiate between formal and informal writing, and adjust their language accordingly. On the other hand, the prevalence of frequent misspellings, punctuation errors, and lack of capitalisation in their essays highlights the need for increased emphasis on these areas in writing instruction.

1. General Conclusion

The effect of texting on academic writing has been a concern for scholars and parents alike. Whilst some argue that it has no significant effect, others firmly believe in its negative influence, particularly on writing skills. Those favouring the latter viewpoint argue that students are often unaware of the requirement of each distinct setting; texting and formal writing, resulting in incorporating texting characteristics into their academic work. This study focused on the controversial topic of texting's impact on academic writing. It sought to determine whether or not text messaging and online chatting affect students' academic writing.

This study was conducted at university to attain the stated objectives. The participants, who were English majors in their third year at the University of Mohamed Seddik Benyahya, were asked to provide personal text messages and to complete a questionnaire. In addition to that, essays were collected from their written expression assignment. Given the nature of the study, content analysis was the most appropriate method for analysing the collected data. In order to address the research questions, each participant's text and essay were individually analysed and compared to other participants' texts and essays. As described in the second chapter, the analysis results demonstrated that texting does not influence academic writing. The findings of this study refuted the hypothesis which states that text messaging affects academic writing.

2. Limitations of the Study

2.1. Sample Size

The study had a limited sample size, which impacted the statistical power and ability for generalisation of the findings. A small sample did not adequately represent the

diverse population of students, and limited the ability to detect significant effects or variations in writing skills.

2.2. Difficulty in Isolating Variables

It was challenging to isolate the effects of texting alone on students' writing skills, as multiple factors may influence writing proficiency. Other variables, such as individual writing aptitude, exposure to diverse writing contexts, and quality of writing instruction, may confound the results.

2.3. Limited Scope of Writing Skills

The study focused on specific dimensions of writing skills, such as spelling, grammar, and punctuation, while neglecting other important aspects, such as organization, coherence, and creativity. Neglecting these elements impacted the broader relevance of the study's results.

3. Suggestions for Further Research

3.1. Longitudinal Studies

Conducting longitudinal studies can provide a more comprehensive understanding of the long-term effects of texting on students' writing skills. Following students over an extended period of time would allow for examining potential changes in writing proficiency.

3.2. Diverse and Representative Samples

Including a more diverse and representative sample of students from different educational settings, and age groups would enhance the generalisation of the findings. This would enable a more comprehensive understanding of how various factors interact with texting habits to impact writing skills.

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Appendices

Appendix One: Students' Questionnaire

Dear Students

The questionnaire is titled as “The Use of Texting and Its Features by the Students ”. It aims to investigate the usage of texting and its features by students as a part of masters' degree. We would appreciate it if you kindly respond to the following questions:

1. Do you use text messaging?

Yes

No

2. If yes, how often do you text?

Always

Often

Rarely

Never

3. Which language do you use when texting?

English

Arabic

Others

4. Do you use abbreviation while texting, like (K: okay / OMG: oh my God/ goin: going)?

Yes

No

If yes, give some examples of your own with explanation:

.....
.....

5. Do you use initialisations like (gf: girlfriend/ np: no problem)?

Yes

No

If yes, give some examples of your own with explanation:

.....
.....

6. Do you use logograms like (B4: before/ Xxxx: kisses)?

Yes No

If yes, give some examples of your own with explanation:

.....
.....

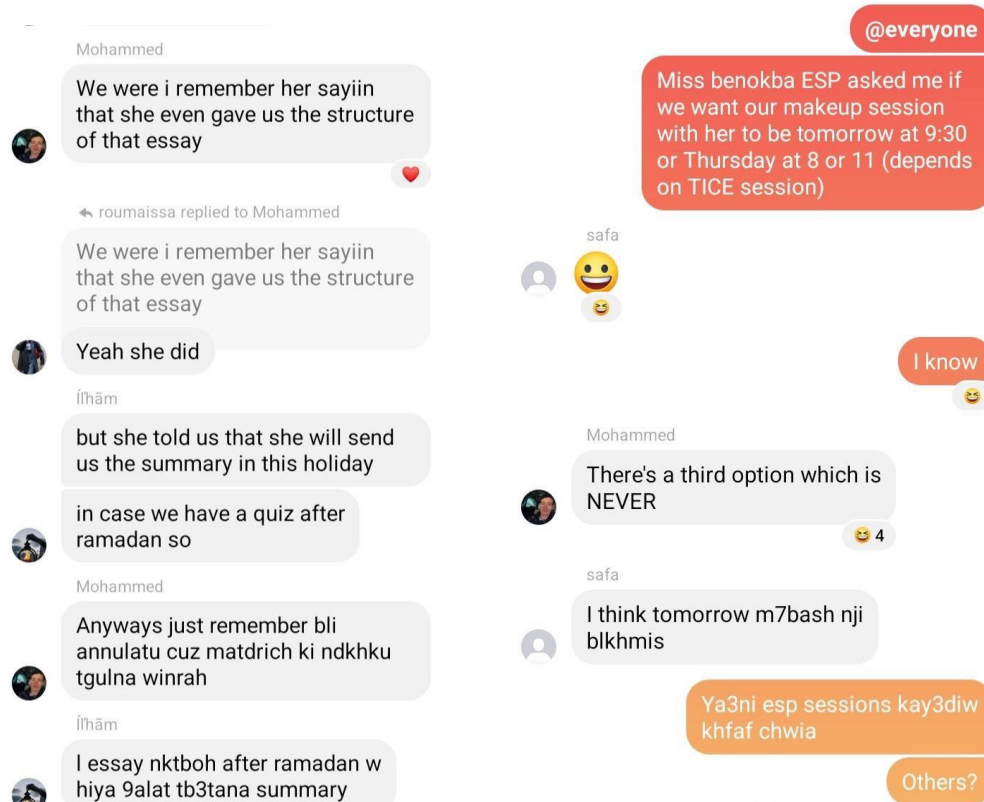
7. Do you use pictograms like (winking: ;) / smile: ☺)?

Yes No

If yes, give some examples of your own with explanation:

.....
.....

Appendix Two: Students' Text-messages Screenshots



Appendix Three: Students' Essays

Essay 01

The essay

University education is free of charge in several countries around the world, however; in some countries students have to pay for their university studies. Some people think that university education should be free of charge. While others see that students have to pay for their studies. University education should be free for all students all over the world.

University education ^{should be free} to allow students to focus on their study. As it is known, studying in private universities is very expensive. Usually, when students cannot afford enough money to pay for their studies, they would fall in doubts, the fact that lead them to think about how they would pay these debts. Thus, they probably start looking for a job and if they find one, for sure they'll ^{contraction} neglect their studies and they will put their focus on this problem rather than their study. Furthermore, when students are studying, worrying about the doubts, and working at the same time, this would lead to a feeling of pressure, depression and anxiety. And, of course, all these negative attitudes together would hinder the process of studying.

The opponents of this idea maintain that university education should not be free. They put forward this idea because they think that payed education afford better quality of teaching and technical materials. After seeing this evidence, there is no way we can agree with them. What is the point of saying that payed education afford better quality of teaching, while in several universities where education is free, there are plenty of qualified teacher. Also, in these universities, technical material are good, only delinquents ruin these material, so it is not a question of the quality (.) Period at the end of the essay.

Essay02

Essay:

- The Topic: Social media affect positively students performance.

How social media affects students? Nowadays social media has a great impact on our life and even it became our world and a space of sharing ideas and data. There is a category of people who really consider it as a beneficial and positive source for students, while others are not. But personally, it ~~is~~ ~~to~~ affect positively students performance.

It is said that social media takes all students' time and their creativity, they get addicted as well as spending hours in front of screens watching and surfing in useless things that make them super lazy and secluded. However, through the use of social media such as sites in YouTube, Facebook or Google, students will be able to access exact information about any topic that the teacher proposes, in addition to limitation of time instead of wasting it in reading books that are widely address a topic.

Researchers assume that social media is harmful for students and parents should take care of their children and have to be mindful. However, students most of time use

Essay 03

The essay: [REDACTED]

Introduction: (12) 607

Education in the level of universities is vital to the composition of any society. In Algeria, University education is free. However, many argue that that shouldn't be the case but instead universities should cost ^{contraction} money. University education should not be free since it will drastically improve the circumstances of education in the university.

Body:

University education should not be free because it will improve the terrible circumstances of education in free universities. It's apparent that free universities, in Algeria for example, are suffering from faculty problems. competant teachers, as we know, require money that these universities are unable to provide. However, should the university charge students fees, they will be able to acquire these teachers. Also, free universities are suffering from a lack if not an absence of

Essay 04

Social Media

At the present time, technology dominates in all life aspects, people used to use it a lot, even in their daily routine especially the social media. The most category influencing by the media generally ~~is~~ is from teenagers to adults who are normally considering as students. We say that is no thing perfect and as it has disadvantages as advantages and benefits effects in a positive way.

It limites productivity, relying on social media will create lazy people, rarely use their mind, don't bother them selves to even think. In the other hand, the right usage of the media help to discover new field and many things you don't know before, by using instagram for example you could get to know new people, in business, commercial, marketing by following those people, you will learn what those words mean, you will discover new things, what is mean to be a marketer or a business owner, you can even start your own small business in a small way.

Due to the huge development of technology today nowadays, the use of social media had increasingly widen between people all around the world. This, leads to a common debate on the necessity of engaging children and students to social media; parents, split into two categories should they give their children the full access to social media (without supervision) or not? The answer - in my opinion - is Definitely not no.

ones stand for the role of social media in helping students to develop several skills such as their searching skills ^{and} knowing how to use devices (computers, phones...) and technology, widen the that is correct, but, only concerning the searching skills, students will depend on google that is a fast ~~re~~ search they will only learn how to get the information - ready - from various infor tions. in contrast, if they use the books to get the information, they would develop many skills, in addition to affective research skill. ~~They~~ ^{Since} they have to look for the appropriate book by themselves.

Then choose ^{the} Chapter, the page and the line to get the information he want. as a result, he will learn to value the information, to be patient, to learn when to skim and when to scan ~~and~~, to develop his reading skills and to widen his vocabulary since he will have to read several books to reach the wanted information. So he would have a good background about the topic. Concerning the point of learning how to use technology, this has to be under ^{the} control of the parents, since the internet in general, and the social media in specific are full of inappropriate sites, photos or video, and informations that are so dangerous for a child, that they can change their beliefs or their thoughts, and cause some serious abuses and addictions to the child.]

Others said that social media helps the students or the children to better understand the lessons and as well as to get new relations either with ~~other students~~ ^{near} classmates or other students in the country or other countries, what makes him develop his social skills and interactions.

Résumé

Avec l'avènement des technologies numériques, les SMS sont devenus le mode de communication privilégié des adolescents. Des préoccupations ont été soulevées quant à l'influence de ce phénomène sur les compétences en écriture des étudiants depuis son apparition, ce qui a suscité beaucoup de controverses. L'objectif de cette étude basée sur un corpus intitulée "Les effets des SMS sur les compétences en écriture des étudiants" était de déterminer si les SMS influencent les compétences en écriture académique des étudiants. L'étude était guidée par l'hypothèse selon laquelle les SMS affectent les compétences en écriture des étudiants et que l'effet positif ou négatif se reflète dans leur grammaire, leur ponctuation et leur capitalisation. Un échantillon de 32 étudiants a été choisi au hasard parmi la population des étudiants de troisième année de l'Université Mohammed Seddik Benyahia à Jijel. Il a été déterminé que l'analyse de contenu était la technique la plus appropriée pour analyser les données. Pour atteindre l'objectif de l'étude, les données ont été collectées à l'aide d'un questionnaire adapté aux étudiants, ainsi que de leurs essais et de leurs anciens messages texte rédigés en anglais. Sur la base des résultats obtenus, il a été conclu que les deux hypothèses de l'étude d'investigation en cours ont été réfutées. Ainsi, les SMS n'ont aucun effet perceptible sur la compétence en écriture des étudiants.

Mots clés : Écriture académique, SMS, basé sur un corpus, Effets.

ملخص

مع ظهور التكنولوجيا الرقمية، أصبحت الرسائل النصية الرئيسية للتواصل بين المراهقين. وقد أثارت هذه الظاهرة الظاهرة قلقًا بشأن تأثيرها على مهارات الكتابة لدى الطلاب منذ ظهورها، مما أثار الكثير من الجدل. كان هدف هذه الدراسة المعتمدة على النصوص المجموعة بعنوان "تأثير الرسائل النصية على مهارات الكتابة لدى الطلاب" هو تحديد ما إذا كانت الرسائل النصية تؤثر على مهارات الكتابة الأكاديمية للطلاب. واستندت الدراسة على فرضيتين، الأولى أن الرسائل النصية تؤثر على مهارات الكتابة للطلاب والثانية أن التأثير الإيجابي أو السلبي سينعكس في قواعد النحو والترقيم والحروف الكبيرة. تم اختيار عينة مؤلفة من 32 طالبًا عشوائيًا من طلاب السنة الثالثة في جامعة محمد صديق بن يحيى في جيجل. تم تحديد تحليل المحتوى كأداة الأكثر ملاءمة لتحليل البيانات. ولتحقيق هدف الدراسة، تم جمع البيانات باستخدام استبيان مصمم خصيصًا للطلاب، بالإضافة إلى مقالاتهم ورسائلهم النصية القديمة المكتوبة باللغة الإنجليزية. بناءً على النتائج المستخلصة، توصلت الدراسة إلى استنتاج أن كلا الفرضيتين في الدراسة التحقيقية الحالية قد تمت تفيدها. بالتالي، لا يوجد تأثير ملموس للرسائل النصية على مهارة كتابة الطلاب.

الكلمات الرئيسية: الكتابة الأكاديمية، الرسائل النصية، المبنى على النصوص، التأثيرات..