

The Effect of Text Messaging on the English Language Aspects and Communication

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Abstract

This study aims at investigating the effect of Text Messaging on the aspects of English language and communication. The descriptive research method is used. The findings indicate that: Text Messaging violates the rules of Standard English by deviating from the existing norms. Text messaging has great effect on the English language aspects. Furthermore, text messaging has a significant effect on communication. Text messaging increases confidence and interaction in shy and lonely people. The use of abbreviations leads to differences in understanding of single words because of the different ways of writing these words. The use of text messaging has spread and has become a new challenge in communication. The study has also shown that women tend to use longer and wider text messaging than men. Text messaging increases cheating among users. Moreover, text messaging wastes valuable resources like time, efforts, and money. It also causes thumb pain, sleep problem and finally, radiation is harmful to text message users.

Key Words: English language, language aspects, text, text messaging.

1. Introduction

1.1 Background

English language professionals have embraced the world of collaborative opportunities the Internet has introduced. Many tools such as e-mails, discussion forums and chat are by now familiar to many English language teachers. Recent innovations- blogs wikis and RSS feeds maybe less familiar but offer powerful opportunities for online collaboration for both English language professionals and learners. The encouragement of peer-to-peer networking and buddy learning, so central to a constructivist learning approach, which has made discussion forums the mainstay of web courses in most disciplines. Language teachers have found that students at many different levels benefit from the extra writing done in discussion forums and from its use to communicate meaningfully in real contexts. While dedicated software for creating discussion forums exists (such as WWW Board), many instructors have access to built-in forums creation in a learning management system (LMS) such as web CT or Blackboard. Features across the different systems are very similar, although the look and feel may differ significantly. Some dedicated products, such as Web Crossing, offer additional add-ons such as polls, live messaging, and enhanced monitoring. Although most commonly used as part of a class, there are certainly uses of forums outside that setting as well as in learner participation in native speaker forums. For commonly studied languages, there are on-line forums available on a wide variety of topics, often organized by media outlets or interest group. As one recent study of their use by language learners points out that students need to approach such forums with a good understanding of the conventions used and of the cultural dynamic at work.

The advent of SMS has devised existing linguistic forms deviating from the established ones and by reshaping all the conventional communicative practices. Being the popular medium of communication among young, thumb generation, the language of SMS has evolved and reinvented its unique stylistic features, which violate the rules of Standard English. Language and fascinate and tempt many to examine and analyze these distinctive features exhibited by this new language called 'Text speak'. Therefore, Electronic English among the people is one of the informal situations of education and it opens the door for all people, because it breaks the barriers.

Moreover, some people feel shy and hesitant so through the text messaging they can easily communicate without any problems or restrictions. Since the late 1990s, the use of the short messaging system (SMS, also known as “texting”) available on mobile phones has seen phenomenal growth. Statistics show that on average there are more than 280,000 SMS messages sent every hour in Norway. This means that more than 6.7 million per day send those messages in a country with only 4 million inhabitants (Sandvin et al., 2002). Among teens, SMS is the preferred form of mediated interaction, surpassing instant messaging, e-mail, voice mobile telephony and even traditional fixed-line telephone calls. SMS messages have several characteristics that make it useful for teens and increasingly for other groups. First, they are relatively cheap and they are personal, conveying a message directly from one person to another. Since mobile telephones are now ubiquitous among Norwegian teens, one knows that if one sends an SMS to a certain telephone number then it will come to that person, and not to another individual. SMS is asynchronous, meaning it does not necessarily require the immediate attention of the receiver. In addition, it is relatively unobtrusive. If, for example, a person turns off the ringing sounds on his or her mobile telephone, nobody is the wiser that a teen is sending and receiving communications. Indeed, research shows that teens send and receive SMS messages in class at school and through the night. Around 20% of teens say that they send and receive SMS messages after midnight on a weekly basis (Ling, 2004).

In some ways, SMS is an odd duck. It is difficult to write messages on mobile phones since there is no traditional keyboard or writing instrument. Moreover, message length is limited to only 160 characters, the displays for reading the messages are small, and transmission relies on terminals limited by poor batteries. When SMS was originally designed, the system was not even primarily intended as a form for personal interaction. Rather, it was created as a way to alert users to voice mail messages and perhaps as a system to broadcast weather or stock information. Nonetheless, SMS is now a vibrant medium. Text messages were used to coordinate everyday events, to maintain social networks and to help entertain oneself in the open moments of one’s day.

In the words of one 17-year-old boy, “Often when you are sitting on the bus and subway it is boring and so you can write messages and that entertains you in those boring moments.” To be sure, the culture of SMS is centered among teens and in particular among female users. In spite of the fact that adult males were early adopters of mobile telephones (Ling, 2000), it is among females that one currently finds the great motor of SMS culture. In the words of a focus group informant, “Most of the messages I get from boys are pretty short because they don’t think it is so fun to sit there and punch in on the phone. That is more of a girl thing” (Erin, 17). In contrast, female teens write longer messages that are more complex. They include aspects of standard (such as emoticons and items such as “xxx”), and they are more inclined to include in their SMS messages such refined formalities of traditional written letters as salutations and closings.

A number of studies are beginning to appear that examine the linguistic properties of e-mail and other computer-mediated communication (Werry, 1996; Baron, 1998, 2000, 2003; see also Herring, 1996). A central question in this context is the nature of the communication and the effect of the medium on the formation of the language. It is the intention of this study to explore the linguistic aspects of this form of communication and its effect on English language aspects.

1.2 Statement of the Problem

People have different opinions concerning text messaging. Some people agree with the idea that text messaging enhances and leads to the importance of using English Language among all levels of the community, by using English in texting. Yet some other people disagree with that idea, and they think that using text messaging leads to the deterioration of English language. Users use simple abbreviated symbolism language without consideration to the rules of grammar, syntax, morphology, semantic, punctuation or spelling.

1.3 Research Questions

1. What are the effects of text messaging on different English language aspects?
 - a. What is the effect of text messaging on syntax?
 - b. What is effect of text messaging on semantics?
 - c. What is effect of text messaging on morphology?
 - d. What is effect of text messaging on phonology?
 - e. What is effect of text messaging on spelling and punctuation?
2. What is the effect of text messaging on communication?

1.4 Hypotheses of the study

1. There are effects of text messaging on different English language aspects: syntax, semantics, morphology, phonology, spelling, and punctuation.
2. There is an effect of text messaging on communication.

1.5 Significance of the study

The study attempts to contribute to the development of the field of linguistics. It may have benefit for the people who use text messaging: teachers, linguists, students, educators, learners, workers, teenagers, children, housewives, men, women even business people.

1.6 Objectives of the study

The objectives of the study are:

1. To investigate the effects of text messaging on English language aspects.
2. To find out the effect of text messaging on communication among people.

1.7 Limits

This study is limited to the study of the effects of text messaging on English language aspects (syntax, semantics, morphology, and phonology) and communication. The study was conducted in the period between 2012-2015 in the Sudan.

1.8 Methodology

This study adopts the descriptive research method, and it uses qualitative data. The content analysis technique is used. Moreover, the researchers used a special dictionary for text messaging.

2. Previous Study

This part concentrates on the studies that have been conducted previously on the topic under investigation.

The first study is **“Text-message Practices and Links to General Spelling Skills: A Study of Australian Children” by Catherine Bushiness, Nenagh Kemp and Frances Heritage Martin University of Tasmania in 2011.** In this study, 10-12 years Australian children were investigated in the matters of text-messaging practices with their relationship to traditional spelling ability. It has been found that 82% of 227 tested students reported sending text-messages in an average of 5 messages per day. It was noticed that the use of predictive and multi-press entry methods was approximately equal. The researchers found out that children produced a wide-range of text-message abbreviations when asked to rewrite a list of 30 conventionally-spelt words as they would in a text-message to find a friend. The study comes to the conclusion that the produced proportion of text sms was significantly positively correlated with the general spelling ability, which suits the previous findings of positive relationship between the use of children’s textisms and literacy. It was found that many teenagers and young adults all over the world use mobile phones in their daily activities. They send daily messages. It was also found that women send more text-messages than men do. Their messages are longer and more complicated. The investigations proved mixed evidences as to the nature of the relationship between text-messaging the textese and literacy skills. The study concludes that children's use of text sms is not associated with dealing with standard of literacy but with better spelling skills. Parents and teachers can develop children's learning thorough supporting their interests in both traditional and new forms of writing, and also in differences between formal spelling styles. They can assist them in developing their writing skills as a means of communication, upgrading their skills in this new form of writing.

The second study is **“Corpus Linguistics Study of SMS Text Messaging” A thesis submitted to The University of Birmingham for the degree of Doctor of Philosophy, March 2009 by Caroline Tagg.**

This thesis deals with using a corpus of text messages in English to discover linguistic features, which define texting as a language variety. The study focuses on how the language of texting, is shaped by texters actively fulfilling interpersonal goals. The thesis starts with an overview of the literature on texting. This necessitates the need for full linguistic investigation of text based on a large dataset. It then presents texting within the tradition of research into the speech-writing range, which highlights limitations of focusing on mode at the expense of other user-variables. The thesis also discusses the need for inductive investigation together with the quantitative corpus-based frameworks that dominate the domain.

The researcher concludes that spelling constitutes a meaning-making source; spelling variants are retrieved using word-frequency lists, categorized pursuant to form function. Creativity plays an important role in texting despite physical constraints. The distinct order of the most repeated words in CorText can be explained with references to the frequent phrases they occur therein. Further, application of a spoken grammar model discloses the similarities and differences.

The third study is “**A field Study of Use of Synchronous Chat on Online Courses**” by **David H. Spencer and Starr Roxanne Hiltz . New Jersey Institute of Technology in 2003**. The study proposes Media Mode as the independent variable characterized by nominal values derived from the mixture of asynchronous discussion forum. The researchers collect data from 29 course sections. Students' perceptions of the use of chats are investigated. They use university records to determine grade distributions. The study comes to the result that when students use chat they find it "rewarding" and not "complex." However, its use is not significantly related to predicted improvements in outcomes for courses. Students seem more satisfied with face-to-face courses that use Asynchronous Learning Network (ALN) as alternative communication media than courses that are entirely ALN based.

The fourth study is “**The Impact of the Internet on English Language Teaching. A case study at a Thai Rajabhat University**” by **Usa Noytim** is submitted in fulfillment of the requirements for the degree of Doctor of Philosophy in July 2006. This study investigates the potential of the Internet to support students' English language development, superficially reading development. This research was conducted in two stages: stage one is an enthusiastic investigation of students' current Internet practice both in and outside university. The outcomes of this stage confirm the development of an English language program that incorporates extensive use of the Internet. Stage two implements and evaluates the research. The study reveals that the university students have low overall levels of Internet use, low levels of computer and Internet skills. However, there are highly levels of interest and enthusiasm. It believes that Internet can play a positive role in supporting English language learning. It has been confirmed in stage two that Internet is potentially a powerful source for teaching English.

3. Methodology of Research

The method used in the research is the descriptive method. The research paradigm adopted in this study is anti-positivism approach. A number of descriptive techniques have been adopted. These include content analysis, discourse analysis, conversational analysis, and text analysis. For data collection, the sources utilized include text dictionaries, similar previous studies, chat rooms, and reference materials. The data analysis is mainly linguistic analysis. No numerals are used. All the data are qualitative in nature.

4.4 Data Analysis

English Form	Textism	Category	Process	Aspect
Accurate	aQr8	Adjective	Sound, number abbreviation	Phonology
Beautiful	Utiful	Adjective	Abbreviation, sound feature	Phonology
Busy	BZ	Adjective	Abbreviation, shortening, spoken feature	Phonology
That	TH@	Demonstrative	spoken, symbol feature	Phonology
Chocolate	Chocl8	Noun	Abbreviation, number, sound feature	Phonology
Earlier	RIER	Adverb	Spoken feature, shortening	Phonology
Forty	4T	Number	Sound, number abbreviation	Phonology
Why	Y	Question word	Spoken feature	Phonology
Receive	reCv	Verb	Capitalization of stress sound	Phonology
Tomorrow	2moro	Adverb	Number, sound abbreviation	Phonology
Emergency	MergNC	Noun	Stress, number sound	Phonology

Table No 4.1: Analysis of phonology

English Form	Textism	Category	Process	Branch
Ninth	9 th	Number	number ,sound feature deletion of vowel	Phonology
Seprate	sepr8	Verb	abbreviation ,number, sound feature	Phonology
Standard	St & rd	Verb	Abbreviation, number, sound and symbol feature	Phonology
Form	FRM	Noun	Vowel deletion	Phonology
The	DA	Article	Spoken feature	Phonology
Because	B/C,CUZ,COZ,BCOZ	Adverb	Shortening, syllabus abbreviation, spoken feature	Phonology
Very	VRI	Intensifier	Spoken feature	Phonology
I Wonder	I1DR	noun phrase	Spoken feature	Phonology
Are	R	helping verb	Abbreviation, sound feature	Phonology
You	U	Pronoun	Spoken feature	Phonology

Table No (4.2) Analysis of phonology

As is shown in the two tables 4-1 and 4 -2, concerning phonology, here are some examples such as accurate 'aQr8' there is deletion of consonant(c't) and vowel 'u,a,' also the use of number and sound feature. In beautiful 'bUtiful' there is deletion of vowel and sound feature, also there is a capital letter U which refers to the sound you. In the word Busy 'BZ' there is deletion of three letters u and s and y, it is spoken feature. In the word That 'TH@', there is deletion 'a 't', also there is using of symbol@, the word chocolate 'chocl8' there is deletion of vowels 'o', and the number 8 instead of 'ate' as sound feature. In Earlier 'RIER', there is capitalization and deletion of vowels 'e, a' and consonant 'r' this besides adding the consonant 'r' as sound feature. But in forty 4T, there is deletion of letters 'f,o,r,y' and using the number 4 instead. In Why 'y' there is deletion of letters 'w, h', and using the letter 'y' as spoken feature. In word ReCeive 're Cv', there is deletion of vowels 'e,i,e' and there is capitalization, also there is capitalization of stress syllabus.

In the word Tomorrow '2moro', there is a deletion of the letters 'T,o, and r, and the use of the number instead of To. In emergency' Merg NC' there is deletion of 'e,e,y'. In addition, there is capitalization of letters like M, N, C. In the word Ninth '9th' there is deletion of letters 'n,i,n', and using number 9 as sound feature. In Sepratejuxta position 'sepr8' there is deletion of letters juxtaposition 'a,t,e' and using number 8 instead. In standard 'St & rd' there is deletion of letters 'a,n,d' and using the symbol & instead, this beside the deletion of vowel 'a' it's sound feature. In the word Form 'FRM', there is deletion of vowel 'o'. In the word The 'DA' there is deletion of letters 't, h, a' and using of DA instead as sound feature. In Because ,there are four ways of writing in textism 'B/C' here there is abbreviation of the two syllabus by two letters, but in 'CUZ' syllabus 'Be' and deletion of 'a,u,s,e' in the second syllabus and used letter 'z' its sound feature. In 'COZ' there is deletion of the first syllabus 'Be' and deletion of 'a,u,s,e' and using the letters 'o,z' instead. In 'BCOZ', there is deletion of 'e,a,u,s,e' and using of 'o,z' instead. It's sound feature.

In the word 'Very 'VRI' there is deletion of 'e' and capitalization of the letters 'VRI'. In the noun phrase I Wonder 'I1DR', there is deletion of 'w,o,n,e' and using number 1 instead of 'w,o,n' and capitalize the DR. In Are 'R', here there is deletion of 'a,e' and using the letter R as spoken feature. In You 'U', there is deletion of 'y,o' and here it's spoken feature.

As the tables above indicate the effect of text messaging on phonology, there is abbreviation and shortening and vowel deletion which lead to the damage of phoneme. In addition, there is a drop down of vowel in final word. The user concentrates on spoken language in texting, but it damages pronunciation.

English Form	Textism	Category	Process	Branch
Oh my god ,gosh	OMG	Sentence	Acronym	Morphology
See ya	CYA	Verb phrase	Acronym	Morphology
ta-ta for now	TTFN	Noun phrase	Acronym	Morphology
Boy friend	BF	Compound word	Acronym	Morphology
You	U	Pronoun	Blending	Morphology
Your	You're	Possessive pronoun	Blending	Morphology
2	to or too or two	Number	Blending	Morphology
Bi	Bye	Prefix	Blending	Morphology
good morning	GM	Compound word	Lexical Deviation	Morphology
Good night	GN	Compound word	Lexical Deviation	Morphology

Table 4.3: Analysis of morphology

English Form	Textism	Category	Process	Branch
go to go	G2G	verb phrase	Lexical Deviation	Morphology
Fanatic	Fan	Noun	Idiosyncratic clipping	Morphology
Facsimile	Fax	Noun	Idiosyncratic clipping	Morphology
Take to you later	TTYL	verb phrase	Clipping	Morphology
Be right back	BRB	Verb phrase	Clipping	Morphology
Enough said	NUFF	adverbial phrase	Clipping	Morphology
Hit Me Up	Hmu	Verb phrase	Acronym	Morphology
Ok	KK	Noun	Acronym	Morphology
Inference to or Hallow again	RE	Prefix	Clipping	Morphology
Hallo again or Re: Hi	REHI	Prefix	Clipping	Morphology
See You any time, any place ,any where	CUA3	Verb phrase	Lexical Deviation	Morphology

Table (4-4) Analysis of morphology

In these two tables 4-3, 4-4, the researcher would like to concentrate on morphology, in the first sentence Oh my god, gosh 'OMG', here is abbreviation or acronym, the first letter of each word. In See ya 'CYA', here there is capitalization and using of capital C instead of See, and in the noun phrase at for now 'TTFN', here the first letter of each word is written instead of the word, also there is capitalization.

In the Boy Friend 'BF', there is abbreviation for the first letter for each word, which is written in capital. But in You 'u' there is blending, the last letter of the word is written in textism.....In 2 'to', or 'too', or 'two' here there are 4 ways of writing 2, 'to' as proposition, 'too' as addition word, and 'two' as number. In prefix Bi 'bye' here in textism it written in different way. The compound word good morning 'GM' there is lexical deviation. The first letter of each word is written instead. In the compound word Good night 'GN' also it is lexical deviation, the first letter of each word is written but in capital like 'G' for 'Good' and 'N' for 'morning'. In the verb phrase go to go 'G2G' there is lexical deviation, the first letter of the word go 'G' and the number '2' is used instead of 'to', also the first letter of the verb go 'G', which is written in capital. In the word, fanatic 'fan' there is idiosyncratic clipping, the first three letters of the word 'fan'. In the verb phrase talk to you later 'TTYL' the first letter of each word is written in capital in textism it is clipping. The same thing in the verb phrase Be right back 'BRB' the first letter of each word is written in capital. But in Enough said 'NUFF' here there is capitalization of four letters 'N,U,F,F' and there is double F stress on the second syllabus, also there deletion of letters 'e, o, g, h'. In the verb phrase Hit Me Up 'hmu' there is acronym and abbreviation by taking the first letter of each word. In the OK 'KK' there is deletion of letter O and double of the letter K to mention the stress syllabus. Inference to or Hallow again 'RE' in this prefix.

In See You any time, any place, anywhere 'CUA3', see is written C as sound feature and the same for You U, and capital A for any and using the number 3 to refer to any time, any place and anywhere. The above discussion in these tables indicates the effect of text messaging on morphology (the internal structure of word) there are many processes structure of word. There is clipping and lexical deviation and acronym by using Abbreviation in different ways.

English Form	Textism	Category	Process	Branch
Hello to Bill	HEYYYYYYY BILLLLL	Noun	Someone expressing a lot of emotion in saying hello to Bill	Semantics
Smile	☺..	Verb	using facial expression	Semantics
Sad	☹	Adjective	Using facial expression	Semantics
Crying	&-(...	Noun	Symbol ,sound feature	Semantics
Cookies	@ @ @	Noun	Symbol	Semantics
Wink	*w*	Verb	Symbol, letter	Semantics
Big grin or laugh	:-D...	Verb	Symbol, letter	Semantics
Lots of smile	:-)))))))))....	Noun phrase	Symbol	Semantics
Dreaming	1-)...	Noun	Symbol ,number	Semantics
Wears glasses	8-)...	Verb phrase	Number, symbol	Semantics
Keeping mouth shut	:-x...	Noun phrase	Symbol	Semantics
Have an idea	!:-)..	Verb phrase	Symbol	Semantics

Table No (4-5) Analysis of Semantics

English Form	Textism	Category	Process	Branch
a cup of tea	\-/?	Noun phrase	Symbol	Semantics
Bored or no opinion	:-1...	Noun phrase	Symbol	Semantics
Talking or surprised	:-o...	Noun phrase	Symbol	Semantics
Glass with a drink (usually booze)	\~/	Noun phrase	Symbol	Semantics
Hugs and kisses	Xoxo	Noun phrase	Letters	Semantics
What’s up?	?^	Question	Symbol	Semantics
a rose	@--/--	Noun	Symbol	Semantics
Cute	:-~)...	Adjective	Symbol	Semantics
Shouting, or shocked	:-O...	Noun	Symbol and letter	Semantics
Person with a mustache	;-{)...	Noun phrase	Symbol	Semantics

Table No (4-6) Analysis of Semantics

In the above two tables 5-4,6-4 the researcher would like to shed light on semantic as one of important aspect of language. In Hello to Bill ‘HEYYYYYYY BILLLLL’ there is capitalization and a repetition of letters to express a lot of emotions. In smile the using of smile face and in sad the using of sad face. In crying ‘&-(...’ here the using of symbols’ &-(... .In cookies “@ @ @=’, the using of symbols @ and = although there is no relevance between word cookies and the symbols. In Wink *w*, there is using of symbol * and the first letter of the word w. In Big grin of laugh ‘:-D... Here the using of symbol:-,... beside the letter D. So, there is no relevance between the word and letter and symbols. In lots of smile ‘:-)))))))))...., here there is a use of symbols. In dreaming ‘1-)... here also the use of number and symbol. In wears glasses 8-)... , here the using of number and symbols. In keeping mouth shut ‘:-x...’, the using of symbols and letter x. In having an idea ‘!:-).. ‘The using of exclamation mark and symbols. The symbol \-/? , means a cup of tea, because the symbol look like a cup, beside question mark .In symbol :-1...,means bored or no opinion .the form ‘:-o...’means talking or surprised .it consists of symbols ‘:-,...’ and the letter o. In the symbols \~/,means glass with a drink (usually booze).In the symbol ‘oxox ‘which means hugs and kisses the using of letters o and x to indicates this twice. In’ ?^’ which means what’s up ?here there is question .In‘@--/--‘ which means rose here the using of symbols@ which it looks like flower and the symbols ‘--/--‘.In ‘:-~)...’ this symbol means cute. In ‘:-O...’ which is means shouting or shocked .In ‘;-{)...',that means person with a mustache.

According to the above tables, there is a clear effect of semantic on the text messaging. The using of emotion and facial symbols and sound features, also the using of pictures and different shapes and using of metaphor by some sentences.

English Form	Textism	Category	Process	Branch
Be Seeing You	BCNU	Verb phrase	abbreviation	Syntax
Don't care	DC	Verb phrase	abbreviation	Syntax
Don't Believe Everything you Read	DBEYR	Verb phrase	abbreviation	Syntax
Be Right Back	BRB	Verb phrase	abbreviation	Syntax
Bye For Now	B4N	Noun phrase	abbreviation	Syntax
Good to Go	GTG	Adjectival phrase	abbreviation	Syntax
Go to go	GTG	Verb phrase	abbreviation	Syntax
Oh, I see	OIC	Exclamation sentence	abbreviation	Syntax
Thank You very much	TYVM	Verb phrase	abbreviation	Syntax
Wish You Were Here	WWHY	Verb phrase	abbreviation	Syntax

Table (4-7) Analysis of Syntax

English Form	Textism	Category	Process	Branch
Talk To You Later	TTYL	verb phrase	abbreviation	Syntax
Off Topic	OT	Prepositional phrase	abbreviation	Syntax
In Real Life	IRL	Prepositional phrase	abbreviation	Syntax
Off the Top of My Head	OTOMH	Prepositional phrase	abbreviation	Syntax
On The Other Hand	OTOH	Prepositional phrase	abbreviation	Syntax
Usually	USU	Adverb	abbreviation	Syntax
With	W	Preposition	abbreviation	Syntax
Keyboard	KBD	compound word	abbreviation	Syntax
As far as I'm concerned	AFAIC	noun phrase	abbreviation	Syntax
Smiling From Ear To Ear	SFETE	Sentence	Abbreviation ,first letter of every word	Syntax

Table (4-8) Analysis of Syntax

In the tables 4-7, 4-8, the researcher would like to concentrate on syntax, for example in Be Seeing You 'BCNU' there is abbreviation by taking the first letter of each word. In the verb phrase doesn't care 'DC' also there is abbreviation by using the first letter of each word, but written in capital. In Don't Believe Everything you Read 'DBEYR', the same thing of using the capital for the first letter of the word. In Be Right Back 'BRB', there is abbreviation for the first letter of the word in capital. In Bye For Now 'B4N', we notice the abbreviation for Bye and capital B for Bye, using capital N for now but using the number 4 to indicate for. In Good to Go 'GTG', the first letter of each word but in capital letter. The same abbreviation 'GTG' can be used for Go to go which makes confusion. In Thank You very much 'TYVM', the first letter of each word written in capital. In Wish, You Were Here 'WW-----In Talk To You Later 'TTYL', there is abbreviation for the first letter of each word. In Off Topic 'OT' there is abbreviation by using the first letter of each word. The sentences In Real Life 'IRL' there is abbreviation for the first letter of each word. In the sentence Off the Top of My Head 'OTOMH',In On The Other Hand , 'OTOH', here the abbreviation is the first letter of each word. In Usually 'USU', the In the word with 'w' the abbreviation for the word with by the letter w. In the word, Keyboard 'KBD' the abbreviation by using only three letters KBD as spoken feature. In As far as, I'm concerned 'AFAIC' there is abbreviation of each word by writing the first letter in capital. In Smiling From Ear To Ear 'SFETE'.

It is agreeable that there is great effect on the syntax. There is abbreviation and the texter neglects the rules of English language in texting. In text messaging, there are some words, which are related to chat speech especially that are concerning the computer and key board.

English Form	Textism	Category	Process	Branch
Parents Are Watching	PRW	Noun Phrase	acronym	Chatting speech
Back on Topic	BOT	Verb Phrase	acronym	Chatting speech
Failure Between Keyboard and seat	FBKS	Noun Phrase	acronym	Chatting speech
Back At Keyboard (I'm back)	BAK	Verb Phrase	acronym	Chatting speech
See You On Line	CUOL	Verb Phrase	acronym	Chatting speech
Open Mouth ,Insert key board	OMIK	Verb Phrase	acronym	Chatting speech
Parents Over Shoulder	POS	Noun Phrase	acronym	Chatting speech
Alt Control Delete	ACD	Words	acronym	Chatting speech

Table (4-9) Analysis of chatting speech

English Form	Textism	Category	Process	Branch
Fill In The Blanks	FITB	Verb phrase	Acronym	Chatting speech
Falling Off Chair –Laughing	FOCL	Noun phrase	Acronym	Chatting speech
Down loading –or Down load it	D/L,DL ,d/l, dl	Noun	Acronym	Chatting speech
Keep In Touch	KIT	Verb phrase	Acronym	Chatting speech
Pardon Me For Jumping In	PMFJI	Verb phrase	Acronym	Chatting speech
My parents are in the room	P911	Noun phrase	Acronym	Chatting speech
Hit Me Up	Hmu	Verb phrase	Acronym, means text me, phone me	Chatting speech
First In Still Here (someone who is on line Too much	FISH	Sentence	Acronym	Chatting speech
All The Web or Around The Web or At The Weekend	ATW	Noun phrase	Acronym	Chatting speech
Text To Speech	TTS	Noun phrase	Acronym	Chatting speech

Table (4-10) Analysis of chatting speech

In the above two tables 4-9, 4 -10, there are some speech concerning chatlike Parents Are Watching ‘ PRW ‘ in this acronym this means take care. In Back on Topic ‘BOT’, means return back to topic. There is abbreviation by using the first letter. In Failure between Keyboard and seat ‘FBKS’ which may mean there is no chatting. In Back at Keyboard ‘BAK’ which means ‘I’m back’, here the abbreviation is three letters ‘BAK’.

In See You on Line ‘CUOL’ which means see you on the chat. In Open Mouth, insert key board ‘OMIK’ here there is abbreviation by using the first letter of each word which means be on line and let’s chat. In Parents Over Shoulder ‘POS’, also here the abbreviation for every word is the first letter, which means take care. In Alt Control, Delete ‘ACD’ the abbreviation of the first letter of the word. In Fill in the Blanks ‘FITB’ there is abbreviation for the first letter of the word. In Falling off Chair laughing ‘FOCL’, this acronym means very happy, the first letter of each word. In Down loading or Down load it ‘D/L. DL, d/ l, dl’ here there are four ways of writing this by using the first letter of each word which is written in capitals and small. In Keep in Touch ‘KIT’, this acronym means be in contact. In Pardon Me for Jumping In ‘PMFJI’, this acronym means apologizing. In My parents are in the room’P911’, here this means be careful, the abbreviation of parents by using the capital beside the numbers 911. In Hit Me Up ‘hmu’ which means contact me, the abbreviation by using the first letters of the words. In First in Still Here, ‘FISH’ the abbreviation for the first letter of the word. In All the Web or Around the Web or At The Weekend ‘ATW’ this abbreviation means three meanings which make ambiguity. In Text To Speech ‘TTS’ the first letter of the word which is written in capital.

Text messaging plays immense role in punctuation as well as in spelling. Punctuations make the discourse intelligible in written texts. The absence of punctuation creates ambiguity and affects communication process, thus lack of it causes information gap and misunderstanding among users. The effect of text messaging on spelling is represented in the following pivots: the user will not be able to write correct spelling, hence effects on writing formal messages, essays, and theses. Not only this point, but also the creative writing will suffer allot.

Another dimension of the effect of text messaging on punctuation is seen in losing the sense of language and its beauty, neatness and stricter.

Concerning SMS text messaging, there are a lot of effects on spelling. As mentioned in the table below, some people write the wrong spelling and other write the textism. Here are some examples of words which are written in misspelling and textism.

Correct spelling	Misspelling	Textism
Deviate	Deviate	DV8
Excess	Exess	XS
Melody	Melody	mLOD
Weird	Weird	wErd
Element	Elament	LMNt
Embarrassed	Embarrassed	MbRSd
Excellent	Excellent	XLNt
Extreme	Extreame	XtrEm
Genius	Genious	Gnys
Jealousy	Jealousy	jLSE
Juicy	Juicy	juC
Lottery	Lottery	lotRE
Marvellous	Marvillous	mRvLS
Relived	Releaved	rLEvd

Table (4-11) Analysis of spelling

In all these words, there isn't clear rule for capitalization, also the omission of letters and abbreviation. Some people make confusion between misspelling and textism and because there is no specific rule for textism, this makes problem and difficulties in reading and writing text messaging. That one word can be written in many ways however, people who know this language can communicate easily.

There are several possible explanations for the positive relationship between the use of textisms and spelling ability. The fun of text –messaging one's friend, and relative freedom of spelling allowed in text messages may increase children's overall enjoyment of reading and writing as mentioned in the below table.

There is no clear convention for how words should be abbreviated, and like teenagers a young adults (kemp,2010, Dejonge & Kemp,2010,Varnhagen et al,2009) here there are variety of textisms. The most consistency was shown for words that could be written as letter/number homophones (eg,r for are) but other words were written in a range of ways, some dropping letters (e.g.Tthks for thanks),some changing spelling to represent sounds(e.g. Thanx)and others doing both(e.g.tnx).Words which appear frequently in text- messages did not appear to have undergone some conventionalized process of abbreviation, for example, the word "because" was re- written in 17 ways and the word "tomorrow" in 29 ways.

Percentage of each typed of spelling produced for target words, from most to least consistent (spelling of >2%are combined)

Word	Spelling 1	Spelling 2	Spelling 3 and beyond	No of spelling
Please	plz	Please	Pls,plese,plse,ples,pleaz,plez,pease,pez,pleas	11
Everyone	every1	evry1	Everyone,evone,ev1,ever1,eveone,everyone	8
Because	because	Cause	Because ,coz, cos, becoz ,bcos, cuz, cuse, couse, couse, cas, becus, becous, becau, becose, b1	17
Someone	someone	Some1	Sum1,som1,someone,sumone,smone,sme1	8
Thanks	thanks	Thx	Thanx,thnx,thnks, tanks, thks, tnx, thax, thanks, tnks, tnx,ty,thxs, Tks,tare,thanks	17
Tonight	Tonight	Tonight	2tnite,tnight,tonite,2nit	6
Birthday	B'day	Bday	Birthday,b-day, B.day, BD, birthday, bifday, birfdi, birth, birthday	12
Tomorrow	Tomorro w	Tomorrow	2moz,tomoz,2moro,2morow,2morro,tomrow,tomorrow,Tommoz,t moz,2mo,2mororrow,2moru,2moz,2omoro,2one2tomozzo,morrow,tmorrow,tmozz,tmrrw,tom,tomo,tomomoTomoro,tomoroz,tomos ,tomox	29

Table (4-12) Analysis of spelling

In the table 13-4 there is example of some words and its category and its use in context to show how texters exercise it.

Category	Example	Examples in context
Insider word	Hottie	MAKE OUT WITH HOTTIE
Insider word	Fugly	Is that like a fugly slut?
Abbreviation	Feein	how r u feelin?
Abbreviation	Prolly	you could prolly look them up on the net
Word combination	Wanna	I wanna sign up for the yhl
Word combination	Gonna	I am gonna be gone sat and Sunday
Acronym	Bf	SHE HAS A BF
Acronym	Omg	omg that is terrible
Alphabet/letter	U	What do u wanna talk about?
Alphabet letter	2day	Did u go to skool 2day?
Phonetic	Yer	You get yer stuff done tonight?
Phonetic	Wat	Wat u doin?
Lower case	I	I almost cried
Lower case	Elyssa	R u talking to elyssa?????
Contraction	Im	Im so exited
Contraction	That's	that's not cool
Emotion word	Hahahahaha	Hahahhahahokey
Emotion word	Soooooooo	Wow imsooooooo glad
Emotion acronym	Lol	Lolim not talking to you
Emotion acronym	Omg	Omg for social we have to do this
Upper case	THAT	Not THAT nervous though.
Upper case	WASH	U might have to actually WASH that sweater
Emotion punctuation	So I was thinking.....
Emotion punctuation	:)	:) doo it haha
Typographical error	Crazy	im too crazy
Typographical error	Frwnch	Just finished studying 4 frwnch
Misspelling	Embarrassing	how embarrassing....
Misspelling	Project	It's for like a psychology project

Table (4-13) Analysis of context

In the above table (13-4), there is a category of some text messages word use providing examples for each category. Text language use categorized broadly into short cut, representing modification of the spelling of specific words and phrases, and pragmatic device, representation changes that reflect pragmatic aspects of the message. It further classified into short cuts into eight smaller categories and pragmatic devices into smaller categories. According to Netlingo (<http://www.netlingo.com>) and Urban Dictionary (<http://www.urbandictionary.com>), this appears to help to identify text language use and etymology. In addition, there are typographical errors and misspellings.

With the short cuts category, there is classification of slang words which are commonly found on the Web as insider word (e.g. Ahottie is a very attractive and desirable person; fugly something or someone that is extremely ugly). Some words are commonly shortened by removing one or more phonemes or morphemes as abbreviation (e.g. According to Netlingo.com, prolly is a shortened form of probably) and contractions of multiple words into a single, phonetically spelled word (e.g. Wanna for want to) as word combination. Common acronyms classified (lol for laughing out loud or bf for boyfriend) as a cronym. This beside substitution of a word or part of a word with an alphabetic name (e.g. u for you) or a number (e.g. 2morrow for tomorrow) as alphabetic /number words. Common phonetic spellings like (e.g. Wat for what) as phonetic new language words. In addition, there is the use of lower case where letters should be capitalized (e.g. as in the first letter of a proper noun) as lower case. There is also omission of apostrophe (e.g. that for that's) as contraction. Within the pragmatic devices category, some words express emotion such as representing laughter (e.g. hahaha) or repeating vowels to mirror pragmatic lengthening (e.g. what at to represent a drawn out expression of surprise) as emotion words .

Moreover, the use of upper case to represent emotion (e.g. WHAT to represent surprise) as upper case and extraneous use of punctuation for emphasis (e.g.!!!!)or as emotions(e.g.,8-) as emotion punctuation. Also, the common letter typing errors (e.g. know for now) as typographical error and apparently misspelled words (e.g. hungary for hungry)as misspelling.

Some words received more than one classification; for example, from the table above, the insider word, h ottie, was in all uppercase letters and so was scored both an insider word and as upper case. Other examples of multiple classifications include im, classified as lowercase and a contraction error, and lol, classified both as a short cut acronym and as a pragmatic device emotion acronym. Concerning SMS text messaging, there are a lot of effects on spelling, as mentioned in the table below. Some people use misspelling, other use word as it in textism.

Correct spelling	Misspelling	Textism
Deviate	Deveate	DV8
Excess	Exess	XS
Melody	Mellody	mLOD
Weird	Weird	wErd
Element	Elament	LMNt
Embarrassed	Embarassed	MbRSd
Excellent	Exellent	XLNt
Extreme	Extreame	XtrEm
Genius	Genious	Gnys
Jealousy	Jealosity	jLSE
Juicy	Juicey	juC
Lottery	Lotery	lotRE
Marvelous	Marvillous	mRvLS
Relived	Releaved	rLEvd

Table (4-14) Analysis of misspelling and textism

In all these words there isn't clear rule for capitalization, also there is omission of letters and abbreviation .Some people make confusion between misspelling and textism, and because there is no specific rule for textism,this leads to problem and difficulties in reading and writing text messaging. That one word can be written in many ways. However, people who know this language can communicate easily.

Textism	Word
&	And
@	At
2	To
A nenglish	An English
Abbrevi8	Abbreviate
Aftr	After
ast*r*sks	Asterisks
B	Be
b 4	Before
Capitls	Capitals
Conversatns	Conversations
Dictnry	Dictionary
Em	Them
Emergncy	Emergency
Equllay	Equally
ex!mants	Exclamation
face2face	face-to-face
Fone	Phone
Hart	Heart
hi-ly	Highly
Instead	Instead

Langwij	Language
LOL	laughing out loud
Luv	Love
Mobil	Mobile
Msg	Message
NE	Any
Neibrs	Neighbour's
Neva	Never
Nt	Not
Othr	Other
Ova	Over
Parence	Parents
Prepard	Prepared
R	Are
Recv	Receive
Rite	Write
Sed	Said
Shud	Should
Sumi	Someone
Theyr	they're
Thiev	Thieve
Tspoon	Lteaspoons
tXt,txt	Text
U	You
Ur	Your
Xept	Except
Yung	Young
SWDYT	So what do you think
BTDT	Been there, done that
YYSSWW	Yeah ,yeah, sure, whatever

Table (4-15) Analysis of language notes

Text speak is characterized by its distinctive graphology. Its chief feature is rebus abbreviation. Words are formed in which letters represent syllables, as seen in 'b', 'b4', 'NE', 'r', 'Tspoon', 'u', 'ur', 'xcept'. The use is made of logograms, such as numerals and symbols as seen in '&', '@', '2', 'abbrevi 8', 'b4', 'face 2 face' and 'sumi'. Punctuation marks and letters are the ':-D' aft title Laugh Out Loud.

Such forms are by no means restricted to Text spoken; they turn up in other electronic domains, such as emails, chat groups, and blogs. Indeed, rebuses have a much longer linguistic history. The Victorians played games with them, and children's Christmas annuals have long contained puzzles using them. The only traditional type of rebus that does not appear in Text speak is the use of pictures- such as a bee representing the word 'be'. However, in Text speak something more radical has taken place.

The nature of telephony, plus the on-screen limitation to 60 characters, has motivated a much more wide-ranging and innovative set of conventions. Text speak has its own range of direct-address items, such as 'F2t' ('free to talk?'), 'PCM' ('please call me'), 'mmyt' ('Mail me your thought') and 'RUOK' ('are you OK?'). Multi-word sentences and response sequences can be used, to reduce a sequence of initial letters. 'LOL' is used in the poem. Other examples are 'SWDYT' ('So what do you think?'), 'BTDT' ('Been there, done that?'), and 'YYSSWW' ('Yeah, yeah, sure, sure, whatever'). Even more ingenious coded abbreviations have been devised, especially among those for whom argot is a desirable safeguard against unwelcome surveillance. Texters seem to be aware of high information value of consonants as opposed to vowels. It is fairly unusual to lose unless the words are likely to be easily recognized as in case of 'hi-ly' and 'rite'.

But there are lots of instances where dropped ('aftr', 'capitls', 'cn', 'emergncy', 'hart', 'instead', 'mobil', 'nt', 'other', 'prepared', 'theyr', 'thiev', 'txt', 'yung'), or two ('conversants'), or three ('dictnry'), or four ('recv'). 'Neibrs' is an interesting example, losing two consonants and two vowels (only one in American English, of course). 'Msg' loses three vowels and one consonant. 'Equllay' different-making a word look strange for its own sake (the standard spelling contains the same letters, 'equally'). 'A ninglysh' is also different. By moving the position of the word-break, the spelling suggests a non – standard pronunciation- though in fact running the 'n' into the 'e' of English is a perfectly standard practice.

Texters also seem to be well aware of the low information value of punctuation marks. There is no sentence punctuation at all the poems with the exception of the double exclamation mark in the sixth commandment, and apostrophes are dropped in 'neibrs' and 'theyr'. On the other hand, certain punctuation marks are given new functions being used ludically in 'ast*r*sks' and there is a contrastive use of space (in the second commandment), type- size (in the fifth and seventh), and colour ('hat in the first and 'XEPTIN DIRE EMERGNCY+' in the ninth are printed in red).

Hyphens are sometimes respected (three uses in the 'langwj' poem). Capital letters are conspicuous by their absence at the beginning of sentences, but are often used for effect- in the ninth commandment, for example, and also in some of the acronyms (such as 'LOL'). Why do they abbreviate? There is ergonomic value in abbreviation, given that the number of key- strokes saved bears a direct relationship to time and energy and formerly (depending on your service- provider) even the eventual size of your telephone bill. In a creation such as 'ru2cnmel8r' (Are you two seeing me later?), the full form uses over twice as many key-strokes.

In 2004 David Crystal published "A Glossary of Text speak and Net Speak", and ignoring the difference between upper-case and lower- case usage, he collected about 500 Text speak abbreviations. However, only a small number of these actually turn out to be in regular use. The vast majority are there just to be 'clever', illustrating the possibilities of language play. 'ROTFL' ('rolling on the floor laughing') may have had some use at the outset, but its later developments (such as 'ROTFLMAO' and 'ROTFLMAOWTIME' - 'rolling on the floor laughing my ass off.....with tears in my eyes') illustrate idiosyncratic communicative one- up man ship rather than genuine community usage. And some texters use such creation as 'LSHMBB' ('laughing so had my belly is bouncing').

Leaving out letters always runs the risk of ambiguity. From the receiver's point of view, A single sequence can have more than one meaning : 'BN'- 'been' or 'being', 'CID'- 'consider it done' or 'crying in disgrace', 'cya'- 'see you' or 'cover your ass', 'N'- 'and' or 'no', 'y'- 'why' or 'yes'. If message of transmitted love gets the reply 'LOL', it is up to you to decide whether it means 'laughing out loud' or lots of love'. It could make a big difference to an emerging relationship. And you have to know your recipient before you decode 'GBH', which can be either a 'great big hug' or 'grievous bodily harm'. There are similar ambiguities in the Text speak of other languages.

From the sender's point of view, there are also choices that can be made such as: 'Good to see you' can be 'GTCY', 'GTSY', 'G2CY', or 'G2SY'; 'I love you' can be 'ILU', 'ILUVY', 'ILY'. 'Thanks' can be 'THNX', 'THX', 'TX', 'TNX'. Also, there is remarkable eight variants for 'talk to you later': 'TTUL', 'TTUL8R', 'TTYL', 'TTYL8R', 'T2UL', 'T2UL8R', 'T2YL', and 'T2YL8R', and there is others like 'what's up?' depending on how many U's you bother to send: 'WASSUP?', 'SUP?', 'WU?', 'WSU?', 'WSUU?', 'WSUUU?'. So, doubtless text- messaging dialects are already evolving.

No texter is entirely consistent use identical conventions. While a few abbreviation are widely (possibly universally used, such as 'txt' and 'msg', others are not. Texters write 'shl' or 'shll' for shall, but Silver doesn't. Some would write 'consult' as 'cnslt'. The seventh commandment is only partly respected, in these poems: 'em', 'fone', 'langwij', 'luv', 'parence', 'sed', and 'shud' are indeed ions of the way these quasi- phonetic representation the way these words are pronounced, presumably in Silver's accent. (That the spelling reflects a particular accent is clear from such words as 'neva' and 'ova', where there is no 'r'.

A West-Country speaker would presumably not want to leave the 'r' out- nor, for that matter, would most Americans.) But other words are not given a phonetic from. The full standard English spelling given to 'infectious', 'children', 'vulnerable', 'symptoms', 'serious', and so on indicates that we are dealing here with a literary genre, not a real text situation at all. To my mind, this is one of the most interesting things about the way texting has evolved. It is a new genre. It began to be used in poetry very early on, in The Guardian's text-messaging poetry competitions.

It was only a matter of time before a texting poet arrived on the scene, and a website where doubtless the genre will be fully exploited and explored as time goes by. Text –message stories- even novels- are also already being circulated. The Silver Poems illustrate the strengths of texting, and also its limitations. The more unusual the word, the more it needs to be spelt out in full. There must be a serious limit to the amount of information which can be conveyed using abbreviation and a real risk of ambiguity as soon as people try to go beyond a stock set of social phrases. The set of possible messages is really very small, and only there are few abbreviations such as ‘C’(‘see’), ‘B’(‘be’), ‘2’(‘to, too, two’), ‘4’(‘for’, ‘fore’, ‘fore’) and ‘U’(‘you’) can be in lots of sentences.

Will Text speak have an effect on the language as a whole? This is unlikely. The whole point of the style is to suit a particular technology where space is at a premium and when that constraint is dropped, abbreviated language no longer has any purpose. Its ‘cool’ associations amongst young (or at least, young minded) people will allow some of its idiosyncrasy to achieve a use elsewhere, and there are occasional reports of Text speak creeping into other forms of writing, such as essays. However, these are minor trends, only part of the novelty of the medium.

They can be controlled as part of the task of developing in children a sense of linguistic appropriateness in UK, one of the basic principles behind the National Curriculum in English there. The genre could gain strength from its literary applications, but it is too soon to say whether these have a long-term future.

Some people object to Text speaks. Some are amused by it. David Crystal said that “I am fascinated by it, for it is the latest manifestation of human ability and young human ability, at that to be linguistically creative and to adapt language to suit the demands of diverse settings, In Text speak, we are seeing _in a small way_ language in evolution.

There are several possible explanations for the positive relationship between the use of textisms and spelling ability, the fun of text- messaging one’s friend, and relative freedom of spelling allowed in text message may increase children’s overall enjoyment of reading and writing as mentioned in the table below.

There is no clear convention for how words should be abbreviated, and like teenagers and young adults (Kemp, 2010, De Jonge & Kemp, 2010, Varnhagen et al, 2009) there are variety of textisms. The most consistency was shown for words that could be written as letter/number homophones (e.g. r for are), but other words were written in a range of ways; some dropping letters (e.g. thks for thanks), some changing spellings to represent sounds (e.g. thanx) and others doing both (e.g. tnx). Words which appear frequently in text- message did not appear to have undergone some conventionalized process of abbreviation: the word because was re- written in 17 ways and the word tomorrow in 29 ways.

Word	Spelling1	Spelling2	Spelling 3 and beyond	No of spelling
Please	Plz	please	Pls,plese,plse,ples,pleaz,plez,pease,pez,pleas	11
everyone	every1	every1	Everyone,evone,ev1,ever1,eveone,evereyone	8
Because	because	Cause	Because ,coz, cos, becoz, bcos, cuz, cuse, couse,couse,casBecus,becous,becau,becose,b1	17
Someone	someone	Some1	Sum1,som1,someone,sumone,smone,sme1	8
Thanks	thanks	Thx	Thanx,thnx,thnks, tanks, thks, tnx, thax, thanks, tnks,tnx, ty, thxs, Tks,tare,thanks	17
Tonight	2night	Tonight	2tnite,tnight,tonite,2nit	6
Birthday	B'day	Bday	Birthday,b-day, B.day, BD, birthday, bifday,birfdi,birth,birthday	12
Tomorrow	2morrow	Tomorrow	2moz,tomoz,2moro,2morow,2morro,tomrow,tomorrow, Tommoz,tmozx,2mo,2mororrow,2moru,2moz,2omoro,2one 2tomozzo,morrow,tmorrow,tmozz,tmrrw,tom,tomo,tomomo Tomoro,tomoroZ,tomos,tomox	29
Are friend being would sick excited for see back between	R friend being would sick excited 4 c back between	are frend bein wood sik xcited for see bak betwen	u,ya, frnd, bf, bff ,f, frind, friend, frd, fwend, being ,bng, being,ben,beein,been,b'inwold,wuld,wld,wod,woud, sic,sck,(ick,ill,si,stick-I xsited,exited,xcitd,xsited,cited,ecited,happy– sebac,bck,bk,brb, btwen,btw,tween,b- tween,b/w,be2,betwem,betwn,b/w,o,be2,betwem, betwn,b'tweenabot,ab,aboute,abowt,abut,b, ppl,peple,ppl,peaps,peep,peephole,people,pepl,peoples whn,whee,time,message,mesge,mess,mssge,messge,msge,t xt,mesag,ms,sms.(picture of envelope) Dnt,d'nt,do not,	4 10 9 7 9 10 2 3 7 12
about people when message	about people when message	bout peeps wen msg	Scool,schl,scol,skewl,skl,shol,scul,chool,school,sckool,skw l, cnt,cn't,cannot,cos,can, tex,tt,tx,(picture of envelope), wot,wht,wha,wa,huh,waz, lat,lte,l8t,8te,8, 4gi,fvorgiv,forgve,firge,fgive,for+(picture of present),soz	9 11 5
don't school can't text what late forgive	don't school can't txt wat late forgive	dont skool cant txt what l8 4give		15 5 13 7 6 9 7 9

Table (4-16) Analysis of multi-spelling

5.3 Findings

1. In text messaging as syntax is concerned, there is no fixed word order like in ordinary English syntactic structure. In addition, there is replacement of pronouns. The texter usually doesn't care of about English grammatical rules (see you at four = cu@4).
2. In morphology, the internal structure of word, there is complete damage of words by many processes such as blending (you = u) and acronym (oh my god= OMG).
3. In semantics, there is complete volition of punctuation, the use of symbols, signs, pictures and digits and this sometimes makes confusion.
4. In the area of phonology, there is an omission of vowel letters which affects pronunciation (Great= GR8). In addition, there is an omission of final vowel letter (accurate= aQr8).

5. The use of abbreviations leads to differences in understanding of single words, because there are no agreed-upon rules for abbreviating words. This resulted in ambiguity and the reader may not be able to guess the intended meaning. So, the intended meaning will depend on the texter's intention, unless there is an agreement between the sender and receiver about the intended meaning.
6. Abbreviations used in text messaging are linguistically incorrect, but communicatively acceptable.
7. Using text messaging in poetry spreads the language of text messaging. Knowing of text messaging can help to improve the language by adding a new channel of communication.
8. The using of colors, bold letters, capitalization, and repetition of letters in one word indicates stress or importance of words. In addition, there is an overuse of numbers and symbols in text messaging as means of abbreviation.
9. People miss-spell words and textism, which may have a negative effect on the correct spelling of English word linguistically.
10. Women use longer and wider text messaging than men; on the other hand men use shorter and specific text messaging.
11. Text messaging increases confidence and interaction in shy and lonely people.
12. Text messaging increases cheating among users by nicknames, because some people lie and don't tell the truth. Moreover, text-messaging wastes valuable resources like time and money, also it creates thumb pain, sleep problem and finally, radiation is harmful for the user.
13. Some people think text messaging saves time, by using short words instead of writing complete words that is why it becomes widespread in all sectors of the society.
14. The style of writing text messaging is informal; however, it spreads in the formal situations in universities, schools, and companies.
15. Some people misuse text messaging by sending sexy and enticing words and pictures, which creates problems for younger people. Moreover, texting during driving is dangerous and it results in accidents.
16. Text messaging leads to displacement of authentic, standard and direct communication.

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