

Academic Writing and SMS Overlapping

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Abstract

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

Keywords: academic writing, abbreviations, SMS language, texting messages.

1. INTRODUCTION

Text messaging is an increasingly common form of communication; text messaging is convenient when the environment is too noisy for an auditory conversation, and it allows one to send off a quick query and receive a brief response without the normal conversational procedures. Short Message Service (SMS), more popularly known as text messaging, developed as an initial by-product of the cell phone industry (Faulkner & Culwin, 2004). According to Goldstuck (2006) mobile phones were introduced to the youth market in the late 1990s. During 2004, 500 billion SMS messages were sent worldwide. Mobile phone telecommunications devices are a common accessory among secondary schools students. There are positive and negative great impacts of texting on students' academic writing, spelling, grammar and punctuation because most of the time students use wrong spellings and sentences due to which both the sender and reader pronounce, read and write it in the wrong way and spellings will be used academic writings in projects.

1. Statement of the Problem

With the ever increasing use of text messaging among students, especially teenagers, there has been a growing concern among educators, parents, researchers and general public that this practice is damaging the use of language in speaking and writing and will negatively affect the standard forms in the long run. Students at age of teens commonly use their mobile phones and computers in exchanging messages in an array of fields. As writing is taught at school with governing rules, it seems that these rules are not abided by when text-messaging. This creates negative impact of writing on paper in the classroom that language of text-messaging thus they create writing errors. This is what the researcher tries to highlight and suggest solutions.

3. Objectives of the Study

1. To see how these text-messages impact the writing performance of Sudanese Secondary school students.
2. To suggest solutions for mistakes committed students due to text-messaging.

4. Questions of the Study

1. To what extent that text- messaging have a negative impact on the students, writing skill?
2. What are the advantages for text-messaging in developing the students, writing skills?

5. Hypothesis of the Study

- 1.Text- messaging have a negative impact on the students, writing skill.
- 2.The a advantages of text-messaging in developing the students, writing skills.

6. Significance of the Study

This study strives to provide some investigations into problems that are encountered by the students and seeks to find out solutions to overcome those difficulties. Also, the focus of this study is to find out if there is an impact of SMS on the formal writing of Secondary school students. It is hoped that this research will shed light in the impact of text messaging on writing EFL among Sudanese Secondary School Students. It is going to be useful for both teachers and students. The study is expected to provide insights to the field of applied linguistics and be a base for further studies.

7. Methodology of the Study

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

8. Limits of the Study

This research will be conducted on Sudanese Secondary Schools. It will be limited on the impact of text-messaging on the academic writing skill.

9. What is Academic Writing?

Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing, which is the kind of writing you do when you write stories. It is also different

from personal writing, which is the kind of writing you do when you write letters or e-mails to your friends and family. Creative writing and personal writing are informal, so you may use slang, abbreviations, and incomplete sentences. However, academic writing is formal, so you should not use slang or contractions. Also, you should take care to write complete sentences and to organize them in a certain way.

Academic writing in English is probably different from academic writing in your native language. The words and grammar and also the way of organizing ideas are probably different from what you are used to. In fact, the English way of writing may seem awkward, uninteresting, and even rude to you. Just remember that it is neither better nor worse than other ways; it is just different.

10. Types of academic writing

The four main types of academic writing are descriptive, analytical, persuasive and critical. Each of these types of writing has specific language features and purposes.

Descriptive

The simplest type of academic writing is descriptive. Its purpose is to provide facts or information. An example would be a summary of an article or a report of the results of an experiment.

Analytical

Analytical writing includes descriptive writing, but you also re-organize the facts and information you describe into categories, groups, parts, types or relationships.

Persuasive

In most academic writing, you are required to go at least one step further than analytical writing, to persuasive writing. Persuasive writing has all the features of analytical writing (that is, information plus re-organizing the information), with the addition of your own point of view.

Critical

Critical writing is common for research, postgraduate and advanced undergraduate writing. It has all the features of persuasive writing, with the added feature of at least one other point of view.

11. Types of Text-Messaging

Interpersonal communication is vital for humans. People use interpersonal communication all the time. Some forms of

communication include: face to face communication, email, chats, Facebook, MySpace, instant messaging, and text messaging. Text messaging has become quite a communication phenomenon. People use text messaging to get dates, tell people they love them or goodnight, avoid oral communication, coordinate times to meet up, connect with friends, and even some places, such as Japan, look fashionable Leung (2008, 45). Text messaging is a fast, easy, convenient, and an easy way to multitask Grinter & Eldrige, (2001,87).

Text messaging could simply be used by students to plan and organize with their friends for the day or the forthcoming. Text messaging is useful, fast, and cool. Students use text messages to stay in contact. Text messaging, therefore, could be addicting. The main reason students do not get addicted to text messaging is due to the money Lee & Perry, (2007,68).

12. Problem of Text-Messaging

Although there are many positives, there are also many negative effects of texting. For example, texting has a very negative effect on social skills and communication. People who grow up texting using inappropriate grammar a lot prove to have worse writing skills than people who use grammar appropriately.

Because text messaging cannot accurately convey tone, emotion, facial expressions, gestures, body language, eye contact, oral speech, or face-to-face conversation, it is likely messages will be misunderstood or misjudged.

13. Effect of Text Messaging on Communication

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

chat, and social media. It is known for shortening many words using acronyms and other forms of abbreviation.

14. The Effects of Text Messaging on Students' Knowledge

The Centre of Science Education at Sheffield University found that about ninety percent of the youth have cell phones, and that ninety- six percent of this group uses them to text (Plester, Wood, Bell 137).

Americans tend to use their mobile devices to text more than to make calls (Cingel and Sundar 305). Texting is reported as the most preferred communication style (Cingel and Sundar 306). The introduction of mobile phones and texting has greatly impacted the way in which people communicate (Kemp and Bushnell 18). People no longer have to make phone calls to keep in touch with friends and family, they can now type a short message stating whatever they need to say.

According to Wood, Plester and Bowyer (2008), despite the popular view that texting is responsible for linguistic deterioration, the “impact of children’s use of textisms on their reading and writing development is not well understood” –largely due to a lack of empirical research. Up until this time, the limited research conducted on texting has either focused on the language of texts, or the uses to which texting has been put, rather than linking SMS language with other literacy measures (Thurlow & Poff, 2009).

15. Positives of text-messaging

Talking about positive side, the major inducement here is connectivity. They say internet has locked this world in a small room. anonymity is a great deal her. People feel safe when they don't need to communicate in real world, it is the positive side for people who are recluses. While texting, you can be whatever you want.

16. Negatives of text-messaging

In the same way even after having so many positive it does have negative. Firstly, this decreases the real communication; people become less open, and hard to communicate with real world. Secondly, it destroys the language. People want text fast and use abbreviations, for example, “l8r” use for later. U for “you”, and ‘wanna’ for want. Also we have stopped paying attention to grammar.

Moreover, the youngsters are getting addicted to the messaging platform like other addictive materials. People are so occupied with the use of text-messaging that they are unable to differentiate between real and factual relationships.

17. Previous studies

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

The second 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 high 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.

18. Data Analysis and Discussion

The test was distributed to 30 high school students to measure their knowledge of writing symbols and expressions in the correct way. The following table shows the mean and standard deviation and chi-square values for the following study Hypotheses: The following hypotheses are postulated:

- 1.Text- messaging have a negative impact on the students, writing skill.
- 2.The a advantages of text-messaging in developing the students, writing skills.

The results of the statistical analysis were as follows:

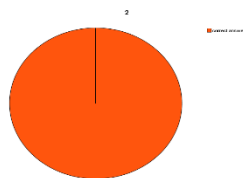
Informal Contractions	Frequency		Percent		Std-Deviation	mean
	Correct answers	Wrong answers	Correct answers	Wrong answers		
2	30	0	100.0	0.00	0.000	1.00
4 U	25	5	83.3	16.7	0.379	1.16
COZ	8	22	26.7	73.3	0.449	1.73
L 8	23	7	76.7	23.3	0.430	1.23
OMG	15	15	50.0	50.0	0.508	1.50
GBU	9	21	30.0	70.0	0.466	1.70
LOL	30	0	100.0	0.00	0.000	1.00
Btw	25	5	83.3	16.7	0.379	1.00
b4	12	18	40.0	60.0	0.498	2.00
&	1	29	3.3	96.7	0.182	2.00
gimme	8	22	26.7	73.3	0.449	2.00
outta	3	27	10.0	90.0	0.305	2.00
dunno	6	24	20.0	80.0	0.406	2.00
kinda	6	24	20.0	80.0	0.406	2.00
lemme	6	24	20.0	80.0	0.406	2.00
Total	207	234				

Source: Preparing the learner from the field study data

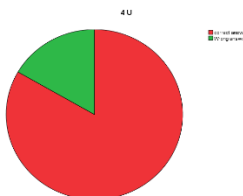
From the above table, it is noted that the sum of the wrong answers was greater than the sum of the correct answers, which indicates that there was no significant effect of Informal Contractions on writing among students in the 30 study sample.

Graphs of Informal Contractions ⁽¹⁾:

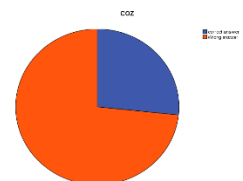
The text of the first question: Write the symbol (2) in the correct way, the result was, the code was written correctly and the percentage was 100%.



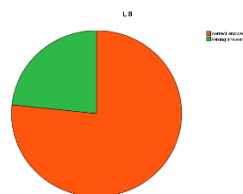
Text of the second question: Write the symbol (4U) in the correct way, the result was, the code was written correctly and the percentage was 83%.



Text of the third question: Write the symbol (COZ) in the correct way, The result was, the code was written incorrectly as the percentage was 73.3%.

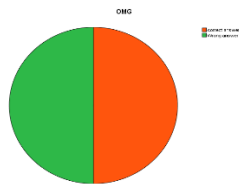


The text of the fourth question: Write the symbol (L8) in the correct way, the result was, the code was written correctly and the percentage was 76.7%.

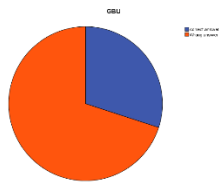


¹⁾ Preparing the learner from the field study data

The text of the fifth question: Write the symbol (OMG) in the correct way, the result was, Where the proportions of the answers were equal 50% for all.



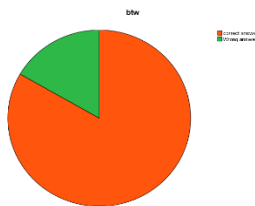
The text of the sixth question: Write the symbol (GBU) in the correct way, the code was written incorrectly as the percentage was 70%.



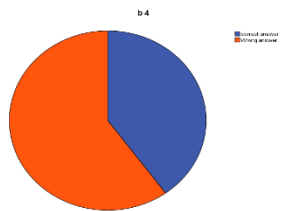
The text of the seventh question: Write the symbol (LOL) in the correct way, the result was, the code was written correctly and the percentage was 100%.



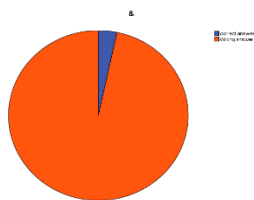
The text of the eighth question: Write the symbol (btw) in the correct way, the result was, the code was written correctly and the percentage was 83.3%.



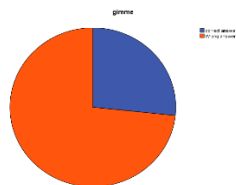
Text of the ninth question: Write the symbol (b4) in the correct way, The result was, the code was written incorrectly as the percentage was 60%.



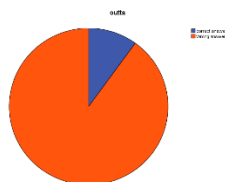
Text of the tenth question: Write the symbol (&) in the correct way, The result was, the code was written incorrectly as the percentage was 96.7%.



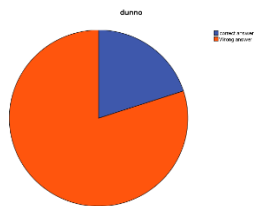
Text of the eleventh question: Write the symbol (gimme) in the correct way, The result was, the code was written incorrectly as the percentage was 73.3%.



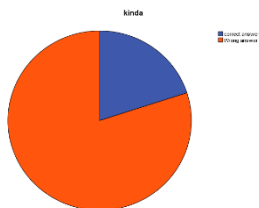
Text of the twelfth question: Write the symbol (outta) in the correct way, the result was, the code was written incorrectly as the percentage was 90%.



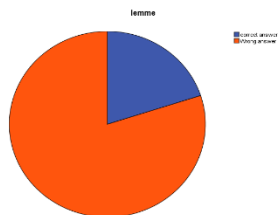
Text of the thirteenth question: Write the symbol (dunno) in the correct way, The result was, the code was written incorrectly as the percentage was 90%



Text of the fourteenth question: Write the symbol (kinda) in the correct way, the result was, the code was written incorrectly as the percentage was 80%.



Text of the fifteenth question: Write the symbol (lemme) in the correct way, The result was, the code was written incorrectly as the percentage was 80%.



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

18. Conclusion

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

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

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