

# Linguistic Features and Patterns of Texting: Results of a Case Study at an Indian University

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**Abstract**—The main objective of the present study is to explore the linguistic features which characterize English used by texters. It also aims to investigate if texting follows any specific pattern. As this study aimed to investigate the linguistic features of texting and their impact on the structure of Standard English, the data of the study were collected from a sample of ninety students. The morphosyntactic elements, phonological elements and code mixing elements were linguistically analyzed separately, providing some examples from the data collected for the study. Although punctuation has been discussed under both morphosyntax and phonology, its significant presence in the data prompted us to look into the pragma-semantic elements in the use of punctuation by the texters. Five sent emails, five sent SMS and five sent Facebook chats from each of the respondents were collected to test the linguistic features of texting. SMS are more deviated from Standard English than Facebook chat texts in some cases such as deletion of subject and deletion of punctuation. It is found out that email texts were less deviated from Standard English than SMS and Facebook chat texts. It was found out that the respondents deviated from the Standard English in all the aspects which were examined, i.e. in morphosyntactic and phonological structures, which indicated that it could be a threat to Standard English. This study proved that texting followed some patterns in some cases but it was randomly used in other cases and it is difficult to control and find fixed patterns followed.

**Index Terms**—texting, linguistic features, patterns, standard English, deviation

## I. INTRODUCTION

Language and communication are interrelated terms and cannot be treated separately. No doubt there are several mediums of communication like internet, landline phone, letters, fax, telegram, pagers, television, radio, hoardings, newspapers, magazines and websites but nowadays the most popular tools of communication are Email, SMS and Facebook chats.

As texting has some linguistic features that are different from the features of Standard English, the present study explores the linguistic features of English used in texting. In this paper, the term 'texting' refers to the English used in the three tools of communication, namely, Email, SMS and Facebook chats texts. There are range of expressions for texting such as ICT English, txtng, textism, text messages, CMC, textspeak, netspeak and netwrite, which are interchangeably used by the researchers in this paper.

The focus of this research is mainly on linguistic features of texting. The study has been conducted in Aligarh Muslim University (AMU), one of Indian universities where English is used as a medium of instruction and majority of the students speak Urdu/Hindi, which is the first language or the mother tongue of most of the students.

## II. SIGNIFICANCE OF THE STUDY

As we are in the age of globalization, the world appears to have shrunk in size effectively because of better electronic connectivity between people now. This is mainly due to the development in the information and communication technology. This implies that it becomes more and more important to know how ICT users use the language of texting. As the use of texting grows, it often replaces traditional methods of communication. So, there must be studies that investigate and explore the features of texting. This study is significant because it is a good contribution to the field of linguistics and it can help scholars, linguists and others who are interested in exploring how texting works. As texting is a new genre in its own, there is a need for empirical studies to clearly understand this type of English especially in a multilingual setting like India.

## III. RESEARCH QUESTIONS

1. What are the linguistic features and patterns of texting used by Indian ESL speakers?
2. Is the language used in texting governed by certain patterns?

#### IV. REVIEW OF LITERATURE

In the introduction to James Cochrane's *Between You and I: A Little Book of Bad English*, Humphrys (2005) writes "there are so many threats to the survival of good, plain English that it is not easy to be optimistic. Email has a great deal to answer for. Punctuation is no longer required and verbs are abandoned with the speed of a striptease artiste late for her next performance. Text messaging is worse—much worse" (Cited in Wolman, 2008. P. 179).

A well-known example of a persistent critic of texting is John Humphrys. In his article, "I h8 txt msg: How Texting Is Wrecking Our Language" (2007), he calls texters "vandals" who "are doing to our language what Genghis Khan did to his neighbors eight hundred years ago". He says that they destroy English, pillage its punctuation; savage its sentences and destroy its vocabulary. Baron (2008) labels texting as a threat. For her, "if email more or less entirely replaces the old-fashioned letter, the culture as a whole will end up with a deficit; it will have lost in quality whatever it has gained in quantity".

Texting poses a threat for adolescents who are poor spellers and who are in the process of learning correct spelling (Ali, Hasnain & Beg 2019 and Simoës-Perlant, et al. 2018). Destiny (2018) finds that Facebook users do not care about punctuation marks, spelling and grammatical errors. Texting leads to ambiguity and misunderstanding (Albasheer & Alfaki 2016; Ali, Hasnain & Beg 2012, 2015; and Yunis 2019). Haryono, Lelono & Kholifah, (2018) conclude that students sent short messages to their teachers which is deviant from Standard one which is less appropriate and less acceptable. Totanes, & Lintao (2019) find that students tend to use texting even in their class interactions. Texters deviate from standard language in other languages and not only English. Jaashan (2014) studies Arabic texting and concludes that Arabic texters deliberately deviate from the Arabic language norms.

On the other hand, Ormazābal (2017) finds out that texters use texting in informal context but not in formal one. Abbasova (2016) and Verheijen (2019) suggest that students should be taught when it is proper to text in order to minimize its negative effect on the students' English language proficiency. They believe that youths will write actively and creatively if they receive proper education on how and when to use texting. Crystal (2008) and Ahmed & Al-kadi (2016) believe that texting does not have a negative influence on texting. Hussain & Lukmana (2019) find that texting is a new method for communication which uses words innovatively. McSweeney (2017) opines out that using social media in the target language can help students develop fluency and intercultural competence skills.

#### V. METHODOLOGY

This section is devoted to present the methodology employed by the researchers to achieve the objectives and aims of the study. The study was conducted on Plus Two, Bachelor, Master and PhD students from Faculties of Arts, Social Science, Engineering and Technology, Science and Commerce, Aligarh Muslim University, India. The number of students surveyed was ninety. Each student was asked to write/send the last 5 sent SMS in their mobile phones, the last 5 sent email texts and 5 chat texts from their Facebook accounts.

The mobile number of the first author was provided to the participants on the survey page. To avoid bias and to encourage the participants to writing/sending SMS from their mobile phones, they were asked not to disclose their names or the names of the receivers. All these instructions were given in the directive of this part as follows: "Please have a look at your mobile phone and write down the last five messages that you have sent in pure English or in English mixed with any other language, e.g. Hindi/Urdu and English. You can change or erase the names in them, if you like; but please send them in the same way they were sent, without correcting any mistakes whatsoever. If you do not have enough time to write them down, kindly forward them to my mobile phone number: (9897164030)".

Ling (2005) used the same method as he asked the respondents to read the content of the last three messages they had sent. This approach had several advantages. There was an ethical and a methodical reason for why the researcher asked for the last sent emails or SMS as opposed to those received. Ethically, it was not fair for the researcher to ask for messages which a respondent had received. Morally, one could not include data from persons who had not given their consent to participate in the study. Methodically, one does not know the background, demography and other characteristics of the sender too.

Collecting Email, SMS and Facebook chats texts was a herculean task as some of the respondents flatly refused to do the task as it killed their privacy. Crystal (2008: 103) points out that:

texting data is very difficult to get hold of. ... I had already encountered resistance when collecting email and chatroom data for my *Language and the Internet*, but people were far more reluctant to let me see their texts. It was as if I had asked them for a window into their most intimate world.

To get SMS, chat and email texts in very first attempt was near to impossible. For this reason, only a part of the data was collected in October, November and December of 2010. Some participants sent the researcher SMS but not emails or chat messages or vice versa. The participants assured that they would send the email, SMS or chat texts later. But most of them did not do so. The chat texts and email texts received were not enough to conduct the study. So, the researcher had to opt for another way of collecting the data. The researcher visited the participants in their hostels with

the laptop that was connected with wireless internet. The participants, one by one, were kindly requested to fill up the questionnaire, send/write the SMS and log in to their Facebook accounts and send the last five sent chat messages to the researcher's account. The same process was done in the case of collecting email texts. The process of collecting the texts data was done in January, February and March 2011.

The collected data were coded and classified manually. The researchers used a descriptive method to analyze the data of texting. The researcher categorized the collected data of texting into four sections: morphosyntactic, pragma-semantic, phonological and sociolinguistic (code-mixing) features. As some of the texts of emails, SMS and chats received were in English mixed with Hindi or Urdu, the researcher had to take help of one Indian national whose mother tongue was Urdu and who knew Hindi as well. The researcher took the Indian's help in translating the Urdu/Hindi mixed words, phrases or sentences into English and classifying those words, phrases or sentences into their parts of speech, etc.

## VI. LINGUISTIC ANALYSIS

### A. Linguistic Analysis of Morphosyntactic Structure

#### 1) Deletion of Subject

It was noticed that texters sometimes delete the subject. The following are some examples provided in 1 (a-f):

- |                                       |   |
|---------------------------------------|---|
| a. m not.                             | (I am not.)   |
| b. takin his food.                    | (he is taking his food)                             |
| c. think youve been hacked agen aadam | (I think you have been hacked again Adam.)          |
| d. m waiting for her                  | (I am waiting for her.)                             |
| e. wz calin u                         | (I/he/she was calling you.)                         |
| f. looking awesome in the pic         | (You/he/she are/is looking awesome in the picture.) |

In the above examples (1 a-f), the subjects of the sentences were deleted but still the sentences were understood, with the exception of the last two sentences. It was observed that first person pronoun, second person pronoun and the third person pronoun were mostly deleted. Deletion of subject was found in Email, SMS and Facebook chats. The study found that a sentence becomes ambiguous if the subject is deleted as in the last two examples.

#### 2) Deletion of Functional Head

In texting, functional heads such as auxiliaries, modals, articles, prepositions, etc were deleted. Such kind of deletion was found in SMS, emails and chats. The following are some examples provided in 2 (a-g):

- |                        |                           |
|------------------------|---------------------------|
| a. it very important   | (It is very important)    |
| b. u online?           | (Are you online?)         |
| c. h u?                | (How/who are you?)        |
| d. he like a real hero | (He is like a real hero.) |
| e. I m waiting u       | (I am waiting for you.)   |
| f. he said me          | (He said to me.)          |
| g. that is perfect man | (That is a perfect man.)  |

In the above examples, the auxiliaries 'is' and 'are' are deleted in the first four sentences (2a-d) and the particle 'for', the preposition 'to' and the article 'a' were deleted from the last three sentences (2e-g). All these were deleted by texters because the message or meaning can sometimes be conveyed to the addressee without these functional heads.

#### 3) Deletion of Punctuation

It seems that texters commonly delete punctuations. The following are some examples deletion of punctuation:

- |  |   |
|--|---|
| a. Gud keep gng on wt abt d dining system  | (Good. Keep going on ! What about dining system?) |
| b. wt happened to u do'nt bother about this this will calm down within 2 days its just the way to make money and bcoz new admission is going to open and obviously AMU dont deserve AMUSU election it shud be banned forever (What happened to you? Don't bother about this. This will calm down within two days. It's just the way to make money and because new admission is going to open and obviously AMU doesn't deserve AMUSU election. It should be banned forever.) |   |

In the above examples, punctuation marks were deleted. Crystal (2008) claims that deletion of punctuation occurs in texting because of time, money, space and energy factors. However, in this study we found that texters deleted punctuation in emails and chats only where time, money, space and energy were not the concerning factors. This means that these were not the reasons behind deleting the punctuation in texting. Poh, Ung and Tan (2011) find that the errors in punctuations 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.

#### 4) Clipping

It was found that texters clip in their SMS, emails and chats. The following are some examples of clipping:

- |                            |                                 |
|----------------------------|---------------------------------|
| a. ill meet u tom          | (I will meet you tomorrow.)     |
| b. im doin Msc in chemstry | (I am doing M.Sc in Chemistry.) |

In the first example, there was a clipping in the word 'tom' and in the second example there was a g-clipping in the word 'doin'. Clippings were found in SMS and chats but not in emails.

#### 5) *Contraction*

Texters commonly use contraction in their emails, SMS and chats. It was found that the students surveyed used contraction in their texting. The following are some examples:

- a. thats hw 2 do it. (That is how to do it.)
- b. plzz dont forget 2 vote 4 Qaderi (Please do not forget to vote for Qaderi.)

In the above two examples, the students surveyed used contractions in the words 'that's' and 'don't'. It was found that contraction was used by texters in SMS, emails and chats. The texter didn't abbreviate or overuse the name of the elected "Qaderi". This shows that the texter did not text the name either out of respect to the candidate or to avoid the misunderstanding of the message.

#### 6) *Mechanics of Capitalization: Words with Upper Case*

It was found that texting users sometimes used words with upper case. The following are some examples:

- a. I LOVE HER TOO MUCH. (I love her too much.)
- b. I DO NOT KNOW ANYTHING. (I do not know anything.)
- c. H R U? (How are you?)

In the above examples, texting users used words with upper case in SMS and chats. Such words were rarely found in emails. It appears that texting users often use words with upper case for emphasis, surprise and expression of strong feelings, etc.

#### 7) *Mechanics of Capitalization: Words with Lower Case*

Texters commonly used words with lower case. It was found that words with lower case were used in emails, SMS and chats. The following are some examples:

- a. im n amu campus (I am in AMU Campus.)
- b. im still n delhi but i will reach aligarh within four hours (I am still in Delhi but I will reach Aligarh within four hours.)
- c. i dont no y the vc did nt understand the matter. (I do not know why the V.C. did not understand the matter.)

In each of the above examples, there were two or more words with lower case such as 'i', 'amu', 'delhi', 'aligarh', etc. The content analysis found the usage of lower case was very common in whole messages. The texts studied showed that the participants were more likely to ignore the use of upper case and preferred using lower case in various forms of sentence structure. Prøysen (2009) argue that the frequent use of lower case in text messaging gradually turned into a habit.

#### B. *Overuse of Punctuation: Pragma-semantic Analysis*

It was noticed that texting users commonly overuse punctuation which is also occurs under as in the following examples:

- a. where r u ?????????? (Where are you?)
- b. Going gr8.....carry on.....may ALLAH (SWT) blesses u... (Great! Carry on! May Allah bless you.)

In the first example (8a), there was an overuse of the question mark '?' that could be an indication of emphasis or surprise. In the second example (8b), the overuse of the periods could be used as a fashion.

#### C. *Linguistic Analysis of Phonological Items*

##### 1) *Deletion of Consonants*

In texting, the users deleted some consonants. In this study, it was found that texting users deleted consonants in emails, SMS and chats. The following are some examples:

- a. I m wel (I am well.)
- b. send me ur adres plzz (send me your address, please.)
- c. I no ur rom (I know your room)
- d. giv me ur mobile numer (give me your mobile number.)
- e. it iz nice piture (It is a nice picture.)

In the above examples (9a-b), consonants were deleted. In this study, it was found that the consonants were usually deleted if they were silent or repeated. The consonant 'l' was deleted in the word 'wel' (=well) and the consonants 'd' and 's' in the word 'adres' (=address) were deleted as they were repeated in the spellings of these words. In the third example (9c), the consonants 'k' and 'w' were deleted because they are silent. Sometimes texters delete consonants that are neither repeated nor silent, as in the case of (9d-e), where the consonant sounds /b/ and /k/ are pronounced but they were deleted from the words 'number' and 'picture'.

##### 2) *Deletion of Vowels*

The texting users delete vowels in their SMSes, emails and chats. The following are some examples:

- a. Unfrtnatly i couldnt (Unfortunately I could not.)
- b. Dey hv got it (They have got it.)
- c. nthn cn b don (Nothing can be done.)
- d. tk cr (Take care)

e. raly (really)

From the above examples, it can be noticed that vowels were deleted but it was not a rule as it was shown in the word 'hv'; the vowel 'a' and the silent vowel 'e' were deleted. Noticing the whole data of this study, deletion of vowels was almost a random process.

### 3) Substitution of Equivalent Sounds

In net speak, the students substitute equivalent sounds for phone(s) or words as in the following examples:

- a. she is n d gals hostl (she is in the girls' hostel.)
- b. this iz very bad (this is very bad.)
- c. c u L8a (see you later.)

In the above examples, texters substituted equivalent sounds for phones and words. In the words 'gals' and 'iz', in the first and second examples, the users substituted phones with equivalent sounds. In the third example, the users substituted equivalent sounds for words.

### 4) Substitution of a Single Letter for Phone(s)

The texters sometimes substitute a single letter for phones as in the following examples:

- a. Thats enouf (that is enough.)
- b. thanx (thanks)

As shown in the above examples, texters might use a single letter for phones. The letters 'f', in the word 'enouf' and 'x' in the word thanx were substituted for phone(s).

### 5) Substitution of Number(s) for Phone(s)

Texters use numbers to represent phones or words in their texting. The following are some examples:

- a. gud 9t/n8/98. (Good night)
- b. He came L8. (He came late.)
- c. ther iz no L8 in our hostel (There is no light in our hostel.)
- d. downlod it 4m d net (Download it from the net.)
- e. ther r 6t studnts in our batch (There are 60 students in our batch.)
- f. gr8 (great.)
- g. B4 1 week (Before one week.)
- h. me 2 (Me too.)
- i. it iz 4 u (It is for you.)

In the above examples, numbers were substituted for phones or words. In the first seven examples, the numbers '9', '98', '8', '8', '8', '4' and '6' were substituted for phones. In the last two examples, the number '2' and '4' substituted for the words 'too' and 'for'.

### 6) Words Represented by Single Letters

In texting, there are words represented by single letters as in the following examples:

- a. al d best bro (All the best, brother.)
- b. she wants to be y (She wants to be you.)
- c. hiiiiiiiiiii, h r u (hi, how are you?)

As shown in the above examples, there were words represented by single letters. In the first example, the letter 'd' was used for 'the'. In the second example, the letter 'y' represented the word 'you'. In the third example, the letters 'h', 'r', and 'u' represented the words 'how', 'are' and 'you'.

### 7) Overuse of Sounds

If we assumed that texting was a way of abbreviation, the following examples proved that texting was not only a matter of abbreviation.

- a. Okkkkkkkkk/okzzzzzzz (Ok.)
- b. Im fineeeeeeee (I am fine.)
- c. Thats greattttttttt (That is great.)
- d. Plzzzzzzzzzz (please.)

As in the above examples, overuse of sounds, in texting, was an indication of emphasis, surprise, etc. The words 'Okkkkkkkkk' and 'greattttttttt' were an indication of surprise, the word 'plzzzzzzzzzz' was an indication of emphasis.

## D. Linguistic Analysis of Code Mixing Items

Code mixing was another issue which occurred in texting. In this study, code mixing could be from Urdu/Hindi into English and vice versa. It was found that code mixing occurred in the following cases.

### 1) Code Mixed Nouns

The following sentences show examples of code-mixed nouns:

- a. dis is the ultimate mantra (This is the ultimate solution)
- b. I m at Dharna (I am at agitation.)
- c. I v got dahi (I have got yoghurt.)
- d. yar i always think about her (Friend, I always think about her.)
- e. bhai unftrnatly i missssssss all (Brother, unfortunately I miss all.)

### 2) Code Mixed Adjectives

Texting users code mixed adjectives as in the following examples.

- a. dis is jahil decision (This is a foolish decision.)
- b. what happened to ur purana bike (What happened to your old bike?)

### 3) Code Mixed Adverbs

Texting users also code mixed adverbs but in this study it was found that the students surveyed used only one code mixed adverb in the data collected. This code-mixed adverb is in the following sentence.

- a. Come jaldi (come quickly.)

## VII. DISCUSSION

Through the texts of Email, SMS and Facebook chats, it was found that texting was used in different ways by people. It is also difficult to control and characterize it with a fixed pattern. Crystal (2008: 46) states that “*Abbreviated* might appear in half a dozen different guises. I have seen *tonight* written as *tnight*, *tonyt*, *tonite*, *tonit*, *2nt*, *2night*, *2nyt*, and *2nite*, and there are probably several more variants out there. Similar variations can be found in other kinds of electronic communication.” According to Shaw (2008: 48) “One of the problems of texting is the uncertainty and variation of spelling words: *anything* can appear as *anything*, *nething*, *nethin*, *anyfing*, *anyfin*, *nefin*, *anyting*, *anytin* or *netin*.” This study proved that texting followed some patterns in some cases but it was randomly used in other cases.

It is claimed that space and money factors are reasons for texting but this claim was not appropriate as it was found that texting occurred in chat and email where space and money factors were not involved to be reasons for texting. Moreover, it was found that in email and chat there was an overuse of punctuation and sounds as in the texted words hiiiiiiiiiii, greattttttttt, congrats!!!!!!!!!!!!!!!, Plzzzzzzzzzz, Okzzzzzz etc. This proved that texting is not a matter of abbreviation used for the purpose of saving money, space, etc as most of the scholars claim. Therefore, texting is not only to save money, time, space and effort because it was found that there was an overuse of punctuation and sounds in the data and there were deletion of punctuation, subjects, sounds and functional head in emails and facebook chats, where money and space were not concerned. Moreover, effort and time could have been reasons for texting but it was found that there was an overuse of punctuation and sounds/letters.

Crystal (2008) talks about key-presses and pauses. He says that energy caused by key-presses and pauses is one of the reasons for texting. He states that the process of sending *def*, for example, while sending an SM, senders should do the following:

- you press the ‘3’ key: this gives you ‘d’
- you wait for the time-out to complete (shown by the appearance of a flashing cursor on the screen)
- you press the ‘3’ key twice, making sure that your second press follows the first quickly, before the time-out takes effect: this gives you ‘e’
- you wait for the time-out to complete
- you press the ‘3’ key three times, again making sure that your second and third presses follow the first quickly, before the time-out takes effect: this gives you ‘f’.

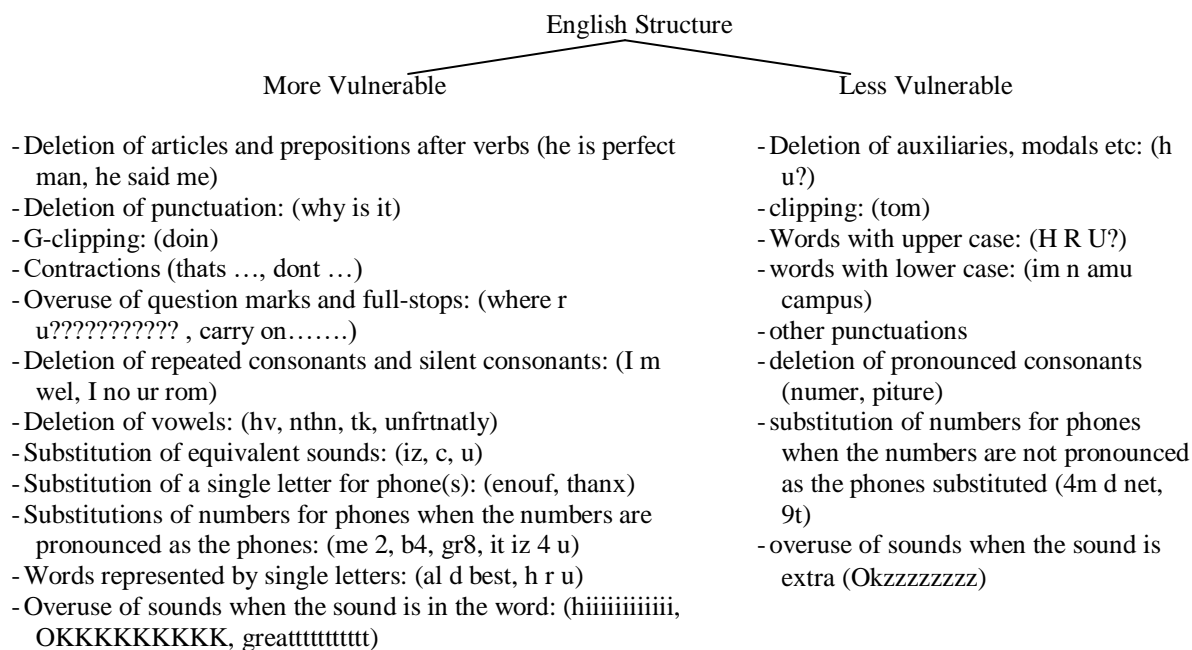
But in this study, it was found that there was no apparent difference between email, SMS and Facebook chats with regard to deviation from Standard English. In other words, it was found that abbreviations were found to be more or less the same in emails, SMS and Facebook chats. This indicated that energy is not a reason for breaking the rules of Standard English, and this is somewhat in disagreement with what was said earlier by Crystal. It could be only a fashion as Crystal also believes, but fashion creates variations that can be used at the cost of Standard English. Idegbekwe (2018) points that the spelling errors used by Facebook users are because of laxity, laziness and haste. This is in consistence with Sutherland (2002) who believes that texting masks mental laziness.

Through the linguistic analysis of the data, it was found that texting could;

- affect the orthography of English language;
- create a problem of identification of errors or creativity;
- affect word structure and grammatical structure;
- reiterate vocabulary; repeated use of same few words with a view to achieving texted messages was perhaps reducing the vocabulary repository that the individuals have, and inadvertently making the students to limit their vocabulary knowledge;
- create texting divide; it creates in-group-texting community; and
- blur the formal-informal distinction between addresser and addressee.

What characterizes English is its openness to change. It has never imposed any restrictions on the use of borrowed words from contact languages. English has seen more noticeable changes compared to other languages such as French or Italian. For whatever reasons, diachronically English has changed a lot over a period of time (old, middle and new). Now the current change in this language can be attributed to texting. People are free to use texting according to their convenience at the cost of Standard English. Based on analysis of the data in this work, a general observation can be made which has a bearing on the longevity of structure and the preservation of perceived notion of standardness of English language.

The present state of change in the structure of English language suggests that there are certain structures that are more vulnerable and there are others which are less vulnerable and liable to change. The following tree diagram shows the structures that might be more vulnerable and those that might be less vulnerable as observed from this study. Such changes and observations can vary from time to time and from one study to another.



## VIII. CONCLUSION

The current study aimed to explore the features and patterns of texting used by ESL students at our university. The study shows that the respondents deviated from the Standard English norms in all the aspects of language structure examined here, i.e. morphosyntactic, pragma-semantic and phonological, thereby suggesting the possibility of threat to Standard English. The study also shows that lack of uniformity and consistency in texting has brought in an uncontrollable variability in the structure of English. It has also made it difficult to predict and characterize the emergence of any pattern in the change in English language structure. This is in consonance with Baron (2008) which states that a phenomenon in flux makes it difficult to provide any prediction of specific pattern of change in structure due to texting. However, despite our inability to provide any emerging pattern in the change in language structure, we can still make prediction with regard to the longevity and vulnerability which can make certain structures more vulnerable and others less vulnerable. This study also shows that time, money, and space may not be the only factors leading to overuse of texting but laxity, laziness and haste are equally responsible.

## IX. RECOMMENDATIONS

Barasa and Mous (2009) conclude that we cannot stop texting and we need to accept it and find out solutions to the complaints that it is threatening the Standard English. Therefore, the researchers conclude this study by suggesting the following recommendations that might help to solve the complaints that texting is invading the standardness of English.

- There should be a greater effort to minimize or curb texting to occur in school and academics, as it will be a real danger if it appears in any academic work. Crystal (2008. P.161) states "It would indeed be worrying if students entered an examination hall unaware of the difference between formal and informal English, or between Standard and non-standard English."
- The causes that lead to the decline of Standard English should be checked before it gets out of control.
- As texting is inevitable and there is no way to stop it completely, methods and measures should be created to make students differentiate between the Standard and non-Standard English and separate them accordingly. The differences between Standard English and non-Standard English should be shown especially to the young people and school students where the major complaints are raised. The researchers recommend that texting should be confined to its own communication context. In other words, the students should be made aware of where and when texting can be used.
- Email, SMS and Facebook chats could also be useful tools to teach Standard English. As they have become global ways of communication, they might be exploited in teaching Standard English and making the acquisition of Standard English more accessible for everyone using email, SMS and Facebook chats.

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