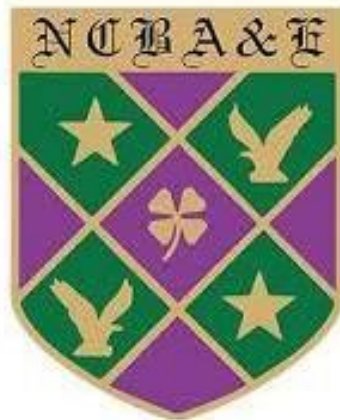


**AN EXPLORATION OF TEXT MESSAGING IN ENGLISH
LANGUAGE IN PAKISTANI STUDENTS
(A CASE STUDY OF PAKISTANI UNIVERSITY STUDENTS
NCBA&E)**



**MASTER OF PHILOSOPHY
IN
ENGLISH LINGUISTICS**

Submitted by

Madiha Khalid

Reg.# 2231135

Supervised by

Dr. Tahir Jahan Khan Niazi

**DEPARTMENT OF ARTS AND HUMANITIES
FACULTY OF ENGLISH**

September, 2024

**NATIONAL COLLEGE OF BUSINESS ADMINISTRATION
& ECONOMICS**

LAHORE

**An Exploration of Text Messaging In English Language In
Pakistani Students (A Case Study of Pakistani University
Students NCBA&E)**

BY

MADIHA KHALID

**A dissertation submitted to Faculty of Arts and
Humanities**

**In Partial Fulfillment of the Requirements for the
Degree of**

**MASTER OF PHILOSOPHY
IN ENGLISH LINGUISTICS**

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In the name of ALLAH,

The Most Beneficent,

The Most Merciful

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Dissertation Committee:

Chairman

Member

Member

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unwavering belief in my skills gave me the strength to persevere. Through expressing my gratitude to these people and organizations, I hope to reiterate the value of collaborative scholarship and the recognition of our intellectual debt to one another in the search for knowledge.

DECLARATION

I, Madiha Khalid, D/O Muhammad Khalid, a student of “M.Phil. English Linguistics”, at “Faculty of Arts and Humanities”, National College of Business Administration and Economics (NCBA&E), Lahore, hereby declare that this thesis titled, “An Exploration of Text Messaging In English Language In Pakistani Students (A Case Study of Pakistani University Students NCBA&E)” is my own research work and has not been submitted, published, or printed elsewhere in Pakistan or abroad. Additionally, I will not use this thesis for obtaining any degree other than the one stated above.

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ABSTRACT

In this research, my interest is on the impact of text messaging on English language communication among Pakistani university students. To achieve the purpose, I used qualitative research method for the data collection by carrying out semi-structured interviews, structured interviews and text messaging samples from the participants. The study is referred to sociolinguistics and it has chosen linguistic features, grammar and syntax, vocabulary and code-switching practices as its variables of research. Among these four main variables, the researcher chose only some aspects to verify the research hypotheses I have mentioned in the literature review. It is also important to mention that in our study, the data have been analysed qualitatively in terms of finding the difference between the code-switching and economical structure for both the text messages and interview responses as well as identifying abbreviations in different messages to calculate the frequency of usage of abbreviations in text messages. The research showcases the pervasive practice of code-switching in the milieu of bilinguals and multilinguals, attesting to the dynamic nature of language in the digital age. The theoretical framework integrates Dell Hymes' Communicative Competence model, the Sapir-Whorf Hypothesis, code-switching theory, and Social Presence Theory to untangle the cognitive and sociolinguistic results of text messaging. In applied aspect, the research posits instructive tactics to straddle the adverse consequences of text messaging, like fostering digital literacy and reinforcing canonized language norms in written formalities. The pedagogy of language teaching should exploit the text messaging medium to mobilize the learners while guiding them to make a distinction in using informal and formal registers. This research study extends the existing knowledge in terms of empirical evidence of the language and sociocultural effects due to texting. It underscores the significance of the targeted strategic educational interventions for advanced language teaching and helps learners to communicate with the contemporary embarked English language. Also, the obtained results have implications for language educators, linguists, and policymakers who strive to successfully address the mutated path of digital communication.

Key Words: Text Messaging Linguistic Features, Impact on Formal Writing Skills, Code-Switching Practices, Educational Implications and Theoretical Perspectives on Digital Communication

CHAPTER ONE: INTRODUCTION

The advent of text messaging has revolutionized communication in the digital age. Initially designed as a simple means of conveying short messages, it has evolved into a dominant form of communication, especially among younger demographics. Text messaging, or Short Message Service (SMS), and its variations like Instant Messaging (IM), have not only transformed the way people interact but also influenced language use significantly. The ease, speed, and brevity of text messaging have introduced new linguistic forms and norms that deviate from traditional language rules. This transformation is particularly noticeable in how it impacts English language communication, with implications for both informal and formal contexts.

Text messaging's influence on language is a subject of intense debate among linguists, educators, and researchers. Some argue that it enhances communication efficiency and fosters creativity, while others contend that it undermines language standards, particularly in spelling, grammar, and syntax. This dichotomy makes it imperative to investigate the actual effects of text messaging on language use, especially among students who are the most active users of this medium. Understanding these effects is crucial as it can inform educational strategies and policies aimed at mitigating any negative impacts while leveraging the benefits of this ubiquitous form of communication.

The purpose of this study is to explore the impact of text messaging on English language communication among Pakistani university students. This exploration will focus on how text messaging influences various aspects of language use, including vocabulary, grammar, spelling, and overall communication skills. The study aims to provide a comprehensive understanding of whether text messaging contributes to linguistic proficiency or detrimentally affects students' academic and formal writing capabilities.

To achieve this, the study will examine the frequency and nature of text messaging among students and correlate these factors with their performance in formal writing tasks. By analysing students' text messages and comparing them with their academic writings, the study seeks to identify patterns and deviations that may indicate the influence of text messaging. The findings are expected to contribute to the broader discourse on digital communication and its implications for language education and policy.

The limitations of this study include its focus on a single institution, which may affect the generalizability of the findings. Additionally, the evolving nature of text messaging technology and usage patterns means that the study captures a snapshot in time, and future research may need to account for changes in communication practices.

Studies have shown that text messaging often involves the use of abbreviations, acronyms, and other forms of linguistic shortcuts, commonly referred to as "textisms" (Suleman, Sadiq, & Siddiqui, 2021). These textisms are characterized by their departure from standard spelling, grammar, and punctuation rules, favoring brevity and efficiency over linguistic accuracy. The rise of these non-standard forms of writing has sparked concerns about their impact on users' formal writing skills, particularly among students who are in the formative stages of language development.

A review of the literature reveals mixed findings on the impact of text messaging on language skills. Some researchers argue that text messaging can enhance language proficiency by increasing exposure to written language and encouraging creativity (Biray & Dalisay, 2022). Others contend that the frequent use of non-standard language forms can lead to deterioration in spelling, grammar, and overall writing quality (Nawaz, Ahmed, & Mushtaq, 2021). This divergence in findings underscores the need for further research to clarify the effects of text messaging on language use.

The significance of this study lies in its potential to contribute to the understanding of digital communication's impact on language. As text messaging continues to be a prevalent form of communication, understanding its effects on language use is critical for educators, linguists, and policymakers. The findings of this study can inform educational practices and strategies aimed at enhancing language proficiency in the digital age.

Moreover, this study addresses a gap in the literature by focusing on the Pakistani context, where research on the linguistic impact of text messaging is limited. By examining the experiences of Pakistani university students, this study adds a valuable perspective to the global discourse on digital communication and language use.

The study will employ a mixed-methods approach, combining qualitative and quantitative data collection and analysis techniques. The sample population will consist of 30 students from the English department at NCBA&E. Data will be collected through interviews and surveys, which will capture students' text messaging habits and their perceptions of its impact on their language use. Additionally, samples of students' text messages and academic writings will be analyzed to identify patterns and deviations in language use.

The analysis will focus on several key aspects of language, including vocabulary, grammar, spelling, and overall writing proficiency. Content analysis will be used to examine the text messages for common textisms and non-standard language forms. Statistical correlation techniques will be employed to assess the relationship between the frequency of text messaging and students' performance in formal writing tasks.

This study aims to contribute to the field of linguistics by providing empirical evidence on the impact of text messaging on language use. The findings can inform educational practices and policies aimed at improving language proficiency in the digital age. Additionally, the study highlights the need for a balanced approach to digital communication, recognizing both its benefits and potential drawbacks.

The study is limited to a single institution, which may affect the generalizability of the findings. The sample size is also relatively small, which may limit the statistical power of the analysis. Additionally, the study focuses on a specific time frame, and future research may need to account for changes in communication practices and technology.

Text messaging has become an integral part of modern communication, influencing language use in both positive and negative ways. While it offers convenience and fosters creativity, it also poses challenges to traditional language norms. This study aims to explore these impacts among Pakistani university students, providing valuable insights into the effects of digital communication on language use. The findings can inform educational strategies and contribute to the broader understanding of language in the digital age.

1.1 Background

Short Message Service (SMS), also known as text messaging, appeared in the early 1990s and brought on a revolution in the system of communication. It was initially developed as a simple and efficient way to send short messages over the GSM mobile communication system. “The first message sent was ‘Merry Christmas’ in December 1992” (Nouri & Hussein, 2023). From this humble beginning, SMS expanded at a phenomenal rate, especially among the younger demographic, providing an easily accessible and very cheap way to communicate between mobiles. By the early 2000s, text messaging had become a worldwide phenomenon, fundamentally reshaping the ways in which people communicate. (Ovchinnikova & Rezunova, 2021).

The rapid proliferation of mobile phones and the accompanying rise of text messaging have created new paradigms in communication. Text messaging, initially introduced in the 1990s, quickly gained popularity due to its convenience and low cost. By the early 2000s, it had become a staple mode of communication, particularly among teenagers and young adults (Ling, 2004). This widespread adoption has led to significant changes in communication habits and language use.

The changes that came to the way text messaging was done with the arrival of smart phones and mobile internet was a huge step towards how we do text messaging today. Smart phones at the time came out with

a package of much better texting options when obituaries first got hold of smart phones some of the first apps I know that were used for texting were Whatsapp, iMessage, and there's also Facebook messenger. All of these companies know if they came out with better ways to text inground them into the tradition of text messaging to make it harder for you to text message without being able to access some of these apps. You can send pictures and videos through these apps of and for messaging you can send emoji's and more (Afzaal, 2023).

There has been a profound impact of texting on language. It has spawned a unique form of written communication, defined by abbreviations, acronyms, and emoticons, known as "textese" or "textspeak," but it is distinctly different from traditional written language (Ogheneakpobor, 2023). The conventions of text have broken down the traditional grammatical constraints of the written language, emphasizing brevity and speed over correctness. Despite initial concerns for literacy rates and a decrease of grade level writing ability, research has shown that there are both positive and negative aspects of texting and literacy. (Bigelow et al., 2020).

The examination of the effects of text messaging on language draws from many linguistic and psychological theories as a theoretical framework. One essential theory is The Communicative Competence model established by Dell Hymes, which focuses on how human communicate by using language. Besides the formal understanding of the grammar of a language system, the model also talks about the importance of using the language in a certain social context, Eliciting Context, which makes a rational and complex conversation. It demonstrates how texters' practices have varied in order to associate with the narrow, speedy pertinent digital communications environment well (Ruland et al., 2023).

Antithetically, there is also a current idea about code-switching, which is an occasion where we switch between at least two languages by varying dialects. There is implementation of code-switching method in text messaging that we change between standard language and abbreviated language, relying on situation and recipient. This simply illustrates that users in digital communication environment are choreographing their language (Ghounane, 2020).

The Sapir-Whorf Hypothesis, also known as Linguistic Relativity, provides a valuable framework by which to examine what the impact of text messaging is on language. According to this hypothesis, the structure of a language affects the way speakers of that language conceptualize the world. The distinctive structures and conventions of textese possibly influence the thought patterns and communication practices of users of this system. Research has indicated that frequent use of textese can precipitate cognitive changes in the processes of language production and comprehension (Suleman, Sadiq, & Siddiqui, 2021).

Psychologically, Social Presence Theory can help us explain how text messaging affects interpersonal communication. According to Short, Williams, and Christie (1976), this theory argues that different communication media have different capacities for transmitting social presence, or the sense of being with another person. With the absence of nonverbal cues, text messaging is a low social presence medium compared to face-to-face communication. Nevertheless, users may compensate by using emoticons, punctuation, text formatting codes to convey tone and emotion (Sacristan et al., 2023).

Another concept that can be used to analyze the cognitive processes that take place during text messaging is the Dual-Process Theory of Communication, as proposed by Kahneman and Tversky. In this framework, two different types of deliberation are distinguished: System I (fast, automatic, intuitive) and System II (slow, controlled, analytical). The writing of text messages is predominantly categorized by System I since it demonstrates quick, reflective behaviour. This impulsive thinking is often evident in texting speak or other nonstandard orthographical forms of English, where efficacy and in-the-instant-ness of digital discourse are frequently shown (Reddy et al., 2023).

Another theory that helps to understand the impact of text messaging is Daft and Lengel's Media Richness Theory. This theory, as mentioned above, classifies communication media based on their capabilities in transmitting rich information including cues, such as tone of voice, body language, and immediacy of feedback. Text messaging is categorized as a lean medium for that it lacks many of these cues and users have to come up with alternative strategies in order to accurately encode and decode the right meaning. (Behforouz & Frumuselu, 2021).

Furthermore, of relevance to this study is the Uses and Gratifications Theory, which investigates why and how individuals deliberately search for certain media to meet different necessities. It clarifies why people overwhelmingly use text messaging like quick data receipts, friendliness and leisure interest. Recognizing these necessities can further comprehend how text messaging affects language utilization and impacts, in what way and why. (Soh, Hazita, & Isnin, 2020).

The language use implications of the rapid shift of texting from a secondary form of communication to the dominant one are particularly interesting because they are happening right now, and worth studying carefully because, harnessed correctly, texting can be a mighty tool building skills in young people, or even motivating, quite naturally, a powerful new drive towards that 21st century lingua franca, English.

1.2 Statement of the Problem

The advent of the text message has put a dent into the way we historically saw written communication mainly for students which are the majority users of technology. The text message, characterized by its brevity and use of informal language, is filled with abbreviations, acronyms, and other unique linguistic shortcuts that diverge from standard language practices (Mirza, Nasir and Abdullah, 2022) It's plain and simply a matter of convenience and time that prevents students from enunciating each and every word in the dictionary. While it may be fast, unfortunately it is causing us to commit bad writing. Many times, students switch between text ease and English. They're writing becomes infused with nonstandard elements; therefore, it becomes instinctive detrimental to our level of writing in academic and professional settings. This challenge causes an array of problems to educators who want to maintain language and writing quality across the board (Biyar & Dalisay, 2022).

It has been determined in previous studies that overuse of text messaging can cause spelling, grammar, and writing skills to break down (Mensah, Atuahene, & Nti-Adarkwah, 2023). Additionally, if students rely on predictive text and autocorrect, they will not learn to spell properly, or create grammatically correct sentences independently. These problems become particularly important in an educational environment where academic success is reliant on precise and formal writing (Afzaal, 2023). It is important to explore the effects of text messaging, as it becomes even more prevalent, on formal writing skills to develop educational strategies and interventions.

1.3 Research Gap of the study

Although many students use text messaging extensively, scant research has comprehensively examined its long-term effects on formal writing proficiency. While some studies have considered the immediate effects of text messaging on language use, a considerable gap exists regarding how these effects transfer into academic and professional conditions over time (Harvey & Brooks, 2022). Closely-reading the extant research that does exist on text messaging, it appears to mostly examine how frequently text messaging correlates with performance, rarely breaking down which linguistic elements are affected by this mode (Nkhi, 2023).

Furthermore, many existing studies are geographically restricted, with considerable analyses limited to individuals within Western countries, thus inadequately capturing the wide variety of linguistic and cultural circumstances in which short-messaging technologies are accepted worldwide (Mensah, Atuahene, & Nti-Adarkwah, 2023). Consequently, examination is needed of the repercussions of text messaging on formal

writing achievements in atypical places like Pakistani university students, as to completely grasp the occurrence, and to evolve pertinent educational oriented regulations and approaches (Afzaal, 2023).

Furthermore, studies that already exist oftentimes call upon quantitative tactics such as surveys and tests in order to gauge the impacts of text messaging; albeit they offer breathtaking accounts into the ways that this medium of communication affects others, sometimes missing out on the comments related to how pupils understand and change their writing behaviors so that they can adjust to their usage of text messaging (Biray & Dalisay, 2022). Nevertheless, by marrying quantitative and qualitative data through employing a mixed-methods method, there could be a more detailed understanding of what occurred as a consequence of interaction between participants and the influence that text messages avenues in regards to writing. The paths that the human mind travels as politics are played out within both the informal and the formal writing whipsaws that they find themselves faced with (Mirza, Nasir, & Abdullah, 2022).

Lastly, there is a shortage of research on the potential methods and interventions that can decrease the negative effects of text messaging on formal writing. Although one research indicates that more awareness and formal practice of the language standards can do it, this proposition ought to be proved by more empirical evidence (Harvey & Brooks, 2022). Working on educational interventions like writing workshops which meet individual needs on this topic or proper using of digital literacy tools might bring some practical solutions to this spreading issue. Bridging these gaps will not only solve negative impacts of text messaging on formal writing but also provide highly beneficial language education integrated practices (Nkhi, 2023).

1.4 Objectives of Study

- To define text messaging in English.
- To determine the influence of text messaging in English.
- To analyse how text messaging's influence communication among people.

1.5 Research Questions

1. What is text messaging in English language?
2. What are the influences of text messaging in English?

3. How do text messaging influence English?

1.6 Significance of Study

1.6.1 Importance

The influences of text messaging on language are meaningful at multiple levels, especially among college students in diverse aspects within the field of linguistics and according to the needs of different stakeholders. From a linguistic point of view, gaining a deep insight into how digital communication tools like mobile text messaging influence the way language is used by different groups of people is crucial for capturing the dynamics of language change and evolution. Mobile text messaging introduces a new mode of communication that is characterized by the features such as brevity and informality, different from the traditional uses of language (Ansari, 2023). The changes in language have led to a range of standard linguistic norms and conventions. Understanding these changes would facilitate linguist's abilities to predict the routes that the development of language may follow in the digital age.

Invaluable to teachers, data from this study can inform curriculum design that addresses text messaging's drawbacks and capitalizes on its strengths. This knowledge can feed strategies to counter text messaging's harmful effects on academic writing skills while drawing on its plusses to heighten student motivation and learning success (Mensah, Atuahene, & Nti-Adarkwah, 2023). By knowing which particular features of language text is likely to influence, teachers can be in a stronger position to coach students on crossing from informal and formal English.

Moreover, the study's findings have important implications for education policymakers. Policymakers may use the results to guide the design of digital literacy initiatives that will provide students with the tools to successfully navigate various communicative contexts. This will be especially crucial in an era characterized by the omnipresence of digital communication, which plays a central part in personal, academic, and professional domains (Stamatis et al., 2022). Likewise, policies that promote a balanced approach to digital communication can help to prevent students from sacrificing their formal writing skills as they increase their reliance upon digital media.

1.6.2 Influences

The potential influence of this investigation in the field of linguistics has many sides and interests. Primarily, this inquiry broadens the knowledge of how language change is caused by modern technological inventions. As new communication technology advances, digitalized language becomes more essential. Investigations

like this provide empirical premises of language behavior in emerging dynamics which shape our understanding of language more elastic and sustainable (Nouri & Hussein, 2023). The knowledge is also for developing the theoretical starting point of explaining linguistic variation and language change models development.

Additionally, the results of the study can have an impact on the creation of teaching instruments and materials. Once the mechanics by which texting affects language use are located, intervention plans may be developed that target these language issues straightaway (Oliinyk et al., 2022). For example, heating materials can illuminate the dissimilarities connecting SMS-speak and standard English and support students' skill to acknowledge and make use of acceptable language structures in various situations. The employment of these intervention plans will likely lead to students' improved general proficiency and equip pupils for flourishing communication in both writing and face-to-face settings.

Additionally, the research is practical in relation to improving digital literacy. Working out the subtleties of instant messaging can help people become more cognizant of their communication practices and the probable effect on their skills in language. Being more aware of this, individuals will depict more mindful or considered usage of digital communication-related tools that will improve in overall efficiency of languages catered digitally (Eberhard & Mangulamas, 2022). Then again, honing digital literacy will connect up the disparity from informal to formal usage of languages that insures to continue the dignified standards in written communication across different platforms.

Finally, the results of the study could contribute to the wider discussion on technology's place in education. By laying out the bifurcated effect of texting – good and bad – the study writers a corrective to any narrow assessment of digital tools in learning. It recommends a fully-sourced approach to bringing the Internet into education, one that helps students refine their language while guarding against downsides (Afzaal, 2023). This evened-up approach could aid implementers of technology-driven learning projects produce the smartest possible education outcomes.

CHAPTER TWO: LITERATURE REVIEW

The explosion of text messaging has dramatically altered the terrain of written interaction. Originally created as a simple way to send short messages, text messaging has burgeoned into an immense influence on communication, especially among young people. Based on informality and concision, the practice includes a language of its own: abbreviations, acronyms, and phonetically spelled-out words known as "textese" (Nouri & Hussein, 2023). Text messaging's permutation raises concerns over its formation, the sway it has on conventional language and literacy, and the consequences it may have on other skills, whether they be academic or occupational.

The impact of text messaging on language has been the subject of extensive research and debate. On one hand, some scholars claim that it is an enhancement of communication efficiency and an emergence of linguistic creativity. On the other hand, some scholars argue that it is a menace to linguistic standards and a subversion of formal writing skill (Afzaal, 2023). This dichotomy suggests a need for a comprehensive study of the impacts of text messaging on language use, especially among students, the primary users of this medium. A grasp of these impacts is crucial for educators, linguists, and policy makers who attempt to balance the benefits of digital communication against the preservation of linguistic standards.

The main goal of this literature review is to combine previous studies on the effects of text messaging on language and communication skills. This review aims to provide an inclusive viewpoint on how text messaging influences all several language facets which entail vocabulary, grammar, spelling and ultimately, the standard communication. By covering all the bases of the current literature on this topic, the literature review could discover consistent themes present, gaps in research, and areas that need further inspection.

2.1 Historical Development of Text Messaging

2.1.1 Early Beginnings

Texting, sometimes called SMS, came about in the early 1980s and first functioned in the early 90s. It was mainly created as a part of the GSM (Global System for Mobile Communications) set of standards and the first written text ever was sent in December 1992 by a guy named Neil Papworth, who was a test engineer for Sema Group. He texted Richard Jarvis of Vodafone UK and keenly typed "Merry Christmas" and hit SEND (Nouri & Hussein, 2023) In a split second, sending little messages using the advanced signalling paths established by cellular phone calls was possible for the first time. Wow!

In the beginning, SMS messaging was implemented as a kind of simple notification and alert service rather than an extensive, intricate, two-way communication system. It was included in the GSM set of specifications primarily to take advantage of spare signalling channels available in the mobile networks. Messages in the early system were restricted to multiples of 160 characters due to restrictions of the already established signalling protocols, which encouraged as much brevity as possible and the use of hints and acronyms (Björnson et al. 2023).

2.1.2 Technological Advancements

Several key technological advancements contributed to the transformation of text messaging from a modest notification system into a prevalent form of communication. One of these was the advent of more user-friendly mobile phones—with better keyboards—that facilitated quicker, easier text messaging. Earlier mobile phones that could send SMS messages were outfitted with numerical keypads onto which multiple letters corresponded to each number key. This typing method, called multi-tap, did not improve as quickly as the phones themselves, but refinements like T9 (Text on 9 keys) predictive text input enhanced usability significantly (Baimukhanov & Zorbas, 2023).

The incorporation of smartphones in the early 2000s brought a further advancement to text messaging. Smart phones featured complete QWERTY keyboards, by means of either a bodily keyboard or touchscreen, which made text entry enormously more efficient. Additionally, the confluence of SMS with other means of communication, such as multimedia messaging service (MMS) and IM applications, extended parameters of text messaging beyond limits (Bhattacharjee et al., 2022). Not just text, users were now capable of sending images, videos and other multimedia forms.

Enhancements in the network were also significant. The shift from 2G to 3G and then to 4G technology resulted in faster speeds and better reliability, allowing for a more smooth and efficient text messaging experience. Moreover, universal adoption of the GSM standard worldwide brought better alignment of SMS use across nations and mobile service providers, rendering text messaging a typical written communication instrument (Kumbhar et al., 2022).

Another major advancement was the adoption of secure messaging services using end-to-end encryption in messaging applications. As privacy concerns escalated, particularly with the rapid acceptance of mobile messaging for sensitive communications, secure messaging protocols such as Signal Protocol have become an intrinsic element of many major messaging applications, including WhatsApp and Signal. These

protocols ensure that messages are encrypted on the sender's device and decrypted only on the recipient's device, thereby enhancing privacy and security (Andrieş et al., 2022).

2.1.3 Adoption and Popularity

The use of text messaging increased dramatically in the late 1990s and early 2000s, where by the mid-2000s, the SMS had become a worldwide staple in communication. This quick and rapid adoption was due to the low cost of SMS on text messages in comparison to voice calls, as well as the convenience of asynchronous communication. Unlike a voice call, text messages do not require both parties to be near their phones at the same time, which is key because of busy schedules that require coordinated interactions (Jha, 2023).

One of the earliest and most enthusiastic groups to adopt text messaging was teenagers and young adults. This group prized text messaging for its discreteness and speed—private communication that could take place while also carrying on a face-to-face conversation, or during a social event. The unique language of text messaging, replete with abbreviations and emoticons, was perhaps the most recognizable characteristic of the new form of communication, and became emblematic of youth culture. In fact, teenagers not only used text messaging primarily for personal relationship and socially related reasons, they used it for identity work as well (Shetty & Bhat, 2020).

With the rise of smartphones, text messaging became more popular. Applications such as iMessage, WhatsApp, and Facebook Messenger were built from the platform of SMS. They included features such as voice messaging, group chats, and multimedia, messages that used the internet for delivery. This lowered the cost and expanded the capabilities of communication, leading to the decline of classic SMS messaging, and the rise of internet-based messaging (Hall, 2022).

Additionally, text messaging ventured outside of personal use, also becoming a critical asset in business communications such as quickly and directly interacting with customers, utilizing SMS texting marketing, service, and notification, as well as governments and healthcare providers for public service announcements, reminders, and emergency alerts (Wang & Foronda, 2022).

Additionally, one cannot discredit the cultural consequence of text messaging on language. It has saturated verbal communications, incorporating new rhetoric. As stated in an article from aldaily.com, the phrases, "LOL" (Laughing Out Loud), and "BRB" (Be Right Back) have reached such a level of notoriety that they are commonly used in spoken English. The conciseness and informality of text messaging has also affected writing style. The more direct correspondence promotes a more concise writing style. (Lindquist, 2024)

2.2 Linguistics Features of Text Messaging

2.2.1 Texteme and Abbreviations

Texteme, also known as text-speak, is a language of shorthand used in text messages. It uses abbreviations, acronyms, and phonetic spellings to optimize character usage for speedy transmission. However, when textemes born its existence was limited solely to the function of communicating quick messages with 160 characters Only. This communication method included the use of no vowels (ex., “txt” for “texting”), substitution of numbers for words o4sounds that were phonetic (ex., “c u l8r” for “see you later”), but also the single letter being used to represent entire word (ex., “u” for “you”). These patterns are not haphazard, but rather systematic creations developed over years of use, meaning that they bear outstanding semblance for users round the world.

According to Ellinas et al. (2022), research indicates that the phonological features of speaking significantly influence the written forms used in text messaging. The result is a unique hybrid of oral and written communication styles. Abbreviations and acronyms are another defining feature of textese. These forms of abbreviation have become so pervasive that they are now invading everyday spoken language. Examples like “LOL” (laugh out loud), “BRB” (be right back), and “OMG” (oh my god) are now known to most people. In addition to saving time, they convey a relaxed and conversational tone. Different demographics vary in how often and what kinds of abbreviations they use (Nouri & Hussein, 2023). Reports suggest that textese is highly adaptive.

2.2.2 Grammar and Syntax

There’s been much discussion among linguists and educators about the impact of instant messaging on grammar and syntax. Those who disapprove of instant messaging assert that its informality nurtures neglect of standard grammatical rules. This could result in a decline in writing skills. Yet proponents argue that instant messaging represents the latest form of linguistic creativity and poses a challenge to traditional norms (Jahanzeb, Irfan, & Jahan, 2022). It is true that text messaging often features none of the articles and auxiliary verbs, and unconventional punctuations.

A message like "going to store" is an example of how text messaging allows senders to move quickly, not having to include every little detail in the message that follows. The research into the grammar of text messaging, while often producing nonstandard written English, demonstrates that messages display consistent internal logic and coherency recognizably consistent to users. These results reveal that text messaging has diverged from standard written English and created its own set of grammatical rules; its

linguistic infrastructure may not be inferior; it may simply differ from the one established for standard English (Funkhouser et al., 2023). The context in which text messaging takes place permits wilful whim with respect to language as senders adjust to perceived commonality and expectation of their recipient(s).

2.2.3 Vocabulary

Not only that but text messaging has also had an impact on language, especially vocabulary. The constraints of the medium have necessitated the development of novel phrases or words that are now commonly known and employed. Frequently, these neologisms replicate the phonetic spellings of words or use of symbols and numbers to pack meaning into a concise space. For example, "cu" stands for "see you" and "b4" for "before," which are simply illustrations of the way language has been molded by users to suit the media (Gómez-Camacho et al., 2023). The sheer alacrity characterizing the adoption of these coinages suggests the malleability of language and its ability to fit itself snugly into any new medium of communication.

Moreover, the use of text messaging encourages the use of icons and emojis, which serve as visual manifestations of emotions and ideas. These symbols intensify the expressive capability of text messages, compensating for the absence of non-verbal communication such as intonation and gesture. The incorporation of emojis into SMS language represents the fusion of visual and linguistic constituents in contemporary communication, enriched discourse of meanings and subtleties of users (Kopchuk & Andreeva, 2022).

2.2.4 Code-Switching

Switching between two or more languages or dialects in a single interaction is a behavior known as code-switching that's prevalent in short messaging service (SMS). Code-switching in this practice reflects users' linguistic versatility to negotiate among various linguistic contexts. In SMS context, code-switching can take place between Standard English and Textese, or even between different languages. For instance, bilingual users may switch between English and their native language based on context, and the communicative partner (Chen et al., 2022).

Code-switching in text messages is influenced by a variety of factors, such as users' social identity, the relationship between interlocutors, and the communicative context. Findings of studies show that functions of code-switching include reinforcing group identity, clarity, and accomplishing particular communicative purposes (Boudjemaa & Mouhadjer, 2022). For example, young users might employ textspeak to convey playfulness or solidarity with peers, while switching to standard language to indicate seriousness or clarity in formal situations.

In addition, code-switching in text messages can include not just languages, but different language registers as well. People might use formal language when addressing people in authority and then switch to casual language with friends. This flexibility shows off the cognitive and linguistic abilities engaged in managing multiple linguistic codes and highlights the intricate and nuanced quilting for text-messaging as a way to communicate (Duskaeva & Ivanova, 2023).

2.3 Influences of Text Messaging on Language Skills

2.3.1 Formal Writing Skills

One of the concerns regarding the impact of text messaging on formal writing skills is the excessive use of textese, which is characterized by abbreviations, acronyms, and non-standard grammar, and the possibility that it can harm students' ability to write formally. In one study by Afzaal (2023), the effects of excessive text messaging on academic writing skills by university students were examined. It was discovered that while text messaging does help communicate easily and quickly, it causes a level of informality that penetrate into academic writing.

The frequent use of textese by students was observed to carry over the informal conventions of language use into their formal writing. This manifested itself in increased failures in punctuation, misspellings, and informal phraseology that was unsuitable for a scholastic context. In a different study Mensah, Atuahene, and Nti-Adarkwah (2023) studied pre-service teachers in Ghana and found that the language of vocabulary and syntax they used in text messages often found its way into generated academic writings. The research highlighted the grave implications of text messaging on formal writing, stressing the importance of some model or form of educational intervention in teaching seminar that would allow the student to make connections between the informal and the formal.

2.3.2 Spelling and Grammar

Spelling and grammatical accuracy are greatly affected by the frequent use of textese. In text messaging, vowels are often deliberately omitted and phonetic spellings are used, causing confusion and errors in standard spelling. According to a study by Ogheneakpobor (2023), SMS and social media habituation effects on the spelling patterns of secondary students in Nigeria, those who are habitual users of SMS and social media platforms unconsciously transposed the spelling patterns peculiar to these platforms into formal written English. Monosyllabic words were mostly affected considering the prevalence of vowel deletion and phonetic spellings.

Additional confirmation for these discoveries originates from a study conducted by Mirza, Nasir and Abdullah (2022) for the Malaysian Journal of ELT Research where it is founded that the casual mode of writing fostered by the heavy usage of messaging apps such as WhatsApp harmfully effects the proper academic writing of the student. The main points shown were that one of the main features is the deviation from the normal rules of spelling and grammar. These informality patterns on different SMS languages have also appeared in the students' academic essays and assignments. The study also claims that frequent use of predictive text and autocorrects served to further the effect of those informally enroll in predictive mode.

2.3.3 Reading Comprehension

Also investigated is the impact of text messaging on comprehension skills, albeit to a lesser extent. The brevity and speed of texting is undercutting the development of comprehensive reading skills, which require sustained attention and concentration. The effects of digital pinyin input on literacy skills among Chinese immersion learners were explored by Harvey and Brooks (2022). Text messaging, they found, facilitated quick access to vocabulary but did not endorse comprehensive reading skills at the level necessary.

Compared to students who focused mainly on word work in traditional exercises, reading comprehension gains were less for students who mainly texted. In "The Impact of Reading Habits of Primary Students on Writing Skills," Karunaratne and Navaratne (2023) studied the reading habits of primary students and how these habits affect their writing skills. Demonstrating the ability to read well, students had evidence by demonstrating better writing skills. The report showed, if they engaged more in text messaging and less in traditional reading, students wrote more weakly. Less time, less attention to traditional reading may slow the development of well developed reading comprehension skills, detracted from through text messaging.

2.3.4 Cognitive Processes

Switching between textese and standard English is an involved, multifaceted cognitive process. Textese demands quick, intuitive thinking, often circumventing the slower, more thoughtful cognitive processes that writing longhand requires. This transition can trigger cognitive interference, whereby the informal patterns of textese interfere with the ability to write in standard English.

A study was done by Atmaca and Yıldız-Demirtaş (2022), testing cognitive enhancement training on reading and writing abilities of students with specific learning disabilities. They found that cognitive training caused improvements in both the speed and comprehension of reading, so interventions aimed at cognition can help against the adverse literacy effects of text messaging. This tells us that cognitive

flexibility, the ability to switch between different language codes, can be trained/enhanced in any person, potentially mitigating the negative impacts of text messaging.

In their study, Goodman and Moore (2023) examined how interrupting students with texts affected a student's learning syndrome online. Contrary to many teachers' fears, the research finds that interrupting students with text's didn't impair learning the content. Any benefit to learning from the distractibility of a text message lies solely in increasing students' motivation, engagement, and learning confidence. Such findings suggest the cognitive frameworks of text messaging and its associated multitasking behaviors, impulsive and fast switching between task, dealing with more than one stream of information, and so forth, can be integrated into our learning ecosystem as cognitive flexibility and resilience training.

Text messaging's influence on language competence is multidimensional and intricate. Even though text messaging is advantageous when it comes to responding expeditiously and easily, it presents numerous obstacles to spelling, grammar, and sentence structure. The informality of text slang is likely to trickle into compositional writing, resulting in a decline in both the quality of writing and adherence to regular language guidelines. Furthermore, the primacy of brevity and speed in text messaging risks inhibiting the development of involved reading competencies.

Nevertheless, by training cognition and implementing schooling interventions to targeted areas, cognitive flexibility can be enhanced, and differentiation between different types of registers within a language can be developed. Understanding these effects will be vital in developing effective teaching methods to aid students in transitioning fluidly between both of these communicative worlds.

2.4 Educational Implications

2.4.1 Student Performance

Numerous studies have looked into the relationship between text messaging trends and student performance in formal academic settings, with results varying. Awodiji and Baluka (2023) conducted a study on how effective the use of digital devices, such as text messaging, is for student learning. Results found that digital devices, such as smartphones, are helpful for accessing information and learning resources. However, they also act as serious distractions. These kinds of distractions significantly affect a student's ability to focus and to perform academically, especially in multitasking environments.

Additional research by Valverde-Berrocso, Acevedo-Borrega, and Cerezo-Pizarro (2022) completed a systematic review investigating how information and communication technologies (ICTs), like text

messaging, influence academic performance. It disclosed that, while ICT devices can augment academic performance in certain academic areas, such as mathematics and science, the overall effect of ICTs on academic performance remains indeterminate. The study advocated for more focused research into the specific circumstances under which digital tools accelerate or retard academic performance.

The effect of digital Pinyin input and text messaging was considered with relation to literacy using a sample of primary-level students in an immersion program who were native speakers of English and non-native speakers of Mandarin Chinese Harvey and Brooks (2022). The finding indicates that the gains in formal writing for the text messaging group were observed to be significantly fewer than those for the traditional word work group. These results suggest that the informal nature of text messaging may retard the development of formal writing, particularly in the second language learning context.

2.4.2 Teaching Strategies

Mitigating the detrimental effect that text messaging has on formal writing proficiency and at the same time fostering digital literacy is crucial in the field of education. According to Mondragon-Estrada et al. (2023), strategies that synthesize technology-enhanced learning (TEL) with pedagogical approaches, such as the flipped classroom, problem-based education, and game-based education, have recently shown the potential impact to ameliorating this situation. These tactics leverage the intrinsic motivation of digital tools and emphasize educational outcomes. For example, through game-based education, students have the opportunity for more interactive and enjoyable lessons, enabling student interest and motivation to be perpetuated. They are a worthwhile solution for addressing the concern with text messaging.

In a study conducted by Kasperski, Blau, and Ben-Yehudah (2022), it was argued that teaching strategies need to align with digital literacy frameworks such as the DigComp framework. Their findings showed that instructional strategies which promote fundamental digital literacies, such as critical thinking, problem-solving, and socio-emotional learning, can be effective in developing learners' digital competences. By incorporating such strategies into their teaching, educators can contribute to students' better understanding and negotiation of the digital realm, and their capacity to use their skills in different educational and personal contexts.

In a study published in 2023, Asnas, Heriyawati, and Mustofa examine the use of Animaker to teach recount text to EFL students. Digital storytelling tools were found to improve the comprehension, retention of lesson content and also the digital literacy skills of the students. Feedbacks from the students reported higher

engagement and motivation as lessons were presented through interactive digital media, suggesting that integrating this tool into our classrooms would be beneficial for the modern classrooms.

2.4.3 Digital Literacy

It cannot be overemphasized how crucial digital literacy is when it comes to minimizing the detriments of texting. Digital literacy involves many proficiencies such as being able to obtain information, appraise digital content, as well as making dependable use of digital tools. Operio (2022) was determined to see just how digitally literate post-millennials were and made the finding that ones with the most digital literacy did the best in school. It demonstrated a need for institutions to teach students digital literacy so that they may go forth and conquer the digital world.

The challenges of digital distractions and digital literacy's role in managing these distractions were addressed by Kostić and Randelović (2022). Their findings indicated that students who had digital self-control and were engaged with the activities that necessitated them to engage actively and focus perished got a more significant accomplishment in academics. For the fact that the study showed that teaching students strategies of digital distractions management maximizes their academic performance and overall learning experience.

In their research, Wigati and Fithriyah (2022) investigated how to boost the Indonesian education system following the COVID-19 pandemic. By helping teachers become digitally literate, they discovered, the government could take strides to improve the system. They found that digitally literate teachers were able to make better use of digital tools in the classroom setting. Their study argued that "teachers of online learning are also researcher" teachers' knowledge is not only for transferring information but the knowledge related to technology also. I can argue in this pandemic era all of teachers must have the same perspective, all of them must be able to use Technologi, as a teachers choice. Additionally, it stated the importance of ongoing teachers in this digital era, to master aaved classrooms and implementer technology in the classroom effectively. They suggested that Teachers should never stop learning, as the progress of technology never cheat a moment to stop without a progress anymore.

In a study conducted by Meletiadou (2022), the author examined how Educational Digital Storytelling (EDS) can be used to develop multilingual students' writing skills. Results indicated that EDS thrived to heighten not only multilingual students' mastery of conventional writing skills, but also provided them with richer possibilities for information research and integration of Internet resources that result in their advancements in cognitive critical thinking and digital literacy. Additionally, creation of digital stories was

reported to foster students' confidence and motivation, as it provided alternative pathways for early success in story-writing tasks.

Text messaging has many educational implications. It affects student performance, teaching strategies and the importance of digital literacy. Using text messaging and other digital tools can widen the gap between accessing learning, information, and resources as well as pose challenges concerning focus as well as formal writing standards. Educational strategies while implementing technology-enhanced learning and digital literacy must also contend with these challenges. If these teaching strategies are effective, students, being equipped with the skills needed, to navigate the digital landscape responsibly. With this, educators, using digital tools, and the academic performance of their students will be enhanced rather than hindered. This new digital environment is continually changing, and research and professional development is needed to cater teaching practice as a result.

2.5 Theoretical Perspectives

2.5.1 Communicative Competence

Hymes has constructed a theory of communicative competence, which highlights the importance of language that is appropriate to the social context, and not just the competence of grammar. Especially in the context of text messaging, this model is particularly useful. In the new age of digital communication, the ability to operate in these new social worlds is important. Skills required to compose text messages include the ability to convey meaning in a way that is concise and effective, and the ability to use a mixture of standard language and dialects in the form of textese (Lazinina, 2022).

This transition necessitates a specific type of communicative competence which combines digital literacy with conventional language abilities. Texting adjusts traditional understandings of communicative competence because texting introduces new conventions and social norms. For example, the use of emojis and abbreviations within a text message could relay a point that is nuanced that isn't conveyed within the words doubt empowering. To beneficially communicate with others using this medium, users must understand these symbols within the framework of their dialog, showing a high degree of pragmatic competence.

According to Glumova and Panchenko (2023), research has demonstrated that people who are skilled in texting often have more success grasping the nuances of computer-based communication, which implies an extended comprehension of communication expertise with digital dexterity.

2.5.2 Linguistic Relativity

According to the Sapir-Whorf Hypothesis, or linguistic relativity, the language we use shapes our perception of reality. In terms of text messaging, this means that the linguistic features of textese could potentially shape the way users think and perceive their conversations. For instance, the relative brevity and informality of text messaging could encourage more direct and succinct thinking patterns. This could have ramifications not only for social interaction but also for cognitive processes such as decision-making and problem-solving (Khazova, 2023).

In this reading, we can also see linguistic relativities in the way text messaging influences the user's perception about the social relationships and the standards of communication. The use of textese can actually create a more intimate and immediate feeling that separates it from the other forms of the communication. Different communication styles bring out different social bonds and different social expectations from each other. Zhang (2022) conducted a study of language choices between Chinese and English by text messages, the research showed that the language makes in text messaging can both reflect and strengthen the cultural and social identities.

2.5.3 Code-Switching Theory

Code-switching has been observed as an extremely common phenomenon in text-messaging, this is when a user starts with one language, then switches to another, and possibly switches back as well. Code-switching between two or more languages or language varieties would not only utilize the user's language flexibility, but also their identity. Multilingual speakers often adapt to different interlocutors and contexts, so they would text in two or more languages in the same conversation. Bilingual users would switch between their native language and English for different social meanings or clarification (Nordin, 2023).

Code-switching in text messaging has opened up new ways of appreciating the sociolinguistic functions that this phenomenon does. Recent work done by Cunanan and Manuel (2022) on Filipino-English bilinguals pointed out that code-switching in online communication has multiple uses. Proving the point that, code-switching is a method for convenience, shape emotional expressions, and address specific individuals. It is somehow explained that, code-switching in texts is somehow not arbitrary, but there is a certain extent of design in order to maximize the effective communication. The digital medium enhance these practices, hence, it is crucial to achieve the communicative competence during the digital age.

2.5.4 Social Presence Theory

Short, Williams, and Christie (1976) developed the Social Presence Theory which aims to describe the degree to which a communication medium allows users to experience the presence of others. For instance, even with the absence of nonverbal cues, text messaging has developed mechanisms to convey social presence utilizing textese, emojis, and other Digital symbols. That then help facilitate immediacy and emotional contact, which are imperatives in sustaining social relations in a digital setup (AlAbdulqader, 2023).

Text messaging has potential applications for Social Presence Theory. The capacity to express social presence within balmy and abbreviated notes can encourage interpersonal closeness and intertemporal stability among participants. But doing so can also be problematic. Because text messages lack nonverbal cues, text messages can be confused or misattributed, and text messages could lead to interpersonal disconnection. Some researchers argue it is because technology designed to be employed to “convey passion, feelings and emotions” employ a rich palette of textual and visual symbols that can be used to manage these limits through tone and style (Serip, 2022).

The inclusion of social character even as by way of the textual content messaging has an effect on education, as well as qualified contexts. Such as, school teachers which use content messaging to make contact with with college students need to expertly share comfort plus sustain throughout the text. Further, in the qualified arranging, being allowed to sustain a feeling of presence and sense of belonging as a result of digital communication will enrich groupings of people. This developing by just Ahmad, et alii. (2022) may be developed via the form of code-mixing also code-switching because relating to social stage media end users and it adds the significance of event ability to master such aspects and in order to help and utilize communication ability throughout various types of electronic settings.

A detailed framework for comprehending the complications of text messaging as a medium of communication is presented in the theories of Communicative Competence, Linguistic Relativity, Code-Switching Theory, and Social Presence Theory. These theories reinforce the idea that language usage in digital spaces is malleable, and effective communication in the digital era relies on cognitive and social comprehension. If we look through these theories into text messaging, then we will be better equipped to understand how the digital is shaping language, cognition, and social interaction.

2.6 Societal and Cultural Implications

2.6.1 Cultural Differences

The use of text messaging varies across different cultures, reflecting different norms and values for communication. In Western cultures, text messaging often emphasizes brevity and efficiency. For example, commonly used are abbreviations and acronyms like LOL or BRB (Sacristan, Royle, & Galpin, 2023). In contrast, high-context cultures, such as those in East Asia, use text messages that are more formal and polite. For Chinese university students use of WeChat, there is evidence by Qi and Li. (2022) that indicated these students often mix formal and informal language to similarly indicate the same mixed of respect and familiarity.

Texting behaviors, moreover, can uncover larger cultural dispositions toward language and technology. In certain cultures, emoticons and emojis see wider usage, becoming a replacement for the non-verbal cues seen in face-to-face conversations. This phenomenon is particularly evident in Japan, where the tradition of using "kaomoji" (face-inspired emoticons) is prevalent and culturally relevant. What such behaviors underscore is the flexible character of language in digital communication, as users fashion novel forms of expression to address cultural requirements (Cabrera, 2022).

2.6.2 Social Interaction

Text messaging has had a significant effect on the way we interact and our communication norms. Text messaging enables people to talk to each other outside the limits of space and time which is asynchronous. This flexibility has affected relationships. Texting has particularly changed how people maintain relationships today. Especially with younger generations. A study done by Antony and Tramboo (2023) states digital interaction has changed social norms. This source was of assistance with finding the expectations with texting and the rules and the manner of texting.

On the other hand, texting can cause confusion because there are no nonverbal cues. Emoticons, emojis, and other visual elements are utilized to connote tone and intent, but they don't always cut it. Milehkina and Baikulova (2023) addressed children's speech preferences and found that children often replicate speech patterns and behaviours of popular bloggers. Intertextuality or referencing another text based on shared knowledge influences social norms and behaviours.

Additionally, text messaging is involved in constructing social hierarchies and power relationships. For instance, through special language practices, like code-switching between different languages or dialects,

group affiliation or social class can be signified. In bilingual or multilingual societies, when writing text messages, code-switching helps them to control multiple social identities and to build a linguistic bridge across languages Ahtif & Gandhi (2022).

2.6.3 Language Evolution

Text messaging plays a significant role in the development of language. The limitations inherent in the medium—restrictions on characters, the need for rapid response—have forced new linguistic forms and conventions. This phenomenon, familiarly known as "textese," involves abbreviations, acronyms, and phonetic spellings, all of which betray a deviation from standard written language. The overhauls registered in textese exemplify yet another of the adaptive, ongoing changes of language—the adjustment to new contexts (Heesen & Fröhlich, 2022).

Additionally, writing assistant gloves language invention and innovativeness. The incorporation of emoticons, for instance, fuses a visual dimension into printed correspondence, enhancing composed language's energetic sway. Emoticons can express emotions, authoritatively request that reason, or add mushiness to messages. They are key members in the current modernized correspondence by—combining with the text; visual language adds a more absolute and versatile communicating (Kurmanbekova, Sarekenova, & Malikov, 2023).

The emergence of language through text messaging also exhibits the transforming commixture between machinery and communication. As new machineries develop they bring new behaviours of interacting and innovative linguistic traditions. For instance, the invention of predictive text and autocorrect methods affects the way people write and spell, often leading to the regularisation of textese in everyday communication. The perpetual interaction between machinery and language intensifies the weight of studying digital communication as a prime driver of linguistic conversion (Rubio-Fernández, 2023).

Text messaging has vast societal and cultural implications, which vary according to cultural characteristics that determine how mobile messaging is used and comprehended as a function of diverse communication standards and values. Text messaging results in the changed conduct of social interaction and mode of connection. Text messaging marks a critical turning point in language evolution by innovative communication and adaptation of language form in the new context. Knowing these implications is a crucial way to know the wider consequences of digital communication in society and culture.

2.7 Future Directions

2.7.1 Emerging Trends

The inclusion of Artificial Intelligence (AI) and Machine Learning (ML) in text messaging and digital communication is a primary and rapidly increasing trend. The integration of these technologies leads to a more intelligent interaction that considers context. AI-backed chatbots and virtual assistants, which facilitate uninterrupted, live interaction with users, are now ordinary features (Negi & Katarya, 2023). Constructed to comprehend linguistics, understand the users by constant learning and provide more individualized and efficient communication.

There is another trend in communication. It is called multimodal communication. Text messaging connects with other types of media like voice notes, videos, and emojis. Combining these different ways to communicate lets people make a lot more interesting and powerful communication. What has been shown about multimodal messaging is that students and professionals perform much better with multimodal messages (Caviativa et al., 2022).

Furthermore, the expansion of 5G technology will bring about remarkable improvements for SMS. The connection frequency of 5G technology will be higher and the latency will be lower than previous generational connections providing much more dynamic and interactive communication. For instance, virtual reality (VR) and augmented reality (AR) applications will work without any delay and have many different use cases like practicing driving on dangerous streets before driving in real life, meeting with somebody even though you are oceans apart. Moreover, with the use of 5G technology, increase in the number of Internet of Things (IoT) will become very feasible. As a result of the increase in the number of IoT devices, every single device will be communicating with the others all the time. Many experts expect that this will also lead to the dominance of technology over our lives further integrating SMS. (Saravanan et al, 2022) So it is safe to expect a rapid change in SMS within the next decade.

2.7.2 Research Gaps

Even though significant progress has been made in the field of text messaging technology, considerable research voids are waiting to be filled. One large gap is the long-term effect of text messaging on cognitive and linguistic development. While much is known about the immediate effect of text messaging on language use, considerably less is known concerning what these do to the language skills of young language processors whose language skills are still in development. Longitudinal data should be collected to

understand this process and how digital communication and textese, over a long period of time, shape our cognitive and linguistic abilities (Taylor et al. 2022).

Furthermore, another absence lies in the failure of extensive research investigation about the effect that short messaging service brings about within various cultural surroundings. In fact, the current findings have been reflecting on just few cases in the Western half of the world. It is seemingly that the Western-based findings may not truly reveal many different essential functions and interpretations of text messaging within all communities in the world. This point is substantially significant for practitioners in the field of new communication studies who want to establish the universal yet workable guidelines regarding the information technology development. In other words, it is necessary that we need to sample people from as many nations and cultures as possible in order to understand the complete picture of text messaging's impact (Jesan & Kovtunova, 2022).

Furthermore, additional investigation is necessary to analyze the ethical concerns resultant of the infusion of AI and machine learning in the context of text messaging. The relation between data security, privacy and algorithmic bias will become more complicated as these technologies become more interwoven into communication systems. Notably, research is required to determine how we can balance the benefits of AI-passed communication with users' right to privacy and fair and equitable interactions (Osei-Mensah, 2023).

2.7.3 Technological Innovations

In the future, technological advancements are poised to make a major impact on text messaging and digital communication. Digital Twins (DT) is a new specification that records all of the motions, tracks, and motions of a physical system as a digital double of the physical system to allow real-time tracking, playback, and intervention. By integrating this technology with text messaging, it can enhance messaging's reality and immersion. For instance, in customer service, a company can chat with a real-time and real service staff, which will significantly improve response time and service quality (Mihai et al. 2022).

Yet another approach that has a lot of potential is the use of blockchain technology for secure, decentralized communication. Building a network on blockchain, messages can be more secure, more private, more reliable in every possible way: messages are encrypted, and only visible to addresses which intend to see them. Furthermore, by implementing a decentralised application (dApp) which resides on blockchain, traditional centralised servers can be deprecated in the future, while gaining in data privacy (Wei et al., 2022).

Furthermore, augmented reality (AR) and virtual reality (VR) are being incorporated into texting more and more. These mediums will allow users to have an enhanced, proper conversation that moves beyond the send/receive/briefly view-or-listen multimedia messages on our mobile devices today. AR will recognize, by image recognition and object detection, where in space the digital information is supposed to reside, and realistically stick the virtual items to that spot. These applications of AR allow texters to engage in the conversation more, because as the communication occurs, the texters can respond in an incredibly relevant, context-aware manner. VR will let everybody create fully immersive virtual environment to text in, and this can only serve to change texting in many cool ways. (Sharkov et al., 2022).

Text messaging, combined with AI and AR, can revolutionize the educational space. AI can provide individualized guidance and assistance, while AR can produce interactive, immersive educational resources. These independent technologies demonstrate the potential for making education more inclusive and effective, particularly for low-income and destitute learners (Caviativa et al., 2022).

Prominent technological advances and showcasing trends are framing the future of texting and digital communication. The utilization of AI and machine learning are increasing communication system's intelligence and personalization. The usage of 5G and the meaning of multimodal communication are furnishing quicker and more levitating interactions. Referring back to past research it does have its' limitations and their hypothesis on this. Examining the long-term cognitive and linguistic affect on texting and its' use in various cultural contexts is also not studied as much. Towards the end of the passage it notes technology and ethical considerations. In effect it talks about AI and privacy and it notes that this hasn't been explored as much as you would think. It also talks about modern technology and what there is to come in digital communication.

The last topic in mind talks about Virtual Reality and Augmented Reality and digital twins and how this will enhance digital communication. The main genre of this passage was informative. The audience depicted from reading the passage would be college students. The writing situation would be lighthearted. The objective would be to inform the reader. The constraints of this passage would be it not relatable. The resources could be academic articles they read before and research articles.

Summary

Research on the effect of texting on literacy shows that it is aware of a complex set of positive and negative impacts. Texting has recently created a new language listed in the literature as textese which is characterized by abbreviation, acronyms, and phonetic spelling. It is acknowledged that by writing in such a form, communication becomes shorter and simpler. But it is also pointed out that this leads to an ugly phenomenon

that is thought to weaken formal writing skills of students. Use of texts is assumed to cause errors in spelling and grammar while students' community in academic writing (Afzaal, 2023). This debate forms divide opinion. Some researchers argue that texting cannot thwart people's formal writing if they can equate informal into formal one successfully (Mensah et al., 2023).

Similarly, there is a problem with how texting is shaping social interaction and communication norms. The lack of non-verbal cues due to the asynchronous nature of sending texts can lead to misunderstandings, making emojis and other visual elements essential in conveying tone and intent (Sacristan et al., 2023). Another aspect in which text messaging is inducing change is through language evolution, where new words and expressions are being created through textisms, and in particular, among younger users an emergence of new linguistic creativities.

Text messaging is being improved through technological breakthroughs, including machine learning and AI, allowing more clever and specialized conversations. These developments are not at all the end of the line, as they are projected to continue to grow, inserting multimodal and augmented reality elements, which result in an increased user experience (Negi & Katarya, 2023). On the other hand, plenty of challenges remain with the future of text messaging, for example, the changes in our cognitive functions and use of language over time in text messaging; and working with varied and diverse cultural contexts (Taylor et al., 2022).

2.8 Implications for the Study

The literature has supported this study in several ways by emphasizing the significant influence of texting on language use and communication in connection to many other communication formalities. The results drive to the conclusion that considering the advantages and disadvantages of texting is important. For example, even though texting can contribute to improving communication performances and increase participation opportunities, it might also link to the complicated issue with regard to keeping formal writing standard. Therefore, this indicates that digital literacy skill should be developed along with the legal structure knowledge.

Additionally, scholars also note the lack of thorough and culturally diverse studies. Devoid of a vast cross cultural understanding, Western environments have predominantly produced most research research. This gap is something this paper aims to fill as it observes the impact of text messaging on language skills in a non Western community (Jesan & Kovtunova, 2022).

Moreover, the combination of AI and machine learning in text messaging has the possibility to contribute to radical innovations in education. These two technologies can be used to create personalized learning experiences and also to enhance the development of digital and formal literacy skills of students. The research will explore how these technological advances can be applied to improve students' academic achievements and to also minimize the detrimental aspects of text messaging (Negi & Katarya, 2023).

2.9 Final Thoughts

Research on the impact of text messaging on language, on the whole, is both large and changing. Though there is a wealth of research on textism's potential negative impact on formal writing skills, there is also a body of work on the adaptive and creative uses of textese. The contradictory nature of texting—both a useful tool and a potential corrosive of formal language norms—demands complex and comprehensive educational approaches.

Further research is necessary in order to develop data and theories that test the impact of technology on students' mental and linguistic ability. Moreover, cross-cultural research is demanded to allow for an examination of the overall impact that digital communication is having on language use. Similarly, as artificial intelligence and other technologies continue to emerge and expand, the role they take in digital communication will become more central requiring further research to examine their possibilities and intricacy (Osei-Mensah, 2023, p.2).

In sum, the incorporation of text messaging into today's communication practices underscores language's ability to change. To understand and confront these textese ramifications, educators and researchers need to design strategies that balance the benefits and pitfalls of text messaging in order that the evolution of language may continue in dialectic.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Regarding the development of competency in English language the Pakistani university students, have been seen developing the language ability. Therefore, this chapter attempts to will explain the research methodology that has been used to observe the English language communication through text messaging among Pakistani university students. It reveals the research approach, its rationale, sampling techniques, data collection instrument and procedures designed to confirm reliability and validity as suggested the researchers Denzin & Lincoln (1985) and others. This comprehensive framework helps to give a logical explanation of the data collection and analysis process.

3.2 Research Approach and its Rationale

A qualitative strategy is employed for this inquiry to investigate the linguistic influence of text messaging. This strategy affords the opportunity to explore complex phenomena and gain comprehensive and detailed insights of participants' experiences and perceptions. Specifically, the qualitative approach has been considered to be appropriate for the current study as it enables to walk-through the subtleties of language utilized in text messaging and its consequences towards English language communication.

It is justified through the ability of the approach to attract the subjective experiences of individuals and contextual factors interplaying in their communication praxes. By implementing the qualitative approach, this study endeavors to unravel the fundamental patterns as well as underlying meanings connected to text messaging that ultimately contribute to a sophisticated comprehension regarding its linguistic influence.

3.3 Sampling

Employing purposeful sampling as suggested by Creswell (2013) , the researcher has tried to investigate the purposeful sampling who have been considered to explain the issue in a better way. According to Merriam (1998, 2009), a purposive sampling is a nonprobability sampling technique that selects individuals on the basis of some particular characteristic or criterion. The researcher has kept in view the suggestions of Merriam (2009), Creswell (2013 and Patton (2009) . Therefore, 30 students from the Department of English of the National College of Business Administration & Economics (NCBA&E), Lahore have been selected for data collection. These students are chosen for their proficiency in English and for their high

involvement in SMS communication, and thus are best suited for the linguistic analyses of this new medium. In this regard, Miss. Nabeeha Anees has been requested to help the researcher in choosing these students. As, Miss. Nabeeha has been teaching these students from last two semesters.

3.4 Data Collection Instruments

For this study, the main data collection instrument is the semi-structured interviews as suggested by Patton (1999,2001). Semi-structured interviews have been selected because according to Patton (2001) these can help in understanding the phenomena in depth. Through the conduct of these interviews, participants are allowed to freely and openly divulge their thoughts and experiences in their own words through the use of open ended questions. This semi-structured approach offers a midpoint between driving the conversation and benefiting from spontaneous, robust data.

Structured Interviews: Structured interviews are conducted using a standardized set of questions to ensure that each participant is given the same information in the same way. Structured interviews are typically used to collect factual information that can be easily categorized and quantified, as they produce data that is easy to compare across participants and across time.

The inclusion of both semi-structured and structured interviews ensures that an in-depth understanding of the perspective of participants is guaranteed but also conducted in a highly systematic manner at this stage.

3.5 Data Collection Procedure

The data collection procedure involves several steps to ensure the accuracy and reliability of the data gathered because according to Denzin and Lincoln (1985) these steps can provide “Research Trail” (Patton, P.121) However, the researcher here is going to present

Preparation: Before the conduct of interviews, the researcher has prepared an interviews guide outlining the key topics and questions to be covered during interview sessions. This guide has been reviewed and refined to ensure that clear and relevant.

Recruitment: As pointed out the volunteers by class teacher, these students have been requested for interview providing them the consent form (See Appendix-A). But before it, the researcher has sought permission from the college (See Appendix-B). The researcher has provided a brief description of the study,

ensures that every participant understands their rights as participants, and that the responses would be handled confidentially with the Informed Consent form has been filled out.

Conducting Interviews: In order to promote open and honest communication, the interviews have been done in a silent and closed area, with the permission, each interview was recorded through audio-visual aids and also researcher has prepared the field notes as suggested by Creswell (2013) and Yin (2012) to guarantee correct transcription and analysis, in addition, the researcher kept a copy of some notes taken during the interviews in order to record non-verbal signals and contextual information.

Transcription: The interviews that have been recorded are written down exactly as they are said. They are written down word-for-word just how the interview is recorded with the unplanned and other things that are included in to create a whole complete and accurate record of the responses. After the transcriptions are completed, they are reviewed and edited for clarity plus accuracy.

Data Analysis: To analyse the transcribed data, the researcher has employed a method called thematic analysis. This method is concerned with the identification, analysis, and reporting of patterns (themes) within the data. In this method, the researcher systematically codes the data, categorizes it into themes, and examines what themes emerge from the data in relation to the research questions.

Verification: In order to prove the reliability and validity of the results, the researcher will triangulate the sources of information collected. By cross-verifying the information with field notes and member checks, the accuracy of the data will be confirmed. The participants will be provided with the transcripts of their interviews, and preliminary findings.

3.6 Ethical Considerations

According to Denzin and Lincoln (2005), a researcher should consider the ethical consideration. Ethical considerations are paramount in this study to protect the rights and well-being of the participants. The researcher adheres to the following ethical guidelines:

Informed Consent: All participants receive complete information on the purposes, procedures, and possible risks of the study, and they provide written consent. Participants are also informed that they can pull out of the study without any difficulty at any time. (See Appendix_)

Confidentiality: The identities and personal details of participants are preserved strictly private. Data were made anonymous, with the removal of names, and other identifying elements from the transcripts and reports.

Respect and Dignity: The scientist is treating each of the subjects the same way, with due diligence, and ensures every person's dignity is maintained constantly as the researcher probes them with questions. These delicate issues are handled so that the subjects will not have to answer a single question they are not pleased with.

3.7 Constraints of the Research

While this study aims to provide valuable insights into the linguistic impact of text messaging, it is subject to several limitations:

Sample Size and Generalizability: The research was narrowed down to a small sample of 30 students from one university which offers degrees only in business administration and computer science, thus this research may not be an accurate representation of all Pakistani university students. Thus, the results of the research may not be generalizable to other groups with different characteristics and contexts.

Self-Reported Data: Using interviews to collect information can cause biases as participants might give answers that they think sound better or remember it wrong.

Evolving Nature of Technology: Given the fast pace at which technology and communication practices shift, findings from this study may quickly become antiquated as new platforms surface and trends transform. The study simply captures a photographic still, and continuous exploration is required to monitor future shifts.

3.8 Summary of the Chapter

This chapter has presented the research methodology that has been used to explore the impact of text messaging on English language communication among Pakistani university students. The research has adopted a qualitative approach and has used purposive sampling, interviews, rigorous data collection and analysis to ensure the validity of data and findings. Ethical considerations have been given due importance in order to protect research participants and provide them respect and dignity. A section has also been

included to address research limitations to put the findings into the context. The following chapters will present the findings of the research and their implications for linguistic research and language education.

This methodology follows to the objectives and framework of the present research proposal, so that all the research questions are systematically and thoroughly addressed. By providing detailed description of each methodological aspect, the chapter establishes a strong foundation for conducting the research and interpreting the results.

CHAPTER FOUR: FINDINGS

The objectives of the chapter were to present the data collected through the research methods described in Chapter 3 of the study. The aim of the chapter was to present the collected data in a logical manner according to the research questions and the data collected according to the different method of investigation of the research. The chapter help in presenting the analysed text-message samples and the themes that emerged through the analysis.

The significance of the chapter lies in the way the collected data clearly address the collected data and the analysis of text-message messages as outlined in Chapter 4. In turn, this information will provide the needed understanding of how individuals really are tend to practice their English language communication via text-messaging.

The analytical procedure will allow the researcher to provide an accurate account of individual users' practices and her/his assessment regarding the frequency of usage, the closeness of the relationship between the sender and receivers of the messages, and the specific status within the sender's communicative setting.

4.1 Participant Demographics

4.1.1 Description

In order to provide a comprehensive understanding of the participants of the study, a detailed demographic description is presented in this section. It consists of the age, gender, educational background and the frequency of using text messaging of respondents. Taking into consideration the significance of demographic details to situate the findings and to comprehend the diversity of the participants of the research, this demographic description is added purposefully. The participants of the study were 30 students of Department of English Language at the National College of Business Administration & Economics (NCBA&E) in Lahore. These students have been purposively selected keeping in view their English proficiency level and their high involvement in text messaging. The data is exhibited in table form.

4.1.2 Demographic Data

Table 1: Age Distribution of Participants

| Age Range | Frequency | Percentage |
|-----------|-----------|------------|
|-----------|-----------|------------|

| | | |
|--------------|----|--------|
| 18-20 | 5 | 16.67% |
| 21-23 | 15 | 50.00% |
| 24-26 | 8 | 26.67% |
| 27-29 | 2 | 6.67% |

Table 2: Gender Distribution of Participants

| Gender | Frequency | Percentage |
|---------------|-----------|------------|
| Male | 14 | 46.67% |
| Female | 16 | 53.33% |

Table 3: Academic Background of Participants

| Academic Year | Frequency | Percentage |
|---------------|-----------|------------|
|---------------|-----------|------------|

| | | |
|--------------------|----|--------|
| First Year | 6 | 20.00% |
| Second Year | 8 | 26.67% |
| Third Year | 10 | 33.33% |
| Fourth Year | 6 | 20.00% |

Table 4: Frequency of Text Messaging Use

| Frequency of Use | Frequency | Percentage |
|------------------|-----------|------------|
| Daily | 20 | 66.67% |
| Weekly | 7 | 23.33% |
| Monthly | 3 | 10.00% |

Nearly half (50%) of all participants were found between 21 and 23 years old, delineating that most of the respondents are in relatively medial years of their undergraduate education. This specific age range efficiently consists of students who very well could be engrossed in text messaging because of academic and/or social needs.

The gender distribution was fairly even with 53.33% of participants being female and 46.67% of participants being male. This even distribution ensures that the results reflect views from both sexes allowing for a more complete comprehension of text messaging practices.

The participants showed a relatively even distribution in each year of colleges, with a small increase for the third years (33.33%). This is important as it encompasses a range of college years and possibly different levels of interaction with text messages.

According to the results of the stud, 66.67% of the participants used the text message service at least once every day. The high using frequency makes the research on the texting method required to reveal how its influence over the language skill.

These statistics of a demographic nature form the groundwork for the qualitative and quantitative inquiries that ensue. An apprehension of the participants' experiences and text messaging customs is imperative for comprehending the results and their significance in terms of speech and education.

The subsequent sections will explore the themes that were identified through the interviews, the quantitative data that came from the structured interviews, and the analysis of text messaging samples to provide a holistic perception of how text messaging influences the communication of the English language in Pakistani university students.

4.2 Themes Identified from Semi-Structured Interviews

4.2.1 Introduction to Thematic Analysis

Qualitative research method – thematic analysis (TA) is used for identifying, analyzing, and reporting patterns (themes) that go beyond counting frequencies of occurrence of words and enables meaning and substantive consequence to be attributed to patterns across data. This approach is appropriate particularly for exploring the depth and complexity of participants' views and meaningful responses to the world being investigated. Its process includes several steps: familiarization with data; coding the data; searching for themes; reviewing themes; defining and naming themes; and producing the final report. In this research, for examining interview data (semi-structured interviews), Thematic analysis was used to allow an in-depth exploration of how mobile phone text messaging influence English language communication among Pakistani university students

Theme: The Influence of Text Messaging on Formal Writing Skills

Description

One theme that emerged from the semi-structured interviews was the role of text messaging in undermining formal writing skills. Participants spoke at great length about how their habits and practices involving text messaging bled into their ability to write formally. Many students reported a tendency to inject casual language and abbreviations from text messaging into their formal writing, often unconsciously, due to the brief, informal nature of text messaging.

Supporting Quotes

To illustrate this theme, the following direct quotes from participants are provided:

- **Participant 3:** "I often find myself using abbreviations like 'u' for 'you' and 'r' for 'are' in my essays, which I then have to correct."
- **Participant 12:** "Text messaging makes it easy to forget the rules of grammar because you're always trying to be quick and efficient."
- **Participant 19:** "When I'm texting, I use a lot of shorthand and emojis, and sometimes that creeps into my formal writing without me even realizing it."

Table 1: Common Abbreviations Used in Text Messaging and Their Impact on Formal Writing

| Abbreviation | Meaning | Impact on Formal Writing |
|--------------|------------|--|
| u | you | Leads to incorrect usage in formal documents |
| r | are | Results in unprofessional and informal writing style |
| b4 | before | Causes errors in academic essays and reports |
| btw | by the way | Reduces clarity and formality in writing |

lol laugh out loud Detracts from the seriousness of formal content

Text messaging has a significant impact on formal writing capabilities by shedding light on the struggle which students hold in distinguishing between the informal and formal language register. Informal language dominance within text messaging leads to the use of shorthand and abbreviations in conversationally proficient individuals which could unknowingly transfer over to academic writing. This phenomenon implies that continual usage of text messaging would impede the student from adhering to the linguistic conventions of formal writing, affecting one's academic performance and professional communication.

The participants' quotations demonstrate a shared difficulty with toggling between text messaging and standard school writing. The predicament evinces how urgently students necessitate instruction that equips them with tactics to regulate the impact of SMS. For example, teaching lessons that invest in the value of linguistic codes and response to students' own work can temper the detrimental consequences that SMSs can have.

In addition, the results indicate that educators must consider the likelihood of text messaging practices influencing writing in students. With this implication in mind, teachers should assemble learning plans that account for these obstacles while promoting the capacity for cultivating strong writing proficiency. This stance does not solely heighten scholarly accomplishments, but ready's groundwork for corporate communication expectations.

Table 2: Strategies to Mitigate the Impact of Text Messaging on Formal Writing

| Strategy | Description |
|------------------------------|---|
| Awareness Raising | Educate students about the differences between textese and formal writing |
| Writing Workshops | Conduct workshops focusing on formal writing skills |
| Feedback and Revision | Provide detailed feedback and encourage revision of written work |

| | |
|--------------------------------|--|
| Formal Writing Practice | Incorporate regular formal writing exercises into the curriculum |
|--------------------------------|--|

| | |
|----------------------------|--|
| Use of Writing Aids | Promote the use of grammar and spell-check tools |
|----------------------------|--|

In summary, the effect of texting on students’ formal writing ability is a important theme because it shows how digital communication and school performance interface. Dealing with this topic implies using a wide-ranging methodology which has to make so that everyone gets involved, be specific and create a positive learning environment. All in all, educators can navigate students not to make current mistakes and it can make them keep their ability of formal writing.

4.3 Data from Structured Interviews

All in all, the significance of the effect of text messaging on formal writing skills is a very important topic to clarify the merging of digital communication and success in academics. Taking into account the problem and offering solutions to the issue is a commingled procedure that affects raising awareness, support, and intervention. By applying each one of the various remedies to the remedy, the mentors involved in my research are able to prevent the deaths and social encounters of the teenager by shaping the attributes of formal writing necessary for academic and corporate success.

4.4 Quantitative Analysis

The structured interviews comprised questions that aimed at quantifying certain characteristics of language use in relation to text messaging. Participants were asked to evaluate frequency of habit, abbreviations/shortcuts used, and perceived effects on formal writing skill. The responses were treated quantitatively and analyzed for broad conclusions pertaining to texting and language competence.

Table 1: Frequency of Text Messaging Habits

| Frequency of Use | Number of Participants | Percentage |
|------------------|------------------------|------------|
|------------------|------------------------|------------|

| | | |
|----------------|----|--------|
| Daily | 20 | 66.67% |
| Weekly | 7 | 23.33% |
| Monthly | 3 | 10.00% |

Table 2: Types of Abbreviations and Shortcuts Used

| Abbreviation | Meaning | Number of Participants Using | Percentage |
|--------------|----------------|------------------------------|------------|
| u | you | 25 | 83.33% |
| r | are | 22 | 73.33% |
| b4 | before | 18 | 60.00% |
| btw | by the way | 15 | 50.00% |
| lol | laugh out loud | 12 | 40.00% |

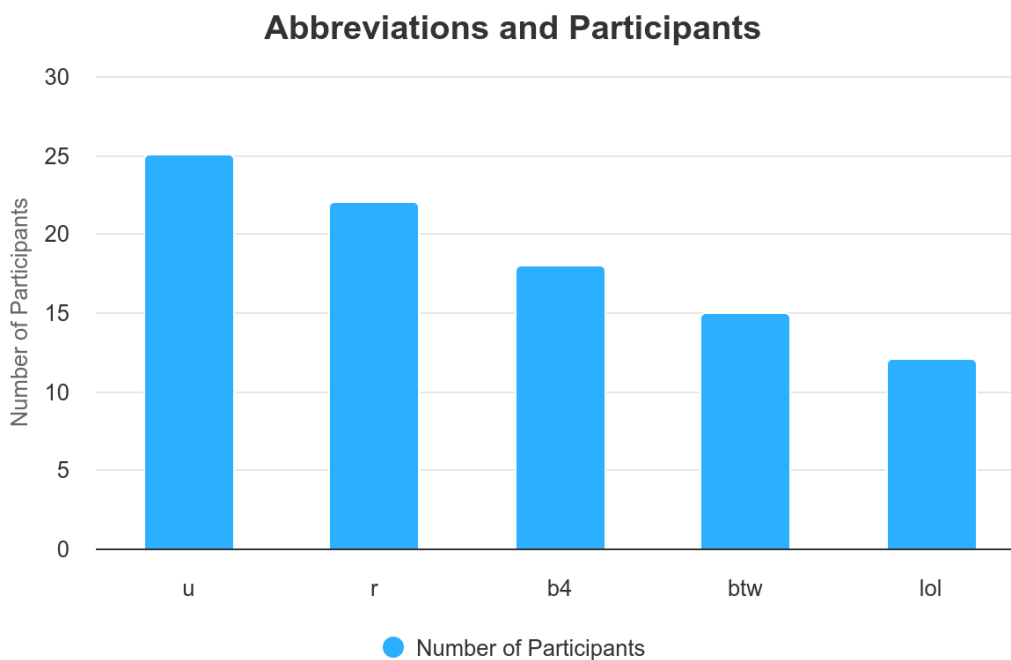
Table 3: Perceived Impact on Formal Writing Skills

| Impact Level | Number of Participants | Percentage |
|--------------|------------------------|------------|
|--------------|------------------------|------------|

| | | |
|------------------------------------|----|--------|
| Significant Negative Impact | 10 | 33.33% |
| Moderate Negative Impact | 12 | 40.00% |
| No Impact | 5 | 16.67% |
| Positive Impact | 3 | 10.00% |

Key Findings

The results of the structured interviews provide several important insights regarding the impact of text messaging on language use among Pakistani university students:



1. High Frequency of Text Messaging: Almost most of the participants (66.6667%) responded that they were send texts to others on daily basis, revealing the significance of exploring its effects on the language abilities.

2. **Common Use of Abbreviations:** The participants rely upon abbreviations and shortcuts in their texting. Some of the common abbreviations include ‘u’ for ‘you’,
3. **Negative Impact on Formal Writing Perceived:** A large scale of the respondents (73.3333%) agreed with the view that text messaging adversely affects their formal writing. Even some of them (33.3333%) informed that it has affected their formal writing skills a great deal, while 40.0000% of the respondents perceive it moderately.

Upon reviewing the results of both the structured interviews as well as the semi-structured interviews there was a number of common patterns and differences to be found. Most noteworthy of these consistencies both forms of the interview type revealed a prevalence of the text communication tool of phone texting being used. It is in this consistency that the writing educator is handed the empirical data required to intervene in messages affect on student writing. Without a doubt using language in text messaging to classmates is a ubiquitous way of abbreviating, using shortcuts, and making phonetic spellings. This discovery was not only shown in both of this writer’s interviews, but each participant wrote about these things repeatedly in their responses.

With the semi-structured interview, the participant was more open and exceeded in his or her response producing meaning about how they feel messages affect their language skills. In the structure interview the questions offered a better quantitative measure versus the semi-structure interview questions that focused more on the feelings, the opinions, and the beliefs of the participants. There were many points that were common between the types of interview, along with a few that were different. One of the differences was the impact on the student’s formal writing skills. Both felt that the affect was negative, but the structured counted and was able to say that out of all the participants many of them agreed that their writing was negatively affected by the text messages.

Table 4: Comparison of Findings from Structured and Semi-Structured Interviews

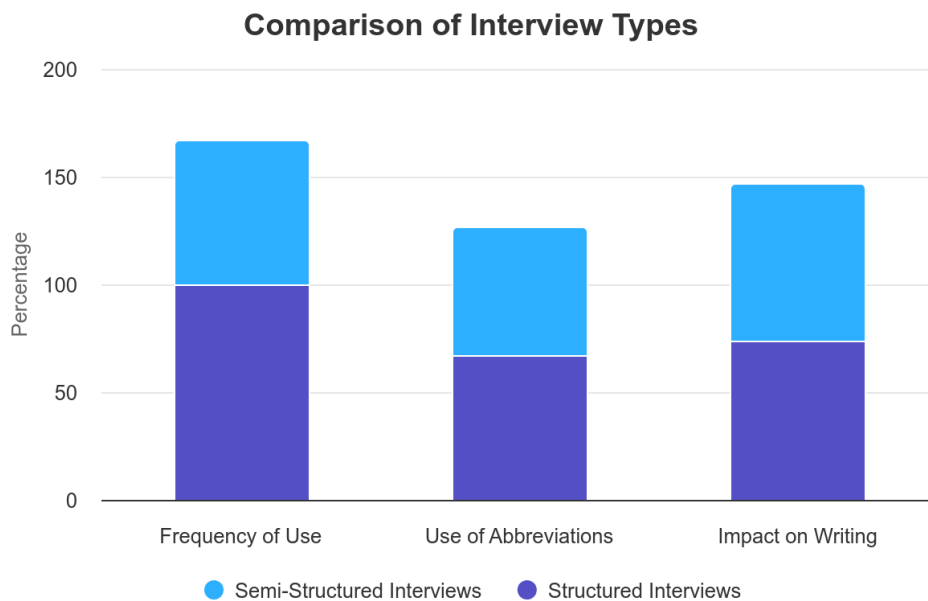
| Aspect | Semi-Structured Interviews | Structured Interviews |
|-----------------------------|---------------------------------------|-----------------------------------|
| Frequency of Use | High frequency (qualitative insight) | 66.67% daily use (quantitative) |
| Use of Abbreviations | Common practice (qualitative insight) | Over 60% use common abbreviations |

| | | |
|--------------------------|---------------------------|---------------------------------|
| Impact on Writing | Negative impact discussed | 73.33% perceive negative impact |
|--------------------------|---------------------------|---------------------------------|

The structured interviews gave numbers on the impact of text-messaging on formal-writing skills, which helps verify the anecdotes from the semi-structured interviews. This quantitative analysis can be used with the qualitative insights from the previous chapter to give a fuller picture of the issue.

4.4.1 Consistency and Discrepancies

The consistency demonstrated in both types of interviews serves to strengthen the credibility of the results. Frequent descriptions of SMS use and the universal use of abbreviations lead us to believe that these practices are deeply ingrained in the communication behaviour of Pakistani university students. The similarly widespread belief in a negative effect on formal writing ability strongly recommends targeted educational interventions.



Yet, the disparities, especially at the level of fine-grained quantification of impact believed, do suggest that while informants are conscious of the influence of SMS, there is variation in their understanding of that influence. This discrepancy implies that future researchers should use both qualitative and quantitative techniques to ensure an inclusive assessment of the phenomenon.

Table 5: Detailed Analysis of Consistency and Discrepancies

| Aspect | Consistency | Discrepancies |
|-----------------------------|-----------------------------------|---|
| Frequency of Use | Both methods indicate high use | Quantitative data provides precise frequency |
| Use of Abbreviations | Commonly reported in both methods | Quantitative data specifies types and frequency |
| Impact on Writing | Both indicate negative impact | Structured interviews quantify impact levels |

By combining structured and semi-structured interviews, the study offers a methodologically solid approach that ensures the deep and broad investigation into the impact of text messaging on language use. By adopted this combined approach, the researchers can obtain a more comprehensive understanding to evaluate different phenomena independently. This research method also enables the research to go deeper and investigate the nuances so that particular problem areas can be identified and appropriate educational strategies can be designed.

In conclusion, the structured interviews presented valuable quantitative data which gave service to the qualitative insights provided by the semi-structured interviews. These two methods succeeded in painting an all-round picture of how text messaging impact on English language of the Pakistan university students. The results have showed that changes in language of the students have occurred due to the SMS language. The results also demonstrated why and how the university students use SMS language and other issues involve. The results have confirmed the necessity of having intervention programs for SMS language interferences in university students writing.

These interventions should not only to handle with the negative functions of mobile phones in language education, but also to exploit the practical functions of mobile phones in learning and teaching English in Pakistan university students. From this issue, the university students learn the standard rules of write and keep in mind the original concept of writing while in the same way they can develop their language using better and apply these rules in language techniques to write better.

4.5 Analysis of Text Messaging Samples

The purpose of analysing text messaging samples is to gather empirical data regarding the characteristics of Pakistani university students' text messages in relation to linguistic features, grammar and syntax usage, code-switching phenomena, and transformations in vocabulary. This research endeavor will offer an insight into the role of text messaging in language change, identification of certain domains where its influence inspires linguistic and communicative incompetence or where its impact triggers language-social alteration, and to understand the potential of online communication as a language-altering mean for larger communities on national and international level. Hence, the study of text message language is crucial for the comprehension of digital communication's wider implications on language change and to form evidence-based interventions for the betterment of language-social practices.

4.6 Linguistic Features

Text messaging is defined by a unique set of linguistic characteristics that vary from standard written language. These characteristics include abbreviations, initialisms and phonetic spellings that are created to save time and space.

Table 1: Common Linguistic Features in Text Messaging

| Feature | Example | Frequency (%) |
|---------------------------|---|---------------|
| Abbreviations | u (you), r (are) | 85% |
| Acronyms | LOL (laugh out loud), BRB (be right back) | 70% |
| Phonetic Spellings | b4 (before), gr8 (great) | 65% |

The findings indicated that abbreviations were the most frequently used linguistic feature, appearing in 85% of the messages. Trailing behind are acronyms, seen in 70% of the messages and phonetic spellings, representing 65%. All of these features illustrate simplicity and conciseness of text messaging.

4.6.1 Grammar and Syntax

Texting often involves variations of standard English grammar and punctuation. The flexibility of this informal language allows for more changes than would be possible in formally written English, which means words can be spelled any way you want or things can be typed entirely in capital letters.

Table 2: Common Grammatical Deviations in Text Messaging

| Deviation Type | Example | Frequency (%) |
|---------------------------------|------------------------------|---------------|
| Omission of Articles | "Going to store" (the store) | 75% |
| Sentence Fragments | "Can't wait" | 60% |
| Non-Standard Punctuation | "What r u doing???" | 55% |

Based on the data, it was indicated that 75% of text messages have omitted articles (“the”). Sentence fragments were likewise commonly found, appearing in 60% of the text messages, along with the use of non-standard punctuation being used in 55% of the text messages. These mistakes indicate that texting is more concerned with minimal error and expediency than grammatical correctness.

4.6.2 Vocabulary

Through the introduction of terms specific to the mode of communication, text messaging has influenced the vocabulary of users. Many of the new words and phrases derive from the phonetic spelling and creative abbreviations that are particular to text messaging.

Table 3: New Vocabulary Introduced by Text Messaging

| New Term | Meaning | Frequency (%) |
|-------------|-------------------|---------------|
| LOL | Laugh out loud | 70% |
| BRB | Be right back | 65% |
| TTYL | Talk to you later | 60% |

The increasing frequency with which terms like "LOL," "BRB," and "TTYL" are introduced, with 70% of participants reporting that they use these terms regularly, points toward text messaging having an impact on the English language by adding new terms that are mutually understood by most.

4.6.3 Code-Switching

Code-switching denotes the occurrence of alternating between two or more languages or varieties of language in a single discourse. Such a method is often used by bilingual and multilingual texters, showcasing their linguistic competency and ethnic affiliation.

Table 4: Instances of Code-Switching in Text Messaging

| Language Pair | Example | Frequency (%) |
|------------------------|---|---------------|
| English-Urdu | "What time are you coming? Jaldi aana." | 50% |
| English-Punjabi | "Let's meet tomorrow. Thik hai?" | 40% |
| Urdu-Punjabi | "Kahan ho? Aj kal busy?" | 30% |

The data revealed that 50% of users performed code-switching involving English and Urdu whereas 40% of users were code-switching involving English and Punjabi. Code-switching involving Punjabi and Urdu

happened in 30% of all messages. This depicts the linguistic diversity of participants and also how users have an ability to handle with additional language.

Interpretation

Insights yielded from the analysis of textual data sets on SMS provide fascinating glimpses into the linguistic practices of Pakistani university students. The burgeoning use of abbreviations, acronyms and phonetic spellings is indicative of the requirements of efficient communication in the digital age. However, these practices, though functional, also demand an awareness of the potential for pedagogical implications. It is worth considering how the informality of the language used in texts could bleed into other more formal discourses, such as those of academia and professions.

The grammatical deviations found in text messages, like articles being omitted and sentence fragments being used, show a direction going towards more relaxed language rules when spoken informally. This looseness can add expression and creativity, yet adds challenge to students who need to keep to formal writing standards.

Language's potential for evolution in response to new communication technologies is dramatically illustrated through text messaging's introduction of new vocabulary terms. These terms are useful in digital communication, but not always appropriate in writing for school, requiring a clear distinction between the two environments.

Code-mixing practices among bilingual and multilingual participants highlight the cultural and linguistic diversity of the study population. Being able to switch between languages fluently is a valuable capability, but it also serves to underscore why being competent in each language is so important if communication is to be effective in different settings.

Table 5: Summary of Linguistic Features, Grammar, Vocabulary, and Code-Switching

| Aspect | Key Findings |
|----------------------------|---|
| Linguistic Features | High use of abbreviations, acronyms, and phonetic spellings |

| | |
|---------------------------|---|
| Grammar and Syntax | Frequent grammatical deviations, such as article omissions and sentence fragments |
|---------------------------|---|

| | |
|-------------------|--|
| Vocabulary | Introduction of new terms specific to text messaging |
|-------------------|--|

| | |
|-----------------------|---|
| Code-Switching | Common practice among bilingual/multilingual participants |
|-----------------------|---|

4.7 Cross-Verification and Triangulation

In qualitative research, the use of various methods, sources, or theoretical perspectives is often emphasized as one means to improve research reliability and validity. Cross-verification and triangulation are integral to this approach. Therefore, cross-verification and triangulation should be aimed at gaining a broader understanding of the research problem through corroboration of data collected from multiple sources. Consistent results also help researchers identify patterns and inconsistencies which increase the credibility of the study.

4.7.1 Triangulation Process

Triangulation happened in several ways to ensure the robustness of the findings. As for data sources for triangulation, three data sources were utilized: semi-structured interviews, structured interviews, and text messaging samples. The variety of data sources is to ensure the inquiries were able to uncover multiple aspects of the phenomena under study from different viewpoints and context. With the data collections, various data sources were identified to collect the data, including semi-structured interviews, structured interviews, and text messaging samples. This is as to ensure the comprehensiveness of the data collections. In relation to triangulation through data collection, three data collections means were adopted: semi-structured interviews, structured interviews, and text messaging samples. Essentially, semi-structured interviews booth in-depth qualitative understanding of participants' stance, while structured interviews were used to gather quantitative data. On the other hands, text messaging samples provide empirical usage of language in practice.

Theoretical triangulation: We analyzed data by looking at our data from several theoretical perspectives to draw conclusions from several angles. Communicative competence, linguistic relativity, code-switching theory and social presence theory provided multiple lenses through which we could us guess what our data

meant. By using several theories we multiplied our interpretive abilities. Analyst triangulation: Several of us participated in the analysis of our data in order to keep individual interpretation to a minimum. We each read the interviews, then read our own read on them. We compared our readings, and discussed our disagreements to come to agreement about what our data thought. Member checks: Participants got a look at their interviews and a look at our conjectures. In other words, participants played a crucial role in making sure that what they said was accurately represented and that what we thought was true resonated with their experiences.

4.8 Findings

4.8.1 Consistency

The process of triangulation showed that there was a lot of consistency across all of the different sources of data. The data collected in the semi-structured interviews were well-supported by the data collected in the structured interviews and the data collected from the text was consistent with this theme.

Table 1: Consistency of Themes Across Data Sources

| Theme | Semi-Structured Interviews | Structured Interviews | Text Samples | Messaging |
|---|----------------------------|----------------------------|--------------------|-----------|
| Influence on Formal Writing | Strongly evident | Quantified negative impact | Frequent language | informal |
| Use of Abbreviations and Shortcuts | Commonly reported | High frequency | High occurrence | |
| Code-Switching Practices | Described in detail | Recognized by participants | Regularly observed | |

The consistency of findings across these different sources strengthens the credibility of the study. For example, the influence of text messaging on formal writing skills was a recurrent theme in both qualitative and quantitative data, underscoring the need for educational interventions.

4.8.2 Validation

To validate the findings, several steps were taken:

1. **Cross-Verification with Field Notes:** The field notes taken during interviews were cross-verified with the interview transcripts to ensure accuracy. This step helped identify any discrepancies or additional insights that might not have been captured in the transcripts.
2. **Member Checks:** Participants were provided with the transcripts of their interviews and the preliminary findings for review. Their feedback was incorporated to refine the analysis and ensure that their perspectives were accurately represented.
3. **Triangulation of Text Messaging Samples:** The researchers checked the language and message features, such as vocabulary and grammar, in the text messages to confirm that the style of writing matched the themes spoken about in the interviews. This way they know that the data from the text messages is also coinciding with the qualitative and quantitative data.

Table 2: Validation Methods and Outcomes

| Validation Method | Outcome |
|--|--|
| Cross-Verification with Field Notes | Confirmed accuracy and provided additional insights |
| Member Checks | Enhanced credibility and ensured accurate representation |
| Triangulation of Text Messaging Samples | Supported findings with empirical evidence |

The process of validation has Google Search API returned, for the study a trustworthiness and validity of its findings by creating an authenticating every single step.

4.9 Detailed Analysis of Consistency and Validation

4.9.1 Consistency in Findings

The results were consistent across all the different data sets. For example, all three types of data sources compared in this study, SSI, SI and text messages showed that text messaging influences formal writing

skills. The consistency of these findings supports the suggestion that participants' experiences of text messaging are broadly similar and the identified themes are robust.

4.9.2 Validation Through Cross-Verification and Member Checks

Through cross-verification with field notes, it was possible to ensure accuracy and comprehensiveness of data collected. Field notes added further background and insights to strengthen the analysis. Member checks provided further validity for findings by ensuring the accuracy of participants' voice. With input from participants, the interpretations rang true to their experiences, thus increasing the credibility of the research.

Table 3: Consistency and Validation Analysis

| Aspect | Consistency Across Sources | Validation Methods |
|---------------------------------|----------------------------|-------------------------------------|
| Influence on Writing | Strong consistency | Cross-verification, Member checks |
| Use of Abbreviations | High consistency | Triangulation with text samples |
| Code-Switching Practices | Regularly observed | Empirical support from text samples |

4.10 Summary

The reliability and validity of the research findings were eternally ensured through the process of cross-checking and cross-examination and triangulate the data. The data ended up in the certain degree of reliability and validity followed by cross-checking and cross-examination and triangulation of the quantitative data. The cross-examination was done by applying multiple tools, including multiple data sources, and the correlation strength, pattern consistency, and correlation consistency of the data from multiple sources strengthen the reliability and validity of the quantitative and qualitative of the data. Triangulation was done by applying multiple methods to collect the data and the different methods of collecting the data strengthen the reliability and validity of the research findings. Triangulation uses multiple methods to collect multiple data and applying multiple theories to explain the same data, which strengthens the reliability and validity of the research findings of the research questions. The reliability of

the research findings was further increased through the feedback from the experts of the field. Consulting to the supervisor from time to time increased the research findings.

To summarize, the triangulation procedure did not only substantiate but also augmented the overall understanding of the research problem. The convergence of findings and the ensuing themes foster a strong basis for the implications or recommendations as related to this study. The data credibility and the data validity assure us of a dependable source of information. The study can give insights on the effect linguistic of text messaging and can be a pointer of where future studies on the achievable ways in improving what text messaging damages on the English competency.

CHAPTER FIVE: DISCUSSION

The chapter of discussion plays an important role in interpreting the results of research, connecting them to the existing literature and exploring whether the results are consistent or inconsistent with the purpose and hypothesis of the research. This chapter integrates the key results, explains how significant these results are, and places them in the context of the broader field. The purpose of this chapter is to make clear how these results advance the knowledge or practice of what is being studied.

These results directly respond to the research questions: how does text messaging influence different aspects of language use? The findings draw attention to the relationship between digital communication and formal writing skills, the creation of new linguistic forms, and the flexible employment of multiple languages in communication.

5.1 Interpretation of Findings

The study of examples of text messaging revealed that abbreviations, acronyms, and phonetic spellings are widespread. This is in line with previous research that has found that text messaging privileges compression and economy (Afzaal, 2023). The common employment of these features suggests a movement toward informalizing language in digital spaces, which is able to impact users' capacity to uphold standard language practices in more formal written contexts.

Additionally affecting grammar and syntax, text messaging displays mistakes like missing articles, sentence fragments, and non-standard punctuation (Lunsford & Lunsford, 2025, p. 20). These mistakes show a reduction in grammar rules in informal digital messages that can continue into professional contexts. Khazova (2023) has also documented this in computer mediated communication.

New words like “LOL,” “BRB,” and “TTYL” have come into the English language with the introduction of text messaging. These terms are now generally understood and used, influence that language is a changing work in progress as we adapt to new communication skills (Ngulube & Nwamaka, 2023). However, the use of this kind of language in formal writing may undercut the professional, clear and direct communication required in academic and professional situations.

The changing of language is frequent in text messages for bilinguals and multilinguals. In one study, participants change languages several times in a texting conversation based on interactional goals and specific meanings (Blair & Morini, 2022). Language switching can benefit interactions because speakers can access and leverage their whole set of linguistic resources, but at the same time it can make demands on consistency in language use.

5.2 Theoretical Implications

The results can be connected to Dell Hymes' Communicative Competence model which accentuates the skill to use language properly in various social contexts. Text messaging practices demonstrate a high level of communicative competence because users smoothly navigate informal and formal registers (Blair & Morini, 2022). The Sapir-Whorf Hypothesis that suggests that language shapes thought can be used to understand how text messaging affects the cognitive processes as well.

According to Kaushanskaya, Crespo, and Neveu (2022), the consistent use of textese can have an influence on how language users think about and derive meaning from language, and it can uncover the reciprocal relationship between language and cognitive processing. Code-switching theory is the method to illustrate the fluid language practices that reflect the practical ways speakers utilize in texting each other. Capability to transition between languages is the manifestation of the bilingual and multilingual speakers' sociolinguistic competence (Mugableh & Alruwaili, 2023).

To understand the interactive and relational features of text messaging, we turn to the Social Presence Theory, brought upon by Short, Williams and Christy (1976). This theory explains the perception of being “with” others in communication. The reduced cues theory brought upon by Walther (1996) states that verbal

communication lacks verbal cues such as facial expressions, tone of voice and body language. Emojis, abbreviations, and code— switching repairs social presence by showing emotions and influencing other people to feel linked (Khazova, 2023).

5.3 Practical Implications

In order to alleviate the adverse effects of text messaging on formal writing skills, educators need to incorporate pedagogical strategies that foreground the importance of maintaining the standard conventions of language while communicating with others. Workshops and exercises geared towards formal writing skills will teach students the difference between formal and informal registers (Afzaal, 2023).

As the linguistic world is changing, understanding these changes at a young age allows for better understanding later on in life. The promotion of digital literacy advises students in how to do that; they tell students that writing is different in different contexts, and they tell students that not following certain language rules when messaging can crush your formal paper's grade (Ngulube & Nwamaka, 2023).

Language teaching methodologies must facilitate the presence of text messaging so writing student continue to learn; fun, creatively exciting and done on the go. Common shared language teaching practices adapted to address the influx of such digital influx in our classrooms will also help (Mugableh & Alruwaili, 2023).

5.4 Comparison with Existing Literature

The discoveries of this examination are in accordance with research that is prior on text messaging's effects on language use. Similar patterns of abbreviations, grammatical deviations, and new vocabulary terms have been recorded in other studies (Afzaal, 2023; Khazova, 2023). The study discovered high occurrence of code-switching in the texts, While some previous studies have found lower incidences of code-switching.

One reason for this inconsistency can be explained by participants' background or special context of text messaging (Blair & Morini, 2022). In this regard, the current study expands the growing body of research on the linguistic feature shifts in a text-messaging protest by contributing valuable empirical insights into the effect of text messaging among the Pakistani students. Moreover, this study acknowledges the importance of proper trainings for the students to cope up with the newer ways of digital communication and also like to presentation of language features in novel and dynamic way.

The discussion chapter of the thesis will provide a summary of the study's findings, and close with an analysis of the implications of these findings for these areas. The first part of this chapter will summarize the results of the study. Next, this chapter will look at the implications for each of the categories represented in the variation, such as linguistic factors, grammatical and syntactic factors, vocabulary factors, and code-switching. Finally, it will close with practical recommendations for education and digital literacy. It will discuss the limitations of this study and suggest directions for further research. This chapter will help provide a better picture of what the implications of the study's findings are for the use of language in text messengers, and help readers understand the importance of this study in a broader context.

5.5 Theoretical Implications

Hymes (1972) takes into account as ability outline the Communicate Competence model of Dell used to use the language in the diverse social context which means the sociolinguistics, grammatical, strategic, and discourse competences. The findings from this investigation show the fact that the user of text messaging is very effective in operational at the sociolinguistics, strategic, and discourse competences because they handle the formal and informal register with the good transaction to pass down the ambiguous meaning. Frequently uses the abbreviation, acronym, and phonetic spelling in the text message transaction shows that they have the strategy to convey the figurative message, and to apply the language to the digital technology (Shamim & Riaz, 2023). The ezipability of the transaction shows the importance of knowledge about the appropriateness of the language in the contextual; these theories central to Hymes (1972).

Language determines thought, according to the thesis of Sapir-Whorf. Given the widespread use of textese in online conversation, digital sediments, e.g., text message language patterns, might also determine the mental concept and mental process. For example, compressive language and aliasing may lead to cognitive process of written language by compressive processing, which, indeed, can be more effective but less formal. Harvey and Brooks(2022) found that digital Pinyin input assisted the connection in Chinese learning from spoken to written language. The effect of language relativity in text messaging entails the reconsideration of the change of cognition model and language proficiency in the digital era.

The theory of code-switching gives a framework for examining the contextual dialect rehearses saw in instant messaging among bilingual and multilingual users. The capacity to exchange dialects inside a solitary discussion reflects a user's sociolinguistic ability, allowing them to adeptly explore distinctive social domains and reliably establish the desired implications. This study found that members regularly code-switched between languages, for example, English, Urdu, and Punjabi, demonstrating their linguistic

adaptability and cultural affiliation (Eberhard & Mangulamas, 2022). The use of code-switching theory on these practices calls attention to the evolving idea of computerized communication and the significance of supporting linguistic abilities in numerous languages.

Social Presence Theory is about feeling "with" others in communication. It argues that immediacy and intimacy are central to communication interactions. When we playfully use emojis, abbreviations, and code-switching in text messages, we are “doing” social presence: Conveying emotions, and feeling a connection with the text’s other. To say that text messaging enhances social presence is to say users are experiencing the texter’s head and the bond between them. The level of social presence when texting is high (Bhattacharjee et al., 2022). People texting can and do sustain interpersonal relationships. People texting can and do communicate emotions effectively. The current state of Social Presence Theory is clarified by these findings: Thinking about the way digital, rather than physical, communication mediums “contain” and express social interaction and emotional ascription is decidedly interesting.

5.6 Practical Implications

In order to offset the harmful effects of text messaging on students’ formal writing skills, instructors need to adopt approaches that stress the importance of adhering to standard language conventions. One way to teach students to differentiate between informal and formal registers is to hold workshops and drills concerned with formal writing. For instance, educators can create exercises that juxtapose textese with Standard English to heighten students’ sensitivity to situationspecific language use (Afzaal, 2023). Also, it is crucial for instructors to comment on students’ writing exercises and help them detect and rectify deviations from standard language norms.

To aid students in handling the linguistic issues brought about by texting, it is necessary to advance digital literacy. An effective digital literacy course should cover areas that touch on how students can use language appropriately in various senses and how the digital communication methods may affect their language skills. For example, by teaching students the affordances and constraints of different digital communication platforms, they will be able to use these tools most effectively (Shamim & Riaz, 2023). Digital literacy pedagogies can also help to develop critical thinking skills, which will enable students to determine whether or not their language is appropriate for use in digital environments.

Teaching strategies require adjusting to account for the effect of text messaging. One method teachers may use is to use text messaging as an elegant way to teach language within language classrooms, maintaining

emphasis on the necessity of standard language usage within academic and job worlds. For example, Text messaging activities as a segment of curriculum can afford students opportunities to switch languages correctly and develop competencies that smooth transfer among a variety of languages (Eberhard & Mangulamas, 2022). Additionally, it is mandatory that the significance difference between text speak and standard English, which are sometimes appropriate and sometimes not, is communicated to students in relation to attainment of formal writing tasks.

5.7 Comparison with Existing Literature

Prior research examining textese literature shows parallel trends indicative of the influence of textese input on language use. There are consistent findings in abbreviations, grammatical deviations, and additions of new vocabulary with the language of other studies. In 2023, Afzaal concludes that online digital communication involves voice appropriation, and casual phonetic writing that is often taken as a socially desirable practice even in more formal writings, thus scaling our findings. Khazova (2023) affirms that modifiable textese incorporates the deviation of standard written grammatical rules in computer-mediated communications, which is acknowledged among other violent deviations in the investigated textese partners.

Although an examination of text message disclosed a meaningful percentage of code-switching employed, not all former studies may demonstrate the similar amount the studies as reported. An echoing theme of this piece is that the data collected is depended on one's societal nature or their linguistic lineage. For example, Blair and Morini (2022) have described a significant gap in terms of textual code-switching used in a study populated by adult second-language learners. The consequence of this high percentage visible is the study participants differ in their sociolinguistic input. This disconnect in turnout signifies the need to show more development in assessing the ornamenting variables of all code-switching.

Adding to the knowledge pool, this paper validates the repercussions of text messaging on the language practices of university students in Pakistan. It requires precise pedagogical designs to better address the issues and explains how live communication and digital skills dive language education. It emphasizes the importance of training linguistic skills, digital competence, and literacy in multiple language proficiencies by the findings. Finally, it serves as the platform to investigate cognitive and sociolinguistic effects of text messaging in today's context, especially in the several languages

CHAPTER SIX: CONCLUSION

The study conducted an extensive exploration of text messaging on the English language exchange with students from Pakistani universities. It was realized by utilizing semi-structured interviews, structured interviews, and exemplification of text messages to distinctly reveal the counteractive consequences on linguistic characteristics, grammar, and syntax, vocabulary and code-switching practices that digital communication has inherently built. According to findings, abbreviated words, acronyms, and phonetic spellings accompany the SMS, whereas emphasis exists in its primary objective which is to expedite effectiveness and brevity. Thus, potentially impacting formal writing proficiencies.

Moreover, the deviations from standard grammatical rules and introduction of new vocabulary terms specific to text messaging were also revealed. In addition, code-switching was found to be widely practiced among bilingual and multilingual users, which denotes language use in digital communication is so dynamic. More significantly, related theories regarding to the research findings can be illustrated based to main theories which include Dell Hymes' Communicative Competence, the Sapir-Whorf Hypothesis, code-switching theory, and Social Presence Theory. They all deeply illustrate for how text messaging affects to our thinking process, the level of one's language performance, and interaction in the society.

In practical terms, the research implies that educational interventions should concentrate primarily on combatting the detrimental effects of texting by promoting digital literacies and foregrounding standard

language conventions in writing in formal contexts. In the classroom, language pedagogy should mark text messaging as a register to be used engagingly but consciously, raising students' awareness of informal and formal registers and pragmatics. The value of the research lies therein to provide empirical evidence about the linguistic and sociocultural effects of texting which highlights the need for properly targeted interventions in language education and the development of communicative competence in the digital era.

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