Perceptions about the Effect of Textism on EFL Students' Spelling: The Case
of Third Year Students of English at the
University of Tébessa

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This humble work is wholeheartedly dedicated to:

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I am so proud to be the daughter of such a supportive, kind, generous nobleman, who loved me unconditionally. My appreciations for the way he raised me cannot be measured. Dear father, "you will always be in my heart…because in there you are still alive". Jamie Cireloo

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ASC   Asynchronous Communication

CMC   Computer Mediated Communication

EFL   English as a Foreign Language

E-mails   Electronic Mails

…etc.   and so on and so forth

FB   Facebook

GSM   Global System for Mobile Communication

i.e.,   in other words

SC   Synchronous Communication

SMS   Short Message Service

UK   United Kingdom

PERCEPTIONS ABOUT THE EFFECT OF TEXTISM ON EFL STUDENTS' SPELLING: THE CASE OF THIRD YEAR STUDENTS OF ENGLSH AT THE UNIVERSITY OF TÉBESSA

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Abstract

The growing concern about the overuse of electronic communication in the age of globalization and its impact on foreign language learning process has led to the given research. EFL students are becoming increasingly more dependent on textism which is a kind of informal abbreviated language that is used in text messaging and chatting which its overuse has led to poor spelling and use of informal terms in their academic writing. To investigate these two aspects; textism and spelling, and the negative correlation between them, our hypothesis is designed on the basis that textism can highly hinder students' spelling. In this regard, two questionnaires have been carried out to test the hypothesis, one for teachers and the other for students. As for the teachers' questionnaire, the results have indicated that teachers are aware of the effects of textism asserting that it hinders students' spelling. The students' questionnaire has been designed to know the extent to which students' spelling is affected by their chat language. The necessary data was collected from 39 participants (30 third year students and 9 teachers from the department of English, University of Larbi Tébessi). The data gathered from both questionnaires implied that students use textism in their academic writing which has led to poor spelling and neglecting of punctuation and capitalization rules. These results indicated the approval of our hypothesis. That is, the overuse of textism language is the prime reason for students' poor spelling.

Key words: textism, poor spelling, academic writing, spelling problems.

General Introduction

1. Background of the Study

Over the past few decades, the internet has emerged as a notable new technology which its use and influence has overwhelmed every aspect of humanity. It has altered people's life styles in several ways, the most significant of which is its impact on how they interact on a daily basis. The advent of the internet has led to create new forms of communication. People can simply communicate by texting each other and sending short messages through phones or computers which as a result have led to create new stylistic varieties of language.

The act of texting changed the language due to the creation of new lexical terms. These new forms of language such as "textism" have an impact on the English language learning. Textism is the form of language of texting or chatting. Thurlow (2003) defines textism as the new language of texting which commonly involves the usage of shortened words or phrases. It is majorly characterized by deviating from the standard form of language.

Despite the advantages of texting for English as a foreign language learners in terms of the large use of the target language in non-instructional contexts, its overuse may lead to serious detrimental effects that might affect students in terms of their language production progress, more specifically, spelling skill and the written production since they are becoming increasingly reliant on electronic communication without focusing on enhancing their academic writing especially in terms of spelling. Thus, their academic writing results in the use of wrong spelling, abbreviations, grammar mistakes and disrespecting punctuation and capitalization rules. Therefore, the main aim of this study is to investigate the impact of textism on students' spelling skill, as well as, to explore the use of textism terms among EFL students and its effect on their academic writing.

2. Statement of the problem

Students tend to focus on learning English through texting and chatting without paying attention to orthography and the necessity of learning correct spelling as one of the most important aspects in language learning. Such neglect leads to the appearance of poor spelled words and informal terms in their university work, academic contexts, and their professional careers. Therefore, EFL students should recognize the importance of orthography in language learning process and should be mindful of the detrimental effects that texting language "textism" has on their spelling as well as elements of informality that might appear in their academic writing.

3. Research Objectives and aims

The present study aims at:

1. Investigating the impact of textism on students' spelling.

2. Exploring the use of textism (chat language) among EFL students at the University of Tébessa.

4. Research Questions

The current study attempts to answer the following questions:

1. To what extent does textism affect EFL students spelling?

2. How do students end up using informal and poor spelled words in their academic writing?

3. How can textism be harmful to standard English and academic writing?

5. Research hypotheses

This study project focuses on raising students' awareness about the importance of orthography in academic writing and the negative effect that textism has on their spelling skill. Therefore, it is hypothesized that:

1. If EFL students are unaware of the importance of spelling, then their writings would be full of poor spelled words.

2. If EFL students use textism language as a form of writing, they will produce poor informal writing.

6. Significance of the study

The importance of the study lies in:

1. Raising students' awareness of the importance of spelling in academic writing.

2. Spotting light on an overlooked aspect which is the negative effect of the overuse of textism (chat language) on students' spelling skill.

7. Methodology and Research Tools

In order to meet the aforementioned aims, this study adopted a mixed method that associates the analysis of statistical and narrative data thereby the results of one aids in informing the results of the other, using a survey research design in which it depends on data that is collected, analyzed, and interpreted based on quantitative and qualitative approaches. The data necessary for investigating the stated hypotheses were gathered by two questionnaires submitted to teachers and students of English department of Tébessa University.

8. Population and Sampling

The target population in the current study includes a randomly chosen sample of third year students of English branch at the University of Larbi Tébessi. The sample consists of 30 students and represents 20% of the entire population (147).If the sampling fraction n/N exceeds the 0.1, the researcher can sample more than 10% (n represents the sample, N represents the total population). In addition to former and present-time teachers of Written Expression at the Department of English of the same university and they are 9 teachers.

9. Structure of the Study

The dissertation under investigation aims at approaching the topic into consideration from two angles. The first is the theoretical chapter, which is composed of two sections. The first section is devoted to a detailed analysis of spelling and writing. The second section will include a general view about textism as pointing out its characteristics types with special focus on the relationship between the research variables.

The second chapter represents the practical aspect of the study; it puts the reported literature review into practice. It includes two sections, the first section provides a detailed description of the research methodology of the present study; the second section contains the analysis of teachers' and students' questionnaires and discussion of the results as well as the summary of the findings, limitations, and recommendations for future research.

1. Chapter One: Literature Review

Introduction

This chapter examines the literature on the history of writing, the importance of academic writing to EFL students, as well as the importance of spelling and difficulties that face EFL students in writing with correct spelling and the effect of textism on spelling skill. Furthermore, it provides a thorough explanation of the history of texting followed by some definitions of textism and its characteristics as well as its negative impact on EFL students' academic writing proficiency and on the standard English language.

1.1. Section One: Writing and Spelling

1.1.1 Introduction

Academic writing is a formal style of writing, that is" highly required for university courses" Whitaker (2009). It is used in universities, colleges, and scholarly publications. Any Tertiary level students are supposed to write different forms of assignments during their academic studies (essay, research paper, dissertation, article…etc.), which follows the same writing process as other types of texts, but What distinguishes academic writing from other forms of writing are its "rules and practices" Bowker (2007). It has specific conventions in terms of content, structure and style. It is also considered as a form of evaluation that asks to demonstrate knowledge and show proficiency with certain disciplinary skills of thinking, interpreting, and presenting. Although it may be seen as torment by many students, academic writing assignment gives the opportunity to explore a topic and present a point of view. (univ-Biskra, 2015).

Most writers write for one of the following reasons: first, to answer a question the writer has been given or chosen. Second, to synthesize research of others on a topic; third, to discuss

a topic of general interest and present the writer's opinion; and fourth, to report on research the writer has conducted. Bailey, (2011)

1.1.2.1 Writing

According to Olson (2009) Writing is the representation of speech. It is about the visual signs and symbols that humans have created and continue to create, sometimes for communication purposes, to express themselves, and to connect with the gods. To tell the history of writing, it seems essential to begin with a broader view of writing as the use of created visual marks or other artifacts for communication and expression.

1.1.2.2 Development of Writing

According to Daniels (1997), the history of writing traces the development of expressing language through systems of markings. In the history of the development of writing systems in various human civilizations, the more complete writing systems were preceded by proto-writings, systems with ideographic or early mnemonic symbols (symbols or letters that facilitate remembering). In this line, Mark (2011) stated that the Sumerians first invented writing as a means of communication over great distances, necessitated by trade. With the rise of cities in Mesopotamia and the need for resources that were lacking in the region, long distance trade developed and with it the need to be able to communicate across the expanses between cities or regions.

The earliest form of writing was pictographs - symbols that represented objects - and served to remember things such as which packages of grain had gone to which destination or how many sheep were needed for events such as sacrifices in the temples. These pictographs were pressed onto wet clay, which was then dried, and became official records of trade. Since beer was a very popular beverage in ancient Mesopotamia, many of the earliest surviving records have to do with the sale of beer. Pictographs could be used to identify how many jars

or barrels of beer were involved in a transaction, but not necessarily what that transaction meant. As the historian Kriwaczek (2012) noted, "all that had been devised thus far was a technique for noting down things, items and objects, not a writing system. A record of `Two Sheep Temple God Inanna' tells us nothing about whether the sheep are being delivered to, or received from, the temple, whether they are carcasses, beasts on the hoof, or anything else about them." (p. 63)

To express concepts more complex than financial transactions or lists of items, a more sophisticated writing system was required. This was developed in the Sumerian city of Uruk. Pictographs were still used, but gave way to phonograms - symbols that represented sounds - and these sounds were the spoken language of the people of Sumer. Phonograms made it easier to convey precise meaning.

1.1.2.3 Writing as a Skill in Foreign Language Learning

Foreign language learning encompasses developing the four skills - listening, speaking, reading and writing. Usually this process follows a certain order, starting by listening and speaking then reading and writing. For Hedge (2000) "adults devote 45% of their energies to listening, 30% to speaking, 16% to reading, and 9% to writing" (p. 305). The latter is placed at the end for being sophisticated, it has captivated the attention of various researchers as being the most complex and difficult skill to master even for the language natives, as Grabe and Kaplan (1996) noted "probably half of the world's population does not know how to write adequately and effectively"(p. 87). And this order may change according to the needs of the learner. Writing is not an easy task to accomplish, as it requires hard work, tedious steps, enough time, and even more practice. Richards and Renandya (2003) argued that "there is no doubt that writing is the most difficult skill for second language learners to master". (p. 30)

It is obvious that mastering English as a foreign language (EFL) requires mastering the four skills. Writing, the skill of concern, is significant for EFL learners particularly because it plays an essential role in the academic context. According to Kemp (2007), "academic writing is the style of writing found in academic and scholarly journals in education, dissertation, and masters' thesis, and other professional publications in education". (p.09)

1.1.2.4 The Importance of Academic Writing to EFL Learners

Writing is one of the productive skills that plays an essential role in the development of learners' language. It is a complex skill that must be mastered by EFL learners. Casanave and Hubbard (1992) indicated that "the importance of writing skills increases as student progress through a graduate program"(p. 37). In the same line, Bjork and Raisanen (1987) mentioned the importance of writing in academic environment in general and at university level in particular:

We highlight the importance of writing in all university curriculum not only because of its immediate practical application, i.e., as an isolated skill or ability, but because we believe that, seen from a broader perspective, writing is a thinking tool. It is a tool for language development, for critical thinking, and (by) extension, for learning in all disciplines. (p8)

Wherein, they pointed out the importance of writing in all university curricula, and that writing is a thinking tool for language development, critical thinking, and learning in all disciplines.

Writing as a skill still occupies an important space in the EFL teaching and learning process in general and in the university curriculum in particular. Academic writing contributes to fulfil crucial roles for students' academic purposes; papers, assignments, and exercises for meeting their academic needs (Soehadi, 2008, Gillett, Hammond, and Martala, 2009, Yasuda 2014, Ariyanti, 2016, Aunurrahman, Hamied, and Emilia, 2017, HusinandNurbayani, 2017,

Sriwichai and Inpin, 2018). Many reasons have contributed to make it an essential part of students' success in learning English, as it develops students' creative communication skills and improves their productive writing skills. Writing provided students with the opportunity to use their skills as well as their insight in a natural way. The ability to write well can have a profound impact on our lives. Writing can be an art, but it is the artist's job to create a masterpiece. Without the competency and practice of basic writing skills, neither proficient works of written art can be invented nor lives be influenced. (Currier, 2008)

1.1.3 EFL Learners Challenges

According to Graham and Harris (2003), "writing is a hard task that learners struggle with to complete because of its complex nature which involves activities and processes; focus, control and self-regulation, so as to make their writing coherent and meaningful". Writing is a difficult task not only for EFL learners but for native speakers as well because it is a complex mental production where students have to use their thinking ability, concentration and perception in order to produce logical and accepted writing. Even though students in the classroom have different levels or capacities in writing, both advanced and weak learners keep facing real challenges to manage the writing skill appropriately (Ilmu, 2016). In this manner, numerous English students face endless issues while writing.

1.1.4 Approaches to Teaching Academic Writing

Tribble (1996) stated that: "Learners who wish to write in new academic setting have to gain a mastery of the concepts and content of their subject area as well as developing an ability to express themselves effectively and appropriately in the foreign language". (p. 83)

Academic writing is a serious endeavor for university students, as learners at this level need to both master the concepts and content of their subject and develop the ability to express themselves effectively and appropriately in the foreign language. to achieve this goal,

several approaches to teaching academic writing were designed to meet its needs**,** most notably the social/genre approach, the product approach, and the process approach.

1.1.4.1 The Social/Genre Approach

The genres of academic writing have been explored in the context of theses. Kamler&Thomson, (2014), grant research proposals. Tardy, (2003), and abstracts for conference presentations. Halleck &Connor, (2006). All of this writing, indeed all writing, is genred.

The concept of genre is explained by Swales, (1990) as "a class of communication events, the members of which share some sets of communicative purposes», (p. 58),which are recognized by the expert members of the parent discourse community and thus form the basis for the genre. This basic principle shapes the schematic structure of the discourse and influences and limits the choice of content and style. Badger & White, (2000). This term was introduced in the genre approach to explain the fact that writing differs across social contexts. Moreover, as cited byLuu, (2011)"genre in writing mainly refers to the distinct structure of text, the different use of language, in terms of grammar, vocabulary that writers use to convey their ideas".(p. 12).

According to Tribble (1996), this approach uses the concept of discourse communities with "common goals". These common goals may include: Reports on experimental procedures, the transmission of new knowledge and the testing of students.

As Tribble argued, in this approach, an account of how the discourse community works is presented by the teacher. Therefore, learners go through a process of discovering the relationships between texts, readers, and writers. In this step, the text will be the primary data for the learners and, thus, will be studied, analyzed, criticized by the learners. (Academia.edu)

In contrast with the modes of social/genre approach the intellectual/rhetorical approach, focuses on three aspects to utilize knowledge of context and the language system, namely: structure and organization, argumentation, and style. (Academia.edu)

1.1.4.2 The Product Approach

This approach is the most used in writing instruction. In the product approach, writing is mainly about knowledge of the structure of language, and writing development is mainly the result of imitating input in the form of texts provided by the teacher.(uefap.com).

teachers focus on the final product of writing, Basically,they provide a model of writing and train students to imitate it in order to produce coherent and error-free writing. Furthermore, Pincas (1982) explained learning to write in the product approach as "consisting of four stages. It starts with the familiarization stage in which students get acquainted with different features of texts, then they move to the controlled writing stage where they practice skills to be prepared before moving further to the stages of guided writing and the free writing" (p22).

1.1.4.3 The Process Approach

Harmer, (2004) defined This approach as "cyclical approach' students are needed to move back and forth while going from one stage to another. Similarly, to the process of writing which is 'recursive". (p. 05).

In this approach, the emphasis is on explicitly instructing students in the stages of writing, with the stages suggested by Tribble being most commonly agreed upon, as cited in Badger & White, (2000) are: "prewriting composing/drafting, revising and editing. However, the instructor enhances the writing stages of process approach with different exercises, while taking the role of a facilitator". Badger and White concluded the aim of process approach is

"to improve students' linguistic skills and writing development with the help of the teacher as a facilitator" (p.155).

So to write well in a particular genre, therefore, one must develop an understanding of its nature and sensibility: reading, analyzing, and appreciating it on a deeper level. This involves attuning the senses to the particular nature of writing, engaging with typical and atypical examples of the genre, and using a rhetorical lens to examine at a deeper level the elements of content, structure and techniques that contribute to its success or failure.

(djspaintingpowerwash.com)

1.1.5 Spelling

Spelling is a code that uses sequences of letters to represent specific words that have an associated pronunciation and meaning in the mental dictionary. Three types of codes contribute to spelling: a phonological code (awareness of sounds in spoken words), an orthographic code (perceiving letters in written words), and a morphological code (parts of words at the beginning of words that modify shade of meaning and at the end of words that mark tense, number, or part of speech) Fayol (2008).

According to Share (2004), there are other aspects of knowledge that contribute to spelling. Those aspects include vocabulary knowledge (semantic features or meaning clues), phono-tactics (permissible and probable sound sequences, patterns, and positions in spoken words)the same word pronunciation can be associated with multiple meanings, what linguists call polysemy, ortho-tactics (permissible and probable letter sequences, patterns, and positions in written words), and Syntax (part of speech for a given word and the permissible word order of the language) provides the clues that help the writer clarify which of the multiple meanings is meant for that pronunciation.

1.1.5.1 Importance of Spelling

Spelling is one of the momentous matters to consider with writing proficiency, Cook (1997) states that "... correct spelling is a sign of education; a spelling mistake is a solecism that betrays carelessness or plebeian origins" (p. 474). Since a change in a word's spelling may lead to change of the whole sentence meaning. Templeton and Morris (1999) cited that "Orthographic or spelling knowledge is the engine that drives efficient reading as well as efficient writing" (p. 103). Reading and writing are directly influenced by spelling because a good spelling leads to effective word recognition, since it affects the receptive decoding skills, which can greatly improve reading, also Those who do not have correct spelling tend to keep their writing simple and very short just because they do not know how to spell some words, and this prevents them from expressing their thoughts and ideas more accurately and academically. Harrasi, (2012). Weak spellers often focus on the mechanics of their spelling rather than the thread of their ideas and expressions which reduce their writing and creativity skill.

1.1.5.2 EFL Learners and Spelling Difficulties

"English spelling," says Trask (2006), "is notoriously complex, irregular, and eccentric, more so than in almost any other written language». English spelling is unquestionably a complicated matter. It involves many interrelated skills because good spelling skills drive efficient reading and writing since it is important for effective word recognition, which can greatly enhance reading. Dina and Alia, (2012). English spelling is difficult and complicated for learners to master, not only for foreign language learners. Native speakers also find it sophisticated because there is no one-to-one correspondence between phoneme and letter. Mohamed Ismail and Fouzul, (2013)

English spelling is irregular of all alphabetic systems with a few exceptions such as Japanese, Chinese, and Korean who tend to use the alphabetic principle for their writing systems. This means that a letter or combination of letters stands for a particular sound. In certain languages, such as Spanish, French, and Italian, it is predictable that the pronunciation of a word is based on its spelling, as the spelling of a word can be recognized when it is pronounced. This means that those languages have one to one correspondence with phonemes and letters. Mohamed Ismail and Fouzul, (2013)

Predicting English spelling from pronunciation or pronunciation from spelling is not possible. "One of the reasons why English spelling is so unpredictable is because its vocabulary consists of many words derived from other languages, which have been adopted with their original spellings intact. Understanding the origins of these words and the languages they have come from will help with spelling them".Horobin, (2013). In English there are many different ways to represent the same sound. Thus, one sound can be represented by one letter or different letters or letter combinations, and the same letter or letter combination can also represent more than one sound.

1.1.6 The Misuse of Words

When learning a language, mistakes are unavoidable. They are considered an inherent part of learning English. Indeed, treating the "why" and "how" of the existence of mistakes to better understand the process of learning a foreign language. Farhangpour, (1994). In English there are many fallacies in grammar and spelling that even words that seem simple can lead to confusion. (owl.purdue.edu)

Many words in the English language are confusing, used in a wrong way, or commonly misused because they sound similar yet they have different spellings and meanings (e.g., HOMONYMS). Other words may not sound similar, but can still be confusing or cause more

errors than other words. Noticing those mistakes helps in improving the learner's skills. Learning from mistakes is a winning mindset. Parent, (2009).

1.1.6.1 The Misconception of a Word Meaning

This often occurs with words that sound like other words—for example, some people use "adverse" when they mean "averse,", also due to the overuse of abbreviations, shortcuts, and slangs for commonly used words, in order to get to the point more quickly or to demonstrate familiarity with current trends, their true meaning can become not clear.(fluentu.com)

As Souder (2014) wrote in MinnPost

I am constantly reminded that our shared understanding of 'ordinary' words isn't

what it used to be. Everyday language is increasingly an approximation of proper

English. People misuse words ever more frequently, confusing assumed meanings

with original meanings, and picking up habits of speech only because certain

mistakes have become so common that everyone now understands them to mean

what they did not mean in the first place.

1.1.6.2 Word Type Confusion

These terms include groups of words that are pronounced or spelled the same way, but mean different things. Therefore, they often cause confusion.

1.1.6.2.1 Homographs

A homograph is a word that has the same written form as another, but a different meaning and usually a different origin, whether it is pronounced the same or not. English has many homographs, including many commonly used words, which can be confusing even for native

speakers. For example, the word "lead" as a verb means to guide or to direct (Lead us through the mystery woods), the word" lead" as a noun, however refers to an item or object (your bag was as heavy as lead). Cluley, (2019).

Also the word "dove" as a verb means to plunge into some matter or activity, to dash, or to lunge (he dove into the swimming pool), the word "dove" as a noun, however refers to a white bird (The white dove is a beautiful bird that symbolizes peace) (Text Ranch, 2022).

1.1.6.2.2 Homophones

According to Webster (2022) homophones are words that are pronounced the same but differ in meaning, or spelling. These words can be spelled differently (e.g., to, too, and two/ flower, flour), For example, the word "night" (it was a terrible night), and the word "knight" (The knight never used his sword) are pronounced the same, but differ in both spelling and meaning. To some, it may seem like a small thing - but using the wrong homophone can completely change the meaning of your sentence (sometimes to unintentionally comical effect) and leaves a bad impression on those who otherwise enjoyed reading your work. (Writers' Center).

1.1.6.2.3 Homonyms

To Kohn, A.S. and Landau, B (1990) "Homonyms" can be problematic because it can refer to three different classes of words: those with identical pronunciation but different spelling and meaning (sometimes called "homophones"); those with identical pronunciation and spelling but different meaning; and those that are spelled the same but differ in pronunciation and meaning (sometimes called "homographs"). Lyons (1982), Oxford Word power (2000), Richards and Schmidt (2002), and Yule (2006) define 'homonyms' as a term used in semantics for lexical items that are identical in spelling and pronunciation but have different meanings. So Homonym may be used to refer to either homophones or to homographs, or

both. Because They are pronounced the same, but have different meanings and sometimes different spelling. So using the wrong word, even though it sounds right, can destroy the meaning of your writing. And worse, it confuses readers.

1.1.7 The Impact of Textism on Spelling Skill

Language is dynamic, it is changing over time, and this phenomenon is unstoppable due to several reasons. Libraries, (2022). One of the factors influencing the change of language is technology. People communicate with the help of different technological products; one of them is the cell phone. In the past, people used to communicate either by letter or by phone calls, but now they communicate not only by phone call, but also by text and instant messages. In the world of text messaging, the language keeps changing (Research Gate, 2022).

"textism" Ling and Baron, (2007), Plester et al. (2009), Rosen et al. (2010), "teen speak" Arellano, (2007), or "folksonomies" Smith, (2010). These terms all refer to the creative use of text-based communication that falls outside the standard rules of spelling and grammar. Thurlow (2003) defines textism as the new language of texting which commonly involves the usage of shortened words or phrases. Currently text and instant messages are commonly used by billions of people, as a result a new form of language is emerging. Users send messages in abbreviations to reduce writing and respond more quickly, and this habit is repeated by many. Later, this creates a new form of language called textism.

These abbreviations are divided into categories, plester et al(2009) broke up textism into 12 categories that include shortenings (e.g. 'vid' for video), contractions ('msg' for message, 'bcz' for because), G clippings (dropping the last g in a word such as 'goin' or 'doing'), other clippings (omitting the last letters in a word such as 'lov' or 'ankl'), acronyms, initialisms ('lol' for laughing out loud), symbols/letter/number/ homophones (e.g., '2nite' for

tonight),misspellings, non-conventional spellings, and accent stylizations ('was sup' instead of 'what's up'), and omitted apostrophes. Textism cannot exist on its own. Like any other language, it is created by a group of people for that group of people. General acceptance will allow textism to grow beyond its original purpose as more and more people are willing to learn, engage with, and understand these particular terms.

Texting has been demonstrated to decrease spelling ability in adults while exposure to a correct spelling can benefit spelling performance (Brown, 1988; Jacoby and Hollingshead, 1990; Dixon and Kaminski, 1997).

learners use texting to fulfil their needs, for instance   to chat with friends, family members, colleagues, and to share their ideas with the world etc., which expands their knowledge and keeps them up to date with the world events. though it has a great negative impact on their writing skills, and more precisely their spelling skills, since textism spread to formal emails, letters, speeches and exams instead of the academic writingthese shortened and abbreviated words are not accepted in formal situations anddifficult to understand. SMS language affects students' ability to remember correct and current forms of spelling. It causes misunderstanding and confusion in student communication because it affects spelling.It decreases the user's ability to use words correctly in the appropriate context, which is the main cause of not being able to express their selves meaningfully by writing. (Academia.edu)

The language used in textism differ from the standard language. it involves the conversion of the lexeme. The writer transforms the lexical items of the language by shortening them through using the method of clipping, abbreviations, and contractions, . It can be observed that most short textism are used in SMS speech, compared to other means of communication such as CMC orIM. Crystal, (2008)

The more students use SMS, the more they become avid texters. As a result, they pay less attention to correct spelling, grammar and punctuation and are more interested in getting their messages across. Shafie, Azida, & Osman, (2010)

especially that this type of communication is not academic, it is full of spelling and other kinds of mistakes, Moreover, informal and relaxed grammar and spelling are highly encouraged in such contexts Durkin et al., (2011).

Text messaging system was seen as detrimental to students' spelling skills. In support of this view, teachers reported receiving homework and schoolwork that contained many text or SMS interventions Powell & Dixon, (2011).

Some studies suggest that textism also can have positive effects, depending on the situation in which it is used.In a previous study, results showed that the more abbreviated words were used, the higher verbal reasoning scores tended to be, indicating a clear positive correlation between textism use and verbal reasoning Plester, Wood, &Bell (139-140), as texting gives children more opportunities to practice their language skills Verheijen,(586). (library.ecu.edu)

In an article by Powell and Dixon, exposure to textisms was found to have a positive effect on spelling (62). In this study, participants were given two spelling tests. One was administered before engaging with the textisms, and the other was administered after a period of reading textisms. Powell and Dixon (60). It was found that scores on the second test were higher after participants were exposed to the textisms. Powell and Dixon (61). (library.ecu.edu)

Another study conducted with British children suggests that better literacy was associated with decoding textisms, supporting the idea that the use of textisms promotes the development of literacy skills (Kemp and Bushnell 20, 23). (library.ecu.edu)

A study mentioned in Kemp and Bushnell's article found that participants were no faster at composing messages than they were at traditional English communication (18). In this study, participants were asked to complete a literacy test and also participate in text analysis. Participants read two text messages aloud and also wrote two as well. During the writing phase, participants typed two spoken messages. Kemp and Bushnell (21). The results of the reading test showed that those who indicated that they did not text had slightly better performances than those who texted. Kemp and Bushnell (22). (library.ecu.edu)

1.2 Section Two: An Overview of the Concept of Textism

1.2.1 History of Texting

Texting or text messaging is the act of composing and sending electronic text messages through a network using mobile phones, computers or other internet-based communication such as electronic mails (e-mails) or social media platforms (Silberstein, 2018). Texting means using the Short Message Service (SMS). SMS appeared at the end of 1990 in the United Kingdom (UK), and it uses standardized communication protocols that allow mobile devices to exchange short messages (Heather, 2012).

The concept of SMS was first developed by a contribution of Germany and France in the Global System for Mobile Communications (GSM) group meeting in 1985 in Oslo by Friedhelm Hillebrand and Bernard Ghillebaert (Erickson, 2012). However, the first message was sent years later. According to Alan Stewart "the first message was sent on December 3rd, 1992" (Hillebrand, 2010). The message was sent over the Vodafone GSM network in the UK from Neil Papworth, a test engineer for Sema Group Telecoms, to Richard Jarvis of Vodafone. The message text was "Merry Christmas" (Kuczynski, 2019). Infact, Papworth used a personal computer to type and send the message because the ability to transmit SMS text messages was not supported by the majority of early GSM Mobile Phones, i.e., phones at

that time did not have keyboards (Erickson, 2012). In1993, Nokia was the only handset manufacturer with a total GSM phone line that allowed users to send SMS text messages.

The invention of Mobile Phones and texting changed the way people communicate dramatically (Kemp and Bushnell, 2011). People no longer need to make phone calls to communicate with friends and family; instead they can send a brief message conveying whatever they want to say. Drouin and Davis (2009) pointed that since the first text message was sent in 1993 by a student working for the Nokia firm, text messaging has increased in popularity; especially among youth. However, writing a text message through mobile phone was something difficult because at that time telecommunication companies programmed phones to limited number of characters per SMS and users had to charge a small fee for each message sent; in addition, each letter required many key presses in a small keypad. Therefore, these conditions obliged people to use (type) shortcuts like 'UR' for 'your' and 'BRB' for 'be right back' as a way of being concise while still expressing the desired message. In other words, features of early mobile phone texting encouraged people to use abbreviations and acronyms. The act of sending messages this way is called "textism". Verheijen (2013) declared that textisms are used as shortcuts to make messages shorter. This means that textism is the abbreviated language that is used in sending messages. Textism aims to use the fewest letters to make ultra-concise words in order to deal with minimizing space, time, and cost constraints of text message. Figure 01 below illustrates the evolution of early text messaging.

Figure 1

The Evolution of Early Text Messaging

Early Text Messaging

1984 — Friedhelm Hillebrand and Bernard Ghillebaert of The Franco-German GSM cooperation develop the modern text message.

1992 — Neil Papworth, a former developer at Sema Group Telecoms sends the first text message - "Merry Christmas" to Richard Jarvis at Vodafone.

1993 — Nokia becomes the first cell phone manufacturer with an SMS short message service.

1994 — Phone networks begin offering person-to-person (P2P) SMS text messaging with limited texts per month.

1997 — Nokia releases the 9000i Communicator. The first cell phone with a full QWERTY keyboard.

1995 — Cliff Kushler, co-founder of Tegic, invents T9, "Text on 9 keys." The technology uses letters and numbers to display words from a single keypress.

1994 — IBM launches Simon, the world's first "smartphone" with a touchscreen.

1999 — Users start exchanging text messages between different networks. Cross-network text messaging makes it possible for everyone to send text messages.

1999 — 5 and 6 digit shortcodes invented for bulk SMS text message delivery.

2003 — American Idol utilizes shortcode text messaging as part of the first "Text to Vote" campaign.

Source.Kuczynski (2019)

As a result, people adopted text messaging in order to communicate and entertain. The number of texting users is increasing each day due to the appearance of network platforms which allow people from around the world to communicate easily and freely.

1.2.2 Definition of Textism

Textism is the fastest growing kind of electronic communication or written interaction that is widely used in constructing short text SMSas well as in sending messages via internet-based instant messaging such as e-mails or social media sites (Silberstein, 2018).

Arellano (2007) reported that textism has found its way from text messages to other social media platforms such as Facebook and Twitter. By way of explanation, the use of textism language has been created since the invention of SMS and continued to grow and spread among people due to the arrival of social network platforms.Figure (02) illustrates the use of "textism" in an SMS text message.

Figure 2

Textism Displayed on a Mobile Phone Screen
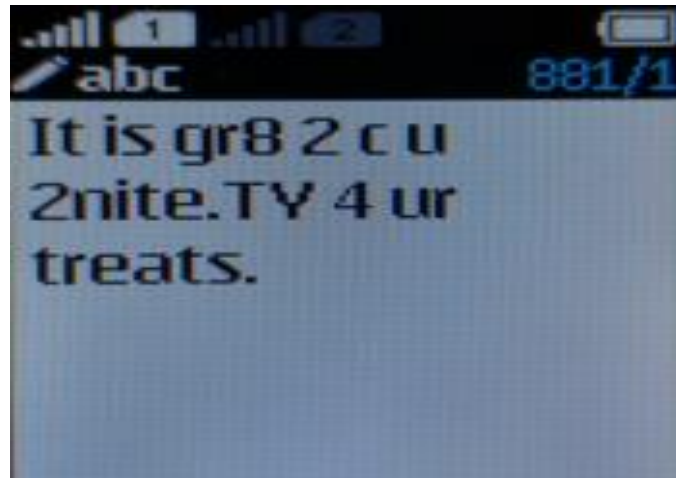
Source. Wikipedia

The text messaging "language" that has been adopted and developed by users of texting has been referred to as "textism" and sometimes "textese"(Crystal, 2008). Textism is a form of abbreviated written language that is characterized by the omission of letters ('lge' for 'language'), the use of abbreviations ('Nov' for 'November'), acronyms ('AFAIK' for 'as far as I know'), emotions (':-)' for a standard 'smile'), and number homophones ('2nite' for 'tonight'), it also means "categories" like 'u' for 'you' and "initialisms" like 'LOL' for 'laugh out loud'. As a support, Huang (2008) noted that textism "drops consonants, vowels and punctuation and makes no distinction between letters and numbers".Textism is considered as "the new language of texting which commonly involves using the shortened words or phrases". (Eloise and Aventajado, 2016). In other words, textism aims to communicate a comprehensible message using the fewest characters possible.

Drouin and Davis (2009) pointed that textisms are often associated with acronyms, emotions, and the removal of excess parts of spelling and grammar. Thereby, it allows people to type less and communicate more quickly.Textism is usually referred to as "texting language", "text speak", "teen speak", "chat language", "slang", "net speak", "online

language", "cyber language", and "internet language". According to Gottlieb (2010) textism is also referred to as "language play". That is to say that there are no standard rules for the use of textism language thus it plays with the formal language, i.e., the terms of textism are deviated from the standard rules of spelling and grammar.

1.2.3 Characteristics of Textism

Meriem Webster Dictionary (2022) defines a characteristic as a distinctive mark or trait that aids in identifying, differentiating or describing recognizably. When it comes to textism as a type of language for communicating, it has several distinct characteristics such as abbreviations and non standard spelling. Hussain and LuKman (2019) stated that they are: lack of punctuation, initialism, elimination of vowels, and assimilation of numbers.

According to Farina and Lyddy (2011) the characteristics of textism refer to the remarkable things in the written outputs like: emotions and typographic symbols, letter or number homophones, shortening, contractions, clipping, acronyms, initialism, non-conventional spellings and accent stylization, and other forms such as onomatopoeic spelling, omitted apostrophes and misspellings.

1.2.3.1 Abbreviations, Acronyms and Initialisms

According to Turkel (2021) an abbreviation is a means to shorten words or phrases to speed up communication. Many frequent abbreviations tend to literally shorten the word being referenced rather than establishing a new one. For example, 'ave' stands for 'avenue' and 'etc' stands for 'etcetera'.

Hong-mei (2010) defines an acronym as a technique for creating new shortened words. An acronym is a type of abbreviation in which the first letter (or letters) of each word in a sentence are combined to generate a new pronounceable word. Such as, 'ASAP' stands

for 'as soon as possible' and 'AFAIK' stands for 'as far as I know'. Turkel (2021) also defines initialism as another type of abbreviation that is similar to but not identical to an acronym. Initialisms use the initial letter of each word in the phrase as well, but instead of combining the letters to form a new word like 'NASA' (National Aeronautical and Space Administration), you pronounce each letter separately. For instance, 'OMG!' stands for 'oh my god!' and 'NP' for 'no problem'.

1.2.3.2 Emotions (Typographic Symbols)

Rezabek and Cochenour(1998)defined emotions as "visual cues formed from ordinary typographical symbols that when read sideways represent feelings or emotions" (p,201). In other words, typographic symbols are the electronic version of human being feelings and emotions. Additionally, Pierozak (2003) asserted that emotions in their composition are pictograms which express the emotion of someone in facial way.For example, this emotion ':)' stands for a standard smile.

1.2.3.3 Letter or Number Homophones

It is called "logograms", "phonetic reduction" or "syllabograms" (Aventajado, 2016). It is the use of letters or numbers to represent a word based on its pronunciation. According to IGI Global Dictionary Search (2022), number homophone is a number used to replace a word or part of a word which has the same pronunciation. For instance, 'cul8r' for 'see you later', i.e.,'cu' is a letter homophone and 'l8r' is a number homophone.

1.2.3.4 Shortening, Contractions, and Clippings

First, shortening means shrinking the number of letters in a word. Second, contractions means omitting the middle letters (most of times vowels) like 'txtsm' for 'textism' and 'prblm' for 'problem'. Third, clippings are not words that are part of a language's core

vocabulary. They begin as in-group jargon or slang (Marchand, 1969). Exam (ination), lab (oratory) and math (ematics) are examples of school slang; while cap (tain) and vet (eran) are examples of army slang. Clipping also means omitting the final g' and the final silent vowel. Such as 'tryin' instead of 'trying' and 'lov' instead of 'love'.

1.2.3.5 Non-conventional Spellings and Accent Stylization

Non- conventional spelling is the changing of the written form of words based on letter sound but not conventional spelling i.e., each one has its own way of writing. For example, 'skool' for 'school' and 'gud' for 'good' (OKATA, 2017). Accent stylization means the spelling of words according to the accent of that region. It is also called 'youth code'. For instance, 'wanna' stands for 'want to' and 'da' for 'that' (OKATA, 2017).

1.2.3.6 Onomatopoeic Spellings

According to Wikipedia, the process of producing a term that phonetically imitates, resembles or evokes the sound it describes is known as onomatopoeia or onomatopoeic. Tamori and Schourup (1999) believed tha the term onomatopeia ''is a word that imitates sound in the world'' (p, 10).For example, 'haha' for 'laughing' and 'wow!' for 'expressing amazement'. Kaida et al. (1985) collected about 1500 English words of onomatopoeia or of onomatopoeic in origin and presents examples of about 350 onomatopoeic words that areusedas labels (i.e. sound-effects) in comics, such as pop and crash as shown in figure 03.

Figure 3.

Onomatopoeic Words in Comics

Source. Kaida et al. (1985, p. 129).

1.2.3.7 Omitted Apostrophes

According to BBC website, in 2017, an anonymous vigilante spent their nights wandering Bristol's streets with their self-made 'apostrophiser'; their goal was to correct the city's poorly punctuated signs. Apostrophes are one of the most confusing of punctuation marks. While texting people usually tend to omit the apostrophe mark 'its' for 'it is', 'it has', or 'it was'.

1.2.4 Computer Mediated Communication (CMC)

Simpson (2002) described computer mediated communication (CMC) as "an umbrella which refers to human communication via computers" (p, 04). CMC has been introduced since the first electronic digital computer was invented in the early 1960s. Thus, CMC history is backward more than five decades, but was not expanded until the mid 1990s. Thurlow, Tomic, and Lengel (2004) declared that only in the mid 1990s that the use of personal computers (particularly for chatting, emailing, and surfing the web) has grown in popularity and caused an enormous attention to CMC.

December (1996) defined CMC as "the method of creating, exchanging and perceiving the information, which aids encode, decode and transmit the messages by means of telecommunication networks" he also stated that CMC involves "any human interactions, which are symbolic text-based, directed or facilitated over digitally-based technologies". In other words, CMC is a general term that is now widely used to describe a number of systems including e-mail, instant messaging, and mobile phone SMS texting that allow people to communicate through computers and networks.

Crystal (2001) stated that CMC refers to any textual messages transmitted through internet; including e-mail and computer conferencing as well as SMS text messaging, which is typically sent through cell phone lines. By means of explanation, the term CMC has usually been used to refer to computer-based communication formats; it has also been used in other types of text-based communication such as SMS text messaging. According to Thurlow et al. (2004) CMC refers to any human interaction that occurs through the use of two or more electronic devices. Thus, CMC communication refers to written interaction (sending e-mails and messages) or verbal interaction (video chatting or sending vocals).

1.2.4.1 Types of Computer Mediated Communication

1.2.4.1.1 Synchronous Communication (SC)

According to Devic (2008) synchronous communication occurs between individuals when they transfer information or data in real time and allows the addressee to read the message as soon as the sender sends the message, and it also allows the receiver to replay the message instantly. In other words, the message appear on the receiver's screen as soon as the sender sends it which enables the addressee to replay immediately resulting in a rapid exchange of short messages. In addition, Simpson (2002) stated that SC interaction occurs between two or more people takes place in real time and includes various types of text-based

online chat, computer, audio and video conferencing, or a telephone conversation. Furthermore, SC is used in education as a form of teacher-students or student-students interaction. Mills (2006) reported that in education synchronous communication can take place through private communication or group information exchange using chat conversation or between teachers and students through e-mail or posting notes and tasks to an online classroom group.

1.2.4.1.2 Asynchronous Communication (ASC)

In contrast, asynchronous communication is a type of communication that does not require both parties to be online at the same time. Aldrich (2008) reported that asynchronous communication refers to a communication where the addresser transmits a message at one time, and the recipient reads or listens to it at another time. i.e., it means that the participants do not converse concurrently. Besides, the received message can be saved and the receiver can read it whenever he/she is online. Voicemails, emails, letters or mailing lists are some examples of asynchronous communication according to Aldrich (2008). Additionally; Richard (2006) stated that a consistent bit rate is not required for an asynchronous service or application. This means that the transmitted data is not transferred at regular intervals, which eliminates the need for the sender and receiver to be exactly synced all the time.

According to Wikipedia (2020), the term "asynchronous communication" became popular in the field of online learning, where teachers and students transmit information asynchronously (not simultaneously) rather than synchronously (simultaneously), as they would in face to face or phone interactions. For example, a teacher could post a lesson in an online classroom and students could read it whenever they are online not necessarily at the same exact time it was posted.

1.2.5 Internet Relay Chat

1.2.5.1 Definition of Chat

Chat, chatting, online chat or instant messaging is any form of informal communication over the internet that provides a real-time transmission of text messages from sender to receiver. According to crystal (2006) when chatting, the internet allows people to engage in online conversations. By way of explanation, chatting is the act of exchanging messages online over the social media sites (such as Facebook, Instagram, WhatsApp, Telegram…etc). Charalabidis (1999) defined chatting as ''a multiuser, real-time communication system that hundreds of thousands of people all over the world use'' (p. 11). Chat is usually used for communication between two (private messaging) or more participants (chat rooms or groups), and it does not rely only on messages ''instant messaging'' but also sounds ''voice chatting'' and videos ''video chatting''. Baron (2002) noted that ''chat is synchronous communication form'' (p. 17). In other words, chat is synchronous in nature. Thus, it is exchanging information or thoughts between participants online at the same time. In addition, chat messages are usually short which enables participant to type faster and respond more quickly.

1.2.5.2 Chat Language

Adam Lind (2012) noted that chat language is very simple and specific. Its users tend to be precise and concise. They use simple ways to send and transmit their messages. They use pronouns instead of nouns, short forms, acronyms, misspelling and synonyms. This way of speaking or writing leads to serious impacts on students' academic writing. Table 01 below presents some of the most used shortcuts in chatting.

Chat shortcuts	Equivalent form
?4u	Question for you
<3	Love

2	To/too
2mro/2mo/or tmrw	Tomorrow
U	You
Y	Why
K	Ok/ okay
1drfl	Wonderful
ez	Easy
sum1	Someone
CU or cya	See you
B2w	Back to work
ASAP	As soon as possible
ATM	At the moment
BFF	Best friends forever
B/W	Between
BTW	By the way
GN/GM/GB	Good night/good morning/ good-bye
HAND	Have a nicee day
ZZZZ	Sleeping, bored or tired
JK	Just kidding
NVM	Never mind
IMO	In my opinion
WO	Without
Plz/pls	Please
Sup/zop	What's up
Thx/thnx	thanks

Table 01. Shortcuts of Chatting (retrieved from Pinterest)

1.2.6 Different Kinds of Social Media Platforms

1.2.6.1 Facebook

Facebook (FB) is one of the most popular and successful communication chat applications. According to Ashley (2003) Facebook is a communication tool that enables two users or a group of users to communicate through different places and different times (retrieved from Bodomo, 2010).Facebook is an instant messaging online networking service that was founded in 2004 by Mark Zuckerberg with his fellow colleges at Harvard University. Weaver and Morrison (2008) reported that at the beginning FB was bounded only to Harvard students, and during two years it was spread all around the world.

FB enables people from around the world to communicate, share personal information, and post pictures or blogs. In addition, it is available in all languages which make it easy for everyone to use. Scott Galloway (2018) noted that "in 2017, one in six people on the planet are on Facebook each day" (p. 85).Moreover, FB is believed to be used not only by teenagers and young adults but also some older generations' members. Bodomo (2010) stated that FB is popular among youth as well as some individuals of older generations like politicians and businessmen.The idea of teacher-students interaction and students exchanging of information, lessons and documents via FB was supported by Kelsey and Amant (2012). Such cases of exchanging courses and documents via network platforms are popular among Algerian universities.

1.2.6.2 Twitter

Twitter is another famous communication chat application. According to Baran and Davis (2012) Twitter is considered as a new way of communication since it appeared in 2006.Twitter is also referred to as "micro blogging". It allows its users to share their daily life updates described in short posts called "Tweets". Tweets aim is to be precise and concise; they are restricted to only 140 characters which encourages its users to use shortcuts. Steve

Johnson, technology author, in 2009 Time magazine essay described Twitter's basic mechanics as "remarkably simple".

Twitter is based on the concept of followers as a social network. When you select to follow another Twitter user, their tweets appear in reverse chronological order on your main Twitter page. If you follow 20 people you will see a mix of tweets scrolling down the page break-fast cereal updates, interesting new links, music recommendations, even musings on the future education.(Johnson, 2009).

1.2.6.3 Zoom

Zoom is a video chat program created by Zoom Video Communications. This platform provides a video chatting service that allows up to 100 devices at once, with time restriction of 40 minutes for free accounts. Zoom is famous for its simple usability and interface, especially for non-tech people. It is featured with one to one meetings, group video conferences, and the ability to record meetings and have them automatically transcribed.

Antonelli (2020) noted that "in light of the Corona virus Crisis, the video conferencing app has become the standard for connecting with others face-to-face, virtually in both business and personal settings". Thus, video chatting was the only solution for people to communicate during the pandemic .Zoom has been used by banks, schools, universities, and government agencies around the world.During the COVID-19 pandemic, there was a major increase in the use of Zoom for remote work, distance education, and online social relations (Eileen, 2020). In other words this platform has also been used for teacher-student interactions. Teachers can easily present their courses and lectures via Zoom.

1.2.7 Texting and EFL Students Learning Process

Texting, from its positive side, could be a helpful method in the learning process of EFL students. Plester and Wood (2009) believed that there is a positive relationship between texting and the learning process of the language.EFL students tend to practice their English through texting which makes them more aware of the different stylistic varieties of language and makes them more accustomed to the language use. Verheijen (2013) pointed that texting gives students more chances to practice language skills.

Since texting allows for a rapid exchange of messages, it could enhance the reading skill of students. Kemp and Bushnell (2011) believe that texting is positively related to gather reading speed and accuracy. Moreover, Plester, Wood and Bell (2008) stated that the findings of a study that they have conducted, indicated that the more shortened words that were used, the higher verbal reasoning scores tended to be, which points to a clear positive correlation between textism use and verbal reasoning. In other words, it helps students to build a wide vocabulary since it provides a good grasp of synonyms and antonyms.

Although some studies pointed that texting may indeed have a positive impact on the learning process of EFL students, there is also much evidence that proves the negative effect of texting language. Rosen, Erwin, Carrier, and Chaveer (2010) stated that educators and the media have denounced the use of textism arguing that it is causing youth to lose the capacity to write a formal English prose.

1.2.7.1 The Negative Impact of Textism on EFL Students Writing Proficiency

Texting has evolved into a common place task that many students engage in on a daily basis. It is believed that EFL students depend on texting and chatting with natives in order to learn the language. They adopt the language that natives use in texting. Therefore, they find themselves using acronyms, shortened forms and pictograms in different contexts. Most of the time EFL students use incorrect spelling and grammar, while texting, causing both the sender

and the receiver to pronounce, read, and write incorrectly and in inappropriate way. Greiffestern (2010) noted that "some worry that young people might no longer know correct spelling and grammar" (p. 02).

According to Vosloo (2009) textism corrupts the language and causes poor spelling for youth writing. Thus, textism has a major role in students' poor spelling skill because when they text each other they usually do not give much attention to the correct spelling of words. Moreover, Craig (2003) declared that students' mastery of formal and standard writing skill is harmed due to their use of informal language of "textism".

The widespread use of textism among students has highlighted the necessity for researchers to conduct studies that aim to investigate the application of textism and its effects on students' academic writing proficiency. Rosen et al. (2010) conducted a research on this field and identified a negative connection between the usage of textism and formal writing proficiency among seven hundred and eighteen individuals aged between 18 to 25 years old.In addition, Verheijin (2013) pointed that instructors when they were asked about their opinions on the use of textism; they stated that they believe that it has negative impact on students' writing skills. In other words, there are significant effects of textism use on EFL students' formal writings, spelling and grammar. They also ignore the concepts of punctuation and capitalization (Cingel and Sundar, 2012). They tend to be precise and concise by the reduction of letters and the use of shortcuts and number homophones. Since EFL students are accustomed to this inappropriate way of writing it will be difficult for them to overcome this way of writing when writing formal e-mails, academic writing projects and papers.

Teachers have suggested that textism have a negative impact on EFL students' literacy skills. Lee (2002) noted that teachers were irritated by students' frequent use of textism in their writing assignments.Students convey their messages via the use of abbreviations and

shortcuts as a term of "texting language". This later is totally different from the formal style of writing. Thus, new language appears in their academic writing. Proysen (2009) propose that the use of textism will impact the writing proficiency of students. It will negatively influence students' ability in spelling, punctuation and capitalization, even in their formal assignments.

In an EFL classroom situation, some students do not appear to be able to differentiate between net speak and Standard English, this act is considered as one of the biggest issues of the negative impact of textism. It has been stated that students use textism at the wrong times. They no longer distinguish between formal and informal environments (verheijin, 2013). Students are unable to distinguish between situations where they have to write formally and situations where they are allowed to write informally where textisms are used.

1.2.7.2 Textism and Standard English Language

Since texting appeared, it was quickly adopted by millions of users. Swartzlander (2010) pointed out "texting is a language that has swept our world like a tsunami in less than a decade".Textism, which is the language of texting, is considered as a damage of language literacy and skills. Wolman (2008) noted that "texting has a poisonous influence on language and literacy" (p. 179). Users of textism tend to use their own code to send messages. They often use a special type of register. This register leads to the omission of the subject, reduction of letters, and disrespect of punctuation and capitalization rules. Baran stated "unless we learn to regulate our current language use, we will have difficulty understanding each other and the standardized forms of our written language will be lost" (as cited in Ali and Beg, 2019)

Studies found that "Textism is differently used and it is also difficult to control and find certain patterns followed" (Kaid and Ali, 2020). Textism is basically based on non-standard English language (written language). It is based on the use of simple language, poor

spelling, and abbreviated words. According to Drouin and Davis (2009) texting usage could have a negative impact on the standard English language. In other words, textism broke all the rules of standard English language in all aspects of grammar, spelling, vocabulary and phonetics. Furthermore, Thurlow (2006) reviewed more than one hundred articles on this topic for his paper "From Statistical Panic to Moral Panic", and found that text messaging language "textism" was harming the standard English language.

As what Oxely (2010) stated "texting language is more relaxed and colloquial version of English with rare use of grammar, increased use of abbreviations and emotions". Texism can damage both vocabulary and punctuation and capitalization concepts since students are using numbers, contractions, incorrect spelling, and omission of middle letters. They will not be able to differentiate between formal and informal writing overtime.

Conclusion

To sum up, this chapter was developed to gather enough information about the importance of spelling skill to EFL students as well as to provide some spelling difficulties that EFL students face. This chapter also provided the history of texting, the characteristics of textism as well as its negative impact on students' spelling, academic writing, and on the Standard English language.

2. Chapter Two: Research Methodology, Data Analysis and Discussion of the Findings

Introduction

The following chapter represents the practical aspect of the present study, it contains two sections. The first section is devoted to present an overall description of the research methodology used in this study, while the second one contains detailed analysis of teachers' and students' questionnaires findings. The chapter concludes with discussion and summary of the results revealed from both questionnaires.

2.1 Section One: Research Methodology

2.1.1 Research Method

Based on the tools used for data collection, a mixed method has been adopted in this study since the combination of quantitative and qualitative methods of analysis enable the researchers to present a comprehensive grasp of the subject under investigation. According to Fraenkel et al. (2012) "mixed-method research can help to clarify and explain relationships found to exist between variables" (p. 558). The quantitative method requires the collection of numerical data and statistical analysis, whereas qualitative research favors in-depth information, relying more on categorization.

In this research work, the qualitative research method was adopted to provide additional supportive information to expound and elaborate the results obtained by the quantitative method (Fraenkel et al., 2012). This study relied on using mixed method that involves qualitative and quantitative questionnaires design, one for teachers of written expression and one for third year students of English, in order to investigate teachers and students' perceptions and awareness of the negative effect of textism on students' spelling.

2.1.2 Research Design

It is quite crucial to possess the ability to select the research design that better suits the objectives of any type of research. According to Kerlinger (1973) a research design involves the structure of the study and the strategies for conducting that study. Hence, with regard to the research questions and objectives in this study, Questionnaire research design was used as it is the most suitable for this study and helps achieve its aims. By choosing this design, it is possible to understand what teachers and students think about the effect of textism on students' spelling. To collect data, two questionnaires were used; a paper form questionnaire was submitted to students at university, while online form was used to collect answers from teachers.

2.1.3 Sampling and Population

"Sampling is the process of selecting a few respondents (a sample) from a bigger group (the sampling population) to become the basis for estimating the prevalence of information of interest" (Kumar, 2011, p. 177). In other words, the participants of the sample are representatives of the population as a whole. Sampling is an essential process in the research method as it identifies the population from which the researchers obtained information to perform the analysis.

In the current study, the target population includes third year students of English branch at the University of Larbi Tébessi, in addition to former and present-time teachers of Written Expression. Concerning students, a sample of 30 students was randomly selected from the entire population (147- third year License degree students) it represents (20%) of the population as a whole. We particularly choose this sample because third year students' level demonstrates that they have already studied the module of Written Expression for five semesters. Therefore, they are conscious of the appropriate use of punctuation and capitalization, the correct spelling, and of the different grammar rules. Besides, teachers were

selected based on the module they currently teach, which makes them 09 teachers. The teachers were selected to inquire about their teaching experience and observation about students' spelling mistakes in writing due to the overuse of texting language "textism".

The sample strategy followed in this research is the simple random sampling. Alvi (2016) pointed out that "in this type of sampling each and every elements of the population has an equal chance of being selected in the sample" (p.16). The reason behind choosing this type of sampling is because in this strategy the selected members are considered as good representatives of the population which allows for valid results. This strategy is time consuming and difficult, but most importantly has no biases (Alvi, 2016). The researchers applied this strategy by having a complete list of the names of every member of the population, then they applied the random number method by assigning every member's name a number and then they randomly picked a subset composed of thirty members of the population. After that, the researchers went to the university and searched for the selected members and informed them that they were selected to be the sample of this research.

2.1.4 Research Instruments

2.1.4.1 The Questionnaires

In order to answer the questions addressed in this project and collect data about teachers and students consciousness of the negative effect that textism has on their spelling, the two questionnaires were designed for teachers and students.

Fraenkel et al. (2012) defined the questionnaire as "the collection of written questions developed to the subjects of the study who are going to answer them through writing (a subject-completed instrument)" (p.125). There are three main types of questions used in questionnaires; first, there are the 'open-ended' questions, in which subjects are asked to give their opinions without being restricted to options. The second type is the 'closed-ended'

questions, which are followed by options being multiple choices, scales, or yes/no questions. The third type is the 'semi-opened' or 'semi-closed' questions: a mixture of open-ended and closed-ended questions (Kumar,2011). In this research, the closed-ended type was utilized in the questions and the items of students' questionnaire, however all three types of questions were utilized in teachers' questionnaire. As for how they were administered, Kumar (2011) also stated three ways to administer a questionnaire, claiming that it can be administered through mail, in a collective group (group administration), and one-to-one administration. In this research, online administration was used with teachers because it was inconvenient to find them all at the department. The questionnaires were delivered electronically through e-mail and answers to them were received the same way; as for the students, the researchers opted for one-to-one administration since the strategy is simple random sampling. It was a difficult and challenging technique and took the researchers a whole day to finish with all the members of the sample. The questionnaire was chosen in this project as an instrument to collect data for several reasons; the most prominent ones, as stated by Dornyei (2003) and Kumar (2011) are that (1) it saves time, money, and energy; and (2) it is workable with a diversity of topics in different fields and methods of research.

2.1.4.1.1 Teachers' Questionnaire

The teachers' questionnaire was submitted electronically through e-mail. It consisted of 19 questions, each with a specific objective. It was divided into three sections, and most of the questions were closed-ended and some required justifications. The questionnaire targeted academic writing and written expression teachers (see Appendix A).

The initial section of the questionnaire included three questions. The goal of this section was to collect personal data about the teachers' degree, experience in teaching English, challenges they face, and to what extent they are motivated at work.

The second section included 4 questions of which the main was to obtain information about teachers' perspectives on assessing the level of their students,, the most common mistakes committed by students, and teachers' concern in dealing with students' errors.

The final section of this questionnaire consisted of 12 questions targeting teachers' attitudes towards chatting, their familiarity with textism, and the way it affects students' spelling. This section also focused on teachers' awareness about the risk of the electronic communication on the spelling of academic writing in addition to the most common chat language signs involved in students' writings and the best strategies to reduce the negative effect that textism has on students' spelling in academic writing.

2.1.4.1.2 Students' Questionnaire

A questionnaire was designed to gather data from third year students at the department of English; it was produced to fit the aim of the study and help answer the research question. It was distributed on March 23, 2022 and researchers opted for one to one administration, students took 15 to 20 minutes to answer the questions. The questionnaire started with a brief introduction in which the aim of the study was defined, and the instructions of answering the questions were clearly presented. This questionnaire was divided into three sections and consisted of 04 questions and 17 items, both were closed ended. In addition to a task at the end of the questionnaire. (see Appendix: B)

The first section of the questionnaire aimed at providing background information related to the participants; it contained four questions including age, how many years they have been studying English, whether they are English users or not, and their current level in the language learning process.

The second section was related to chatting and writing in English. It consisted of seven items in which participants were asked about the use of English when chatting and whether

they use shortcuts or complete words. In addition, they were asked about their concern towards the spelling of words when chatting, and whether they combine between abbreviations and full words when writing posts or blogs. They were also asked about using the single-press predictive keyboard.

The third section was related to textism and problematic issues in academic writing. It contained ten items. Items of this section were developed in order to investigate students' perceptions towards writing in English and to see whether they apply punctuation and capitalization correctly or not. Furthermore, they were asked about their spelling skill and whether they face difficulties when writing similar words in pronunciation and when writing long formal essays. Besides and most importantly, items 19 and 20 were addressed in order to explore students' awareness of the negative impact of textism on their formal writing proficiency.

The task was added in order to reveal students' familiarity of texting language "textism". It included five sentences in which they were asked to rewrite them exactly the same way they would send them as text messages. Besides, they were allowed to use informal language (abbreviations, acronyms, emotions...etc) thereby they would feel comfortable to write the terms that they want to use.

2.2 Section Two: Data Analysis and Discussion of the Findings

2.2.1 Questionnaires' Analysis

2.2.1.1 Analysis of Teachers' Questionnaire

Section One: Personal Background

The questions in this section were mainly designed to collect personal data about teachers, concerning their teaching experiences, in addition to their degree(s), the challenges they face, and the extent to which they are motivated at their mission.

Question 01: State your highest academic qualification?
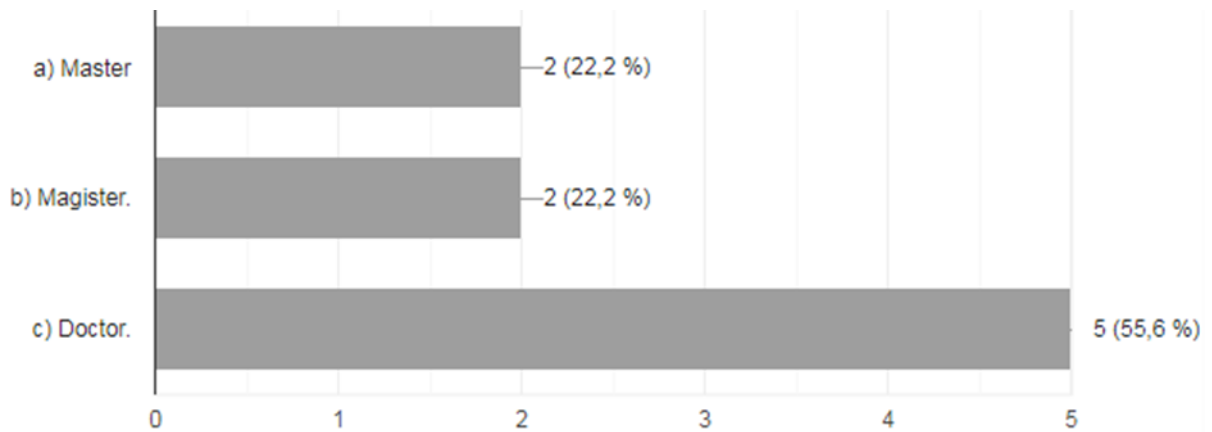
Figure 05. Teachers' Academic Degree

It can be noted from the answers to questions 1, in the figure 05, which clearly indicated that 22.2% of the teachers have master degree, and another 22.2% of them have a

Magister degree, while the majority of respondents 55.6% hold a PhD degree

Teachers' degree has an effect on student academic performance and achievements.

Question 02: How many years have you been teaching at the university?
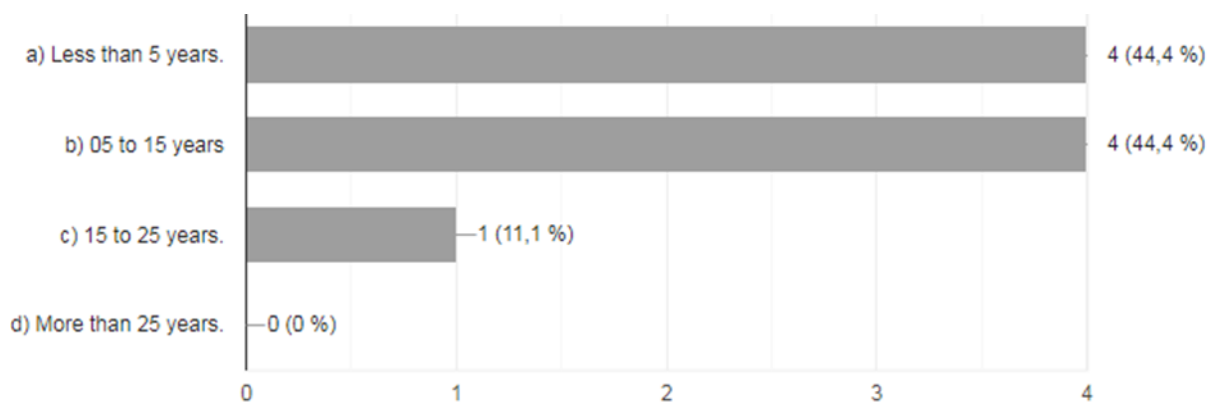
Figure 06. Teachers' Teaching Experience

According to the results obtained from figure 06, which highlights the teaching experience of teachers. we can say that the minority have an experience ranges between 15 to 25 years (11.1%), Some teachers have an experience from 15 to 25 years (44.4%) and this is the same percentage for teachers who have an experience less than 5 years (11.1%)the results give an insight into the teachers' working experience, which has an essential role in the process of teaching written expression in regards of the method used and the procedures taken to deal with students' deficiencies at different levels of the learning process.

Question 03: Your work as a teacher is …………. challenging and exciting?
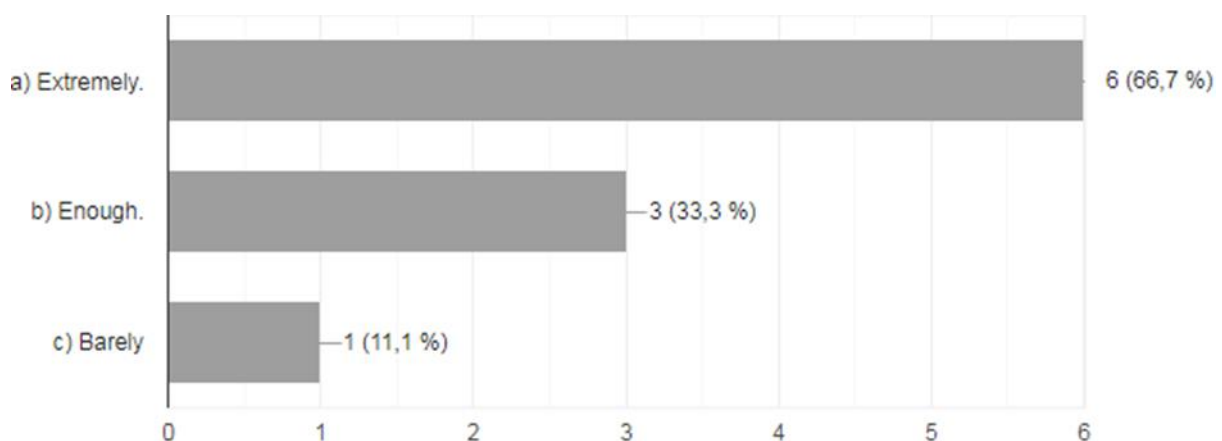
Figure 07. Motivation at Work

According to the data gathered from question 03, (66.7%) of the teachers are highly motivated at their mission because they consider their work as a teacher extremely challenging an exciting, other teachers (33.3%) asserted that their work is just enough in relation to excitement. and only (11.1%) of them are not motivated at their mission. Since Motivation in teaching is a momentous factor in the effectiveness of teaching and the learning process. A motivated teacher is crucial for successful teaching and better learning outcomes.

Motivation stimulates energies, concentration, and maintenance of positive behavior over a long period of time.

Section Two: General Information

The collection of questions in this section was essentially designed to cast light on the teachers' viewpoint about evaluating their students' level, the most common and frequent mistakes committed by students, in addition to the teachers' concern in dealing with this issue.

Question 01: How can you describe your students' level in general?
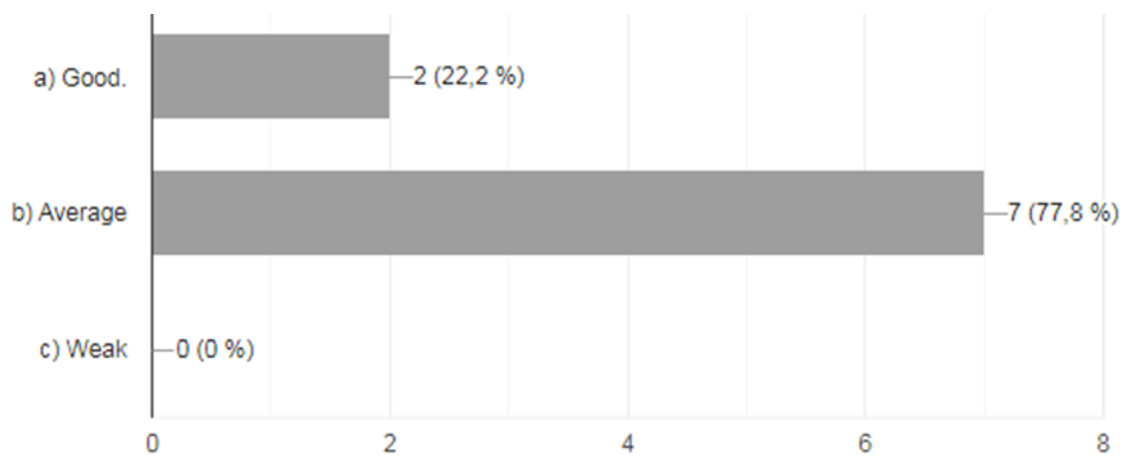
Figure 08. Teachers' Estimation of Students' Level in General

The results show that the students' level in general is average (77.8%). But some teachers (22.2%) believed that their students' level is very good. These results imply that most of students have a good to average level in general.

Question 02: What type of mistakes do they most often commit?
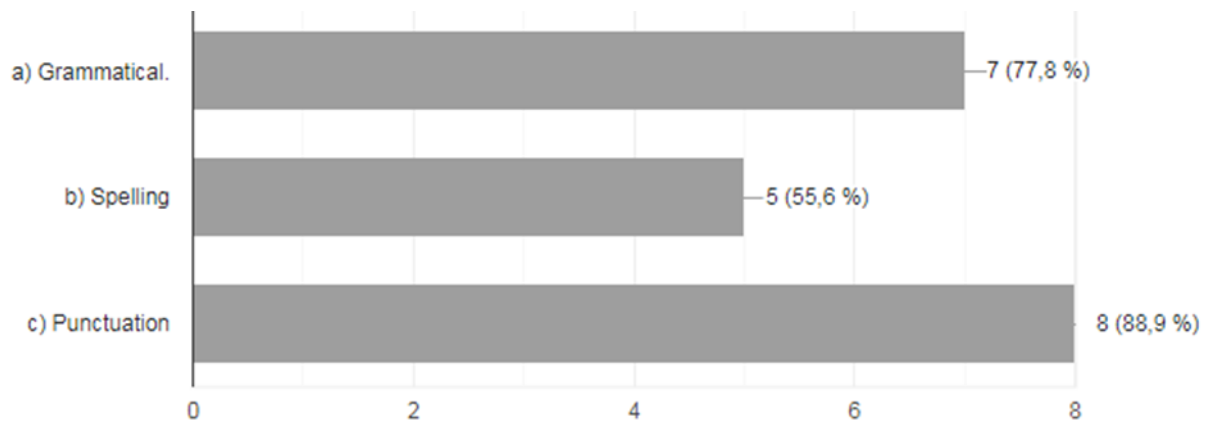
Figure 09. Teachers' Identification of the most Common Mistakes Committed by Students

Figure 09 demonstrates teachers' views of question 02 as follow: the majority of them (40%) said that most of their students' common mistakes while writing were punctuation mistakes, (35%) of them claim that students' major problems in writing is grammar. And (25%) of teachers said that students face difficulties in writing with spelling. although students are exposed to written expression module, yet they still have serious issues in writing.

Question 03: How often do they make mistakes?
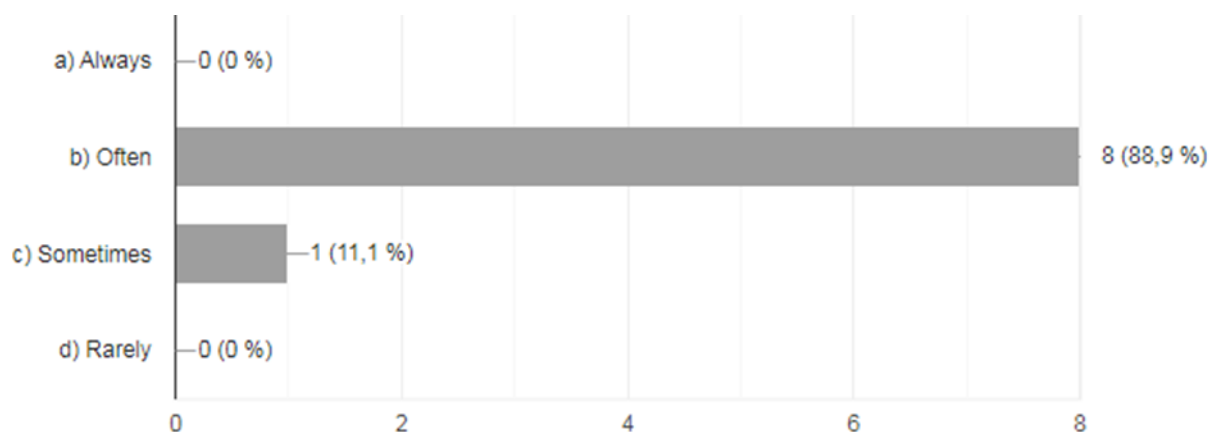
Figure 10. The Frequency Average of Students' Mistakes

Results in figure 10 shows that (88.9%) of our respondents claim that students often make mistakes while writing, and only (11.1%) of them argued that students sometimes commit mistakes .and none of the options (a) and (d) were chosen.

Question 04: Did you manage to deal with this problem?
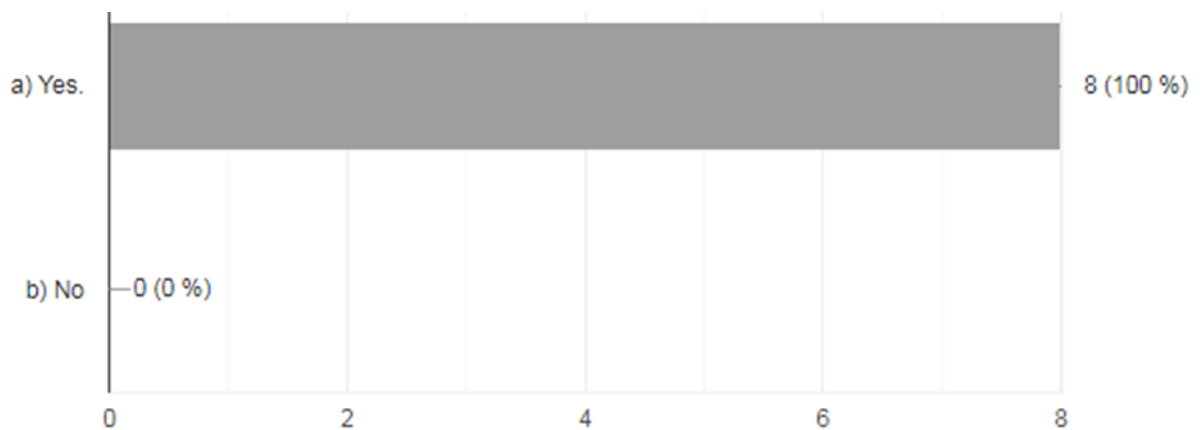
Figure 11. Dealing with Students' Mistakes

Making mistakes is an important part of the learning process. This is because if instead of giving up in frustration after making a mistake, teachers work constructively to understand the mistake, the strategy to solve the problem stays with them better than if they just memorize the solution. Question 04 was designed to see whether teachers manage to deal with students' mistakes or not. The results from figure 11 show that all teachers (100%) agreed on treating students' mistakes, from this, we can reach the point that teachers insist on the students' writing accuracy.

Section Three: Textism and Academic Writing

This section was our main focus because it addressed directly our topic; it consisted

of questions targeting teachers' familiarity with textism, and their attitudes toward the effect

of chatting on students' writing proficiency.

- Textism: the language used in text messages, characterized by the use of abbreviations, single letters and symbols.

Question 01: Do you chat?
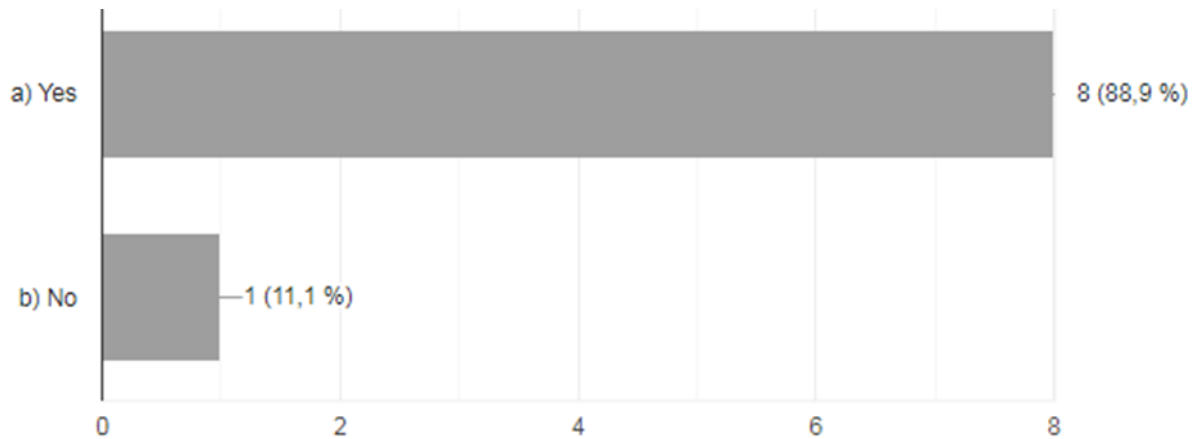
Figure 12. Teachers' Attitudes toward Chatting

In a world where we can get almost anything with a push or a button, it's no surprise that we have moved much of our social activity into the digital space. It is in our nature to be socially connected with others. Since the advent of online chatting, people have become so busy that they prefer to chat online. Question 01 was designed to figure out whether our teachers belongs to this category of people or not. The results presented in figure 12 stated that (88.9%) of them they do usually chat, while only (11.1%) of them do not.

Question 02: Are you familiar with Textism?
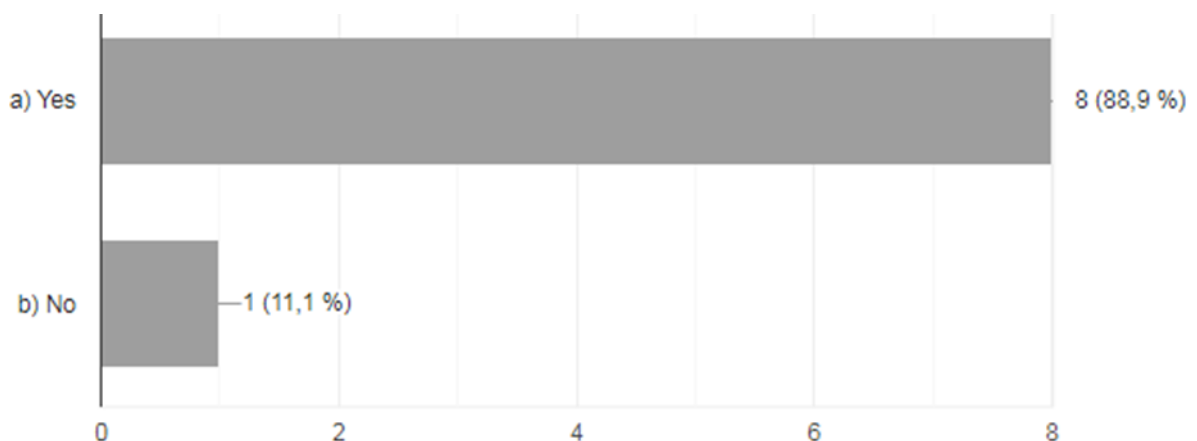
Figure 13. Teachers' Familiarity toward Textism

Textisms, textese, and text speak are all different names for the phenomenon of writing in shorthand within the context of a text message or SMS (Crystal, 2008; Plester, Wood, and Bell, 2008; Wood, Kemp, and Plester, 2013). Originally, this evolved to save space, to fit more information in a text message, and to save the cost of sending multiple messages (Mose, 2013). With the increasing popularity of contract phones (Ofcom, 2013), the cost of sending single text messages has decreased, yet the use of text messaging remains popular because it offers social benefits, such as social affiliation (Thurlow, 2003), the ability to express oneself. (Plester, Wood, and Joshi, 2009), and having fun "playing" with language (Crystal, 2008). The popularity of text messaging has been declining in the UK since the beginning of 2012 (Ofcom, 2013), but its use in other media such as instant messaging, email, and social networking is evident (Ling & Baron, 2007). Due to the increasing of smartphone ownership, the use of these media is also increasing (Ofcom, 2013). Thus, despite the receding popularity of texting, it seems to be unknown for some members of the society. question 02 was essentially designed to obtain information about teacher's familiarity with the term textism. The result in figure 13 show that (88.9%) of them are familiar with the term, while only (11.1%) are not.

Question 03: If so, do you use abbreviations when chatting?
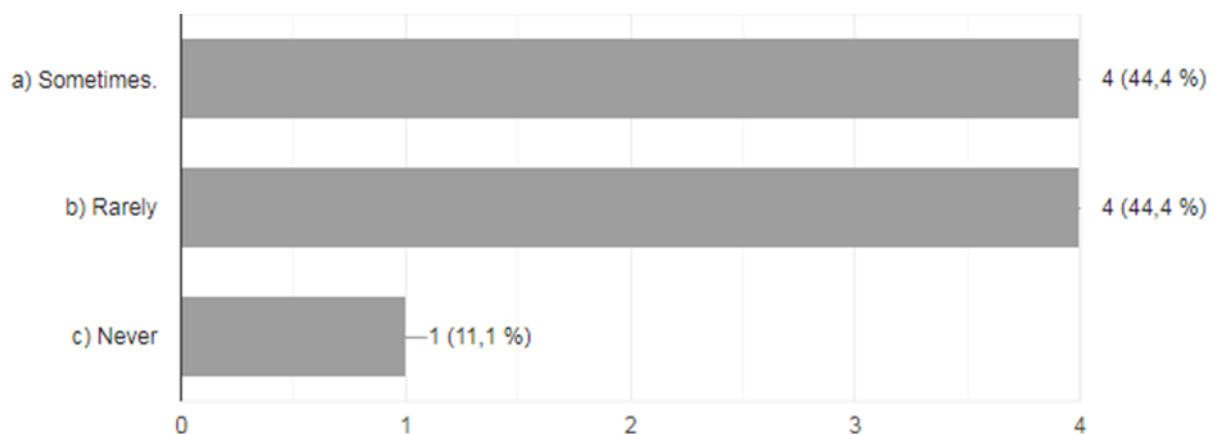
Figure 14. The Possibility of Using Abbreviations by Teachers while Chatting

Texting abbreviation and texting acronyms are commonly used and are intended to speed up communication by shortening them so that the user doesn't have to spell out phrases, expressions, or sentences. The question aimed to find out whether teachers are Pioneers of this trend or not. Results in figure 14 show that (44.4%) of the respondents claimed that they use abbreviations sometimes when chatting. The same percentage (44.4%) scored

for teachers who use abbreviations rarely when texting, and just (11.1%) of them declared that they never use abbreviations.

Question 04: Have you ever noticed any signs of chat language in your students' writing?
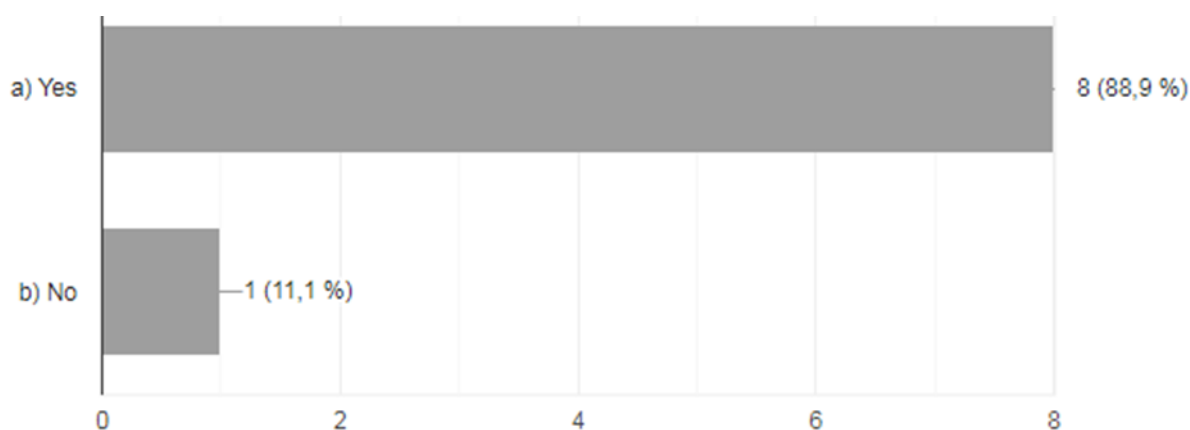
Figure 15. Teachers' Observation of Chat Language Signs in their Students' Writings

From figure 15, most of the teachers (88.9%) stated that their students' writing pieces involve chat language signs. Whereas, (11.1%) of them declare that students do not use any kind of chat signs. From the above results, we can say that chat signs appear in students' writings. Hence, we can say that textism has a serious effect on students' writing performance.

Question 05: If so, what are those signs?
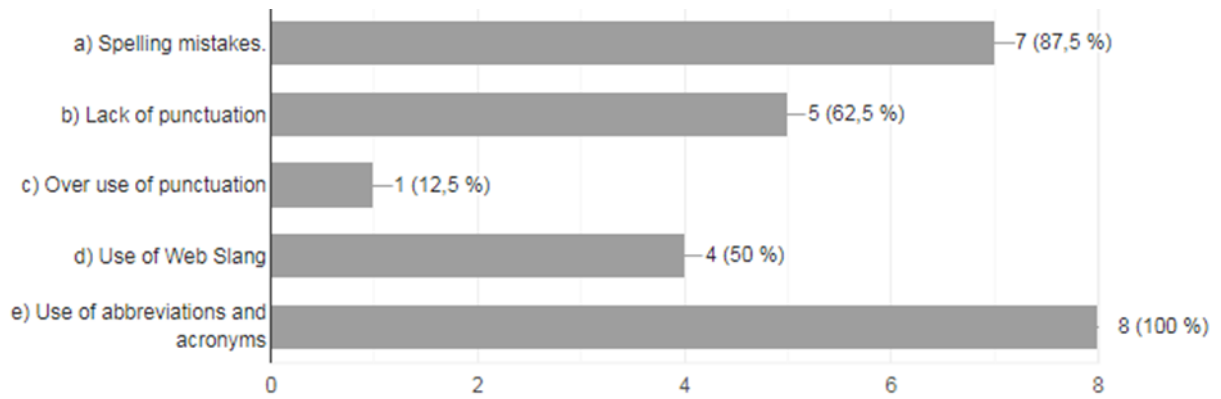
Figure 16. Teachers' Estimation of the Most Common Chat Signs used by Students

The collection of questions in this section was essentially designed to obtain

information about the most commonly mistakes committed by students' as a result of the

impact of textism on them. Figure 16 sums up that teachers chose to answer with multiple

choices, (32%) all of our respondent's teachers agreed that their students use abbreviations

and acronyms when writing, (20%) lack of punctuations. Great number (28%) chose that they

mostly find spelling mistakes. And few of them (4%) found the over use of punctuation. In

addition to (16%) of teachers who find the use of web slang, these results imply that chat

language is frequently used by students.

Question 06: According to your teaching experience, how does textism affect spelling?
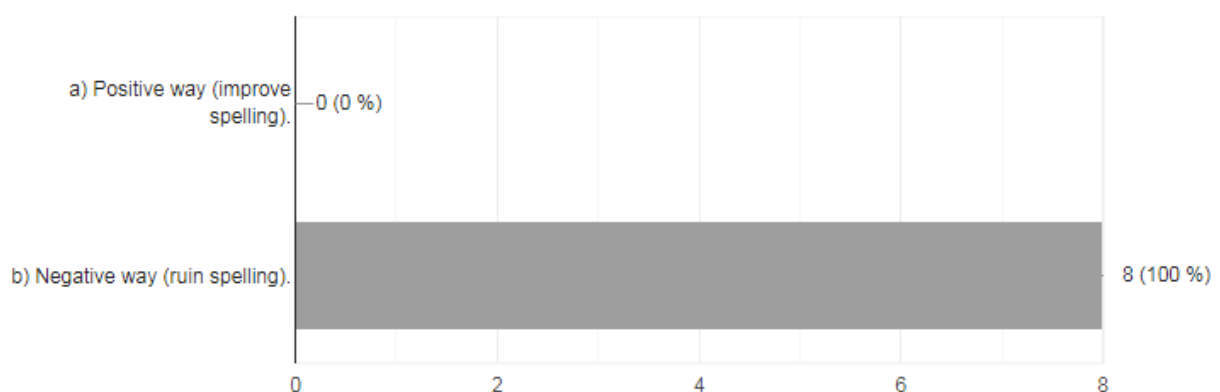
Figure 17. Teachers' Attitudes about the Way Textism Affect their Students Spelling

This question was designed to have an overview about teachers' opinion concerning the impact of chat language on students' writing performance, more precisely on spelling. The results show that (100%) of our teachers' respondents agreed on the negative impact of chat language on learners' spelling proficiency.

Question 07: How do you determine your students' spelling level?

This question was only answered by three (6) teachers, their comments were the following:

- Conducting a placement test at the very beginning of the academic year to place the students at the right level in every single writing component, including mechanics (spelling as a good case in point). A placement test in this case is about writing a paragraph or an essay. Throughout the academic year, formative assessment is conducted to assess the students' development of this component and to help them hone their spelling level

- It's highly influenced by textism and mixed with French

- Average

- Most of students they spell words correctly, and few have serious problems that I wouldn't attribute to textism, for these students write the way they pronounce!

- Depends on the level of each student.

- Via classroom activities.

Question 08: Do you manage to offer your class activities aiming to reduce spelling mistakes?
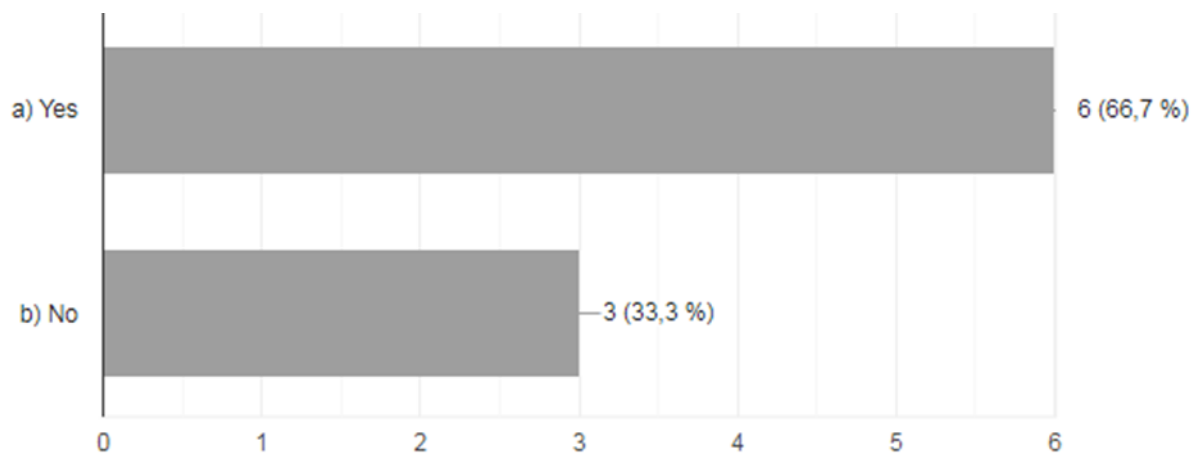
Figure 18. Teachers' Attempts to Reduce Spelling Mistakes

This question was designed to see whether teachers make efforts and provide their students with activities in order to reduce spelling mistakes or not. The results show that most of teachers (66.7%) agreed on offering their students activities to avoid spelling mistakes, but few of them (33.3%) do not manage to offer them. From this, we can reach the point that most of our teachers insist on spelling proficiency.

Question 09: What types of instructional activities work best?
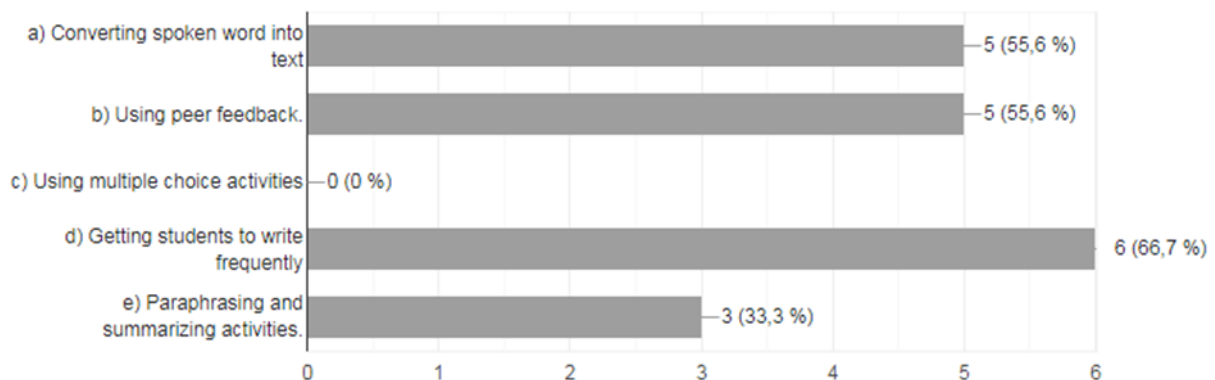
Figure 19. The Best Instructions in Reducing Spelling Mistakes

The aim of this question is to know which type of instructions or methods work best for teaching and for the assessment of writing in order to reduce spelling mistakes. The results indicate that our respondents give their students various writing instructions in order to reach this objective, and the most preferable one was to get students write frequently (31.59%), some teachers agreed on the option (a) converting spoken word into text (26.32%), which is the same percentage for teachers who choose the option (b) for using peer feedback, while only few teachers (15.77%) use the paraphrasing and summarizing activities, and none of them went for the option (c) using multiple choice activities.

Question 10: Do you think that inferring innovative methods treating spelling issues can be time consuming?
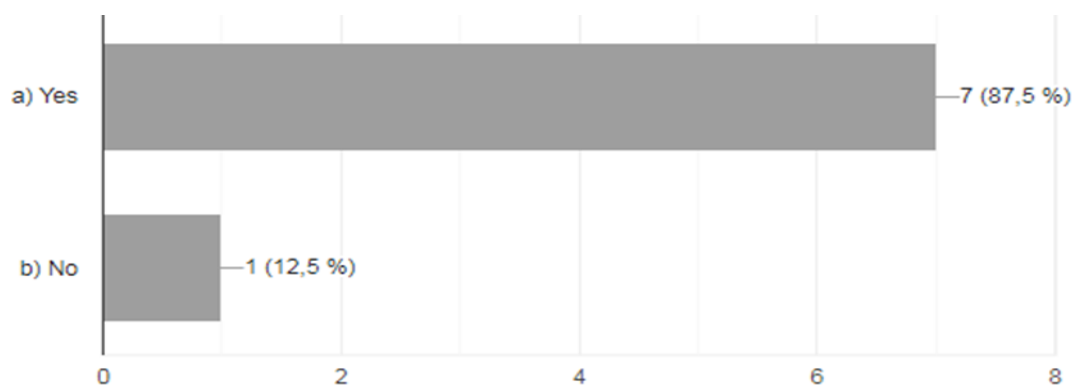
Figure 20. Spelling Treatment and Time Consumption

Through this question we are attempting to find out whether teachers face problems in making their students attaining spelling proficiency through using innovative methods due to the limitation of time. The results in the table above show that the majority of teachers (87.5%) argued that they do not use such methods in order to treat spelling for being time consumers, while (12.5%) claimed the opposite.

Question 11: Do you think that academic writing may be at risk because of the technological advances in communication (chat)?
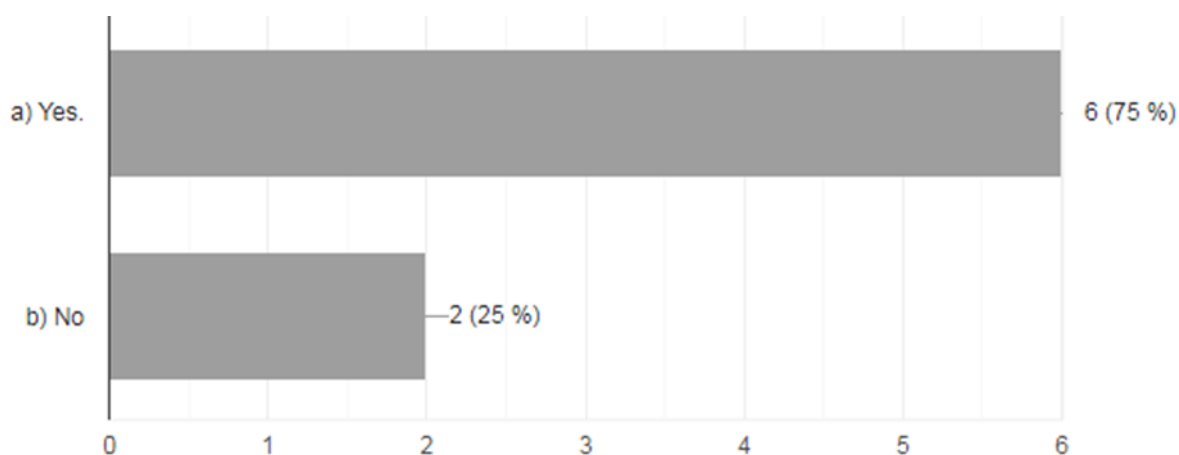
Figure 21. Teachers' Perspective about the Risk of Textism on Academic Writing

Text messaging is a major technological advancement that prevents students from successfully completing formal written assignments. Text messaging has been shown to "increase students' tendency to use non-standard and abbreviated forms of English words in their classwork" (Dansieh, 2011, p. 222), Texting leads to an abbreviated mindset in students, which often allows them to write with little detail and replace words with shorter, less demanding words. Furthermore, as new and more advanced forms of technology continue to develop in today's society, images and graphics are more dominant than text in online communication (Bromley, 2006). Question 11 was designed to figure out whether teachers are aware about the risk of chat language on academic writing proficiency or not. The results in table 41 show that most of our respondents (75%) agreed on the risk chat language impose on academic writing, while few of them (25%) do not consider it dangerous.

Question 12: If you have any ideas to share about this given topic, it would be a pleasure

This question was only answered by three (3) teachers, their comments were the following:

- Nice topic, the more students separate academic world from virtual sites, the more advances they make.

- I do not know if the students use English when chatting.

- It is the teacher's role to make students aware of the negative impact of chat on their formal writing proficiency.

2.2.1.2 Analysis of Students' Questionnaire

Section One: Personal Background

Question 01: How old are you ?

Age	20 years	21 years	22 years	24 years	Total
Participants	12	11	5	2	30
Percentage	40%	37%	17%	6%	100%

Table 02. Student' Age.

Since textism ''chat language'' is majorly used by young adults, therefore this question has been asked to demonstrate whether the age of the participants is associated with the use of textism or not. The findings demonstrated that the participating students age range from 20 to 24 years. The majority (40%) were 20 years old, likewise (37%) were 21 years old. A small proportion (17%) aged 22 years old, and only (06%) aged 24 years old.

Question 02: How long have you been studying English?

Options	a/ 5-10 years	b/ 11-15 years	c/ More than 15 years	Total
Participants	12	18	0	30
Percentage	40%	60%	00%	100%

Table 03. Students' Period of Studying English Language.

The more years students study English language the more familiar they would be with its stylistic varieties and the more proficient they would be in dealing with the different assignments and tasks. Concerning question 02, it has been highlighted that (60%) of students tick option 'b' for '11-15 years'. Whereas (40%) students marked option 'a' for '5-10years'. None of the participants answered with option 'c'.

Question 03: Are you a frequent English user?

Options	a/ Yes	b/ No	Total
Participants	26	4	30
Percentage	87%	13%	100%

Table 04: The Use of English language.

The purpose behind this question was to identify if the participants use English language frequently. The findings of this question display that the majority of students 26 equals (87%) tick option (a) for 'yes', this means that they are frequent English users. In contrast, only 4 students equals (13%) stated that they are not frequent English users.

Question 04: Do you think you are a/an............learner?

Options	a/ Begginer	b/ Intermidiate	c/ Advanced	Total
Participants	0	21	9	30
Percentage	0%	70%	30%	100%

Table 05: Students' Level.

This question has been asked in order to reveal students' current level of the language learning process. The results described in table (04) above, present that (70%) of students tick option (b) which indicates that they are 'intermediate' learners. On the other hand, (30%) of students tick option (c) which stands for 'advanced' learners. None of the students tick option (a) for ' a begginer'.

Section Two : Chatting and Writing in English.

Item 05: I use English to chat.

Options	Yes	No	Sometimes	Total

Participants	17	2	11	30
Percentage	57%	6%	37%	100%

Table 06:Using English to Chat.

This item presents the main concern of this research; it allows us to suppose that students who chat in English will negatively affect their formal writing performance. According to the data collected findings of this item, we notice that more than half of the students (57%) use English to chat. While (37%) of them declared that they sometimes use English to chat. Only (6%) students stated that English is not the language they use to chat.

Item 06: I tend to write complete words when I chat.

Options	**Yes**	**No**	**Sometimes**	**Total**
Participants	6	14	10	30
Percentage	20%	47%	33%	100%

Table 07: Writing Full Words when Chatting.

To see if students chat in complete words was the aim behind this item. The findings display that 14 of students equals (47%) claimed that they 'do not' write complete words when they chat. 10 of students (33%) stated that they 'sometimes' use full words when chatting. While (20%) indicated that they tend to chat using full words.

Item 07: Abbreviations and acronyms are my way to chat.

Options	**Yes**	**No**	**Sometimes**	**Total**
Participants	20	4	6	30
Percentage	67%	13%	20%	100%

Table 08. Using Shortcuts when Chatting.

Item 07 has been put to highlight if students use shortcuts when they chat or not. Table 07 shows that (67%) of students answered 'yes', this means they do use abbreviations and

acronyms when they chat. (20%) of students stated that they 'sometimes' use shortcuts. In contrast to (13%) answered with 'No', in that, they use neither abbreviations nor acronyms.

Item 08: I know how to spell words but I use abbreviations instead.

Options	Yes	No	Sometimes	Total
Participants	24	5	1	30
Percentage	80%	17%	3%	100%

Table 09. Using Shortcuts instead of Complete Words.

This item has been addressed to see whether the use of abbreviations is a result of weakness in spelling words correctly. From the findings in Table 08, it has been highlighted that most students (80%) know the correct spelling but they prefer to use abbreviations instead. However, (17%) of students answered with 'No', this means they have problems with spelling words correctly so they use abbreviations instead. Against only one student (03%) claimed that he/she 'sometimes' use abbreviations because he/she do not know how to spell words

Item 09: I care about how words are spelled when I chat.

Options	Yes	No	Sometimes	Total
Participants	10	16	4	30
Percentage	33%	54%	13%	100%

Table 10. Students' Concern towards the Spelling of Words when Chatting.

Item 09 aims at identifying students' concern towards how words are spelled when they chat. i.e., correct spelling. The findings indicate that (54%) of students do not care about the spelling of words when they chat. However, (33%) stated that they do care about how words are spelled. The rest (13%) claimed that they 'sometimes' give attention towards correct spelling.

Item 10: I write blogs and posts in English using a mixture of full words and abbreviations.

Options	Yes	No	Sometimes	Total
Participants	16	6	8	30
Percentage	53%	20%	27%	100%

Table 11. The Kind of Words Used in Writing Blogs and Posts.

This item has been put to throw light on students' language style when they write blogs or posts. According to Table 10 above, it has been highlighted that (53%) of students use a mixture of shortcuts and complete words when they write posts and blogs. While (27%) stated that they 'sometimes' combine between using full words and abbreviations. Against (20%) of students answered with 'No' which means they either write blogs and posts using complete words only or using abbreviations only.

Item 11: I depend on the single-press predictive keyboard when using my phone to chat

Options	Yes	No	Sometimes	Total
Participants	15	9	6	30
Percentage	50%	30%	20%	100%

Table 12. Students' Perceptions towards Using Predictive Keyboard.

Identifying whether students depend on the single-press predictive keyboard when they send messages or write posts has been the purpose of this question. i.e., depending on the predictive keyboard to correct their spelling mistakes. Results described in Table 11 show that half of the students (50%) answered with 'Yes', this means that with each letter they write they see suggestions that the keyboard provides.On the other hand, (30%) of students claimed that they do not use the predictive keyboard. While the rest (20%) declared that they 'sometimes' depend on the recommendations of the keyboard.

Section Three: Textism and Problematic Issues in Academic Writing

Item 12: I like to write in English.

Options	Yes	No	Sometimes	Total
Participants	25	0	5	30
Percentage	83%	0%	17%	100%

Table 13. Students' Perceptions towards Writing in English.

This item purports at identifying students' perceptions towards writing in English. From the data collected, the majority of students (83%) asserted that they like writing in English. Whereas (17%) stated that they 'sometimes' like to write in English. None of the students answered with 'No'. As a result, the participants do not have problems with writing in English.

Item 13: writing is fun to me.

Options	Yes	No	Sometimes	Total
Participants	20	2	8	30
Percentage	67%	6%	27%	100%

Table 14. Students' Perceptions towards Writing as a Subject.

This item has been addressed to explore students' perceptions towards writing as a subject. As shown above, more than half of students (67%) stated that they consider writing as fun and entertaining subject. (27%) declared that they 'sometimes' have fun when they write. Against only (6%) students asserted that they do not perceive writing as a fun subject.

Item 14: I use punctuation and capitalization correctly.

Options	Yes	No	Sometimes	Total
Participants	10	7	13	30
Percentage	33%	24%	43%	100%

Table 15. The Correct Use of Punctuation and Capitalization.

The reason behind this item was to see students' respect of the rules of punctuation and capitalization. Table 14 presents that (43%) of students answered with 'sometimes' stating that they sometimes use punctuation and capitalization correctly. ((33%) answered with 'Yes', this means they respect the rules of academic writing. In contrast to (24%) students claimed that they neither use correct capitalization nor correct punctuation.

Item 15: I am good at spelling.

Options	Yes	No	Sometimes	Total
Participants	20	2	8	30
Percentage	67%	6%	27%	100%

Table 16. Students' Spelling Proficiency.

This item has been put to highlight students' level of spelling skill. Findings report that (67%) answered with 'Yes' which means they are good at spelling. (27%) of students answered with 'sometimes', this means they have problems with spelling. While only (6%) students asserted that they are totally not good at spelling.

Item 16: I have troubles with spelling when it comes to long formal essay

Options	Yes	No	Sometimes	Total
Participants	8	12	10	30
Percentage	27%	40%	33%	100%

Table 17. Difficulties in Spelling Long Formal Essays.

To see if students have spelling problems when they write formal essays was the purpose behind this item. Table 16 display that (40%) of students answered with 'No'. This means they do not face any problems with spelling. While (33%) of students stated that they 'sometimes' have troubles with spelling formal essays. The rest (27%) claimed that they face difficulties when spellling long formal essays.

Item 17: I get lost when writing words that are similar in form/ pronunciation.

Options	Yes	No	Sometimes	Total
Participants	9	10	11	30
Percentage	30%	33%	37%	100%

Table 18. Students' Confusion of Writing Similar Words.

This item has been directed to determine students' ability to differentiate between similar words in writing. According to Table 17 above, (37%) of students indicated that they 'sometimes' get lost when writing similar words. However, (33%) answered 'No' claiming that they recognize the differences in spelling similar words. In contrast, (30%) of students asserted that they get confused when spelling similar words.

Item 18: I feel like I make an effort when I write.

Options	Yes	No	Sometimes	Total
Participants	14	8	8	30
Percentage	46%	27%	27%	100%

Table 19. Students' Perceptions of Making Efforts when Writing.

To see whether students consider writing as a difficult subject, this item has been added. According to the results, (46%) of students answered 'Yes' indicating that they do make efforts when they write. Option 'No' and 'Sometimes' were equally answered. (27%) of students answered ' No' claiming that they write easily facing no difficulties. The rest (27%) stated that they ' Sometimes' feel like they make efforts when writing.

Item 19: After I receive feedback from the teacher, l check my mistakes and try to learn from them.

Options	Yes	No	Sometimes	Total

Participants	18	5	7	30
Percentage	60%	17%	23%	100%

Table 20. Learning from Mistakes.

This item has been addressed to shed light on students' perceptions of teachers' feedback and to see if they seek to learn from their mistakes. Results show that more than half of the students (60%) tick option 'Yes', this means they accept teachers' feedback in a positive way that stimulates them to improve and progress in their learning process. (23%) of students indicated that they 'sometimes' try to learn from their mistakes. However, (17%) answered 'No' which means they ignore the feedback they receive and do not try to correct their errors.

Item 20: Academic writing is challenging because I cannot get rid of the simple language I use in chatting.

Options	**Yes**	**No**	**Sometimes**	**Total**
Participants	20	3	7	30
Percentage	67%	10%	23%	100%

Table 21.Difficulty of Academic Writing due to the Simple Language of Chatting.

This item intends to identify if students are aware that they have problems in writing academically because of the simple language they use to chat. Data collected in Table 20 reports that (67%) of students professed that they face challenges in writing academically because they are used to write using simple language. (23%) students stated that they 'Sometimes' find formal writing difficult because they cannot get rid of the simple language of chatting. Whereas (10%) students tick option 'No' declaring that they do not face any challenges in writing formally.

Item 21: I think the way I use words in chatting affects my academic writing style

negatively.

Options	Yes	No	Sometimes	Total
Participants	18	3	9	30
Percentage	60%	10%	30%	100%

Table 22. Students' Consciousness of the Impact of Chatting on Academic Writing.

Item 21 purports at investigating students' consciousness of the downsides that chatting has on their formal writing. According to the findings, it has been highlighted that (60%) of students are aware that the language they use to chat affects their formal writing style. (30%) students indicated that their academic writing 'sometimes' get negatively influenced by chat language style. Whereas same as the previous item (10%) students claimed that chatting does not have an impact on their academic writing.

Analysis of the task:

In this task, students were given five sentences and they were asked to rewrite them as if they were going to send them as text messages, besides students were allowed to use any abbreviations, acronyms, and even emotions. The main aim behind this task was to see to what extent EFL learners are familiar with English shortcutting words "textism", further to gather as much as possible words that can appear in their formal writings.

Tables 09 and 08 below illustrate some of the abbreviations and acronyms (textism) provided by the students. Additional examples are presented in appendices (C-D).

Chat Language	Complete Form
2day/ tdy	today
Gr8/ grt	great

AWSM/ Liiit/ cool	awesome
BTW	by the way
ASAP	as soon as possible
Idk/ dunno/ donno	I do not know
Ayo !	Hello !
gonna	going to
pls/ plz	please
prblm/ prob	problem
mrng	morning
doin'	doing
'em	them
thy	they
ya/ u	you
CU/ sy	see you
Ive	I have
Whats	What is
R u cool ?/ u okay ?/ u good ?	are you feeling better ?

Table 23. Shortcuts Provided by Students.

Results of this task report that students are indeed familiar with the language of textism as they used different kinds of shortcuts that are usually used while texting and chatting. Thus, the aim behind this task was accomplished.

2.3 Discussion and summary of the findings

Results obtained from this study revealed that most students use English language to chat and asserted that they do not use complete words when chatting instead they prefer using shortcuts, which explains that they are familiar with the different terms of textism, and they proved this claim in the findings of the task provided in students' questionnaire. Students used many items that are considered as characteristics of textism; they used abbreviations, acronyms, omitted apostrophes, clippings, shortening, and letter/ number homophone, some even used emotions.

Although the majority of students pointed that they are good at spelling, teachers declared that students commit spelling mistakes and believe that textism affects students spelling proficiency; this is mainly due to their ignorance of typing correct words when texting which matches their answers to item 9, they do not care about the spelling of words when chatting and texting which as result affected their spelling skill. Therefore, they use the single press-predictive keyboard in order to correct their mistakes. Moreover, the results obtained proved that students do not respect the rules of punctuation and capitalization; they seem to use neither correct punctuation nor correct capitalization which clearly matches their answers to item 14 and teachers' answers to question 05.

The data collection findings also demonstrated that students face some difficulties in writing academically due to the simple language they use in chatting, and they believe that chat language ''textism'' affects negatively their formal writing production. Teachers also believe that textism affects students' writing performance, especially their spelling skill, since

they asserted that they receive assignments answers that contain abbreviations, poor spelling, and disrespect of punctuation and capitalization.

All in all, the target research came up with significant results as all studies done before. The objective of this study is to investigate the negative effect of textism on students' spelling and indeed the results obtained from the research tools proved our hypotheses.

Conclusion

To summarize, the chapter in hand provided a detailed discussion of the research processes and procedures, and discussed the findings of this study. Data were collected from both questionnaires, and then they were described, analyzed, and interpreted. And followed with a thorough discussion in light of the research questions and the related literature. In this connection, the findings showed that teachers and students of Tébessa University believe that textism has a negative impact on spelling skill. Therefore, it becomes obvious that the findings encounter the study's objectives and answer the research questions.

General Conclusion

The emergence of modern modes of communication such as textism has greatly influenced the written communication among students. Textism is a form of informal language that is used while sending smses or chatting. It is characterized by deviating from the standard form of language and involves irregular shortening and abbreviating of words, phrases and even sentences. EFL students depend greatly on digital communication as a form of practicing the target language in informal contexts which as a result have led students to use the language of texting in their academic writing and assignments. They neglect the importance of spelling in language learning and use informal terms which have negatively affected their written production in terms of spelling. In this view, this study aims to investigate the negative impact that textism has on students' spelling skill   as well as to raise students' awareness of the importance of spelling in language learning and in academic writing.

In order to achieve these aims, the study applies survey research design relying on both qualitative and quantitative methods. Two questionnaires were used to collect data from teachers of written expression and third year students of English. The dissertation is composed of two chapters besides to a general introduction and a general conclusion. The first chapter deals with the theoretical aspects related to the subject under study. It develops two sections; the first section provides background information and theoretical grounds for spelling and writing, while the second one presents an overview of the field of textism. The second chapter represents the practical aspect of the present study; it puts the reported literature review into practice. It contains two sections as well; the first section concerns with design of the research and defining methodological approach towards the study, and the

second section presents an actual process of data analysis along with a discussion of the results obtained as well as suggestions for further research implications.

The analyses of the findings of both questionnaires have shown that students depend greatly on the language of textism in their writing compositions and they believe that it hinder their spelling skill as well as their ability to write academically. Teachers also believe that the language of texting affects students' spelling which as a result these findings positively confirm the research hypothesis that is indeed textism negatively impacts students' spelling and academic writing.

Recommendations

In the light of the findings obtained through this study, the following recommendations are suggested:

1. Students should be conscious of the negative side of texting and the negative effects of its language "textism'' on their spelling skill.

2. Students should be conscious in distinguishing between the appropriate contexts of using academic language and the appropriate one where they are allowed to use informal language (textism).

3. Teachers should be strict when correcting students' mistakes and should not tolerate students' application of textism in their formal assignments.

4. Teachers should make students more aware of the importance of the correct spelling in academic writing and of the difference between formal and informal writing.

Limitations of the Study

Throughout the study process, we have encountered numerous deficiencies that have troubled us and complicated the progress of the study, which must be mentioned:

- ✓ The lack of previous studies on this topic limited the scope of the current study.

- ✓ Time factor was also one of the main problems that we encountered during conducting this research

- ✓ The difficulties with the sample of the study. Our sample was available just in the pretest, so we made the posttest online, due to covid-19 which caused the study of groups, and the exams' period

- ✓ Covid-19 was also another problem in meeting the teachers and ask them to answer the questionnaire, so the teacher survey was conducted online.

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Appendices

Appendix A

Teachers' Questionnaire

Dear teachers,

We are master two students conducting a research for our dissertation, and we would be grateful if you could answer the following questions for the sake of investigating the impact of textism on students' spelling skill. The purpose of this questionnaire is to elicit teachers' perceptions of written expression after the extensive use of chat recently and its effects on learners spelling skill. We realize how precious your time is. That's why we made sure this survey will take you only few minutes.

Please, mark (✓) in the appropriate box(es) or give full answer(s) where the gaps are provided.

Section one: Personal background

1. State your highest academic qualification?

   a) Master ☐   **b)** Magister.☐   **c)** Doctor.☐

2. How many years have you been teaching at the university?

   a) Less than 5 years. ☐   **c)** 15 to 25 years.☐

   b) 05 to 15 years.☐   **d)** More than 25 years.☐

3. Your work as a teacher is ……………………. challenging and exciting?

   a) Extremely.☐   **b)** Enough.☐   **c)** Barely.☐

Section two: General information

1. How can you describe your students' level in general?

   a) Good.☐   **b)** Average.☐   **c)** Weak.☐

2. What type of mistakes do they most often commit?

   a) Grammatical.☐   **b)** Spelling.☐   **c)** Punctuation.☐

3. How often do they make mistakes?

   a) Always.☐   **b)** Often.☐   **c)** Sometimes. ☐   **d)** Rarely. ☐

4. Did you manage to deal with this problem?

   a) Yes.☐ **b)** No.☐

SectionThree: Textism and Academic Writing

- **Textism**: the language used in text messages, characterized by the use of abbreviations, single letters and symbols.

1. Do you chat?

   a) Yes.☐   **b)** No.☐

2. Are you familiar with textism?

   a) Yes.☐   **b)** No.☐

3. If so, do you use abbreviations when chatting?

   a) Sometimes.☐   **b)** Rarely.☐   **c)** Never.☐

4. Have you ever noticed any signs of chat language in your students' writing?

   a) Yes.☐   **b)** No.☐

5. If so, what are those signs?

   a) Spelling mistakes.☐   **d)** Use of Web Slang.☐

   b) Lack of punctuation.☐   **e)** Use of abbreviations and acronyms.☐

   c) Over use of punctuation.☐

6. According to your teaching experience, how does textism affect spelling?

   a) Positive way (improve spelling).☐

   b) Negative way (ruin spelling).☐

7. How do you determine your students' spelling level?

………………………………………………………………………………………………………

……………………………………………………………………… .

8. Do you manage to offer your class activities aiming to reduce spelling mistakes?

    a) Yes.☐   **b)** No.☐

9. What types of instructional activities work best?

    a) Converting spoken word into text.☐

    b) Using peer feedback.☐

    c) Using multiple choice activities.☐

    d) Getting students to write frequently.☐

    e) Paraphrasing and summarizing activities.☐

10. Do you think that inferring innovative methods treating spelling issues can be time consuming?

    a) Yes.☐   **b)** No.☐

11. Do you think that academic writing may be at risk because of the technological advances in communication (chat)?

    a) Yes.☐   **b)** No.☐

12. If you have any ideas to share about this given topic, it would be a pleasure

………………………………………………………………………………………………

……………………………………………………………………………………………..

We personally want to thank you for every second invested in our research

Appendix B

Students' Questionnaire

Dear students,

You are kindly asked to fill in the following questionnaire and provide us with your opinion

to determine how textism affects EFL students' spelling.

Your answers will contribute greatly to the achievement of this research work.

N.B: Please, tick the appropriate box or make a full a statement when necessary.

SECTION ONE: PERSONAL BACKGROUND

1. you are aged between … ?.

17-19 ☐   20-22 ☐   More than 22 ☐

2. How long have you been studying English?.

5-10 years ☐   11-15 years ☐   More than 15years ☐

3. Are you a frequent English user?.

Yes ☐   No ☐

4. Do you think you are a/an …………learner?.

Beginner ☐   Intermediate ☐   Advanced ☐

SECTION TWO : CHATTTING AND WRITING IN ENGLISH

To Do List	Yes	No	Sometimes
5. I use English to chat			
6. I tend to write complete words when chatting			
7. Abbreviations and acronyms are my way to chat			
8. I know how to spell words but I use abbreviations instead			

	Yes	No	Sometimes
9. I care about how words are spelled when I chat			
10. I write blogs and posts in English using a mixture of full words and abbreviations			
11. I depend on the single-press predictive keyboard when using my phone to chat			

SECTION THREE :TEXTISM AND PROBLEMATIC ISSUES IN ACADEMIC WRITING

Activities	Yes	No	Sometimes
12.I like to write in English			
13.Writing is fun to me			
14.I use punctuation and capitalization correctly			
15.I am good at spelling			
16.I have troubles with spelling when it comes to long formal essays			
17.I get lost when writing words that are similar in form/pronunciation			
18.I feel like I make an effort when I write			
19.After I receive feedback from the teacher, I check my mistakes and try to learn from them			
20.Academic writing is challenging because I cannot get rid of the simple language I use in chatting			
21.I think the way I use words in chatting affects my academic writing style negatively (textism)			

TEXTING EXERCISE:

Please rewrite the following sentences as you would if you were going to send them as text messages. Please write the messages exactly as you would type them into your phone, with any abbreviations, emoticons etc., that you would normally use.

1	**Oh my goodness! Any problem? Are you feeling better?**
Text:	

2	**Happy birthday! See you tonight at seven o'clock. It's going to be awesome!**
Text:	

3	**Hey sister! I have been calling you since the morning. Please text me as soon as possible. I need you, it is urgent.**
Text:	

4	**By the way, I have visited grandma today. She is doing great, and she is sending you hugs and kisses.**
Text:	

5	**I don't know what is the real problem between them. But I know they will make up sooner or later, they are best friends.**
Text:	

Thank You For Your Cooperation

Appendix C

Examples of Students Answers of the Questionnaire's Texting Task.

TEXTING EXERCISE:

Please rewrite the following sentences as you would if you were going to send them as text messages. Please write the messages exactly as you would type them into your phone, with any abbreviations, emoticons etc., that you would normally use.

1	Oh my goodness! Any problem? Are feeling better?
Text:	OMG! any prob! ♥you good!

2	Happy birthday! See you tonight at seven o'clock. It's going to be awesome!
Text:	Happy biiirthday <3 ☺ 🎁 C u tonight at 7 , It's gonna be awesome!..

3	Hey sister! I have been calling you since the morning. Please text me as soon as possible. I need you, it's urgent.
Text:	Hey sis, I've been calling since mornig . Plz text me! I need you!!

4	By the way, I have visited grandma today. She is doing great, and she's sending you hugs and kisses.
Text:	btw , Ive visited grandma . She's doing great. nd she's sending you ☺ ☺ and hugs .

5	I don't know what is the real problem between them. But I know they will make up sooner or later, they are best friends.
Text:	Idk wht s the real prob between them . But I know they'll make up sooner a later . they r bF.

TEXTING EXERCISE:

Please rewrite the following sentences as you would if you were going to send them as text messages. Please write the messages exactly as you would type them into your phone, with any abbreviations, emoticons etc., that you would normally use.

1	Oh my goodness! Any problem? Are feeling better?
Text:	OMG ! Any prob ? Are you good ?

2	Happy birthday! See you tonight at seven o'clock. It's going to be awesome!
Text:	HBD ! Can't wait to see you tonight 7:00, it's gonna be lit -

3	Hey sister! I have been calling you since the morning. Please text me as soon as possible. I need you, it's urgent.
Text:	Ayo, I been calling since the morning; text me ASAP, it's urgent !

4	By the way, I have visited grandma today. She is doing great, and she's sending you hugs and kisses.
Text:	BTW, I went to gramma today; she's fine; she's sending you hugs and kisses.

5	I don't know what is the real problem between them. But I know they will make up sooner or later, they are best friends.
Text:	IDK what's the prob between them, but I am sure they will get back tgthr ASAP, they BFFs -

Résumé

La préoccupation croissante au sujet de l'utilisation excessive de la communication électronique à l'ère de la mondialisation et son impact sur le processus d'apprentissage des langues étrangères a conduit à la recherche donnée. Le besoin de rapidité dans le processus de textage a cédé à la création d'une nouvelle forme de langage qui est appelé textisme, qui est une sorte de langage abrégé informel qui est utilisé dans la messagerie texte et le clavardage. Les étudiants d'EFL deviennent de plus en plus dépendants du textisme dont la surutilisation a conduit à l'apparition de termes informels dans leurs devoirs académiques. Pour étudier ces deux aspects, le textisme et l'écriture, et la corrélation négative entre eux, notre hypothèse est conçue sur la base que le textisme peut fortement entraver la compétence d'écriture des étudiants. A cet égard, deux questionnaires ont été réalisés pour vérifier la validité de l'hypothèse de recherche, l'un pour les enseignants et l'autre pour les étudiants. En ce qui concerne le questionnaire destiné aux enseignants, les résultats indiquent que ceux-ci sont conscients des effets du textisme, affirmant le rôle qu'il joue dans l'entrave à l'écriture des élèves. Le questionnaire destiné aux étudiants a été conçu pour déterminer dans quelle mesure leur langage de clavardage influe sur leur écriture. Comme cette étude est de nature expérimentale, les étudiants, l'échantillon de recherche, ont dû répondre à deux tests pour déterminer l'impact négatif du textisme sur les étudiants EFL écriture compétence. Les données nécessaires ont été recueillies auprès de 39 participants (30 étudiants de troisième année et 9 enseignants du département d'anglais de l'université de Larbi Tébessi). Les résultats de l'expérience ont mis en évidence de façon significative que le textisme un effet négatif sur le rendement des élèves en rédaction, et les données recueillies dans les deux questionnaires impliquaient que les élèves utilisent le textisme (langage de clavardage). dans leur écriture formelle qui a conduit à une mauvaise orthographe et négliger les règles de ponctuation et de capitalisation. Ces résultats indiquent la validité de nos hypothèses, c'est-à-dire que l'utilisation excessive du langage de textisme est la principale raison pour laquelle les élèves.

Mots-clés: rédaction, textisme, mauvaise écriture scolaire, problèmes d'orthographe.

الملخص

قد أدى القلق المتزايد بشأن الإفراط في استخدام الاتصالات الإلكترونية في عصر العولمة وأثرها على عملية تعلم اللغات الأجنبية إلى إجراء بحوث معينة. أسفرت الحاجة إلى السرعة في عملية الرسائل النصية عن إنشاء شكل جديد من اللغة يشار إليه باسم النسيج، وهو نوع من اللغة المختصرة غير الرسمية المستخدمة في الرسائل النصية والدردشة. أصبح طلاب اللغة الانجليزية أكثر اعتمادًا بشكل متزايد على النسيج الذي أدى الإفراط في استخدامه إلى ظهور مصطلحات غير رسمية في مهامهم الأكاديمية. التحقيق في هذين الجانبين ؛ النسيج والكتابة، والارتباط السلبي بينهما، تم تصميم فرضيتنا على أساس أن النسيج يمكن أن يعيق إتقان الطلاب للكتابة. وفي هذا الصدد، أُجري استبيانان للتحقق من صحة فرضية البحث، أحدهما للمعلمين والآخر للطلاب. أما بالنسبة لاستبيان المعلمين، فقد أشارت النتائج إلى «وعي المعلمين بتأثيرات النسيج التي تؤكد الدور الذي تلعبه في إعاقة كتابة الطلاب.» تم تصميم استبيان الطلاب لمعرفة مدى تأثر كتابة الطلاب بلغة الدردشة الخاصة بهم. نظرًا لأن هذه الدراسة تجريبية بطبيعتها، كان على الطلاب، عينة البحث، الإجابة على اختبارين لتحديد التأثير السلبي للنسيج على إتقان كتابة طلاب. تم جمع البيانات اللازمة من 39 مشاركًا (30 طالبًا في السنة الثالثة و 9 معلمين من قسم اللغة الإنجليزية، جامعة العربي التبسي. (أظهرت نتائج التجربة بشكل كبير أن النسيج له تأثير سلبي على أداء كتابة طلاب اللغة الانجليزية، والبيانات التي تم جمعها من كلا الاستبيانين تشير إلى أن الطلاب يستخدمون النسيج (لغة الدردشة) في كتاباتهم الرسمية مما أدى إلى ضعف التهجئة وإهمال علامات الترقيم وقواعد الرسملة. أشارت هذه النتائج إلى صحة فرضاتنا. أي أن الإفراط في استخدام لغة النسيج هو السبب الرئيسي للطلاب.

الكلمات المفتاحية: الكتابة، اللغة المشفرة، الكتابة الأكاديمية السيئة، مشاكل التهجئة.