



## The Influence of New Technology Application on College Students' Writing in Jordan

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### Abstract

This study examines the existence of the phenomenon of Chat Language among college students in some Jordanian universities. The concept of Chat Language (i.e., Internet slang, use of emoticons, and shorthand) will be analyzed through content analysis of college students' writing and through a questionnaire for college students. Does Chat Language occur in the college students' academic writing? Do students recognize the existence of Chat Language? It is clear that Chat Language needs to be addressed in the classroom. A sample of 100 college students' writings were collected and analyzed in this study descriptively and analytically. The collection of the samples of students' writing showed that Chat Language existed in the students' academic writing. It would be helpful for all students to know of Chat Language's impact or potential influence on their writing skills, and educators should discuss this issue to help all students reach this knowledge. Classroom awareness and instruction would help students effectively control or enhance the influence of Chat Language on Standard English Language through such things as the effective use of mini lessons and the evaluation and execution of various steps of the writing processes to improve students' written work.

**Keywords:** chat language, technology, L2 writing

### INTRODUCTION

English Language has evolved dramatically over the past years, and it is still changing. The old English language can be unintelligible if compared to the new English language that is spoken these days and vice versa. Many languages die and others survive through time, will English be one of the languages that remain forever? English language is spoken by thousands of millions, but not as a first language for all of its speakers.

Written English Language has sped up the change and made it a noticeable change because of the use of new technologies, specifically the internet. The use of the internet has increased the English language global reach, but at the same time it has affected linguistic features and rules, e.g., grammar, spelling and writing styles.

Holmes (2013) stated that "language change often treats language as an entity independent of its speakers and writers. In reality, it is not so much that language itself changes as that speakers and writers change the way they use the language." Holmes (2013, p. 206) also used a totally different term to describe Language Change by calling it "Speaker Innovation" rather than language change. "*Speaker innovation* is a more accurate description than language change. Speakers innovate, sometimes spontaneously, but more often by imitating speakers from other communities. If their innovations are adopted by others and diffuse through their local community and beyond into other communities, then linguistic change is the result."

Nowadays, mobile phones and social media are essential parts of this generation; getting a mobile phone is a vital possession of teenagers, as important as getting a driving license. A recent study concluded that teenagers think that mobile phones make a fundamental part of their identities, their acceptance and position among other teenagers (Harris Interactive, 2008). This association between teenagers and their new technological devices resulted in the use of a new variety of English language, Chat Language.

From a stylistics perspective, Chat Language is examined in relation to how it has encouraged new and different forms of creativity in language, especially in literature (Crystal, 2005). The Internet is considered a way through which a new variety of English language has risen; this new variety is interesting to be studied because it is a mixture of both written and spoken languages. For instance, this new variety includes many features that are not found in the Standard English Language.

In education, Chat Language has been examined linguistically through its influence on formal language use, precisely Standard English, which leads to affecting language education (Crystal, 2005). The vast and quick spread of the use of new technologies has created new linguistic features, which led to an increase in the use of the Chat Language.

Chat Language has allowed thousands of abbreviations, shortenings and contractions to be used as replacements of the proper standard spelling of words used while sending text messages through new technological applications. For instance, "for" and "four" are replaced by "4", "you" is replaced by "u" and "tyt" is used instead of "take your time", etc. Such acronyms and abbreviations exist mainly to reduce the time and effort needed to communicate through new technologies. (Nazaryan, 2006)

New technologies are used by a vast number of college students; nowadays, all of them own mobile phones which is used as an essential part of their social as well as academic life. Mobile phones and other new technologies have transformed the ways of communications, especially written communication, by replacing many frequently used words with shortened forms and abbreviations of these words, in order to communicate in a faster and more economical way all over the world.

From an educational perspective, it is essential to examine the impact of Chat Language on Standard English Language; because it is related to the education of the students

who started to use Chat Language increasingly as a result of the increasing use of the internet and new technologies. There are worries of the existence of the Chat Language in academic writing tasks, in addition to the increase of the spelling and grammatical mistakes occurring at a higher frequency among students from all levels, with the use of abbreviations like “u” instead of “you” and “2” instead of “to” being the most commonly used. (Hayslett, 2006)

Linguists and educators think that the extensive mistakes in academic writing result from the use of the Chat Language, which cause new kinds of grammatical and spelling mistakes. Naomi S. Baron (2008) claims in *Always On* that students’ academic writings suffer little impact from the use of new technologies and the use of Chat Language. However, other studies argue that the students who use Chat Language employ a wider range of lexis, which leads to a positive impact on these students’ language development.

As students get accustomed to the use of Chat Language and its features, it increasingly penetrates into their everyday language use, in both spoken and written forms. The more Chat Language is integrated into daily life, the more the influence it has on Standard Language. These days, students are exposed to Chat Language more than ever, and its linguistic features are existing more and more in their academic writing. It is worth mentioning that mastering a language does not happen without extensive exposure to it, which is happening to Chat Language. Today, students are extensively exposed to Chat Language which causes using it all the time.

Many school teachers and college instructors started to notice the presence of Chat Language in the academic writing assignments handed in by their students. Such observation draws attention to questions like “Is Chat Language affecting the proper writing of students?”. But what makes Chat Language so interesting and why is it stimulating to be examined? It is all because Chat Language affects the written language and how it has replaced many commonly used words.

In this study, Chat Language is considered as a situational language variation (how language varies according to the situation in which it is used); for example, Chat Language is considered an informal language variation used among friends and in informal situations such as social media. This suggests the need to language descriptions based on naturally occurring data, which is the reason that the present study’s data was taken from naturally occurring college students’ writings to investigate questions related to language variation and proper written language. Such corpus studies can add to the understanding of language variation by highlighting the use of Chat Language as one of these used variations

### **Significance of the Study**

The results of this study could help educators and students since it could determine to what extent Chat Language is meddling with written Standard English Language and how it is distinguished if it exists. Instructors may start paying attention to students

who intend to use Chat Language in their formal writing, as well as find variety of ways to control such students from using shortened and abbreviated forms of Chat Language. Students from all levels could decide when and where to employ Chat Language instances as well as when it is not appropriate.

Findings of this study might help raise the awareness of the confusion between Chat Language and proper written language. Special focus can be given to students who perform poorly in writing assignments because of the frequent use of Chat Language.

## **LITERATURE REVIEW**

In this study, literature regarding Chat Language and its impact on proper written language was reviewed. The studies are arranged from the oldest to the most recent.

Craig (2003 p.125) suggested that "The phonetic slang of instant message leads to increased metalinguistic awareness and, therefore, tangible increases in overall literacy." Craig suggests: "Instant messaging is a beneficial force in the development of youth literacy because it promotes regular contact with words, the use of a written medium for communication, the learning of an alternative literacy, and a greater level of comfort with phonetics and the overall structure of language." (Craig, 2003, p.119). Craig concluded that the use of social networking sites and instant messaging does not destroy the English language. It is in fact building the younger generation's interest and ability to communicate efficiently with their peers. "Although instant messaging may expose problems, it does not create them." (Craig, 2003, p.133).

Al-Harashseh (2004) studied Chat Language as a novel electronic written dialect, with a particular attention to the structural and spelling characteristics used in Chat Language. The data was collected from Emails and SMS, then some linguistics features were analyzed and examined, e.g. omission of punctuation. One of the observations on this study is that some of the Chat Language users ignored punctuation and grammatical rules as an issue of quickness and saving time since they are worried about the meaning conveyed by their message rather than the structure. The researcher also mentioned that each word in Chat Language is composed as it is uttered. He suggested that there is no impact of Chat Language on Standard English Language.

Adams (2005) focused on student perceptions of the impact of Instant Messaging on academic writing. Students noted some degree of impact on both writing processes and writing products. Most have seen abbreviations or lack of capitalization or punctuation in academic papers although they agreed these errors are eventually caught before handing in a paper for a grade. The focus group and case study participants also believed voice was strengthened in writing, but writing conventions were harmed due to Instant Messaging practices. Classroom awareness and instruction would help students effectively control or enhance the influences of Instant Messaging on academic writing through such things as the effective utilization of mini lessons and the evaluation and execution of various steps of the writing processes to improve students' written work.

Tagliamonte and Denis (2008) presented an analysis of Chat Language “to discover what Chat Language is like among the sector of the population that uses it the most—teenagers” (p.4). The researchers targeted well-known Chat Language features and four areas of grammar; they showed that Chat Language is firmly rooted in the model of the existing language. At the same time, Chat Language is a unique new hybrid register, exhibiting a fusion of the full range of variants from the speech community—formal, informal, and highly vernacular.

Spatafora (2008) examined how Chat Language affects students’ formal writing. The participants of this study showed that they are able to switch among language registers according to their audience; however, they noted that the confusion may happen between language registers. Findings of the study suggested that Chat Language is a mixture of speech and writing; furthermore, linking Chat Language with academic writing helps teachers to be more trained in making writing processes more related to students’ personal lives. The researcher suggested that it is essential for educators to highlight, for students, the importance of revising and editing the final draft of writing.

Rosen et al. (2010) examined the relationship between the use of Chat Language and the quality of formal writing. The researchers conducted two studies in order to achieve the aims of the paper: In Study 1, the participants were asked to write formal letters to a company; in Study 2, they were asked to compose a formal letter in addition to an informal letter to express happiness. The results showed negative relationship between Chat Language use and formal writing; yet a positive relationship between Chat Language use and informal writing. It is worth mentioning that the relationships were diverse according to gender and the level of education.

De Jonge & Kemp (2012) studied the relationship between the use of Chat Language and literacy abilities. The results showed a negative relationship between Chat Language and the students’ scores in reading, spelling and morphological awareness; the researchers considered the data frequency to show the existence of Chat Language in formal writing. Moreover, the study proposed concerns that the existence of Chat Language may contribute to poor linguistic skills.

Salem (2013) analyzed the effect of the extensive improvements happened in communication technology on the use of English language. Salem conducted interviews with 211 students. Results showed that using these incorrect shortcuts, which are commonly used in BBM and Whatsapp, is petrified and cannot be mended through remedial training. According to the findings of this paper, using Chat Language has an adverse effect on Standard English Language learning inside classrooms. However, if linguists discover a method to standardize the use of Chat Language shortcuts, it will be of great benefit for Non-native speakers of English Language especially for certain languages’ speakers, like Arabic, which do not have the same sound system of English Language.

Bergami (2013) studied the rapid influence of Chat Language on linguistic communities of Italian and Pakistani youths using social networks. The study focused on the use of

Chat Language and how it was created as a response to new technologies. The researchers noticed the existence of a different and noticeable speech code that participants have developed and communicated by with their peers. This study concludes by emphasizing a pedagogical motivation for the importance of comprising Chat Language when designing the curriculum "in order to meet the linguistic demands of 21st century online communication abroad." (Bergami, 2013, p.116)

Grace (2013) proposed that the increasing use of Chat Language might affect the students' formal writing. In this study, students were asked to distinguish when it is appropriate to use Chat Language in different writing approaches and to different addressees. Another method was used in this study, the researchers examined papers of 153 participants to find the occurrence of Chat Language. The conclusion of the study was that college students differentiate between the appropriateness of using Chat Language or formal writing.

Risto (2014) conducted a study on the impact of Chat Language on students' academic writing, in which she described errors committed because of the influence of Chat language while doing their academic writing assignments; moreover, the study showed the frequency of these errors. The researcher examined the attitudes of both students and teachers toward the use of Chat Language into academic writing. Several methods were used to collect the data of the study such as questionnaires, teachers' journals, students' writing samples, and interviews with both teachers and students. Finally, the researcher suggested that educators must assess the writing process and look for a way that students can use in a world of technologies and internet.

Janin-Starr (2014) explored the relationship between Chat Language and written English Language among college students. The study also presented the students' and professors' perceptions regarding the influence of Chat Language on students' written language. Interviews were conducted with 10 professors as well as 10 students, in addition to 105 online questionnaire responses. The researcher concluded that there was no significant relationship between the frequency of Chat Language and the students' written exams; on the other hand, there were relationships between writing performance and some types of Chat Language. Regarding students' opinions, they think that using Chat Language could affect their writing abilities.

Tirotta (2015) proposed that it is uncertain to what extent students are able to differentiate between formal and informal language and when it is suitable to use each of them. In her study, Tirotta examined Chat Language and its effect on the students' New York English Regents Examination results. Findings showed that there is a significant impact on punctuation and grammar among participants who use Chat Language; however, some participants showed greater ability to switch between the two codes: Chat Language and Formal English Language. Results indicate that there is an insignificant impact of Chat Language on formal writing.

## THIS STUDY

Linguists and educators always put the blame on new technology and its use for gaps in written Standard English in academic writing assignments. Yet, researches in communications, linguistics, education and technology are controversial on the impact of Chat Language on writing and language skills of students. Therefore, further examination is needed to determine if regular use and perceptions about Chat Language related to performance in written Standard English.

Using Chat Language affects Standard English language greatly through the overuse of abbreviations, clippings, acronyms and other abbreviated forms, which is ungrammatical and incorrect. This leads to over simplicity and establishing incorrect habits when using English, whether as a first or a foreign language. This observation lead to the need to investigate the existence of Chat Language in College students' academic writing.

Nowadays, Chat Language exists in most students' academic writing without paying attention to the Standard English Language that they are supposed to use. One aim for this study is to observe and analyze the trend of using Chat Language among college students in Jordan. Besides, the study inspects the attitudes of college students toward the use of Chat Language in college students' academic writing. More precisely, the study aims to answer the following research questions:

- Does Chat Language exist in college students' academic writing?
- What are the college students' attitudes toward the use of Chat Language in their peers' academic writing?

## METHODOLOGY

In order to answer the questions of the present study, two methods were used to do so. College students' writing samples were used to examine the existence of Chat Language among college students, and the second method was a students' questionnaire to investigate the students' attitudes and awareness toward the use of Chat Language.

### Data Sample

#### *College Students' Writing*

100 college students at the University of Jordan were asked to write letters to their relatives or friends. The students' letters were examined and analyzed in order to find any occurrences of Chat Language.

The letters were read carefully by the researcher to detect if they followed the Chat Language characteristics or linguistic features. Subsequently, the Chat Language instances were categorized and classified to their stylistic properties.

### ***Students' Questionnaire***

The second method used in this study was a questionnaire that was given to 100 college students in order to measure their attitudes toward the use of Chat Language in formal academic writing. (Appendix A) The students' questionnaire was taken and modified from Mildren (2010) in order to meet the aims of the study.

The questionnaire consists of 6 questions with 5 items for each question; the questions cover the students' perspective toward the existence of the Chat Language and if they are aware of using Chat Language or not.

### **Data Analysis**

As mentioned before, the main goal of the present study is to investigate the existence of Chat Language in college students' academic writing; in order to achieve this, a quantitative analysis was conducted and the statistics of the existence of Chat Language instances were shown in tables classified according to their stylistic properties. The results are shown in Tables 1, 2, 3, 4, 5 and 6.

The next part of the data analysis is the concerned with the students' questionnaire to measure the students' attitudes towards the use of Chat Language in formal academic writing. The results are shown in Tables 7, 8, 9, 10, 11 and 12.

## **RESULTS**

### **Results related to the questions**

**Research Question 1:** Does Chat Language exist in college students' academic writing?

In this study, the Chat Language data, which is collected from the college students' writing, is analyzed according to their stylistic properties with reference to Thurlow (2003) classification of Chat Language forms. The word "stylistic" is defined by Thurlow as "One way of speaking starts to seep into another" (2002, p. 126).

The analysis of the college students' writing has indicated that they use chat language in their academic assignments for example table (1) shows that the use of the abbreviated word "gd" makes about 4.3% of their contractions, whereas the short form of tomorrow as Tmw was used about 1.4%. The of such use of short forms varies according to the different contacted forms and the frequency of its use.

**Research Question 2:** What are the College students' attitudes toward the use of Chat Language in their peers' academic writing?

**Table 7.** Question 1

Question 1: About how many text messages do you <i>send</i> each day using Text Messaging Applications? (mark one)			
	Frequency	Percentage	Rank
1= More than 30 per day	33	33%	1



2= Between 15-30 per day	18	18%	4
3= Between 3-15 per day	22	22%	2
4= Less than 3 per day	21	21%	3
5= Do not use Text Messaging Applications	6	6%	5
TOTAL	100	100%	

The first question in the questionnaire given to the college students was “About how many text messages do you send each day using Text Messaging Applications?” The results shown in Table 7 reveal that college students send more than 30 text messages per day with a total of 33% of the participants; however, only 6% of the participants said that they do not use text messaging applications at all.

**Table 8.** Question 2

Question 2: About how many text messages do you <i>receive</i> each day using Text Messaging Applications? (mark one)			
	Frequency	Percentage	Rank
1= More than 30 per day	33	33%	1
2= Between 15-30 per day	21	21%	3
3= Between 3-15 per day	23	23%	2
4= Less than 3 per day	19	19%	4
5= Do not use Text Messaging Applications	4	4%	5
TOTAL	100	100%	

As shown in Table 8, the second question was “About how many text messages do you receive each day using Text Messaging Applications?” and the students’ responses showed that 33% of the participants receive more than 30 messages per day, which is similar to responses in question 1. Whereas only 4% of the participants said that they do not receive text messages.

**Table 9.** Question 3

Question 3: How often have you used “chat language” in college work or on tests in class? (mark one)			
	Frequency	Percentage	Rank
1= Regularly	7	7%	4
2= Occasionally	6	6%	5
3= Rarely	25	25%	2
4= I don’t know	9	9%	3
5= Never	53	53%	1
TOTAL	100	100%	

As can be seen in Table 9, responses to question 3, which is “How often have you used “chat language” in college work or on tests in class?”, 53% of the participants said that they never use Chat Language in their formal writing, whereas 25% of the participants rarely use Chat Language in their formal writing. On the other hand, 7%, 6% and 9% of the participants chose “regularly, occasionally and I don’t know” respectively. This might indicate that most of the college students differentiate between the Chat Language instances and the written Standard English Language while writing their academic assignments.

**Table 10.** Question 4

Question 4: What are your opinions about the use of text messaging by college students? (mark as many as apply)			
	Frequency	Percentage	Rank
1= I think it is acceptable; there is nothing wrong with it.	40	38.1%	1
2= I think that it is overused.	23	21.9%	3
3= I think that it affects the students' ability to communicate and write.	33	31.4%	2
4= I think it is a waste of time.	5	4.8%	4
5= I do not think college students should use text messaging.	4	3.8%	5
TOTAL	105	100%	

Table 10 above shows the results of question 4 "What are your opinions about the use of text messaging by college students?" 38.1% of the participants say that using text messaging is acceptable and that there is nothing wrong with using such applications; however, 31.4% of the participants think that the use of text messaging affects the students' ability to communicate and write. Some participants with the percentage of 21.9% think that text messaging is overused by college students, whereas 4.8% think that the use of text messaging is just a waste of time and 3.8% think that it is better for college students not to use text messaging applications.

**Table 11.** Question 5

Question 5: If you use text messaging, to what degree do you think chat language affects your ability to spell and write Standard English? (mark one)			
	Frequency	Percentage	Rank
1= Significantly influences my ability to spell and write correctly.	5	5%	5
2= Moderately influences my ability to spell and write correctly.	33	33%	1
3= Slightly influences my ability to spell and write correctly.	25	25%	2
4= I don't know.	16	16%	4
5= Does not have an influence on my ability to spell and write correctly.	21	21%	3
TOTAL	100	100%	

When asked question 5 "To what degree do you think Chat Language affects your ability to spell and write Standard English?", 33% of the participants responded with "Moderately influences my ability to spell and write correctly" while 25% said that "Slightly influences my ability to spell and write correctly". At the same time, 21% of the participants believe that Chat Language does not have any influence on their ability to spell and write correctly when writing their formal writing. On the other hand, only 5% of the participants think that Chat Language significantly influences their ability to spell and write correctly. As shown in Table 11, the results of this question show that college students are aware of the influence of Chat Language on their formal writing and they notice if it appears in their writing or not.

**Table 12.** Question 6

Question 6: If you use text messaging, to what degree are you able to identify the difference between language for text messaging (informal / Chat Language) and what is necessary for work in college (formal / Standard English)? (mark one)			
	Frequency	Percentage	Rank
1= Always	29	29%	2
2= Usually	32	32%	1
3= Occasionally	29	29%	3
4= Rarely	9	9%	4
5= Never	1	1%	5
TOTAL	100	100%	

Table 12 shows the results of responses to question 6 which was “To what degree are you able to identify the difference between language for text messaging (informal / Chat Language) and what is necessary for work in college (formal / Standard English)?”. As shown above, 32% of the students said that are “usually” able to identify the difference between Chat Language and Standard English Language which should be used in their college work. On the other hand, same percentage of students, 29%, think that they “always” and “occasionally” differentiate between Chat Language and Standard English Language. It is worth mentioning that the results of this questions show that most college students are aware of the use of Chat Language in their academic writing.

## DISCUSSION AND CONCLUSION

The results of the present study revealed that six stylistic categories existed in college students' writings. The category “non-standard spelling” ranked first among all categories with the percentage 29.3%, followed by the “acronyms and abbreviations” category with the percentage 22.7%. While the category “word combination” with the percentage of 2.8% was the least stylistic category used by college students.

As for the students' attitudes towards the use of Chat Language, the findings of this study, similar to the study of Mildren (2010), found a positive relationship between the college students' ability to apply Chat Language features in their academic writing and that they are aware when to switch between the two codes, Standard English and Chat Language, even though Chat Language existed in their writing.

In general, the findings of this study showed that Chat Language exists in college students' formal writing, and that there is a vital progression in linguistic change in the present informal as well as formal writing of English among Jordanian college students. If college students use 4% of Chat Language linguistic features in their formal English writing nowadays, this implies that using Chat Language frequency might accelerate and increase after one or two decades.

Chat Language has occurred as a written register, presenting flexible spelling and grammatical rules, based on the spoken language of the community and taking its features as a special register from the informal language used in other registers like those used in social media and e-mails. This occurrence is based on the use of a

language variety that has no grammatical rules of Standard English language because speed in writing is more important than the accuracy of language grammar and rules.

The question is, if some linguists started to accept this free variety, Chat Language, as a register, why don't instructors allow and accept the use of this register in formal academic writing just like the acceptance of registers of medicine, law, pharmacy, etc.? If this happens, then this free register will cause a distinguished form of language change which changes the writing of Standard English language in the future.

## TEACHING IMPLICATIONS

The history of written English language shows a wide variety of patterns of writing; however, the modern English language writing is tracked by structural linguistics, and it has fixed grammatical rules. While a modern linguistic change has produced Chat Language as a new register of Standard English language.

English language instructors and linguists think that the use of Chat Language in formal writing by college students may be extreme because of their weakness in English language because of many reasons such as multilingualism, weak curriculum and incompetent English language teachers. For some students, who were forced to learn a language, it is normal that they will be attracted to write the same way they speak the language without worrying about spelling and grammatical rules; these students will feel the easiness and satisfaction while writing and using Chat Language features because they mainly depend on the spoken language.

As students find Chat Language easier and faster to be used in their writing, it comes the responsibility of English language instructors to pay great attention to the spelling and grammar rules used by their students. According to the results of this study, English language instructors should stress correct spelling in college students' writing especially their academic writing assignments. Students should not be given the permission to use the abbreviations and shortenings of Chat Language instead of Standard English language in their academic writing. Otherwise, these linguistic features will exist increasingly and will take forms that affect the Standard English language and cause an extensive language change.

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## Appendix A Students' Questionnaire

Dear Students,

I am conducting a study on collage students' use of Chat Language in College students' written English Language. The following questionnaire has been prepared for this purpose. I will be thankful if you respond to the questions in the questionnaire. Please read the questions and provide answers to all of them. Your answers will provide precious data and will be beneficial and helpful for this study.

Thank you for your cooperation.

### Section I

For the next questions, please place a mark in the column(s) that best describes your experience or opinions about text messaging.

1. About how many text messages do you <i>send</i> each day using Text Messaging Applications? (mark one) 1 = More than 30 per day 2 = Between 15-30 per day 3 = Between 3-15 per day 4 = Less than 3 per day 5 = Do not use Text Messaging Applications	1	2	3	4	5
2. About how many text messages do you <i>receive</i> each day using Text Messaging Applications? (mark one) 1 = More than 30 per day 2 = Between 15-30 per day 3 = Between 3-15 per day 4 = Less than 3 per day 5 = Do not use Text Messaging Applications	1	2	3	4	5
3. How often have you used "chat language" in college work or on tests in class? (mark one) 1 = Regularly 2 = Occasionally 3 = Rarely 4 = I don't know 5 = Never	1	2	3	4	5
4. What are your opinions about the use of text messaging by college students? (mark as many as apply) 1 = I think it is acceptable; there is nothing wrong with it. 2 = I think that it is overused. 3 = I think that it affects the students' ability to communicate and write. 4 = I think it is a waste of time. 5 = I do not think college students should use text messaging.	1	2	3	4	5
5. If you use text messaging, to what degree do you think chat language affects your ability to spell and write Standard English? (mark one) 1 = Significantly influences my ability to spell and write correctly. 2 = Moderately influences my ability to spell and write correctly.	1	2	3	4	5

<p>3 = Slightly influences my ability to spell and write correctly.  4 = I don't know.  5 = Does not have an influence on my ability to spell and write correctly.</p>					
<p>6. If you use text messaging, to what degree are you able to identify the difference between language for text messaging (informal / chat language) and what is necessary for work in college (formal / Standard English)? (mark one)</p> <p>1 = Always  2 = Usually  3 = Occasionally  4 = Rarely  5 = Never</p>	1	2	3	4	5

## Appendix B

**Table 1: Shortenings and contractions**

Word in full	Instance	Frequency	Percentage
Okay	ok	19	9.0%
good	gd	9	4.3%
tomorrow	Tmw/tom	3	1.4%
doing	Doin'	3	1.4%
about	abt	2	0.9%
welcome	wlc	1	0.5%
camera	cam	1	0.5%
message	msg	1	0.5%
your	ur	1	0.5%
<b>TOTAL</b>		<b>40</b>	<b>19.0%</b>

**Table 2: Non-standard spelling**

Word in full	Instance	Frequency	Percentage
Please	plz/pls	14	6.8%
Listen	lsn	13	6.3%
Hello	hey	15	7.2%
Because	Cuz/cause	5	2.4%
Hello	hi	5	2.4%
babe	bb	3	1.4%
thanks	Thnx/thx	2	0.9%
pictures	pics	2	0.9%
What's up?	wassup	1	0.5%
what	wat	1	0.5%
<b>TOTAL</b>		<b>61</b>	<b>29.3%</b>

**Table 3: Pictograms and Emoticons**

Word in full	Instance	Frequency	Percentage
Smileys	smileys	11	5.2%
Heart	<3	6	2.9%
Hugs and kisses	xoxo	2	0.9%
<b>TOTAL</b>		<b>19</b>	<b>9.0%</b>

**Table 4: Acronyms and abbreviations**

Word in full	Instance	Frequency	Percentage
I don't know	idk	5	2.4%
Be right back	brb	5	2.4%
nothing	nth	5	2.4%
What about you?	wbu	4	1.9%
Take your time	tyt	3	1.4%
By the way	btw	3	1.4%
something	sth	3	1.4%



Take care	tc	3	1.4%
How are you?	hru	3	1.4%
As soon as possible	asap	3	1.4%
I love you	ily	2	0.9%
Oh my God	OMG	2	0.9%
Laugh out loud	lol	2	0.9%
Got to go	gtg	1	0.5%
Talk to you later	ttyl	1	0.5%
No problem	np	1	0.5%
Just kidding	jk	1	0.5%
birthday	bday	1	0.5%
<b>TOTAL</b>		<b>48</b>	<b>22.7%</b>

**Table 5: Word Combination**

<b>Word in full</b>	<b>Instance</b>	<b>Frequency</b>	<b>Percentage</b>
Going to	gonna	4	1.9%
Want to	wanna	2	0.9%
<b>TOTAL</b>		<b>6</b>	<b>2.8%</b>

**Table 6: Letter/number homophones**

<b>Word in full</b>	<b>Instance</b>	<b>Frequency</b>	<b>Percentage</b>
You	u	26	12.4%
Are	r	6	2.9%
to	2	3	1.4%
see	c	1	0.5%
<b>TOTAL</b>		<b>36</b>	<b>17.2%</b>