LANGUAGE USE AND TECHNOLOGY: A LINGUISTIC ANALYSIS ON THE SPELLINGS OF SMS TEXTS AMONG THE STUDENTS OF Addis Ababa UNIVERSITY

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Abstract
This study was inspired by the aim of showing the nexus between language use and technology. The study has shown this relationship using a linguistic analysis of spelling patterns on some English text messages written via cell phones among the students of Addis Ababa University. A corpus of SMS texts was analyzed using textual analysis. It was found out that the spelling patterns of SMS texts are highly deviant from the conventional writing and rely on the principle of language economy. In most cases, the text messages are written in a way that can save space, time and energy. And this has made them to be vague. Hence, it is an eminent phenomenon that language use is being affected by technology and styles peculiar to this specific domain of language use are being cultivated and developed.

Introduction

Linguistics, as a science, studies languages from different dimensions. In today's world, languages can be studied, at least, from two points of view – its use and its structure. Meanwhile, there appears to be a significant reason that makes a language to vary stylistically in different domains of uses. However, the relationship between these domains and language use patterns has not been studied well.

The emergence of technological advancement seems to be creating a new empire for the style of language use. The most common technological advancements in relation with language use are computers and cell phones. In both cases, it can be seen that, messages are written (encoded) by using keyboard. This, in turn, makes the languages to be economical in some ways. In a book entitled A Little Book of Language David Crystal has pointed out that computers have changed the lives of languages (Crystal, 2010). As a result, this paper tries to show how cell phones have changed the way people use language.

In contemporary linguistics, language use has become one focus area of scholars, and language use encompasses both descriptive and sociolinguistic features. However, the conceptual framework of this study is based on the descriptive features of language use.

The descriptive aspects of language use are many in number, but this study focuses on stylistics and language economy as major descriptive features of texts. Language economy is a strategy to choose precise linguistic-grammatical forms in order to amend defects and imperfections of the language (Vicentini, 2003). Apart from that, it is a system for the expression of thought, feelings, etc., by the use of spoken sounds or conventional symbols (Vicentini, 2003). Therefore, in the context of text messages, the operational definition which can be given for language economy is that it is a system where language users use language being conscious and concerned about the simplest and shortest expression to save space, time and energy.

Methodology

Participants

The main focus of this study is students of Addis Ababa University at the main campus. Students from the undergraduate program, as well as postgraduate program, were chosen to be part of the study. Besides, equal number of male and female participants was chosen for the study.

Sampling Techniques

The study groups for this study were chosen by a form of purposive sampling i.e. criterion sampling. Criterion sampling, according to Dornyei, is the one which lets the researcher select participants who meet some specific and predetermined criteria (Dornyei, 2007). The specific criterion in this case was the type of cell phones used by the students. Since the text messages were collected with the aid of software that converts them to Microsoft Word, the cell phones of the sample populations were supposed to be compatible with that software. As a result, cell phones with android operating systems were predominantly selected for this study.[1] Therefore, students whose cell phones operate with android system were the focus of the study. As mentioned earlier, the students who were chosen for the study are both postgraduate and undergraduate students. The researcher chose 60 sample populations of which 30 of them are boys and 30 are girls. And each sample population was made to give 10 text messages from their cell phones which made a total of 600 SMS texts. The 10 SMS texts were chosen purposively on the basis of stylistic deviation and language economy. Thus, the SMS texts that fulfill one of the above criteria were chosen to be studied.

Method of Data Analysis

Textual analysis is used as a method of data analysis as it closely examines either the content or meaning of texts or their discourse structure (Given, 2008). In the context of this study, textual analysis was employed

[1] Android is an operating system designed primarily for touch screen mobile devices such as smart phones and tablet computers. The operating systems are written in Java programming languages which enable direct manipulation of the device using touch inputs (www.technopedia.com).

on the SMS texts collected from different samples to describe the major linguistic features reflected on the text messages. On the process of data analysis, care was given for privacy. Since volunteer respondents gave the researcher their SMS texts, the researcher will have the accountability of keeping those messages safe and confidential - they will not be seen by anyone else (except for the fact that they are attached as an appendix to the original study). To achieve this, the researcher prepared a consent form which put him/her in a duty to keep those SMS texts confidential.

Results and Discussion

The spellings of SMS texts are the major ways by which language economy is achieved in the SMS texts that are analyzed in this study. The corpus has shown that English SMS texts are written with different patterns of spellings to maintain simplicity and language economy. Technically speaking, most SMS texts are written for transmitting ideas with a limited number of characters; conventional spellings are neglected. With that respect, the variations and violations of spellings happen to have some patterns in text messages. The data have shown that most spellings are characterized by contractions and daily created abbreviations. Some others, on the other hand, are characterized by sound writings and consonantal spellings. Very few texts appear to use non conventional spellings which deviate from the normal writing system.

Abbreviations

The usage of abbreviations on SMS texts is commonly seen. These abbreviations, mostly, happen to be personal, and in most cases, they are used for the sake of simplicity. It can be recalled that Crystal (2003) cited in Tag (2009) stated the major types of abbreviations. These include initials, acronyms, clippings, blends, awkward cases and facetious forms. But this study will only discuss initialisms and acronyms. The data have shown that some of the stated forms of abbreviations are commonly used. Initialisms, for instance, are found to be used with different frequencies. The examples listed below will clarify this case.

1) Hey where r u?txt me **ASAP**. c u l8r.
2) Tnx 4 ze gift.**IDK** wat 2 say.tnx.

3) can't talk to u right now. . .i'll **TTYL**

The initialisms in the above SMS texts represent different phrases. The appearance of these abbreviations in the data is observed to have some frequencies. The following table shows these abbreviations with the phrases they represent and the frequency of occurrences in the raw data.

Table 1 *The meanings and frequency of Common initialisms in the data*

Initialisms (abbreviations)	Represented phrases(clauses)	Frequency
ASAP [362,429]	As soon as possible	2
IDK [364]	I do not know	1
TTYL [365,372]	Talk to you later	2

The main point that can be made here is that there is no rule for creating these forms of abbreviations; they accidentally happen to be used by the majority of texters. This shows that the languages used on SMS text are open to changes and modifications. Most importantly, the change goes parallel with the medium, users, and settings; this is what Aitchison (1991) meant by 'fashion'- it can be shaped by users and the medium. This can show that the newly created abbreviations tend to be dependent on the technology and users (writers). To be more specific, again, languages of SMS texts tend to be more economical because the software installed on the cell phones does not accommodate many characters (Crystal, 2010). This can be shown by the example below which shows the least amount of characters and the largest amount of characters in the data.

4) C u
5) K
6) Hey _____,i've tried to call u but i can't reach u b/c of z network.Anyways,i called u to tell a breaking news: we've received our sallary!! Anche lij mindenew bechashen metekeze abzeteshal..negereshalew atanebebe ena demo wedeqesh fathern yezesh endateheje!!
[Hey _____,I've tried to call u but I cannot reach you because of the network. Anyway, I called you to tell you breaking news. We have taken our salary. But I do not know what is happening to you, and you

are getting to be lonely. You better read, otherwise you will fail the exam, and take your father to school to beg for you.]

7) Hey endet neh am sorry 4 z l8 reply minamin,endet neh?ene tinish among neber. . . so timirt akuarchalew lyk officially malete nw,sira eyefelku nw malete arif yeteshale minamin,ena am planning to take leadership yemibal class,arif nw meselegn. . .
[Hi how are you. I am sorry for the late reply etc. How are you? I was a little bit sick lately... so I have dropped out of school – I mean like officially. I am looking for a job , I mean that is nice and better etc. And I am planning to attend a class called 'leadership'. I think it is good.]

As it can be seen, the data have shown the size of text messages ranging from one character as in 5 to 232 characters in datum 6. This shows that the size of text messages varies significantly, but still people tend to transmit many ideas with a limited amount of characters, and abbreviations happen to be one way of achieving this. Acronyms, on the other hand, appear on text messages with a limited amount as shown below.

8) K cya . . .i'm runnin out of balance. . .**lol**
9) Y did u cal him. . .i tot u've dumped him. **. lol**
10) hey thermo asyment alserahum…n i was wonderin if u give me ze hand out,atleast,**lol**
11) **OMG**! u scared z shit out of me. i'll cut ur ears, i promise!
12) Good evening 2 u. . .mindenew endezi metfat?zegahen eko(**lol**).enga hager kidenal ende?anyway. . .if ze coming weekend suits u lets meet.

The expressions written in bold in the above data contain acronyms which are pronounced as a single word /lol/ to mean 'laugh out loud'. Texters often use this expression when they intend to show something is funny. In addition to that, the expression in datum 20 stands for the interjection 'oh my God!' often read as /omig/. Therefore, it can be seen that acronyms are typical features of SMS text messages written in English language. This, by itself, can lead to the infiltration and use of newly created abbreviated forms in the day to day use of written English.

Sound Spellings

Sound spellings are one of the spelling features found on the data. These spellings are those that spell a word with a letter or group of letters that have similar sounds with the word being spelt. It is a known fact that the English spelling follows an irregular pattern where the representative letters and the pronunciation are not congruent. Usually, the occurrence of sound spellings in text messages is highly related with language economy and simplicity. Apparently, the form and structure of these spellings vary when compared to the conventional spelling rules. Since these spellings resemble the sound of a word, they tend to reduce the number of letters of the word they represent. In addition to that, some letters are used to represent a word. The data show the appearance of sound spellings with letter reductions and substitutions over and over again. To demonstrate this, below are some examples that show some spellings which reduce their letters as opposed to the conventional one.

13) Feelin **gud**?. . . will call u c ya!
    good → gud
    [Felling good? I will call you. See you.]
14) Do u get btr?hw is **ze** pain?
    The → ze
    [Do you get better? How is the pain?]
15) Gosh, who ze hell was goin wiz u?i don't **lyk** zat girl
    [Gosh, who the hell was going with you? I don't like that girl.]
    Like → lyk
16) I'm **fyn** sira eyefelku silehone nw yetefahut.semonun enigenagnalen.
    Fine → Fyn
    [I am fine. I am looking for a job that is why I was unavailable. We will meet soon.]

The above examples are good ways of showing the influence of spoken language on the written one. Most of the spellings used by texters are reflections of the words' phonetic shapes. Instead of following the conventional (normal) spellings, texters find it easy to rely on sound spelling of some words. This has happened due to the unique nature of the

English orthographic system. The orthographic system has little relation with the sounds of the words. The following table shows the newly created spellings with their frequency of appearances.

The table shows that most sound spellings are repeatedly used by texters. This, in turn, indicates the peculiarity of some spellings on text messages. 'wiz', for instance, has been used for 12 times. This shows that the usage of sound spelling is becoming a habit to most texters.

Table 2: *Sound spellings and their frequency of appearances in the data*

Head word	Sound spellings in the corpus	Frequency of appearances
Good	gud [36,51,320,518,526,532]	6
The	Ze [53,55,98,196,199, 258, 268]	7
With	Wiz[48,50,73,88,137,196, 284,331,388,473,566,587]	12
Night	nyt [318,583,600]	3
Your	ur [285,392,397,493]	4
Please	pls [306,323,361,369,392,493,576]	7
Thought	tot [37,52]	2

Word by Letter Substitution

One form of sound spelling is word by letter substitution. Very often, letters are seen to substitute words for maintaining the economy of language. Here, it has to be noticed that not all English alphabets have the ability to do so. It is only few of them which do have phonetic resemblances with some words that substitute words. Below are some of these letters with the words they represent.

'You' by 'U'

17) Thanks **u** 2
18) **U** 2. Try 2 study soil and eco 1st since we've 2 cover a large portion
19) I'm not coming 2morrow. How about **u**?

The letters in bold in the above examples are made to represent the second person pronoun -'You'. Despite phonemic differences, these two

linguistic units are pronounced in the same way-/ju/. As a result, texters tend to stick to what is short and simple as long as it is pronounced in the same way with the word to be represented.

‘The’ by ‘Z’

20) 10Q 4 **z** message
21) I’d like 2!we wl arrange **z** place after we meet
22) Hey do we have **z** dude’s email so zat we can send **z** assignment to him? pass me or send it to him

The representation of the definite article ‘the’ by a single letter ‘z’ is becoming a very common phenomenon. In fact, this has a lot to do with minimizing the letters to be written. When it comes to the nature of sounds, ‘the’ is transcribed as /ðə/, whereas, ‘z’ stands for a voiced alveolar fricative sound - /z/. In the case of Ethiopia, most Ethiopian students do not pronounce the word ‘the’ as /ðə/ but as /zə/. The reason is, most languages in Ethiopia do not have a voiced dental fricative /ð/ in their phonetic inventory. As a result, pupils who learn English as their second language face difficulties in articulating the sound, and tend to change it in to the voiced alveolar fricative - /z/. Therefore, this phenomenon comes to be seen among Ethiopian texters while texting.

‘Ok’ by ‘k’

23) **K** cya . . .i’m runnin out of balance. . .lol
24) **K** !i will !c ya.
25) **K**,gud nyt!

The substitution of ‘ok’ by ‘k’ is the deletion of a vowel letter for the written English. This deletion is primarily affected by pronunciation made by some dialects of English which tend to make the initial vowel silent. As a result of this, texters, who often need the reduction of characters, omit the vowel < o > and write only a consonant < k >. This, by itself, is a good way of showing the infiltration of some linguistic features form foreign countries. These infiltrations can be handled as a ‘fashion’ at some point, and will lead to language change in the long run (Aitchison, 1991).

‘And’ by ‘n’

26) am sick **n** tired of calling him. . .y cant he avail himself @ ze office. . .bekagn
27) I’ve talked to him **n** he is ok wz it
28) Ya …already home **n** arguing wiz mom

The bolded letters in the above examples show the substitution of the conjunction ‘and’ by ‘n’. This, actually, happens for one major reason. The grapheme <n> is read as /en: / which is closely related to the pronunciation of the word ‘and’. The word ‘and’, on the other hand, is read as /end/ by adding only /d/ to the former one. Therefore, the spoken form of English, especially by the youth, tends to omit the final /d/ sound on some words. As a result, texters tend to apply the same principle on texting, and they end up making a simple and economical expression. Therefore, whenever ‘and’ is substituted by <n>, it is due to the pronunciation of the word ‘and’.

‘Why’ by ‘Y’

29) **Y** did u cal him. . .i tot u’ve damped him. . lol
30) Couldn’t find u on fb.IDK **y** .
31) oh ok. . .i dnt knw **y** I ve been asking all ths crazy questions. . .i mean u dnt even knw me i dnt mean to b a suck up it just i like u.

The word ‘why’ and the grapheme < Y > do have resemblance in their phonemic forms. ‘Why’ is pronounced as [hᵘaj] whereas the grapheme < Y > is pronounced as [waj]. The main point here is, both of them do have the lateral approximant /j/ which makes them to sound alike. Speakers of modern English are often heard to have similar pronunciation for the two linguistic forms. Therefore, the bolded letters in the above data show the effort of texters to use and write the one that needs less effort. As a result, ‘why’ comes to be neglected on some text messages, and texters choose to write ‘Y’.

‘Be’ by ‘b’

32) **b** right back
33) I’ll **b** done in 15 min.
34) a knw. . .wud zis **b** enough

The auxiliary verb ‘be’ is mostly replaced by the second order English alphabet < b >. In fact, both of them do have an identical pronunciation (provided that there will be some dialectical differences on pronouncing ‘be’). What matters here is, both of them are voiced bilabial stops. Phonetically, both of them are transcribed as /bi/. Having this in mind, texters have chosen to use the one that requires less effort to be written. As a result, the grapheme < b > comes to replace ‘Be’. A manifestation for this is presented in the group of data where the bolded grapheme < b > is made to represent an auxiliary verb - be.

‘See’ by ‘c’

35) **C** u
36) Comin 2 **c** ya . . .
37) K !i will !**c** ya.

The substitution of ‘see’ by ‘c’, again, happens due to /phonemic/ similarity. Both of them are pronounced as /si: /. The verb ‘see’ is pronounced with some vowel length in some dialects of English - [si:], and the grapheme < C > is pronounced as /si:/. Therefore, the identical nature of their pronunciations has led the two linguistic units to be represented in the same way on text messages.

‘Are’ by ‘r’

38) Wer **r** u?
39) hi **r** u coming?its just 2 taxis
40) **R** we meeting 2day as per ur proposal? we shall discuss abt our trip. . .

The auxiliary verb ‘are’ is substituted by < r > in many text messages. The phonetic similarity of these two linguistic units appears to be clear and thus, both of them are pronounced as /ɑɹ/ (in fact, there may be

some phonemic differences). The main idea here is, be it an approximant or trill, there is a letter in the English alphabet that is similarly pronounced with the word 'are' i.e. < r >. Consequently, texters who run for simplicity take advantage of this similarity and substitute the word with a letter as seen in the data.

Generally speaking, the substitution of words by single graphemes tells something about the orthography of English language. Most importantly, it can be seen that the sounds of some letters, by accident, happen to be the same with the sounds of the words. Consequently, this similarity has paved a good way for texters to make their writing simple and economical. However, it has to be remarked that there are homophonic words which are pronounced nearly the same way. In that case, ambiguity may come to be seen on text messages. To show this clearly, the researcher has chosen his/her own example. The word 'see' and 'sea' are pronounced in the same way. In this case, the only letter that can represent these words from the English alphabet is the third order consonant < C >. The biggest question here will be which word is going to be represented by <C>. For sure, there will not be any certain answer for this; as a result readers are expected to guess the word from contexts.

Deletion of Letters

The deletion of letters is one of the ways of achieving language economy. Broadly speaking, it is the representation of a word using very few letters. The deletion of letters on text messages involves both vowel and consonant letters; the data has shown the deletion of both vowels and consonants.

The deletion of vowel letters

The deletion of vowels is one way of achieving consonantal writing. When vowels are deleted, consonants are left alone to represent a word. In fact, this has an effect on the syllable structure of a given word. It is known that a syllable is made up of a vowel or a vowel-consonant combination. Therefore when the vowels are deleted, the word will be left with no syllable. Below are some examples that can support this discussion.

41) Wuj u pls brin ze buk tmr. . .i'm **bdly** in need of it.
Badly ⟶ bdly (the vowel letter < a > is missing)
[Would you please bring the book tomorrow . . . I am badly in need of it.]

In this example, the adverb 'badly' is made to omit its vowel and have a new spelling. Since the new spelling for the word does not have a vowel, it is hard to know how many syllables are in the word. On the other hand, writing words like this can help to achieve the economy of a given word. When vowels are omitted, readers can guess their meanings from the context. Fortunately, no meaningful word can be created by substituting another vowel letter in the place of < a >. Moreover, context helps readers to know what is meant by 'bdly'.

42) **Whn** u r done, cm 2 6kilo
When ⟶ whn (the vowel letter <e> is missing)
[When you are done, come to 6kilo.]

In the above example, the interrogative pronoun 'when' is changed in to 'whn' by deleting a vowel letter. Here it will not be confusing for readers to know the exact word that is being represented. The main reason for that is that there is no other vowel letter that can be put in place of < e > in 'when' to give a meaningful word (except for < i > in 'whin' (a dense evergreen shrub with fragment golden-yellow flowers; common in western Europe) which is not, actually, expected to be followed by a pronoun).

43) Na urn t besties bt u knw **hm**. . . .n i cnt tel u,cuz if I tel u then u knw.
Him ⟶ hm (the vowel letter < I > is missing)
[No! You are not best friends, but you know him. And I cannot tell you because if I tell you then you know.]

The position of the expression in bold in the above example invites the presence of different grammatical words. However, the context tells that the word is an objective case pronoun. With that respect, readers can guess that the word is 'him'.

44) I wil ans wen u **stp** it. . .
Stop ⟶ stp (the vowel letter < o > is missing)
[I will answer when you stop it...]

The above spelling marks a verb which has omitted its < o >. Here also, ambiguity cannot be a concern. There is no vowel letter that can stand at the place of < o > to give a meaning full word. In fact < e > can be

mentioned as in 'step', but 'step' is usually followed by a prepositional phrase such as 'in to' and 'up'.

45) **Bt** u said ur on n off for different reasons n I dnt wana b the back up plan whenever its on n off again.
But ⟶ bt (the vowel letter < u> is missing)
[But you said you are on and off for different reasons, and I do not want to be the backup plan whenever it is on and off again.]

The spelling in bold in the above example can possibly be a conjunction. Syntactically, the position allows for the appearance of an adverb and an interjection. However, there is no adverb that has a spelling pattern of this sort - most of them add '-ly' at their endings. On the other hand, there is no interjection that can have such kind of spelling in English and Amharic. Therefore, the logical and possible word is the conjunction 'but'. In fact, there are some other vowels that can substitute < u >. For instance, < a > can make 'bat' which is a noun; < I > can make 'bit' which, again, is a noun.

Generally speaking, the deletion of vowel letters is an eminent phenomenon of consonantal writing. When vowel letters are omitted, the words will be left only with sounds that are created by the manipulation of the vocal tract- consonants.

The Deletion of Consonant letters

The deletion of consonants, mostly, appears in two forms: - the reduction of double consonants and the omission of word endings. These two features usually occur to keep the economic usage of language.

Reduction of double consonant letters. This is the case in which double consonants in a word are reduced to one. Below are some text messages that show this feature clearly.

46) Na urn t besties bt u knw hm. . .n i cnt **tel** u,cuz if I **tel** u then u knw.
Tell⟶tel
[No! You are not best friends, but you know him. And I cannot tell you because if I tell you then you know.]

47) I'm **stil** afraid of revealing myself.wats ma damage?
Still⟶ stil

[I am still afraid of revealing myself. What is my damage?]

48) Okay we will ask u how u knew it I **wil** try
Will → wil

49) I got a new **cel** phone n looks fyn
Cell → cel
[I got a new cell phone and it looks fine.]

Double consonant letters are reduced to be one to save space and time. The bolded words of the above text messages have omitted < L > in their endings.

Reduction of the final consonant < g > in continuous forms. Some text messages are found to omit their final < g > in continuous forms. This phenomenon can be described from the perspective of language economy. When these continuous forms of different verbs omit their final < g >, readers will not be in confusion as to which letter is missing because there is a proceeding '-in'. Below are some examples to support this discussion.

50) K cya . . .i'm **runnin** out of balance. . .lol
51) Ze wether is **killin** me
52) **kidin** card alko new. And zizz ma new number. Atetfi

The occurrence of final < g > deletion has been found to have its own peculiar features. When the final consonant is deleted all the other letters in the word are left undeleted even the vowels. To demonstrate this, words with final < g > deletions are enumerated below.

53) Sitin…
54) . . .waitin…
55) . . .doin…
56) …suckin…
57) …geetin(gettin)…

As it can be seen above, all verbs do not delete their letters except their final < g >. This shows that some consonantal deletions have fixed patterns. Looking at the frequency of occurrences, it can be concluded that the omission of the final < g > occurs in continuous forms.

Variations in Spelling Words

Texting, as a contemporary practice of language use along with technology, is leading users (texters) to have wider spelling variations. These variations can occur at a group level, as well as, at an individual level. For this discussion, the individual variations of spelling words are chosen to be given emphasis. Accordingly, the collected data have shown that texters spell words and phrases in different ways at an individual level. Therefore, some variations are observed on the 20 students who were chosen to be sample populations for this study. This is shown by selecting some words that appear in different variant forms. The following table shows some of these words with their variants.

Some variant forms in the data have appeared very frequently, whereas, some others appeared less frequently. The most common reason for this variation is related to language economy. For instance, the word 'and' has two variants - 'n' and 'an'. It is found out that 'n' has appeared six times in the data whereas 'an' appeared only once. This can show that a variant form with the least amount of letters was chosen to be used because it would save space, time, and energy while texting.

The word 'have' has three variants forms which are hv (five times), hav (three times), and hve (one time). Here again, the variant form with the least amount of characters is used. In addition to that, the word 'yes' has four variants: 'ya' (five times), 'yap' (one time), 'yeb' (one time), and 'yep' (one time). Here also 'ya' has been used more frequently than the rest of the other variants. Lastly, the word 'ok' is found to have four variants of which two of them appeared only once in the data; one of them appeared three times (okay); and the other one appeared four times (k). The reason for the last one to appear with a greater number is, again, to make the writing simple and economical. Therefore, the principle of language economy is obeyed whenever the variant forms of a given word are written. These variant forms, as seen above, are different, and had been chosen by different texters. This shows that spelling on texting is not rule bounded at all. Besides, everybody can have his/her way of spelling a word as long as it is

simple and economical. Therefore, it is evident that individual variations on texting arise for the sake of simplicity.

Table 3 : *Frequency of appearance of variant forms of words in the text messages*

	Head word	Variant forms	Frequency of appearances
1	You	U[11,15,18,27,142,309]	6
		ya [73,212,223,229,396]	5
2	The	Z [87,88,153,220,221]	5
		ze [196,199,268]	3
		de [31,41,42]	3
3	And	n [46,55,57,267,400,401]	6
		an [544]	1
4	Have	hv [45,66,382,396,454]	5
		hav [115,163,309]	3
		hve [436]	1
5	Yes	ya [127,264,331,376,403]	5
		Yap [248]	1
		yeb [219]	1
		yep [547]	1
6	Ok	K [45,146,245,518]	4
		owk [48]	1
		Okay[421,427,447]	3
		Okiii[515]	1
7	Why	y [52,54,212]	3
		Wy [474]	1

Conclusion

This study arrived at three major findings. The first one is that the languages used on text messages are predominantly characterized by language economy. This has always a direct relationship with the conservation of space, time, and energy. The study has shown this through

different sections in the textual analysis as: newly created spelling patterns, sound spellings and non-phonetic writings. Broadly speaking, it was found out that the languages of text messages are deviant from the convention, and usually texters choose to use shorter and simpler linguistic forms. Secondly, the effect of spoken language on written one was highly manifested by the appearance of sound spellings. Thirdly, the effect of technology on language use has been shown by texters' intention of saving space, time and energy. In some situations, they tend to bring some features of texting on formal academic writing, and this will lead for the deterioration of formal writing among students, and that, on the long run, will lead to language change.

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