Impact of Text Messaging Abbreviations on the Written English Essays of the Students of Federal Polytechnic Ede

Oladipupo Abdullahi Akinola[1], Odebiyi Idowu Paul[2], Awotayo Folasade Bukola[3]

[1,3]Department of General Studies Federal Polytechnic Ede, Osun State, Nigeria
[2]Department of General Studies Osun State Polytechnic Iree, Osun State, Nigeria

ABSTRACT	[*]**Published Online: 09 May 2022**

The study anchored on both uses and Gratification Theory. The survey research design was adopted. The total number of 175 copies of questionnaire was administered on the four department selected from the four schools (faculties) of the institution. Findings showed that the students used text messaging to derive the benefits of cost effectiveness, sustenance of interpersonal relationship, acquisition of knowledge and ability to use text messaging when unable to make a call among others. It was also found that text messaging encourage; examination malpractices, the use of unrecognized shortenings and abbreviations, laziness to write long essays and letters and non-standard form of writing which makes it difficult to read and understand text messages. The study concluded that errors of spellings, punctuations, and tenses that have been notice in the recent time were largely due to the constants use of abbreviations text messaging by the students. It was, therefore, recommended that spelling skills should be included in secondary school and early part of higher institution's curriculum, the users of text messaging should be made to be very conscious of spelling, abbreviations and tenses when writing offline and that the students should also be made to understand the concept of audience in communication.

Keywords:
Essays, Text messaging, Theory.

INTRODUCTION

Communication is the process by which information is passed between individuals and or organization by means of previously agreed symbols. It is the process by which people attempt to share meaning through the transmission of symbolic messages (Little, 1977) James, Ode and Sola (1990. Communication can be broadly classified into two: namely non-verbal and verbal communication. Nonverbal communication is the one which does not involve the use of words but passes information through paralinguistic means. Some of the examples of non-verbal cues are signs, symbols, gestures, laughter, groaning, physical appearance, facial expression, body movement, dressing among others.

Corresponding Author: Oladipupo Abdullahi Akinola

[*]*Cite this Article: Oladipupo Abdullahi Akinola, Odebiyi Idowu Paul, Awotayo Folasade Bukola (2022). Impact of Text Messaging Abbreviations on the Written English Essays of the Students of Federal Polytechnic Ede. International Journal of Social Science and Education Research Studies, 2(5), 85-93*

Verbal communication, on the other hand, verbal communication refers to all forms of communication that involves the use of words whether in spoken or in written form (Sannie, 2000; Asubiojo, Adewusi & Oyediran, 2005). This can also sub- divided into oral and written. Oral communication makes use of human speech organs to produce vocal sounds. It is characterized by immediacy spontaneity, transience and flexibility while written communication refers to conversion of the idea or message of an oral communication into visual alphabetical symbols, that is, organization of printed or written letters and symbols to convey ideas or message (James, Ode and Soola, 1990; Oluga, Adewusi and Babalola, 1998; Asubiojo, Adewusi and Oyediran, 2005). It is characterized by deliberacy, performance and rigidity.Written communication can take different forms. Among these are reports minutes of meeting, circular, memos, questionnaire, posters, magazines, newspaper, telexes, internet and text messaging which is focus in this study.

Text messaging or texting refers to the brief typed messages sent using the SMS (Short Message Service) of mobile cell phone, PDA (Personal Digital Assistant) smart phones or web browsers (Thurlow and Poff 2010). People use text messaging to get dates, tell people they love, avoid oral communication, coordinate times to meet up and connect with friends (Hemmer, 2009). Text messaging was initially used for inter personal communication but is now being used for group communication as well as advertising and communication with other automated systems. Communication companies, banks and GSM providers utilized text messaging to provide alerts, infotainments, billing services and information on promotions and bonuses to their subscribers. Also, text messaging is used in mass communication such as – relaying information to a large number of people, as well as mobilizing group action. For example, SMS was used by the Philippines in January 2001 to mobilize political protest against President Joseph Estrada, which consequently forced him to resign. Similarly in the United States of America, the victims of Tornado outbreak in Greenberg, Kansas reportedly used SMS in May 18th 2007 to exchange vital information concerning their rescue (Mghemena. 2007). Text messaging is emerging as a tool the students, lecturers and other members of the Federal Polytechnic Ede community are using for multiple purposes because sending of messages to people at a very reduced time and cost has been possible, that is, it is cheaper and faster. It is also more reliable than any other methods because its message can be displayed and even kept on both the senders and receivers phones for possible reference.

In spite of the fact that text messaging has become a popular means of communication and has overwhelming impact on economic and educational development in the global community, it has been observed that the usual 160 character limit of text messaging which encourages the use of shortening, contracted forms, the use of fewest possible characters or key strokes to convey messages has, however, brought with it certain language problem with errors of grammar, spelling, punctuation marks among others. These problems have really affect communication skills of many of the students. It is, therefore, relevant to investigate and establish the causes of these problems among the student of Federal Polytechnic Ede and advance recommendations on how to solve the problems.

The use of text messaging is common among the students. According to Hemmer (2009:3)
college students text in class, dates in the movie
theatre, at the office, in the mall, and even while
driving. College students spend a good majority of
their time communicating ..... college students use text
messaging for four main reasons…….

Text messaging is used by the students to coordinate plans, to multitask, to stay in contact and to avoid face to face communication and therefore reduce social interaction (Hemmer, 2009). Mghemena (2007) explain further that it becomes important to study the use of SMS because of the claim that it is currently the world's most popular medium of communication. Mghemena (2007:111) asserts;

today text messaging is the most widely used mobile
data service on planet with 72% of all mobile phone
users or 1.9 billion out of 2.7 billion phone subscribers
at the end of 2006 being active users of SMS

The survey noted that, the youth (predominantly students) are heavy users. In Britain, 10% of students send 100 text messages on average per day. In Korea 30% of students send an average of 100 or more text messages a day. (Mghemena, 2007). Though the percentage for Nigeria is not yet available, it has been noted that almost all the students if not all send text messages. In his studies, Mghemena (2007) reported that students used SMS to communicate formal information and that it was used in personal and interpersonal communication. Personal communication includes, emotional messages, goodwill messages, sending answers to examination questions etc. while interpersonal communication include notice of meeting, notice of lectures among others. In the United State of America, sending SMS has become the preferred platform of communication, especially for young adults and teenagers (Kathpalia 2010).

Features of Text Messaging/SMS Communication
Abbreviation and shortening in different forms are the qualities that are peculiar to text messaging or SMS communication. These can be classified into two.
   (a) Lexical features
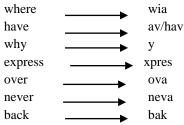   (b) Syntactic and Textual features
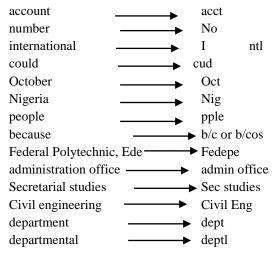 Lexical Features
      These are the features that have to do with words, some of these are:

(i)   **Pronunciation Spelling Technique/Graphones**: This is spelling manipulation technique in which words are written in the way they are pronounced (Baraba & Mouis,2010)
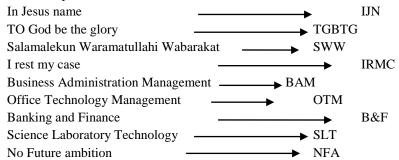
good	⟶	gud
this	⟶	dis
thanks	⟶	tanx
there/their	⟶	dia

where	→ wia
have	→ av/hav
why	→ y
express	→ xpres
over	→ ova
never	→ neva
back	→ bak

(ii)   **Word shortening / Reduction**: This is when the number of letters in a word is reduced. The word therefore, becomes shorter. For example

account	→ acct
number	→ No
international	→ I ntl
could	→ cud
October	→ Oct
Nigeria	→ Nig
people	→ pple
because	→ b/c or b/cos
Federal Polytechnic, Ede	→ Fedepe
administration office	→ admin office
Secretarial studies	→ Sec studies
Civil engineering	→ Civil Eng
department	→ dept
departmental	→ deptl

(iii)   **Abbreviation**: This process involves the shortening of a word or phrase by leaving out some letters or using the first letter of each word. For example.
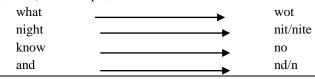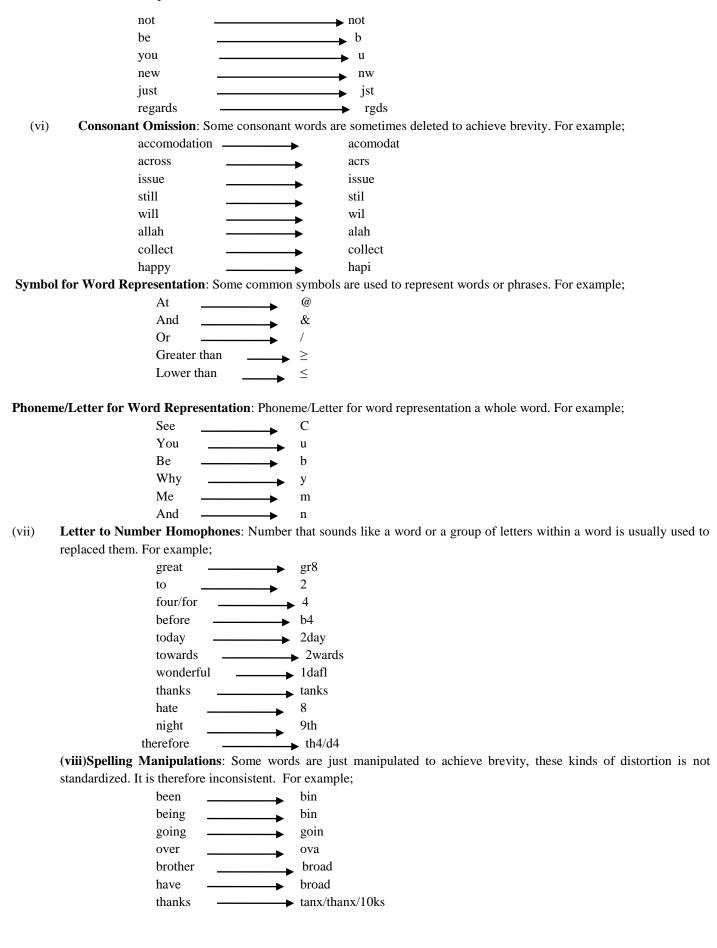
In Jesus name	→ IJN
TO God be the glory	→ TGBTG
Salamalekun Waramatullahi Wabarakat	→ SWW
I rest my case	→ IRMC
Business Administration Management	→ BAM
Office Technology Management	→ OTM
Banking and Finance	→ B&F
Science Laboratory Technology	→ SLT
No Future ambition	→ NFA

(iv)   **Vowel Deletion**: Most of the vowels within the words are deleted for the purpose of brevity. It is similar to graphones. For example;

forward	→ fwd
please	→ pls
bribe	→ brb
text	→ txt
received	→ revd
this	→ ds
granted	→ grntd
blessed	→ blsd
amount	→ amt

(v)   `**Phonological Approximation**: This is a technique which reduced orthographic words to phonological level. Words are manipulated, segmented and blended to allow for succinct and successful communication (Wood, Jackson, Plester & Wilde, 2010) for example;

what	→ wot
night	→ nit/nite
know	→ no
and	→ nd/n

not	$\longrightarrow$	not
be	$\longrightarrow$	b
you	$\longrightarrow$	u
new	$\longrightarrow$	nw
just	$\longrightarrow$	jst
regards	$\longrightarrow$	rgds

(vi)   **Consonant Omission**: Some consonant words are sometimes deleted to achieve brevity. For example;

accomodation	$\longrightarrow$	acomodat
across	$\longrightarrow$	acrs
issue	$\longrightarrow$	issue
still	$\longrightarrow$	stil
will	$\longrightarrow$	wil
allah	$\longrightarrow$	alah
collect	$\longrightarrow$	collect
happy	$\longrightarrow$	hapi

Symbol for Word Representation: Some common symbols are used to represent words or phrases. For example;

At	$\longrightarrow$	@
And	$\longrightarrow$	&
Or	$\longrightarrow$	/
Greater than	$\longrightarrow$	$\geq$
Lower than	$\longrightarrow$	$\leq$

Phoneme/Letter for Word Representation: Phoneme/Letter for word representation a whole word. For example;

See	$\longrightarrow$	C
You	$\longrightarrow$	u
Be	$\longrightarrow$	b
Why	$\longrightarrow$	y
Me	$\longrightarrow$	m
And	$\longrightarrow$	n

(vii)   **Letter to Number Homophones**: Number that sounds like a word or a group of letters within a word is usually used to replaced them. For example;

great	$\longrightarrow$	gr8
to	$\longrightarrow$	2
four/for	$\longrightarrow$	4
before	$\longrightarrow$	b4
today	$\longrightarrow$	2day
towards	$\longrightarrow$	2wards
wonderful	$\longrightarrow$	1dafl
thanks	$\longrightarrow$	tanks
hate	$\longrightarrow$	8
night	$\longrightarrow$	9th
therefore	$\longrightarrow$	th4/d4

(viii)Spelling Manipulations: Some words are just manipulated to achieve brevity, these kinds of distortion is not standardized. It is therefore inconsistent. For example;

been	$\longrightarrow$	bin
being	$\longrightarrow$	bin
going	$\longrightarrow$	goin
over	$\longrightarrow$	ova
brother	$\longrightarrow$	broad
have	$\longrightarrow$	broad
thanks	$\longrightarrow$	tanx/thanx/10ks

Syntactic and Textual Features

These are qualities that relates to how words and phrases are put together to form sentences in text messaging. Some of these features are

(i) **Simplicity:** complexity is usually avoided, compound, complex and compound complex sentences also avoided. In other words only simple sentences are usually adopted.

(ii) **Omission of Words:** in an attempt to be brief, some part of speech like auxiliary verbs, personal pronouns among other are usually omitted. For example;

I will see you tomorrow ⟶ C U 2morrow

You should pick me on your way ⟶ pik m on ur way

I just left ⟶ jst left

(iii) **Capitalization:** The texters, in some cases, use capital letters to write all the messages in order to maximize time. However, in some other cases, it is only certain parts of a sentence that are capitalized for emphasis. For example;

WE NEED YOUR ATTENTION PLEASE

Pls check me DIS AM

(iv) **Omission of Punctuation Marks**: Many text messaging users do not usually use punctuation marks except full stop and question mark. For example ;

Please, I need your car today ⟶ pls I nid ur car 2day

Write your name,number,department and school ⟶ write urn am no dept & Sch

(v) **Punctuation domination**: Some text messages are usually dominated by arbitrary use of punctuation marks at every boundary of a word within a sentence. For example;

It's, a bg.suprise.2.acv.xperienced.such.incidenc @ ds

Perio,ds,2.xpress.my.dp.sori.ova.d.unplesant.hapni n.may,

Allah.enrich.u.2.put.tins.bak.in.its.position:Sori.&. b.blsd,idafully.

The creativity, that is, the features identified above, which is popular among the students, has been labeled as internet slang, websland, netspeak, netingual, digital English and so on (Thurlow, 2010)

Advantages of Text Messaging

Text messaging has made a tremendous impact in diverse area as human endeavour. These include politics, commerce, and religion among others. It has been a tools that are being used for multiple purposes. Some of the advantages of text messaging are discussed below.

1. Text messaging is cheaper and faster than using the conventional postal service. (Wilkins, 2010)
2. It makes the initiation of friendship and its maintenance possible. (Hemmer, 2009)
3. It is cheaper than the voice call
4. It is more reliable than voice call: it is very reliable,
5. It can be kept on both senders and receivers phone for possible reference
6. It is less intrusive because nobody hears the content of the message being sent nor can anyone know the content of the income messages. (Barasa and Mouis, 2010).
7. It offers various choices to both the sender and receivers because a massage can be drafted, sent, replied, forwarded, edited, deleted or saved. It can also be copied to as many people as the sender wishes. (Barasa and Mouis, 2010).
8. It saves time..
9. It is widely used for delivering digital content such as alerts, bank alerts, financial information and DSTV alerts. (Kathpalia, 2010)
10. It encourages creativity. Text messaging affords the user the opportunity to explore and develop imagination ways of making technology work best for them Wood, Jackson, Plaster, and Wilde (2010).
11. The role of text messaging in politics cannot be underestimated. It allows viewers to vote in online and TV polls (Thrulow & Poff, 2010).
12. Students use text messaging for escape (to avoid oral communication) to express affection and for convenience, entertainment, coordination and sociability (Carrier & Benitez, 2009)
13. Text messaging is used for entertainment. Whenever students are bored, they use text messages to entertain themselves (Hemmer, 2009)

Problems of Text Messaging

1. Safety: Many teenagers used to write text messages while driving. In fact, text messaging while driving is more dangerous than talking on the phone because it creates a distraction to texters. Their attention is usually on the message they are typing instead of what is ahead of them (Kathpalia, 2010)
2. Text messaging has made people lazy to write. People can no more write a fairly long easy or letter. It has also changed the way people write and talk. Therefore, it has contributed to the demise of old form of writing (Wilkins, 2010).
3. It is not confidential: Text messages are not as confidential as people think because operators of each network have access to all text messages. Therefore, it can be used against the sender or receiver in a court of law. Even deleted messages are still retrievable.

(what allegedly happened during 2007 Gubernatorial Election Tribunal in Osun State is a good example).

4. It encourages examination malpractices: Text messaging serves as an avenue for cheating in both internal and external examination. It makes it easier for candidate in an examination hall to receive answer to questions in UTME, WAEC, NECO and other examination. Answers are usually sent to candidates from outside during an examination (Burgess, 2010).

5. It encourages rumour: Text messaging has become effective way of spreading rumour and gossip among the people. The rumour on acidic rain in Nigeria in 2001 is a good example. Also this year a warning message was being transferred from one person to another on Dew bottled water. It was later discovered to be a rumour when it was refuted by NAFDAC. The text massage being circulated is written below.

   WARNING! Pls don't buy and drink any bottle water Called "Dew" customs says it was shipped for
   Tanzania where it has killed 180 people. It is said to contain a
   poisonous chemical pls pass this around 22/06/2011 08:29pm

6. Spamming through text messaging has reached an alarming state. Nowadays, fraudster usually used it to dupe innocent people, for instance, the example below were allegedly sent by MTN to the subscribers

   i. From MTN
      For using up to N200 airtime in 2 weeks, you have won
      N1m in the ongoing "YELLOW BOUNTY PROMO" with
      Batch no Niz, call Mr. Olu Fred on 07038122368 for details

   ii. 0803
      Yellow customer, your number has won a 42 inch plasma
      TV and 31,000 airtime on a Bounty recharge promo,
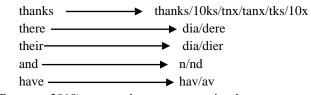   *Call the manager now on 08062930086. MTN everywhere*
      you go!!! (25/03/2011 8:18 am)

7. Text messaging as a type of new technology of communication has brought with it, a different form of language use which breaks away from the norm or standard language as we know it and has led to a form of new orthography (Barasa & Mouis, 2010). This new orthography has resulted in various forms of lexical, syntactic, semantic and other types of problems. Some of these are;

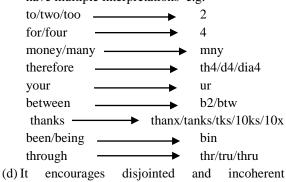   (a) They (text messages) can be cumbersome to type and difficult to read and understand. For example;

   I hate a court case ⟶ 1 8 a cot ks

You want to see many people ⟶ U 1 2 c mm pple

Also the following words have multiple spellings in text messaging, e.g.

thanks ⟶ thanks/10ks/tnx/tanx/tks/10x
there ⟶ dia/dere
their ⟶ dia/dier
and ⟶ n/nd
have ⟶ hav/av

(Burgess, 2010) asserts that text messaging has encouraged the "dumbing down" of our youth when it comes to spelling. In order to give instantaneous feedback, texters adopt the use of abbreviation and symbols instead of correct spelling, to shorten the length of time it takes to write a sentence without diluting its meaning.

(b) It wastes sender's time. In order to meet up with its 160 – characters per messages, a lot of time is wasted to think clearly on how to compose the message with as few words as possible

(c) It does not have standard form of writing: The written method is consistence or unstandardized. Therefore, this encourages a kind of independent written registers that do not necessarily us the conventions of the written language as we use it. Therefore, it is difficult to read and understand. For example, the following abbreviation words have multiple interpretations e.g.

to/two/too ⟶ 2
for/four ⟶ 4
money/many ⟶ mny
therefore ⟶ th4/d4/dia4
your ⟶ ur
between ⟶ b2/btw
thanks ⟶ thanx/tanks/tks/10ks/10x
been/being ⟶ bin
through ⟶ thr/tru/thru

(d) It encourages disjointed and incoherent expressions.

(e) It has "bastardized" the English language because students who use text message frequently often use bad grammar, poor punctuation and improper abbreviation in academic writing. It is 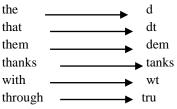therefore, common to see students writing letters and essays with shortened words, improper capitalization, punctuation and characters such as &, @, ur, d, dt, etc.

However, it was discovered that these mistakes are often unintentional. This is because students usually reach saturation point where they no longer know when to write these abbreviations because they are used to seeing it (Connor, 2005, Chiluwa, 2008; Thurlow & Poff 2010).

Influence of Text Messaging on Written Communication
Chiluwa (2007) notes the observations of English teachers that text messaging spelling conventions and orthography are

manifesting in students essays even in important certificate examinations. Also Mgbemena (2007: 114) asserts.

…..we have observed an increase in spelling errors among Students, we have observed that even in formal examination (use of English examinations) some students use some of these SMS shorthand.

The representation of various words with the similar one or similar sound can affect the graphic representation as well as phonological production or pronunciation of the words. For examples;

the	d
that	dt
them	dem
thanks	tanks
with	wt
through	tru

The constant use of these words is likely to affect the grammar in formal writing. Mgbemena (2007: 119) observes that;

> *The extent the informal language use in GSM influence the use of English of students informal language situation may not be easily determined but we have observed a progress decline in the spelling and punctuation competence of students in the tertiary institution.*

Furthermore, Alabi (2005) asserts that many students who send and receive many text messages have not been able to switch easily or are not willing to switch at all. She further notes that the student's formal writing including long essays, and in fact, examination papers have come to be punctuated with this written language of the GSM. All these observations have been summarized by Wilkins (2010:12) thus

> *Despite all the economic benefits that text messaging brings to mankind, I strongly believe it is diminishing our ability to communicate and will adversely affect the current generation and future generation. The fact that good old fashion letter writing has experienced a declined, if not demise, should be of great concern….*
> *text messaging has done little in the way of preserving/strengthened*

our command of the writing skills.

The theoretical framework is ''Uses and Gratification Theory'' a popular approach to understanding mass communication. The theory focuses on the consumer, or audience, instead of the actual message itself. It assumes that members of the audience are not passive but take an active role in interpreting and integrating media into their lives. The Theory perceives the recipients as actually having influence on the effect process. Since they selectively choose, attend to, perceive and retain the media messages on the basis of their needs, beliefs among others. The approach suggests that people use the media to fulfill specific gratifications (Blumler, 1979). Folarin (1980) posits that the focus has shifted from media function of production and transmission to the media consumption function. According to him, condition? Who uses which contents? From which media? Under which condition? And for what reasons? It was observed that the theory is an extension of needs and motivations theory of Abraham Maslow which maintained that people actively seek to satisfy a hierarchy of needs and that the satisfaction of one gives rise to another need. Okenwa (2002) posits that uses and gratification theory concerns the audience who derive some level of satisfaction or reward (benefits) from using particular content of a particular media and that people seek out and use media to gain several gratification. Also, Defleur and Denis (1994) explain further that the theory presupposes that members of the public will actively select and use specific forms of media content to fulfill their interest and motives

In relation to this study, the theory suggests that an individual has some needs related to communication and that SMS /text messaging is selected in order to satisfy those needs. In other words, the Federal Polytechnic Ede students use text message in order to derive certain gratification and benefits.

A multistage sampling technique was adopted, that is, the researcher selected random samples in stage. From the Polytechnic, the four school (Faculties) were selected. Out of the four schools, one department each was selected. The first of the department in each school was selected systematically. The total number of the students in those departments is shown in the table below.

Table 1: School And Department Distribution On The Respondents

SCHOOL (FACULTIES)	SELECTED DEPARTMENT	NO OF STUDENT IN EACH DEPARTMENT
Applied Science	Computer Science	51
Business Studies	Accountancy	50
Engineering Technology	Computer Engineering	31
Environmental Studies	Building Technology	43
TOTAL		175

All these students were administered one questionnaire each making a total of one hundred and seventy five (175) respondents.

From the findings of the study, it was deduced that the students of Federal Polytechnic Ede engage in abbreviations when using text messaging because of the following reasons.

(i)The need to use the fewest possible characters or key strokes to convey messages

(ii)Financial problem. That is, the desires not to pay for more than one message at a time

(iii) Peer group influence

(iv)Impatient on the part of many writers

(v)The desires of many student to be in vogue

(vii) Laziness to write essays and letters

(viii)There is no standard form of writing

(ix)The high rate of power consumption when composing text messages

(x) Writing long words is time consuming

The constant use of abbreviation in everyday writing has the following effects on the students

(i)I most of what they wrote are usually ambiguous

(ii)Constant use of text messages affect spelling skill

(iii)Constant use of text messages affect abbreviation skill

(iv)Constant use of text messages affect the use of tense of language when writing

(v)Constant shortening of words when writing text messages makes text messages users misspelling some words when writing outside text messaging

(vi)Text messages users do abbreviate and shorten some words unintentionally when writing outside text messages

CONCLUSION

On the influence of text messaging on the users, the data presented in this study show that constant use of text messaging affects the writing pattern, spelling skill, abbreviation skill, punctuation skill, and the use of tense in the English language. These findings agree with the observation and conclusion of Alabi (2005), Megbemena (2007) and Wilkins (2010) that increase in spelling errors among students have been observed even in formal examination and that it has also led to constant ignoring of punctuation marks by the students and these have been affecting the grammar in formal writing .Although changes in language are not usually obvious and early noticeable until they are widespread, this study has succeeded in revealing that language of text messaging is subtly infiltrating deviations into Standard English. To a large extents, errors of spellings, punctuations and tenses that have been noticed in the essay and letter writing of many students might not be unconnected with text messaging communication which often entails using limited space in order to reduce cost.

RECOMMENDATION

Text messaging has become a virile tool of communication in the social domain, economics domain, and virtually all other facets of human life. And since text messaging has come to

stay permanently, it is upon this that the following recommendations are made to curb the negative influences of abbreviations that the text messaging might have on its users.

(1) Since the major problem of text messaging is spelling, the teachers and lecturers of secondary schools and early part of higher institutions respectively should introduce the teaching of standard spelling skills. Also, the most commonly miss-spelt words should always be dictated and corrected in the class.

(2) Users of text messaging should be conscious of formal writing and be very sensitive to spellings when writing offline (outside text messaging)

(3) Students should be taught to always revise and cross examine their write up to know whether words, abbreviation, punctuations and tenses have been correctly or wrongly written

(4) Students should be made to understand the concept of audience in communication. That is, teachers and lecturers of language and communication should make students understand the importance of using appropriate language in different communication contexts. In addition, the students should be made aware of the difference between Standard English and text messaging language.

(5) Language of ICT should be included in the curriculum of language and communication teaching. This is necessary because text messaging is gradually replacing informal, semi-formal and some of the types of formal letters like quotations letter, invitations letters and notice of meeting among others.

(6) Network providers should reduce the cost of message per page. This would enable the subscribers to reduce their use of word shortening and abbreviations that often result in wrong use of spellings.

REFERENCES

1. Ajayi, B.R (2009) "Internet use and Academic Achievement among University of Ibadan Undergraduate" M.A Thesis submitted to the Department of CLA, University of Ibadan

2. Alabi, V.A (2005) "Problems of an Emergent Written Language of the Global System of Mobile Communication (GSM) in Nigeria" *NESA proceedings of 22nd Annual Conference*

3. Asubioju, E.A; Adewusi, C.O and Oyediran, A.O (2005) *Communication Theory and practice*. Ibadan: Aseda Publishing

4. Barasa, S and Mouis, M (2010) *The Oral and Written Interface in SMS Technlogical Mediated Communication in Kenya. http://lotos*

5. *Library.uv.ni/publish/articles/000313/bookpart.pdf.accessed 15/05/2010*

6. Blumler, A (1979) *Field Theory in Social Science. New York: Free Press*

7. Brock, F. (2000) *Management of International Network.* London: CRC Press

8. Burgess, L. (2010) "The Negative Effects of Text Messaging". http:www.associatedcontent.com/…../the negative effects of text messaging. Html accessed 05/08/2010

9. Carrier, L.M. and Benitez, S.Y (2009) *The Effect of Bilingualism on Communication Efficiency in Text Messages. (*SMS*) Http/ www.csudh.edu/psych/textingpost.doc.accessed 15/05/2010*

10. Chiluwa, I. (2007) "The "Nigerianness" of SMS Text Messages in English". JNESA Vol.3 (1): 95 – 109

11. Chiluwa, I. (2008) "Assessing the Nigerianness of SMS Text Messages in English" http/journal.cambridge.org/action/display. Abstract Accessed 18/05/2010

12. Connor, O.A (2005) "Instant Messaging: Friend or Foe of Students in Writing" http// www.newhorison.org. Accessed 15/05/2010

13. Crystal, D. (2006) *Language and the Internet.* Cambridge: University Press

14. Defleur, M.L. and Dennis E,E (1994) *Understanding Mass Communication: A liberal Arts Perspective. Boston: Houghton*

15. Hemmer,H. (2009) " Impact of Text Messaging on Communication" http/grad.mnsy.edu/research/urc/journal/URC 2009 jorunal/hemmer pdf. Accessed 15/05/2010

16. James,s; Ode I and Soola, O. (1990) *Introduction Communication for Business and Organisation .* Ibadan: Spectrum Books Limited

17. Kathpalia A (2010) "The Effects of Text Messaging" http:/www.fitthemodel.com

18. Lenarcis, J. and Richardson, J (2010) "Reflections of the Gestation of Polytechnic Innovation. The Exploitation of Emmergence in Social Network Development via Text Messaging" *journal of issues in informing Science and In*formation Technology. 7: 89-98

19. Ling. R (2007) "Children, Youth and Mobile Communication" *journal of Children and Media 1(i): 60-6*

20. Little, P (1977) *Theories Communication.* Mexico: Wadsworth Publishing Company

21. Littlejohn,S.W (1999) *Theories of Human Communication.* Mexico: Busmark Publication

22. Mgbemena, J (2007) "The Language of GSM/SMS: Some Pedagogical Implication" JNESA 3 (i): 110 – 120

23. Okenwa, S (2002) *The Mass Media: Theories and Realities.* Enugu: Busmark Publication

24. Okoro,N. (2001) *Mass Coomunication: Research Issues and Mthodology.* Nsukka: Elpis Publishers

25. Oluga,S.O; Adewusi, C.O and Babalola H.A.L (1998) *Basic Communication Skills.* Lagos: Elpis Publication

26. Sannie,M.B.A (2009) *Business Communication and Use of English.* Lagos: MBA Service Limited

27. Souza,L.B (2005) "*Communication Acommpdation Theory (CAT) and the Teaching of English as a Second Language".* Unillasalle: Challenge Centro.

28. Thurlow.C (2003) "Generation Text? The Sociolinguistics of Young People Text Messaging". http/www.shu.ac.uk/dao/articles/vi/ni93. Accessed 08/04/2010

29. Thurlow,C. and Poff, M (2010) " The Language of Text Messaging".

30. http/www/faculty.washington.edu.thurlow&poff (2010). Pdf. Accessed 15/05/2010

31. Wikipedia (2010) "Text Messaging". Wikipedia.org:http/en.org/wiki/text-messaging Accessed 15/05/2010.

32. Wilkins, D (2010) "The Demise of Good Grammar" http/www.liberianobserver.com/node/4482. Accessed 08/05/2010

33. Wood,C; Jackson, E; Plaster,B and Wilde L. (2010) "Children's Use of Mobile Phone Text Messaging and its impact on Literacy Development in Primary School". http/partners.becta.org.uk/…/children-use-of mobile-phone-text-messaging. Pdf. Accessed 15/05/2010