Journal of Policy Options·RESDO

Impact of Short Message Service Language on Second Language Learning Habits Among University Graduates: Revisited

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Abstract

This study explores the phenomenon of short message service language as a variation that has garnered significant attention in the global community. It investigates how the language used in short message service communication introduces new forms of written communication that can benefit individuals academically and socially, particularly in terms of writing skills and language learning habits. The study focused on a sample of 100 university graduates of both gender who are regular mobile phone users and predominantly communicate via short message service rather than making phone calls or sending full-length texts to peers, teachers, and friends. The primary aim was to assess the extent to which short message service usage enhances second language learning habits among the participants. It examined how individuals adapt their language use and develop new writing formats to economize on space and time in short message service communication. Quantitative data were qualitatively analyzed to uncover the impacts of short message service on the respondents' language learning and production habits. The findings indicate that short message service communication has brought about considerable linguistic variations among the participants, often unconsciously affecting their proficiency in the target language and their writing habits. Participants commonly utilized abbreviations, unconventional spellings, and simplified grammatical structures inherent to short message service language to expedite communication. While this adaptation facilitated quick and efficient communication via mobile devices, it also posed challenges in terms of adhering to standard spelling, grammar, and syntactic rules of the English language, which are often perceived as complex. The study suggests that while short message service language can enhance communication efficiency, especially in informal contexts, its frequent use may inadvertently influence the learners' grasp of the second language. Overreliance on short message service language variants could potentially distort the structure and purity of second language learning, particularly among adult university students studying English as a second language. It underscores the importance for second language learners, especially university students, to be mindful of balancing informal short message service communication with formal language practices to maintain proficiency and accuracy in their language acquisition journey.

Keywords: SMS Language, University Graduates, Writing Skills, Language Variation
JEL Codes: I21, I23, L96, Z13

1. INTRODUCTION

Mobile phone usage in Pakistan has seen substantial growth in recent years, highlighting a significant trend towards increasing digital connectivity. According to the Pakistan Telecommunication Authority (PTA), there were 111,126,434 mobile users in October 2011, accounting for 65% of the total population. This marked an increase from June 2011, when the number of mobile users stood at 108,894,518, representing a density of 64.8% (The Express Tribune). This growth underscores the expanding reach of mobile technology in Pakistan, driven by various factors such as increased affordability, widespread availability, and the growing importance of mobile phones in daily life. The rise in mobile usage has been facilitated by the introduction of more cost-effective devices, competitive pricing plans, and improved network coverage across urban and rural areas. The increase in mobile penetration also reflects broader global trends where mobile phones have become essential tools for communication, access to information, and digital services. In Pakistan, this surge in mobile usage is contributing to advancements in various sectors, including education, healthcare, and financial services, where mobile technologies are being leveraged to improve accessibility and service delivery. Furthermore, this growing mobile connectivity is fostering opportunities for digital innovation and economic development, as businesses and entrepreneurs explore new ways to engage with customers and leverage mobile platforms for growth. As mobile phone usage continues to rise, it will likely play a pivotal role in shaping the future of Pakistan's digital landscape and its integration into the global economy.

Research by Barkhuus (2005) highlights that SMS (Short Message Service) has gained popularity among young people primarily due to its brevity and the way it facilitates communication without the directness of voice conversations. The short

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nature of text messages makes it easier for users to express themselves succinctly and comfortably, reducing the barriers of shyness and the pressure associated with face-to-face or voice interactions. This form of communication offers a sense of privacy and control, as individuals can craft their responses thoughtfully without the immediate feedback that comes with spoken conversations. In contrast, Mante and Pires (2002) conducted a study in the Netherlands, revealing that SMS's appeal among adults can be attributed to its cost-effectiveness. SMS packages, often available on a daily or weekly basis, are generally more affordable compared to traditional voice calls. This economic advantage makes SMS an attractive option for regular communication, especially for those looking to manage their phone bills more efficiently. The affordability of SMS contributes to its widespread adoption among various age groups, providing a budget-friendly alternative to more expensive voice communication methods.

The efficiency and brevity associated with mobile communication have led users to adopt a minimalist approach in their writing, as highlighted by Bodomo (2009), Lucey (2018), Balakrishnan & Yeow (2008), Segerstad (2005), Fang et al., (2023), Richardson & Ball (2024), Makovec et al., (2023), and Wellhöfer & Lühken (2022). Bodomo (2009) points out that in SMS language, the aim is to convey messages using the fewest symbols possible while still maintaining clarity. This approach reflects the broader trend of optimizing communication to fit the constraints of mobile technology, where time and space are limited. However, the widespread use of SMS has raised concerns about its impact on traditional writing skills. Researchers such as Bodomo (2009), Freudenberg (2009), Mphahlele & Mashamaite (2005), and Hamzah et al. (2009) have examined how SMS language might influence users' writing abilities. The concern is that frequent use of SMS shorthand and informal language could potentially affect individuals' proficiency in formal writing contexts. In the context of Pakistan, this issue is particularly relevant given the extensive use of mobile phones among students. The prevalent use of SMS among this demographic has sparked debates within the teaching community about its implications for English language learning. Educators have expressed concern that the informal nature of SMS communication might interfere with students' development of formal writing skills. This concern has prompted efforts to enhance English language instruction, focusing on improving both oral and written proficiency to counteract any negative effects of SMS habits. The challenge remains to balance the benefits of mobile communication with the need to maintain and improve traditional writing skills (Rasheed, 2020; Iqbal & Nasir, 2018; Riaz & Safdar, 2018; Mahmood & Naz, 2018; Barkley & Major, 2020; O'Keefe et 2017; Kanfer et al., 2017; Motuma, 2022; Smith, 2019).

It is undeniable that the use of mobile messaging can negatively impact users' speech and writing skills. For adults, excessive engagement with mobile communication, without considering its effects on learning spelling, grammar, and syntax in a foreign language, can lead to distorted learning habits. This qualitative study aims to explore the extent to which university graduates perceive mobile phone use as affecting their English writing skills. Additionally, it seeks to understand how mobile users have inadvertently developed a new variety of language that helps them save time and space. The research examines the perceptions of university graduates regarding the influence of mobile messaging on their writing abilities in English. It focuses on identifying whether graduates believe that their writing skills are being negatively impacted by their use of mobile phones. The study also investigates the phenomenon of language evolution due to mobile communication, particularly how users have adapted their language to meet the constraints of time and space imposed by SMS and other mobile messaging platforms. By delving into these aspects, the study aims to provide insights into the broader implications of mobile communication on language development and learning. Understanding these impacts can help in formulating strategies to mitigate any adverse effects while recognizing the benefits of mobile communication's influence on language use.

2. REVIEW OF LITERATURE

Writing texts refers to the practice of sending short messages among mobile phone users through the Short Message Service (SMS), a feature present in most mobile phones since the late 1990s. In European literature, the term SMS often encompasses both the medium of communication and the messages themselves (Kasesniemi & Rautianen, 2002). Various terms have emerged to describe the language and style of texting. These include "textese," "phone shorthand" (Sutherland, 2002), and "Txt" (Shortis, 2007a, b). The practice is also referred to as "texting" (Crystal, 2008) or "SMS communication" (Hard af Segersteg, 2002). Each term reflects different aspects of how mobile users adapt their language for brevity and convenience in text messaging. Texting has become an integral part of daily life across various professions, with a notable prevalence among university and college students. This widespread habit transcends socio-economic, educational, and religious boundaries, reflecting the universal appeal of SMS communication. The versatility of SMS usage is evident as it accommodates a wide range of expressions and contexts, from casual conversations to more formal exchanges.

Opinions about the impact of SMS usage on language differ among writers and researchers. For instance, some critics, like John Humphreys in the Daily Mail, have likened the effects of SMS on language to historical invasions, describing it as a destructive force. In contrast, linguist David Crystal (2008) offers a rebuttal, arguing that SMS should be seen as a new form of communication rather than a detrimental force. This ongoing debate highlights the complex and multifaceted nature of texting and its influence on modern language practices. In Pakistan, second language learners are notably affected by the SMS language due to the prevalent use of abbreviations and informal text forms. This influence has led to challenges in achieving high levels of English proficiency among students, despite decades of effort to improve language education. The integration of SMS language into everyday communication introduces a new dimension to literacy, which can impact students' understanding and use of standard English.

Bodomo (2009) notes that new communication technologies not only generate novel linguistic forms and uses but also create new literacy practices. For example, the Vodacom dictionary includes newly coined words that convey various emotions and sentiments, reflecting how digital communication shapes and evolves language. These developments illustrate how technology-driven changes in communication can influence language learning and literacy, potentially creating barriers for learners who are still mastering conventional language skills.

3. DISCUSSIONS

Table 1 presents a dictionary of common Vodacom SMS abbreviations alongside their full-word equivalents. Abbreviations such as AFAIR (As far as I remember), LUV (Love), and THNX (Thanks) are frequently used to save time and space in messages. Similarly, 2day (Today) and B4 (Before) are other examples of shorthand writing. HAND (Have a nice day) and C U (See you) are casual sign-offs, while SWYO (So what's your problem?) is used for addressing issues directly. Symbols like @ (At) and abbreviations such as TIME (Tears in my eyes) or SWAK (Sealed with a kiss) convey emotions and sentiments succinctly. Furthermore, KISS (Keep it simple, stupid) and SAL (Such a laugh) are employed for conveying advice or humor. ATM (At a moment) and PAW (Parents are watching) are situational abbreviations, while RAK (Random act of kindness) and RSVP (Please reply) are used for specific actions or requests. Additional shorthand includes SEC (Second), YOYO (You're on your own), ASAP (As soon as possible), and HAK (Hugs and kisses), each serving to simplify communication and make texting more efficient.

Table 1: Vodacom SMS dictionary

Words in full abbreviations or SMS Language	Words in full abbreviations or SMS Language
As far as I remember	AFAIR
Love	LUV
Thanks	THNX
Today	2day
Before	B4
Have a nice day	HAND
See you	C U
SWYO	So what''s your problem?
At	@
Tears in my eyes	TIME
Sealed with a kiss	SWAK
Keep it simple, stupid	KISS
Such a laugh	SAL
At a moment	ATM
Parents are watching	PAW
Random act of kindness	RAK
Please reply	RSVP
Second	SEC
You''re on your own	YOYO
As soon as possible	ASAP
Hugs and kisses	HAK

Table 2 presents examples of SMS language alongside their intended full sentences. "I wna infrm da techr z nt cm 2dy" translates to "I want to inform that the teacher will not come today." Similarly, "e hrdli cr abt sch mtrs" means "He hardly cares about such matters." "Ppl wnts brd n bttr n nthn els" is expanded to "People want bread and butter and nothing else." "Hi gt my bks rtrn 2dy" is meant to be "Hi. Get my books returned today," while "Mi hrt lip up in exm" translates to "My heart leaps up in exams." "Gys n gls dnt ms da lctr ov sikolgy n strdy" means "Guys and girls don't miss the lecture of Psychology on Saturday." "Y du da politcns fite n tv prgrms" translates to "Why do the politicians fight on T.V programs?" and "Da entr worlds a stg n mn z jst an actr" means "The entire world is a stage and man is just an actor." "Lstn ap 2mro a jna n tk ur lptp frm mi" translates to "Listen you come tomorrow and take your laptop." "Inrtctr sd jety huy lites off kr dna" means "The instructor said that get the lights off when you leave." "Lev t fr 2mro" translates to "Leave it for tomorrow," and "Tri to rich erli b4 othrs plz" means "Try to reach early before others please." "Its rly tribl t acpt whts goin n plticl wld n our Cntry" is expanded to "It's really terrible to accept what's going on in the political world in our country." "Tl to hm I vl b lt" translates to "Tell him I will be late," and "Uni lf gtin tuf n tufr dy bi dy" means "University life is getting tougher and tougher day by day." "Jb wo aa laye thn lemi kw hs pln" translates to "When he comes let me know about his plan," and "Clsc mves

r exlnt bt nw 1ns r dzlin" means "Classic movies are excellent but new ones are dazzling." "O sr g papr esy bnye ga" is a request: "Sir! Please set easy paper." "Sb larkiyan or larky sn lo tht techr sd no chtin n exm" translates to "Listen all girls and boys that teacher has said 'No cheating in exam.'" Finally, "Hry up v r gtin lt" means "Hurry up! We are getting late."

Table 2

Language used in SMS	Intended language
I wna infrm da techr z nt cm 2dy	I want to inform that the teacher will not come today
e hrdli cr abt sch mtrs	He hardly cares about such matters.
Ppl wnts brd n bttr n nthn els	People want bread and butter and nothing else
Hi gt my bks rtrn 2dy	Hi. Get my books returned today
Mi hrt lip up in exm	My heart leaps up in exams
Gys n gls dnt ms da lctr ov sikolgy n strdy	Guys and girls don"t miss the lecture of Psychology on Saturday
Y du da politcns fite n tv prgrms	Why do the politicians fight on T.V programs?
Da entr worlds a stg n mn z jst an actr	The entire world is a stage and man is just an Actor.
Lstn ap 2mro a jna n tk ur lptp frm mi	Listen you come tomorrow and take your laptop.
Inrtctr sd jety huy lites off kr dna	The instructor said that get the lights off when you leave.
Lev t fr 2mro	Leave it for tomorrow
Tri to rich erli b4 othrs plz	Try to reach early before others please
Its rly tribl t acpt whts goin n plticl wld n our Cntry	It"s really terrible to accept what"s going on in the political world in our country
Tl to hm I vl b lt	Tell him I will be late.
Uni lf gtin tuf n tufr dy bi dy	University life is getting tougher and tougher day by day
Jb wo aa laye thn lemi kw hs pln	When he comes let me know about his plan
Clsc mves r exlnt bt nw 1ns r dzlin	Classic movies are excellent but new ones are Dazzling
O sr g papr esy bnye ga	Sir! Please set easy paper.
Sb larkiyan or larky sn lo tht techr sd no chtin n exm	Listen all girls and boys that teacher has said "No cheating in exam".
Hry up v r gtin lt	Hurry up! We are getting late.

Table 3 presents responses at the start of the study. The participants were asked a series of questions, and their responses were categorized as Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD).
The first question, "Do you use mobile phone frequently?" received 92 responses for SA, 1 for A, 1 for UD, 3 for DA, and 3 for SD. The second question, "Do you prefer texting to phone call for making contact with your acquaintances?" saw 88 responses for SA, 2 for A, 3 for UD, 5 for DA, and 2 for SD.
For the third question, "Do you prefer shortened words in texting to full text/words/sentences?" the responses were 93 for SA, 1 for A, 1 for UD, 4 for DA, and 1 for SD. The fourth question, "Do you find shortened words are time-saving and a comfortable medium for contact?" had 95 responses for SA, 1 for A, 2 for UD, 1 for DA, and 1 for SD.
The fifth question, "Do you use shortened words other than given in the SMS dictionary?" received 93 responses for SA, 1 for A, 1 for UD, 3 for DA, and 2 for SD. For the sixth question, "Do you think shortened words sometimes get original spellings skipped from your mind when you are to use them for academic purposes?" there were 95 responses for SA, 1 for A, 1 for UD, 1 for DA, and 2 for SD.
The seventh question, "Do you think you find yourself engaged in using such language which is linguistically inappropriate because of the overuse of SMS?" had 89 responses for SA, 2 for A, 2 for UD, 3 for DA, and 4 for SD. The eighth question, "Do you think the overuse of SMS/texting does not pave the way to improve the speaking skill of English?" saw 70 responses

for SA, 10 for A, 5 for UD, 5 for DA, and 10 for SD.

Table 3:   Responses at the start of the study

Sr. No	Question	SA	A	UD	DA	SD
1	Do you use mobile phone frequently?	92	1	1	3	3
2	Do you prefer texting to phone call for making contact with your	88	2	3	5	2
3	Do you prefer shortened words in texting to full text/words/sentences?	93	1	1	4	1
4	Do you find shortened words are time saving and comfortable medium for contact?	95	1	2	1	1
5	Do you use shortened words other than given in SMS dictionary?	93	1	1	3	2
6	Do you think shortened words sometimes get original spellings skipped from your mind when you are to use them for academic purposes?	95	1	1	1	2
7	Do you think you find yourself engaged in using such language which is linguistically inappropriate because of the over use of SMS?	89	2	2	3	4
8	Do you think over use of SMS/texting does not pave way to improve speaking skill of English?	70	10	5	5	10
9	Do you think texting hampers learning of the grammar of second language, i.e., English?	78	2	5	12	8
10	Do you think others systems of second language are affected by the over use of SMS?	80	5	3	12	10
11	Do you think sentence construction is affected because of the use of texting in which it mostly not considered?	82	5	3	5	5
12	Do you think spellings, grammar and sentence structure of the second language, English, could be improved if not written in shortened words?	83	3	4	7	3
13	Do you think over use of texting badly affects writing skill?	90	2	1	1	6
14	8Do you find difficulty in using English in the exams?	93	1	2	2	2
15	Do you think writing full worded language than SMS can improve language skills especially speech and writing?	88	3	5	2	2

Strongly Agree(SA), Agree (A), Undecided(UD), Disagree(DA), Strongly disagree(SD)

For the ninth question, "Do you think texting hampers learning of the grammar of the second language, i.e., English?" there were 78 responses for SA, 2 for A, 5 for UD, 12 for DA, and 8 for SD. The tenth question, "Do you think other systems of the second language are affected by the overuse of SMS?" received 80 responses for SA, 5 for A, 3 for UD, 12 for DA, and 10 for SD.

The eleventh question, "Do you think sentence construction is affected because of the use of texting in which it is mostly not considered?" had 82 responses for SA, 5 for A, 3 for UD, 5 for DA, and 5 for SD. The twelfth question, "Do you think spellings, grammar, and sentence structure of the second language, English, could be improved if not written in shortened words?" saw 83 responses for SA, 3 for A, 4 for UD, 7 for DA, and 3 for SD.

For the thirteenth question, "Do you think overuse of texting badly affects writing skills?" there were 90 responses for SA, 2 for A, 1 for UD, 1 for DA, and 6 for SD. The fourteenth question, "Do you find difficulty in using English in the exams?" received 93 responses for SA, 1 for A, 2 for UD, 2 for DA, and 2 for SD.

Finally, the fifteenth question, "Do you think writing full-worded language rather than SMS can improve language skills, especially speech and writing?" had 88 responses for SA, 3 for A, 5 for UD, 2 for DA, and 2 for SD.

Table 4 presents responses after three months. Participants were again asked a series of questions, and their responses were categorized as Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD). The first question, "Do you use mobile phone frequently?" received 94 responses for SA, 1 for A, 1 for UD, 2 for DA, and 2 for SD. The second question, "Do you prefer texting instead of phone calls for making contact with your acquaintances?" saw 84 responses for SA, 2 for A, 5 for UD, 5 for DA, and 4 for SD. For the third question, "Do you prefer shortened words in texting to full text/words/sentences?" the responses were 95 for SA, 1 for A, 1 for UD, 2 for DA, and 1 for SD. The fourth question, "Do you find shortened words are time-saving and a comfortable medium for contact?" had 93 responses for SA, 1 for A, 2

for UD, 2 for DA, and 2 for SD. The fifth question, "Do you use shortened words other than given in the SMS dictionary?" received 94 responses for SA, 1 for A, 1 for UD, 2 for DA, and 2 for SD. For the sixth question, "Do you think shortened words sometimes get original spellings skipped from your mind when you are to use them for academic purposes?" there were 96 responses for SA, 1 for A, 1 for UD, 1 for DA, and 1 for SD. The seventh question, "Do you think you find yourself engaged in using such language which is linguistically inappropriate because of the overuse of SMS?" had 92 responses for SA, 2 for A, 2 for UD, 2 for DA, and 2 for SD. The eighth question, "Do you think the overuse of SMS/texting does not pave the way to improve the speaking skill of English?" saw 80 responses for SA, 5 for A, 5 for UD, 5 for DA, and 5 for SD.

Table 4: Responses after three months

Sr. No	Question	SA	A	UD	DA	SD
1	Do you use mobile phone frequently?	94	1	1	2	2
2	Do you prefer texting instead to phone call for making contact with your	84	2	5	5	4
3	Do you prefer shortened words in texting to full text/words/sentences?	95	1	1	2	1
4	Do you find shortened words are time saving and comfortable medium for contact?	93	1	2	2	2
5	Do you use shortened words other than given in SMS dictionary?	94	1	1	2	2
6	Do you think shortened words sometimes get original spellings skipped from your mind when you are to use them for academic purposes?	96	1	1	1	1
7	Do you think you find yourself engaged in using such language which is linguistically inappropriate because of the over use of SMS?	92	2	2	2	2
8	Do you think over use of SMS/texting does not pave way to improve speaking skill of English?	80	5	5	5	5
9	Do you think texting hampers learning of the grammar of second language, i.e., English?	84	2	2	6	6
10	Do you think others systems of second language are affected by the over use of SMS?	90	2	2	4	2
11	Do you think sentence construction is affected because of the use of texting in which it is mostly not considered?	88	3	3	3	3
12	Do you think spellings, grammar and sentence structure of the second language, English, could be improved if not written in shortened words?	90	1	2	4	3
13	Do you think over use of texting badly affects writing skill?	92	1	1	1	5
14	Do you find difficulty in using English in the exams?	94	1	2	2	1
15	Do you think writing full worded language than SMS can improve language skills especially speech and writing?	90	3	3	2	2

For the ninth question, "Do you think texting hampers learning of the grammar of the second language, i.e., English?" there were 84 responses for SA, 2 for A, 2 for UD, 6 for DA, and 6 for SD. The tenth question, "Do you think other systems of the second language are affected by the overuse of SMS?" received 90 responses for SA, 2 for A, 2 for UD, 4 for DA, and 2 for SD. The eleventh question, "Do you think sentence construction is affected because of the use of texting in which it is mostly not considered?" had 88 responses for SA, 3 for A, 3 for UD, 3 for DA, and 3 for SD. The twelfth question, "Do you think spellings, grammar, and sentence structure of the second language, English, could be improved if not written in shortened words?" saw 90 responses for SA, 1 for A, 2 for UD, 4 for DA, and 3 for SD. For the thirteenth question, "Do you think the overuse of texting badly affects writing skills?" there were 92 responses for SA, 1 for A, 1 for UD, 1 for DA, and 5 for SD. The fourteenth question, "Do you find difficulty in using English in the exams?" received 94 responses for SA, 1 for A, 2 for UD, 2 for DA, and 1 for SD. Finally, the fifteenth question, "Do you think writing full-worded language rather than SMS can improve language skills, especially speech and writing?" had 90 responses for SA, 3 for A, 3 for UD, 2 for DA, and 2 for SD.

The findings reveal a consistent pattern in responses from the subjects, indicating that most participants are frequent mobile users and regularly utilize SMS. Table No. 2 of the study provides insights into the specific language types or items students employ in their messages, including occasional expressions from their native language. While students are generally aware of the potential effects of SMS language on their foreign or second language learning, they continue to use SMS extensively. This widespread usage persists despite an understanding of its potential impact on various aspects of language learning, such as spelling, grammar, and sentence structure. The persistence of SMS habits underscores a significant challenge in balancing the convenience of digital

communication with the need to maintain linguistic accuracy and proficiency. For instance, a significant majority of participants favor texting over making phone calls to communicate with acquaintances. Despite this preference for texting, many respondents believe that using full words rather than SMS abbreviations could enhance their language skills, particularly in terms of writing and speech. This contrast highlights a critical issue: students often engage in excessive texting without fully recognizing its impact on their language development. By the time they become aware of the effects, substantial changes may have already occurred in their writing and overall language skills. Additionally, respondents note that texting often disrupts sentence construction, as it typically involves abbreviated or fragmented expressions. This insight underscores the broader concern that frequent texting practices might undermine the quality of written communication and language proficiency.

Despite being aware of the potential negative effects, subjects continue to engage in texting as second language users, relying on it for both social and academic interactions. This reliance highlights a disconnect between their understanding of proper language use and their actual texting habits. The data from Table No. 2 shows that users often overlook correct spelling, grammar, and sentence structure, leading to significant challenges when producing written work for academic purposes. The frequent use of abbreviated texting forms contributes to errors in spelling, grammar, phonetics, semantics, and syntax. These issues become apparent when students attempt to demonstrate their language proficiency in academic exams, revealing the detrimental impact of texting on their writing skills. For second language learners, who face ongoing challenges with English throughout their academic careers, the reliance on texting shortcuts further complicates their ability to adhere to language rules. The convenience of texting often prevails over traditional writing practices, undermining their ability to perform well in academic settings. Respondents recognize that to improve their syntax and overall language skills, they need to prioritize the use of full text and adhere to grammatical rules. However, the widespread use of texting shortcuts often hampers their efforts. In light of these observations, it is essential for educational institutions to consider adjustments to their curricula. This could involve incorporating components that address the impact of modern communication technologies on language skills, emphasizing the importance of traditional writing practices and their role in academic success. Awareness programs should be implemented to educate students about the potential negative effects of excessive texting on their writing abilities, stressing the need to maintain proper spelling, grammar, and sentence structure even in informal communication.

Revising assessment methods to evaluate not only students' understanding of language rules but also their ability to apply these rules in various contexts, including both formal and informal writing, is also crucial. Additionally, offering support services such as writing workshops or tutoring programs can help students bridge the gap between their texting habits and their academic writing requirements. Ongoing research and monitoring are necessary to understand the long-term effects of texting on language learning and to develop strategies to mitigate any negative impacts. By continuously evaluating and adapting teaching methods to address emerging trends in communication technology, educators can better support students in balancing the convenience of modern communication tools with the need for strong writing skills essential for academic and professional success.

4. CONCLUSION

The integration of the latest technology into daily life is a personal choice, yet for second language learners, such as those in Pakistan, it is crucial to consider how these technologies impact language skills. While technology offers numerous benefits, including ease of communication and access to information, its influence on language learning, particularly for non-native speakers, can be significant. In the case of texting and mobile communication, while these tools provide convenience and speed, they can also pose challenges to language development. For second language learners, especially those striving to master English, the abbreviated and informal nature of SMS language can interfere with the acquisition of proper spelling, grammar, and sentence structure. This can become evident in academic contexts where adherence to language rules is essential for demonstrating proficiency and achieving success. Therefore, it is important for learners to strike a balance between leveraging technological advancements and maintaining strong language skills. Being aware of the potential drawbacks of excessive use of informal communication methods is essential. Students should be encouraged to use technology thoughtfully, ensuring that it complements rather than undermines their efforts to improve and refine their language abilities.

Educational strategies should focus on integrating technology in ways that support language development. This might include using digital tools to enhance learning while also emphasizing the importance of traditional language skills in formal contexts. By doing so, learners can harness the advantages of modern technology without compromising their linguistic proficiency. University graduates who frequently use mobile phones should be mindful of their texting habits, particularly when it comes to using shortened words. While SMS language often incorporates abbreviations for convenience, these shortcuts should not compromise the integrity of language learning. It is advisable to avoid using self-created shortened words that deviate significantly from standard linguistic norms, as these can disrupt the development of proper language skills. If abbreviations or shortened forms are used, they should adhere to basic syntactical rules to ensure that they do not negatively impact other aspects of language learning. Maintaining a level of consistency and correctness in texting can help prevent detrimental effects on spelling, grammar, and overall language proficiency. By striking a balance between the convenience of SMS language and the necessity of adhering to grammatical rules, graduates can protect their language skills while still benefiting from the efficiency of modern communication methods.

Addressing the challenge of SMS language use in university classrooms requires a thoughtful approach from teachers and instructors. It is crucial for educators to raise awareness among students about the implications of excessive texting on their

academic and social language skills. This involves explaining the impact of texting shortcuts on spelling, grammar, and sentence structure, and highlighting the differences between the language learning experiences of native speakers and second language learners. Students should be informed about the potential disadvantages of overusing texting without adhering to established language rules. They need to understand that while texting can be an efficient means of communication, its informal nature can negatively influence their academic writing and overall language proficiency if not managed carefully. Given that second language learners face unique challenges compared to native speakers, it is important for students to adopt a rational approach to their language use. By being mindful of the academic implications of their texting habits, students can work to mitigate any adverse effects and enhance their language skills, ensuring they do not suffer academic setbacks due to the convenience of texting.

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