TEXTING AND ITS IMPACT ON THE WRITTEN AND COMMUNICATION SKILLS OF COLLEGE STUDENTS

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Abstract: **This study aimed to determine the impact of texting on the written communication skills of college students of the Iloilo Science and Technology University –Dumangas Campus. The researcher used the self-made questionnaire in the gathering of data. .This study uses the quantitative method in the conduct of the survey and in the interpretation of the data.Results of the study revealed that the highest percentage of texters are ages 19 and below. This implies that teenagers constitute the great number of cell phone users. The results also revealed that the average frequency done by students in a day has no bearing on their spelling performance. Test results reveal that students performance is higher this and texting has no impact on them. Another findings revealed that only 1 to 10 persons have the highest frequency or persons texted in a day. This implies that frequent texters just connect to their friends and families for a purpose. Further results revealed that there is no significant relationship between the extent of texting and the student performance in their sentence structure. This also proved that student's ability in writing and communication is given and texting have no impact on them.**

Keywords: **texting, communication, sentence structure, grammar, cellphones.**

I. INTRODUCTION

Rationale:

The English language is very much part of the social and intellectual life of every Filipino. It is one of the media of instructions in schools and is one of the basic tools for every student especially in their aim for higher education. Since knowledge about facts, ideas, values and human experience are usually written and spoken in English, it is essential that students should be aware of their means of written communication in order to be understood especially in the global market.

Written communication of students is one of the major skills that need to be addressed by school authorities especially the English teachers. Today's generation do not give any more emphasis on the formal written form of communication. They found communicating an easy process without considering the spelling, the grammar structure, correct abbreviations and punctuations.

One factor that has affected the written communications ability of the students is the use of text words in writing. Texting is reported as the most preferred communication style (Cingel and Sundar 306). The introduction of mobile phones and texting has greatly impacted the way in students communicate (Kemp and Bushnell 18wriitn). People no longer have to make phone calls to keep in touch with friends and family, they can now type a short message stating whatever they need to say.

Text messaging has grown in popularity ever since the very first text was sent in the year 1993 by a student who was working for the Nokia Corporation (Drouin and Davis 49). Teenagers have reported an average of receiving 46.03 and sending 45.11 messages in a day (Cingel and Sundar 310). In another study, ninety percent of students in seventh to twelfth grade reported sending eleven texts per week (Kemp and Bushnell 18). Texting is thought to have possibly negative and positive effects on students' literacy. When asked their opinion, educators said that they believe that texting has a negative effect on students' writing skills (Verheijen 595). This belief may be a result of teachers having mentioned receiving work that contained textisms (Powell and Dixon 58

The Centre of Science Education at Sheffield University found that about ninety percent of the youth have cell phones, and that ninety- six percent of this group uses them to text (Plester, Wood, Bell 137). On average, eighty two percent of twelve to fifteen year olds and forty nine percent of eight to eleven year olds have a cell (Plester, Wood, Bell 137). The adolescents mainly used their phones for texting. When talking to friends, they seem to ignore punctuation and capitalization concepts while texting (Cingel and Sundar 306). A study was set up in which participants were placed in a normal classroom setting so that the experimenters could gather data on the effects of cell phone use on the classroom experience. In a survey taken before the study, participants expected to lose thirty percent on an assessment if they were texting, and surprisingly enough they did perform very closely to what they had predicted. Students agreed on the survey that using phones are distracting, but that they continue to use cell phones in class (Chacon et. al 323). Students also predicted that they would score better if they were not texting (Chacon et. al 326)

In one study, the participants were given the passage .It took much longer to those that engaged in texting while reading (Chacon, et.al 324). There were instances of documented distraction from phone ringing, texting or instant messaging. Participants were given an assessment on the material that they were supposed to have read. Students that have texted scored lower than the control group –students who did not text (Chacon et.al 324). There was a twenty seven percent decline when participants texted as opposed non-texting group. It was determined that their time spent during texting was negatively correlated to quiz scores (Chacon et.al 328). Results supported the idea of negative effects of texting in a classroom is not conducive to learning the material that is presented to the students. The results from this experiment also suggests that texting in itself may not be the reason for lower scores on literacy test. It may be that the time and place that a person choose to text message maybe a part of the problem.

Textisms are used as shortcuts to make messages shorter since there is usually a cap on the amount of characters that a phone is programmed to allow in a text message (Verheijen 583). Since textese is mostly sound based, or phonological, they are often used as a way to save time and money (Kemp and Bushnell 19). The youth are likely to use textspeak when interacting with friends (Cingel and Sundar 307). Many students have confessed to using mobile phones for social networking as well, which may also be an instance where textisms are being used (Chacon 323). As the years have gone by, the amount of seven to ten year olds that own a cell phone has doubled (Plester, Wood, Bell 137).

Teens have a texting language of their own .According to John Hopkins School Of Education, teachers in the classroom view texting as the desecration of the English language. According to the Harvard Medical School Division of Sleep Medicine website, texting doesn't stop when a teen hops into bed for a good night's sleep. In fact, many teens spend their nights 'on call,' waiting for messages and responding - even during the wee hours. These continuous interruptions during the night have a negative effect on a teen's sleep quality. Despite their sleepiness, most teens feel socially bound to return text messages no matter what the hour. The result is a classroom full of tired teens, some of which fall asleep during class. Result is no learning takes place during class activities..

The impacts of texting among adolescents can lead to problematic outcomes such as poor school performance, interruption in sleep habits, bullying through text messaging, texting while driving, sexting, and other negative effects on communication skills (Dawson, 2005; Hafner, 2009; Subrahmanyam & Greenfield, 2008). While new methods of technology make communication more immediately available, the extent to which this paradigm shift can add or detract from the overall quality of adolescents writing and communication skills is unclear.

The general message that the media sends about the effects of texting tend to be rather negative overall. Thurlow quoted that texting "signals the slow death of language" and is "a threat to social progress" (qtd. in Verheijen 586). It was discovered during a study that participants took longer and made more errors when they had to read textese messages as

opposed to reading Standard English (Kemp and Bushnell 18). Students still continue to text even they know that there are the possibly negative effects in their literacy. It has become their everyday task. Many of those text messages that are sent often contain textisms. The use of textisms is starting to become more accepted among the younger generation. There have been suggestions from both media sources and educators that texting may have a negative effect on the literacy skills of students. Perhaps that biggest problem is that students do not distinguish between times when they need to write formally without using textisms, and when they are writing informally and the use of textisms is acceptable. As a researcher, it may be possible to determine if the use of textisms does indeed have the impact on the written communication skills of the students. Until the time that concrete results are acquired to suggest that texting has deleterious effects, it may be wise for teachers of English to encourage students to lessen their use of textisms, and to instead use proper grammar and spelling while they are using texting as a form of communication.

Students excessive texting in school setting may also harm the relationship between teacher and students since the time will be spent more on the cell phone which provides them such information that they access on the networks than the teachers lecture. It therefore becomes less likely that adolescents will be completely present in their face-to-face conversations, homework, or family activities while texting or receiving text messages. The result is there is no concentration or focus during conversation and the tendency to write text words while doing school assignments.

Since English teachers have noticed students' poor writing skills as evident in their writings and communication skills because of the use of text lingo, enhancement should be done. . Students' use of text words influences their skill in using formal language in writing. They use abbreviations and spelling which are not acceptable. With this, the researcher felt the need to study and determine the impact of texting on the academic performance of the students particularly in their written activity. Teachers should monitor texter users during class hours, check the content, and advise them to limit usage and be aware of the words used that will hamper their communication and writing skill. .Because of the breakthroughs in communication technology which is increasingly present in the life of a university student, the result is, students would be engrossed in using cellphone which the text words used in their written communication that could influence their previous knowledge in using formal English. The researcher need to guide the students and provide the necessary tools and learning activities in the classroom. The teachers understanding of this effect will surely help students imbibed the actual learning situation with the limited use of cell phone or texting.

With this situation, the researcher would like to determine whether texting has an impact on the written communication skills of students.

Theoretical Background:

This study is anchored on the theory on Rhetorical Situation by Lloyd Bitzer (1968) which "argues that speech always occurs as a response to a rhetorical situation, which he succinctly defines as containing an exigency which demands a response, an audience, and a set of constraints. In response to this "situation-driven" view, Vatz claims that the speaker's response, and even the rhetorical situation itself, are determined by the imagination and art of the speaker. James Britton has asked the same question and offered a linguist's answer, namely, that syntactic and lexical choices guide the process. It is tempting to think of writing as a process of making linguistic choices from one's repertoire of syntactic structures and lexical items. This would suggest that there is a meaning, or something to be expressed, in the writer's mind, and that he proceeds to choose, from the words and structures he has at his disposal, the ones that best match his meaning. We need to understand that a particular discourse comes into existence because of some specific condition or situation which invites utterance.

Another theory and generalizations that support this research study on texting and writing by the students is Moffette's and Gibson's who contends that the choice of one's writing is determined by one's s sense of the relation of the speakers , subject and audience (Flower & Hayes, 1981, p. 365). That the style and substance of one's writing is a matter of context that can and will vary from situation to situation.

This theory supports the idea that students may write one way when sending text messages to friends and an entirely different way when writing formal papers for their college professors.
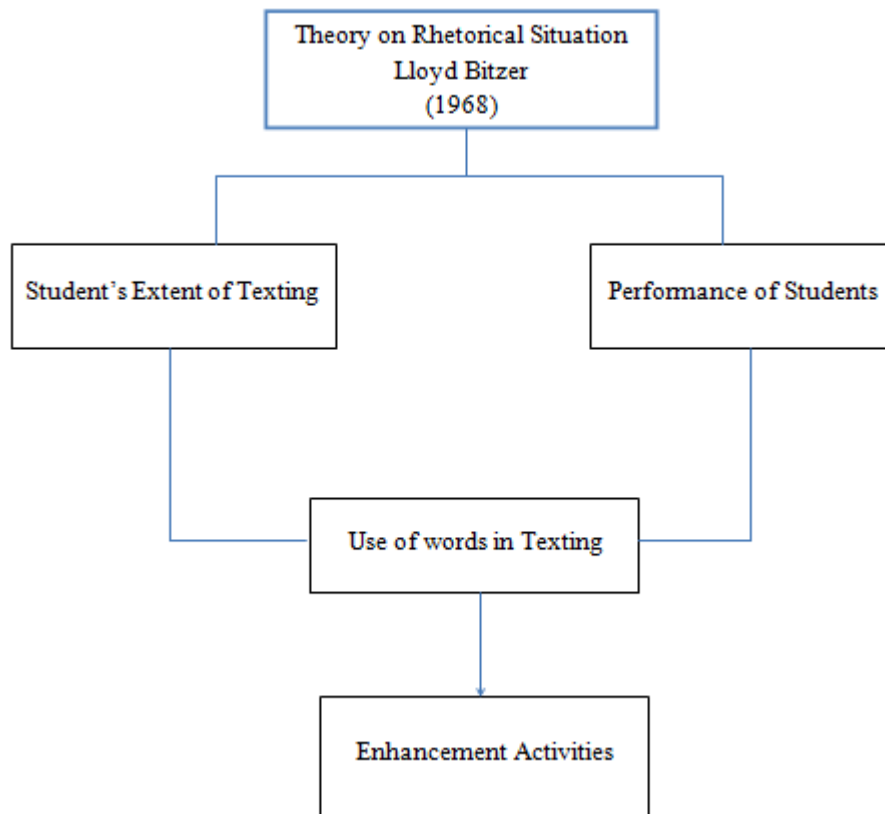
Fig. I: Schematic Diagram of the Theoretical Framework of the Study

While research on text messaging has shown positive correlations between students who text and the intimacy levels of their communication (Igarashi, Takai, & Yoshida, 2005), questions still remain in regards to texting and its relationship to formal writing ability in the classroom. For formal writing and literacy, current research has been somewhat contradictory. Studies by Beverly Plester and colleagues have revealed a positive relationship between texting and writing performance (Plester, Wood, & Joshi, 2009), but studies by Larry Rosen and colleagues have shown a negative correlation (Rosen, Chang, Erwin, Carrier, & Cheever, 2010). Plester's work has been predominantly on younger, grade school children, while Rosen's study focused on college aged students.

Beyond one study by Rosen, very few studies focusing on text message volume and formal writing scores in this age group have been identified. The lack of research in this area and contradictory results to what has been examined with younger students were the main reasons for this study.

Statement of Purpose:

This study was conducted to determine the impact of texting in the written communication skills of 1st year BSIT college students of the Iloilo Science and Technology University Dumangas Campus for school year 2015-2016.

Specifically the study sought to answer the following questions:

1. To what extent is texting done by students in terms of:

   1.1 Average frequency of texting in a day;

   1.2 Number of persons texted;

   1.3 Load spent a day; and

   1.4 Type of text messages?

2. What is the performance of students in written communications along:

   2.1 spelling

   2.2 sentence construction

3. Does correlation exist between extent of texting and the student's communication skills?

4. What are the challenges encountered by students in their written communication skills?

5. What activities can be designed to enhance the written communications skills?

Hypothesis:

There is no significant relationship between the extent of texting and the student written communications skills.

Significance of the Study:

The findings of the study are beneficial to the English Communication teachers for they can design teaching strategies to improve the written skills of the students particularly on their spelling, grammar and structure. It can motivate them to teach exact words and lessen the burden if students are encouraged to avoid using "text speaks" in writing.

It can also be very beneficial to the students so they can appreciate the correct words to use in their writing activity. It will help them realize that texting is only for easy communication purposes and not acceptable in formal writing. It will give them awareness on the use of words, their spelling and abbreviations which could influence them to use in their formal writing.

To the Parents, this study will be beneficial, proven that texting has the negative effect so they can reprimand or advise their children to limit the use of cell phones when at home and especially during class hours.

For the school, the findings of this study may offer relevant information to school administrators. It can give them an understanding of the use of media and other social networking sites. With this they can implement programs or include in the curriculum the enhancement strategy for the students in improving their written communication.

This study will also pinpoint areas for teachers of English on the written skills of students which may hopefully encourage them to give priority on the use of formal language in their communication skills. The findings may likewise motivate the teachers to consider modification of their present technique to improve written communications skills of students.

Moreover, findings of this research may contribute to literature linguistic properties of written language for the development of instructional materials. .

This study maybe also valuable to researchers. Results of the linguistic comparison of the use formal language and the text words may identify research problems which maybe used for future studies. This will also open doors to further researchers as it would enhance the people scope of knowledge and unfold certain areas that may demand the attention of other researchers and students in order to improve their proficiency in written language.

Definition of terms:

For a better understanding of this study, some terms are defined operationally.

Academic performance- it is the outcome of education, as the extent to which a student, teacher or institution has achieved their educational goal. In this study, students would be considered as the perimeter for measurement.

Communication skills - the ability to convey information to another effectively and efficiently

In this study, communication skills mean the ability of the students to write and convey information clearly through their written works.

Enhancement – an increase or improvement in quality, value or extent. In this study, enhancement refers to the improvement of the quality of writing of the students.

Content- it is something that is to be expressed through some medium as, speech, writing or any various of arts.

In this study, content refers to the medium used by the students in writing.

Writing Skill – the ability to communicate your message with clarity and ease. In this study, writing refers to the skill of the students to use correct and clear words to convey meaning.

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Spelling - the process or activity of writing or naming the letters of a word. In this study, spelling refers to the ability of the students to write correctly the letters of every word acceptable in formal English language.

Abbreviation – a shortened or contracted form of word or phrase, used to represent the whole, state or result of being abbreviated; reduction in length, duration abridgment, summary. In this study abbreviation is a process used by students in contracting words or phrases when writing.

Structure- it is construction, or organization; arrangement of parts, elements, or constituents; the arrangement of and relations between the parts or elements of something complex.

In this study structure refers to the organization of the words in the sentences that conforms to the rules of grammar

Frequency- the rate at which something occurs or is repeated over a particular period of time or in a given sample.

In this study frequency is used to determine the number of text messages a student sent per day

Parent - biological father or mother, who nurtures a child and prepare him to become mature and useful individual.In this study, parents refers to the persons who take care and nurture children .

School - an institution for educating children.in a particular field

In this study school refers to an or institution where students are taught to read and write

Teacher- a person who teaches or instructs, especially as a profession; instructor in school

In this study a teacher refers to a person who teaches students in school

Student -person formally engaged in learning, especially one enrolled in a school or college;

In this study a student is one enrolled in a college where the study took place

II.   REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents related literature and studies conducted for the purpose of determining, evaluating, and analyzing the impact of texting on the written communication of students.

To better understand the effects of texting on adolescents, it is important to introduce the definitions, theories, and research relevant to better understanding the relationship between adolescents and text messaging. Texting and written communication among adolescents has motivated this researcher to investigate the impact on the written communication skills of students. This review will also broadly examine implications for English Teachers and include a statement of study for this specific piece of research.

Text Messaging:

By definition, "text messaging, or more specifically, SMS (Short Message Service) texting enables text messages up to 160 characters long to be sent and received by mobile phones" (Buczynski, 2008, Recent literature supports the existence of a phenomenon with texting through reports on text message studies from CTIA and Harris Interactive.

Their research reveals that "for many teenagers, texting is replacing talking on cell phones, according to a new online poll of 2,089 U.S. teenagers" (Lindley, 2008, p. 19). This trend is clearly on the move. Over five years ago Pew Internet and American Life Project (2005) claimed that "text messaging is more widely used among college-age 19 Generation Ys (i.e., 18-27 years old), as 63% of those with cell phones regularly send text messages" (p. 1). With this significant transformation taking place, current research literature on text messaging has been focused on sociological and emotional links, gender, writing and literacy, and the ways schools can use the technology to enhance a student's education.

Within theoretical research literature, *text messaging* is defined as the exchange of brief messages through technology use that encompasses texting, short message service (SMS), and use of the social networking service twitter over a cellular telephone network, and messages that are sent to both individuals and groups (Tilley, 2009).

For the greater part of human existence, oral communication and long hand writing have been our primary means of communicating. But "for undergraduate students, the mobile phone (and in particular SMS [Short Message Service] text messaging) has become the technology of choice" (Longmate & Baber, 2002, p. 69). One of the reasons this technology

has become so popular is that "people can send and receive messages wherever they want: in restaurants, museums, cars, buses, trains, shops and while walking in the street" (Nakamura, 2001, p. 77). However, just because something is popular does not mean that it is not without consequence. As Plester, Wood, and Bell (2008) explained: There has been concern about the supplanting of standard written English by what is often seen as the more conversationally based and orthographically reduced medium of texting language. This concern, often cited in the media, is based on anecdotes and reported incidents of text language used in schoolwork. (p. 138) Rosen, Chang, Erwin, Carrier, and Cheever (2010) added that both educators and media professionals have suggested that text messaging is causing young people "to lose the ability to write acceptable English prose" (p. 421) Because the technology is relatively new, the majority of peer-reviewed literature on text messaging and high school or college-age students has only been written within the last five years. This literature has predominantly focused on sociological and emotional links, gender differences, and the ways that schools can use the technology to enhance their students' education.

Adolescents have embraced short messaging service, also known as (SMS) a mobile phone–based text messaging system, instant messaging (IM), and computer-based text chat systems (Tilley, 2009). The term *SMS* is used interchangeably with *texting*, *sending text messages*, and *text messaging* (Fendelman, 2012). Adolescents have in effect created their own language. Text messaging often makes use of textual shortcuts because users are restricted to 160 characters (hence the name "short messaging system"). Some cell phones have full keyboards for faster texting, while others require multiple taps of a number key to achieve a particular letter (Fendelman, 2012). Text messaging has developed its own language that is often referred to as text-speak or "textisms" (Durkin et al., 2010).

Text language is distinctive; its foundations are rooted in the principles of the written language but contain features of the spoken language (Durkin et al., 2010).Text messaging has brought convenience and quickness to our society. Text language could be seen as a book of shorthand. Users generally shorten words by dropping vowels or endings or by using single letters, numbers, symbols or combinations as a replacement for letters, syllables, or whole words (Durkin et al., 2010). For example, words are shortened (e.g., *Wed* rather than *Wednesday*), letters are removed (e.g., *goin* for *going*), acronyms are inserted (e.g., LOL for *laughing out loud*), and symbols are used to replace words (e.g., *&*instead of *and*). Sequences of characters, such as joining a colon, a dash, and a right parenthesis, are used to create "emoticons" that express emotion, and letters are capitalized to express strong emotions.

In the study of Solomon Ali Dansieh of the Department of General and Liberal Studies, Wa Polytechnic on the impact of texting on the students communication skills, concerns has been expressed by faculty and staff about the poor communication skills. The Academic Board commissioned a committee to investigate the causes of and the poor communication skills among students and also recommended ways of solving the situation. The results showed that English was every student's second language (L2). Students have been studying the language for an appreciable period, with the mean year being 18¾. A totalof 99% of respondents admitted they liked English language, even as a subject, while 73% believed that the poor communication skills exhibited by students was ascribable to poor foundation, dating back to early years of their study of the language. The report further observed that while about 51% of students found grammar very difficult, 36% struggled with lexis and structure. It concluded that, with 98% of students interviewed admitting that they needed help to improve upon their general communication skills; the problem was deep-rooted (WaPolytechnic, 2006: 5&6).

Quality Writing:

Hines and Basson (2008) explained that "writing is first and foremost a thinking process. It involves communicating ideas by first assembling supporting evidence, carefully analyzing an audience, and tailoring a message to achieve a desired outcome" (p. 297). On the topic of thinking, authors Ronald T. Kellogg and Bascom A. Raulerson III (2007) suggested that "in order to achieve higher levels of writing performance, the working memory demands of writing processes should be reduced so that executive attention is free to coordinate interactions among them" (p. 237). Their article, *Improving the Writing Skills of College Students* explained that: Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. It demands rapid retrieval of domain-specific knowledge about the topic from long-term memory (Kellogg, 2001). A high degree of verbal ability is necessary to generate cohesive text that clearly expresses the ideational content (McCutchen, 1984). Writing ability further depends on the ability to think clearly about substantive matters. (p. 237) Kellogg and Raulerson reviewed numerous studies on the writing process to reveal three facts involved with self-regulatory control of the writing process. These facts include; 1. the proven correlation between

measures of working memory capacity and writing performance, 2. the fact that children have limited literary fluency until their mechanical skills in handwriting and spelling are developed, and 3. that it takes approximately a decade of experience to use writing as a means of thinking and language production (Kellogg, & Raulerson III, 2007, p. 238).

Text messaging involves writing; but, does SMS language and writing really help students in their writing skills? What does the literature say about the phenomenon generally? What empirical evidence is there to depict the situation at the Wa Polytechnic? What are the some of the common abbreviations observable in students' work? What do the lecturers think about their possible impact on students' writing? What does literature say about the phenomenon elsewhere? Considering the relatively short history of mobile telephony in general and SMS text messaging in particular (December 1992 to 2010), it is rather amazing the level of interest it has generated among researchers and authors around the world. Not many books have been written on the subject yet. In 2007, Finnish author Hannu Luntiala published the first ever book written solely in text message language, about a business executive traveling throughout Europe and India (Crystal, 2008). The following year, David Crystal, a renowned Linguistics Professor came out with his book entitled Txtng: The Gr8 Db8. This could be said to be the most comprehensive literary work so far on the SMS text messaging. Various researches on the impact of SMS texting have also been carried out and findings published in journals, newspapers, and on the internet. These articles, mostly online, address the positive and negative impacts of text messaging on various aspects of social life, including the academic work of students. While one school of thought argues that the service is a curse, because it impacts negatively on student communication skills, particularly writing skills; the other, led by David Crystal, contends that texting is not harmful to student literacy; rather it enhances it (Crystal 2008). In his book, Txtng: The Gr8 Db8, (a logogram which stands for Texting: TheThe Great Debate), Crystal refutes the popular view that SMS language and its profuse use of abbreviations and slang can impact negatively on student language and literacy.

Today, text messaging is considered the most widely used mobile data service.. It is on record that by the end of 2007, half of the world's population (3.3 billion) was mobile phone subscribers. Out of this, 2.4 billion people, constituting 74% of all mobile phone users worldwide, were active users of the SMS (Wikipedia, 2010). With an average of 27 texts sent per day by subscriber, the Philippines is considered the world's largest average user of the SMS by mobile phone subscribers. Scandinavia, particularly Finland, Norway and Sweden had over 85% of their population using SMS over the same period. By the end of 2008, the European average and North American SMS-active-user rate had risen to about 80% and 60% respectively. The International Telecommunications Union in a report released in 2009 rated Africa as "the region with the highest mobile growth rate" at the close of 2008 (ITU, 2009). Although Africa's ICT penetration levels in general lagged behind the rest of the world, it defied all predictions in the area of mobile cellular telephony, with subscriptions rising from just 5% in 2003 to over 30% by the end of 2008. As far as SMS usage in Ghana is concerned, it is hard to come by statistics. Dogbevi (2008) reports that available statistics dates back to 2000 when it was estimated that SMS sent from Ghana grew from an initial 22,000 to over 130,000. The figure could be much higher now, given that Ghana's current mobile telephony density stands at about 7.6 million subscribers.

A September 2008 article in USA Today entitled "Texting, Testing Destroys Kids' Writing Style" summarizes many of the most common complaints about the effect of texting. It states that according to the National Center for Education Statistics, only 25% of high school seniors are "proficient" writers. The article quotes Jacquie Ream, a former teacher and author of K.I.S.S. Keep It Short and Simple, a guide for writing better and more effectively. Ream states, "We have a whole generation being raised without communication skills." She firmly believes that because of this lack of communication skills, students do not have the ability to write well. She blames the use of acronyms and shorthand in text messages for students 'inability to spell and ultimately write. Ream also points out that students struggle to convey emotion in their writing because, as she states, in text messages "emotions are always sideways smiley faces." She also puts blame on teachers for not teaching their students good critical thinking skills. She says kids learn only to "parrot" information they're given rather than use it to develop their own thoughts and ideas. Ream concludes that "there's a whole generation that can't come up with new ideas—and even if they did have a breakthrough thought or opinion of their own, they couldn't share it with the rest of us.

Many also complain that because texting does not stress the importance of punctuation, students are neglecting it in their formal writing. Teachers say that their students are forgetting commas, apostrophes, and even capital letters to begin sentences. Proper usage of grammar rules is necessary for writing effectively. If it is true that students are indeed failing to follow proper punctuation rules and correct spelling as a result of constantly texting, teachers will need to make more of an effort to instruct students on proper writing.

Another complaint is that text messages lack emotion. Many argue that texts lack feeling because of their tendency to be short, brief, and to the point. Communicating emotions through words is an important aspect of writing. The reader should be able to very easily understand and often even feel how the author is feeling. Because students are not able to communicate emotion effectively through texts, some teachers worry, they may lose the ability to do so in writing.

Text messaging mostly involves the use of pictograms and logograms. Words are either shortened through the use of symbols to represent the word, or using symbols whose names sound like a syllable of the word. A text may consist of words or an alphanumeric combination. For example, texting "to date" could be rendered as 2d8; "for you", as 4 U; and "before" as b4. To text "to whom it may concern" for instance, one could simply write twimc. "Love you with all my heart" could also be texted as "luwamh" (BBC-Focus on Africa, 2004:25). Several syllables of a word can also be substituted using numeral sequences. An example is the French a12c4 "a un de ces quartres" meaning "see you around" (cited in Wikipedia, 2010:12). It is also possible to use numbers alone to communicate whole passages. This is particularly so in character-based languages like Chinese and Japanese. For instance, "8807701314520" in Chinese is literally translatable as "Hug hug you, kiss kiss you, whole life I love you" (Ibid). The SMS technology allows up to 160 characters in length for each short message composed with Latin alphabets, and 70 characters in length for those composed with non-Latin alphabets like Arabic and Chinese. Some uses of SMS text messaging Text messaging has caught on so well with mobile phone users, partly because of its ubiquity.

Today, many are those who consider their mobile phones "first as text messaging devices, and secondly as voice calling devices" (Wikipedia, 2010). Wherever there is mobile phone reception, text messaging is possible. When United States President Obama was delivering his speech in Accra during his visit to Ghana in 2009, the U.S. Department of State reached citizens all over the world using SMS. Through SMS, live highlights of the speech were received by African and international/non-U.S. citizens around the world in French and English (Butcher, 2009). Power and Power (2004) also observed that even deaf people are able to communicate with each other better through SMS.

The Global Messaging Survey conducted by Nokia in 2002 revealed that text messaging has addictive tendencies. This finding was confirmed by a study undertaken at the Catholic University of Leuven in Belgium in 2004. Following these, another study at the University of Queensland in Australia found that "text messaging is the most addictive digital service on mobile or internet," adding that "the text reception habit introduces a need to remain connected" (Wikipedia, 2010: 3). By this facility, a sense of connectedness of users is assured even in circumstances where voice calls may not be practicable or acceptable. It also provides users with the convenience of responding to messages when they deem fit. Some attested impact on language .The impact of text messaging on language has generated a great deal of debate. While researchers like Rosen et al (2009) are of the view that regular use of the service can impact negatively on the everyday language of "texters", linguistic experts like Crystal (2008) refute this stance. In an unscientific poll conducted by Edutopia.org, out of 1028 respondents, 50% were of the view that texting was harming students' writing and grammar, 20% thought that text messaging could have some effect on students' writing; but did not consider it a major problem; while 27% felt it did not have any negative influence (Russell, 2010). One respondent was cited to have remarked "…my students' spelling is atrocious. Texting does not and has not helped" (Ibid). Whereas some teachers were of the view that abbreviations used in text messaging was negatively affecting written English, reporting that papers had been written without due regard to proper punctuation, good grammar, and standard abbreviations, other educators felt that the more you got students to write, the better (O'Connor, 2005). This group contends that texting even provides an opportunity for teachers to teach about how language has evolved from Shakespearean English to Internet English. They argue that text messaging is not just writing anything, but that before students send out text messages, they do some editing in order to format the messages into a limited but precise number of words. A third school of thought contends that text messaging has no effect on English grammar. In their view, text messaging could be considered as another language. Since learning a new language or slang words does not necessarily affect a student's ability to use English grammar, text messaging as another language cannot either. They argue that each generation has its own jargon, yet English grammar has not changed.

The Linguistic Features of SMS Text Messaging:

Hard af Segerstad (2005) cited in Harper, Palen and Taylor (2005) summarized the linguistic features of SMS. Her meta-analysis drew from the work of several researchers and several languages. Hard af Segerstad's research reveals that the features of SMS can be discussed under four broad categories: Spelling, Grammar, Punctuation, and Graphics (non alphabetic). These features are as follows:

Spelling:

Text messaging has a unique spelling pattern. This pattern is highly phonetic. Words are often spelled the way they sound and in some cases numeric graphemes (such as 2 for too and 8 for words ending with –ate or -eat) are employed forming a distinct type of alphanumeric (use of alphabetic and numeric symbols to form words). Hard af Segerstad posits that this type of spelling is mainly employed to save time and keystrokes. However, in some cases, the text messaging equivalent of the word contains the same amount or even more characters than the conventional word. This is particularly true for plurals which end with —s‖ that sound like —z‖ (girls). In some cases, texters prefer to enter girlz rather than girls even though they require the same amount of keystrokes to enter. This is an interesting pattern and reveals much about the freedom and creativity provided by text messaging.

Some examples of textisms which employ phonetic spelling and alphanumerisms are as follows:

skool – school ,nite - night ,gr8 – great or cr8 - crate ,2day – today ,fone - phone

Spelling in text messaging also involves lexical (word) shortenings by replacing longer words with shorter forms (Hard af Segerstad). Ling and Baron (2005) discovered three types of lexical shortenings related to text and instant messaging; acronyms / initialisms, abbreviations and contractions. With acronyms and initialisms, Hard af Segerstad claims, the first letters of the phrase or sentence is utilised. Sometimes, this phrase forms a new word and this word is often used in speech. In some cases, the acronym resembles a word in the language and as such changes the pragmatic meaning of that word. A typical example of this is the term TINT (till next time). Conventionally, tint connotes a pale shade. However, when a teenager uses this word to bid farewell to a friend, its meaning is entirely different. Further, entirely new words are introduced into the language. For example LOL (laugh out loud or lots of laughs) is commonly used in speech and has become a common oral response.

Some typical examples of acronyms and initialisms employed by text messaging are:

LIMT – Laughing in my tummy

SMH – Scratching/Shaking my head

AYSOS – Are you stupid or something?

PW – Parent watching

ROTFL – rolling of the floor laughing

ILY – I love you

Abbreviations:

Abbreviations are also employed in text messaging.. Abbreviations have existed for centuries, pre-date text messaging and are a part of conventional English. However, text messaging abbreviations are quite different from conventional abbreviations both in structure and derivation. With conventional abbreviation, there are specific laws that govern how words are abbreviated (by initialism- WHO, by first and last letter – Dr. or by first syllable – Tues.). And terms or words are generally abbreviated using lowercase letters (except for proper nouns where the first letter of the abbreviation is capitalized – Gen: Genesis). Although text messaging abbreviations, like conventional abbreviations, contain some amount of initialism and in some cases uses the first syllable, a major difference is that text abbreviations pay little or no attention to case and punctuation. Some abbreviations also employ numeric symbols that resemble alphabetic symbols (3 for e, 1 for i or l, 6 for b) and other graphical symbols such as the asterisk and the ampersand.

Some examples of text messaging abbreviations are:

LIK – liquor 1ce – once

633F – beef B1t - bit

MOZ – mosquito B& - Banned, band

Text messaging spelling also involves vowel deletion and as such consonants are mainly utilized in text messages. Medial vowels that do not change the phonology of the word are often deleted. Usually, if the phonology of the word will be changed by the deletion of the vowel, the vowel is maintained. Further, the silent e at the end of words is also deleted

completely changing the spelling patterns of words. However, initial vowels are usually maintained. It is interesting to note that vowel sounds are often maintained (like y as in every) in text messaging orthography. Again, this is mainly done for character-saving (Ling & Baron, 2005). Some examples of text messaging spelling employing vowel deletion are as follows:

bd – bad dn - done ,gd – good , evry - every

Punctuation:

Hard af Segerstad noted that text messages are generally void of punctuation as punctuation marks such as commas and end marks (period, question mark, exclamation point) are accounted for in the total number of characters used in the message. Therefore, in order to decrease the number of characters used, texters generally omit punctuation marks. In some cases spaces are also omitted. Capitalization is also ignored in text messaging. Usually, teenagers'text messages are written either entirely in uppercase or lowercase with little or no attention paid to proper nouns and adjectives. Therefore a typical text message may read ―hirweon42niteitsokw84vick‖ (Hi, are we on for tonight? It's okay, wait for Vick). As it is, the message is 24 characters long. However, written the conventional way the message would have been 51 characters long. Inserting punctuation marks on some mobile devices is also quite burdensome and time consuming as punctuation marks are retrieved by cycling through the 1 key and continuously tapping until the desired mark is reached.

Grammar:

Text messaging language seems to deviate from conventional Grammar in four main ways: by omitting the subject pronoun, by omitting verb or prepositional phrases, by reducing inflectional endings and by omitting articles (Hard af Segerstad). Hard af Segerstad notes that the subject pronoun is usually omitted in teenagers' text messages because the name of the person who sent the message usually appears on the screen and as such the subject and the subject pronoun are implied. Verb and or prepositional phrases, on the other hand, are omitted so as to save time and space. Therefore, several messages may read ―m33t m3…library…3pm‖ (Meet me at the library at 3p.m.). Note that ellipses are used to replace the prepositional phrase.

Inflectional endings are usually reduced with text messaging. For example, plural noun forms with the inflected –s or –es are usually reduced as well as verb forms with inflected endings. This is also done to same time and to reduce the number of characters in a message.

Text messaging also employs the use of asterisks. However, this use is dissimilar to that of the conventional use of asterisks. With text messaging, asterisks are used mainly to emphasise certain words or phrases so that its meaning is non-ambiguous (Hard af Segerstad). However, using emoticons increases the number of characters in the message. For example, entering *hugs* or *never* adds two characters to the message.

Hard af Segerstad also notes that with teenagers' text messaging, graphical symbols are sometimes used in the place of words. This is mainly done to reduce the burden of entering the message, to save time and most of all to save space (decrease the number of characters used). Sometimes, Hard af Segerstad claims, these symbols are emoticons that represent a single word. For example, in the message ―im so :-)‖ (I'm so happy) the emoticon :-) (happy) is used instead of the word happy. These sociolinguistic features are all changing the face of language and it seems as if text messaging is emerging as a language of its own.

Communication:

Man is a social being. One has to get along well with others .It is our ability to communicate that makes us different from any other living things. It is our instrument for understanding and our tool for communicating with our fellow human beings .The words we speak are reflections of our personality, the products of our feelings and thoughts, our needs and our temperament, our values and attitudes.

We communicate so much. People listen, speak, read and write every day. Philosophy also contributes uniquely to the development of expressive and communicative powers. It provides some of the basic tools of self-expression—for instance, skills in presenting ideas through well-constructed, systematic arguments—that other fields either do not use, or use less extensively. It helps one to express what is distinctive of one's view; enhances one's ability to explain difficult material; and helps one to eliminate ambiguities and vagueness from one's writing and speech. Writing skills is also

taught intensively in many philosophy courses, and many regularly assigned philosophical texts are unexcelled as literary essays. Philosophy teaches interpretive writing through its examination of challenging texts, comparative writing through emphasis on fairness to alternative positions, argumentative writing through developing students' ability to establish their own views, and descriptive writing through detailed portrayal of concrete examples: the anchors to which generalizations must be tied. Structure and technique, then, are emphasized in philosophical writing. Originality is also encouraged, and students are generally urged to use their imagination and develop their own ideas.

Writing Instruction and Assessment Technology:

It is important to examine technological and classroom writing instruction/assessment since the scope of this study involved the comparison of text message volume (technological in the sense that many texting applications contain word and sentence correction tools) and formal writing on the SAT and in the college classroom. Writing software which substitutes for a physical instructor outside the classroom typically identifies errors in "sentences, nonparallel or incorrect sentence structure, overuse of conjunctions, and incorrect shifts in sentence structure" (Mills, 2010, p. 654). Since these are the same types of errors that a physical instructor would correct, the research below will examine both technological and classroom instructor writing assessment to see if there is any significant difference between the two. In her article *Does Using an Internet Based Program for Improving StudentPerformance in Grammar and Punctuation Really Work in a College Composition Course?,* Roxanne Mills (2010) "investigated the impact of an Internet based program designed to improve basic writing skills on grammar and punctuation scores on an English Competency Test" (p. 652). The Internet program she assessed claimed to examine students' mechanics, punctuation, and grammar skills (p. 654). Mills' study sought to ascertain whether an unidentified on-line program could improve English Competency Test scores in the subjects of grammar and punctuation for Composition II students (p. 654). 24 Mills coded the Control Group (students who did not use the online program) as "Test Group 1" and compared English Competency Test scores with the Treatment Group 1 (students who did use the program) "Test Group 2" (p. 654). She also tested a separate comparison of scores "between the Control Group (Test Group 1), which did not use the program, and Treatment Group 2 (Test Group 3), which used the program in conjunction with correcting rough drafts of their papers" (Mills, 2010, p. 654). Mills' study did not find a statistical difference in the English Competency Test scores in either grammar or punctuation between the two groups in any of the tests (p. 655). Similar to there being little difference in student writing performance when comparing computer instruction to human instruction, computer assessment is becoming more and more comparable to human assessment of student writing. Kellogg and Raulerson (2007) explained that Educational Testing Service's "e-rater system" for the Graduate Management Admissions Test (GMAT) has shown an 87%-94% agreement with expert human graders and that another computer-based test, the Intelligent Essay Assessor, has correlated .81 with human assessors (p. 240). With the convenience of instant feedback, "computer-based feedback on

The Use of Text Messaging in Educational Institutions:

On the theme of SMS use in an educational setting, Dave Harley, Sandra Winn, Sarah Pemberton, and Paula Wilcox have been studying how text messaging can be used to support students' transition from high school to college. Citing Mintel (2005), the authors stated that cell phone ownership of 15 to 24 year-olds in the United Kingdom has reached 93% and that SMS technology was available on all mobile phones (p. 229). With such a large number of students using this technology, the authors set out to accomplish two aims. The first aim was "to explore the role of text messaging in students' everyday social interactions; and the second being to assess the extent to which carefully designed messages from university staff could help to support students in the early stages of their degree" (Harley, Winn, Pemberton, & Wilcox, 2007, p. 230). As for the role of text messaging in students' everyday social interactions, text messaging was found to be used much more than voice calls (p. 233). The authors explained that their qualitative analysis (with interviews of 30 students) showed that "text messaging is the dominant mode of electronic communication amongst students and plays a central role in maintaining their social networks" (Harley, Winn, Pemberton, & Wilcox, 2007, p. 229). The reasons for this included the asynchronous quality of texting, 26 in addition to being able to use the technology as an "emotional buffer" which made communicating sensitive issues much easier (p. 234). Other students uses of SMS technology reported in the study included maintaining contact with close family members and using it as a way to sustain a sense of presence with support networks (p. 235)preliminary drafts could motivate students to improve their scores before they turn in their papers for feedback from peers or instructors" (Kellogg, & Raulerson III, 2007, p. 240).

A 2011 study found that 95 percent of the surveyed 18–24 year olds had mobile phones, and that 97 percent of the phone owners use text messaging;[9] adolescents who have grown up with this technology (and many adults) view texting as an "integral aspect of the sense of self." What might be the consequence of becoming so familiar with, probably reliant upon, this medium of communication? Surely some good. But, as Sophocles warned, "Nothing that is vast enters into the life of mortals without a curse."

The perils and promises of a rising generation steeped in informal writing are particularly relevant to legal educators: Not only are we engaged in training students to be professional readers and writers who will carefully use written language to explain, to persuade, or to bind others, we frequently encourage students to use the rigor of writing to build their understanding and to create complex legal argument. When writing is difficult, it is the "friction" that forces us to name our free-flowing ideas and to link them into clear, coherent text. The friction of writing therefore acts to deepen and clarify ideas.

While it may be true that a student who enters law school an "expert" in informal writing will be less likely to use language carefully and less likely to feel the rigor of writing, it may also be true that such a student is adept at writing to different audiences and has a habit of writing that will move her past the writer's block many of us felt years ago, facing a typewriter.

Whatever the impact, we will be better able to adjust our teaching if we can move past the uninformed assumptions we make about informal writing—that it weakens linguistic skills and tolerates sloppy composition—to predict, as specifically as possible, informal writing's impact on more formal writing as the "generation text" moves into law school. To better inform our teaching, this Article first describes the current preference for informal writing among our students (an admittedly moving target), and then summarizes relevant data from composition studies, most often conducted on students from the ages of ten to twenty-five. The Article then uses this data to address these primary concerns: (1) whether frequent exposure to and use of text speak[16]weakens general language acquisition and students' growth as expert legal writers and readers; and (2) whether the ease of texting will make students accustomed to quick, easy writing, and will thereby compromise students' ability to use writing to work through and solve problems.

Studies by Lee Griffiths and Ali Hmer from the School of Computing, Science and Engineering at the University of Salford claimed that the average user sends 250 text messages a month and that the predominant text user is 18 to 25 years old. The authors asked colleges and universities, "Why are we not using this technology? [and] The outside world has moved on. Can universities?" (Griffiths & Hmer, 2004, p. 3). Clearly this is a direction that colleges and universities need to pursue, and within that pursuit there is a need for further research.

How and Why Students Text:

Another important element is to understand how students use their cell phones for text messaging—a subject that researchers Alex S. Taylor and Richard Harper have been studying for several years. Their 2003 ethnographic study, *The Gift of the Gab?: ADesign Oriented Sociology of Young People's Use of Mobiles* observed the use of cell phones and text messaging among young people to offer a sociological explanation for the medium's explosive popularity. The study revealed that young people use mobile phone content (such as words and images) as a way of sharing and giving to one another. "What it provides is the means to meet the obligations of exchange and thus demonstrate social bonds – something that is inarguably of great importance to young people" (Taylor & Harper, 2003, p. 291) Xristine Faulkner and Fintan Culwin developed a questionnaire and diary study to examine the texting activities of 565 cell phone users. Their study, *When Fingers do theTalking: A Study of Text Messaging* explained that "most people see text messaging as a warm, personal and cost-effective way to greet their friends and loved ones on special occasions [and that] the use of text is also expanding into picture messaging as people explore the range of mobile messaging services that is becoming available" (Faulkner & Culwin, 2005, p 168). A notable perspective the authors took on a positive aspect of SMS technology is that it is unlike a regular phone call where both people need to be communicating in tandem, which can sometimes be problematic (p. 168). They continued by stating that "it may not always be possible or even desirable to speak to someone on the phone, and at such times a text message will reach them and is a discreet and convenient way to communicate given its asynchronous nature" (Faulkner & Culwin, 2005, p 171). On the down side, many cell phone users no longer memorize or remember others' phone numbers—and often do not even know their own—because the technology remembers it for them (p. 169).

According to research done by the Pew Internet and American Life Project and the National Commission on Writing (2008), 700 youth ages 12 to 17, along with their parents,were polled, and 64% of teens admitted to using shortcuts and symbols regularly in school assignments. The study also revealed that although adolescents are rooted in text messaging, adolescents overall do not feel that texting is a form of writing (Lenhart, Arafeh, Smith, & Macgill, 2008). The study also revealed that 50% of adolescents admit they sometimes use informal writing styles and punctuation instead of proper capitalization and punctuation in school assignments (Lenhart et al., 2008).

Text messaging may limit opportunities for social interaction for adolescents who are specifically language impaired. In one research study, Durkin, Conti-Ramsdent, and Walker (2010) compared text use and literacy abilities between 17-year-old typically developing (TD) adolescents and in specifically language impaired (SLI) adolescents ($N = 47$ TD; $N = 47$ SLI). To measure this they administered standardized assessments of cognitive language and literacy abilities. Participants were also asked to send a text message and reply to texts sent by an experimenter. The experimenter texts consisted of "it would be great if you would reply" "What do you usually do on Sat?" This text was sent to avoid yes-or-no answers. The adolescents with SLI performed significantly lower than the TD adolescents not only on measure of language, but also on measures of literacy.

The research indicated an association between text language use and literacy abilities indicated by the choice to return the text message, the structural features of the text, and the use of text language. The research also suggests that for adolescents, text messaging is the main way of keeping in touch with friends. SLI adolescents are less likely to participate in social networks and connect with peers, therefore reducing the social opportunities that are so vital to adolescent development (Durkin et al., 2010). This study is relevant to the current research because it shows how specifically language impaired adolescents can feel intimidated by texting. This could hinder and interfere with the SLI adolescents' ability to connect with peers through texting. Therefore communication opportunities with peers become limited, which could affect gaining self-confidence.

Research that was collectively reanalyzed in a study done by Grinter, Palen, and Eldridge (2006) revealed that adolescents are communicating with their peers mainly through SMS, a mode of communication that influences adolescents at a time in their lives when they are focused on forming identity. This study contributes to an understanding of adolescent electronic lives. Findings analyzed from the SMS literature state that although they are different types and styles of usage, both SMS and IM serve adolescent communicative needs (Grinter et al., 2009). Building knowledge about the use of instant messaging among adolescents, the study examined how their features shape social practice. Technology is being used at home in ways researchers are just starting to understand. Everyday family life, technological choices, and economics play a part in how technology fits into home life. The new challenges that SMS and IM add to domestic communication will influence the research of future studies, especially how the information itself is gathered and analyzed (Grinter etal., 2009).

According to Harley, Winn, Pemberton and Wilcox (2007) text messaging can be employed to support students' transition to University. Like Broinowski's study, their research sought students' views on using text messaging as a way of social integration into the University. The research proves that students were very comfortable using the tool as it informalised student-instructor relationship. However, Henley (2009) questions if this blurring of the boundaries between students and teachers safe. And, what about language use? Should language in this case be formal or informal? Also, will such practices help young adults to discriminate between formal and informal writing situations?

Sweeny (2010) advocates that using text messaging in the classroom helps teachers to form a bridge for emerging forms of communication. This act, Sweeny states, will —engage learners and make writing more meaningful‖ (p.129). as mentioned, teens mainly text for fun-filled communication with those whom they have existing relationships and feel the need to communicate with. Should every fad and passing craze be included in education systems? Or, should educators allow a natural infusion?

Texting and Literacy:

Researchers Lesley McWilliam, Astrid Schepman, and Paul Rodway have conducted Stroop task studies to find whether there is observable evidence whether SMS abbreviations have been absorbed into everyday language use. Their findings showed "reading text message abbreviations is unavoidable to those who have adapted to their use [and] therefore they are likely to have been absorbed into the language" (McWilliam, Schepman, & Rodway, 2009, p. 970).

Summary:

In summary, *text messaging* is defined within theoretical research literature, as the exchange of brief messages through technology use that encompasses texting, short message service (SMS), and use of the social networking service twitter over a cellular telephone network, and messages that are sent to both individuals and groups (Tilley, 2009).

Other studies on text messaging have focused on the linguistic features of text messaging such as spelling, grammar, abbreviations which are the components of correct writing skills by the students. In the literature review, quality writing is discussed. It is first and foremost a thinking process. It involves communicating ideas by first assembling supporting evidence, carefully analyzing an audience, and tailoring a message to achieve a desired outcome. Writing Instruction and Assessment Technology is also important to examine technological and classroom writing instruction/assessment since the scope of this study involved the comparison of text message volume (technological in the sense that many texting applications contain word and sentence correction tools) and formal writing on college classroom. The use of text messaging in educational institutions is also reviewed. Dave Harley, Sandra Winn, Sarah Pemberton, and Paula Wilcox have been studying how text messaging can be used to support students' transition from high school to college. Citing Mintel (2005), the authors stated that cell phone ownership of 15 to 24 year-olds in the United Kingdom has reached 93% and that SMS technology was available on all mobile phones (p. 229).

Lastly were the studies on text messaging and literacy. Some studies have shown positive correlations between students who text and the intimacy levels of their communication, however many questions remain in regards to texting and its relationship to formal writing ability in the classroom. The younger students in Plester's studies showed a positive correlation between textism usage and literacy, while Rosen's studies on college age students showed a negative correlation between students' use of textisms and their formal writing ability.

As Ream stated that we have a whole generation being raised without communication skills.She firmly believes that because of this lack of communication skills, students do not have the ability to write well. She blames the use of acronyms and shorthand in text messages for students 'inability to spell and ultimately write. Ream also points out that students struggle to convey emotion in their writing because, as she states, in text messages "emotions are always sideways smiley faces." She also puts blame on teachers for not teaching their students good critical thinking skills. She says kids learn only to "parrot" information they're given rather than use it to develop their own thoughts and ideas. Ream concludes that "there's a whole generation that can't come up with new ideas—and even if they did have a breakthrough thought or opinion of their own, they couldn't share it with the rest of us.

III.   RESEARCH METHODOLOGY AND PROCEDURES

This chapter discusses the methods which will be used by the researcher in the study, the research environment and the participants involved. This also includes the sampling technique and the instruments that will be used in the conduct of the study and the method of data collection.

Design:

This study will use the quantitative method to determine the impact of texting on the writing and communications of university students. This will involve data gathering to support generalizations about the phenomenon under study. A questionnaire survey form and a semi-structured interview will be conducted. A self –made questionnaire for students was developed to gather primary data for quantitative analysis using the mean percentage. Samples of the questionnaires can be found in appendixes B and C. A total of 50 questionnaires, were randomly administered. With a total student population of 292 first year college students these sample sizes were considered reasonable enough to enable the researcher do a fair assessment of the problem.

The questionnaires included both open and closed-ended items.; all aimed at usage, opinions and experiences with texting problems among students of the ISAT U Dumangas Campus.

The researcher will make use of the quantitative method on the effects of SMS or mobile texting on the writing and communication skills of students. Quantitative research method of inquiry emphasizes on objective measurements and analysis of data collected through questionnaires and survey. It focuses on gathering numerical data and generalizing it across groups of people or to explain a phenomenon. The overarching aim of quantitative research study is to classify features, count them and construct statistical models in an attempt to explain what is observed.

Environment:

This study will be carried out at the Iloilo Science and Technology University Dumangas Campus. This institution was established in 1973 as a secondary school, then it was converted into a tertiary level in 1992 as an external campus of the WVCST. In May 2015, it acquired its university status and was named ISAT U Dumangas Campus.

The Municipality of Dumangas is a first class municipality in the Province of Iloilo in Western Visayas. It is bounded in the North by the Municipality of Barotac Nuevo, on the South and East by the Guimaras Strait and on the West by the Municipalities of Pototan and Zarraga. I lies at 122° 42'34'' longitude and 10° 49'22'' latitude. Dumangas in generally plain with few hills, namely. Matagsing Hill at Barangays Ermita and Sulangan, Ermita Hill at Barangay Ermita, Binaobao Hill at Barangay Sulangan and Elihan Hill at Barangay Rosario. There are seven rivers traversing the town. These rivers are: Dumangas River, which traverses the central portion of the Municipality; Barasan, Agdarupan, Paloc, Talusan, Sulangan and Linao River. The Linao river contains fresh water source while the rest are brackish. The Municipality lies at the tail-end of one of the biggest rivers in the Province of Iloilo, the Jalaur River. This river is the main source of irrigation water for the Municipalities of Dingle, Pototan, Barotac Nuevo

Dumangas is composed of 45 barangays, 17 of which are coastal and 39 are farming. Its coastline is 21.8 km. Total land area is 12,870.8 ha. with 56,291 people inhibiting and 11,262 households. People living in Dumangas are commonly called Dumangasanons. Their main source of livelihood are fishing and farming.

It's a first class municipality and there are 2 tertiary institution, the Iloilo State college of Fisheries and the Iloilo Science and Technology University –Dumangas Campus. It only shows that advances in social media like SMS or mobiles phones are at hand especially among the university students. The use of cellphones is almost a part of everyday life of the students, not only in the tertiary level but also in the secondary and elementary grades. There are seven secondary schools, 3 are private schools and the rest government schools. Each barangay has its own elementary schools.

Dumangas is a town of outstanding citizens in various fields such as politics, education, medicine, and law among others. It continues to retain its provincial standing, but whose commitment to certain fundamental community values and innovations has produced many prestigious and popular figure not only in the country but in the whole world. It is evident that standings and success of this municipality is contributed to the use of SMS by its people who have connected to the world.

Participants:

The participants of the study were the 50 college students aging 18-25 of the Iloilo Science and Technology University – Dumangas Campus who were enrolled during the second semester of school year 2015-2016. The participants were taken from the total 200 1st year college student- enrollees. These students with ages 18-25 years old are taking up English and Communication Skills at Iloilo Science and Technology University- Dumangas Campus. This number of participants were sufficient to produce substantial data of the extent in texting and their written communication skills. They were taken through the use of stratified random sampling.

Sampling Technique:

The stratified random sampling technique will be used in the study. It is a sampling method that does not give equal chance for every individual to be taken as subjects but only those who fall in to criteria. In this form of sampling the population is determined though their year level and their age level ranging from 18-25 years old. The participants are all first year college students taking up English I and they are all students of the Iloilo Science and Technology University-Dumangas Campus. These participants are willing to cooperate and participate in filling up the questionnaire.

Instrument:

The instrument used in the study was the self-made questionnaire. The questionnaire contained closed and open questions that will provide sufficient data needed for the study. The questions were on the extent of students texting per day, how much load is spent, how many person are they texting. Other questions are on the performance of the students in written communication along spelling and sentence structure.

The researcher used the quantitative method in the conduct of the study. Quantitative research method of inquiry emphasizes on objective measurements and analysis of data collected through questionnaires and survey. It focuses on

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gathering numerical data and generalizing it across groups of people or to explain a phenomenon. The overarching aim of quantitative research study is to classify features, count them and construct statistical models in an attempt to explain what is observed.

Data Gathering Procedures:

The questionnaire was administered personally to the respondents by the principal investigator. In the gathering of the data, the researcher will follow a step by step process. First the researchers made a self –made questionnaire which were validated by the panel of experts. The composite mean and percentage will be used to determine the extent of student texting to their written and communication skills. Then the participants were identified on the basis of the criteria. After which, the researcher set schedule for gathering of data by distributing the instruments to the participants. After which the data will then be tallied, transcribed, coded and subjected to presentation, analysis and interpretation using the *Pearson product moment of correlation,a= 0.05 level of significance.*

Statistics formula:

$$r = \frac{\sum xy}{(SDx)\,(SDy)\,(N)}$$

where : ∑xy= sum of the product of x y deviations

SDx = Standard deviation of x variable

SDy= standard deviation of y variable

N= number of cases

Ethical Consideration:

A. Risk- Benefits Assessment:

The participants are at a minimal risk in this research. They will be asked to answer questions which are not common in their day to day classroom experience. The conduct of the questionnaire will not take 15 minutes for them to answer, and it does not have any mental, emotional and even physical impact to them. The not –so easy part of the survey is for them to count the numbers of text they sent per day. There is no pressure if they cannot provide accurate information on the questions.

The benefit the investigator can foresee for the participants is the development of knowledge on how students differentiate the use of formal and informal language in writing. Participants should learn that text speak are not allowed in formal writing.

This study would also benefit the question that so many teachers, parents, and students have about the relationship between SMS technology and students' formal writing skills in the classroom. It would also lead the educators to enhance students' writing development and ability so that they could effectively present their selves through writing.

It would provide administrative insights as to how text messaging should be managed by the school. Should they be allowed to use cellphones in the classroom?

It can be of value in solving the problem by providing theories about the relationships to be tested with further researches. It would encourage future studies such as the association between the frequency and/or volume of technology usage and the quality of formal writing by students of all ages.

B. Content, Comprehension and documentation of informed consent:

The principal investigator will discuss the Informed Consent Form to the participants. Each item should be explained clearly, the participant status, study goals, type of data, procedures, nature of commitment, Information of sponsors, recruitment, potential risk and benefits, alternatives, compensation, confidentiality pledge, voluntary consent, right to withdraw and contact information.

C. Authorization to Access Private Information:

The only authorized persons to access information are the researchers and the institution.

D. Confidentiality Procedures:

The records of this study will be kept in a private and secure place. If the investigator in any sort, decide to publish this study, he might not include the name or any information that will identify the subject. Only the researcher shall have the access of the records. All data will be collected in person by only the investigator and stored in a lockable file cabinet and/or password protected electronic database. Careful attention will be made to not link survey information to participant identity. Once the text message data is paired with the formal writing data, all electronic data containing participants' names will be both deleted and electronically shredded after a month of the graduation of the researcher, and also the hard copy data with the participants' name will be physically shredded and disposes in the same timeframe.

E. Debriefing, Communications and Referrals:

 Participation in this study is voluntary as explained by the investigator to the participants. Their decision whether or not to participate will not affect their current relationships with the school or university. If the participants decide to participate, they are free not to answer any question or withdraw at any time without affecting those relationships or loss of benefits. Any results that suggest referrals , then the researcher will be keen on this during the conduct of the study.

F. Incentives or Compensation:

The investigator explained that there is no direct monetary gain or incentives involve in the study. All the expenses will be handled by the researcher.

G. Conflict of Interest:

The researcher agrees that if any person would like to publish this research study, anonymity should be observed on the identity of the participants. And if ever the adviser should decide on monetary matters , the investigator agrees and should conform with , to avoid conflict of interest.

IV.   PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter discusses the results, analysis and interpretation of data. This study aimed at determining the impact of texting on the written communication skills of college students.

The following are the information retrieved from the 50 questionnaires conducted at the university students.It contains results and discussions employing tables for purposes of illustrations.

The table below shows the extent of texting done by students in a day. It also includes the number of person from 10 t0 400 and more., the frequency of texting done by students and the percentage rating.

Table I. Average Frequency of Texting in day

No of Persons	18-19	20&above	Frequency	Percentage
10-100	24	6	30	60%
101-200	10		10	20%
201-300	2		2	4%
301-400				
401-above	4	1	5	10%
Total	**40**	**7**	**47**	**94%**

Table 1 reflects the results of the frequency of texting done by students in a day. It reveals that the highest total frequency of texting ranges from 10-100 person a day. This c0mprises the 60% of the total population, and mostly teenagers fall to this range. This implies . that most teenagers are connecting to not more than 100 person which means that if they text more than 100 they have also to keep on buying loads in order to send messages. Out of the 50 particiapnts the highest frequency is 30 . Only 4 % for person 2001 -300 and 10% for 401 an above. Most number revealed in the data is 10-50 person which is attainable for a texter to reach and connect within a day. This confirms Kamran's observation that "people of all ages have benefited from the mobile phone consumptions in modern societies" (Kamran, 2010:26).

Table 2 below discusses the number of persons the participants are texting per day, the frequency and the percentage rating. The range is 1-41 and above with a total of 50 participants.

Table 2: Number of persons texted per day

Persons Texted	Frequency	Percentage
1-10	22	44%
11-20	11	22%
21-30		
31-40	3	6%
41-above	5	10%
Did not fill in	9	18%
Total	**50**	**100%**

As shown in table 2 the most number of persons students connect to a day is one to ten persons where texting is extensively used. The least number of person is 3 or 6% where students seldom connect .This implies that a maximum of ten persons could be texted by their load for the day. They have to reload again if they want to text someone. It can also imply that they don't have enough time to text because of their class where teachers don't allow use of cellphone in class or they don't have the load. It may also imply that texting is not their priority when using their mobile phone because of the many apps and game they play in their phones.

Table 3 shows the amount of load the participants spend for the day, the frequency of texters, and the percentage rating.. The range is 1-5; 6-10; 11-15; 16-20; 25-30.

Table 3: Load spent per day

Pesos	Frequency	Percentage
1-5	7	14%
6-10	7	14%
11-15	21	42%
16-20	7	14%
25&more	3	6%
Not filled	5	10%
Total	**50**	**100%**

Results of the data in Table 3 reflects the amount of load students spend for the day. A total of 21 texters are spending 11-15 pesos which constituted 42 %... This implies that this is the minimum amount spent by students considering the regular load of 15 by all networks which has the call amount for 3 minutes. They can have their 100 text messages and 3 minutes call. And they can consume it for 1 day. The 6 % total number of texters implies that they are not aware of the amount they spent because only 3 person out of the 50 participants are spending more than 25 pesos load.;while mostly texters are spending 1-5 pesos,6-10 pesos and 16-20 respectively. This confirms Kamran's observation that "people of all ages have benefited from the mobile phone consumptions in modern societies" (Kamran, 2010:26).

The next table explains the types of messages sent by the students to answer **YES** for the use of jejemon in their written communication and **NO** for the use of formal language. The t able also contains the total frequency and the percentage rating.

Table 4: Types of messages sent

Message	Yes	Percentage	No	Percentage	Total
Jejemon	15	30%	35	70%	100%
Formal	38	76%	12	24%	100%

Table 4 discusses the responses of the participants whether they use jejemon or formal language in their writing activity and communication. Results show that out of the total of 50 participants male and female 17 or 34% answered yes, while 33 or 66% no. This means that most students still observed the use of formal language in their formal writing activity in the classroom or in their assignments. This also implies that before they are exposed to the use of social media networks, the knowledge on the use of formal language are already instilled in their minds and their writing and communications activity. Only when they know how to read and write comes the use textwords . This also explains the theory of Bitzer (1968) that speech always occurs as a response to a rhetorical situation.. Present generation responds to the demands of technology. This also explains that students' knowledge on the use of formal language still prevails; that they are inclined to be taught the formal way of writing rather than using informal words. They only use texting as an easy means of communication.

Results also implies that students need to be taught correct language structure so that they will learn the correct spelling and apply proper rules in the use of words in their sentences.

Along with spelling and sentence structure the researcher conducted a test to determine whether students ability and skill are affected by texting phenomenon .The 50 particiapnts were again ask to answer the test. The table below shows the results:

Table 5: Test Results

Descriptive Statistics						
Test	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Spelling	50	10	25	863	18.36	4.351
Sentence Structure	50	12	27	910	19.36	3.448
Valid N(listwise)						

The result of the data reveals that the scores of the students in spelling and sentence structure are comparatively higher as expected even if they do texting in class. This implies that texting has not affected their grammar and spelling skills. The data had undergone its statistical computation using the SPSS version 16.0.

The next table discusses whether correlation exists between the extent of texting and the students' communication skills

Table 6: Relationship between the Extent of Texting and the Student's Communication Skills

	r	p-Value	Decision	Interpretation
Student's Extent of Texting and Student's Communication Skill	0.094	0.530	Failed to Reject Ho	Not Significant

Level of Significance at α 0.05

Table 6 shows the relationship between the student's extent of texting and his communication skills. The result reveals that there is no significant relationship between the extent of texting and the communications skills of the students for p-Value (0.530) is greater than the level of significance at alpha 0.05. This implies that students' extent of texting do not influence their written communication skills. This also proves the findings of Plester and colleagues (2008) that students' texting behavior is not associated with their poor written language outcomes.

Much of the media attention today has been directed at the effects of texting among the students. I as a teacher I can' t really say that it has affected too much on the written communication skills either negatively or positively. In fact those who often text can easily compose words in their activity compared to those who do not text. Only when it comes to formal writing activity they should be reminded of the usage .Some studies argue that texting may actually have a positive effect on the literacy skills of students. In one study, results showed that the more abbreviated words that were used, the higher verbal reasoning scores tended to be, which points to a clear positive correlation between textism use and verbal reasoning (Plester, Wood, Bell 139-140). Another study that was conducted using British children suggests that more proficient literacy skills was associated to deciphering textisms, which supports the idea that using textisms are driving development of literacy skills (Kemp and Bushnell 20, 23). Students who are prone to texting are very fast in their sending messages because they cut words. Their messages are often associated with acronyms, emoticons, and the removal of excess parts of spelling and grammar.

As a teacher I also believe that texting provide an opportunity for teachers to teach how language has evolved from the traditional old English to Internet English. Most of my students in their classroom activity do some editing first before they send out their messages. They are very creative in formatting into a limited but precise number of words. In other way texting could be considered as another language for them. They create jargons in their new generation. Students who do frequent texting are creative and have their own play of words in their writing activity compared to those who do not text mostly. But as a teacher I have to see to it that their written outputs do not violate the rules of grammar and spelling.

I have been in similar situations where I was either distracted in a class by someone texting or by a phone ringing during instructional time.

More evidence are needed to present to support or negate that notion that texting has negative effects on literacy. I believed before actually beginning my research study that texting may have had a negative effect on my students written communication skills. With all of the information that has been gathered from all of the studies and presented in this essay, it seems like there are some conflicting results. Some studies suggest that participating in text messaging has a negative effect on ones literacy skills, while others suggest that texting does not have any effect. After reviewing the information, I am under the impression that the act of texting in itself may not affect literacy skills; but rather when and where a person chooses to text may be the reason. Until the time that concrete results are acquired to suggest that texting has deleterious effects, it may be wise to encourage students to lessen their use of textisms, and to instead use proper grammar and spelling while they are using texting as a form of communication.

In response to this, Crystal (2008), do not see how texting could be a significant factor in discussing student problem in literary. If they have difficulty with reading and writing, they should e predisposed to use a technology which demands sophisticated abilities in reading and writing. And if a student do start to text, additional writing experience could be a help, rather than a hindrance.

What are the challenges encountered by the students in their written communication skill?

In learning, a student should master the four skills, reading, listening, speaking and writing. Of the four, writing is the most difficult skills to master .The difficulty is not only in generating and organizing the ideas, but in translating them into readable text. Writing is such a complex process and contains element of mystery and surprise, but as a teacher I believe that writing is manageable that any student could be able to learn. Learning to write is uniquely challenging. It requires the mastery and concurrent use of complex array of language , form vocabulary and spelling to organization and conveying of ideas. Indeed the complexities of the skills make it one of the highest form of human expression.

As a teacher I can cite some of the challenges encountered by students in their written communication skills.

1. Vocabulary:

As to my experience for long years of teaching I see one factor that hinders student writing ability is the lack of vocabulary. Since writing involves words and expression to denote an experience, a situation a writer cannot start a sentence or paragraph if he is short of the language. He may have the ideas in mind but cannot express it into words

2. Incorrect Grammar and Spelling:

This problems are evident in the written outputs of students .poor spelling, because they are not exposed to the language, incorrect sentence structure which causes ncomprehensible statements. For example: I like riding my bike very much after washing dishes. Correct: I like riding my bike very much but first I have to wash dishes. These are some of the errors spotted in their writing activities. Added to it are the punctuation marks at the end of the sentences, proper capitalization of proper nouns like dr. for Dr. ; their abbreviations, like gud for good, b4 for before which I agree could affect the accuracy of their writing.

3. Lack of subject –verb agreement:

I also consider this as one major challenges that student writers encounters in writing. Students may have the language proficiency and have enough vocabulary but most of the times their subject verb agreement is poor. The verb does not agree with the person and number used in the sentence. They can master the singular and plural form of the verbs but when used in the sentence they are not aware if the subject agrees with verb. Ex. He run every day. He runs every day. The berrys are ripe. The berries are ripe.

4. Exposure to different language in the Media:

One factor that I can also see on the challenges students encounter in their written communication skills is the exposure to the media. The use of mixed language or code switching in writing is not a good way to develop their writing skills. Although these are acceptable in oral communications but in written its not because the continuity of the language thought is distracted.

5. Using words with different Etymology:

Another is the use of the language with different etymology or origin. Students are often asking which is correct to use, mentor or teacher, honour or honor, etc…They have to understand that there are many origins of the language and the teacher should make it sure if they can use both the words because anyway they mean the same.

Writing is a hard chore, but if no attention is given to this, then problems will grow and will affect students' performance or academic success; but the good news is, with the teacher's patience , understanding and most importantly the knowledge to teach correct language writing, I believe great Filipino writers are on the way..

Enhancment Activities:

Along with this study, the researcher had proposed some enhancement activities to improve the written and communication of the students. As a teacher strategies can be devised to achieve the goal in improving the language use of the student writers. Teachers should introduce activities for enhancement. Along with this are the following activities.

A. Conducting Essay Test:

At the beginning of the course students are taught of the necessity of text messaging in their lives. Teachers may ask those who bring cell phone with e even in the classroom .They will also be asked on the text words they use in text messaging.

At the end of the lecture the teacher will conduct essay test and will allow students to use jargon words in their writings. Teachers will check which common text words are used by the students. It will be noted down .Next the teacher will again conduct essay test not allowing students to use jargon words. The output will determine which language students are effective in their communication through writing.   This exercise will force the students to respond to the rhetorical goals . Students may write about their personal experiences and allow them to write more informally. And it may be that we simply engage our students in conversations about the writing they do and the language choices they make in that writing.

B. Awareness of Communication Responsibilities:

The teacher should explain to the students their responsibilities as users of cellphones. They should understand that there are negative and positive effects of the continuous use of jargons. They should be advised to limit the use of texting because it may hamper their knowledge on the use of formal language.

C. Profiling of Students accounts in cellphones:

The teacher may gather students number in their cellphones. Through this they can be contacted whenever there are information to be disseminated concerning classroom activities and assignments. Through this the teacher will know which jargon words are commonly used by the students. Then the teacher will respond the correct way of writing. Students can be monitored by the teacher through texting using the correct language so they that they will responding the same way. This is also one way to know where students are comfortable with in using the language.

V. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the summary, findings, conclusions and recommendations of the study.

SUMMARY:

This research study was conducted to determine the impact of texting on the written and communication skills of the students. The researcher used a self-made questionnaire which was conducted to the participants which contained average frequency of texting in a day done by students, the number of persons texted in a day , load they spend per day ,and the type of messages they use in texting. It also discusses the performance of students in written communication along with their spelling and sentence construction. It also wants to find out whether there is a correlation that exists between extent

of texting and the students communication skills. This study also found out that only a few of the students use words in texting in terms of meaning, abbreviations and content in their written activity. The researcher also had proposes and designed enhancement activities to enhance the written communications of students.

This study uses the quantitative approach in gathering data through stratified random sampling. The participants were the 50 college students aging 18-25 years old and students of Iloilo Science and Technology University, Dumangas Campus. This study is conducted at the Iloilo Science and Technology University Dumangas Campus.

FINDINGS:

Based on the results of the data, the following findings were revealed:

1. Results of the average frequency of texting done by students in a day reveals that a out of the total 50 participants , 30 or 60 % is the highest percentage of texting done by ages 18-19. Most of this students are teenagers and they are connecting to not more than 100 person which means that if they text more than 100 they have also to keep on buying loads in order to send messages. Only 4 % for person 2001 -300 and 10% for 401 an above. This confirms Kamran's observation that "people of all ages have benefited from the mobile phone consumptions in modern societies" (Kamran, 2010:26).

2. Only 1 to 10 persons have the highest frequency of persons texted in a day. Which is just the maximum number of text messages for a load of all text 10. Next is 22 % for numbers 11-20. This implies that texters maybe just connect to their friend and families for a purpose. Because if they text more they have to load more. Of the 50 participants 18 % did not bother to fill in. Its either they don't have cellphones, they can't determine how many persons they have texted or they don't care.

3. Findings also revealed that the highest frequency of amount used by students in texting is 11-15 pesos which is the common load amount of all text 20 to all network.

4. Another finding reveals that 76 % of the total number of particiapants still use the formal language in their written communications.

5. Finally findings revealed that there is no correlation that exist between the extent of texting and written communication skills of the students.

6. Results further revealed that the extent of texting and the number of person texted a day does not affect the written and communication skills of students particularly in their spelling and sentence construction, abbreviations and punctuations.

7. This study will somehow answer the question of many teachers, educators parents on students' academic performance more specifically in their written communicatin skills.(e.g. spelling and sentence structure.)

CONCLUSIONS:

Parents teachers and educators may be academically outraged by the rise of texting phenomenon, and we should react to prepare for the right threats.While there is not much of fear that texting could harm or weaken the students use of formal language skills, texting does not affect the formal written communication skills of the students as shown in the results of the study. This is because before texting technology is introduced to this group , their knowledge on the use of correct spelling, grammar and sentence structure are already in their writing skills, and in fact the constant texting had even made them creative and fast in their communication. SNS or social networking sites have created a phenomenon over the past decade and its effect are rapidly observed in our present generation; as Sophocles warned, "Nothing that is vast enters into the life of mortals without a curse."

For the greater part of human existence, oral communication and long hand writing have been our primary means of communicating. For this generation of texters, the mobile phone (and in particular SMS [Short Message Service] has become the technology of choice" (Longmate & Baber, 2002, p. 69). One of the reasons this technology has become so popular is that "people can send and receive messages wherever they want: in restaurants, museums, cars, buses, trains, shops and while walking in the street" (Nakamura, 2001, p. 77). However, just because something is popular does not mean that it is not without consequence.

This explains the theory on Rhetorical Situation by Lloyd Bitzer (1968) which "argues that speech always occurs as a response to a rhetorical situation, which he succinctly defines as containing an exigency which demands a response, an audience, and a set of constraints. People have to connect wherever they are whatever is the circumstances, whatever is the use of the language, to friends, families classmates, love ones and to their teachers for students who wants their help or advise.

There is no going back. Our technology is eliminating barriers to expressions – writing is easier than ever in the past- and we must be familiar with our students 'habits and be prepared to help them transfer skills they may have to the new writing challenges they will face ,this speaks not only of skills but also their social responsibilities in their use of the language. Our great role as teachers is to instill in the minds and teach our students the correct language usage that they will use in a day to day connection with people especially in their written communication because it is through this that they can present themselves positively and become successful in .the choice of their career in the future.

RECOMMENDATIONS:

In the light of the above mentioned conclusions, the following recommendations are advanced.

While the use of cellphones cannot be stopped among students, and young adults because of the necessity of the information in their life, parents and teachers should be aware of its misuse.

Limitations should be observed on its use especially parents on the amount spent by their sons and daughters in a day. They have to see to it the allowance they give them will be used in their school and food allowance and not just for the load.

1. Teachers should not allow cellphone users in the classroom especially in the use of text words against the formal language usage. Teachers should also give classroom activities to enhance the effective writing skills of the students not only in their English class but in almost of the subjects which requires effective communication. Essay test can be given to them particularly writing about their personal experiences to determine always the affectivity of their language usage. Follow up learning in the use of formal language should always be emphasized everytime there is writing or communication activities in the classroom. As a teacher the best recommendation I can give to my studetns is to read, read and read. Because it is only through reading that they can be rich in their ideas and always have the opportunity to connect and present themselves effectively especially in writing.

2. Administrators should also see to it that students are provided with networking sites but awareness should be observed on its use and abuse.

3. Service providers should also be aware of their responsibility in providing wholesome programs and networks.to the its audience and users.

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