INFLUENCE OF SHORT MESSAGE SERVICE (SMS) LANGUAGE ON ACADEMIC WRITING: A STUDY AT SECONDARY LEVEL IN DISTRICT DERA GHAZI KHAN

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ABSTRACT

The fundamental intention of this research study was to find out the impact of short message service (SMS) language on academic writing at Secondary level in D.G.Khan. Data was collected from 50 students in which 25 male and 25 female students from Dera Ghazi Khan City. For the purpose of data collection, the researcher developed two types of research questionnaires (one for teacher and other for student) with the help of expert's panel and literature review also. This present research was descriptive in nature and survey method was used for the data collection. For the presentation and analysis of data, SPSS v20 and MS Excel were used and further more t-test, mean, standard deviation and other relevant test were applied for batter analysis of collected data. It is concluded that two-third mainstream of learner's experience complexity in writing English in their academic achievements and they repeatedly make mistakes of spelling due to the abundant use of SMS habit that is also straightly relative to the extreme using of the SMS. It is concluded that the SMS language have a negative impact on Academic writing of student at Secondary level and have bad impact especially on female behavior and performance in educational stream. It is recommended that the students of Secondary level should pay special heed towards the writing skills as written and demand of in their academic procedures. Teachers and policies makers should have the responsibilities to make sure the betterment of the students regards writing skills as well as their academic achievements.

1   INTRODUCTION

Language is a way of expression through which anyone can explain his thoughts, feelings and mental strengths. It is a result of continuously changing human activities. The advent of new ways of communication has made the world a global village in which distances has become less important. The use of technology in the field of communication makes it easy and quick to transfer data, information and share ideas in a moment (Kenneth, &Weiss, 2009 pp.01).

On the contrast technology has put a great influence on Youth's way of expressing, beliefs, values, life style and behavior. It is a common observation that most of the youth especially students like to hold advice that feels to be a part of their lives, called cell phone. It is most attracting gadget. According to the International survey 2008, "there are 4 billion people who use mobile phone throughout the world and their quantity has been increasing on yearly basis". Only on the New Year eve of 2008 around 43 billion SMS was sent throughout the whole world." The SMS has become most admired way of communication by the user. It has gained popularity with the passage of time because users can easily send text messages even in contrast to noisy calls (Kumar, 2012pp.272).

1.1   SHORT MESSAGE SERVICE (SMS)

SMS is also called texts, phone short-hand (Sutherland,2002), Text (Shortis,2007), texting (Crystal,2008), SMS Communication (Hard Segersteg,2002). (Tagg, 2009pp.01)The term "SMS" has been utilized in this study. Text messages are limited to transforming messages only 160 letters by a mobile phone. The modern version of handsets can transform 20 pages having 160 letters (Yousaf &Ahmad, 2013pp.390)

1.2   WRITING SKILL

Language has been flourished with the interaction to other people. Any language basically depends upon four skills for communication: listening, speaking, reading and writing. Among them speaking and writing are productive Skills. In current study, the focused skill is writing because it is affected by SMS messages a lot. Writing skill has been explained as using correct language in their academic work, assignments, projects and examinations by the students.

The language of SMS has become most prominent issue and it has been discussed by Linguists. According to Baron (2008),"Parents and teachers observe that students are constantly using incorrect spellings and grammar". Crystal (2001) describes "a linguistic revolution is at hand". Pakistani society is a multilingual society where more than four languages speak. It is a common observation that mostly users use two languages when they

type messages on mobile phones. They unconsciously mix them. This mixing is formed in code mixing and code switching.   (ALI, & Aslam, 2016 pp.46)The users use coding and type abbreviations while writing SMS messages. The current study shows attitude of the student of Secondary towards SMS Language and its impact on their Academic Writing.

1.3   BACKGROUND OF THE STUDY

Due to influence of globalization, the style of writing has been changed. In past, source of knowledge was Books and printed materials. But due to advent of technology, ways of communication have been changed a lot. As the teenagers and students are using cell phones frequently in their daily life. There are serious concerns in parents, teachers, linguists, policy makers, researchers and educators as well. (Aziz, &Shamim, 2013pp.12884)The main goal of this study is to find out the impacts of SMS language on academic writing of students at Secondary level at Dera Ghazi Khan. This impact can be observed in their assignments, presentations, projects, reports, exams, assessments and evaluation tests. The present study was explored the impact of SMS language on the Academic writing of Students ofD.G.Khan.

1.4   STATEMENT OF THE PROBLEM

The basic purpose of the study is to find out the impact of SMS language on academic writing at Secondary level in D.G.Khan. And also investigate whether the students writing skill is influenced by SMS language in a negative way or not.

1.5   OBJECTIVES OF THE STUDY

The objectives of the current study were;

a)   To investigate the language used in text messages.

b)   To explore the effect of SMS language on gender's academic writing.

c)   To explore the frequently use of SMS language that develops consequently the habit of code mixing, abbreviations, symbols, spellings ,punctuation, grammatical contradiction and Emoticons of students in formal writing of English at Secondary level.

d)   To gain a better understanding of how text messages have affected students academic writing.

1.6   RESEARCH QUESTIONS

1.   Which type of language is used in SMS Language?

2.   How much Academic writing of students is affected by SMS language at Secondary level?

3.   Which gender's academic writing is more affected by SMS language at Secondary level?

4. Does SMS language have a negative impact on Academic writing of student at Secondary level or not?

1.7 HYPOTHESES

Ho: There is no negative impact of SMS language on Academic Writing of student at Secondary level.

H1: There is negative impact of SMS language on Academic Writing of student at Secondary level.

1.8 SIGNIFICANCE OF THE STUDY

The main purpose of this research was to be describing the influence of modern ways of communication on writing style. The sources of knowledge have been changed. The book has been replaced by E-book. (Jacqueline, Graham, 2013pp.2) Similarly Letters have been replaced by E-mails and SMS language. The language of book is full of elevated thoughts and conversations have been discussed both in syntactic and semantic manners. But in contrast SMS language is totally opposite of traditional way of writing. A SMS cannot be understood by a common person because every SMS have a specific context. It is full of abbreviations (e.g., OMG).The study was to explain how it spoils the writing style of Students especially at Secondary level. The present work was to explain that how it destroys the spellings, sentence structure and grammatical mistakes can be seen in their writing. Abbreviations, word shortening, punctuation marks, symbols, emoticons are serious threat for standard form of English. It will create a communication hurdles among English language users. SMS language is a big hurdle in creative writing. It is cause of student's slow speed while attempting question papers in the examination. The focus point of this study was to explore the academic writing of students at Secondary level affected by SMS language.

1.9 DELIMITATION

In this study, it is nearly impossible to study whole population so research is limited to Dera Ghazi Khan. Due to large amount of students, the students who are studying at different schools in Dera Ghazi Khan (city) the study was limited to Secondary Classes of Dera Ghazi Khan. The study was conducted only a size of population who are at Secondary Classes of Dera Ghazi Khan. The study was focused on students and Teacher. They belong to Heterogeneous group of male and female.

2. LITERATURE REVIEW

2.1   HISTORY OF INSTANT COMMUNICATION

Language is a vital fragment of social philosophy. Among multiple aspects of communication, communication among human is most vital, unique and organized spoken language on both personal and social level. By the development of electronic age, our communication based more and more on advance technology. In language monarchy, we moved from face-to-face and letter writing communication to telephone, mobile phone and then internet gadgets i.e. chat rooms, twitter, instant messenger, short message service. Among all of them Instant Messaging is the widely acceptable mode of communication that we have in our hands. Outcomes commencing an online study we accompanied direct that Instant Messenger grasps a solid second, exact after face-to-face interaction, as the manner of communication used utmost regularly. The faster use of IM or SMS increases the understanding of meta-linguistics and literacy on whole (Craig, 2003).

In 1972, with the invention of telegram, first email message was sent, however the subsequent unfolding of hardware as well as software exhibited on the basis of redundant connectivity carried near a slightly surprising advancement. Advancement in telecommunication facilitates users to connect to the server at any time as they want. It also allowed users to visit multiple bulletin or websites at the same time. Today's websites became successful only by the traffic of more viewers. The other feature that made bulletin boards different from many of today's websites was the complete dependence on the user community. Cybernetic bulletin boards were similar with their real-world equivalents in that everyone is negated by the content devoid of assistances from the external sources. Discovery of college students show that instant messages can be posted on an individual's personal gadgets than on bulletin boards i.e. websites (Diamond and Bates 1995: 39).

Early cultured bulletin boards, used by the companies like Prodigy, CompuServe and America Online (AOL), allowed people to explore several constituencies of "virtual" space deprived of disconnection or reconnection at every change (Tyson "How Instant Messaging Works"). AOL subsidized most to the innovation acknowledged as the "online public community" (Internet historian Jeff Tyson). Today we use the most updated version of bulletin board technology of AOL which allows users to interact in reality. In 1996, autonomous programmers established ICQ, best technology for chat-room like interactions among individuals and taking care of their personal security. AOL rapidly tracked suit and in advance extensive the Instant Message fashion had exploded. Every verbal communication is accompanied by a goal maintains, however the objectives are changed and the orthodoxy of

the resources used to the outcome intended at is a problem that eternally concerns inquirers into the varied types of oral communication (Jakobson 1960: 351).

2.2   INFLUENCE OF SMS LANGUAGE ON ACADEMIC WRITING

Informational SMS (Crystal, 2008) can be used in multiple effective ways –alerts from government or education department, reminders, and notifications- as one-way SMS. In this regard, many researchers try it even in educational institutions. Naismith was the first person who delivered an administrative SMS and students admire this use of SMS. Other researchers deliver an SMS to every student and type some technical English words. It results that every student learnt those words (Cavus and Ibrahim's study). It introduced that SMS is an enjoying learning method and SMS is the technology boom, which is more admired by the young generation. If regular updating SMS about the lectures and upcoming quiz are circulated, it results in good grades of students because of their increased motivation and low pressure (Rau, Gao, and Wu).

2.3   TEXTING AND SPELLING

The aggregation of findings of Wood and Plester and their coworkers and associates (2008, 2009) recognized the sound effects of texting on the literacy skills of children and young college graduates. Their study is based on two concepts, one demonstrate benefits of SMS texting on language skills of educators while other deny this concept. In England, some schools don't allow the use of cell phone to conserve the Standard English language. Many educators take it beneficial for improving students spelling and writing skills while most of them deny it and proved that there must be some standards to conserve the formal writing skills of students. I am also conducting research to find more facts in accordance that instant messaging has strong negative influence on student's formal language especially young adults at Secondary level of their education. First of all I considered positive aspects of text messaging and then I took into account the negative effects. The positive argument is based on the use of complete and correct spellings while texting. If this is not so, the negative impact could be rated more. In accordance of positive aspects, the frequency of typing and sending text messages with correct spellings is closely related to the increased spelling learning skills of textures. More usage of SMS texting leads a student to use more short and abbreviated spellings e.g. n8 for night. In view of critics, if a student sends and receives more texts in a day than it badly affect the student's spellings and formal academic writing skills. Some other researchers found the same results and code that there is no considerable impact of SMS on a student spelling and formal writing skills (Shaw, Carlson and Waxman; 2007).

In United States, a sample of 106 people was taken and studied the impact of texting on spelling by a spelling test. In this test all the participants practice more text or instant messaging. Results of this research show no proper difference in spelling accuracy among those who practice texting more or others (Gann, Bartoszuk & Anderson, 2010). Some research results show the positive impact of texting practice on people. In contrast of all of these researches, the focus point of my research is to find that how badly texting destroyed our education system. Students mingled both formal and informal writing skills. They use unconsciously informal texting terminologies even in examination and this is because of their texting habit. In another survey, some Secondary students and other older adults were taken and spellings of both adults were on the advanced stage of improvement (Shaw et al. 2007; Gann et al. 2010).

2.4   INFLUENCE OF SMS AT SECONDARY LEVEL

Many researchers argue that SMS use has a positive impact on student's formal writing skills. SMS is that technology byproduct to which youngsters especially students are more addicted and that's the reason that SMS has positive and more negative impacts (in eye of many researchers) on education system. Educators to assist students in learning their course content while teachers boost students to practice messaging shorthand to flash their intellectual practices can connect instant Messaging. The usage of Instant Messaging communication can be suitable in constructing student- teacher interactions in increasing students ease level in school as well as enlightening academic enactment. A researcher Al-Qmoul (2011) explored the impact of SMS language on the first year students' speaking and writing skills. The outcomes of the study illustrate those students who exercise English SMS in routine with their associates, contacts and families better significantly in oral and written communication skills equally. Some linguists found that if class teacher use SMS to develop students interest they surely gets the wonderful results in the form of motivation, interest and better grades of the whole class (O"Connor, 2006).

2.5   NEGATIVITY OF SMS IN EYE OF EUROPEAN SCHOLARS

Use of abbreviations and short terms is updated from generation to generation since 1990 with their advent. In sagacity, slang, abbreviation and the resulted new expressions and ciphers are a generation's traditional mark updated with time. Due to their extensive usage in SMS language, they became popular and people prefer to use them for formal and official purposes. Some of them also became part of world renowned dictionaries. Some slang terms like OMG and LOL found their place into online Oxford English Dictionary (Lawless, 2011). OMG is used for oh my God and LOL is used for laughing out loud. In 1917, OMG was the

first abbreviation used by a British army official. Other terms were previously considered as jargon but now they are commonly used in daily SMS. Some of those jargons are jazz, fun, and mob (Craig, 2003).

Some European researchers admire this technology initiative because of its positive results on education system and literacy (Atwell, 2005). Among the research participants, 82% admire this technology shift as it helps them to improve their English reading and learning skills. This non-traditional approach has a strong confidence on positive impacts of SMS on learning habits of many people especially illiterate people. Among those researchers, Crystal is the most renowned one. But this is not the case, as more than half of the researchers from the whole world gather facts that the increasing use of textism brutally destroying the standard English. Now students are aware of differences among rules of formal and informal writings, so the ratio of mistakes is going to decrease because of this declaration (Crystal, 2008; Hashemi & Segerstad, 2008; Jacobs, 2008).

2.6   SMS LANGUAGE EMOTICONS & STANDARDS

It is dreary, blunt and gloomy shorthand. SMS language is the best penmanship for illiterates and develops their interest towards education. With such a good and positive impact, SMS language is a serious threat to Standards of formal academic writing. This apprehension and hypothesis got a serious attention from literate grown persons, language scholars and linguists. Many arguments exist on this topic as all debaters keep an eye on this topic and busy to find more facts to prove it right.SMS Language involves the common use of slang and short words of English (SMS Language). Slang is informal term used for words and expressions in spoken language (Oxford Advanced Learners Dictionary, 2006). Text messaging is the short informal form of standard language (Thurlow, 2003). English is the standard language in standard form, which is used in education system. Use of Standard English is the symbol of education (Thurlow, 2003).

   i.   G-Clippings
  ii.   Shortenings
 iii.   Contractions
  iv.   Acronyms and initializes
   v.   Number homophones
  vi.   Letter homophones
 vii.   Non-conventional spellings

The use of exclamation mark or full stop is common in text messages (SMS Language. Use of emoticons to show expressions are also very common in text messages.

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Emoticons are drawn-out symbols (SMS Language). They exemplify human facial expressions. These are also named as similes.

Table no 2.2   facial expressions and similes

Emoticon	Definition
☺	Smile
;-)	Winking
☹	Frown
: -#	Sealed lips
: -D	Laughing
:-O	Shocked
B-)	Cool
: -@	Screaming
: P	Sticking tongue out
:/	Confused face

3.1   TYPE OF RESEARCH

To asses and analyze the impact of Short Message Service (SMS), quantitative research was applied for the data collection. The Survey method was used to gather respondent (students, teachers) responses. It was comparative study between male and female.

3.2   TARGET POPULATION

Students and Teachers of Government Secondary schools who belong to Dera Ghazi Khan were the population of the study. All the information was collected from them.

3.3   SAMPLE SIZE

Data was based on quantitative method. 50 students were selected by convenient random sampling method. 50 participants were further divided into two categories on gender bases: 25 male and 25 female. Data was gathered from students. Data was gathered from 10 Teachers. 10 participants were further divided into two categories on gender bases: 05 male and 05 female.

3.4   TOOL OF DATA COLLECTION

Tool of the study was designed in the form of Questionnaire and Questionnaire (Donsieh, A.S. 2011). The Questionnaires were distributed among the samples personally and collected data for exact and accurate reply.

Sr.	Statement	N	Mean	Std. Deviation	Std. Error Mean
1	Text messaging affects on writing skills positively.	10	21.35	16.21	.242
2	Text messaging enhances the vocabulary of learners.	10	19.23	14.11	.192
3	Text messaging negatively affects the English spelling of learners.	10	22.57	15.33	.238
4	Text messaging has a positive impact on grammar skills of learners.	10	18.32	11.32	.291
5	Text messaging has now become a source of time wastage of learners.	10	21.71	14.89	.290
6	The dullness is being created in student's writings by the use of SMS language.	10	22.14	15.01	.197
7	Text messaging conveys a comprehensive message through least number of characters.	10	18.82	10.04	.099
8	Ringing of SMS tune disturbs the peace of classroom environment.	10	21.16	13.27	.284
9	Many students do text messaging language in examination hall.	10	10.02	9.22	.189
10	Students face problem of spelling and vocabulary in writing skills due to text messaging.	10	23.93	15.78	.275
11	Language structure is being disturbed by the use of SMS Language in examination.	10	23.11	15.32	.299
12	Writing skills are disturbed by the frequent use of SMS language in examination.	10	22.89	14.83	.263
13	The use of abbreviations in text	10	22.16	16.01	.259

						3.5
	messaging affects the accuracy of writing skills of students.					
14	Due to text messaging punctuation and capitalization are ignored.	10	23.19	15.73	.196	DA TA
15	Do you think that students need to be used proper text during SMS?	10	23.73	15.86	.196	AN AL YS

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For data analysis the researcher used simple independent t-test, mean, Standard Deviation, percentage and through graphical diagrams along with interpretation of various descriptive analysis techniques with the help of SPSS 20 V. and Excel software.

DATA ANYLYSIS

The fundamental intention of this research study was to find out the impact of short message service (SMS) language on academic writing at Secondary level in D. G. Khan. Data was collected from 50 students in which 25 male and 25 female students of Secondary level on the other hand 10 lectures in which 5 male and 5 female teachers from also Secondary level from Dera Ghazi Khan City.

4.1   DATA ANALYSIS FORM TEACHER

Table No 4.1.1   Statement wise analyses of academic writing skills of students

In table no 4.1.1 highlights the statements wise results of the male and female teachers' of colleges of Dera Ghazi Khan, According to the statistical results the statement one from fifteen has the mean value was observed 21.35, 19.23, 22.57, 18.32, 21.71, 22.14, 18.82, 21.16, 10.02, 23.93, 23.11, 22.89, 22.16, 23.19, and 23.73 on the other hand these statements have value of SD was observed 16.21, 14.11, 15.33, 11.32, 14.89, 15.01, 10.04, 13.27, 9.22, 15.78, 15.32, 14.83, 16.01, 15.73, and 15.86 respectively.

COMPARISON OF DATA WITH RESPECT TO GENDER WISE (TEACHERS)

Q1.   Which type of language is used in SMS Language?

Table No 4.1.2   Comparison of data regarding question 1

Sr	Gender	Mean	S.D	Sig.	Table value	Calculated value
1	Male	32.93	17.28	0.031	2.306	2.982
2	Female	34.71	18.31			

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N=10, df=08, Not Significant at α >.05

The table no 4.1.2 shows that 05 male and 05 female teachers gave their responses, and according to the result which is portrays in above table that the mean value of male teachers was observed 32.93 and SD 17.28, meanwhile the mean value of female teachers was analyzed 34.71 and SD 18.31. The value of significance 0.31 was observed greater that alpha level of 0.05. So according to this result the question one was considered not significant in regards of various type of languages used in SMS language in regular use of students at Secondary level. Hence, tabulated value 2.306 was observed less than calculated value 2.982 respectively.

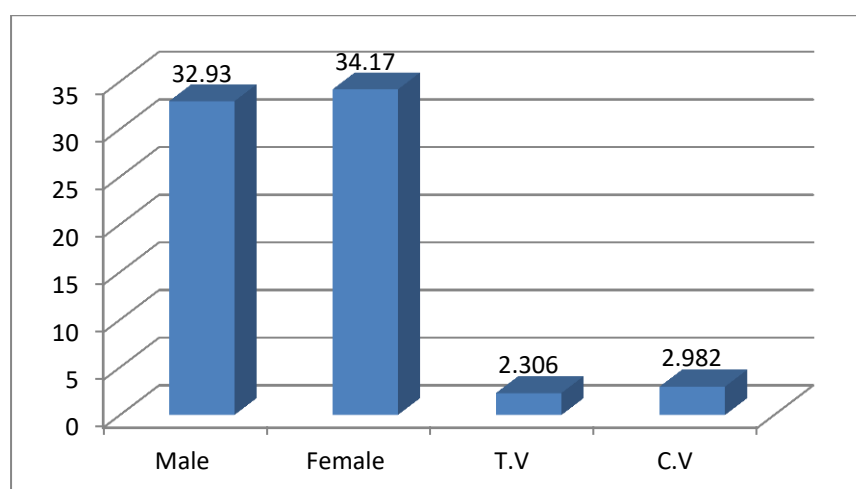*Figure No: 4.1   Type of Language is Used In SMS*

Figure no 4.1 highlights the mean value of male teachers (32.93) and female teachers (34.17), moreover T.V (2.306) and C.V (2.982) respectively. The value of mean score of female teachers was observed higher than male teachers.

Q2.   How much Academic writing of students is affected by SMS language at Secondary level?

Table No 4.1.3   Comparison of data regarding question 2

Sr	Gender	Mean	S.D	Sig.	Table value	Calculated value
1	Male	30.89	18.93	0.000*	2.306	2.501
2	Female	33.19	20.04			

N=10, df=08, Not Significant at α <.05

The table no 4.1.3 shows that 05 male and 05 female teachers gave their responses, and according to the result which is portrays in above table that the mean value of male teachers was observed 30.89 and SD 18.93, meanwhile the mean value of female teachers

was analyzed 33.19 and SD 20.04. The value of significance 0.000* was observed less that alpha level of 0.05. So according to this result the question two was considered significant in regards Academic writing of students is affected by SMS language in regular use of students at Secondary level. Hence, tabulated value 2.306 was observed less than calculated value 2.501 respectively.

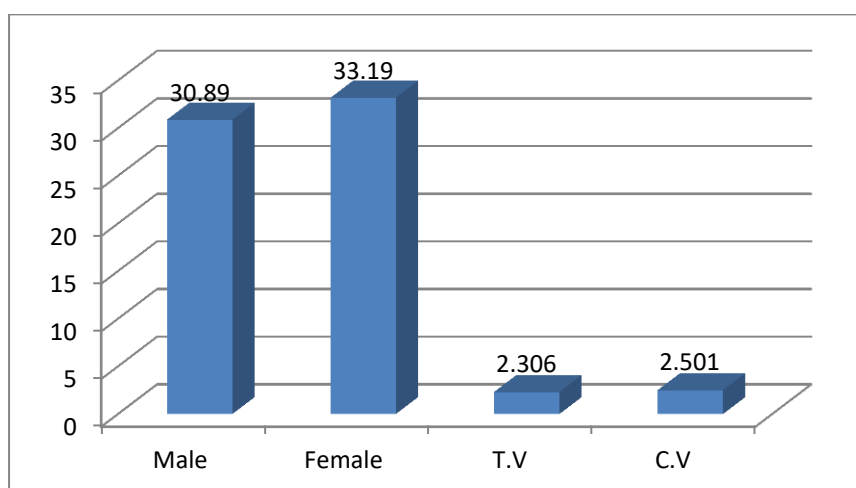*Figure No: 4.2   Writing of Student is Affected By SMS*

Figure no 4.2 highlights the mean value of male teachers (30.89) and female teachers (33.1), moreover T.V (2.306) and C.V (2.501) respectively. The value of mean score of female teachers was observed higher than male teachers.

Q3.   Which gender's academic writing is more affected by SMS language at Secondary level?

Table No 4.1.4   Comparison of data regarding question 3

Sr	Gender	Mean	S.D	Sig.	Table value	Calculated value
1	Male	31.92	17.63	0.001*	2.306	2.486
2	Female	35.65	20.19			

N=10, df=08,*Significant at α <.05

The table no 4.1.4 shows that 05 male and 05 female teachers gave their responses, and according to the result which is portrays in above table that the mean value of male teachers was observed 31.92 and SD 17.63, meanwhile the mean value of female teachers was analyzed 35.65 and SD 20.19. The value of significance 0.001* was observed less that alpha level of 0.05. So according to this result the question three was considered significant in regards gender's academic writing is more affected by SMS language in regular use of

students at Secondary level. Hence, tabulated value 2.306 was observed less than calculated value 2.486 respectively.

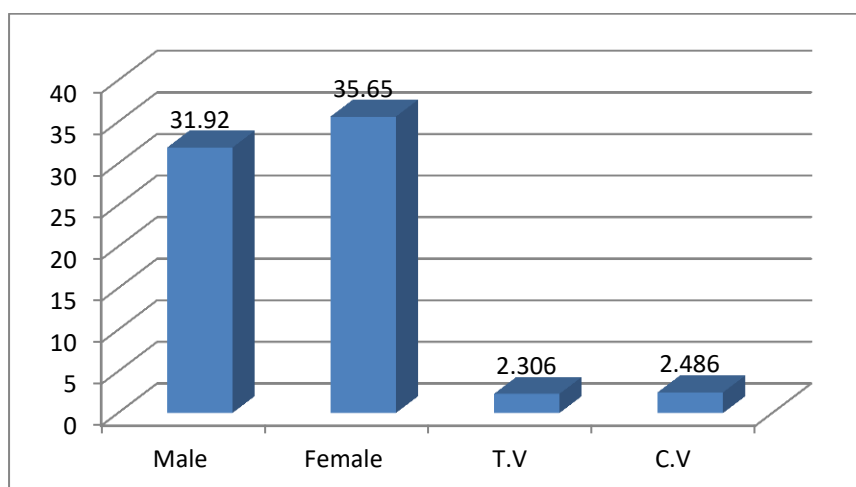*Figure No: 4.3*   *Gender's Writing is More Affected By SMS*

Figure no 4.3 highlights the mean value of male teachers (31.92) and female teachers (35.65), moreover T.V (2.306) and C.V (2.486) respectively. The value of mean score of female teachers was observed higher than male teachers.

Q4.   Does SMS language have a negative impact on Academic writing of student at Secondary level or not?

Table No 4.1.5   Comparison of data regarding question 4

Sr	Gender	Mean	S.D	Sig.	Table value	Calculated value
1	Male	32.87	16.43	0.003*	2.306	2.101
2	Female	32.65	16.31			

N=10, df=08,*Significant at α <.05

The table no 4.1.5 shows that 05 male and 05 female teachers gave their responses, and according to the result which is portrays in above table that the mean value of male teachers was observed 32.87 and SD 16.43, meanwhile the mean value of female teachers was analyzed 32.65 and SD 16.31. The value of significance 0.003* was observed less that alpha level of 0.05. So according to this result the question four was considered significant in regards SMS language have a negative impact on Academic writing in students at Secondary level. Hence, tabulated value 2.306 was observed less than calculated value 2.101 respectively.

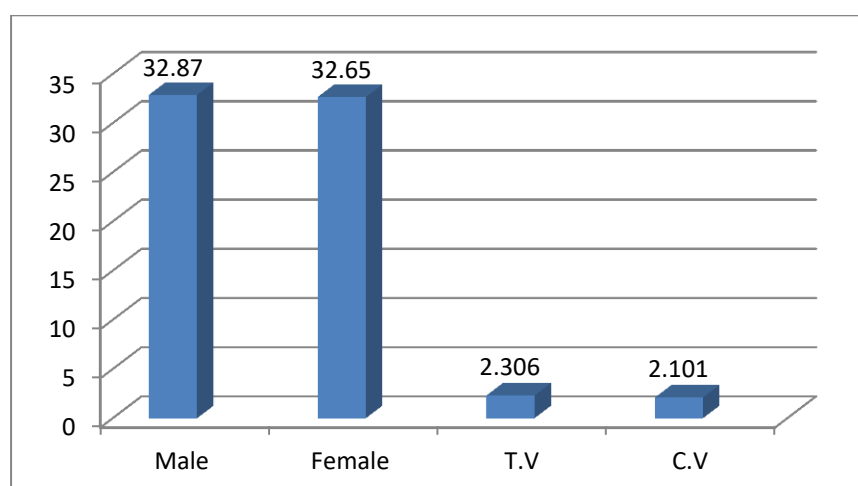*Figure No: 4.4*   **SMS Have a Negative Impact on Academic Writing**

Figure no 4.4 highlights the mean value of male teachers (32.87) and female teachers (32.65), moreover T.V (2.306) and C.V (2.101) respectively. The value of mean score of female and male teachers was observed almost similar.

4.2   DATA ANALYSIS FORM STUDENTS

Table No 4.2.1   Statement wise analyses of academic writing skills of students

Sr.	Statement	N	Mean	Std. Deviation	Std. Error Mean
1	Mostly students fail due to errors in spellings in the examination.	50	25.30	15.11	.283
2	Students get information by the use of internet in their mobile phone.	50	30.03	18.93	.367
3	Students of Secondary campus mostly cheat through cell phone in examination.	50	11.41	10.57	.193
4	Vocabulary of students is very poor during SMS.	50	31.92	17.52	.382
5	Writing skill is fully destroyed by the use of SMS language	50	32.65	16.59	.361
6	Do you agree that due to use of SMS Language, students forget the rules of Grammar?	50	30.24	11.09	.297
7	Text messaging has an adverse effect	50	29.12	11.34	.349

	on grammar skills of students.				
8	Text messaging has become a popular way of communication now-a-days.	50	33.66	14.17	.354
9	Students use short forms used in text messaging in their formal writing.	50	33.11	18.12	.289
10	Students should be informed about the difference of SMS language & correct writing language.	50	33.84	16.38	.319
11	Text messaging improves the English spelling of students.	50	11.24	10.12	.195
12	Due to SMS language students forget traits of writing style.	50	32.15	16.89	.362
13	Due to SMS language students lose fluency and accuracy in writing skill.	50	35.10	18.21	.354
14	Physical ailment in user's thumb is caused by prolong use of Text messaging.	50	29.11	16.90	.291
15	Linguistic properties and style is missing in SMS language.	50	31.19	13.15	.247

In table no 4.2.1 highlights the statements wise results of the male and female teachers' of colleges of Dera Ghazi Khan, According to the statistical results the statement one from fifteen has the mean value was observed 25.30, 30.03, 11.41, 31.92, 32.65, 30.24, 29.12, 33.66, 33.11, 33.84, 11.24, 32.15, 35.10, 29.11, and 31.19on the other hand these statements have value of SD was observed 15.11, 18.93, 10.57, 17.52, 16.59, 11.09, 11.34, 14.17, 18.12, 16.38, 10.12, 16.89, 18.21, 16.90, and 13.15respectively.

COMPARISON OF DATA WITH RESPECT TO GENDER WISE (STUDENTS)

Q1.   Which type of language is used in SMS Language?

Table No 4.2.2   Comparison of data regarding question 1

Sr	Gender	Mean	S.D	Sig.	Table value	Calculated value
1	Male	33.17	16.90	0.07	2.000	2.318
2	Female	35.27	17.04			

N=50, df=48=Not Significant at α >.05

The table no 4.2.2 shows that 25 male and 25 female students gave their responses, and according to the result which is portrays in above table that the mean value of male students was observed 33.17 and SD 16.90, meanwhile the mean value of female students was analyzed 35.27 and SD 17.04. The value of significance 0.07 was observed greater that alpha level of 0.05. So according to this result the question one was considered not significant in regards of various type of languages used in SMS language in regular use of students at Secondary level. Hence, tabulated value 2.000 was observed less than calculated value 2.318 respectively.

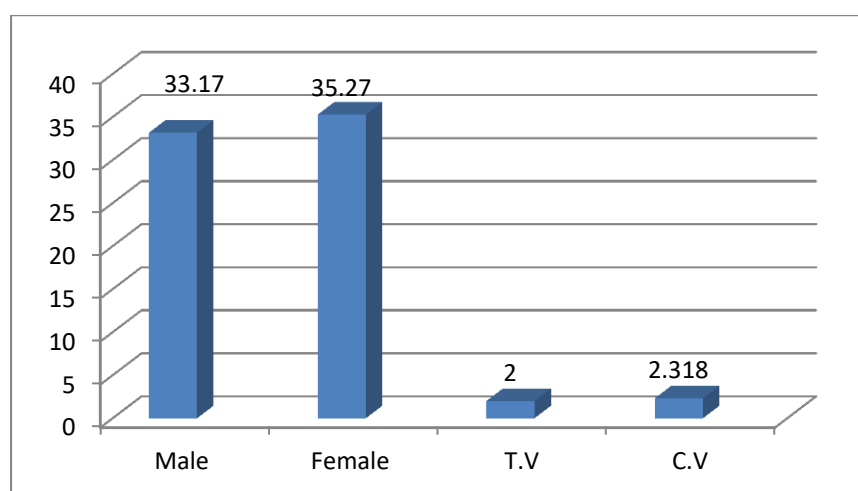*Figure No: 4.5   Type of Language is Used in SMS*

Figure no 4.5 highlights the mean value of male students (33.17) and female students (35.27), moreover T.V (2.000) and C.V (2.218) respectively. The value of mean score of female students was observed higher than male students.

Q2.   How much Academic writing of students is affected by SMS language at Secondary level?

Table No 4.2.3   Comparison of data regarding question 2

Sr	Gender	Mean	S.D	Sig.	Table value	Calculated value
1	Male	29.09	10.01	0.002*	2.000	2.191
2	Female	34.25	11.83			

N=50, df=48=,*Significant at α <.05

The table no 4.2.3 shows that 25 male and 25 female students gave their responses, and according to the result which is portrays in above table that the mean value of male students was observed 29.09 and SD 10.01, meanwhile the mean value of female students

was analyzed 34.25 and SD 11.83. The value of significance 0.002* was observed less that alpha level of 0.05. So according to this result the question two was considered significant in regards Academic writing of students is affected by SMS language in regular use of students at Secondary level. Hence, tabulated value 2.000 was observed less than calculated value 2.191 respectively.

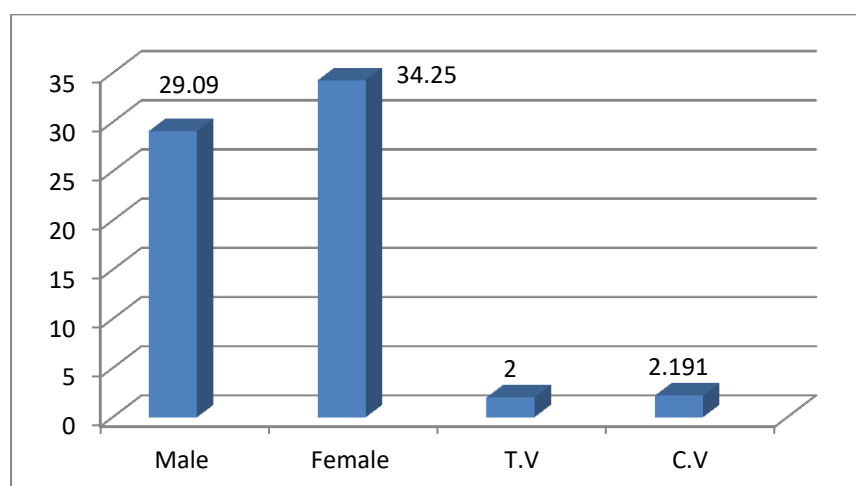*Figure No: 4.6   Writing of Students is Affected By SMS*

Figure no 4.6 highlights the mean value of male students (29.09) and female students (34.25), moreover T.V (2.000) and C.V (2.191) respectively. The value of mean score of female students was observed higher than male students.

Q3.   Which gender's academic writing is more affected by SMS language at Secondary level?

Table No 4.2.4   Comparison of data regarding question 3

Sr	Gender	Mean	S.D	Sig.	Table value	Calculated value
1	Male	27.12	16.03	0.007*	2.000	2.651
2	Female	29.54	19.90			

N=50, df=48,*Significant at α <.05

The table no 4.2.4 shows that 25 male and 25 female students gave their responses, and according to the result which is portrays in above table that the mean value of male students was observed 27.12 and SD 16.03, meanwhile the mean value of female students was analyzed 29.54 and SD 19.90. The value of significance 0.007* was observed less that alpha level of 0.05. So according to this result the question three was considered significant in regards gender's academic writing is more affected by SMS language of students at

Secondary level. Hence, tabulated value 2.000 was observed less than calculated value 2.651 respectively.

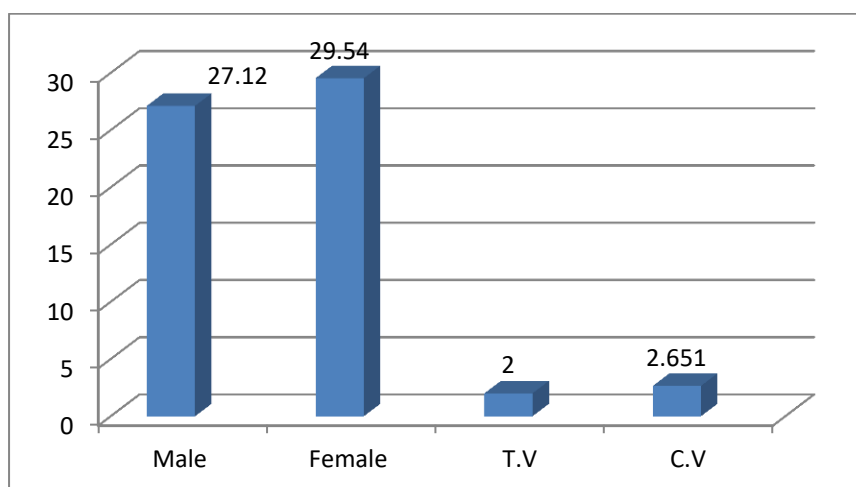*Figure No: 4.7*   *Gender's Writing is more affected By SMS*

Figure no 4.7 highlights the mean value of male students (27.12) and female students (29.54), moreover T.V (2.000) and C.V (2.651) respectively. The value of mean score of female students was observed higher than male students.

Q4.   **Does SMS language have a negative impact on Academic writing of student at Secondary level or not?**

Table No 4.2.5   *Comparison of data regarding question 4*

Sr	Gender	Mean	S.D	Sig.	Table value	Calculated value
1	Male	35.44	17.21	0.003*	2.000	2.145
2	Female	35.64	18.01			

N=50, df=48,*Significant at α <.05

The table no 4.2.5 shows that 25 male and 25 female students gave their responses, and according to the result which is portrays in above table that the mean value of male students was observed 35.44 and SD 17.21, meanwhile the mean value of female students was analyzed 35.64 and SD 18.01. The value of significance 0.003* was observed less that alpha level of 0.05. So according to this result the question four was considered significant in regards SMS language have a negative impact on Academic writing in regular use of students at Secondary level. Hence, tabulated value 2.000 was observed less than calculated value 2.145 respectively.

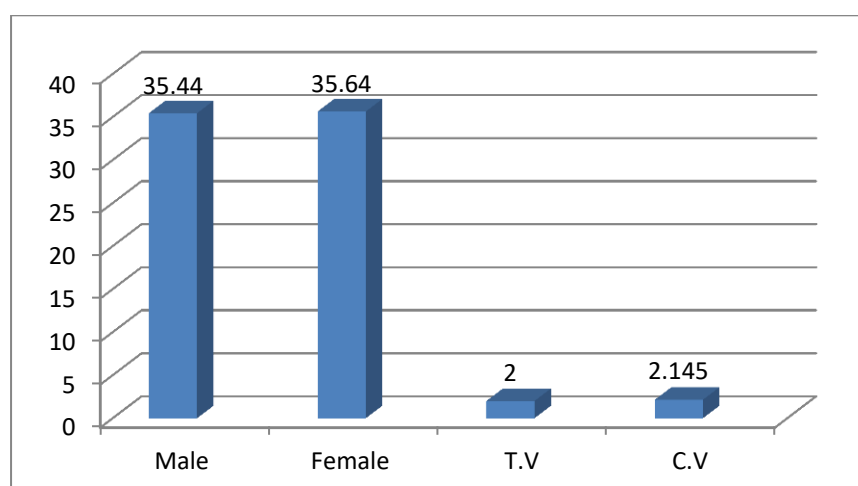*Figure No: 4.8*   *SMS Language Have a Negative Impact*

Figure no 4.8 highlights the mean value of male students (35.44) and female students (35.64), moreover T.V (2.000) and C.V (2.145) respectively. The value of mean score of female and male students was observed almost similar.

4.3   STATISTICAL RESULTS OF TEACHERS REGARDING HYPOTHESES

Table No 4.3.1   *Comparison of data regarding Hypothesis*

Sr	Gender	Mean	S.D	Sig.	Table value	Calculated value
1	Male	30.08	11.37	0.000*	2.306	2.842
2	Female	36.91	14.32			

N=10, df=08,*Significant at α <.05

The table no 4.3.1 shows that 05 male and 05 female teachers gave their responses, and according to the result which is portrays in above table that the mean value of male teachers was observed 30.08 and SD 11.37, meanwhile the mean value of female teachers was analyzed 36.91 and SD 14.32. The value of significance 0.000* was observed less that alpha level of 0.05. So according to this result the hypothesis (H_o) rejected and hypothesis (H_1) accepted that there is negative impact of SMS language on Academic Writing of student at Secondary level. Hence, tabulated value 2.306 was observed less than calculated value 2.842 respectively.

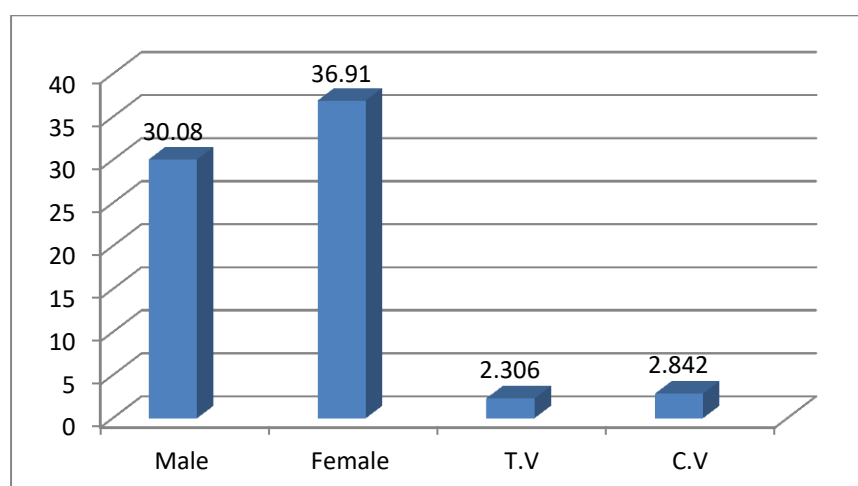*Figure No: 4.9*   ***Result of Hypothesis***

Figure no 4.9 highlights the mean value of male teachers (30.08) and female teachers (36.91), moreover T.V (2.306) and C.V (2.842) respectively. The value of mean score of female teachers was observed higher than male teachers.

4.4   STATISTICAL RESULTS OF STUDENTS REGARDING HYPOTHESES

Table No 4.4.1   ***Comparison of data regarding Hypothesis***

Sr	Gender	Mean	S.D	Sig.	Table value	Calculated value
1	Male	29.25	12.17	0.001*	2.000	2.381
2	Female	35.16	17.15			

N=50, df=48,*Significant at α <.05

The table no 4.4.1 shows that 25 male and 25 female students gave their responses, and according to the result which is portrays in above table that the mean value of male students was observed 29.25 and SD 12.17, meanwhile the mean value of female students was analyzed 35.16 and SD 17.15. The value of significance 0.001* was observed less that alpha level of 0.05. So according to this result the hypothesis (H_o) rejected and hypothesis (H_1) accepted that there is negative impact of SMS language on Academic Writing of student at Secondary level. Hence, tabulated value 2.000 was observed less than calculated value 2.381 respectively.

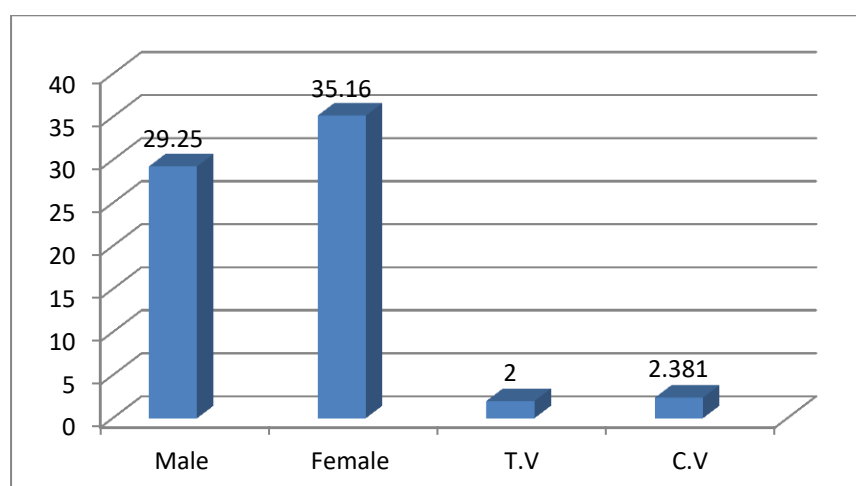*Figure No: 4.10*   *Result Of Hypothesis*

Figure no 4.10 highlights the mean value of male students (29.25) and female students (35.16), moreover T.V (2.000) and C.V (2.381) respectively. The value of mean score of female students was observed higher than male students.

5.1   SUMMARY

The fundamental intention of this research study was to find out the impact of short message service (SMS) language on academic writing at Secondary level in D.G.Khan. Data was collected from 50 students in which 25 male and 25 female students of Secondary level on the other hand 10 lectures in which 5 male and 5 female teachers from also Secondary level from Dera Ghazi Khan City. For the purpose of data collection, the researcher developed two types of research questionnaires (one for teacher and other for student) with the help of experts panel and literature review also. This present research was descriptive in nature and survey method was used for the data collection. For the data collection, researcher personally visited to the selected schools and selected sample also. For the presentation and analysis of data, SPSS v20 and MS Excel were used and further more t-test, mean, standard deviation and other relevant test were applied for batter analysis of collected data.

5.2   FINDINGS AND DISCUSSION

5.2.1   Data Analysis form Teacher

In table no 4.1.1 highlights the statements wise results of the male and female teachers' of colleges of Dera Ghazi Khan, According to the statistical results the statement one from fifteen has the mean value was observed 21.35, 19.23, 22.57, 18.32, 21.71, 22.14, 18.82, 21.16, 10.02, 23.93, 23.11, 22.89, 22.16, 23.19, and 23.73 on the other hand these statements have value of SD was observed 16.21, 14.11, 15.33, 11.32, 14.89, 15.01, 10.04, 13.27, 9.22, 15.78, 15.32, 14.83, 16.01, 15.73, and 15.86 respectively.

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Q1.   Which type of language is used in SMS Language?

The table no 4.1.2 shows that 05 male and 05 female teachers gave their responses, and according to the result which is portrays in above table that the mean value of male teachers was observed 32.93 and SD 17.28, meanwhile the mean value of female teachers was analyzed 34.71 and SD 18.31. The value of significance 0.31 was observed greater that alpha level of 0.05. So according to this result the question one was considered not significant in regards of various type of languages used in SMS language in regular use of students at Secondary level. Hence, tabulated value 2.306 was observed less than calculated value 2.982 respectively.

Figure no 4.1 highlights the mean value of male teachers (32.93) and female teachers (34.17), moreover T.V (2.306) and C.V (2.982) respectively. The value of mean score of female teachers was observed higher than male teachers.

Q2.   How much Academic writing of students is affected by SMS language at Secondary level?

The table no 4.1.3 shows that 05 male and 05 female teachers gave their responses, and according to the result which is portrays in above table that the mean value of male teachers was observed 30.89 and SD 18.93, meanwhile the mean value of female teachers was analyzed 33.19 and SD 20.04. The value of significance 0.000* was observed less that alpha level of 0.05. So according to this result the question two was considered significant in regards Academic writing of students is affected by SMS language in regular use of students at Secondary level. Hence, tabulated value 2.306 was observed less than calculated value 2.501 respectively.

Figure no 4.2 highlights the mean value of male teachers (30.89) and female teachers (33.1), moreover T.V (2.306) and C.V (2.501) respectively. The value of mean score of female teachers was observed higher than male teachers.

Q3.   Which gender's academic writing is more affected by SMS language at Secondary level?

The table no 4.1.4 shows that 05 male and 05 female teachers gave their responses, and according to the result which is portrays in above table that the mean value of male teachers was observed 31.92 and SD 17.63, meanwhile the mean value of female teachers was analyzed 35.65 and SD 20.19. The value of significance 0.001* was observed less that alpha level of 0.05. So according to this result the question three was considered significant in regards gender's academic writing is more affected by SMS language in regular use of

students at Secondary level. Hence, tabulated value 2.306 was observed less than calculated value 2.486 respectively.

Figure no 4.3 highlights the mean value of male teachers (31.92) and female teachers (35.65), moreover T.V (2.306) and C.V (2.486) respectively. The value of mean score of female teachers was observed higher than male teachers.

Q4.   Does SMS language have a negative impact on Academic writing of student at Secondary level or not?

The table no 4.1.5 shows that 05 male and 05 female teachers gave their responses, and according to the result which is portrays in above table that the mean value of male teachers was observed 32.87 and SD 16.43, meanwhile the mean value of female teachers was analyzed 32.65 and SD 16.31. The value of significance 0.003* was observed less that alpha level of 0.05. So according to this result the question four was considered significant in regards SMS language have a negative impact on Academic writing in students at Secondary level. Hence, tabulated value 2.306 was observed less than calculated value 2.101 respectively.

Figure no 4.4 highlights the mean value of male teachers (32.87) and female teachers (32.65), moreover T.V (2.306) and C.V (2.101) respectively. The value of mean score of female and male teachers was observed almost similar.

5.2.2   Data Analysis form Students

In table no 4.2.1 highlights the statements wise results of the male and female teachers' of colleges of Dera Ghazi Khan, According to the statistical results the statement one from fifteen has the mean value was observed 25.30, 30.03, 11.41, 31.92, 32.65, 30.24, 29.12, 33.66, 33.11, 33.84, 11.24, 32.15, 35.10, 29.11, and 31.19 on the other hand these statements have value of SD was observed 15.11, 18.93, 10.57, 17.52, 16.59, 11.09, 11.34, 14.17, 18.12, 16.38, 10.12, 16.89, 18.21, 16.90, and 13.15 respectively.

Q1.   Which type of language is used in SMS Language?

The table no 4.2.2 shows that 25 male and 25 female students gave their responses, and according to the result which is portrays in above table that the mean value of male students was observed 33.17 and SD 16.90, meanwhile the mean value of female students was analyzed 35.27 and SD 17.04. The value of significance 0.07 was observed greater that alpha level of 0.05. So according to this result the question one was considered not significant in regards of various type of languages used in SMS language in regular use of students at Secondary level. Hence, tabulated value 2.000 was observed less than calculated value 2.318 respectively.

Figure no 4.5 highlights the mean value of male students (33.17) and female students (35.27), moreover T.V (2.000) and C.V (2.218) respectively. The value of mean score of female students was observed higher than male students.

Q2.   How much Academic writing of students is affected by SMS language at Secondary level?

The table no 4.2.3 shows that 25 male and 25 female students gave their responses, and according to the result which is portrays in above table that the mean value of male students was observed 29.09 and SD 10.01, meanwhile the mean value of female students was analyzed 34.25 and SD 11.83. The value of significance 0.002* was observed less that alpha level of 0.05. So according to this result the question two was considered significant in regards Academic writing of students is affected by SMS language in regular use of students at Secondary level. Hence, tabulated value 2.000 was observed less than calculated value 2.191 respectively.

Figure no 4.6 highlights the mean value of male students (29.09) and female students (34.25), moreover T.V (2.000) and C.V (2.191) respectively. The value of mean score of female students was observed higher than male students.

Q3.   Which gender's academic writing is more affected by SMS language at Secondary level?

The table no 4.2.4 shows that 25 male and 25 female students gave their responses, and according to the result which is portrays in above table that the mean value of male students was observed 27.12 and SD 16.03, meanwhile the mean value of female students was analyzed 29.54 and SD 19.90. The value of significance 0.007* was observed less that alpha level of 0.05. So according to this result the question three was considered significant in regards gender's academic writing is more affected by SMS language of students at Secondary level. Hence, tabulated value 2.000 was observed less than calculated value 2.651 respectively.

Figure no 4.7 highlights the mean value of male students (27.12) and female students (29.54), moreover T.V (2.000) and C.V (2.651) respectively. The value of mean score of female students was observed higher than male students.

Q4.   Does SMS language have a negative impact on Academic writing of student at Secondary level or not?

The table no 4.2.5 shows that 25 male and 25 female students gave their responses, and according to the result which is portrays in above table that the mean value of male students was observed 35.44 and SD 17.21, meanwhile the mean value of female students

was analyzed 35.64 and SD 18.01. The value of significance 0.003* was observed less that alpha level of 0.05. So according to this result the question four was considered significant in regards SMS language have a negative impact on Academic writing in regular use of students at Secondary level. Hence, tabulated value 2.000 was observed less than calculated value 2.145 respectively.

Figure no 4.8 highlights the mean value of male students (35.44) and female students (35.64), moreover T.V (2.000) and C.V (2.145) respectively. The value of mean score of female and male students was observed almost similar.

5.2.3 Statistical Results of Teachers Regarding Hypotheses

The table no 4.3.1 shows that 05 male and 05 female teachers gave their responses, and according to the result which is portrays in above table that the mean value of male teachers was observed 30.08 and SD 11.37, meanwhile the mean value of female teachers was analyzed 36.91 and SD 14.32. The value of significance 0.000* was observed less that alpha level of 0.05. So according to this result the hypothesis (H_o) rejected and hypothesis (H_1) accepted that there is negative impact of SMS language on Academic Writing of student at Secondary level. Hence, tabulated value 2.306 was observed less than calculated value 2.842 respectively.

Figure no 4.9 highlights the mean value of male teachers (30.08) and female teachers (36.91), moreover T.V (2.306) and C.V (2.842) respectively. The value of mean score of female teachers was observed higher than male teachers.

5.2.4 Statistical Results of Students Regarding Hypotheses

The table no 4.4.1 shows that 25 male and 25 female students gave their responses, and according to the result which is portrays in above table that the mean value of male students was observed 29.25 and SD 12.17, meanwhile the mean value of female students was analyzed 35.16 and SD 17.15. The value of significance 0.001* was observed less that alpha level of 0.05. So according to this result the hypothesis (H_o) rejected and hypothesis (H_1) accepted that there is negative impact of SMS language on Academic Writing of student at Secondary level. Hence, tabulated value 2.000 was observed less than calculated value 2.381 respectively.

Figure no 4.10 highlights the mean value of male students (29.25) and female students (35.16), moreover T.V (2.000) and C.V (2.381) respectively. The value of mean score of female students was observed higher than male students.

5.3   RESULTS

Table No 5.1   Master table regarding results

Sr.	Research Questions	Results
TEACHERS		
1	Which type of language is used in SMS Language?	**Not Significant**
2	How much Academic writing of students is affected by SMS language at Secondary level?	**Significant**
3	Which gender's academic writing is more affected by SMS language at Secondary level?	**Significant**
4	Does SMS language have a negative impact on Academic writing of student at Secondary level or not?	**Significant**
STUDENTS		
1	Which type of language is used in SMS Language?	**Not Significant**
2	How much Academic writing of students is affected by SMS language at Secondary level?	**Significant**
3	Which gender's academic writing is more affected by SMS language at Secondary level?	**Significant**
4	Does SMS language have a negative impact on Academic writing of student at Secondary level or not?	**Significant**
H_o	There is no negative impact of SMS language on Academic Writing of student at Secondary level.	**Rejected**
H_1	There is negative impact of SMS language on Academic Writing of student at Secondary level.	**Accepted**

5.4   CONCLUSION

i. According to the statistical results that two-third mainstream of learners experience complexity in writing English in their academic achievements and they repeatedly make mistakes of spelling due to the abundant use of SMS habit that is also straightly relative to the extreme using of the SMS.

ii. In excess of partly of the research respondents accounted and felt be anxious about the writing problem in their academic examination.

iii. The statistical results explore that the behavior of the students have changed in the educational life as well as towards the teaching and learning relationship.

iv. The established credibility is that texting has urbanized as a trend of twenty-first-century and looking forward as necessities of life style, on the other hand exercise use of SMS language spoils the life of the learners as well as readers.

v. The teachers have their view that the most of the students especially female have more difficulties in their academic achievements.

vi. Students also male or female have faced many hurdles in educational life and also in examination.

vii. So, it is concluded that the SMS language have a negative impact on Academic writing of student at Secondary level and have bad impact especially on female behavior and performance in educational stream.

5.5 RECOMMENDATIONS

1. It is recommended that the students of Secondary level should pay special heed towards the writing skills as written and demand of in their academic procedures.

2. Teachers should have the responsibilities to make sure the betterment of the students regards writing skills as well as their academic achievements.

3. Policies makers should have the keen view on the developmental process of the inner abilities of the students; they should organize the programs regarding the development of the student's writings.

4. Teachers and students must realize their duties towards the learning process, and their view of use of internet or SMS languages should be only gathering information.

5. Parents of the students also should have keen observation regarding the use of cell phone at homes and also brief their children to use and read only text books to overcome the difficulties of SMS languages which badly affect their educational procedures.

5.6 GUIDELINES FOR FUTURE RESEARCHES

1. The present research study was conducted only in (district) Dera Ghazi Khan City; it can be research in other cities or Districts of Dera Ghazi Khan Division.

2. The present research study was conducted only in college level, at Secondary level, in future the same research can be conducted at different level of education, i.e. graduation, higher education.

3.   The research can be done in future on different provinces, cities of the Pakistan respectively.

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