The Past, Present and Future of the English Language:

How Has the English Language Changed and What Effects Are Going to Come as a Result of

Texting?

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Abstract

This paper outlines a brief historical synopsis of both language in general and the English language to set up a common knowledge baseline for the reader to understand references made regarding historical events. Next, the paper goes through common practices seen today within the realm of text messages, textisms, text speak, and the lingo used within these practices. Common practices within the technology based language and standardized English are analyzed to compare and contrast the two forms and to help answer the question of whether or not technology is harming the English language and its practices. Findings provide evidence that there are indeed similarities between the two forms and that there is a strong relation between informal spoken language and text speak. The final portion of the paper is devoted to the future of the language and how the language is developing. Interestingly enough, many of the practices used within text speak currently are very similar to that of ancient practices. There is also a look into academia along with looking at if and how the use of technology and the lingo that comes with it is affecting students and their literacy abilities. Results were varied and researchers found a hard time coming to a consensus but there were significant negative correlations along with positive correlations.

The Past, Present and Future of the English Language:

How is Texting Changing the English Language and What Could it Look Like in the Future?

1. Overview

English has forever been evolving but with the implementation of technology and the lingo that comes with it, the English language is changing in a new way, one that is driven by the popular use of texting and text ling. This is important for professionals who are involved in all fields of study that interact with the English language. No longer are people closed off from each other due to geographical barriers, language differences, and distance. Technology has made it possible for communication, regardless of distance and language. For this reason, the field of linguistics has thrived and the possibility of concentrating on a particular area is simultaneously more obtainable and more difficult to study due to the varying influences. The study of the progression of English is nothing new, but with the language's continuous advancement, the study of progression is definitely something that will always be relevant if not necessary. Linguists study the usage of language, or more specifically: the meaning, the form or formation, and its context. The way our speech has changed due to the introduction of technology, and the language that comes with it has evolved the linguistic profession and area of study in terms of tracking and understanding the meanings and forms of words as well as the context in which they are used today. The usage of texting was at some point strictly limited to the use of direct messaging someone with whom the sender was intimate with. It was short hand, abbreviations, and acronym usage to make the action of writing a message to someone easier. Today, it has evolved into so much more. The sender is able to show emotion through written text which has not really been an option before, communicate almost instantly without the worry of reception

or wireless connections being readily available, and we have the ability to use adopted lingo within certain contexts that it would have otherwise been unacceptable. We are also no longer limited to the usage of it in written aspects but it has expanded to daily speech interaction in certain speech communities. An issue that has arisen from this is a need to re-draw the abstract line of appropriateness along with establishing when and where is this type of lingo acceptable. Some arguments have been made that society is losing the art of formality because of the current technological era that deeply revolves around text and text lingo for some people. The question is then posed, to what extent has our English language changed due to the advancement of text and text lingo and where are we heading with our language? Research needs to address the fact that the English language is evolving on a day to day basis and one of the primary reasons is the mass usage of texting and text lingo, prompting an unknown future for English.

1.1. Aspects of Uncertainty

The extent is unknown, as a study of the history needs to be taken into account. At what point did we begin using written language? Thankfully today's society consists of many ways to "record" a language; one way to do this is through mapping or tracking the changes. The ability to map language has forever been a fascination of historians and linguists alike, using this method to help outline the process of change. Present-day Modern English has come from the development of the Old English time period to the Modern time period. Borrowing of words from other languages has also added to English. The establishing of standards for speech and writing allows for the distinguishment of a category for formality, important for many reasons including academics. There is an obvious change in the English language that is currently happening. Implementation of written language intended solely for written text within

technology now being added to verbal speech in various situations is one of those changes.

Another example is that the written text to be used in technology is now being adopted into what

were once considered situations reserved for formality. These factors need to be taken into

account to begin the process of understanding of where this has driven the English language of

today and how it has impacted usage.

Another consideration is the different forms of text and the language used. It is not the

same for every user (as is the case with any language) which in turn could pose the question of

whether each person has their own dialect when texting? If this is the case, can we then conclude

that there is a possible communication barrier between generations of when technology was

introduced, it was made more readily available, and when it was used on a day to day basis as a

part of normal life? These various stages present different opportunities for types of lingo to

develop and continue evolving. We also see advancement toward the usage of spell checker,

suggested type, predictive text, and other examples of technology assisted formation of words

within technological platforms that allow the user to edit what they want to say to a

correspondent, address the issue of interpretability and comprehension, and "fix" the language to

be more acceptable for the standards imposed in the English language. While the new advances

within technology assisted formation of words seems beneficial on the surface, it potentially

could lead to more language barriers between those who are accustomed to the lingo that was

adopted at the beginning which did not include the features that are present today. However, with

the additions available, some people disregard them and continue to use textisms that developed

from the time that the lingo was introduced including abbreviations, slang, and shortened

versions of words (i.e. omission of certain letters within a word). In what way has this influenced

our generations, the academic formality and style, and the potential future of the English

language? Who should get the credit for pioneering the change in the English language? How

will this affect their speech patterns and written language skills? Will we lose aspects of our

language gradually, just as we have lost those from the era of Old English, Middle English, and

so on?

1.2. Proposition

     It is obvious that changes and advancements are made on a day to day basis. It is also

clear that there are many factors that influence these changes and advancements. The prevalent

example here is the use of technology. More specifically, how our English language is evolving

due to the implementation of technology and its use in our daily lives. Similarly, how the use of

communication through current technology platforms (i.e., social media, text messages, email,

etc.) has influenced present day speech to a certain extent. What is not so clear is at what point

did we start to integrate this lingo into everyday speech? Also, in what ways can we expect the

English language to develop into over the upcoming years and decades? In order to gain insight

on the answers to these questions, there are several of types of information that need to be

gathered and analyzed. The first is to take a look at present standards for the English language

and compare them to the forms and functions that are found within text messages and text lingo.

A comparison between the two would allow for insight on whether or not technology users are

truly losing touch with standardized English forms and potentially putting the future of the

language at risk. The second set of information needing to be analyzed would be to look at the

academic success rate of generations in terms of literacy and language for children through

young adults. A range of years needs to be taken into account, as well as the way they were

tested, as this will help to develop a sense of whether generations have been affected to the point

of "testing" differently than previous generations. This also potentially could give us a clue on whether testing strategies used today fit the needs of academic success and measuring if the current generation is thinking differently compared to previous generations.

1.3. Investigation

Different topics will be addressed throughout the paper in the hopes to achieve an answer for: what does text lingo look like in terms of typical English conventions like spelling and grammar, is this truly effecting the population in a way that critics are claiming, and finally, can we correctly predict the future of the English language as it is becoming more influenced by this technology speak? To begin, we need to define exactly what text lingo or textism is. Doing so will help clear the air on discrepancies and assist in the determination of words and if they belong in this category... Another aspect to monitor is the use of the English language in terms of variations in spelling, meaning, and context that eventually lead to textisms. Almost impossible to exclude is the use of emoticons or "emojis". They are very prevalent today and it would be unwise to not consider them within the paper as they greatly affect the way a message can be interpreted. Along with the use of emoticons is the use of punctuation. Both have been adopted into textisms and text lingo to portray meanings differently from that of Standard English and are vital to understand the development of this variation of English. With the use of emoticons, can we assume that history is beginning to repeat itself with language coming back full circle to using pictures to depict language? Also, the idea of omitting certain letters, punctuation, and other variations that lead to the development of textisms, help to strengthen this idea of primalizing the language. Finally, with all this information, is it possible to successfully hypothesize the English language will be in the projected years to come, or is this question

simply beyond reach due to the many variations and uses of English that are more so person-specific? Current articles over the structure and function of text messages will assist in understanding how the language is being utilized and even changing. Studies and hypotheses on the future of the English language and how languages develop will assist in answering the proposed question of where will the English language be in the future? It is also important to consider the history aspect of the English language to see the developments that it has gone through already and could potential repeat given the circumstances of current language trends. Through the research and answering of the proposed questions, a determination will be made on how the English language has been affected by the use and development of technology and also if the language is changing enough to have a solid grasp on the possible structure or trend the English language will have in the future. .

2. Introduction

The study of language is critical in understanding a society and the way it values certain pieces of its culture. It is also important because it predicts for the present members of the society, how the language will be used in the future. Currently, technology is a very prominent aspect within our global society, and it has been for a while. However, the lingo that has followed the technology has not been studied extensively to the point that the general public understands it as it understands standardized English practices. The generations that have grown up with it (Generation Xers and Millennials) can almost be considered bilingual as they, more often than not, utilize this technology on a regular basis and could be quite familiar with this variation of English and the different forms that are employed when communicating through the technology mediums. This paper was written in hopes to better provide an understanding of the

conventions used when composing and reading the messages sent via technological means. The other goal that the paper is set to achieve is to propose different predictions for where the future of the English language is going. Finally, the issue of academics will be visited, along with the criticism that text speak has gotten. Critics believe that the English language is at the beginning of its downfall due to the high usage of text speak and technology. Throughout the paper, different articles were provided to help illustrate the idea that this simply is not that case, but rather, the English language is evolving, continuing to develop, and is even borrowing ancient themes, perhaps paying homage to our literary ancestors.

3. Background Information

Before an analysis can be made on the change of the English language and how texting is effecting generations of English users, an understanding of the English language, the term of "texting" and "textism", different types of technology must be taken into account. Understanding the basis behind each of these categories allows for minimal discrepancies to be made between understandings of the reader. It is also important to point out the history of the English language as there is a section later on that pertains to history repeating itself, the history aspect being about the formation of the English language. While historically inclined individuals might have previous background knowledge of the significant aspects of the existence of the English language, most of the population does not. This section will serve to place readers on a common ground, allowing for optimal understanding of the text and examples to be given.

3.1. Language Evolution

3.1.1. Spoken language Understanding the origins, or the theories behind the origins, provide insight on the development of what we call Present Day Modern English. Also, it is critical that there are two aspects of the English language as is with most languages: spoken and written. George Yule (2014) brings to point that there is speculation and mystery behind the origin of spoken language; believed to have been established some 50,000 to 100,000 years ago (p. 1). Seeing as spoken language is quite difficult to find direct evidence for, there have been a rather large number of hypotheses around the idea of spoken language creation, namely, seven main ideas presented by Yule.

Yule (2014) mentions the theory of Charles Darwin and how he believed that early speech was predated by musical ability, used to entice others (p. 1). Another theory is "the divine source" (p. 2), relating to nearly every religious background claiming the existence of the beginning of language. Many in historical times tried to prove the theory by isolating children from all language contact, and sometimes even human contact, in hopes to prove this theory, believing that if the children were left alone without any influence from the outside world that they would spontaneously begin uttering the sacred language from divine beings. This produced no successful outcomes (p. 2).

Another theory presented by Yule (2014) is early humans began speaking from the influence of the natural environment around them (p. 3). This theory was thanks to Otto Jespersen, hypothesizing the humans picked up language based on the sounds they heard, or onomatopoeias: caw-caw, meow, bang, hiss, etc. These theories are officially called the "bow-wow" and "pooh-pooh" theories (p. 3). Unfortunately, while languages have words that mimic these sounds, it does not take into account nearly every other every day word: door, ground, road, etc. (p. 3).

"The social interaction source" or "yo-he-ho" theory (p. 3) is an alternative idea. Yule (2014) cites that this involves speculation that the natural sounds emitted during physical activity and effort might be the source of spoken language. The idea is further developed by suggesting that in a group of early humans, especially when a coordinated action was needed, a series of grunts, hums, and groans were utilized. More professionals seem drawn to this idea as it includes social interaction and it is primarily believed that early humans lived in communities and groups (p. 4).

The next three theories presented by Yule (2014) have to do with physical features of humans rather than outside sources as the beginning of spoken language. A Neanderthal man from 60,000 years prior has anatomical characteristics (larynx, tongue, teeth, etc.) that suggest he would have had the ability to produce some consonant sounds whereas a reconstruction of skeletons some 35,000 years ago show a more likeness to modern day humans, suggesting that evolution brought about a significant increase in ability to produce sounds (pp. 3-4). The second theory is that gestures were used and then developed into a speech pattern as manipulating objects with hands helped to create new synapsis in the brain, adding more throughout evolution (pp. 5-6). The last hypothesis deals with the idea that we are born with an innate "knowledge" of language. Children learn to communicate rather rapidly while they are young, even if it is not through a coherent language that is used by their parents. This hypothesis suggests that a mutation developed over the years that lead to the brain having a unique capacity for language (p. 7).

3.1.2. Spoken language While there are many speculations about the exact pathway early humans took to gain speech, it is nearly impossible to pinpoint the source. Many professionals do not credit the source as being simply one of the theories. Often, many believe in

a mixture of theories. It is much easier to pinpoint written language. Yule (2014) mentions that

there are "precursors" to the writing system, known more commonly as cave drawings that were

created more than 20,000 years ago (p. 213). However, the earliest known form of writing can be

attributed to the cuneiforms, or clay tablets, from about 5,000 years ago (p. 213). There is also an

ancient script dated back 3,000 years ago that more closely aligns with the idea of a writing

system similar to that of what is in use today (p. 213).

There are many different ways to portray writing systems: pictograms, ideograms,

logograms, phonographic writings, syllabic writing, and finally alphabetic writing. Early

examples of pictograms are cave drawings, used to record events (p. 213). Today, modern

examples could include road signs, a picture of a telephone on a map to mark where someone

can find access to one, or a cigarette with a bright red circle and slash signifying a smoke free

zone. An ideogram is a symbol that resembles the object in ᐁᐁᐃ which it is representing: i.e.,
ᐁᐁᐃ

≈ could represent water or a stream. A stronger example would be that of Egyptian hieroglyphics

(p. 214). The next development is a logogram, a symbol that represents a particular word in a

language that is not as easily distinguishable as that of a pictogram or an ideogram due to their

meanings having multiple words or meanings behind them (p. 214). An example given by Yule

(2014) was taken by a Sumerian cuneiform with wedge like symbols: " " (p. 215). Present day

examples include $, &, and @. The next step for written language is moving into phonographic

writings. The difference here is that no longer does one symbol necessarily represent a word, but

a sound within a word. A very common example is the rebus principle, using a symbol or picture

to make a sound in a word (p. 216), i.e. ◉ C U. However, this system is even more exclusive

than the prior example of the ideogram. In this particular example, the reader has to be aware

which language it is meant to be read in. Here, an English language user would have no problem

translating this as "I see you" but a speaker of another language would not be able to translate this into their own as their word for "eye", the sound that the letter "C" and "U" makes are not homophones for "I", "see", and "you" like they are in the English language. Next comes syllabic writing, using a symbol to represent a symbol within a word rather than just a sound (p. 216). A more present day example of this would be the written Cherokee language developed by Sequoyah that consists of a consonant and a vowel (p. 217). The next step in language development is alphabetic writing systems, that at which Standard English is currently at (p. 218).

     3.1.3. English Evolution. Linguists believe that there was one common language spoken by everyone before breaking off into variations. Norbert Schmitt and Richard Marsden (2006) note that this main language is known as a "Proto-World language" (p. 17). From here, languages split into different families as members of those groups relocated or evolved their speech patterns. English belongs to the Indo-European family and is believed to have originated around 3,500 BC around the Black and Caspian Seas (p. 18). The group of speakers migrated both to the west and east, for various reasons, and began to split even further depending on geographical location. The western group traveled to what is currently present-Europe: one sub-group went south towards the Balkans or present-day Greece and Turkey; another group or set of groups continued onto what are now France, Italy and the Iberian Peninsula; and another managed to travel north to present-day Germany and Scandinavia. The eastern group settled in areas like present-day Iran and India (p. 18). From the point upon which groups split, different dialects formed and soon formed separate languages. English belongs to the Germanic language family that is housed within the Indo-European group (p. 19).

Schmitt and Marsden (2006) outline the history of the English language and how it can be broken down into various time periods: Old English (450 AD-1100 AD), Middle English (1100-1500), Early Modern English (1500-1700), Modern English (1700-present) (p. 20-38). Shocking to some, English is not that old, roughly having been in existence for 1,500 years (p. 20). England also was not always an English speaking country either. Before the arrival of English influence, Iberians controlled the land; a group known for erecting the Stonehenge (p. 20). Next were the Celts who helped the Gallic people defend the land against Julius Caesar. The Romans were not successful in their invasions until 43 AD when Claudius was in power and managed to control much of the southern portion of the island, beginning an era that can be referred to as the Romano-Celtic society due to the cross-cultural influence each group had on the other (p. 20). By 410 AD, the Romans retreated from the area to return to their threatened homeland, leaving the island of present-day Great Britain unprotected from neighboring Irish, Pict, and Saxon invaders (p. 20).

The entering of Germanic tribes was the beginning of the English era. These Saxon tribes were "invited" into the southern portion of the country to help defend against the other invaders as the Saxons were known for their strength in war. When their task was complete, the Saxons decided to stay rather than leave due to the bountiful opportunities to conquest and own land on the island (p. 21). This turning point marks the point in which English began to enter the island, the Old English period. Of all the tribes who entered, they spoke a variation of a West Germanic language that was called "Englisc" (p. 22). This lasted until 1100 AD when William the Conqueror took control of the island and the French language was inserted into the English language.

William of Normandy believed he had a claim to the English throne and defeated the last

Anglo-Saxon king to instill a time period of Norman French governance (p. 26). French was

considered to be the language of importance. English officials were either killed or replaced by

the French speaking Normans (p. 26). This invasion helps to understand the French influence on

the English language. However, English did not simple disappear as it was used greatly still by

the common people. The influence from the French speaking prestigious groups trickled down to

impact the middle and lower class, but only a small group of people truly spoke French on a

regular basis (p. 27). Historical events, including loosing Normandy to French power, led the

ruler of England, King John to begin installing a sense of nationalism within the country. Soon

after the idea of anything French was resisted and English came back into power (p. 27). The

years of French existence within the country greatly affected the time period known as Middle

English. This time period ended not with another invasion from a rival ruler, but rather from an

invasion of technology.

The printing press marked the beginning of what is known as Early Modern English (p.

30). William Caxton created the first printing press in England (p. 30). The creation of the

printing press allowed for massive distributions of literature and allowed for the process of

standardization to follow. Before this, much of England was diversified by the geographical

variations and dialects that groups had of the English language. The introduction of the printing

press led the way in creating a standard English and the first English dictionary was produced by

Robert Cawdrey in 1604 (p. 31). The only competitor of the English language during this time

was Latin, used by the Church (p. 31). However, the Reformation produced a demand of

religious documents to be transcribed in a "common" language, one that did not need the

interpretation of a religious leader (p. 31). The Protestants were attributed to giving rise to bibles

written in English (p. 32). The Early Modern English period ended with an event called "the Great Vowel Shift" that would lead to a change in pronunciation of long vowels, making the language used during this time period more closely related to what is used today (p. 32).

The Modern English period was marked by the Enlightenment where scholars looked to science and reason (p. 33). With this came the evolution of prescriptive grammar, outlining rules of the language and how to "properly" speak English (p. 34). The problem with the theory behind prescriptive grammar is that language is constantly changing. However, many of the books written with these prescriptive rules were used as teaching materials during colonialism and invasions by the British (p. 34). Noah Webster is credited for creating the American English dictionary in 1828 but other countries were still under the influence of British English (p. 35). As English began to spread, linguists and historians turned to look at more descriptive examples of English rather than prescriptive. The result of this and of colonialism was the expansion of the English language that is currently used in many countries, primarily as a second learned language (p. 35). During this time period, we see the development of English used in different ways and being introduced at different time. Braj Kachru (1992) developed a categorization of Inner, Outer, and Expanding Circles of English. Inner Circles are countries who use English as a primary language (United States and England) (p. 32). Outer Circles are countries who were colonized by an English speaking country and English plays a large role in their community (Singapore and India) (p. 32). Expanding Circles are countries who have begun to utilize the English language due to its global recognition in business and trade (Russia and Korea) (p. 32). Presently, this is the time period we are currently in with the English language.

3.1.4. The idea of American English. English has many variations; the two most popular ones are British English and American English. However, as introduced by Chunming Gao and Lili Sun in their article over historical influences on American English (p. 2014), history tells us that American English originally stemmed from British English and was affected and influenced by other languages like Spanish, Dutch, German, and French (p. 2410). The idea of a separate English from British English came with the colonization of North America. The language was called "North American English" or "colonial English" (Gao & Sun, 2014, p. 2411). This was considered the first period of American English. The second came in the 1920's when Professor George P. Krapp cited that the nation should communally be called "The English Language in America". The third and final period that many argue was the pivotal point in the standardization of the American English Language was the publishing of the *Dictionary of American English*, started by William Craigie and James R. Hulber and finalized by Noah Webster in 1938 – 1944 (Gao & Sun, 2014, p. 2411). A point of interest from Gao and Sun's article (2014) is the four aspects of American English that make it unique: inclusiveness, flexibility, conservatism, and innovation (p. 2412). American English is inclusive because of its ability to incorporate words and features from other languages of immigrants who travel there (i.e. "*prairie* from French; *canyon* from Spanish; *hamburger* from German" (Gao & Sun, 2014, p. 2412). This variation of English is flexible due to the willingness of speakers to change words to fit into constructions that are needed in sentence or words that are put together to develop a new meaning (i.e. Google as a verb, blue collar worker). It can be considered conservative because it keeps many features that were prevalent in Elizabethan English that have now been lost by British English users. Lastly, it is innovative because American English users are creative and allow for everyday innovations to influence their speech (Gao & Sun, 2014, p. 2412). Three

out of the four features of American English help to support the idea that the language is

continuously changing and evolving. It also helps to argue the case that the language is not safe

from the effects of technology and its influences on its users. The question is how much of the

language will change due to technology and its effects?

3.2. Texting and Textisms Defined

First, the term "textism" must be defined. This simultaneously answers the question: at

what point does language cross over from Standardized American English to a type of lingo used

for texting? Maryam Tayebinik and Marlia Puteh (2012) note that textisms are possibly the

quickest and still growing style of communication via technology (p. 97) and that this usage has

brought on a style of writing that does not conform to the standards of writing and spelling in

English. Words that have been misspelled intentionally (i.e. wat=what), the use of abbreviations,

shortening words (i.e. I am going to go vs. Imma go), implementing the use of numbers into

words because of phonetic similarities (i.e. gr8=great), simplifying contractions, dropping

subjects, using letters for words that are homophones (i.e. u vs. you), acronyms, lack or

excessive punctuation (i.e. I wasnt going vs. I wasn't going!!!), unstandardized capitalization to

show emotion (i.e. HELLO vs. hello), and the use of emoticons or emoji's to show emotion (p.

97-99). Bloom (2010) defines emoticons as a compressed word that stands for "emotional icon"

(p. 248). The article by Tayebinik and Puteh (2012) was written to explore and perform a

literature review on other articles written over the subject of users of text and text lingo and

correlations with language literacy. The second aspect of their article was addressing their own

research, performed to see if they would indeed come to the same conclusions as the researchers

used in their literature review. This article will be examined more in depth in the section about

how texting is effecting generations. Abbie Grace, Nenagh Kemp, Frances Heritage Martin, and

Rauno Parrila (2014) similarly found their idea of textisms to be homophones, contractions,

shortenings, omitted punctuation, letters, and words, nonstandard spelling, and symbols (p. 861).

This article will also be looked at more in depth in the section about effects on generations as it

pertains to English speakers tested on certain standardized tests and the correlation between text

lingo usage.

Another coinage of a term to use when describing the language used during texting is

"textese" and the language used in an informal e-mail is "e-mailese" (Ekundayo, 2014, p. 124).

Ekundayo points out that often times these informal ways of communicating take rules from

formal settings and then apply them as needed depending on the context (p. 136). Michelle

Drouin and Brent Driver also utilize the word "textese" and define it as being similar to Standard

English (p. 250). It is similar in that the meanings behind the texts are related to the structures of

formal English but it becomes informal as the users take the structural aspects, like spelling and

grammar, and fit them into a particular context that the user wishes to fill by using different ways

of spelling and grammar (p. 250).

4. Current Observations of English Language Use in Text Messages

In this section, an analysis of linguistic forms within text messages is utilized to show

spelling and grammatical structures that are typical of text messages. Caroline Tagg (2012) wrote

a book over the discourse of text messages and analyzed the purpose behind sending these

messages and the spelling and grammatical functions that are present within the messages. Her

sample of text messages comes from a time period of March 2004 – May 2007 and the

participants range from the ages of 19 – 68 years. Participants were described as well-educated

or professionals. She used a corpus of the messages through CorTxt and also noted that, on

average, there were 17.2 words per message sent (Tagg, 2012, pp. 25-26). However, Tagg (2012)

does note that there may be discrepancies behind her research as the participants do not include

teenagers and they have all received a good education. She also brings to light the fact that her

participants could very well represent a very tiny region that uses text messaging and therefore

the results of that particular regional group may not accurately represent the entirety of text

message users. However, her research does provide insight onto common practices of text

message users and is consequently included within the thesis.

4.1. Is There a Consistent Language Pattern for Texting?

Texting and this use of this lingo is simply another form of communication and the idea

of using compressed language is not a new one. Prime examples are the use of telegrams,

postcards, and some could even argue that cave drawings fall into this category (Tagg, 2012, p.

2). Current trends of text messaging draw on these past examples and are similar in that there is

little to no punctuation, abbreviations are used, there are most likely run-on sentences,

contractions are prominent, subject markers are typically lost along with the "be" verb, changes

in spelling occur and there is evidence of initialism; all of these things are due to financial

constraints or space constraints (Tagg, 2012, p. 10-11). However, writers of these messages

were, more often than not, successful in these writings due to their ability to still include more

than just information. They included opinions, self-expression, and sentiments as well (Tagg,

2012, p. 11). Caroline Tagg (2012) wrote a book over the discourse of text messages and

analyzed the purpose behind sending these messages and the spelling and grammatical functions

that are present within the messages. Tagg (2012) noted that texting is a globalized phenomenon

but it is unique in that it has localized characteristics (p. 4), potentially bringing out a future research topic to argue whether or not there are different dialects within the text messaging world. For the most part, text messages are sent to people who know each other on some intimate level, leading to more intimate usage of the English language, or more informal language (p. 10). In 2010 it was estimated that roughly 200,000 text messages were being sent every second, showing that intimate interaction happens on a very frequent basis through this medium (p. 2).

People most likely construct their messages in a similar grammatical fashion that they would construct a spoken sentence, and then stylize it to fit their own personal needs and for the message to be understood by the recipient. For example, a texter who typically drops the final "g" in words like going, doing, and working, is more likely to also exclude those within a text (Tagg, p. 45). Texting resembles spoken conversation as it mimics its purpose and many of the linguistical forms included in informal speech (Tagg, p. 15).

4.1.1 Spelling Most readers are familiar with the idea that when a texter is constructing a message that there is variable spelling present; different from that of Standard English constructions. The varied spelling constructions are some of the reasons that there has been criticism behind the usage of text messages and many critics claim that the rules have become more lax. This simply is not true. There are even more rules today than in the past. Today, spelling is simply correct or it is incorrect. The idea behind a word having multiple spellings has long been a past for nearly every word, save for difference between Englishes, i.e. British English versus American English. It is easier to standardize something like spelling rather than grammar. Therefore, to a certain extent, the writer of the text messages must know a certain degree of spelling standards in order to break these rules into a new, stylized way.

What is meant by stylized? Just as spoken language and formal written language reflects the attitude and education of the person it is being produced by, text messages, too, reflect those. A writer of the messages may choose one convention over another based upon the message they are trying to convey. It is important to note that even through these variations that the writer must still maintain a level of comprehensibility and cohesion so that the reader may understand what is being said. Tagg (2012) cites three motivations behind the variable spellings: brevity and speed, paralinguistic restitution, and phonological approximation (p. 48). Brevity and speed are factors in that the writer is sometimes restricted to the amount of characters allowed within a message and also for the fact that the user is assumingly using this method of communication due to the desire to avoid speaking to the receiver of the message for one reason or another. This is achieved through using letter-number homophones, minimal capitalization and punctuation, and variable spacing methods (p. 48). Paralinguistic restitution is often needed within messages to convey what the attitude of the writer as emotions and self-expression can be lost through non-verbal communication. This is accomplished through using capitals or excessive punctuation to indicate loudness, emphasis, markers of stress, and intonation (p. 48). Emoticons and emojis can be argued to also be paralinguistic restitutions, but this will be discussed further in section 4.2. Lastly, phonological approximation is also used by many texters to capture the essence of informal speech that the writer would typically use within spoken conversation (p. 48). Some reasons behind this include making the message more intimate with the receiver, or a way to express self-identity.

Standardized English has defined rules for spelling conventions, regardless of the variation (British English or American English) the user is using. Can the same be said for the variation of English that is used within text messages? According to Tagg (2012), there are rules

for textisms. She states that the respellings have to use conventions like sounds and letter placement to mimic the standardized form and to make the text comprehensible (p. 51). In short, they have to resemble the "conservative" word form in some fashion. For this reason, many of the respellings that are popular and used repeatedly are variations of some of the more common words in the English language: what, because, was, the, and so on. One possible reason behind this is the high probability that the recipient of the message will indeed recognize the respelling (pp. 53-54). Tagg separates the types of respellings collected from her research into 4 different categories: letter substitution, letter omission, letter appellation, and letter transposition (p. 55). Letter substitution is replacing a letter or letters a replacing them with a homophone. Examples that go further into detail can be found in Table 1. Letter omission is taking out a letter within the word and the word is still able to maintain its sound conventions of the standardized version of the word. Table 2 provides examples that go further into detail. Letter appellation is a stylization that often reflects the mood of the sender or mimics the sounds that are produced during informal speech. Examples can be found in Table 3. Letter transposition is the only group within the 4 categories that appear to include words that are genuinely misspelled or the sender constructed the message with a typo. For further examples, see Table 4.

Table 1

Letter Substitution

Vowel based	Consonant based	Number based
<a> for <er>; numba = number	<b> for <be>; bcoz = because	<1> for <one>; ne1 = anyone
<a> for <ou>; ya = you	<c> for <see>; c u = see you	<2> for <to>; 2moro = tomorrow
<a> for <ow>; tomora = tomorrow	<d> for <th>; wid = with	<4> for <for>; b4 = before
<er> for <our>; yer = your	<f> for <ph>; fone = phone	<8> for <ate>; gr8 = great
<i> for <ee>; bin = been	<n> for <and>; u n me = you and me	
<ite> for <ight>; nite = night	<ne> for <any>; ne1 = anyone	

<o> for <a>; woz = was	<r> for <are>; r u = are you	
<o> for <au>; cos = cause	<v> for <th>; wiv = with	
<o> for <ow>; tomoro = tomorrow	<x> for <ks>; thanx = thanks	
<u> for <o>; luv = lover	<z> for <s>; cuz = cause	
<u> for <oo>; gud = good		
<u> for <ou>; yur/ur = your		
<u> for <oul>; wud = would		

Table 2		
Letter Omission		
Vowel based	Dropping vowels from common words as it is either implied, understood, or easy to figure out	*hve, gd, thx, frm, plz, cld, wld*
Consonant based	Double letter reductions	*beta, tomoro, i'l, stil, wel, gona*
	Final letter omission	*an, com, goin, bac, wil, jus*
	Mid-letter omission	*wat, gona, thx*
Syllables	Final syllable omission	*tomo, prob,*
	First syllable omission	*k, bout, cause*

Table 3	
Letter Appellation	
<o> appellation	sooooo = so
<p> appellation	yep = yeah nope = no
Double letter appellation	till = until

Table 4
Letter Transposition
adn = and
teh = the
ot = to
thrus = thurs (Thursday)
Note. Letter transposition is the only one out the categories that appears to be unintentional misspellings.

4.1.2. Grammar The structure and setup that many texters utilize follows a similar

pattern that they would use during informal speech. Caroline Tagg (2012) took a random sample

of the text messages she received for her study and found that around 20% of the messages

resembled that of spoken language based on the different clauses used and how they were

connected (p. 85). Tagg outlines the speech like category as having clauses that are combined in

a similar fashion as that of spoken language. These would include coordination, multiple

coordination and also contact clauses (p. 84). However, Tagg (2012) also discovered that 38% of

the sample fell into the category of "note-like" rather than resembling spoken language (p. 85).

These messages that resembled note taking were simple clauses that were separated by

punctuation. The topics of each clause were not always consistent and there were no connectors

or signifiers of a change in topic. Also, these writers favored more subordination rather than

coordination when they were combining clauses (p. 86). Of the remaining messages in the

sample, 21% could fall into a mixed category where they were neither fully resemblances of

spoken language but they were also not fully note-like (p. 87). The common factors between

these messages were writers tended to favor coordination like the speech-like group but there

were still some aspects of the messages that were simple, single clauses similar to that of the

note-like group (p. 87).

Tagg (2012) breaks down the structure of the messages even further by analyzing pieces

that mimic standardized English and parts that are omitted or changed. Within these messages,

there are very few, if any, signifiers to the recipient of whom or what the subject is; these are

referred as headers and tails (p. 87). The reasoning behind this is similar to that of having the

unconventional spelling methods listed in the section above, using headers and tails takes extra

time for constructing, the phrases are often lengthy, it adds more words, and often times the

sender finds them unnecessary due to the fact that the discourse taking place is being recorded, unlike that of real-time spoken language. If the sender does include a header or tail, it could be a mark of stylization that the sender is trying to portray and preserve as their own personal image (pp. 87-88). Other pieces of standardized grammar practices that are missing are: "do" support, first and second person markers, determiners and articles, and the verb "be" after noun subjects (pp. 89-90). Interestingly enough, the messages that fell into the category of resembling spoken language often include discourse markers. These are employed to signal a change in topic (p. 101). Many of those that were included were words like: oh, well, so, okay, and now (p. 103). The use of discourse markers serves to show a change in topic but they are also used to resemble practices of spoken language and therefore could be assumed to also fall into the category of a particular stylization of the creator of the message (pp. 102-104).

Tagg also notes that emoticons and emoji's can also serve grammatical functions (p. 105). The use of emojis and emoticons will be explored further in the next section, 4.2. It is important to include these in the discussion of the English language as they are present in messages currently and clearly meant to serve a purpose. Further analysis will be in the section to follow.

4.2. The Impact of Emojis and Emoticons

As mentioned in section 3.2., Bloom (2010) defines emoticons as a compressed word that stands for "emotional icon" (p. 248). The difference between an emoticon and an emoji is an emoticon is a sideways face that is created by using characters found within the keyboard. These are more often found within a computer generated message but many text users utilize them on mobile phones as well. An example would be using a colon, a hyphen, and an end parenthesis to

create a smiling face, **:-)**. Sometimes an emoticon can be referred to as a "smiley", regardless of

the emotion that it is portraying (p. 248). An emoji is a face that comes as a selectable option to

include within a message. For example, on an iPhone, the creator of a text message may choose

to insert an emoji rather than using the emoticon method mentioned above. However, does an

emoticon and an emoji go further than simply implying that one is happy or sad when writing a

message? What if the intent behind the emoticon and emoji is no longer to express an emotion

but rather to express how the message should be interpreted, using the emoticon or emoji in

place of the tone that would be used in speech.

      4.2.1. What purpose does the emoji and emoticon serve? Dresner and Herring (2010)

claim that indeed, emoticons go further than just simple "emotional icons" (p. 249). Take for

example this emoticon: **:-P**. This emoticon is meant to represent a face with a tongue sticking

out. Does this accurately portray an emotion? It has been linked with being perceived as teasing,

sarcasm, or flirting which can all be linked to an emotional state but not necessarily a specific

emotion (p. 252).

      Within a written text, crucial conversation pieces are missing like body language, tone,

facial expression, and many others. Emoticons hold a pragmatic meaning as they are used in

place of these missing pieces to help construct a more intimate conversation with the recipient of

the message (p. 250). Dresner and Herring list three functions of emoticons: emotional indicators

that exemplify facial expressions, indicators of non-emotional meaning that can resemble facial

expressions, and illocutionary force indicators, which do not smoothly correlate with facial

expressions (p. 250). However, one could argue that emoticons and emojis do not contain any

"real" linguistic traits of the English language. i.e. they do not contain letters. So how can

emoticons and emojis take the place of a linguistic function without having a direct convention

of the English language? This explanation links back to the respelling section 4.1.1., the creator

of the emoticon or emoji must know a certain degree of the rules in order to break them or

modify them to fit their desired stylized context. The framework that serves as background

knowledge that allows for the user to utilize emoticons and emojis are speech acts.

According to Bach (n.d.), speech acts are used to express an act of communication like an

apology, greeting, and so on. Some are not just acts of communication, but rather, affect the state

of affairs, i.e. judging a competition or judging a trial (Bach, n.d.). The difference here is that the

latter examples can only happen within a certain context and with certain people like the referee

or the judge. Speech acts fall into a category of illocutionary acts which essentially means that

the speech act is performed by the speaker (Dresner & Herring, 2010, p. 253). Speech acts serve

as non-action body gestures, including emotion and emotional states, ergo, emoticons and

emojis, too, serve as non-action body gestures as they perform in place of the speech act that

would typically accompany the spoken conversation but is missing within the written discourse

(Dresner & Herring, 2010, p. 260)

4.2.2. Perceptions of emoji and emoticon use How do recipients perceive and use

emoticons and emojis? As stated above, Dresner and Herring (2010) point out that emoticons

serve as the important bridge to speech acts that are missing in written conversations. They also

studied correlations between including an emoji or emoticon in a message and if a positive or

negative tone in the message would affect the recipient's attitude toward the message. They

found that when a message comprises of both written text and an emoticon that recipients tend to

regard the linguistic portion more, regardless of the emoticon, and regardless if the message was

in a positive tone and the emoticon was in a negative tone (or vice versa). Recipients also tended

to regard negative components of the message more than positive ones (p. 250). They also cited

previous research that pointed out that women used emoticons more than men. In another article, also cited by Dresner and Herring, it states that women used smiley and laughing emoticons three times as often as men. However, men would use more sarcasm related emoticons than women and teenage boy bloggers would use more emoticons that were sad or flirty faces (p. 250).

In a separate article by Franklin Krohn (2004), he describes how emoticons and emojis are perceived differently by generations. He relates the use of emoticons in the use of emails and how it can affect recipients differently depending on the generation in which they were born in. Much of what is said is generalized; however, it does offer insight as to the average general public and which generations are using technology more and in what ways. Krohn (2004) breaks them down by Traditionalists (born before 1946), Baby Boomers (born between 1946 and 1964), Generation Xers (born between 1964 and 1980), and Millennials (born after 1980 and now entering the work force) (pp. 325-326). In the article, the author cites a guidebook for constructing emails that include rules such as not including special formatting and to make sure that the email is for professional use only with no spelling or grammatical errors. The author also points out that younger generations tend to ignore some of these rules in email, regardless of profession. It appears, according to Krohn, that Traditionalists should never be sent an email that includes emoticons due to their traditional values. Baby Boomers should probably not be sent an email with emoticons, also for their traditional values. Generation Xers may be sent emails that include common emoticons due to the ever changing global environment that they grew up in. Finally, Millennials may be sent emails that include several emoticons (p. 321). Again, all of his information seems very generalized, however, it does offer a larger picture at how different generations view and respond to the use of emoticons and emojis.

5. Where is English Going?

Mobile phone owners now have the ability to order a pizza through the use of the pizza

emoji and sending it to certain pizzerias. The Oxford Dictionaries Word of the Year for 2015

was not even a word, it was an emoji:😂 (Oxford Dictionaries word of the year 2015 is...). For

some, the implementation and acceptance of the usage of emojis, emoticons, and textisms is

something to rejoice about. However, there are others who would strongly disagree. Many

criticizers of today's language feel that the current generation and other writers who are heavily

influenced by technology are becoming less expressive in their writings due to the compressed

nature of texting. Others feel that writers are becoming sloppier with the "new" found use of

substituting standardized words for respelled ones and for implementing non-conventional

grammatical structures. According to Caroline Tagg (2012) this thought is a myth and false as

there are many examples of generations beforehand writing in a compressed fashion (i.e. the

example within section 4.1. about postcards, telegrams, and cave drawings). There is also a false

idea that generations beforehand used a more polished set of English standards. However, this

too is false as the examples that criticizers draw on are published works by known authors. What

they are not looking at is the everyday writings performed by the general public. If anything,

standards have become even stricter (see sections 4.1.1 and 4.1.2. about spelling and grammar

within text messages). Also according to Tagg (2012), many of the texters interviewed for the

book stated that they actually disliked using abbreviations and they themselves see it as "sloppy"

(p. 17). Unfortunately for the criticizers, the argument that texting is leading to less

expressionistic writing and also careless writing is false as this practice of compressive writing

has been taking place far longer than the existence of computers. However, this does not mean

that the use of texting and text messages is not affecting the language utilized today as there is a link between how society values language and technology and that value is transposed through the manner that writing and technology is employed (Tagg, 2012, 24).

5.1. Is There an Accurate Prediction for the Future of the Language?

    5.1.1. 1930's foreshadowing Many people criticize that English has become too lax in today's society. Many claim that grammar is being forgotten or words have become to disappear with a reduction of our vocabulary. However, this is not a new phenomenon. Arthur Kennedy wrote an article criticizing the future of the English language in 1933 and the problem many people believe we face today was one all too familiar even in the 1930's.

    The beginning of his hypotheses begin with the mention that there was a push to develop a use of colloquialisms for serious writing (p. 3). However, Kennedy also notes that while there is concern for the future of English, language practices do not change on a moment's notice or very rapidly. It also does not lose the qualities that make it unique amongst other languages throughout the years (p. 3). He predicted a loss in dialect as there was more drive to interact with other English speakers and travel or technology would assist them in achieving just that whereas in previous years dialects were very prominent and vast due to all the various geographical locations that English speakers resided (p. 4). Kennedy also predicted a change in spelling. He noted that, historically, English was written phonetically but then changed to having more variable spellings and pronunciations (p. 5). It is pointed out that there has been a huge call to reformation of the spelling system and that it had already started taking place before the 1930's. Words like "traffick, catalogue, and axe" have all had their endings dropped by many English language users and other words like "bright, night, and flight" have been replaced with a silent

"e" to mark the vowel length "brite, nite, and flite" (p. 5). While there have been noticeable

changes and shortenings due to English users observing the wastefulness of the current system,

Kennedy draws attention to the fact that there are too many people who utilize the language for

there to be a complete turnaround of the standards and there will never be an immediate reform ,

but rather a slow one (p. 5). He also predicts that duplication of spellings will be eliminated,

along with the loss of silent letters but an adoption of special letters to mark the sounds of the

vowels (p. 6). His next prediction is there will be more compounding and combining of words.

Users had already begun to combine a verb and preposition in order to fill a certain context, i.e.

give-up, put-off, lookup, etc. and it is expected to continue on (p. 6). Kennedy also draws

attention to the aspect of converting words from one grammatical category to another. A present-

day example is the word Google used to solely be a noun but it can now acceptably used as a

verb, as in to Google something means to look something up. Kennedy hypothesized that this

practice would only become more prominent (p. 6). Another prediction is the loss of synonyms

attributed again to the wastefulness of the current system and also to appeasing the foreign

traveler who needs simplification to understand the situation (p. 7). The fact of the matter is that

Arthur Kennedy made these predictions in the 1930's and they still reign true to this day. While

technology has greatly impacted at least the current generation's speech, it can be attested to

previous generations and their reformation of the English language, paving the way and setting

an example for generations to come.

5.1.2. Other predictions John Smart predicts that by 2030 more than 3,000 languages

will be lost while education will be taught with one language in mind more than others, English

(p. 23). He also predicts that education will happen more virtually and fewer teachers will be

utilized (p. 23). John Cooper, another predictor of the languages believes that 1/3 of the world's

languages will be lost by 2030 and English and Chinese will be more learned as they are quickly approaching language domination within the global world (pp. 23-24).

Again, there are many criticizers that say technology, the use of textisms and emojis, and the compressed language that seems to be popular amongst the younger generations are going to kill the English language. According to Khodarahmi (2008), critics have been citing young people misusing technology and its shorthand rather than following conventional methods of writing. The abbreviations, loss of capitalizing and punctuation, and respellings of words will be the demise of the English language according to these critics (p. 14). However, Khodarahmi (2008) claims that this is not likely. The use of technology makes introducing new words into the English language even quicker and rather than loosing language, we are adding to it. Also, Khodarahmi cites an article that looked at text messages and found that the messages align with typical grammar conventions while they are also following the contemporary changes being made to the English language (pp. 14-15). She also points out that technology has made the workplace more productive. Rather than constructing a lengthy email, professionals are using instant messaging that includes the stylized variations mentioned previously. These instant messages are often used for quick questions or to see if someone is available to speak at the moment. This in turn boosts productivity (p. 15). Khodarahmi (2008) also brings to light that we have been compressing language and changing pronunciation for quite some time, directing attention to the fact that "good-bye" evolved from "God be with you" (p. 15). Unfortunately for the critics, the language is not on the decline, but rather it is evolving, as most languages do and as English has done for quite some time.

5.2. Is English History Repeating Itself?

"Text speak harbors a close connection to cuneiform, early phonetic spellers, and Middle English spellings" (Patterson, 2012, p. 238). Erika Patterson (2012) wrote her article to compare texting and the lingo used within the messages to older conventions of writing and English language varieties. She first compares text speak to the cuneiform in that there is a constraint on the amount of characters to include in a message (p. 235). The cuneiform was set to fulfill four different functions and text speak simultaneously fulfills three of the four: logographic forms, phonographic forms, and the use of gloss; see Table 5 for further examples. The cuneiform has the same functions that are found within text speak (p. 236). There is also language structures similar to that found in Middle English: "bn" = been, "cuz" = because/cousin, "luv" = love, "wen = when, and "wot" = what (p. 237). These examples are both seen in Middle English writings and in current text speak. Other traits that are shared with early phonetic writers include omission of vowels and keeping the first and last letter, i.e. "gd" = good. Another feature is the use of homophone letters to represent words, i.e. "r" = are (p. 237). "Text speak uses the ancient linguistic patterns incorporated through the development of the English language" (p. 241).

Table 5

Cuneiform Function Versus Text Speak Function

Cuneiform	Text Speak
Logographic Forms: Represents a word	**Logographic Forms:** Using single letters to represent a word ("u")
Phonographic Forms: Represents a syllable	**Phonographic Forms:** Specific characters to represent a phonemic word or sound ("8" in "gr8")
Gloss Function: Show the phonetic value of a logogram	**Gloss Function:** Phonetic sound use ("c", "r", "LOL")
Determinative: Indication of semantic class of word	
	Patterson, 2012, p. 236

Emojis and emoticons, too, can be argued to be a variation from the past. In a previous section, 3.1., the history of written language was described. An emoji and emoticon can debatably be considered a logogram. Similar to the idea above, text speak is including an ancient writing form but it has been updated to match the contextual needs of the developing English that is present today.

The question of whether or not history is repeating itself within the incorporation of textisms and text speak in the English language is both yes and no. Yes, due to the fact that this variation of English is revisiting ideas of writing from the Sumerian era, logographic writings, early phonetic writers, and from Middle English. However, the answer simultaneously is no because these functions are being incorporated into the new developments of the English language. There are contrasting ideas about whether or not the current variation is indeed a new form of the English language. Khodarahmi wrote that she believes that it indeed is a new and evolving form of the English language whereas Patterson argues that the forms used are not new; they are forms that were developed long before the standardization of English. The answer to the question may indeed be a mixture of yes and no due to the strong evidence of having ancient writing forms mixed in with our developing English language.

5.3. Academic Effects on This Generation

The terms "Digital Native" and "Net Generation" are terms linguists and other professionals have applied to the generation that has grown up with technology and welcomed the use of textisms (Tayebinik & Puteh, 2012, p. 98). There is a common negative connotation among the academic community and the use of text, text lingo, and textisms. However, is there any evidence that actually proves that this variation of the standard language is indeed harmful to

its users and if there is evidence, what kind of negative impacts can we expect to come from this variation? Maryam Tayebinik and Marlia Puteh (2012) address the idea of textism and how it effects the current generation. Their article combines that of a literature review and a research project of their own. The purpose behind this was to see if their own research would produce the same results as the researchers prior to them. The previous research claimed that texting and textisms have led or will lead to negative impacts on users, particularly students, causing users to loose mastery of Standard English and forget about formal writing conventions (98-99). Tayebinik and Puteh produced similar results as they found a confirmation of negative effects on language proficiency (103). They observed a decline in grammatical skills and formal writing, along with confusion in spelling. Their research relied upon self-reported judgements from undergraduate students regarding to their use of technology and effects of technology on language proficiency.

Contrastively, researchers Abbie Grace, Nenagh Kemp, Frances Heritage Martin, and Rauno Parrila (2014) found negative and positive correlations with text, textism, and text lingo use. They too, used undergraduate students as their participants. They conducted two experiments, one on Australians and the other on Canadians. Their findings, however, were not consistent between both groups. Overall, Grace, Kemp, Martin, and Parrila found that significant negative correlations included spelling deficiency and positive correlations included creativity and flexibility for the writer to express themselves (856). For their research strategies, the authors asked Canadian students to provide a collection of the students' text messages, to complete a survey regarding demographics and their use of textisms, to complete a nonword reading test, and lastly, a WRAT spelling test (859-860). Australian students were asked to complete identical tasks as the Canadian students while also completing verbal word tests: Word

Attack, Word ID, and Spoonerisms; and nonverbal tests: Adult Reading History and Block

Design (862-864). The Australian group of students was found to have owned their phones

longer, sent fewer messages, but had a higher rate of textism per message when compared to the

group of Canadian students. The Australian group also had no correlation with real-word

spelling, a negative correlation with nonword reading, a negative correlation to spoonerisms

(ability to process phonology), a negative correlation between message frequency and novel

word reading (867-868). The Canadians had a negative correlation with real-word spelling but

not with nonword reading and no correlation with frequency of messaging (867). Grace, Kemp,

Martin, and Parrila also cited that students who self-reported having a hard time learning while in

school also used more textisms currently as an adult. This potentially could present evidence that

students having lower confidence levels on formal, conventional spellings while in school now

feel a sense of liberation using this variation of English (868). Analyzing the results from the

authors, it is clear to see that there is a mixture of evidence, showing no solid suggestion that

either argument (positive or negative supporters of texting) is correct at the moment. Rather, the

authors concluded their article with stating that instead of finding consistent, harmful results

from texting harming literacy, they discovered it is more closely related to the relationship that

the student had with literacy at a younger age. One significant observation to draw attention to is

while there wasn't consistent evidence, there was no positive correlations to be found from the

research (869-870).

6. Conclusion

The English language is quite interesting in terms of looking back at the historical aspects

of early language and comparing it to the present-day English. However, since the introduction

of the printing press, there has not been as fast of a development that is currently present in the

English language. As of now, technology has taken society by storm and has quickly evolved our

language and how we use it. Critics have used slander against this movement, claiming that

technology and the variation of English that is coming with it will allow for the demise of the

English language. Unfortunately for them this is not true, but rather, the users of the language

being used within those contexts recognize current standardization of English and employ

several of the conservative conventions while changing other aspects to fit the desired context.

The overall consensus is that the English language is not in danger of a downfall. The language

is developing at a much faster rate than previous years and it has become a major topic of study.

         While spoken language cannot easily be documented, there is assumptions about the

beginnings of language and, equally important, of how the English language received its debut.

Written language on the other is much more easy to document and it proves to be extremely

beneficial as it comes to be that the current trends of text lingo and text speak utilize several of

the ancestral practices of written language. It is also stated that textisms are possibly the quickest

and still growing style of communication via technology, further adding to the discussion about

the rapid transformation that the English language is going through. Textisms were defined as

stylized variations of conservative English standards and included: words that have been

misspelled intentionally, the use of abbreviations, shortening words, implementing the use of

numbers into words because of phonetic similarities, simplifying contractions, dropping subjects,

using letters for words that are homophones, acronyms, lack or excessive punctuation,

unstandardized capitalization to show emotion, and the use of emoticons or emoji's to show

emotion. Rather than this variation of English disregarding the rules of standardized English, it is

quite evident that the users of this language need to know the rules to a certain degree in order to

break them to form the personal stylized forms. Text speak is similar to Standardized English in that the meanings behind the texts are related to the structures of formal English but it becomes informal as the users take the structural aspects, like spelling and grammar, and fit them into a particular context that the user wishes to fill by using different ways of spelling and grammar. Another crucial factor to look at is the fact that texting is a globalized phenomenon but it is unique in that it has localized characteristics and therefore proves difficult to make generalized statements about the utilization of text lingo, text speak, and technology. It is also difficult to make generalized statements as people use technology lingo in various ways because they are attempting to fulfill various goals such as informality, brevity and speed, concise, maintaining self-identity, and so on. It is also apparent that the force of the emoji and emoticon is strong among users for the simple reason that it helps fill a void that would otherwise be filled in spoken language. The English language is seeing its more common words become compressed, but this is not a new phenomenon as it happened long before the introduction of current technology (post cards, cave drawings, and telegrams). Equally as important is to point out that the English language is gaining more words due to the increased interaction of people through the use of technology. The current style of writing used in technology is a mixture of the old and the new in that it is taking on forms that were present within cuneiforms, phonetic spellers, and Middle English practices while simultaneously including developed and evolved English. The academic world is one that needs to be tread lightly through as there is no clear indication of whether or not it truly is harmful or beneficial to users. One thing is certain, English is changing rapidly and the schooling systems need to be able to keep up with the coming developments in order to successfully help the next generation learn language at a faster rate.

This study is important to many different professions and areas of study as it involves nearly everyone in the world on some level. The English language is rapidly developing, meaning that educators need to be on the lookout for new or better ways to help their students. It is also crucial for teachers of English language learners to learn how this is currently effecting proficient English speakers to see if there could be some benefits to implementing the technology speak in their classrooms. It is equally important for those who are heavily involved in technology as they can expect to see rapid changes. With rapid changes in a language come rapid changes within a society. Looking at how society will evolve will be of particular interest to anthropologist and sociologist. These areas of study are only a few of the many areas that will be affected by the incoming wave of new language brought on. Within a few years after having written this paper, a majority of the words used here may no longer be utilized or, better yet, there may be an alternative way that they are used. The beauty of trying to predict the future is that a look at the historical past and the current trends need to be analyzed in order to understand how something, in this case a language, has developed. The daunting aspect of trying to predict the future for anything is that there is no guarantee and any feature may change slightly, causing a whole new phenomenon, especially when dealing with a rapidly changing, globalized language such as English.

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