A STUDY ON THE USAGE OF TEXTISM THROUGH WHATSAPP AND THE INFLUENCE IT HAS ON ONE'S WRITING SKILLS AMONG UNDERGRADUATES

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DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

APPROVAL FORM

This research paper attached hereto, entitled "A Study on The Usage of Textism Through Whatsapp and The Influence It Has on One's Writing Skills Among Undergraduates " prepared and submitted by Yashvini Mathilda a/p Krishnan in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.

ABSTRACT

The purpose of this study is to identify the types of textism that can be found in online chats as well as how textism affects one's writing abilities. The study featured documentation analysis, which included semi-structured interviews with UTAR undergraduate students as well as screenshots of WhatsApp chats from the January 2021 trimester's Introduction to Psychology. The findings of this study, which was entirely qualitative in nature, showed that there were 5 different types of textism that were present. Regarding the semi-structured interview, the results showed that some of them agreed and disagreed that textism has an impact on their writing abilities, but each of them had their own justifications for their own answers. The study does have some limitations, however, and there are some research gaps that should be filled by including a larger and more varied sample of the population. By doing this, it will be easier to draw conclusions about specific issues because different people will have different opinions, which will make the study more valuable and interesting to analyse. Additionally, conducting a semi-structured interview face-to-face can enhance the results by ensuring the validity of the results by obtaining an honest response to each question.

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CHAPTER I: INTRODUCTION

1.0 Introduction

Computer-mediated communication (CMC) has recently gained widespread popularity, particularly in the twenty-first century (Tang & Hew, 2019). One of the most widely used types of CMC is instant messaging (IM), which is accessible on every mobile device and enables users to send real-time messages to individuals or groups quickly and affordably through the Internet. Whatsapp, Telegram, Snapchat, and Twitter are among the social media apps with IM that young adults use most frequently for a variety of purposes in their lives. Based on research, about 95% of young adults use instant messaging, and because it has its language and culture, it is believed that IM has replaced other forms of communication as the primary way that young people communicate (Modecki et al.,2022). According to Wlodkowski (2010), young adults unquestionably make up 80 to 90 percent of university undergraduate students, therefore it stands to reason that undergraduates utilize IM significantly for a variety of purposes.

1.1 Background of study

Strong English language proficiency is now required of all students because it is important for communication, studies, and other aspects of daily life. The frequency of improper grammar and language usage among Malaysians indicates that the majority of us have a poor command of the language (Thurairaj, 2015). This could be due to several reasons, but one of them would be the use of IM for communication because instant messaging essentially encourages the production of new phrases and words (often referred to as "shortcut language"), and it causes students' spoken and written vocabulary and grammar to deteriorate (Gibson, 2022). Manglish, often known as "mangled English," is another regular practice among Malaysians where it consists primarily of vocabulary borrowed from the Malay, Chinese, and Tamil languages as well as slang terms like "lah," "meh," "ah," and many more. Textism is the term for this non-standard form of English that results from this. Textism is a style of writing that uses emoticons, acronyms, abbreviations, and omitted letters and punctuation along with standard English syntax (Tagliamonted & Denis, 2008). According to a 2018 research done by Pablo & Lasaten, teachers have been vocal about their

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students' writing, notably the quality of their formal papers, which they believe is deteriorating because of the prevalent abbreviations and misspellings used in text messaging. There are, however, other studies that show textism has a positive impact on students' literacy, such as one from 2016 by Waldrone et al., that emphasised how texting helps students improve their phonological awareness, spelling, and grammar skills as well as how it allows them to express themselves more freely in their writing. Therefore, this study aims to investigate how textism influences one's writing abilities.

1.2 Problem Statement

In the twenty-first century, where technology is a significant part of every aspect of our lives and is beneficial to students in many ways, educators have claimed that there has been a significant decline in writing skills as a result of new technological advancement (Bakeer, 2018). Students do not grasp the significance of having an in-depth- depth understanding of the English language and writing with proper grammar because of the special features that technology offers. Students use special features, such as spell check, grammar check, and many more, and this is what allows them to not worry about spelling, grammar, or sentence structure because the technology takes care of it. According to Salikin and Tahir (2017), these technological improvements cause students to be more likely to adopt non-standard utilization and contracted forms of English words in their written work, just like they do when they text. As a result of this action, students create text messages using abbreviated and less sophisticated terms, leading to misspelled words and the creation of new words that do not exist in the English language. Examples of the expressions that are used when texting are "coz" for "because," "tq" for "thank you," "4 d" for "for the," and many more.

According to Parrella (2021), given the culture we live in today, which relies on digital media to communicate, people are more concerned with saving time and effort while communicating than they are with delivering professional and well-articulated messages. This explains why text messages frequently use an informal writing style called textism, which creates new words that don't exist and contain spelling errors. In addition, a study indicated that because we consume a lot of media in our daily life, textism—habitual errors—is present in our written work, which

lowers the quality of the writing (Parrella, 2021). This demonstrates how often students mix up text language with the formal language they learn in school and make mistakes like erroneous spelling and poor sentence construction that even affect their classwork, exams, and written assignments when they are in an academic setting.

1.3 Objectives of Research

This study attempts to investigate how texting on WhatsApp influences undergraduates' writing skills.

The objectives of this research are:

i) To identify the many forms of textism that can be found in online chats.

ii) To explore the influence of textism on writing skills.

1.4 Research Questions

The purpose of this study is to find answers to the following questions:

i) What types of textisms are prevalent in online chats?

ii) How does textism influence an undergraduate's writing abilities?

1.5 Significance of the study

Students today do not value good writing, which presents a challenge for teachers whose curriculum places a heavy emphasis on it. Technology has undoubtedly given students the perspective that they can always take shortcuts and avoid understanding the writing process, which prevents them from realising the value of mastering the skills for producing high-quality written work. Therefore, the purpose of this study is to provide insight into how language is used and how it influences one's writing abilities.

1.6 Definition of Terms

The following definitions are provided to ensure a better understanding of the terminology used in the context of this study.

1. Computer-mediated communication (CMC) - Computer-mediated communication is any human interaction that involves the use of technology that facilitates communication across great distances and various time zones, removing the geographical limitations of in-person interaction (Yao & Ling, 2020).

2. Instant messaging (IM) - Instant messaging technology is a form of online chat that enables real-time text transmission over the Internet. Messages are often sent between two or more individuals using this type of technology (Baron, 2013).

3. Textism- Texting language, also known as textism, is characterised by the use of symbols, single characters, and abbreviations (Hussain & Lukmana, 2019).

4. Unconventional capitalization – Unconventional capitalization refers to the phenomenon in which some words or alphabets are capitalised in the middle of a sentence that does not adhere to standard English (Fenianos, 2020).

5. Unconventional End-of-Sentence Punctuation - Symbols or emojis are being used to change or replace the conventional punctuation that should come at the end of the sentence (Ling & Baron, 2007).

6. Ellipses - Ellipses happen when several consonants or vowels are left out of a word and the spelling is essentially altered to produce the same sound (Knowles, 2014).

7. Phonetic Spelling – A single letter is used to representing a single sound, syllable, or word that is based on a phonetic sound. (Quirk & Wrenn, 2002).

8. Abbreviations and acronyms - Shortened or contracted versions of a word or phrase (Ahmad, 2014).

1.7 Limitation (s)

This study will be limited by the fact that textism is a pretty broad subject of study because it takes many different forms. It will be challenging for the researcher to determine the correct types of textism that are present in the collected data due to the complexity of textism and the lack of previous studies on the subject.

CHAPTER II: LITERATURE REVIEW

2.0 Introduction

By analyzing previous studies, the researcher in this chapter explores and makes connections between several concerns relating to the impact of textism on writing abilities. With the use of the acquired data, a theoretical framework is created with associated theories to help with the methodology and design of the research.

2.1 Language Used in Social Media Chats

Writing is a type of communication that entails expressing one's thoughts in written form (Salaudeen & Lawal, 2019). There are two types of writing: formal and informal. Formal contexts usually entail writing that is used for academic reasons, business writing and employing formal English, whereas informal contexts frequently involve online conversations with friends or family using social media. Informal writing allows users to be more versatile in their writing styles since social media language is widely utilised and it creates a new morphological trend. In order to provide a clear picture of the new morphological trend that the social media language sets, Oyeyinka and Akinola (2013) conceptualise the categorization into eight sections which are vowel deletion, word shortening, abbreviation, word reduction to phonological level, pronounceable spelling techniques, spelling manipulation, letter-to-number homophones, and phoneme/letter for word representation. Most social media chat language falls into one of the above categories, but because there are no specific guidelines, people feel free to use it when they are conversing online. Until this point, established morphological and syntactic rules are frequently violated in online chatting due to word choice and sentence structure that defy grammatical conventions.

2.2 Textism

Textism is a phenomenon that occurs when online users modify standard English, for example, they could use abbreviations, adapt terms, delete non-essential alphabets, replace homophones, and capitalise words (Radia & Lamia, 2021). Additionally, the word modifications that are Textism defies accepted linguistic norms, and these frequent violations seep into everyday usage of the English language. Therefore, textism adaptations might make it challenging to learn standard English since they convey a sense of normalcy and acceptance (Zebroff, 2015). The term "Standard English" refers to the proper use of vocabulary and grammar in communication, and textism unquestionably violates these principles and poses a challenge to academics and even students. A study that was conducted by Purcell et al., (2013), revealed that teachers are concerned about the number of incorrect sentences and misspelt words in students' written work. The reason for this is that technology has an impact on the way we think, write, and interact with others. Textism was created as a result of the practice of social interaction, which has changed our communication style. Given that textism is now seen as a dialect of the English language, students' writing skills suffer as a result.

2.3 Factors contributing to Textism

2.3.1. The Whatever Generation

According to Shaari & Bataineh (2015), the rise of textism has drawn attention to "the Whatever Generation," which adapts textism for both formal and informal writing. The current generation, especially the younger generations, is very accustomed to changing spellings, which results in the formation of acronyms and abbreviations as well as the incorrect use of punctuation and apostrophes and years of practise and use may also result in the development of specific writing habits. According to the concept of "habit strength," put forth by John Dewey, learners will naturally use contractions, acronyms, and abbreviations in their traditional writing after years of frequent and constant practice (Baron, 2008). This is similar to Krasher's idea of the Natural

Approach, which claims that language learning will be more effective when learned through meaningful interactions and in environments of natural communication and that an unfavourable natural learning environment, such as the online communication setting, might produce an outcome that is very different from what learners are expected to achieve.

2.3.2 . Time-Constrained Activities and the Need for Spontaneity

The requirement to produce spontaneous text and time-constrained activities are other factors that contribute to textism. To put it in other words, users completely disregard the importance of language accuracy and suitable sentence construction when it comes to time-limited tasks because they demand immediate feedback, especially for discussions that take place in real-time settings. Since their immediate attention is only focused on communicating the information as long as the other user also understands it, those involved in real-time communication typically create noticeably shorter words. When completing time-limited tasks like online assessments, tests, or examinations, this habit will eventually transfer to writing habits.

2.4 Past Related Studies

2.4.1 Effects of advanced technologies on Students' writing skills

A study by Handayani & Aminatun (2020) found that texting does not follow the conventions of traditional English writing, grammar, and word spelling. This is due to the fact that the language used in digital communication is carefully constructed to be understood by users in the same context. For this study, the researcher looked into how textism was used in a group chat from the Whatsapp app. The findings show that 25 acronyms and abbreviations were discovered in the chat group, and it is likely that these words are used to facilitate faster communication when chatting. It has, however, led to grammatical mistakes and sloppy word construction, which, if uncontrolled, might eventually be destructive. The researcher also emphasised how a new sort of language arose in reaction to the growth of technology and stated that students shouldn't be held

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accountable for such language changes because they typically come quite naturally yet undermine students' writing skills. In short, technological advancements are part of our everyday lives and we cannot ignore them. This is especially true for the younger generation, whose writing may suffer the consequences of the pervasive use of technology.

Furthermore, a further study by Alhusban (2016) supports the notion that students' writing skills are deteriorating as a result of modern technologies. Students often alter the nature of the English language and rely excessively on technology to correct all of their writing errors. This results in the introduction of new linguistic forms, known as textism, where people use abbreviated words, combine words with letters and symbols and ignore the grammar and syntactic rules of proper English. Additionally, students' tendency of using shortcuts and writing in small chunks causes them to lose sight of the value of writing, editing, revising, and rewriting. Not to mention, they neglect to verify their work for proper grammar usage and appropriate sentence structure (Gupta, 2019). As a result, writing assignments present a challenge for students, and it is essential that they take steps to develop the formal, sophisticated, and advanced writing skills required of them in education and the workplace.

2.4.2 Impacts of textism

There are unavoidable concerns about how textism will affect literacy. In a study by Shafie et al., (2010), 264 ESL students from UiTM Perlis participated, and their texts, coursework, and exam scripts were examined for the use of textism. ESL students are known to have metalinguistic awareness and should be able to distinguish between textism and standard English to suit the formality of the context, but Shafie et al. (2010) observed a surprising proportion of spelling errors in their examination scripts as well as course work. Shafie et al. (2010) countered that rather than being solely attributable to textism, it is more likely that the texters themselves have weak English language skills since they are easily influenced by the poor diction that textism possesses.

The three most significant impacts of textism, according to participants in a study by Mokhsin et al. (2015) that examined the topic, were that textism could undermine the language's authenticity, that it could accidentally be used in formal contexts due to overlooked mistakes, and

that it could lead to confusion between text sender and recipient. The study also showed that student's ability to recall the correct spelling and their grammatical and syntactic skills deteriorate when they unconsciously replace words with textism. This further demonstrates that despite texters being aware that textism should not be used, especially when they are knowledgeable about metalinguistics, they are nevertheless prone to make mistakes because of the development of habits.

2.4.3 Influence of Textism on writing skills

In a different study by Thangaraj & Maniam (2015), it was mentioned that students often fail to recognise textism in their writing because they are more focused on getting their point over to the other person. Eventually, this will be implemented in the classroom as well. The participants in this survey agreed that Textism had influenced their writing, particularly in terms of spelling and grammar. This is due to the fact that textism allows for a broad range of word spellings, and students are heavily influenced to adopt these spellings when they are writing in the classroom. According to this study, textism is acceptable in an online setting as long as the recipient can comprehend the words and successful communication occurs between the parties. When some words are contracted without the apostrophe or when it is positioned incorrectly, for instance, it becomes a problem. Although this error is not regarded seriously when it is utilised online, there is a chance that it will be committed again when students write in a paper-and-pencil format since they are oblivious to the correct apostrophe placement. To sum up, textism does have an impact on how students write, particularly in terms of grammar and spelling. Students are more likely to utilise textism offline when they use it online frequently.

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metalinguistics, they are nevertheless prone to make mistakes because of the development of habits.

2.5 Forms of textism

The forms of textism mentioned in this section are based on a very small number of papers because there have only been a few studies on the forms of textism.

2.5.1 Unconventional Capitalization

According to Tagg (2009), there are many unexpected and inventive contextual manipulations of language forms in the English language. Some people capitalise "You" when it isn't the first word of the sentence, writing it as "U." This may not be standard, but is written that way simply because it is simpler to read and stands out more clearly. Unconventional capitalization can also happen when texters mistakenly believe that using capital letters shows greater respect and that they are typing something in a formal tone (Crystal, 2009). For instance, if a texter is being lazy or informal, they may sometimes type a friend's name as *Neymar* and other times as *neymar*, but if they happen to type the name of their boss or another person in a higher position at work, they will type their names with proper capitalization.

2.5.2 Unconventional End-of-Sentence Punctuation

Ling and Baron (2007) claimed that texting appears to have its distinct kind of punctuation, with conventional punctuation being modified or reused to meet the needs of texters. In most cases, a full stop will be placed at the end of a sentence to signify that it has come to an end. However, when texting online, users frequently replace the full stop with emoticons and smileys instead. According to a study by Otemuyiwa (2017), it has been observed that smileys and emojis are commonly used by conversationalists. Phones even recommend using them while one types their chats, and it is believed that using symbols like ":)," ": 0" and other emojis to end a sentence is now a habit.

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2.5.3 Unconventional Use of Ellipses

Ellipses happen when several consonants or vowels are left out of a word and the spelling is essentially altered to produce the same sound (Knowles, 2014). Sometimes certain alphabets are omitted entirely, such as the words "thought" written as "tot," and "enough" written as "enuf." Texters also frequently omit the final consonant of a word ending in a double consonant, such as the word "tell," which they write as "tel". Therefore, ellipses essentially refer to the phenomenon where vowels and consonants are being omitted anywhere; at the beginning, middle, or end of a word.

2.5.4 Phonetic Spelling

In phonetic spelling, a single letter is used to represent a single sound, syllable, or word that is based on a phonetic sound. For instance, "bee" becomes "b," "pea" becomes "p," and "why" becomes "y". It basically means that phonetic spelling is a method of texting where texters only type one alphabet when it is pronounced the same as a one-syllable word, the first sound in the word, or the last sound in the word's last syllable (Quirk & Wrenn, 2002). According to Knowles (2014), a lot of spelling has changed as a result of texting and has become more phonetic and this form of textism saves time and texters tend to write their texts in the same manner as they speak or perhaps in order to appear cool and hip in today's generation.

2.5.5 Sound Substitution

Sound substitution is another instance of textism. As an illustration, the letter "z" substitutes for the letter "s" at the end of the word, resulting in the spellings "makez" and "eatz" rather than "makes" and "eats".

2.5.6 Abbreviations and acronyms

Shortened or contracted versions of a word or phrase are abbreviations and acronyms. According to a study by Ne' mathullah (2017) that was solely focused on the use of acronyms and abbreviations in WhatsApp among diploma TESL students, the results showed that from the 50 screenshots that were analyzed, the respondents employed a total of 25 acronyms and abbreviations. Ne'matullah (2017) revealed that students are accustomed to utilising acronyms in conversation in order to respond more quickly. However, this has led to the use of poor grammar and made-up words, which, if uncontrolled, might have devastating long-term effects. In addition, the words from the student essays and the chat group were also observed for this study. According to the observation, the student's formal English writing had numerous abbreviations and acronyms that were used in chat groups. The findings of this study indicate that, despite the small numbers, the prevalence of such language in professional writing is a cause for concern. It is also claimed that the students themselves are unaware of the abbreviation and acronym usage in their writing.

2.6 Low–Road/High–Road Transfer of Situated Learning Theory
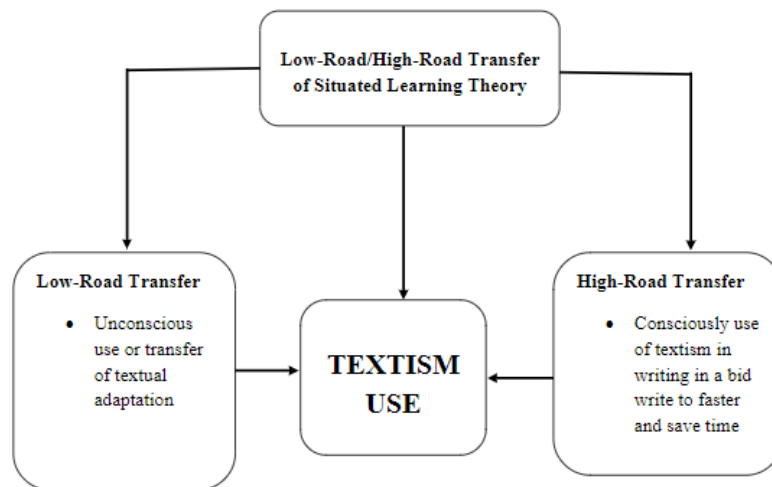
Figure 1: *Low–Road/High–Road Transfer of Situated Learning Theory*

The framework depicted in the figure above focuses on Solomon and Perkins' Low-road/High-road Transfer of Situated Learning Theory from the year 1989. The low-road/high-road theory is a learning theory that can be utilised to better understand how textism usage and writing skills are related. The low-road transfer and the high-road transfer are the two components of this theory. The low-road of skill transfer is when it happens naturally or even unconsciously, while the high-road of skill transfer is when the learner examines the new circumstance consciously and intentionally and applies what they have learned to it (Solomon & Perkins, 1989).

The low-road suggests that students utilise textism for a reason and that the words that are abbreviated may somehow affect one's writing abilities. This **low-road transfer,** therefore, suggests that students will unintentionally utilise textism in their written communication. The other mechanism, known as the **high-road transfer**, takes place when previously acquired behaviours are applied, students are more aware of the language they employ, and there is no textism present in their written communication. In short, they would essentially be able to code-switch depending on the situation. The high-road theory, however, can be seen from a different angle. Although this theory relies on the appropriateness of language in relation to the context, it is nevertheless feasible for students to continue using textism in their written communication even after they have mastered it. There is a chance that students will continue to use them consciously even in situations where formality is required yet speed is a necessity, like timed tests in the classroom.

CHAPTER III: METHODOLOGY

3.0 Introduction

The methods for this study will be covered in this chapter, including the research design, research instruments, data collection, and data analysis. To provide a more insightful perspective on the approach that will be used for this study, each component will be clearly justified by the researcher.

3.1 Research Design

3.1.1 Qualitative Research Design

Qualitative analysis, which is frequently expressed verbally, is necessary for comprehending ideas, situations, and experiences. Using this method of study, researchers have the chance to comprehensively collect viewpoints on uncommon subjects and topics. According to Akinyode and Khan (2018), the most popular qualitative approaches include open-ended interview questions, words-represented observations, and literature reviews that analyse theoretical frameworks. The researcher will employ a qualitative research methodology for this study since it asks undergraduate students to share their views, experiences, and opinions regarding textism and how it influences their writing abilities. A semi-structured interview will be used to elicit the participants' perspectives, and after the data has been analysed, a conclusion will be produced.

3.1.2 Qualitative Case Study

A case study technique enables comprehensive and in-depth explorations of complicated issues in the context of real-world situations (Harrison et al., 2017). Case studies are a well-respected and widely used research methodology, especially in the social sciences. In terms of results, case study research is advantageous since it allows researchers to gather a variety of information on the case, including interviews, documents, observations, surveys, and more. In contrast to the generalisation that takes place in quantitative research, it also promotes transferability which refers to the potential to apply the case to another scenario and enables others to apply the principles discovered in similar cases or other circumstances (Gerring,2017).

3.2 Sampling

In this study, purposive sampling will be used since it enables researchers to filter their participants subjectively and selectively to obtain detailed information about whether textism influences the participants' writing skills. Campbell (2019) asserts that a purposive sampling methodology is a flexible approach for assessing participants' intentions taking into account their perspectives on the subject and does not call for any theories or a limited amount of participants. Five undergraduate students will be chosen at random for the semi-structured interview. The researcher must have a thorough understanding of the fundamental questions for their observations to produce reliable data. The researcher also needs to ensure that the questions are not ambiguous or can lead to issues with the task designed or confusion in the information provided to participants.

3.3 Pilot study

An essential component of the research process is the pilot study, which can be used to discover problems and assess the study's viability, practicality, and resource needs before the main research is carried out (O'Cathain, 2015). From the chat group, one undergraduate student will be chosen at random to take part in this pilot project. During the interview session for this study, open-ended questions will be posed, and how the participant interprets the questions will be attentively observed to ensure they do not misunderstand them and produce responses that may not be helpful or relevant to the study's objectives. To sum up, by doing a pilot study, the researcher will become more comfortable with the instruments they will use for data collection and will be better equipped to handle any difficulties that may arise during the actual study.

The platform, Microsoft Teams was used to conduct an interview with participant Wong Puy Lyng, a third-year psychology student, on February 2nd, 2023. The interview lasted for about 8 minutes and was entirely recorded. The interviewer asked each of the 8 questions that had been prepared. The participants' answers to the first three questions were all concise, indicating that the questions posed were understandable. The participant's response to question 4 was complete and included examples. Participants were not required to give examples in the initial question. Nonetheless, according to the outcomes of this pilot study, it has been decided that asking

participants to include examples for question 4 is crucial since it will be helpful for data collection and will provide a clear indication of whether or not they understand what textism is. The participant was observed to be repeating her responses to questions 6, 7, and 8, which are related. Hence, it was determined to ask questions 7 and 8 based on the response to question number 6. Participants are required to respond to question 7 if the response to question 6 is "yes". If they respond "no," question 7 can be omitted, and they must then respond to question 8. Overall, there were no significant issues, and small changes were made to the questions to facilitate the data collection process and ensure that the research topic would be accurately analysed.

3.4 Research Instruments

A research instrument is a strategy, procedure, or tool that is used to acquire data the ability to discover new information or to have a firm understanding of a subject (Denscombe, 2017). This study will be conducted qualitatively and the chosen materials will be verified by the supervisor. This study will use documentation analysis to pinpoint the textism that is present in a Whatsapp chat group, and the textism will then be categorised according to the specific sub-heading chosen by the researchers based on earlier studies that have been carried out. Additionally, a semi-structured interview will be done to investigate how textism influences undergraduate students' writing abilities. The researcher and participants will communicate through the WhatsApp app, and the Microsoft Teams platform and additional features like screen sharing and meeting recording will be used during the data collection process.

3.5 Data collection

3.5.1 Documentation Analysis

Documentation analysis is a methodical process for going through and assessing written information, including print, digital, and internet-based documents. Document analysis calls for data to be studied and interpreted to elicit meaning, gain understanding, and provide empirical information, just like other analytical techniques in a qualitative study (Puppis, 2019). Mayring

(2019) stated that when conducting a document analysis, the researcher must establish the validity and usefulness of specific documents in addition to their presence and accessibility, taking into account each document's context. In this study, the researcher will examine the Introduction to Psychology text from the January 2021 trimester that has been collected via a Whatsapp discussion group and categorise the textism discovered in the text accordingly. In addition, the researcher must ensure that the text chosen is relevant and has textism for it to serve the study's objectives.

3.5.2 Semi-structured interview

The study will perform a semi-structured interview with the participants to get the data needed for the data-collecting portion of the study. To ensure that participants feel free to share their opinions without being easily swayed by those of other participants, the interview session will be conducted individually with each participant. Microsoft Team will be the platform used for the interview session, and each interview will be recorded with the participants' consent utilising the "Record" option that is provided in the Microsoft Team application. The questions in Appendix 1 focus on determining whether textism has any influence on one's writing abilities, and the researcher will pose them to the participants. The participants' opinions will be given more weight because the technique of data collection will be through semi-structured interview questions; sharing opinions is regarded as a crucial component because it will allow the researcher to gather more reliable data based on the participants' opinions (Blandford, 2013).

3.6 Analysis of data

3.6.1 Data transcription

The term "data transcription" refers to a method for breaking down or translating an audio or video recording into words that can then be analysed (Widodo,2014). Data transcription is a crucial and fundamental component of qualitative research. Without the use of any software, the researcher will manually transcribe the data obtained from the interview. In a manual transcription, the spoken words are translated into the most comprehensible and clear written format possible.

Four steps make up the data transcription process: listening, drafting, proofreading, and formatting. Before beginning the transcribing process, the recorded audio will be played twice for listening. This will enable the researcher to become familiar with the interview's content on a

deeper level. The researcher would then proceed to step two, typing a draft while listening to the audio. Name, gender, stutters, poor pronunciation, and other minor flaws will not be given any consideration in this step. The primary objective of this step is to transcribe the audio and obtain data to prepare them for data analysis. The researcher will play the audio a few more times for the proofreading stage and double-check if the transcriptions were done correctly. The researcher will add the essential information and make any necessary amendments in this phase to ensure a faultless transcription. Lastly, the researcher will also give the file a name, change the margins and font size, and add other formatting elements.

3.6.2 Thematic analysis

Thematic analysis is a technique for looking through collected data to identify recurrent themes in terms of ideas and interpretation, and it is one of the best ways to use data in a study because it leads to a logical conclusion (Alhojailan,2012). Due to its convenience of use, thematic analysis is frequently chosen by researchers who are unfamiliar with more complex types of qualitative analysis. The thematic analysis permits the theoretical context to be flexible, allowing researchers to select and decide on it based on the study that is being conducted (Nowell et al., 2017). This flexibility allows the researcher's data to be presented comprehensively, and the researcher will go into great detail on each theme. In addition, the researcher will give a general overview of the themes, explain what they mean, and give instances as evidence from the data gathered. Last but not least, the conclusion will summarise the main points and show how the study has addressed the research questions.
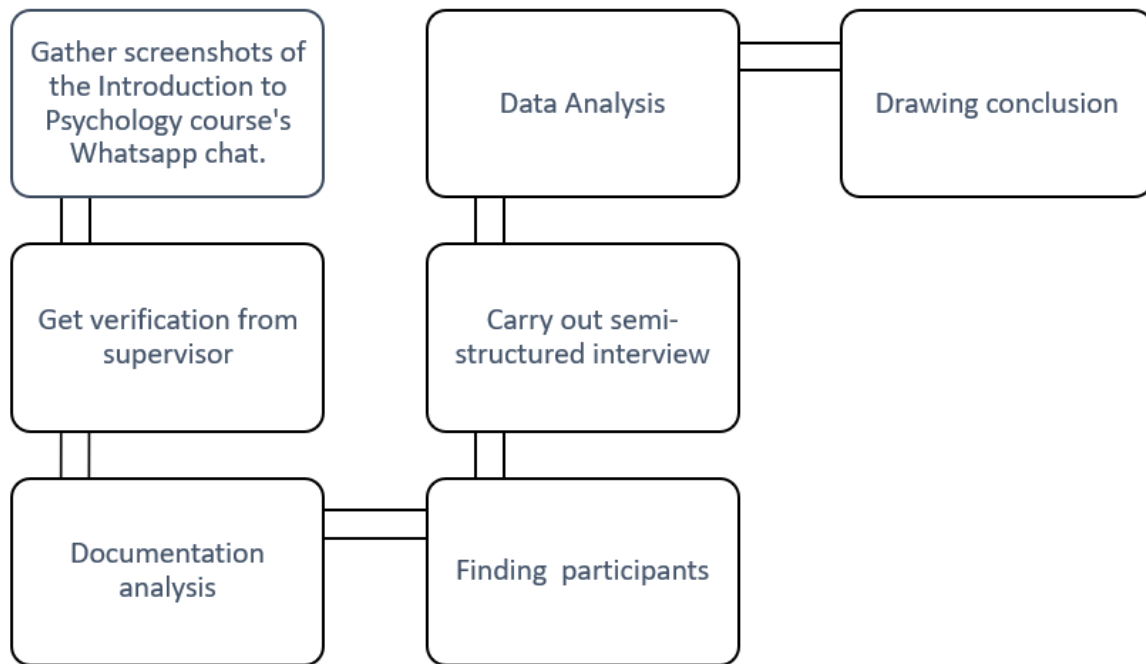
3.7 Research Framework

Figure 2: *Research Framework*

To determine the different types of textism from the Introduction to Psychology course's January 2021 trimester, the researcher gathered the potential chat screenshots. The supervisor reviewed and validated those screenshots to guarantee the context's suitability and the reliability of the data. Documentation analysis will take place where the researcher will read through every screenshot in detail after the materials have been verified, identify the textism that is present in the chat, and then classify them, with each sub-heading being determined by the research based on past research papers.

Once the documentation analysis was completed, participants for the interview were selected through purposive sampling. Before the interview was conducted in the actual study, a pilot study was carried out to ensure that the interview question, which was designed by the research itself, is clear and appropriate to acquire the necessary data for this study. The online semi-structured interview was recorded, transcribed by the researcher, and then analysed thematically. Finally, a

conclusion was reached based on all the information gathered through document analysis and semi-structured interviews.

CHAPTER IV: DATA ANALYSIS

4.0 Introduction

This chapter explores the findings of the documentation analysis on the various forms of textism found in the Introduction to Psychology text from the Whatsapp discussion group for the January 2021 trimester. In addition, this chapter contains the findings from a semi-structured interview that was conducted to inquire about how textism influences undergraduate writing abilities.

Types of textism

4.1.1 Abbreviation

Abbreviation	Frequency	Percentage (%)
MT (Microsoft Teams)	20	42.6
ASAP (As soon as possible)	6	12.8
Ty (Thank you)	4	8.5
Lmao (Laughing my ass out)	4	8.5
Ikr (I know right)	3	6.3
PA (Personal Assistant)	2	4.3
Np (No problem)	2	4.3
LOL (Laugh Out Loud)	2	4.3
Jk (Just kidding)	1	2.1
SOS (Save Our Ship)	1	2.1
Tyvm (Thank you very much)	1	2.1
Lmk (Let me know)	1	2.1
Total:	**47**	**100**

There are 12 different abbreviations that are used in various contexts, as can be seen from the table above. According to the data gathered, the most often used abbreviation was MT (Microsoft Teams), and it was used in formal announcements as well as anything pertaining to classes. Students frequently abbreviated and used the word "MT," which was also readily understood by the group as a whole, because the conversation used to collect the data occurred when classes were conducted entirely online due to the covid-lockdown and all aspects of the learning process were conducted in Microsoft Teams. Also, another commonly used abbreviation in the conversation was ASAP, which stands for "as soon as possible," along with others that were less frequently used (less than 5 times). In conclusion, it is apparent that abbreviated words are typically lengthy when typed in their full form; therefore, the practice of abbreviating those words when texting has emerged because it saves time and makes the text easier to read.

4.1.2 Unconventional spelling

Unconventional spelling	Frequency	Percentage (%)
Ur (Your)	14	46.7
Okie (Okay)	9	30
Aite (Alright)	2	6.8
Tengs (Thanks)	1	3.3
Wat (What)	1	3.3
Bery bery (very)	1	3.3
Ewibadiiii (Everybody)	1	3.3
Kiut (cute)	1	3.3
Total:	**30**	**100**

The term "unconventional spelling" is used to describe words that have improper spelling but yet sound similar to the original word. The word "your"—which was typed as "ur"—is the most often used word that belongs to this category. The word "ur" definitely sounds like the way we pronounce the word "your" when spoken or read aloud. There was no evidence of anyone misinterpreting any of the texts that contained the word "ur" in the chat, proving that everyone understood it. Additionally, the word "okay", which was typed as "okie," is another frequently occurring term that fits under the category of unconventional spelling. The data gathered shows that the word "okie" is used to avoid seeming too official and to convey the impression that someone is coolly accepting or taking note of something. Moreover, the unconventional spelling of words in this chat demonstrated that they were utilised to make the conversation more friendly. For instance, one student used the phrases "ewibadiii" and "kiut" in her text when she was introducing herself to the group. Therefore, this demonstrates how unconventional spelling is employed in texts to make the conversations seem cooler without being impolite

4.1.3 Shortening of words.

Shortening of words	Frequency	Percentage (%)
Ms (Miss)	57	46.3
Ok (Okay)	51	41.5
Wed (Wednesday)	4	3.3
Prob (Problem)	4	3.3
Pic (Picture)	2	1.6
Ofc (Of course)	1	0.8
Sry (Sorry)	1	0.8
Shld (Should)	1	0.8
Rmb (Remember)	1	0.8
Pts (Points)	1	0.8
Total:	123	100

Shortening of words basically refers to omitting one or more alphabets from the proper spelling of a word. The most common ones are okay, which is shortened to "ok," and miss, which is condensed to "Ms." Other words were also shortened, such as "Wed" for Wednesday. The abbreviations "Pts" stands for points, "Prob" for problem, "ofc" for of course, "sry" for sorry, and "shld" for should. "rmb" stands for "remember" and "pic" for "picture," however each of these terms appeared at less than five times in the chat. All the words in this category are well-known, and even when some alphabet letters are absent, the words are still readable, and their meanings are obvious. According to the data gathered, after reading the text, which contains words that have been shortened, the students carried on the conversation as usual, demonstrating that they understood the context of the text regardless.

4.1.4 Lengthening

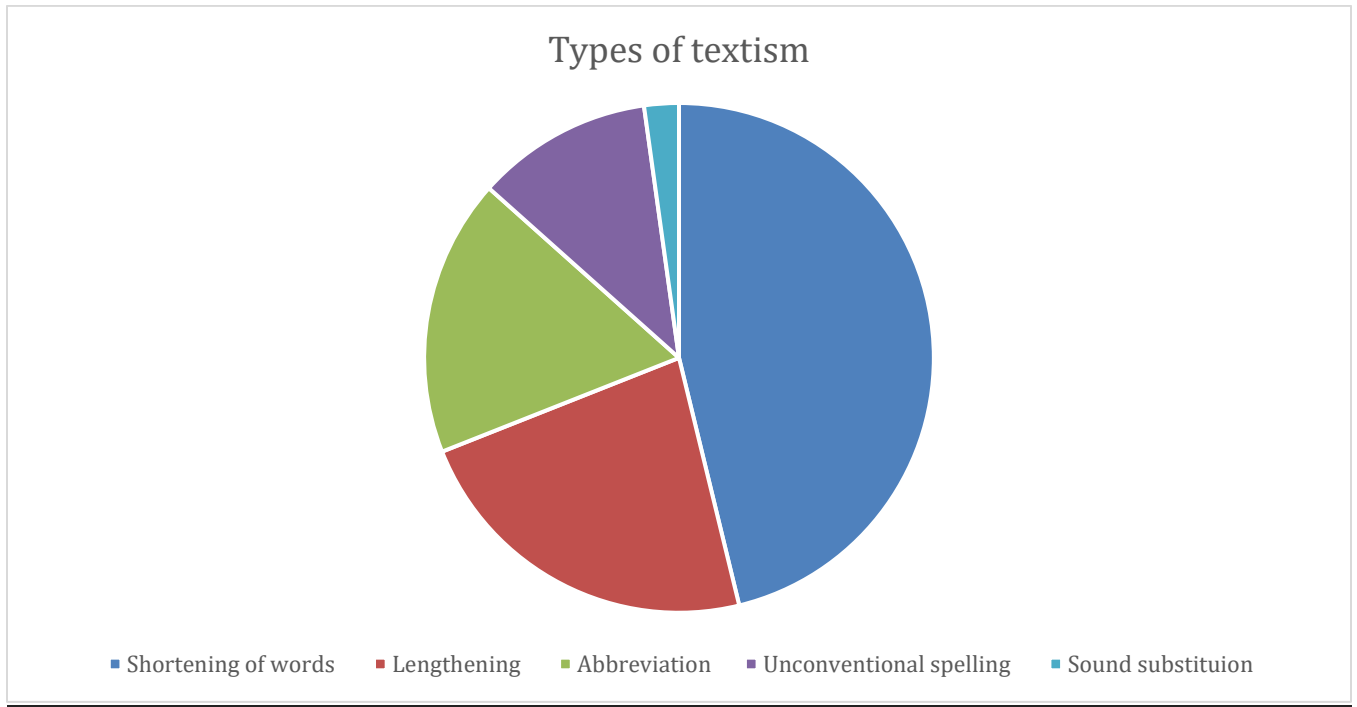| Lengthening	Frequency	Percentage (%)
Doneeee Alotttt	3	50
Dinnerrrrrr	1	16.7
Doneeee	1	16.7
Missssss	1	16.7
Total:	**61**	**100**

Lengthening is the process of lengthening a word by including additional alphabets. From what has been observed, lengthening usually occurs to show relief after accomplishing something or to convey excitement. For instance, a boy who first struggled to upload his midterm test file via email lengthened the word "done" to "doneeee" to express his joy at being able to successfully upload his file. Additionally, a girl types "dinnerrrrrr" and attaches a picture of her dinner, showing her excitement about having a healthy meal for dinner. Two additional words, "alotttt" and "misssss," were lengthened as well, with frequency values of 3 and 1, respectively. As a result of what has been observed, it can be concluded that lengthening words occur when a person is excited or wishes to emphasise a specific idea.

4.1.5 Sound substitution

Sound substitution	Frequency	Percentage (%)
Jz (Just)	1	16.7
Thnkz (Thanks)	2	33.3
Cuz (Cause)	3	50.0
Total:	**6**	**100**

The term "sound substitution" refers to the process of changing one letter of the alphabet into another. In the table above, the letter "s" has been changed to the letter "z," which significantly alters how words are pronounced in comparison to how they originally sound. The students casually employed those terms, and it appears that everyone understood them. Since the sound substitution doesn't adhere to standard English word spelling, it may be claimed that it is done for fun and to give the texts a sense of coolness.

4.1.6 Conclusion

Types of textism

■ Shortening of words ■ Lengthening ■ Abbreviation ■ Unconventional spelling ■ Sound substituion

In conclusion, the data collected revealed that there are 5 different types of textism: word shortening (46.2%), word lengthening (22.8%), abbreviation (17.6%), unconventional spelling (11.2%), and sound substitution (2.2%).

4.2 The Influence of Textism on One's Writing Abilities.

The data on how textism affects one's writing ability was gathered through a semi-structured interview that was held on the online platform Microsoft Teams**.**

4.2.1 Usage of WhatsApp

WhatsApp is the primary texting app that 8 out of the 10 interviewees claimed they use to communicate. On a scale of 5, they ranked it as a 5, saying they use it every day. Despite claiming to use it every day as well, the other 2 participants gave it a rating of 4.

4.2.2 Purpose of Using WhatsApp

The majority of people interviewed mentioned that they use WhatsApp because it makes it so easy for them to communicate with their friends and family. Through WhatsApp, staying in touch with loved ones is possible even when they live far apart. The usage of Whatsapp for academic purposes, such as communicating with group members or occasionally lecturers, was highlighted by 4 additional interviewees. Additionally, one of them stated that WhatsApp is the app they use the most because it is cost-free and all in all a simple platform to utilise for social interaction.

4.2.3 Familiarity with Textism

4 participants were familiar with the term "Textism," but only two of them provided detailed definitions and examples, demonstrating that they have a thorough understanding of the term. The examples given were LOL (for laugh out loud), ASAP (for as soon as possible), and R8 (for right).

6 other individuals claimed to be unfamiliar with the term or to have never even heard of it. Because the other two interviewees who claimed to be knowledgeable about textism gave only a cursory explanation of what they knew, the interviewer nonetheless went into great detail with each interviewee to ensure that they understood what textism was all about.

4.2.4 Usage of Shortened or Abbreviated Words

8 of them agreed that they shorten or abbreviate words when they text online because it makes typing faster and easier for them. Some of them also indicated that when they are pressed for time, they often just shorten or abbreviate words for convenience. OTW (On the Way), BRB (Be Right Back), U (You), YKWIM (You Know What I Mean), and OTP (On the Phone) are a few examples of shortened and abbreviated words that were stated during the interviews. The other 2, however, provided different answers from the majority of them. One interviewee said that their usage of shortened and abbreviated words depends on the context. When it comes to group discussions or perhaps contacting lecturers, they would rather use entire words and sentences than abbreviated forms. The other individual said that they prefer to keep every conversation formal and professional, thus they never use short forms or abbreviated words in their text.

4.2.6 Influences of texting habits on offline writing abilities

5 of them agreed that texting habits have an influence on their writing skills. This was due to the fact that they were used to utilising shortened words and abbreviated forms and would forget how some words were actually spelt. Additionally, one of them mentioned that ever since they started using WhatsApp, they tend to make more mistakes when offline writing because they are accustomed to using short forms and abbreviated words on a regular basis. This is because even though the sentences contain shortened words and abbreviated forms, both the sender and the recipient can understand the message being sent. As a result, when they switch to offline writing, they frequently make these silly errors. Another person agreed with the statement but for a different reason than the others. This person mentioned that, as future English teacher, they use proper grammar when texting, which will help them develop the same habit when they are writing offline. Therefore, they firmly believe that texting habits affect offline writing abilities.

4 of them, meanwhile, disagreed that their texting habits do not affect their offline writing skills. One of the four of them stated that only reading has an effect on their writing abilities, not

their texting habits, and another stated that even though they frequently use textism when sending messages online, they hardly ever notice texting in their offline writing. The other two of them who disagreed with the question said that they are aware of the differences in grammar usage between writing casually and formally. For instance, when it comes to offline writing, like, for instance, completing assignments or even in tests where you have to write essays. In that situation, they would understand that it's a formal setting, so they would have to use good grammar. 1 interviewee said they keep those two things distinct so they can text in short forms without it affecting their writing abilities and that they regard it as a whole different thing. This person did not agree or disagree with the statement, but they did clarify their stance in response to the question.

4.2.7 Perception of Adhering to Grammar Rules When Texting Helps Improve Writing Skills

All 10 participants believed that following grammar rules when texting helps one become more proficient in writing since, according to two of them, practice makes perfect, and following grammar rules when writing offline will eventually become a habit. One of them added that using good language is difficult when texting, therefore putting it into practice will undoubtedly help one's writing abilities. In their explanations, two of them also mentioned that one can learn from mistakes because if they type something that is grammatically incorrect, especially in WhatsApp, the autocorrect feature will automatically correct the words that were used incorrectly and even replace certain words that are not supposed to be there. From there, one can identify how to improve their writing skills and apply them when they write offline. They added that it has a significant influence since it enhances one's grammar and punctuation because we frequently use incorrect spellings and sentences, making it difficult for the sender and reader to understand what we are trying to say.

4.3 Conclusion

The infleunce of textism on undergraduate's writing skills

■ Yes ■ No
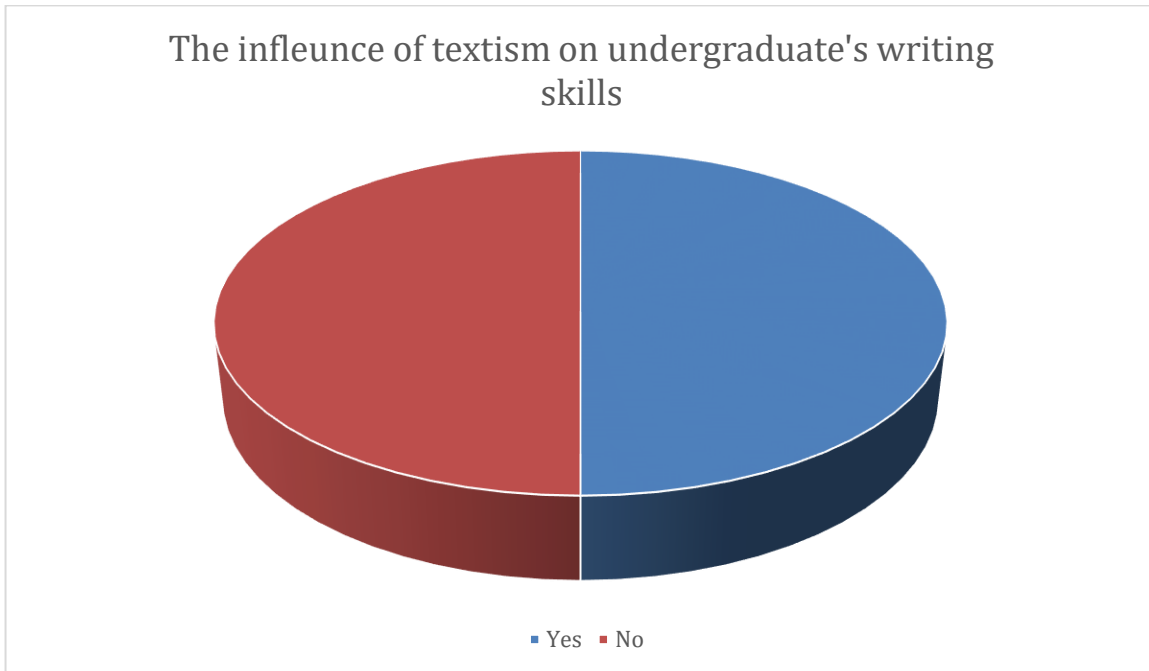
To sum up, the majority of them agreed that their texting abilities have an impact on their writing abilities for a variety of reasons, including the fact that they are so used to using shortened and abbreviated terms that they have forgotten the original spelling of certain words. As a result, when individuals switch to writing on paper, their writing may contain the textism they are familiar with when texting online.

The other 5 participants in the interview, however, expressed disagreement with the claim because one of them personally believes that only reading will have an impact on their writing habits and not texting because when people text, they carefully read what they have typed and double-check their sentence structure and word spellings. Those who disagreed also stated that they are usually aware of the difference between formal and informal texting, so they text accordingly and avoid using shortened terms or abbreviations when texting in formal settings.

CHAPTER V: CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the findings on the various types of textism that may be found in online chats and how textism affects one's writing abilities. In order to further advance the state of knowledge in the area, recommendations for future research are also made while considering the limitations of the current study.

5.1 Discussion

Identification of textism

According to a study by Oyeyinka and Akinola (2013), there are a few characteristics to look for in a word before classifying it as a textism, including vowel deletion, word shortening, word reduction, spelling manipulation, and letter-to-number homonyms. Individuals will be able to improve their writing skills by knowing if a word comes into the textism category or not since they will be able to recognize and avoid using textism in their writing. Textisms may not be understood by everyone or may have many interpretations, which can cause confusion or cause the intended message to be misunderstood. Thus, individuals can ensure that their communication is efficient and understandable both online and offline by recognizing textisms based on their characteristics and interpreting their meaning. In terms of this study, the characteristics discovered in Oyetinka and Akinola's (2013) study were employed as a guide to discovering the types of textism that can be from the Whatsapp conversation.

Influence of textism when using Whatsapp

Frequent use of WhatsApp can lead to the usage of textism because of the need for quick and efficient communication. In an online chat, people often want to convey their message as quickly as possible, and textism can help them save time and effort by using shortened forms of words or phrases. Additionally, the limited character count in many messaging apps, such as WhatsApp, encourages the use of textism to fit more information into a single message. This can also be due to the preference of mobile users who find it more convenient and easier to type in abbreviations and emoticons on their mobile devices. Messaging apps like WhatsApp have become a dominant mode of communication for socializing with friends and family. In these informal settings, people may feel more comfortable using textism and other non-standard forms of language, as it can create a casual and playful tone in conversation. To sum up, the frequent use of messaging apps like WhatsApp can lead to the usage of textism as a way to communicate more efficiently and effectively in informal online settings. While it may be acceptable in these settings, it's important to be mindful of the appropriate use of textism in more formal or professional settings where standard language is expected.

Familiarity with textism

Many people are familiar with textism as it has become a common way of communicating in online settings, especially among younger generations who are more familiar with digital technologies. In fact, many students use textism not only in their personal online communication but also in their academic writing. This has become a concern for educators and instructors, who worry that students may not be developing proper writing skills due to the increased use of textism and other informal language forms (Gupta, 2019). However, it's important to note that not all students are equally familiar with textism, and some may use it more or less frequently than others. A study by Purcell et al. (2013) found that this could be because they are unfamiliar with academic writing conventions or how their texting habits directly or indirectly have an impact when they are writing. As a result, they will use textism even when they are writing offline. To combat such issues, teachers can discuss with students the impact of textism on communication and writing skills. They can explain that while textism may be acceptable in informal settings, it is important

to understand when and where it is appropriate to use such language. This can help students develop a better understanding of the use of language in different contexts. Besides that, teachers too can provide students with resources, such as style guides and writing handbooks, that can help them develop their writing skills and learn proper language use.

Formal vs Informal

Textism can confuse one's understanding of formality vs. informality because it blurs the lines between the two. In digital communication, people tend to use more informal language and shorthand forms of words, such as abbreviations, acronyms, and emoticons. This can create confusion about when and where to use formal language versus informal language. For example, if a student becomes used to using textisms in their online communication, they may have difficulty transitioning to more formal language in academic writing or professional communication. This can result in writing that is too informal and lacks the necessary clarity and professionalism. Thus, it is important for individuals to develop a strong understanding of when and where to use formal versus informal language and to be aware of the potential impact of textism on their writing and communication skills. This can be achieved through education and practice, as well as through exposure to different forms of language use in different contexts.

Overusage of textism

When textism is overused, it can lead to a number of negative consequences. Textism often involves the use of abbreviations, acronyms, and shorthand forms of language that may not be immediately understood by all recipients, thus, overusing textism can make it difficult for others to understand the intended meaning, leading to confusion or miscommunication. However, a study by Handayani and Aminatun (2020) stated that it actually occurs because, in the majority of cases, both the sender and the recipient understand the content of the message being sent despite the use of textism, and it also results in enhancing the emotional content of the message by adding a playful or humorous tone through the use of emoticons or emojis. Nonetheless, it is always important to use textism in moderation because, especially in more formal communication environments, overusing it can often come across as lazy or unprofessional. All in all, while textism can be

acceptable in certain contexts, it is important to be mindful of its potential impact when used in excess. Individuals should strive to use appropriate language and grammar in different communication settings, and to use textism sparingly and only when appropriate.

Improper usage of grammar and spelling

Textism can lead to improper use of grammar because it often involves using non-standard language forms and shorthand forms of words, such as abbreviations and acronyms, which may not follow conventional grammar rules. For example, using "u" instead of "you" or "r" instead of are acceptable in text messages or social media posts, but it is not considered proper grammar or spelling in more formal communication settings. This can lead to a lack of clarity and effectiveness in communication, particularly in academic or professional contexts. Moreover, frequent use of textism can sometimes make it difficult for individuals to switch back to more formal language use and proper grammar, as they may become accustomed to using non-standard language forms in their communication and this can have an effect on their fluency in writing and difficulty in adapting to different communication contexts. This issue was also brought up in the studies done by Mokhsin et al. (2015) and Zebroff (2015), which revealed how difficult it would be for students to learn and adapt to standard English given that they use textism on a daily basis. As in terms of spelling, textism can have an impact on spelling as it often involves using shorthand forms of words that may not follow conventional spelling rules. For example, using "lol" instead of "laugh out loud" or "gr8" instead of "great" can contribute to spelling errors when writing in more formal settings. However, according to a study by Nandwani & Verma (2012), it stated the otherwise, that online communication does not necessarily result in a decline in strong spelling skills. It is possible to continue developing these skills with practice and deliberate effort.

Importance of adhering to proper grammar when texting

Adhering to proper grammar when texting is important for several reasons:

- Clarity: Proper grammar helps to ensure that the intended meaning of the message is accurately conveyed. Without proper grammar, messages may be unclear or ambiguous, leading to confusion or misunderstanding.
- Professionalism: In some contexts, such as when communicating with colleagues or clients, proper grammar is expected as a matter of professionalism. Using incorrect grammar may be perceived as unprofessional and could reflect poorly on the individual's communication skills or attention to detail.
- Writing skills: Practicing proper grammar in all forms of writing, including texting, can help individuals develop good writing habits and improve their overall writing skills. Consistently using proper grammar can help individuals develop a strong foundation in language use that can carry over to other contexts.
- Perception: Using proper grammar can influence how the sender is perceived by the recipient. Individuals who use correct grammar in their messages may be perceived as more educated, intelligent, and trustworthy.

In summary, adhering to proper grammar when texting is important for clear communication, professionalism, developing writing skills, and how the sender is perceived by the recipient.

The influence of reading habits vs texting habits on one's writing abilities

This study has also indicated that reading habits, in addition to texting habits, have an impact on writing abilities. Reading habits and texting habits can both have an influence on an individual's writing skills but in different ways (Kansizoglu & Yildiz, 2022). Reading habits can positively influence writing skills, as exposure to a wide range of reading materials can help individuals develop their vocabulary, grammar, writing style, and creativity. Reading can also expose individuals to different forms of writing, such as academic papers, creative writing, and journalism, which can help individuals understand how to write for different audiences and purposes. On the

other hand, texting habits can negatively influence writing skills if they are not balanced with other forms of writing. Texting often involves using shorthand forms of language and may not prioritize grammar or spelling, which can lead to improper grammar and spelling habits if individuals are not careful. Additionally, if individuals rely too heavily on texting as their primary form of written communication, they may not develop the skills necessary to write effectively in other contexts, such as academic or professional writing. Therefore, it is important to strike a balance between texting and other forms of writing, such as reading and writing in more formal contexts, in order to develop strong writing skills overall.

Double-checking written work and its influence on one's writing skills

Shaari & Bataineh (2015) found that people typically only prioritize completing their writing and communicating whatever has to be said over double-checking and modifying their work if an edit is necessary. But, double-checking written work is very important as it can help combat the usage of textism by providing an opportunity for writers to review their work for errors and areas of improvement. Here are some ways that double-checking can help in this regard:

- Identifying textism: When writers double-check their work, they are more likely to catch textism that may have been used unconsciously during the initial writing process. By reviewing their work, writers can identify areas where they may have used informal language, slang, or other textisms that may not be appropriate for the context.
- Replacing textism with proper language: Once textism has been identified, writers can then revise their work to replace it with proper language. By doing so, they can ensure that their writing is more formal, accurate, and appropriate for the context.
- Developing good writing habits: Double-checking work can also help writers develop good writing habits that can help them avoid using textism in the future. By paying attention to details, being thorough in their work, and taking the time to review and revise their work, writers can develop good writing habits that emphasize the importance of using proper language.

- Building confidence: Finally, double-checking work can help writers build confidence in their ability to avoid using textism in their writing. By taking the time to review their work and make improvements, writers can feel more confident in their ability to effectively communicate their ideas using proper language.

To sum it up, double-checking written work can help combat the usage of textism by providing an opportunity for writers to identify textism, replace it with proper language, develop good writing habits, and build confidence in their ability to write effectively.

5.2 Limitations

One of the study's limitations is the restriction of participants, as only UTAR undergraduate students were selected for the interview, and those selected were proven to be using textism based on the analysis of the supporting documentation. This limitation has several negative consequences which are reduced variability, which can it more difficult to detect meaningful patterns or relationships in the data. Restricting the sample size or selection criteria can also result in missing important insights or perspectives that may be relevant to the research question. This can restrict the scope and depth of the investigation and result in biased or incomplete outcomes. which is one of the greatest difficulties encountered in this case study.

Another limitation would be the lack of previous studies on the topic of textism itself. Textism is a relatively recent phenomenon that has emerged with the widespread use of digital communication technologies such as texting and instant messaging. As a result, it may not have been a major focus of research until more recently. Some researchers may not view textism as a significant issue or area of research interest. This could be due to a variety of factors, including differences in research priorities or a lack of understanding about the potential impact of textism on language use and literacy skills. : Textism is a complex and multifaceted phenomenon that can be difficult to define and measure (Everett, 2016). This can make it challenging for researchers to design studies that accurately capture the nature and extent of textism in digital communication. Last but not least, according to Heyd (2015), researching textism in digital communication can

pose several methodological challenges, including difficulties in obtaining consent from participants, capturing data from multiple sources, and managing large volumes of data. These challenges can make it more difficult to design and implement studies on textism. Despite these challenges, there is growing interest in the study of textism and its impact on language use and literacy skills. As digital communication technologies continue to evolve and shape our communication practices, it is likely that there will be increasing attention paid to the study of textism and related phenomena.

Additionally, the semi-structured interview was carried out online via Microsoft Teams for a variety of reasons, the main one being for the convenience of the interviewer and interviewee. This method also saves a lot of time and energy, but it has limitations for this study because online interviews can be limited in terms of nonverbal communication, which can make it harder to interpret participants' responses and emotional states. This is because nonverbal cues such as facial expressions, body language, and tone of voice can be more difficult to pick up on during online interviews, especially if the video or audio quality is poor. Online interviews can be subject to technical difficulties, such as internet connectivity issues, software glitches, or hardware malfunctions. Several of the interviews, in this case study had to be restarted because of unstable internet connections, and the total interviewing duration was slightly longer than expected. Besides that, some participants may feel uncomfortable or less at ease during online interviews, which can impact their responses and the quality of the data collected. This is because online interviews can feel more impersonal and less humanizing than face-to-face interviews. Overall, whether to conduct online interviews or not depends on the nature of the research, the research goals, and the preferences of the participants. In some cases, online interviews may be a suitable and effective research method, while in others, face-to-face interviews may be more appropriate.

5.3 Recommendations

It is important to have a diverse population when doing research because it ensures that the findings of the research are applicable to a larger population and that the conclusions drawn are not limited to a particular demographic. When a diverse population is included in the study, the results are more likely to be generalizable and applicable to a wider range of people. Besides that, including a diverse population in research can help ensure that the results are accurate and representative of

the larger population. If a study only includes a specific group, the findings may not be accurate for the larger population. Conducting research with a diverse population can also help reduce bias in the findings. If a study only includes a specific group, it may unintentionally reinforce stereotypes or biases about that group. Last but not least, it is important to ensure that research is conducted ethically and does not discriminate against any particular group. By including a diverse population, researchers can ensure that their work is inclusive and respectful of all individuals. In summary, having a diverse population in research is important to ensure that the results are applicable to a wider range of people, accurate, unbiased, and respectful of all individuals.

Future studies on broader fields that textism could be researched on the impact of textism on language development and investigate how the use of textism differs across languages and cultures. Researchers in the field of communication could also study how textism impacts communication patterns and relationships between individuals and groups, as well as its effects on the perceived professionalism of communication in various settings. Besides that, education researchers could investigate how textism affects student writing abilities and identify effective strategies for addressing textism habits in the classroom. It would also be interesting to have researchers explore digital communication technologies that facilitate the use of textism, and how these technologies could be modified to encourage more formal language use. These are just a few examples of the broader fields in textism that could be researched, but the possibilities are endless. Ultimately, research on textism can contribute to a deeper understanding of the relationship between language, communication, and technology, and inform strategies for promoting effective communication in a rapidly evolving digital landscape.

Moreover, a physical interview is recommended for research for several reasons. In-person interviews allow researchers to build rapport with participants, which can lead to a more open and honest exchange of information. When participants feel comfortable with the researcher, they are more likely to share their thoughts and experiences, which can provide valuable insights into the research topic. During an in-person interview, researchers can also observe non-verbal cues such as facial expressions, body language, and tone of voice, which can provide additional information

about the participant's thoughts and feelings. This information can be valuable in understanding the participant's perspective and interpreting their responses. Additionally, researchers can ask follow-up questions and seek clarification in real-time, which can help to ensure that they understand the participant's responses accurately. In-person interviews allow researchers to be flexible and adapt to the participant's needs. If a participant raises a topic that was not included in the interview guide, the researcher can explore it further to gain a deeper understanding of the participant's perspective. All in all, physical interviews are recommended for research because they allow for building rapport, observing non-verbal cues, seeking clarification, gathering contextual information, and being flexible to the participant's needs. These benefits can provide valuable insights into the research topic and improve the overall quality of the research.

5.4 Conclusion

In conclusion, possessing good writing skills is essential for undergraduate students because writing is a key component of undergraduate studies, and students who have good writing skills are better able to express their ideas clearly and effectively, leading to better academic performance and success. Strong writing skills are highly valued in the professional world, and students who develop these skills during their undergraduate studies are better equipped for success in their future careers. Furthermore, effective writing skills are essential for effective communication, both in academic and professional contexts. Students who have strong writing skills are better able to express their ideas, opinions, and arguments in a clear and concise manner. Lastly, developing strong writing skills can be a fulfilling and rewarding experience, and can help undergraduate students to grow personally and intellectually.

However, due to technological advancements and the integration of digital communication in various aspects of daily life, digital communication can have an impact on one's offline writing abilities in several ways. First, frequent use of digital communication platforms such as texting, instant messaging, and social media can lead to the development of textism habits, which can negatively impact one's offline writing skills. Textisms often involve the use of non-standard

abbreviations, misspellings, and other informal language features that can be inappropriate for formal writing contexts. Overuse of textisms can lead to a decline in one's ability to write effectively in a more formal register. On the other hand, digital communication can also provide opportunities for practicing and developing writing skills. For example, online discussion forums, blogs, and other forms of social media can provide a platform for expressing ideas and engaging in written communication with others. These digital platforms can offer opportunities for students to receive feedback on their writing, which can help them to develop their writing skills over time. In addition, digital communication can also provide access to a wider range of written materials, which can serve as models for good writing practices. Reading and analyzing high-quality writing online can help to develop a better understanding of grammar, style, and organization, which can be applied to offline writing contexts as well. To conclude, digital communication can have both positive and negative impacts on one's offline writing abilities. It is important to be mindful of the potential negative effects of textism habits, while also leveraging the opportunities for writing practice and exposure to high-quality writing that digital communication can provide.

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Appendix

54

Interview Questions

1. Do you use WhatsApp, and if so, how frequently on a scale of 1-5?
2. What is your main reason for using WhatsApp?
3. Do you know what textism is?
4. When you send messages online, do you tend to shorten or abbreviate particular words? Please provide some examples.
5. It's not a good idea to use literary features improperly when communicating such as poor grammar and acronym usage. How do you feel about this statement?
6. Do you think that your texting habits have an impact on your offline writing abilities? Please share your thoughts.

7. Do you intentionally or unintentionally use textism in your writing? Also, do you practice double-checking your written work for spelling errors and other details?

8. Do you believe that adhering to grammar rules when texting helps improve writing skills?

Data Transcription

INTERVIEW 1 (Pilot Study)

I: So for the first question, do you use WhatsApp and if so, how frequently do you use it on a scale of one to five?

P: Yes, I actually use WhatsApp and on a scale of one to five, it's definitely a 5. I use it almost every day.

I: Oh okay, that's nice. So what is the main reason for using WhatsApp?

P: Yeah, actually the reason why I use WhatsApp is that I'm not very active on other social media and I feel WhatsApp is the most direct way of reaching out to someone, plus most of my friends and family are on Whatsapp, so it's convenient.

I: Nice. So do you know what Textism is?

P: Textism, if I'm not mistaken, is defines as something like paraphrased, it's something like improper language They're more usage of abbreviated terms or maybe stuff like LOL, Laugh out loud or Yolo, ASAP you know, as soon as possible and basically abbreviations and then words like maybe like alphabets or numbers like the word 8, right? People use the R and the 8 together and it means "right". Yeah, that's my understanding.

I: Wow, thank you, Alison. Yes, uh you are right. Actually, Textism is about abbreviation just like what you mentioned earlier. So, basically, in simple terms it's just abbreviated words or to make it even simpler, it's practically just short form. **So moving on to the next question, when you send messages online, do you actually tend to shorten or abbreviate particular words?**

P: I actually only do that depending on the context. So lets say if I were to send an urgent message to someone, then I would use that or maybe I'm just talking to my close friends and families. If not, when I it comes to assignment, group discussions or maybe contacting lecturers or someone else uhmm who is out of the closed span circle, right, I would actually prefer to use complete words and sentences rather than abbreviated terms.

I: Thank you. Moving on to the next question, it's not a good idea to use literacy features like improper grammar when communicating such as abbreviated words and acronym usage. So, what do you feel about this statement?

P: Improper. I I think this goes back to context as well. The situation, the circumstance or the person you're texting to because I understand that people who are in this generation who is much older than us, maybe someone as a baby boomer, they find it abit difficult to use textism or obligated words so it can create some sort of miscommunication when it comes to that. So I remember this one time I texted my lecturer the word "ASAP" and then they got very confused. They asked me why I say the word smoke. Yeah it's kind of funny. So I wouldn't say it's improper.It's not. It's. I would say it depends on context. If both parties, like the sender and the receiver, understand what they are talking about,then it's not. It's, it's easier, you know, it's more convenient.

I: Hmm, interesting answer, thank you. So, do you think that your texting habits have an impact on your offline writing ability? So, can you share your thoughts on it?

P: Offline writing, hmmm. If I have to compare, I would say no, because I've been using Textism for quite some time. I would say maybe since I was back in high school, I very seldom notice textism present in my offline writing.

I: That's great! Do you intentionally or unintentionally use textism in your writing, writing as in text or like offline writing?

P: Offline writing?

I: Yeah, like, you know, let's say sometimes there are spelling errors, right? If you do notice spelling errors, do you like to purposely do it because you're too used to it? For example, you know how sometimes when we text, we don't really spell the words right, we like to just leave out certain alphabets. So, do you tend to find such mistakes in your offline writing as well?

P: Actually, no.I don't think so. If they are right, it's quite rare. Yeah.

I: Okay, so do you practice double-checking your written work for spelling errors and other details in general?

P: I'm quite a meticulous person, so I would double check not only my written work, but also stuff that I need to send out a full text, maybe an announcement or just a message, because I personally don't want to have. misspellings. It's it's it's something a little bit embarrassing for me. So yeah, I would double, triple or quadruple check it.

I: Hahahhah (Interviewer giggles). That's nice, it's always good to cultivate the habit of double-checking our work. So, we're going to the last question. Do you believe that adhering to grammar rules when texting helps to improve writing skills?

P:Yes, it definitely does. Because, you know, people say practice makes perfect, right. So.if the more you practice something the more you get better at it. Language is a practiced thing, so I would say that when you adhere to grammar rules, when you text right, automatically it becomes a habit. So when you come, when it comes to offline writing as well. So I would say yes.

I: Okay. So that's all for the questions. I just really want to say thank you to you for helping out with my research. I really appreciate it a lot and have a good day.

P:Thank you so much and take care!

I: Okay, so first and foremost I would like to know if you use WhatsApp and if so, how frequently do you use WhatsApp on a scale of one to five?

P: Yes. I know what WhatsApp is and I use it almost daily, maybe around from scale of 1 to 5, maybe 4.

I: Okay, so what is your main reason for using WhatsApp? For example, do you use it for academic purposes or entertainment purposes or any sort of that? Is there a specific reason why you use WhatsApp frequently?

P: Actually I think it's more towards the entertainment side because I do use it for studies so sometimes I have group assignments and Whatsapp makes it easier for me to contact my friends and I use it for entertainment purposes, by using whatsapp to chat with my family and friends during my free time.

I: Yeah. Okay, so have you heard about the term Textism before? Are you familiar with the term?

P:Actually, I have heard of it, but I'm not quite sure what it means.

I: Actually, Textism is just another word for short forms or abbreviated words. Do you know what abbreviated words are?

P:I don't know.

I: You know, sometimes in chat, we use ASAP, we tend to abbreviate it instead of typing the full form, which is as soon as possible. And there are certain short forms we tend to include in our texts. For example, like the word brother, we just type it as bro. So, all of that actually falls under the category of Textism.

P:Ohh, okay. I see.

I: So, I would like to know when you send messages online, right, do you tend to shorten or abbreviate any particular words?

P: Actually, yeah. I do. I usually shorten most of my texts to make it easier for me to type.

I: Can you give one to two examples?

P:Let's say I want to say I'm going to be there and I'm gonna leave in a while or I am traveling to a specific place, I would just type OTW (On The Way)or if I want someone to come fast, I'll say ASAP for as soon as possible. I'll use a lot of those.

I: Thank you. So for the next one, I'll be reading out a statement and I want you to let me know how you feel about this particular statement. **Okay, so the statement is it's not a good idea to use poor grammar and also improper acronym usage when communicating. So how do you feel about this statement?**

P: If it's more towards like you're gonna message someone from the higher rank or someone not close with, then I agree.But if you're just gonna message your friends or family, I thinkI would use short forms even though it's grammatically wrong and I don't mind. I don't think it's like a must to be everything should be proper as my main purpose is just to convey the intended message.

I: Okay. So do you think that your texting habits have an impact on your offline writing abilities? Can you please share your thoughts?

P: Can you repeat that again, please?

I: Alright, sure. **Do you think that your texting habits have an impact on your offline writing abilities?**

P: Oh okay. It does happen occasionally because I'm so used to writing short forms. So, yes. I do think the usage of short forms has an impact in my offline writing because sometimes when i recheck my work, there are short forms present in my writing.

I: Okay, so based on what you have answered, do you actually, intentionally or unintentionally include Textism in your writing?

P:It's normally unintentionally.

I: Do you practice double-checking your written work for any spelling errors and other details once you are done writing? Writing here means offline writing. You know when you physically write something on a piece of paper.

P:I normally double check. That is how I am able to identify. So I normally double check. Uh huh.

I: Okay thank you. So let's move on to the last question for the interview. **Do you believe that adhering to grammar rules when texting helps one to improve their writing abilities?**

P: I think yes, it does help, but it's hard to ask everyone to write properly when texting. If we do it properly when texting, I think yes, it does make a big impact. It will improve our writing skills.

I: Okay. So that's all for the questions. I just really want to thank you for spending some time and also helping me out with my research. I really appreciate it and thank you. Have a good day.

 P:Thank you and have a good day.

INTERVIEW 3

I: Okay. For the first question, I would like to know if you use WhatsApp and if so, how frequently do you use it on a scale of 1 to 5.

P:On a scale of one to five, I would say five. I use WhatsApp very frequently and I use it at least once a day.

I: Can I know what's the main reason for using WhatsApp? Is there a specific purpose like academic purpose or any sort of that?

P: The main reason that I use WhatsApp is to communicate with my friends and family and also my coursemates.

I: That's great. Can I also know if you are familiar with, or have you ever heard about the term textism before?

P:Uhmm not really. I have never heard of it before.

I:Ahhh, I see. Okay, so technism. Just to put it in simpler words, it's basically just short forms or abbreviated words like you are familiar with like ASAP, right? Through chats, we do use abbreviated words like that. So ASAP basically stands for as soon as possible. So when we abbreviate it, it is known as textism. Basically, it's just short forms and abbreviated words.

P: Ohh okay.

I: So, I would like to know when you send messages online right? Do you tend to shorten or abbreviate any particular words? Can you give some examples if you do?

P: Actually, I do. Usually, I will use things like LOL laugh out loud or BRB like be right back with my friends.

I: I do that too. So, for the next one, I will read out a statement and I want you to tell me how you feel about this statement. The statement is it's not a good idea to use word grammar and improper acronym usage when you are communicating. So how do you feel about this statement?

P: I actually kind of disagree with the statement because I think that even though we are using acronyms, the receiver can still understand what we are trying to say. So I don't think it is affecting communication.

I: Oh, I see, but do you think that your texting habits actually have an impact on your offline writing abilities? Can you please share your thoughts?

P:Not really, because. I know when to differentiate the grammar usage when I'm writing formally and also informally.

I: Oh okayyy, so this will be the last question for the interview. So do you believe that adhering to grammar rules when texting helps to improve writing skills?

P: To a certain extent, yes, because I think using proper grammar is still a form of practice and doing so can improve our grammar.

I: Thank you, Ju Ern. That's all for the questions, I just really want to thank you for your time and also for helping me out with my research. I really appreciate it a lot. Have a good day and thank you.

P:Thank you. Bye, bye.

INTERVIEW 4

I: So, for the first question, I would like to know if you use WhatsApp and if so, how frequently you use WhatsApp on a scale of one to five.

P: I do use WhatsApp I think I think on a scale of 1 to 5, it's a 5.

I: Okay, so can I know what is the main reason or purpose for using WhatsApp? Is there a specific reason for like for example academic purpose or entertainment purpose?

P: I think it goes beyond just one purpose, definitely for education, to communicate with group members or sometimes lectures, and also to just communicate with the people I care about, stuff like that.

I: Ahh I see, so can I know if you have ever heard or are you familiar with the term Textism?

P: I don't think I have, no.

I: Ohh okayyy, no worries.Textism is basically another word for short forms or abbreviated words. You're familiar with abbreviated words, right? For example, ASAP as soon as possible. So all of that, and also short forms, falls under the category of Textism.

P: I see, okay. I use them quite often though!

I: Me too! I guess it's just a thing now. Let's move on to the next question. So when you send messages online, right, do you tend to shorten or abbreviate any particular words? If you do, could you please provide some examples as well?

P: I do like the example you gave ASAP and even like short words like you I tend to just type it just the letter U. I tend to try to shorten it because it is easier to text that way.

I: Yeah, I agree with you, it actually saves a lot of our time too. So, for the next one, I would be reading out a statement and I would like to know how you feel about that particular statement. The statement is "It is not a good idea to use improper grammar and acronym usage when you are communicating". So, what do you think about this particular statement?

P: I think that in formal settings, I agree, especially if it is work or something important. But I think when texting someone you care about or someone close to you, I think the purpose is to communicate rather than to speak formally, yeah.

I: Okay, Thank you. So, moving on to the next question, do you think that your texting habits have an impact on your offline writing abilities? Could you please share your thoughts?

P: I think I keep these two things separate. I can text in short forms and still, I don't think it affects my writing skills. I see it as a completely separate thing.

I: So, do you believe that adhering to grammar rules when texting helps one to improve their writing skills?

P:I think if we adhere to grammar rules when we text, I think it also does benefit our writing skills offline, yeah.

I: I see. Okay, so, that's all for the questions. I just wanted to say thank you to you for helping me out with my research. I really appreciate your time and have a good day. Thank you.

P:Thank you.

INTERVIEW 5

I: Okay okay, so I would like to know if you use WhatsApp and if so, how frequently do you use WhatsApp on a scale of one to five?

P: I use it really frequently so it's a 5.

I: Is there any specific reason for using WhatsApp?

P: I use it mainly to text people. It's my main messaging app for me, so I text my friends, my family, and even for work as well.

I: Ahhh that's great. Can I know if you're familiar with or have you heard of the term Textism? Have you heard about it before?

P: No, actually this is like my first time hearing this term.

I: So basically, textism is just another word for short forms or abbreviated words. It is like you're familiar with ASAP, right? As soon as possible. So instead of spelling like you know as soon as possible, usually in text, we just read away text like ASAP. So there are abbreviated terms and other short forms that are like a brother, we no longer spell it in full, and just spell it as bro, right? So that is like a shortened form. So all of those shortened words and also abbreviations, all fall under Textism.

P: I see. I see. Yeah. So basically that is Textism.

I: OK. So, can we move on to the next question?

P:Yeah, sure.

I: Okay, so for the next one, I would like to ask you, when you send messages online, right, do you tend to shorten or abbreviate any particular words? And if you do, could you please provide examples?

P:Yes, I use a lot of abbreviations actually like the most common one would be LOL which is laughing out loud and I also use the one that you said just now like ASAP which is as soon as possible. I also use instead of like going to I would use like, gonna, yeah, things like that.

I: Nice. Thank you. So for the next one, I will be reading out a statement and I want you to tell me what you feel about this particular statement. So the statement is " it is not a good idea to use improper grammar and also improper acronym usage when we are communicating. So how do you feel about this?

P: Honestly, I think it depends, because sometimes it's not our first language, for example like English, right. Sometimes it's not everyone's first language. So when we use something a little bit like poor grammar and stuff, it could be easier for the other party to understand.

I: Ahh that's interesting. So, do you think that your texting habits have an impact on your offline writing ability? So could you please try your thoughts?

P: Well, I think not really because you sort of, I sort of understand like depending on the situation. Like texting is very informal most of the time, so I understand that it's informal, so I don't really have the thought about it. But when it comes to offline writing, like for example doing assignments or like even in exams where you have to write essay answers or whatever, right that in that case, I would understand that it's a formal setting, so I would have to use proper grammar and stuff like that. So I don't really think that my casual texting habits have any impact on my offline writing abilities.

I: Okay, alright. So, let's move on to the last question. So, do you believe that adhering to grammar rules when texting helps one to improve their writing abilities?

P: I think that, yes, actually, I think that, yeah, you have to use gamma rules in texting to improve writing skills.

I: Yeah, I see. That's all for the questions. I would just really want to say thank you to you for helping me out with my research. I really appreciate your time. Thank you. Have a nice day.

INTERVIEW 6

I: So for the first question, I would like to ask you, do you use WhatsApp and if so, how frequently on a scale of one to five?

P: I would say that it's a 5. It's my main texting app that I use. Yeah.

I: Are you familiar with the term Textism?

P: Actually, no, I've never heard it before.

I: No worries. Actually, textism is basically, just to put it in simpler words, it's basically short forms or abbreviated words, like, you know, ASAP, right? As soon As possible. So basically, abbreviations and short forms are known as textism.

P: Oh i see.

I: Now that you roughly have an idea of what textism is, may I know when you send messages online right, do you tend to shorten or abbreviate any particular words?

P:Ohh yeah, definitely quite a lot of words.

I: For example?

P: Sorry example, example. Yeah okay, like I would shorten definitely I'll write def only or like ASAP as well. I would write that. Sometimes when I want to ask my friends, do you know what I mean? I will write "ykwim".. Yeah, those are just some examples.

I: Ohhh, ykwim is something new for me, anyways thank you. So, the next question, it's going to be a statement. "It's not a good idea to use features improperly when communicating such as poor grammar and acronym usage. So how do you feel about this statement?

P: Let me see, I'm not. I feel kind of impartial towards this because I feel like everyone should just text. However, they are comfortable with and and maybe someone could text improperly, but it could just be that they find it more convenient, but maybe their grammar isn't actually that bad. Yeah. Does that answer your question?

I: Yes, it does. Don't worry. **So from what you answered the previous question, right, so I would like to ask you, do you think that your texting habits have an impact on your offline writing ability? Can you please share your thoughts on this?**

P: Writing abilities? Texting. Ohh okay. I think to a certain extent it might influence it actually. Because for me personally, right, sometimes I get used to writing words in short form, like and when I have to spell it out in real life, I might forget how it's actually spelled. So that's one of the things I've noticed.

I: So do you uhhhh intentionally or unintentionally use Textism in your writing? Because just now you stated that you might, you know, just forget the spelling. So sometimes do you intentionally or unintentionally include, you know, short forms or spelling errors in your writing?

P: Oh Oh yeah, I intentionally do it. Intentionally do it.

I: So, for your written work, right, do you have the habit of double-checking your work? And you check for details like spelling errors or any other details like even simple grammar mistakes?

P: Yes, 100%.

I: Actually, it's good. **Yeah, to double-check our work. Let's move on to the last question. So do you believe that hearing the grammar rules when texting helps to improve writing skills? So what do you think about this**

P: I I think to a certain extent it does help improve simply because when you're texting, I would say that we we, we probably text quite a lot in our daily lives. and then when we're doing that, it's like we're practicing writing. So when we translate that into real life and when when we are writing and not texting, it becomes sort of natural. Yeah. So it might help us improve, be better at writing, maybe faster or more fluent. Yeah.

I: I see. Okay okay.. So, that's all for the interview, Angelina. So I just want to thank you for helping me out with my research. I really appreciate it a lot and have a good weekend.

P: Thank you. You too.

INTERVIEW 7

I: Alright, so for the first question, I would like to ask you if you use WhatsApp and if so, how frequently do you use it on a scale of one to five?

P: Yes, I do use WhatsApp and if you ask me how frequently I use it on a scale of 1 to 5, it's a definite 5.

I: Why do you say so? Is there a main purpose or reason for using WhatsApp?

P: Well my main reason for using WhatsApp is that it's very effective and efficient. I would say if there is a Wi-Fi connection or even mobile data, I can text anyone right away no matter where I am, even if I'm at outstation. WhatsApp is still accessible. I can even connect with people all around leisure in the speed of a second, not just through text and voice messages. I can even view them through video calls and voice calls. Besides that, there are a few of them who still use prepaid. So when it comes to that matter, the majority prefer to use WhatsApp since it saves cost.

I: Yeah, I guess that's the beauty of technology. So, may I ask you if you use WhatsApp for like, do you use it for academic purposes or for entertainment purposes or any other purpose? Which purpose do you use it the most?

P: If you ask me for which purpose I used most for obviously to actually text my friends, to text my family members and whoever stays far away and all. But I've also used WhatsApp and I've also used WhatsApp for academic purposes too, because due to certain emergencies, WhatsApp is the only tool that helps me to connect with my lecturers and tutors faster.

I: Okay, thank you for the answer. So, may I know if you have heard about the term Textism before?

P: Yes, I do know what Textism is and I have heard about it.

I: That's nice, but just to let you know what textism is, textism to put it into simpler words,, it is a short form or any abbreviated word like, you know, ASAP that we use it in text messages right? As soon as possible. yeah. So that is known as textism.

P: Yeah yeah.

I: So, moving on to the next question, when you send a message online, right, do you tend to shorten or abbreviate any particular words?

P: Yes, I do tend to shorten or abbreviate particular words when I send messages online. For an example, okay, if in case I'm on the phone with with with my friends or my family members and if there is someone texting me when I was on the call with them, then I'll just send send them like I'm, I'm on the phone which is abbreviation of OTP, so I'm on the phone. So yeah that's that's just a few examples, and yeah, as you ask, obviously I used what I I used to shorten or abbreviate

particular words. It is because obviously it's faster and easier to actually convey information as we might be attending a meeting or even classes. Long Long story short we might be rushing on something and that is where I I personally shorten or abbreviate those particular words.

I: Okay. Thank you. So, for the next one, it's not going to be a question. I would rather read a statement and I want you to share your thoughts on it. Okay. So, the statement is it's not a good idea to use poor grammar or improper chronic usage when communicating. So how do you feel about this statement?

P: Well, I might agree with this statement, but not not entirely. This is because when we are communicating with our friends or even family members, it is common to make grammatical mistakes or errors. It is fine because it's just among us. They are not gonna condemn us for the usage of grammar or even acronyms in that matter. But on the other side, if we are texting, if we are texting our tutors or lecturers via WhatsApp due to certain emergencies, then it's a yes. It is advisable to actually type it out in full forms and make make sure our grammar usage is correct.

I: Yes, you have got a point actually. So, do you think that your texting habits have an impact on your offline rating abilities? Could you please share your thoughts?
P: Yes, for sure. I would say it's a definite yes. In that case it's obviously human nature though. I I I personally tend to make more mistakes in offline writing since the day I started using WhatsApp, I I'm not gonna lie. Because more or less texting texting in WhatsApp using acronyms and abbreviations had had become a routine when it comes to offline. So when it comes to offline writing easily I would make silly mistakes but these days I'm actually trying to trying to actually reduce those mistakes from happening.

I: Alright, so for the previous question you do agree that your texting habits have an impact on your offline writing. So, may I know if you do practice double-checking your return work for errors like spelling errors or simply like the use of textism? Do you recheck your written work?

P:Yes, I will definitely recheck my written work because not just because you know, I tend to make mistakes due to, you know, I'm used to using abbreviations or even acronyms in WhatsApp. You know, I've written a I've written in essay, it is my habit to actually double check if there is an error. Obviously there is an error because yeah, I mean, humans, we are not perfect. We are always imperfect. We we tend to make mistakes, right? So it's better to recheck.

I: Yes yes. Let's move on to the last question. So, do you believe that adhering to grammar rules when texting helps one to improve their writing skills?

P:I do believe that adhering to grammar rules when texting helps improve writing skills. It is because when we try to make it a habit of using proper grammar while texting through WhatsApp, it will automatically improve our offline writing skills too.I think you would agree to that too.

I: Yes. OK. All right. So that's all for the questions. I just really want to thank, say thank you to you again for your time and also helping me out for my data collection. So I really appreciate it. Thank you. Have a good weekend.

P:Thank you and you too. Bye, bye.

INTERVIEW 8

I: For the first question I would like to know if you use WhatsApp and if so, how frequently do you use it on a scale of 1 to 5?

P: Five. Five.

I: What is the main reason for you to use WhatsApp? Is it for academic purposes or any other purpose?

P:Actually somehow it's it's contains some academic purpose also but mainly for as a communication tools, because as we all know it's free of charge, right? So mainly I'm using it for communication tool.

I: Ahh I see. Have you heard of the term Textism?

P:Very rarely, but I heard before.

I: Do you have any idea what Textism is?

P: I guess it's some short forms, right that we use in order to message our friends and family, is it?

I: Yes. So, to like put it in short, Textism basically means short form. You're right. Short form or any abbreviated with, for example, you know ASAP, right? As soon as possible, yes. So if in text messages we just write ASAP.

P: Yes.

I: So that is also considered Textism. Okay. So, let's move on to the next question, when you send messages online, right, do you tend to shorten or abbreviate any particular words?

P:Yes.

I: Can you give me examples?

P: For example, brother, we use bro. Sister, we use sis.

I : Okay, alright. So, moving on to the next question. This is not a question. Actually. It will be a statement. And I want you to state how you feel about this particular statement. So, the statement is it's not good it's not a good idea to use poor grammar and improper acronym usage when communicating. So how do you feel about this statement?

P: Okay, actually in my opinion, I think that the more we use shortcut shortcuts in our communication, the less we are able to convey ideas in simple English. Sometimes we tend to

forget what each acronym actually really stands for but also the purpose behind the acronym. And also, the main reason is some people wouldn't understand what we are sending them.

I: Yeah, okay. Do you think that your texting habits have an impact on your offline writing abilities? Can you please share your thoughts on this?

P: Yes, absolutely. Because sometimes when we tend to send everything, in the English full form into the short form when we are writing, we tend to use the same thing. So I believe that I really make a lot of mistakes, mistakes when it comes for writing, yeah.

I: Okay, so based on what you have said, you said you do make mistakes, right? When you, yeah, write in your writing, that means that your texting habits have an influence on your writing abilities. Yeah. So do you actually have the practice of double-checking your written work for errors, like in terms of spelling errors or even grammar mistakes? Do you have that habit of double-checking?

P: Yes, since I have, since the shortcuts have the impact on the writing skills so I do have double check after I've written for some academic writing or whatever I thing I do, I will do the double check in order to reduce the errors.

I: Okay. Thank you. That's right, okay. Now let's move on to the last question. So do you believe that adhering to grammar rules when texting helps?

P: Yes, I do believe they have a great impact as it helps to improve writing grammar and punctuation because most of the time we tend to use wrong spellings and sentences due to which both the sender and also the reader could understand what we are sending.

I: Yeah, I see. Okay. So that's all for the questions. I just want to say thank you to you for helping me out with my research. So, I really appreciate your time and effort. Have a good weekend. Thank you.

P: Thank you and take care.

INTERVIEW 9

I: So for the first question, I would like to know if you use WhatsApp and if so, how frequently do you use WhatsApp on a scale of one to five?

P:Yes, I do use WhatsApp and I would rate it 5.

I: Okay. So, what is the main reason for using WhatsApp? Is that a specific reason for academic purposes or entertainment purposes?

P: I just use WhatsApp for communication purpose and academic purpose as well because most of the groups from UTAR is in WhatsApp.

I: I see okay. So, have you heard about the term Textism before? Are you familiar with the term?

P: No.

I: Okay. So basically, Textism is another word for short form or abbreviation. You are aware right sometimes when texting, especially in WhatsApp you would see abbreviations like LOL or ASAP. Yeah, so that is an abbreviation. As soon as possible we make a short like ASAP so yeah that is known as an abbreviation and short forms like brother we just simply put bro.

P: Okayy.

I: Now that you have a rough idea of what textism is, I would like to know when you send messages online, right, do you tend to use textism? Like do you tend to shorten any words or abbreviate any words? If yes, could you please give some examples as well?

P:Okay for me. Actually no, I don't use textism actually because I prefer like. I mean I prefer full words rather than using short form words

I: I see okay. So for the next one, I'll read out a statement and I want you to tell me how you feel about this particular statement okay? So the statement is "It is not a good idea to use poor grammar or improper acronym usage when we are communicating. So how do you feel about this particular statement?

P: Okay, this statement, it is actually. It is actually for me, it is actually correct.

I: Why?

P: Because when we are talking to someone, poor grammar can actually can actually like what affect their interests on speaking to us, especially to those who are fluent in English. So when we are speaking to someone, the grammar, grammar are are actually the most important part I would

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say. So if you are like using it improper like if you are not using it properly, then I think the communication the whole communication will actually go wrong.

I: Thank you. So, do you think that your texting habits actually have an impact on your offline writing abilities? Could you please share your thoughts?

P: Yes, yes, I would say because usually when I text as an ED student (English Education), when I text I always use like proper grammars and also I always ensure that I'm using English correctly. I'm speaking English correctly. So in that way I also practice writing offline, so when I write essay so it actually reflects my essay as well.

I: Hm okay, so for the last question, I would like to know, do you believe that adhering to grammar rules when texting helps one improve their writing skills?

P: Yes, I do believe that.

I: Okay. All right. I see. Thank you so much. That's all for the interview. I just really want to say thank you to you for spending some time with me and also helping me out for my research. I really appreciate it a lot. So thank you and have a good day.

P: Thank you.

INTERVIEW 10

I: Okay. Thank you so much. Okay, so I will start with the first question. So, for the first question, **I would like to know if you use WhatsApp and if so, how frequently do you use WhatsApp on a scale of 1 to 5.**

P: Yeah, I do use WhatsApp. And in the rating scale of one to five, I would score it for 4, yeah.

I: So, what is the **main reason for using WhatsApp? Is there a specific reason like academic purpose, entertainment purpose or any sort of that?**

P: I don't have any specific reason for that. I just feel it's an easy platform for me to communicate and interact with people. Yeah, it's a really easy platform for me to really to interact with people, yeah.

I: Okay. So can I know, do you know what Textism is? Have you heard the word Textism before?

P:Yes I do. But I think this is my my term to you know this. What I understand from Textism is I think that .where we compose a text and we send it to people. Yeah, I don't know if it's some whether I'm wrong or not, but this what I understand from that

I: Actually, Textism is, you're right, composing a text message. But Textism over here it simply means it's just another word for short forms or abbreviated words. Abbreviated words here mean like you're familiar with ASAP in WhatsApp or any other platforms, right? Like as soon as possible. We. Yeah, make it short, like ASAP. And then sometimes, brother, we make it like bro. So all of that, like short forms and abbreviated words. It all actually falls under the term Textism. P: Yeah, okay, I understand.

I: Okay, So can I know when you send messages online, right, do you tend to shorten or abbreviate any words?

P: Yeah, I do that a lot. For example, what do I say? Yeah, if I ask my friend how are you? Right. I don't use HOW would use HW. Yeah, like in a short in a short term way. I do? Yeah, that's all that comes to my mind right now.

I: OK, thank you. OK, for the next one, I will be reading out a statement and I want you to tell me how you feel about that particular statement. OK, so this statement is it is not a good idea to use poor grammar and improper acronym usage when communicating. So how do you feel about this statement?

P: Come again? Sorry.

I: The statement is it is not a good idea to use poor grammar and improper acronym usage when communicating. So can I know how do you feel about this statement?

P: Ah, Okay, sure. I feel that people would find it too formal when we communicate without any specific abbreviation or you know like emojis. Sending them emojis I I find it like people would take my texts in like in informal way. So I I find it like if we send abbreviated words and emojis I can provide my emotion into the text also so they would understand it more.Yeah. That's how I support this statement.

I: Okay, alrightt. Thank you so much for the answer. So, can I know, do you think that your texting habit has an impact on your offline writing abilities? Can you please share your thoughts?

P:Yeah, sure. I don't think so that my texting habit have an impact on my writing abilities, I personally feel only reading can, you know, has an impact on my writing skills, not my texting habit. Yeah, it my reading habits might, you know, help me in texting and also my writing abilities. So I don't feel it has an impact on that.

I: Uh huh. OK, so let's move on to the last question for our interview today. So, do you believe that adhering to grammar rules when texting helps one to improve their writing skills?

P: Yeah, it does. For example, right, if I send a proper text to someone, if they've been doing that grammatical error for years, when they tend to see something different like, then they would improvise their grammatical error. That be they have been using it in a wrong way for a long time. So I think it it might help them.

I:. So that's all for the questions. I just really want to say thank you to you for spending some time with me and also helping me out with my research. I really appreciate it a lot. So thank you and have a good day.

P: Alright, thank you.