TEXTESE CATEGORIES AND TEXTESE APPLICATION IN L2 CLASS DISCUSSION

By

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ABSTRACT

The present study seeks to determine significant similarities and differences of teacher-textism and student-textism styles. It also investigates on the use of textism in the actual class discussion shared by the participants of the study. To wit, results show that textism is significantly utilized by both teachers and students (12.84%). The texting styles stipulated are contraction, clipping, onomatopoeia, sound representation, abbreviation, acronymy, letter dropping, emoticons and some novel styles (AbuSA'aleek, 2013; Bieswanger, 2007; Lee, 2006; Smith 2003). Likewise, this paper opens awareness to the use of textese as a "conscious" activity in violating grammar and lexical rules, and building connection among users. Moreover, the inevitable use of textese in class discussion has been brought to light. Based on the FGD responses, four functionalities of textism in L2 (Second Language) class context are drawn: (1) Small Group Language Functionality; (2) Hook/Engagement Functionality; (3) Low Filter Functionality; and (4) Learning Comprehension Functionality.

Keywords: Teacher-Textisms, Student-Textisms, Textese, Class Discussion.

INTRODUCTION

In the Philippines, some scholars avow that the term 'text' originated its operational meaning related to SMS in the country whereas in America, the said term is meant a reading material. In an infographic shown in 2009, the average Filipino mobile subscriber sent an average of 600 text messages per month, or 43 percent more than the US counterparts (Dimacali, 2010). In addition, a survey report in 2016 revealed that about 43.5% of Philippine residents accessed the Internet. It was also supported by surveys posted in 2017 that about 400 million text messages were sent by Filipinos every day or 142 billion a year. These facts revealed that the Philippines has been the World's Text Capital ever since. Lichauco (2011) purports that the country has given much ascend to the rise of SMS (Short Message Service) as part of its people's subcultures. Even the emergence of text's lingo style has been further utilized by common Filipinos where the term 'Jejemon' had been once known and popularized. Cabatbat and Tapang (2013) explain this phenomenon as attributed to the texters'

tendency to write in textese the word 'hehe', which is laugh or lol in Filipino, as 'jeje', which is of Latin Origin. Cabatbat and Tapang (2013) likewise, reveals that Filipino SMS messages are usually characterized with the vowel 'a' as deleted, skeleton consonants, characters and bigrams.

In various fields, text messages are quite playing a salient role in the communication system within an organization. The Philippines as 'Text Capital of the World' is concurred in an online blog site named Mashable.com, and as introduced by Sen. Lapid in Senate Series No. 2512: 2004, SMS may have been an indispensable means for Filipinos to be reminded of their appointments and planned dealings – formal or informal transactions. It has been an important portion of their social life. However, as L2 speakers of the English medium, a lot of grammarians take this phenomenon as a destructive entity to making language competence more erroneous via syntactical rules and orthography, and even mentioned as language ofilliterate (Sutherland, 2002). This notion is also supported by the conventional teachers of the language, lest they may be accused of defiling the structured

conventions of the English grammar mechanism. Thus, texting patterns has been perceived and linked to cause the decline in literacy standards of children and young adults (Thurlow, 2006).

On the contrary, many researchers have disclosed the richness of text language in time. The use of this texting phenomenon could be utilized in such purposes: for language play and flexibility, for language economy, for group identity, and for directness to communication. Such were proven true and useful. Texting has been utilized to further update the workforce with a lot of errands or reminders they need. More so, the use of SMS could also give teenagers – or any users – a gradual asynchronous type of text message i.e. giving announcement. In fact, Drouin and Driver (2014) highlight interesting findings about the significant negative relationship between textism density and the skill of reading and spelling. Likewise, they found out that there were textism categories which were positively related to literacy skills like that of accent stylization. Tagliamonte and Denis (2008), likewise, added up that text language is both standard and non-standard forms used creatively for a specific communicative function and a skilled command of language.

1. Text Language, Textism, Textese: The Evolution

Recent studies claim that the new media has tremendous effects on the way people use languages (Cohn, 2014; Hayati, Charkhabi, & Naami,2014; Willgress, 2016). Studies further explain that shortened messages or textisms are used to enhance the non-verbal communication in the written format (Reed, 2014). So much so, new media is making pathways for language evolution to exist; thus, allowing the oral tradition of conversational communication be revived in a sense (Tenore, 2013).

In the advent of internet, CMC (Computer Mediated Communication) has also developed its impact to the language of humanity. Bock, Dalwai, & Stroud, (2016) argued that the use of stylistic textese among language users also depends on the repertoire of stylistic features expanded from the electronic phones or the electronic application of the users. There arises the use of text language in different diachronic utilities: text-based communication (Herring, 1996), internet language chatting (Segerstad, 2002), netlinguistics (Posteguillo, 2003), and then, internet linguistics (AbuSA'aleek, 2015). Truly, text language has evolved and influenced by the world of internet and web media. Even the way textese users vary its usage based on the recipients. It has been found that textese users are sensitive to the function of textism in their dealings among peers, friends and lecturers (Kemp & Clayton, 2017).

Recent researches have been developed in the creative implications of textisms in the world. In fact, a text normalization system of text language was developed in the Philippines (Cuevas, Gopez, Nocon, & Suministrado, 2014). It is an experimental study of collating textese among Filipino users, and created a corpus-based system using a dictionary substitution approach. Moreover, it was emphasized that there is a purpose in utilizing textese and emailese in writing tasks (Ekundayo, 2014). It had been suggested that the use of shortcuts will be of function in the note-taking tasks, minute writing and shorter spelling structure under short notices or pressure in academic or business transaction. However, there is a contention that 'textese' (Aziz, Shamim, Aziz, & Avais, 2013) has been affecting the writing skills of the users. They argued that this phenomenon has adversely affecting writing. This thought has been concurred by Koross and Kipkenda (2016) saying that mostly of the lecturers in Kenyan University viewed that SMS texting or textese has a negative influence on the written language skills of the students. Furthermore, the pervasive use of textisms among the learners has shown that there were perceivable occurrence in the learners' spelling, punctuation and syntactical formation. Thus, it increases the tendency of adopting the contractions and the non-standard uses of language in the research reports and academic writing tasks of the learners.

Nazaryan and Gridchin (2006) describe net ligua, not just a language variation, however a slang where user needs to know when and where to use it. From a psychological perspective, net lingua should be viewed as borne in mind affecting human behavior – not that it is a contact to a living creature, however computer and technologies are the tools capitalizing it. Focusing mainly on the linguistic view of the study, Nazaryan and Gridchin highlighted out

the claims of Halliday (1978) that traditionalist would say that this new language variations is an antilanguage, therefore not adhering to the language of society (Stevenson, 2005).

Texting phenomenon has become a popular worldwide activity. In fact, Troxel, Hunter, and Schart (2015) reveal how ubiquitous texting behavior among youth in night time; ergo, it makes texting a pervasive electronic activity among its users. As shown in the recent study in the Sultanate of Oman, usage and choice of text messaging has also been found involving gender dichotomy; where females were found more frequently immersed to texting while males were found to be more task-oriented, and indulged less frequently to be texting (Nair, 2016). In this study, textese, as a novice language used in E-texting is considered to be seen in positive light as to its modified literary characteristics. This means that youngsters used and exploited text language in many different platforms and fields resonating their ideologies and thoughts. Moreover, Nair (2016) discloses that it can be used for relevant marketing strategies like usage in daily communication and college and interest promotions which can inculcate belongingness and resolving gaps between authorities and students.

Furthermore, gender bias in text language has been delved, and it has been illuminated that the simple and innocent forms of engagement among teen texters create meaningful interactions among them. The new and stylistic textese-based communication among adolescents really creates meaningful forms and maintains their unique social lives (Ling, Baron, Lenhart, & Campbell, 2014). This phenomenon has also impacted the literacy development and the orthographic awareness of men in the English language. This is due to the phenomenal coined word, textese or textism (Drouin & Driver, 2014; De Jonge & Kemp, 2010; Thurlow & Brown, 2003) denoting the use of abbreviated slang expressions or typescripts, acronyms, emoticons, clippings, omission of punctuations, contraction styles, and deletion of unnecessary words, vowels; and likewise, expanding its definition into more categories like accent stylization (i.e., gonna), nonstandard spelling (e.g., gudnite).

2. Textisms on Language Studies and Textese Categories

Bieswanger (2007) had a comparative analysis on two corpora namely German text messages and English text messages. He integrated the use of CMC (Computer Mediated Communication) in sending and receiving messages via SMS. He proposed six shortening strategies or categories in text: initialisms, clippings, contractions, letter/number homophones, phonetic spellings and word value characters. For a more recent study, AbuSa'aleek (2015) suggests a future proposition for more studies regarding e-discourse. AbuSa'aleek discussed in his paper two subdivision namely: the percentage and frequency analysis of the corpus, and the linguistic analysis on the language features of e-discourse. He as well restrictedly categorized the features into 9 categories. These groups were also presented and significantly discussed by Bieswanger (2007). Furthermore, Averianova (2012) mentions that the uniqueness and iconographic features of electronic writing are comprised of, but not limited to, innovative shortening mechanisms (acronyms, clippings, logograms or letter-numeral hybrids, etc), emoticons, non-normative capitalization, truncated simplified syntax and other attributes.

A lot of linguists have been debating over the real effects of textism to language users. Some express that grammatical and spelling violations are associated with the extreme act of textism, may it be the youth or the adults (Aziz, Shamim, Aziz, & Avais, 2013; Ahmad, 2014). Wood et al. (2014) found that a significant negative relationship between adults' grammar-orthographic violation and their grammar awareness exists. This violation was due to their individual differences in IQ and spelling ability. They may be very positive to the fact that 'textism' does not really affect the grammar skills of children, teens and adults. It can be implied that the impact of 'lazy' language in texting may not have been fostering a decline in literacy and this notion seemed debatable.

Several research studies suggest that the effectiveness of communication through SMS is highly appreciated for its instantaneous purpose. However, the competence of the language speakers/ users has lowered as far as spelling,

grammar and discourse are concerned. In the report of Hogan, Staff, Bunting, Deary and Whalley, (2012), a survey study looked at some of the effects and potential problems arising from the use of this text messaging. A survey of students and instructors in Lane Community College revealed this downbeat to communication competency. It was mentioned that 70% of the sample believe that texting had harmful effects in effective writing skills of learners. However, more than 50 per cent of the respondents still adhered to the belief that this means instant communication was beneficial to them. Moreover, the surveyors had such findings that this could also affect the social skills of the people, and mostly risky to teenagers. However, a recent study shows how beautiful and distinctively socio-cultural are texting styles used by the ESL/EFL teachers in Saudi Arabia (Ahmad, 2014). Still, the point of contention is that textese can have both positive and negative impacts.

As bandwagon effect of the internet and the rampant evolution of modern language of the computer, popularly known as electronic communication, various language features have been developed, and continuously evolving, as people become more and more creative in shortening, and sometimes this new language can also be affected by the culture of subgroups. Many studies as regard textese have been done which focused its effects on the writing proficiency of language users (Aziz, Shamim, Aziz, & Avais, 2013; Chaka, Mphahlele, & Mann, 2015; Koross & Kipkenda, 2016). Much reviews and investigations were conducted as for the effects of textese to writing; however, gave a much lesser accounts to the use of this phenomenon in the classroom interaction and actual oral interaction. This study, aside from identifying and classifying textisms among language users, also attempts to investigate on the inevitable utilization of the 'intraference' of text language in the classroom confines which can be done in teaching and learning Standard English (Ekundayo, 2014). There is also need to know how purposeful, valuable and insightful the use of textese in the class interaction.

3. Research Questions

In view of the foregoing literature studies, this study seeks to answer the following:

1) What are the 'textese/textism' strategies employed by the selected teacher- and student- respondents?

2) What are the similarities and differences of the 'textese/textism' strategies employed?

3) How are 'textese/textism' strategies employed in the classroom interactions based on the responses of the selected groups?

4. Theoretical Framework of the Study

To further expound the context of texting phenomenon, the present study highlights the Linguistic Adaptivity Theory proposed by Segerstad (2002). It refers to the relativity of language behavior in the set variables of the study – commonly in the language of internet. It is likewise relative to the rational behavior which is a part of communicative competence of language users. Due to language evolution, an attempt to creating corpus of text language in the Philippines has been developed and based on a dictionary substitution approach (Cuevas, Gopez, Nocon, & Suministrado, 2014). This posited a significant role of textisms in the country, for this phenomenon is emergent. Moreover, the categorization of the textese styles underpinned herein are from the evolving research bases from (Bieswanger, 2007; Segerstad, 2002; Lee, 2006; Chaka, Mphahlele, & Mann, 2015; Indrajith & Varghese (2018); Drouin & Driver, 2014; Smith, 2003).

SMS shortening in this paper connotes all ways of lexical or syntactical reduction. This may cover deviating spelling rules, omitting of some lexicons in words, using punctuation marks in word contraction, syntactic reduction and elliptical messages. This phenomenon has evolved into much number as e-discourse language grows. Texting styles had originated from initialing or acronymy, rebus-like characters, logogram and alphabetisms, 'g-clipping', and genuine novelties (Averianova, 2012; Cabatbat & Tapang 2013; Chaka, Mphahlele, & Mann, 2015; Drouin & Driver 2014; Koross & Kipkenda 2016; Indrajith & Varghese, 2018) which can be formed in relexicaliazation (Halliday, 1978) or reduced forms using symbols. The main shortening classes are the following: contraction, clipping acronymy, onomatopoeia, sound representative, abbreviation, letter dropping and emoticons.

Notions on the impacts of texting in language learning have been given much light. Inclination of texting or textese in oral discussion may contribute to promote high performance in language learning, and reduce language learning anxiety (Mousavinia, Hayati, & Khazaie, 2014). By this paradigm, question on the purpose of textese as motivating factor in class discussion may appear to explicate the idea of making learners engaged rather than disengaged (Guthrie, 2004). The continual investigations on the flexibility of text language and its effects in writing were significantly studied in the area of writing (Aziz, Shamim, Aziz, & Avais,2013; Chaka, Mphahlele, & Mann, 2015; Koross & Kipkenda, 2016).

Mousavinia, Hayati and Khazaie (2014) reveal that textism as causal to language learning has been found to be statistically significant as for the groups being studied in Iran. More interesting results had also been highlighted as the role of textese in promoting learners' performance through reducing distance and language anxiety. This rationality suggests that humans are able to be lithe or flexible and adapt their rational sense to different variables that condition the mechanism in the communication process. Thus, there has been the phenomenal existence and emergence of 'textism' or clipping of words in SMS being part of rational behavior that is explained in the concept of the theory. The idea can also be supported in the different levels of human intentionality towards communication (Allwood, 2000). Up until the latter parts of the year 2000's, this linguistic theory may have been manifested in modern communication media. Hence, an indispensible narrative inquiry is stipulated to further determine the significant difference of teen 'textism' to that of adult 'textism', and textese effects in the classroom interaction. Many studies delved on the effects of textese on writing and literacy skills, and indispensable conclusions were attributed to much light of the use of textese.

5. Methodology

5.1 Research Design

The researchers used a qualitative research approach i.e. narrative inquiry method. In analyzing the features of textese, the researchers used coding and tagging of the culled SMS samples from the participants. For a more specific stance, the research study utilized narrative analysis to extract information from various responses taken from interviews – structured and semi-structured – in the focus group discussion. The paper likewise involved collection of data from various contexts, anecdotes or experiences to describe the use of textisms.

5.2 Research Corpus

The corpus of this paper came from the samples of text messages and online messages collated from a private school in Metro Manila, Philippines. The sample collection was done during August to October 2017. The messages contained formal, informal and personal conversations of teachers and students respectively. The use of different 'textism' styles was significantly manifested. A total of 336 text messages from the teachers, inclusive of other personnels comprised one set of corpus. The other set of corpus was culled from High School students which had a total number of 1,103 SMS which are mostly synchronous. Both corpora were amalgamated random samples of synchronous and asynchronous text messages. After a careful manual tagging, 3651 and 3663 comprising of a combination of synchronous and asynchronous texts from both student- and teacher-groups were then tallied.

In seeking to analyze salient features on the act 'textism' in synchronous and asynchronous SMS between two sub-culture groups, this work helps whether a person's grammatical and orthographical awareness, when s/he uses shortened words, is affected. This paper opens awareness to the use of text messages as a conscious activity to violating grammar and lexical rules. Moreover, it also attempts to present sketch of the new language (textese) by some teen agers and adults, and to shed light as to how this evolving sociolinguistic phenomenon come into play, and how this can be useful in class interactions. This can also be very useful for any future pedagogical issues that may be relevant to teaching and learning such as consciousness and corrective measures in orthographic, lexical, syntactic problems. Moreover, the data culled for the samples were limited to more synchronous text messages rather than the asynchronous

ones. Due to privacy issues, the respondents carefully chose the text messages for this study. Likewise, the results of the investigation were delimited to the two subgroups' collated data and responses.

5.3 Research Participants

The selection of participants was done through a purposive sampling method. Three Focus Group Discussions (FGD) were done online involving (1) one group of teachers, (2) two groups of private high school students; and (3) three public school high school students. To wit, the group of seven teachers was composed of 24 – 31 years of age. So, they were relatively young millennial educators in the group. They had teaching experiences both in private and public schools. Additionally, to maintain the objectivity of the discussion on textism in class interaction, both public and private school students were asked to share their opinions about the study. The ages of the high school students range from 16 – 18 years of age. There were eight private school students, and eight public school students.

All the three FGD groups were asked for their full consent to participating in the study. Their identities were kept in secrecy to maintain confidentiality and ethical consideration. Before the conduct of the FGD, the researchers oriented them that the responses to be gotten from this research were to be taken solely for the purpose of completing the study.

5.4 Data Analysis and Research Procedure

To answer the first research question, the predetermined codes stipulated from the previous studies gave the researchers the notions on the categorization of 'textisms' used in the corpora (Bieswanger; 2007; Chaka, Mphahlele, & Mann, 2015; Drouin & Driver, 2014; Indrajith & Varghese, 2018). Two language specialists were consulted for inter-coder reliability and validation of the results and findings of the paper. Furthermore, the researchers then included other distinct shortenings and conspicuous features drawn from the samples. Frequency distribution and basic arithmetic mean were used to classify the texting styles used after all the shortened text entries had been tallied and manually tagged. The language usage and functions per shortening text mechanism were also analyzed as to

how the recurring patterns or contexts were used. Some of the linguistic features stipulated were orthographical changes, lexical reductions, contractions, clipping strategies, homophones, stylization, non-standard spelling, omission techniques and letter-number homophones.

Furthermore, focus group discussions were piloted to answer the third research question inquiring how textese/ textism strategies were being employed in the class discussions based on the personal communicative experiences of the groups. In this part of the study, three groups of respondents were interviewed. A group of teachers and two groups of students were asked to participate in focus group discussions to give their insights and experiences as to the incidental, conscious, intentional and instantaneous uses of textese in the classroom confines. This stage determined the leading functionalities of text language as employed in the L2 classroom. The researchers qualitatively analyzed the transcribed responses of the groups and coded the recurring themes of their answers. To ensure its objectivity, the researcher consulted two coding experts for reliability.

After these two stages of investigation and inquiry processes, conclusions and recommendations were explicated regarding the existing textisms from the sub-groups and the textese application imprinted in the class interactions drawn from the guided interviews piloted.

6. Results and Discussion

6.1 Students and Teachers Textism Styles

Out of 1,439 SMS culled from the teacher participants and a total of 7,314 words from students' text messages, 750 student-textisms were tallied while 189 were from the teachers. Accumulating all the textisms employed, a total of 939 were used by the groups. It is, likewise, seen that students relatively use textisms four times higher than the teachers. The data below show the tagged student samples:

The Table 1 presents the SMS strategies employed by students based on Bieswanger's (2007) and AbuSa'aleek (2015) shortening strategies. It is remarkable to note that a number of SMS shortening strategies do not fall into any of Bieswanger and AbuSa'aleek's categories. These therefore

Strategy	F	%	Rank
Contractions	177	23.60	2
Clipping	23	3.07	8
Acronymy	15	2.00	9
Onomatopoeia	66	8.80	4
Sound Representation	131	17.47	3
Abbreviations	27	3.60	7
Letter-dropping	53	7.07	6
Emoticons	198	26.40	1
Others:	60	8.00	5
Spelling alterations	3	0.40	-
Slang	15	2.00	-
Numeric	22	2.93	-
Word Blending	8	1.07	-
Lack of punctuation	12	1.60	-
Total	750	100.00	

Table 1. SMS Shortening Strategies Employed by Students

Strategy	F	%	Rank
Clipping	14	7.41	8
Contractions	16	8.45	6
Acronymy	21	11.11	4
Onomatopoeia	5	2.65	9
Sound Representation	37	19.58	1
Abbreviations	31	16.40	3
Letter-dropping	15	7.94	7
Emoticons	16	8.47	5
Others:	34	17.99	2
Lack of Punctuation	2	1.06	-
Use of Dash for Direct Announcement	2	1.06	-
Elliptical or Fragmented	9	4.76	-
Spelling Alterations	13	6.88	-
Numeric	8	4.23	-
Slang	-	-	-
Total	189	100.00	

Table 2. SMS Shortening Strategies Employed by Teachers

contributed to another set of distinct features namely: spelling alterations, slang, numeric, word blending and lack of punctuation. Moreover, the data show that students tend to employ emoticons in their text messages most frequently (26.40%), followed by contractions (23.60), sound representation (17.47%), other text mechanisms (8.00%), letter dropping (7.07%), abbreviations (3.60%), clipping (3.07%) and acronymy (2%). It is likewise manifested that overlexicalization (Werry, 1996) and relexicalization (Halliday, 1978), were still being utilized, and highlighted in the text mechanisms of learners.

On the other hand, text samples from teachers had contributed lesser features as manifested in the data below:

Table 2 suggest that teachers use sound representation (19.58%) more frequently, and followed by some other features (17.99%) which cannot be categorized into textisms mentioned by Bieswanger (2007), abbreviations (16.40%), acronymy (11.11%), emoticons (8.47%), contractions (8.45%), letter-dropping (7.94%), clipping (7.41%), and onomatopoeia (2.65%). There are other features used by the specific group. The conspicuous examples were spelling alterations or misspelling, slang, numeric, word blending, lack of punctuation and fragmentation of utterance. This occurrence further

explains the claim of Tagliamonte and Dennis (2008) that instant messaging is a new hybrid or variation of language in contemporary English exhibiting an amalgamation of formal and vernacular variants. The observable number of new variants of textism is also adhering to the Sociolinguistic study of Thurlow (2003). In this paper, Generation Txt, it was disclosed that the language of e-discourse is linguistically unremarkable. Thus, it was a demonstration of skill and creative interaction ability of the age groups to use the language.

Table 1 and 2 reveal that both students and teachers use the various shortening classes in their text messages. As manifested, students' textisms were clearly four times higher than teachers' textisms. Based on the culled samples, sound representations, onomatopoeia, contractions were significantly utilized by students. Moreover, it can be inferred that the students are far more creative in using the 'textism' styles than the teachers. The findings are in consonant with the claim of Lee (2006) asserting that the use of CMC or Computer Mediated Communication is extremely utilized by the students viz emoticons, initialing (AbuSa'aleek, 2013) and onomatopoeia.

Strategy	Teens		Teachers	
	f	%	F	%
Contractions	177	23.60	16	8.45
Clipping	23	3.07	14	7.41
Acronymy/ Initialing	15	2.00	21	11.11
Onomatopoeia	66	8.80	5	2.65
Sound Representation	131	17.47	37	19.58
Abbreviations	27	3.60	31	16.40
Letter-dropping	53	7.07	15	7.94
Emoticons	198	26.40	16	8.47
Others: (Spelling alterations, Slang, Numeric, Word Blending, Lack of punctuation, Fragmented/ Elliptical)	60	8.00	34	17.99
Total:	750	100	189	100

Table 3. SMS Shortening Strategies Employed by Students vis-à-vis by Teachers

6.1.1 Contraction with Respect to Age Group

Table 3 shows that the students (23.60%) extremely use contractions in their SMS than the teachers' (8.40%). The number of students' usage with the respective textism is significantly three times more than the teachers' SMS. In sample corpora, the researcher have accounted 16 contracted words from the teachers and 177 from the students. Thus, this occurrence to the sample SMS supports the economy principle set by Dahl (2001).

6.1.2 Clipping with Respect to Age Group

The teachers (7.41%) use clippings in their text messages two times higher than the student SMS (3.07%). The teacher-respondents conspicuously use this as language flexibility. Therefore, it concurs that the texting economy is sometimes overruled. It is not absolute to text messaging. This shortening may be an effect of socio-emotional consequences of language play (Doring 2002). There are a number of accounted sample in this category e.g. Dec, tarp, Thurs, exam; and for students: typo, exams, intro, org, prob (problem) and probas (probably). Only the initial letters are retained, and the rest were dropped. One distinguishable factor of clipping is its familiarity sense once the text is cut initially or at the end. Thus, the texters can automatically understand the intended message.

6.1.3 Acronymy with Respect to Age Group

Table 3 shows that teachers use acronyms in their text messages (11.11%) more than the students (2.00%). This is

probably teachers are more exposed into such technical, or jargonized expressions used in their work culture. With the result presented, the assertion of Sveningson (2001) that "The use of specialized short forms is an indicator of belongingness to the community and group identity" holds true. As Doring (2002) says that short forms are products of collective identity functions that serve a specific group of people.

6.1.4 Onomatopoeia with Respect to Age Group

It is seen that the students are more creative in using the onomatopoeia. A lot of it were manifested in the text samples from the students. 8.80% was true to the students' samples whilst 2.65 from the teachers. Onomatopoeia was first developed by the claim of Werry (1996) in the idea of 'overlexicalizeion'. Moreover, Lee (2006) and Smith (2003) developed the use of this occurrence as an invented linguistic device. A lot of trendy internet initialing were taken from the students SMS e.g. omg; lmao (laughing my ass out) hbu (how bout you), idk (I don't know), ikr (I know right), lol (laughing out loud), ttyl (talk to you later), wru (where are you), brb(be right back), and jsyk (just so you know).

6.1.5 Sound Representation with Respect to Age Group

Table 3 shows that both students (17.47%) and teachers (19.58%) have an almost equal share to using the rebus-like characters in their text messages. In such cases, spelling of words imitates the phonetic value that the characters represent or the spoken-like forms of unconventional spelling (Segerstad, 2002). This strategy serves, whether or not in formal SMS, as a language play for economizing the word-length of the messages; likewise, used as an art of writing through unigram or bigram (Cabatbat, & Tapang,2013; Schlobinski et al., 2001).

6.1.6 Abbreviation with Respect to Age Group

Teacher commonly use abbreviated words or expressions in their text messages (16.40%); unlike in the student SMS with only 3.60%. The teacher-respondents have a much higher percentage of using the abbreviated words. It is, however, described as a commonly used strategy in textisms (Averianova, 2012).

6.1.7 Letter Dropping with Respect to Age Group

The table entails that both teachers and students similarly

drop letters in their text messages. There was 0.9% difference in their use of the said textism style viz students: 7.07% while teachers: 7.94%. From the corpora, the researcher synthesized two observable occurrences of letter dropping viz extreme letter omission and single-letter omission which were incidentally caused from speed texting. This supports the idea of Averianova (2012) on the creative use of CMC as unique linguistic feature of electronic writing.

6.1.8 Emoticons with Respect to Age Group

Table 3 shows that the students (26.40%) extremely use emoticons in their text mechanism as compared to the 8.47% from the teachers' SMS. It can also be inferred that students utilized much of extra-linguistic cues; thus, employing economy principle and breaking the mono-modal expressions in text messaging (Halliday, 1978).

Table 4 shows other creative 'textisms' employed by the two groups. These include the use of symbols for expression of emotions, elliptical and fragmented expressions, punctuation marks, and excessive use of passive syntactic features for direct announcements. These samples support the economy principle of texting taken from Dahl (2001).

Distinct codes were found in the data samples which symbolized happiness, sadness and nonchalance. This strategy provides an economy effect to the feelings of the senders supporting the claim of Averianova (2012) that iconographic e-writing is not limited to innovative abbreviations. Thus, the use of emoticons could also be developed – from the use of mixed, repeated or single emoticons. Furthermore, Koross and Kipkenda (2016) named spelling alterations in texting similarly as sound homophone and non-conventional spelling. It is characterized by replacing a syllable in a word using single letter to represent the sound attributed to it e.g.:

"sked" for schedule, "thanx" for thanks, "gud" for good, "opis" for office, "entranz" for entrance".

Moreover, the use of elliptical or fragmented phrases were commonly accounted to teachers' text samples e.g. 'am so happy' and 'your absence excused'. This strategy made the function words implicit. On the other hand, there were also some indispensable observations that the researcher noticed in the text mechanisms employed. It is the use of frequent repeated words or unit ie. hahahahahaha, showeeeerrrrdd, huhuhuhu, psssssssssst, okayyyy, whyyyyyy, jkjk i.e. joke, and address to a person using a repeated last letter of the name i.e. al****iaaaaa. With these recurring patterns, it could be inferred that students use this mechanism to emphasize feelings or capitalize an intimate culture or norm within group of peers. Consider the sample: "AND THE MOVIE IS LIKE 2 HOURS LONG, SDFGHLJ;A", "OH C***, Kelbakwishwowodjd. I'M SO ANGRY LIKE. WHY YOU DO THAT". It is clear to note that students creatively play with words that seems connected to their friendship norms or the sub-culture underlying in their system as 'internetters'. Some examples drawn are:

Instead of 'help', it was consciously misspelled as 'halp'; nerds as nurdz; okay to oki; the personal pronoun 'me' to 'meh'.

This observation, likewise, contributes to much more features of students' text mechanism which may seem worthy of research.

6.2 Textese Imprints in Class Discussions

Little is known about the use of textese in the classroom; however, many studies contributed to the effects of textisms in the writing skills of students (Aziz, Shamim, Aziz, & Avais,2013; Chaka, Mphahlele, & Mann, 2015; Koross and Kipkenda, 2016). This study aims to contribute to filling the gap on the functionalities of this digital language in class

Variables	Lack of Punctuation		Fragments		Use of Dash		Numeric		Word Blending		Slang		Spelling Alterations	
	f	%	F	%	f	%	f	%	f	%	f	%	F	%
Students	12	1.60	-	-	-	-	22	2.93	8	1.07	15	2.00	3	0.40
Teachers	2	1.06	9	4.76	2	1.06	8	4.23	-	-	-	-	13	6.88

Table 4. Frequency Distribution of Other Observable Textisms with Respect to Age Group

discussion which challenged the researchers to look into the utility it provides for oral discussion; thus, another notion to build on the strength of SMS language rather than a hindrance to students' literacy (Aziz, Shamim, Aziz, & Avais, 2013).

Based on the culled text messages, it can be inferred that textism has been significantly utilized. The participants' inclination to using this unconventional language makes an interesting query as to its application in class –unconsciously or consciously. There are studies show that textism is a vibrant and exuberating language for the users which emphasizes understanding in communication rather than standards (Ahmad, 2014; Ekundayo, 2014). This notion is definitive to another investigation: the specific functionality of 'textese' in class discussion as manifested from the participants' communicative experiences in class. These class discussions include teacher-student interactions in the lecture or student engagements within group sharing or round-table discussions.

The data presented are the delimited findings in the use of textisms in class discussions based on the FGD responses of teachers and students. Based on the answers of the respondents, four functions of textese in the classroom discussion and interaction in L2 classroom had been framed. These have been coined as SHELL: (1) Small Group Language Functionality; (2) Hook/Engagement Functionality; (3) Low Filter Functionality; and (4) Learning Comprehension Functionality. The categorization was plotted based on the responses of the students and teachers on the questions elicited during the interview sessions. This analysis shows the effective and active use of textese or textisms into reducing learners' anxiety levels, thereby inducing the language learning (Mousavinia, Hayati, & Khazaie, 2014).

6.3 Small Group Language Functionality

The role of textese to the language learners is still a debatable topic to think about as posited from different studies (Ahmad, 2014; Hogan et al., 2012). Two perspectives have been raised whether texting has a good or bad influence to the learners' academic performance and its usage in the classroom interaction. The use of

'textese' among the learners, according to the student-respondents, gives more opportunities to create a more comfortable atmosphere in the small group discussion. One student commented "When the discussion is limited to fellow students, then yes, I often use contractions and shortcuts because of the nature of how we usually communicate to each other normally consists of the use of such words." Lynch and Pappas, (2017) posited that there are more comfortable sharing experiences or ideas with peers and students in smaller settings. According to the student-respondents the use of textisms is utilized in a more meaningful way in a small group discussion and in an informal setting: "With small group discussions, I prefer shortcuts and contractions (i.e., gonna, wanna thx, gg, wth) because I consider them to be a more natural and casual form of speaking." Philp (2016) reported the value of training peer collaboration and the support mechanism which can be brought through the role of teachers in building this learning environment with a high degree of mutuality.

The use of textese in social media reveals that not only it can develop the users' fluency, but also in intercultural competence skills in the target language (McSweeney, 2017). One student responded, "Very often I use it (textism) to call, to chat, and to open various social media." Another respondent mentioned, "I often use my phone for social media! Updating my twitter or facebook for my friends to see is a way for me to communicate with them, but of course I also use my phone for texting and 'chatting' for the most part and calling, too". Taking the answers of the interviewees, all had agreed that the use of text language could allow them to communicate freely – even in the class setting where real chatting had been the students' opportune time to use textese. Often they use text language in conversing, and a few of the words mentioned were: gtg, ily, thx, gg, wth, gonna, wanna, "wry" for "where are you" or "ikr" for "I know right". These examples do not necessarily show their language competence but even the cultural difference of the language of the millennial. McSweeney (2017) reemphasized that vocabulary use is not necessarily being developed in this mechanism.

Furthermore, one teacher-respondent shared about the

use of textisms in small group sharing: "Most of them (students) react and share more. They also seem to establish further connection with the lesson/s and the teacher as well." By this, it is evident that text language has a huge role in allowing the students to share and freely communicate their ends in a small group discussion. Another respondent disclosed that when discussion was limited to fellow students, very often they used contractions and shortcuts because of the nature of how people usually communicate to each other. Normally, according to the respondent those pertinent discussions consist of the use of word contractions and text language. McSweeney (2017) reports that practicing texting in English could further establish a healthy acquisition of English literacy, thus, produce higher English Literacy progress.

6.4 Hook/ Engagement Functionality

Gatica (2017) reiterated that L2 language teachers must have an attitude to search for more ways on maintaining engagement for language learning. Incorporating all the responses from the focus group discussions reveal that using 'textese' in class discussions is a factor to rebuilding connection and motivating the learners to listen and engage themselves in the class interaction. One student mentioned, "It's fun especially when the younger teachers engage in our so called text-speak. It does get us to participate more because we're encouraged to speak in a way we are comfortable with." It was likewise reinforced by another, "There are times when our teachers do engage themselves in 'textisms' while discussing in class. And yes, for me it really does catch my attention and I also notice my classmates suddenly lighten up and be more cooperative in our class". Based on these, the effect of using textisms in class can eventually establish a meaningful connection between teachers and students. From the notion of 'classmates suddenly lighten up' improves the motivational factor in rebuilding from students' disengagement to engagement (Guthrie, 2004). Among the 'Other Elements of Performance Teaching and Experiment with Delivery' or 'Simple Non-verbal Strategies', fluency of spoken words is the one being stipulated in this study (Lynch & Pappas, 2017). Consider the anecdotes presented from the respondents:

Student A: "Like one time, there was a teacher who started the class sort of serious (which made the mood a little scary) but then he started communicating with us by using words like 'weh?' 'Luh' or actually laughing like the text laugh "hehehe" in person, and we enjoyed more and felt like we had a connection with him." In this sample, the idea of reinforcing learning engagement was clearly established. By injecting text language by the teacher, the students felt the ease of the situation, and discriminated the filtered atmosphere in class. By saying that the teacher was scary at first, then to enjoying class interaction supports the idea that there is a significant purpose of using 'textese' in class interaction. This notion was reinforced by the response of a teacher-respondent saying, "When it comes to oral class interactions, I appreciate it so long as my students actively participate and if using shortcuts and contractions will make them more confident in expressing themselves. I don't think it's a hindrance to the learning process." Both students and teacher-respondents agreed that 'textese' could promote motivation in learning.

Additionally, Student B disclosed: "One time in class, we were doing presentations so the class was talking mostly to the presenters. During the Q&A for one of the presentations we were like "Oh that's the OG!" over and over again. Then our professor just stared at us and went, "OG? What's OG?" And we laughed. Before that, not a lot of people were answering the questions and the atmosphere was really stiff but afterwards it became casual, so people suddenly recited more and the ideas were more wild, but also more interesting." Exemplifying this instance proves that the sincere disconnection of the instructor to the text language accidentally built more engagement processes among learners, and created a more convivial atmosphere to allow recitations and student-sharing. Lynch and Pappas, (2017) emphasized level of comfort in a class discussion; though this example was in a bigger group scale, there had been a significant impact manifested as a 'textese' term was used by the students, and used as an object of fun. Philp, Adams and Iwashita (2013) then posited the use of new language among learners which significantly produces a meaningful connection between meaning and form. This idea has been supported through the cited

anecdote which had been established from the time the level of seriousness was rectified as the 'textese' term was incidentally mentioned during discussion. From the experience of the learner, peer interaction (instead of teacher-student interaction which was too restrictive and inhibiting) was developed and an opportunity for trying out new language was drilled. In fact, one teacher-respondent shared, "As one of our activities before discussing The Taximan's Story by Catherine Lim, I asked my students to describe their generation using the familiar SNS logos, hashtags, shortcuts or acronyms. They were very active in sharing and were able to provide a good preview about the lesson." The atmosphere was maintained as free and student-friendly. Hence, there had been a class engagement where students carried out mistakes with confidence and spontaneity (Philp, Adams & Iwashita, 2013).

6.5 Low Filter Functionality

Lynch & Pappas (2017) purported the 'Degree of Informality in the Classroom' encompassing the idea of Lambert, Philp and Nakao (2017) in building a more engaging platform for the students to learn the target language whether spoken or written. Informal use of language thus creates an atmosphere of free environment to sustain the motivation to learn and unlearn ideas. A student in the current study shared, "One instance of using textisms for me in class is how once our teacher was telling us about their life and it was very casual and everyone was laughing and the like. Then my professor said something shocking and I accidentally said "shook" and they heard it. My professor just went "yes, exactly, shook". This experience contributed greatly to the use of 'textese' in language learning which supports the idea that environment in a classroom has a tremendous effect on learner motivation (Gatica, 2017).

The idea of Low Filter is taken from the theory proposed by Krashen (1982). He claims that learners with high motivation, good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Thus, low motivation, unstable self-confidence and negative feelings toward learning can contribute to raise the affective filter which prevents comprehensible input from being used for acquisition. In other words, when filter is up, it hinders language acquisition and when filter is down, it facilitates learning. Allowing the students to learn in a free-environment where there is a feeling of comfort – not competitive – and level of informality helps increase the motivation in language learning (Gatica, 2017). Likewise, this situation creates an avenue for 'Oral Interactive Tasks' to be at some point manufactured on the context (Lambert, Philp & Nakao, 2017).

A student revealed, "In particular, my teachers don't really use textisms – maybe they're worried it would make them less formal – but in cases where we do speak in textisms and they hear, they're confused. And, their being confused helps everyone in the room bond and encourages participation. I feel like this is the case because since the professor is confused, we feel like it's okay to make mistakes. <That> consequences for mistakes won't be as grave or will be viewed in a different light by everyone… So it doesn't matter." As Candlin (2016) mentioned, it is important for a communicative language teaching to have an error-free context where students do not stress themselves out towards making mistakes in class interaction. This freedom to commit errors in class builds and encourages more student sharing and responses. It is inevitable to make mistakes, so this idea of creating a 'free-to-error' classroom could possibly entice the learners to confidently discuss ideas and share their voices in class. A similar teacher story was posed: "I can't remember the lesson but I was trying to explain "Seize the day" to my students and got everyone's attention when I said YOLO. They were also able to explain more and became more active to share something in class." In this sample, there is a clear impact of text language in allowing students' interest be upheld, and building their learning preparedness. This situation is an inviting mechanism to allow the students to freely share their thoughts without inhibitions since the teacher imposed a friendly atmosphere of posing a relevant activity using a trendy term in 21st century.

6.6 Learning Comprehension Functionality

Philp (2017) mentioned that observation and trial-and-error in language learning indicates that learners move from

comprehending to communicating. Through those processes the learners can engage to a more sensible mechanism to think about the system of language. A student disclosed, "It could be because of the textism that I have to actively think about what I say before I speak especially in a school setting". This student probably meant that through the active use of text language, they meaningfully engaged themselves into self-monitor, and eventually could help them process language learning in a more informal way. However, the use of textism in a traditional setup shows a significant impact as well. "Occasionally, when we accidentally slip into textisms during recitation, the teacher would berate us as it creates an unprofessional and non-academic atmosphere." Lynch and Pappas, (2017) clearly debated that it is important to emphasize the need for diversifying learning activities-especially in large courses-to maintain student interest, and teachers must have a need to uphold that every time they teach, they must make sure that affective filter is low (Krashen, 1982), so that retention and learning would be better achieved and retained.

One of the areas being brought in this study was the use of 'textese' in the comprehension of language learners. However one problem was raised: "I don't see any problem when it comes to using the SMS language in engaging the class for interaction. however, I think if the learners do not have the proficiency yet or strong fundamentals of the language, and the teacher was not able to process some colloquials or slangs which are ungrammatical or the like, some errors in orthography or language use may become a student's habit ergo the errors might be fossilized," a teacher-respondent mentioned. It was clearly resolved that the idea of allowing errors can lead to fossilization (Rahal, 2016). Using text language in class likewise may impede sound language learning. Therefore, teacher scaffolding imputed in the class interaction in an informal discussion plays a vital role.

On the other hand, exposure to communicative tasks can promote opportunities to actively use target language towards practicing and building up fluency (Mackey, Abbuhl & Gass, 2012). The process of practicing communicative tasks like informal conversation in the class or communicating with others can provide context to learn and engage in the language activities where students can be exposed to resolving problems of understanding and being understood, or noticing mismatches between the target language and their own version (Philp, Adams and Ishiwata, 2013). A student shared, "It may certainly be a factor as I am now more used to text rather than to converse, and thus more naturally inclined to use 'textism' in real life." This notion suggests that there is a normal tendency for a student to use text language in their life engagements or dealings. This can be also manifested in the way they interact in the class. Thus, a culture of communicative atmosphere or conversation-themed class would build much of engagement. In connection, a teacher-respondent commented, "I usually use trends that students can relate to further their understanding about a concept (e.g. YOLO) or to maintain their interest in class (e.g. the hashtags, FYI, and others). I actually always use #OOTD (Objectives of the Day) to present the objectives in class. They really comprehend more and enjoy the class when I use those trends." This idea validates the idea of the use of text terms or the trendy 'textese' words to promote motivation in learning and not to utterly allow the students to comprehend a text material, but providing the students a mechanism to understand a lesson through the help of text terms as aid for comprehension. This is supported from the theory stipulated from the neuroscience study revealing that activations in parts of the brain for semantic memory and emotion have overlapping relationship, and likewise associates to the theory of learning as dependent on the state of the affect (Binney, Embleton, Jefferies, Parker, & Ralph, 2010; Hruby & Goswami, 2013).

Conclusions and Pedagogical Implications

This paper has investigated the differences and similarities of 'textisms' employed by two sub-groups regarding the use of shortening text strategies in text communication, and the functions of the text language in the actual classroom interaction.

Based on the careful analysis done in this study, text communications among teachers and students show a significant result as far as the use of text shortening

strategies is concerned (12.84%). Shortening text messages are reserved for various purposes and functions: for language play and flexibility, for language economy, for group identity, and for directness to communication. Segerstad (2002) once stated that the immediacy and ease of interaction might lead to disregarding such linguistic standards like proper orthography, lexicography or any syntactical features. The findings in this paper are adhering to this claim of Segerstad on the Linguistic Adaptivity Theory which entails flexibility on the use language i.e., using unconventional orthography. With the use of different textese styles, both subgroups could make connections to their instant conversation more synchronously, although there are authentic asynchronous text messages employed. As for the classroom interaction, it can develop more motivation to the students in class as revealed by one of the teachers in the focus group discussion. It was mentioned that the current trends and relatively appealing words from social media sites, once used for class motivation, can be good strategy to engage the learners in the lesson that an L2 teacher discusses. It has been found out that the use of textisms can develop more active involvement among the students, peer interaction, and connections with the teachers. It has been proven that textism use in class enables the students to share ideas without too much inhibition.

Results suggests that both sub-groups use major categories in shortening text mechanism ie contractions, clipping, sound representations, acronymy, onomatopoeia, abbreviations and letter dropping. Likewise, the researcher has found out that both age groups can create other variations of textisms. It has been observed that both groups employed 'lack-of-punctuation', numerics and spelling alterations. However, there are also some features which are not utilized by the other group. Students don't use fragments and dash in shortening their text messages, unlike teachers who significantly use these two in their text messages especially in making announcements. On the other hand, teachers don't use slang and word blending strategies which are creatively utilized by the students viz. 'imma' for 'I might'. Though not significantly resolved, as mentioned in the first part of the paper, this study may give

the readers comprehensible picture of how 'textism' is separately and purposely used in text messages, and not directly affecting the person's competence in utilizing the language (AbuSA'aleek, 2013; Bieswanger, 2007; Lee, 2006; Smith 2003).

Having been immersed to the modern world, students, whether elementary, high school or collegiate level, are needed to be taught efficiently by the language teachers on the nitty-gritty details of the English syntactical and lexical rules. Likewise, other teachers in other specializations are also agents of language learning in a more implicit way. They teach students to use the language in a more specific purpose. They must be very aware on the trends and the implications of text messaging in the language speakers today. With a number of findings drawn from this article regarding textisms, researchers may find other evolving patterns in text language e.g. the repeated text mechanisms of teenagers, additional categories for shortening classes, or psycho-sociolinguistic study on the text language. Since text language is a flexible mode of communication as emphasized in this study, there could be other stylistic mechanisms that can be studied since language is, by nature, dynamic.

This paper opens awareness to the use of text messages as a "conscious" activity to violating grammar and lexical rules. Adolescent learners are one of the highly affected subgroups by this continuously emerging phenomenon.

Having been exposed to such, they tend to use textese even in their class interactions. Considerations on proper monitoring and processing by language educators regarding textese among learners have been emphasized. Much challenged is faced now since 'textisms' are not only utilized through text messaging but even through different social media sites. Hence, the inevitable use of textese in the classroom confines has also brought into light. Gatica (2017) emphasized that L2 language teachers should allow more strategic ways to maintain engagement in language learning.

Thus, the present study proposes four functionalities of textism in the class interaction which can help language teachers understand how purposeful textese in language

learning: (1) Small Group Language Functionality that is further developed by the suggestive idea of Lynch and Pappas (2017) of allowing learners to achieve level of comfort within their peers or classmates; (2) Hook/Engagement Functionality as proposed by Guthrie (2004) in making learners engaged rather than disengaged; (3) Low Filter Functionality which is adopted from the concept of Krashen (1982) and Candlin (2016) which both adhere to error-free environment in language learning; and (4) Learning Comprehension Functionality that capitalizes on the exposure of students to communicative tasks that can promote opportunities to actively use target language towards practicing and building up fluency (Mackey, Abbuhl & Gass, 2012).

To further develop and improve the findings from this paper, it is recommended to pursue more relevant experimental approaches in investigating this phenomenon in class. Actual observation of teacher-student interaction can also be an interesting area to delve into. Since the data were drawn from qualitative interviews and perceptions of respondents, it is more advantageous if quasi-research or longitudinal studies would be considered to further explicate the results.

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