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Effect of Sms Texting on Writing Skills of University Level Students in Khyber Pakhtunkhawa (KP)

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Abstract: *The aim of this research is to show the effect of SMS texting on writing skills of university level students. The frequent use of text messaging has a significant negative impact on writing. Using the frame work of Cultivation theory developed by George Gerbner in late 1960s, quantitative data was gathered from 20 students from Peshawar University, fourteen students from Bacha Khan University Charsadda, fourteen students from Islamia College University Peshawar and seven students from Abdul-Wali-Khan University Mardan. The questionnaire has ten closed ended questions on different factors of writing including "vocabulary", "spelling", "punctuation", "grammatical ability", "sentence construction" and use of "short forms". All of these were analyzed using a pie-chart. The data and information that were gathered using a close-ended questionnaire is accurately described using the percentage approach and pie-chart. The results demonstrate that students mentioned all the factors which are affecting their writing skills.*

Introduction

In the digital age, mobile phones have become indispensable tools of communication, especially among young people and students. With affordable tariffs and widespread availability, they are now the most accessible medium for interpersonal interaction. Among the multiple functions of mobile phones, Short Message Service (SMS), commonly known as texting, has gained unparalleled popularity because of its speed, affordability, and convenience. Introduced in the late 1990s (Goldstuck, 2006), SMS quickly became the preferred choice of communication for university students. As Njemanze (2016) highlights, SMS is not only a fast but also a reliable means of transmitting written information, and its cost-effectiveness has made it the favored tool of daily interaction.

However, the popularity of SMS texting has given rise to new linguistic practices that significantly diverge from standard written English. Text messages often rely on abbreviations, acronyms, phonetic spellings, code mixing, and non-standard grammar (Herper et al., 2005). For example, words such as "you" are reduced to "u" and "great" becomes "gr8." While these forms are efficient within peer communication, they are largely incomprehensible to outsiders and are viewed as violations of formal writing conventions. As Thurlow (2007) notes, though new technologies empower young people to

experiment with language, the habitual reliance on non-standard forms in SMS has the potential to erode writing proficiency when transferred into academic contexts.

Writing, however, is a fundamental academic and professional skill. It requires mastery over vocabulary, spelling, grammar, punctuation, and sentence construction, all of which are essential for academic success and employability. In Pakistan, where English is the primary medium of instruction at the university level, any negative influence on writing poses a serious academic challenge. Students themselves have expressed concerns that texting habits compromise their formal writing skills, especially in examinations, assignments, and research writing. Thus, investigating the impact of SMS texting on students' writing is both timely and significant.

Problem Statement

The excessive use of SMS texting has raised concerns that it adversely affects the writing skills of university students. Frequent exposure to non-standard forms—such as short spellings, code mixing, and unconventional punctuation—may result in reduced accuracy in academic writing. The problem addressed in this study is to examine the extent to which SMS texting influences the writing abilities of students in Khyber Pakhtunkhwa, with attention to both overall writing skills and specific components such as vocabulary, spelling, grammar, punctuation, and sentence construction.

Objectives of the Study

1. To examine the overall impact of frequent SMS texting on the writing skills of university students in Khyber Pakhtunkhwa.
2. To investigate the influence of SMS texting on specific components of writing, including: Vocabulary use, Spelling accuracy, Punctuation practices, Grammatical ability and Sentence construction
3. To propose practical recommendations for minimizing the negative effects of SMS texting on students' academic writing.

Research Questions

1. To what extent does frequent SMS texting affect the overall writing skills of university students in Khyber Pakhtunkhwa?
2. How does SMS texting influence specific aspects of writing, such as: Vocabulary use, Spelling accuracy, Punctuation practices, Grammatical ability and Sentence construction
3. What strategies can be recommended to minimize the negative effects of SMS texting on students' academic writing?

Significance of the Study

This study is useful because of the following reasons; first, it investigates the issue which is contemporary and affects the student's academic performance in Pakistan. Through the influence of SMS texting on various issues of writing, the research helps build the picture regarding the influence of informal digital practices on formal academic skills. Second, teachers, curriculum designers, and policymakers in the higher education sector who are interested in enhancing the writing proficiency of students can find the results useful. Lastly, the research can be a guide to other scholars who will conduct studies on the association between the emerging communication technologies and the use of language in academia.

Literature Review

The growing influence of mobile phones on communication has been widely studied in recent years, with particular attention to the Short Message Service (SMS), more commonly known as texting. Since its introduction in the late 1990s (Goldstuck, 2006), SMS has become the preferred mode of

communication among young people due to its affordability, privacy, and immediacy. Njemanze (2016) described SMS as the fastest and most reliable form of written communication, noting that its abbreviated style appeals to students because of its speed and convenience. However, these features have generated significant concern about the potential negative impact of texting on formal writing skills, especially among university students.

SMS and Vocabulary Use

One recurring theme in the literature is the effect of texting on students' vocabulary. Research by Albasheer and Alfaki (2016) demonstrated that students who rely heavily on SMS tend to use abbreviated vocabulary that reduces their exposure to rich linguistic forms. The study found that frequent texting encourages the use of non-standard spellings and shortened words, ultimately narrowing students' vocabulary range. Similarly, Yousaf and Ahmed (2013), in a study of Pakistani university students, found that careless vocabulary choices often transferred into examination writing, suggesting that students accustomed to SMS language become less attentive to appropriate word usage in academic contexts.

SMS and Spelling Accuracy

Text messaging has also been linked to declining spelling standards. Ndobo (2014) reported that students often reproduced SMS-style abbreviations and spellings in their essays, demonstrating the transfer of informal forms into formal contexts. The frequent replacement of full words with single letters or digits, such as "u" for "you" or "gr8" for "great," may save time in texting but undermines long-term spelling retention. Henry (2004) also highlighted how British students, influenced by texting habits, resorted to SMS spellings in official examinations, raising concerns among educators about the erosion of formal orthographic skills.

SMS and Grammar, Punctuation, and Sentence Construction

The impact of SMS on grammatical accuracy and sentence construction has also been a major concern. Saleem and Baksh (2017) observed that students who text frequently tend to neglect standard grammar and punctuation, a trend that carries over into their academic work. Similarly, Ashraf (2019) emphasized that heavy reliance on SMS results in "non-standard expressions" in formal writing, often with broken grammar and poorly constructed sentences. Albasheer and Alfaki (2016) further noted that students often deliberately break the rules of formal English when texting, which weakens their adherence to academic writing norms. The cumulative effect of these practices is deterioration in sentence quality and coherence in students' written assignments and examinations.

SMS and Communication Skills

Beyond the technical aspects of writing, studies also show that SMS affects students' overall communication skills. Yousaf and Ahmed (2013) found that overreliance on texting led students to prefer informal, abbreviated communication, which in turn weakened their performance in academic writing and formal communication. Ndobo (2014) similarly recommended that students should consciously avoid SMS language in formal contexts in order to preserve academic standards. The concern is that texting not only influences surface features of writing such as spelling and grammar, but also broader communicative competence.

Global and Local Perspectives

Internationally, Dipak (2019) examined the effect of SMS "lingo" on writing skills in India and found similar patterns: students' spelling, vocabulary, and grammatical accuracy declined as a result of constant exposure to non-standard texting forms. Locally, in the Pakistani context, the findings of Yousaf and Ahmed (2013) and Ashraf (2019) confirm that students' formal writing suffers when they engage

heavily in SMS communication. These studies collectively suggest that the influence of SMS on writing is not a localized issue but a global one, though its impact may vary in intensity across educational and cultural contexts.

Gaps in the Literature

Although existing research highlights the negative effects of SMS on vocabulary, spelling, grammar, punctuation, and sentence construction, there are still important gaps. First, many of the studies (e.g., Henry, 2004; Yousaf & Ahmed, 2013) are now dated and do not reflect the latest trends in mobile phone use, where texting is supplemented by instant messaging apps like WhatsApp and social media platforms. Second, most of the literature emphasizes general effects without offering practical recommendations for addressing these challenges in academic settings. Finally, while studies have been conducted in Pakistan, there is limited research focusing specifically on university students in Khyber Pakhtunkhwa, making the present study both timely and significant.

Conclusion of Literature Review

The reviewed studies consistently show that SMS texting influences multiple dimensions of students' writing, including vocabulary, spelling, and grammar, punctuation, and sentence construction. However, the existing body of research does not adequately address the specific regional context of Khyber Pakhtunkhwa or provide actionable recommendations for educators and students. This study seeks to fill this gap by systematically examining the impact of SMS texting on the writing skills of university students in KP, guided by the following objectives: to assess the overall influence of texting on writing, to explore its impact on key components of writing, and to recommend strategies for minimizing its negative effects.

Methodology

Research Design

This study employed a quantitative research design supported by descriptive statistical analysis. Although the original plan included a mixed-method approach, the data collection and analysis in practice were primarily quantitative in nature. A structured survey questionnaire was used to collect data from university students in Khyber Pakhtunkhwa (KP). The use of a quantitative survey enabled the researcher to gather a broad set of responses on students' perceptions regarding the effects of SMS texting on their writing skills.

Population and Sampling

The target population of the study comprised university-level students in KP who actively use mobile phones for communication. Due to limitations of time and resources, the study was delimited to four universities:

- University of Peshawar (20 students)
- Bacha Khan University, Charsadda (14 students)
- Islamia College University, Peshawar (14 students)
- Abdul Wali Khan University, Mardan (7 students)

In total, 55 students participated in the study. The participants were selected through multistage purposive sampling, with the aim of ensuring representation from multiple institutions. Both male and female students from different departments were included to provide variety in the responses.

Theoretical Framework

The study was guided by George Gerbner's Cultivation Theory (1960s), which argues that repeated and long-term exposure to media messages influences audience perceptions and behaviors. In the context of this research, students' continuous exposure to SMS texting is treated as a form of media influence

that may gradually shape their perceptions of acceptable writing practices. This framework provides a basis for analyzing how informal texting habits can potentially cultivate changes in academic writing skills over time.

Instrument of Data Collection

The research instrument used was a self-administered questionnaire consisting of ten close-ended items. Each question had binary options ("Yes"/ "No"), allowing for straightforward responses. The questionnaire focused on specific aspects of writing, including:

- Vocabulary
- Spelling
- Punctuation
- Grammar
- Sentence construction
- Use of abbreviations and short forms

The questionnaire was designed in simple language to ensure clarity and to minimize misinterpretation by participants.

Data Collection Procedure

Data was collected through online distribution of the questionnaire. Students were approached via their university networks and were requested to respond honestly. The participants were assured that the data would be used solely for academic purposes and that their responses would remain anonymous.

Data Analysis

Data collected from the questionnaires was analyzed using descriptive statistics. The frequency and percentage method was employed to interpret the responses. Results were presented in the form of tables, percentages, and graphical representations (pie charts) to illustrate the distribution of responses across different categories.

Delimitations of the Study

The study was geographically limited to four universities in KP. Furthermore, due to financial and time constraints, the sample size was restricted to 55 students. As such, the findings should be interpreted cautiously, as they may not be fully generalizable to all university students across the province or country.

Data Analysis and Findings

Overview of Data Analysis

The present study aimed to explore the influence of SMS texting on the writing skills of university students in Khyber Pakhtunkhwa (KP). Data was gathered from a total of 55 students across four universities: Peshawar University, Bacha Khan University Charsadda, Islamia College University Peshawar, and Abdul Wali Khan University Mardan. A structured questionnaire containing ten binary-response questions (Yes/No) was distributed online. The questions were designed to measure students' perceptions of texting's impact on vocabulary, spelling, punctuation, grammar, sentence construction, and overall writing skills.

The responses were analyzed using descriptive statistics in the form of frequencies and percentages. For ease of interpretation, results are discussed thematically, moving from the micro-level (vocabulary and spelling) to the macro-level (overall writing and communication skills). The findings are also considered in the light of Cultivation Theory, which suggests that long-term exposure to particular media forms—in this case, SMS texting—can gradually shape users' linguistic perceptions and practices.

Effect of SMS on Vocabulary

The first question asked students whether texting worsens their vocabulary. Out of 55 respondents, 43.6**%** answered "Yes," while 56.4**%** answered "No."

This finding indicates a divided perception among students. Nearly half of the participants believed that the frequent use of SMS has reduced their vocabulary range, while a slightly larger proportion did not see a noticeable effect. The result is significant because vocabulary is a core component of writing skills, and its deterioration can hinder academic performance.

The mixed responses may be attributed to students' varying strategies for separating formal and informal language contexts. Some students may consciously avoid incorporating SMS shorthand into academic writing, thereby protecting their vocabulary from decline. Others, however, may unconsciously allow shortened forms, abbreviations, and informal expressions to replace standard vocabulary, aligning with Albasheer and Alfaki's (2016) observation that text messaging reduces exposure to rich vocabulary.

The graphic representation of first question is given below;

1. Does texting worsen your vocabulary?
55 responses
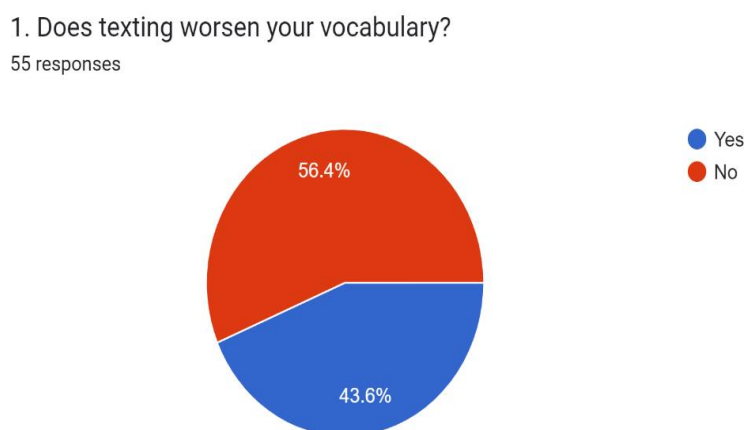
Here's a table representing the data:

Response of participants	Percentage
Texting has worsened the vocabulary answering Yes.	43.6%
Texting has not worsened the vocabulary answering No.	56.4%

From the perspective of Cultivation Theory, those students who use texting more intensively are more likely to normalize abbreviated vocabulary, leading them to perceive it as acceptable in other contexts. Over time, this exposure may alter their academic vocabulary choices.

Effect on General Writing Skills

The second question explored whether texting affects students' overall writing skills. A substantial 66.1**%** of respondents agreed, while 33.9**%** disagreed.

This suggests that two-thirds of students themselves recognize texting as harmful to their writing competence. Unlike vocabulary, where responses were more evenly split, the majority here see a clear

negative impact. This aligns with Yousaf and Ahmed (2013), who argued that academic and examination writing in Pakistan has been adversely influenced by the use of SMS abbreviations.

2. Does the frequent use of texting (SMS) effect your writing skills?
56 responses
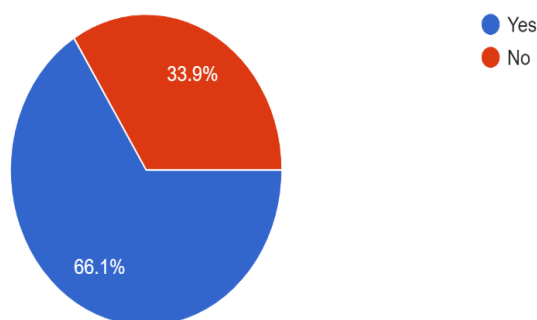
Here's a table representing the data:

Response of participants	Percentage
Texting has affected the writing skills answering Yes.	66.1%
Texting has not affected the writing skills answering No.	33.9%

The result demonstrates that while students appreciate texting for social communication, they are simultaneously aware of its long-term drawbacks in formal contexts. Cultivation Theory explains this by suggesting that repeated exposure to informal SMS structures—lacking punctuation, using shortened words, and neglecting grammar—gradually becomes embedded in the cognitive habits of students, ultimately transferring into their academic writing practices.

Effect on Spelling

The third question addressed spelling, and it produced one of the most conclusive findings: 75**%** of students reported that their spelling has been negatively affected by frequent use of short forms in texting, while only 25**%** disagreed.

This overwhelming agreement highlights spelling as the most vulnerable aspect of writing under the influence of texting. Students explained that shortened words often lead them to skip or forget the original spelling when writing formally. For example, replacing "before" with "b4" or "you" with "u" may become habitual, causing difficulties when standard spelling is required.

This is consistent with Ndobo (2014), who found that students tend to carry SMS spellings into their academic essays. It also echoes Saleem and Bakhsh's (2017) finding that students in Pakistan show carelessness in spelling and vocabulary due to texting habits.

3. Have you ever felt that the use of short forms effect your correct spellings?

56 responses
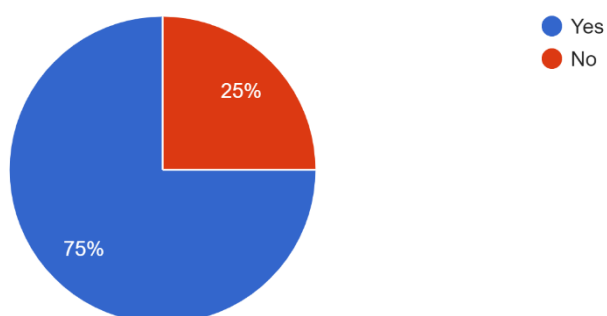
Here's a table representing the data:

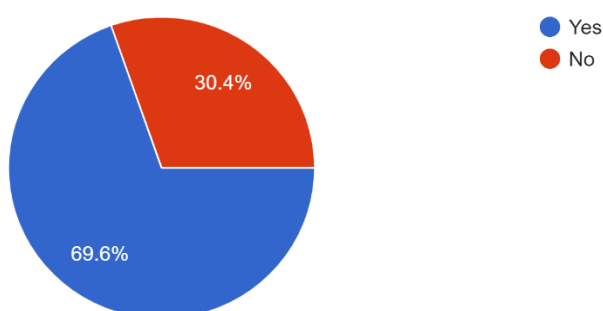| Response of participants	Percentage
Use of short forms has affected the correct spelling answering Yes.	75%
Texting has not affected the writing skills answering No.	25%

From the cultivation perspective, daily exposure to shortened and non-standard spellings reinforces the idea that such spellings are "acceptable" or even normal. As a result, students may unconsciously reproduce them in exam scripts and academic writing, demonstrating the cumulative effect of media habits on language use.

Effect on Communication and Writing Ability

When asked whether texting influences both communication and writing abilities, 69.6**%** of participants agreed, while 30.4**%** disagreed.

4. Does phone texting effect the writing and communication skill of student?

56 responses

Here's a table representing the data:

Response of participants	Percentage
Texting effect on writing and communication skill, answering Yes.	69.6%

Texting has not affected writing and communication skills answering No.	30.4%

This result shows that beyond isolated skills like spelling or vocabulary, students perceive texting as impacting their broader communicative competence. Since SMS language is characterized by brevity, informality, and disregard for standard conventions, it may erode students' confidence in producing structured, coherent arguments in academic writing.

This finding echoes Ashraf (2019), who observed that frequent texting weakens academic writing ability and called for regulations to limit texting during study hours.

In terms of Cultivation Theory, repeated reliance on abbreviated and casual forms of communication cultivates a mindset where informal expression is normalized. This, in turn, affects not just specific skills but the entire structure and clarity of communication.

Effect on Punctuation Usage

The fifth question asked whether punctuation should be used while texting. 58.9**%** responded affirmatively, while 41.1**%** disagreed.

5. Should you use punctuation when texting?
56 responses
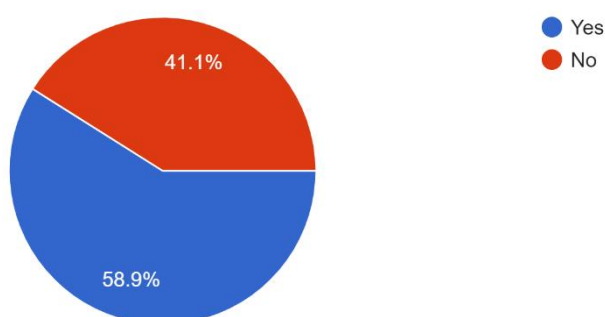
Here's a table representing the data:

Response of participants	Percentage
Use of punctuation when texting, answering Yes.	58.9%
No punctuation should be used when texting answering No.	41.1%

The result reflects a considerable neglect of punctuation in SMS. Since texting prioritizes speed and efficiency, punctuation is often abandoned. Students who consistently omit punctuation in daily communication may carry this habit into academic writing, where clarity depends heavily on proper punctuation.

Herper et al. (2005) earlier noted that texting practices weaken formal aspects of language, and punctuation is a prime example. According to cultivation logic, the daily omission of punctuation in text messages subtly reinforces the perception that it is unnecessary, thus diminishing students' attention to it in formal writing.

Effect on Grammatical Ability

The sixth question explored grammar, and responses were somewhat divided: 57.1**%** reported a negative effect of texting on grammar, while 42.9**%** did not.

6. Does text writing effect grammatical ability?

56 responses

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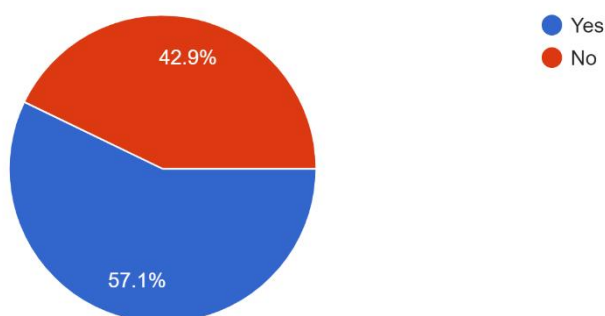
Here's a table representing the data:

Response of participants	Percentage
Effect of texting on grammatical ability answering Yes.	57.1%
Texting has no effect on grammatical ability answering No.	42.9%

Although the majority acknowledged a negative effect, the close distribution suggests that grammar may be more resilient than spelling. Some students likely compartmentalize texting and academic contexts, maintaining grammar in the latter while being more relaxed in the former.

However, for those who reported negative effects, the cultivation of incorrect grammatical patterns in SMS—such as omitting auxiliary verbs ("I going home" instead of "I am going home")—may gradually spill into formal contexts. This supports Saleem and Bakhsh's (2017) claim that grammar is one of the areas where texting exerts a negative influence.

Care for Language in Texting

The seventh question asked whether students consciously care about the language they use while texting. 58.2**%** said "Yes," while 41.8**%** said "No."

7. Do you care about the language used in your texting?
55 responses
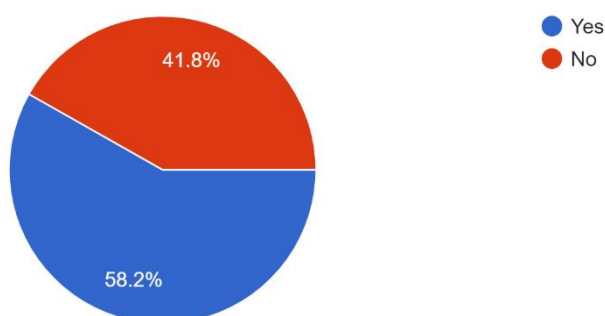
Here's a table representing the data:

Response of participants	Percentage
Taking care of language used in texting answering Yes.	58.2%
Not caring for use of language in texting answering No.	41.8%

This is an important finding because it shows that a significant proportion of students are mindful of linguistic correctness even in informal contexts. These students may represent a group less vulnerable to negative effects of texting, as they self-regulate their language use.

However, the sizeable minority who admitted they do not care about language use in texting may be at greater risk of transferring these informal habits into formal writing. Cultivation Theory suggests that when texting habits are not consciously monitored, the repeated exposure to shortcuts becomes more influential in shaping perceptions of correct language

Effect on Sentence Construction

When asked whether texting affects sentence construction, 61.8**%** agreed, while 38.2**%** disagreed.

8. Do you think shortened words sometimes get original spellings skipped from your mind when you are to use them for academic purposes?
56 responses
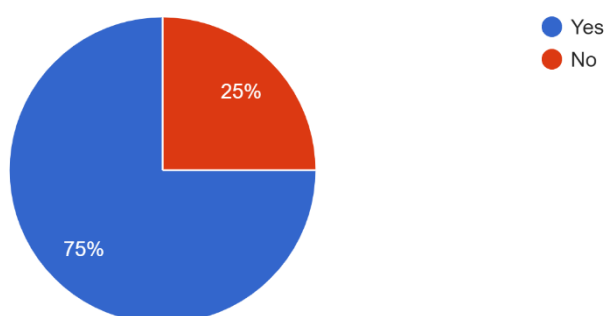
Here's a table representing the data:

Response of participants	Percentage
Shortened words sometimes get original spelling skipped, answering Yes.	75%
Shortened words did not get original spelling skipped answering No.	25%

This result shows that a majority of students feel that texting disrupts their ability to form well-structured sentences. Since SMS messages are typically short and fragmented, they may discourage the practice of writing longer, grammatically coherent sentences. Students accustomed to one-line messages may struggle with constructing paragraphs and essays that require logical flow and extended syntax.

This supports Ndobo's (2014) conclusion that students compose essays in ways that mirror SMS language—fragmented, abbreviated, and lacking cohesion.

Difficulty in Exams

The ninth question asked students whether they experience difficulties writing English in exams due to texting habits. 37.5**%** said "Yes," while 62.5**%** said "No."

9. Do you find difficulty in writing English in the exams?
56 responses
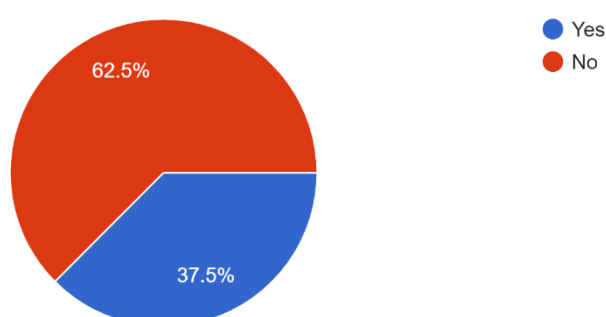
Here's a table representing the data:

Response of participants	Percentage
Difficulty in writing English in exam, answering Yes.	37.5%
Do not have any difficulty in writing English in exam answering No.	62.5%

This finding suggests that although a significant minority experience exam difficulty, the majority of students do not perceive a direct connection between texting and exam performance. This may be because students are more careful in exam contexts, or because they consciously switch to formal registers under academic pressure.

However, the 37.5% who struggle in exams represent a noteworthy group, as their performance may be directly impacted by habits developed through texting. Cultivation Theory helps explain this: those who are more deeply immersed in SMS texting may find it harder to shift registers during formal

assessments.

Summary of Findings

The findings can be summarized as follows:

1. Vocabulary – Mixed perceptions; nearly half report negative impact.
2. Writing Skills (General) – Two-thirds acknowledge negative influence.
3. Spelling – Strongest effect; three-fourths reported decline.
4. Communication Skills – Nearly 70% recognized negative effect.
5. Punctuation – Majority admitted neglect in texting, potentially affecting formal writing.
6. Grammar – Divided responses; slight majority reported negative effect.
7. Sentence Construction – Majority indicated weakening of syntactical ability.
8. Exam Performance – Around one-third reported difficulties.
9. Language Awareness – Nearly 60% consciously monitor their texting, but over 40% do not.

Overall, the results strongly suggest that SMS texting does influence writing skills among university students in KP, particularly in the areas of spelling, sentence construction, grammar, and general writing ability. While some students remain unaffected or consciously avoid transferring texting habits into academic writing, the majority acknowledge that SMS language disrupts their formal writing practices.

Findings

The present study set out to investigate the impact of SMS texting on the writing skills of university students in Khyber Pakhtunkhwa. Data collected from 55 students across four universities revealed several important findings:

1. **Overall Impact on Writing Skills**

- A significant number of students acknowledged that frequent SMS texting negatively influences their overall writing ability. About 66% of respondents reported that texting habits had affected their writing skills, while 69.6% believed that texting had also influenced their communication skills.

2. **Vocabulary and Spelling**

- Nearly 44% of students admitted that texting worsened their vocabulary, while 75% reported that the use of short forms and abbreviations had negatively affected their spelling accuracy. Furthermore, 75% confirmed that shortened words often caused them to forget correct spellings during academic tasks.

3. **Grammar and Sentence Construction**

- More than half of the participants (57.1%) agreed that texting had affected their grammatical ability. Similarly, 61.8% stated that their sentence construction was negatively influenced by frequent texting practices, showing a clear transfer of informal structures into formal contexts.

4. **Punctuation Practices**

- The use of punctuation was inconsistent among respondents. While 58.9% believed punctuation should be used when texting, 41.1% admitted they often ignored it. This casual approach to punctuation in texting habits likely contributes to weak punctuation practices in academic writing.

5. **Examination Performance**

- Interestingly, only 37.5% of students reported difficulty writing English in exams, suggesting that while texting habits influence everyday writing, many students still attempt to compartmentalize informal and formal contexts. However, the risk of informal usage slipping into exams and assignments remains high.

In summary, the findings highlight that SMS texting affects almost every dimension of formal writing—vocabulary, spelling, grammar, punctuation, and sentence construction—with spelling and sentence construction being the most negatively impacted.

Conclusion

This study concludes that SMS texting, while convenient and widely used, has notable negative effects on the writing skills of university students in Khyber Pakhtunkhwa. The evidence shows that students' reliance on short forms, abbreviations, and non-standard language in texting undermines their vocabulary, spelling accuracy, grammatical ability, and sentence structure. Although students value texting for quick communication, they also acknowledge that its habitual use weakens their formal writing competence.

The research objectives were successfully achieved. First, the study confirmed that SMS texting has a measurable overall impact on students' writing. Second, it identified specific components most affected, particularly spelling, grammar, and sentence construction. Third, the study emphasized the need for awareness and corrective strategies to reduce these negative effects.

Nonetheless, the study had limitations. Its sample size was relatively small (55 students) and limited to a few universities in KP. Moreover, the use of a binary (Yes/No) questionnaire restricted the depth of analysis. Despite these limitations, the study provides useful insights and serves as a foundation for future research.

Recommendations

Based on the findings, the following recommendations are proposed:

For Students

- Distinguish clearly between informal SMS language and formal academic writing, avoiding abbreviations in academic contexts.
- Engage in regular formal writing practice—essays, summaries, and reflections—to reinforce correct grammar, spelling, and sentence structure.
- Limit reliance on SMS abbreviations even in informal communication to prevent their transfer into formal writing.

For Teachers

- Integrate discussions of digital communication and its impact into language and writing courses.
- Use diagnostic writing tasks to identify texting-related weaknesses in students' writing.
- Encourage proofreading and revision habits to help students detect and eliminate informal structures from their academic work.

For Universities and Policy Makers

- Organize workshops and training sessions on digital literacy and effective writing skills.
- Incorporate modules on the influence of new media and texting in communication skills courses.
- Promote collaborative research on the long-term impact of SMS and social media on academic performance.

For Future Research

- Expand the sample size and include students from a wider range of universities to enhance generalizability.
- Employ mixed methods such as interviews and writing sample analysis to capture both quantitative trends and qualitative insights.

- Conduct comparative studies to analyze patterns across gender, disciplines, and levels of texting frequency.

Final Remarks

SMS texting has revolutionized interpersonal communication, but it comes with challenges for academic writing. The findings of this study suggest that students need to consciously regulate their use of informal language, teachers must provide corrective guidance, and universities should integrate awareness programs into curricula. By taking these steps, it is possible to strike a balance: preserving the convenience of SMS as a communication tool while ensuring that students' academic and professional writing skills remain intact.

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