Can Texting Writing Style Become a Language in the Future?

هل يمكن لأسلوب كتابة الرسائل النصية أن يصبح لغة في المستقبل؟

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Can Texting Writing Style Become a Language in the Future?

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استخلاص

هناك بعض الادعاءات بأن أسلوب كتابة الرسائل النصية، الشائع جدًا بين المراهقين، يمكن أن يصبح لغة في المستقبل. ولهذا الأسلوب الجديد في الكتابة آثار سلبية كبيرة على احترافية اللغة الإنجليزية الرسمية للمتراسلين الذين يستخدمون الرسائل النصية القصيرة، وذلك بناء على دراسات أثبتت تـأثيره السـلبي علـى عـدة جوانـب لغويـة مثـل النحـو والتركيـب النحـوي ومعرفـة القـراءة والكتابة.وهذه الورقة تناقش أيضًا غرض المراهقين من تبني هذه الطريقة في التواصل. السؤال الذي ظهر على السطح هوهل سيصبح اسلوب كتابة الرسائل النصية لغة في المستقبل؟ وعلى النقيض من هذا الاعتقاد، هذا البحث يفترض ويجادل بأن هذا النمط من الكتابـة لا يمكن أن يصبح لغة في المستقبل. وبشكل عام فإن بنية اللغة الإنجليزية التي يتكلم ويكتب بها المتراسلون في السياقات الرسمية سوف تتأثر وتفقد خصائصها اللغوية. وهناك حاجة إلى مزيد من الدراسات العملية التي يتعين تطبيقها لدراسة التأثير السلبي لأسلوب الرسائل النصية على المجالات اللغوية الأخرى اثناء التحدث والكتابة باللغة الانكليزية. بالإضافة إلى الحاجة إلى دراسات عملية تطبيقية

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على اللغات الأخرى حول تأثير الرسائل النصية على إنتاج هذه اللغات بشكلها الصحيح كتابة وقراءة من قبل مستخدمي أسلوب المراسلة النصية في الكتابة. كما هو معروف فإن اللغة الأولية للغة الإنجليزية هي اللغات الهندية الأوروبية وبما أن الرسائل النصية لا تحتوي على سمات اللغويين في المستقبل لا يمكنهم التحقيق فيها ويقولون إن الرسائل النصية لها شكل أو نموذج أولي يسمى الإنجليزية ثم يتم تغييرها إلى لغة الرسائل النصية التي نعرفها الآن (في المستقبل.)

Abstract

Some claim that the texting writing style, which is very common among teenagers, could become a language in the future. This new writing style has major negative effects on the professionalism of the formal English language of the correspondents who use short text messages, based on studies that have proven its negative impact on several linguistic aspects such as syntax, morpho-syntax and literacy. This paper also discusses the purpose of teenagers in adopting this communication method. A question arises "Can text messaging writing style become a language in the future?" In contrast to this belief, this research assumes and argues that this writing style cannot become a language in the future. Generally, the structure of the English language produced by the texters in formal contexts will be affected and lose its linguistic characteristics. More practical studies are needed to examine the negative impact of texting style on other linguistic areas during the production of the English Language, in addition to the need for practical studies applied to other languages about the effect of text messaging on the production of these languages in their correct form in writing and reading by users of the text messaging method of writing.

As it is known the proto-language of English is Indo-European languages and since texting does not have features of language linguists in the future cannot investigate it and say texting had a form or proto-form which is called English then it is changed to texting language that we know now (in the future).
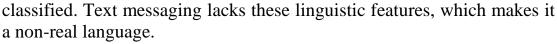
1.Introduction

Any communication system should meet language requirements to be called a 'language'. Thus for texting to be a language, it should have the characteristics of that language that is written in. These characteristics are the availability of main elements such as subject, verb, object and auxiliary. Also, there should not be contractions or abbreviations that cannot be classified under any of the mentioned elements. Text messaging should have the right grammar and syntax that can be analyzed. It should have an identifiable morpho-syntax that can be

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classified. Text messaging lacks these linguistic features, which makes it a non-real language.

Baron (2005: 29) starts his article by asking a question to argue about the future of language, he says "Are email, instant messaging (IM), and text messaging on cell phones degrading the language? This question surfaces in debates among language professionals and, perhaps more importantly, among parents and their teenage offspring." So, this paper will look at how texting cannot be a language because it does not have the characteristics of a language.

People use text messaging very widely as a means of communication. Using this technique is more common among teenagers. They use it to chat with friends, parents and even to consult each other in doing homework. Texters tend to use this contracted style of writing to save space and time. They do not write the whole word but they write only abbreviations and contractions. This style of writing is far from writing formally in terms of syntax, and morphology. They use one letter to represent the whole word like y is used instead of 'why'. They use numerals to represent words like 2 to represent 'to, and too'. They also mix numerals and letters to represent words like 4u to represent 'for you'. They tend to delete the vowels from their writing to save space for economic purposes. Even they text rather than call because it is cheaper. According to teachers, texting leads to changes in the syntactic structure of English that appear very clearly in the academic writing and school homework of students. Throughout the paper, we will come across some of the teachers' opinions.

Using Standard English for academic purposes in an appropriate way is a problematic issue that educators face with students; because the students, who are texters too do not use Standard English in their academic writing. Many challenging problems have surfaced in the last two decades since texting has appeared. Students tend to use informal writing in their academic writing and school homework. Using appropriate language involves using the right phonemes in the right position, the right vocabulary in the right order and the right grammar and syntax. Many factors determine the quality of writing of a texter. One of these factors is the ability of a texter to distinguish between texting writing style and Standard English form. If he/she can distinguish between these two literacies then there is no problem, but if he/she cannot and uses the texting style in academic writing then this is a big problem.

This paper will focus on the syntactic, morpho-syntactic, and literacy aspects of text messaging. Moreover, this paper will investigate what the researchers wrote about the effect of text messaging on English.

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It will go over what the researchers' opinions are about texting and the results of their studies.

The discussion will be built based on other studies that were done on this subject. I would like to draw the attention of the readers to the negative effect of this way of writing on English structure in the future in multi-linguistic aspects. It will show how much harm texting has on English syntax, morphology and literacy leading to a conclusion that the text message writing style does not have the principles of a language and cannot be a language in the future. The young generations are very overwhelmed with texting writing style, and they do not have much knowledge about the formal structure of English. As a result, there will be generations who cannot determine the formal structure of the language as they are not used to it. Hopefully, a logical conclusion will be inferred from the linguistic aspects that will be discussed. I hope, through the argumentation, to prove that text messaging cannot be a language in the future.

2.The statement of purpose

Some researchers believe that the text messaging style of writing can be a language in the future. There is a debate about the possibility of this style of communication being a separate language apart from English. In her article, Jonathon Green (2007) entitled "Language Intrtxtlty" "describes how texting has become its own language, with its own set of rules and commonalities that set it apart from Standard English." (as cited in Elizabeth Gorney, 2012: 40). For this reason I am interested in this topic to present a logical analysis and discussion and to present my own opinion and claim. My claim will be that this writing style will not be a language for many linguistic reasons. English will lose its identity in the coming generations. Exploration of this paper will be about examining the effect of texting on the texters' English in terms of linguistic features such as syntax, morphology and literacy. Many researchers conducted qualitative and quantitative studies to prove the negative or positive effects of texting on the English language. But this paper is to argue and prove that texting writing style cannot be a language.

3.Research Question

The research question for this paper will be 'Can text message writing style be a language in the future?

4.Hypothesis

This research hypothesizes that text message writing style is not a language and will not be a language in the future, because it does not have the features of real language like syntax and morphology. The

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evidence that the texting writing style is not a language is its lack of features of real language according to many reasons that will be presented in this paper. The opinions of teachers and the results of studies that were done about the harmful effect of texting on Standard English proved its negative effect on the English production of the students. This resulted in a deteriorated form of English affected by the texting writing style.

5. Limitations

The only limitation of this paper was not all linguistic aspects affected negatively by texting writing style could be mentioned here due to the required space limits.

6. Literature Review

Many researchers conducted studies about texting, instant messaging and short message service (SMS). They intended to demonstrate the harmful effects of this writing style on student's language production especially on their writing. Njemanze (2012: 17) defines SMS as "The short message service 'SMS' is a miniature and abridged style of transmitting written information. Texting according to Vosloo (2009: 2) refers to "the use of abbreviations and other techniques to craft SMS and instant messages". Gorney (2012) conducted a study to prove whether texting is an alternative to English or is a language of its own. The discussion in this section is a review of the effects of texting on the syntax, morphology and literacy of the students.

6.1. Syntax

In terms of syntax Judith Gillespie, a member of the Scottish Parent Teacher Council, explained her worry about instant messaging. She fingers instant messaging as a culprit in the "decline in standards of grammar and written language," saying, "There must be rigorous efforts from all quarters of the education system to stamp out the use of texting [instant messaging] as a form of written language so far as English study is concerned" (David Craig, 2003: 123). Nweze (2013: 84) aims to examine the aspects of morphology and syntax found in SMS text messages, and in this concern says "Syntactic differences are reflected in form of subject/agent, object, determiner, to-infinitive deletions/ omissions. Word order violations, contractions, abbreviations, acronyms, compounding, blends and lack of punctuation also characterize morpho-syntactic elements in SMS texts". Nwankwo (2011) "examines the syntactic errors among GSM users and discovers such dominant features as omissions of punctuation marks, incorrect phrasal combinations, spellings and the use of abbreviations. She warns that the users of this innovative language should be conscious of these deviations not to

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transfer the habit in writing to the formal English" (as cited in Ifeoma M. Nweze, 2013: 86).

One of the syntactic problems that appear in text messaging is the omission of pronouns, which is very common in texters' writing. Kahari and colleagues' (2013: 82) study results show that the participants tend to omit the pronouns 'I' and 'you from their texting structure. In this concern, they say "The results indicated that in the syntax of text messages, students omit pronouns. The most frequently omitted subject pronoun is the first person singular pronoun I and second person pronoun including you and we, while the omission of the third person pronoun is rare". This is not possible in Standard English writing but texters do that in their style of writing. When these pronouns stand for subjects in regular sentences, texters omit them from their writing which leads to say that their writing does not follow the subject, verb and object (SVO) sentence structure. This results in their writing being ungrammatical. Omission in texting also includes the omission of the auxiliary verb. Kahari and colleagues (2013: 84) also say that texters tend to omit auxiliary verbs, which affects the tense of the sentence. He says "Eighty percent of the messages that were collected showed that respondents did not include auxiliary verbs in their sentences". He and his colleagues conclude that "The omission of auxiliary verbs in text messages results in no tense marking within the syntax of text messages". Syntactic diversity, according to Ong'onda and colleagues (2011: 4) involves omission. This is one of the syntactic variations that includes omission of personal pronouns, omission of objects, omission of definite and indefinite articles and infinitives, which according to the researchers, work as a noun, an adjective, or an adverb.

Isaac Eyi Ngulube and Nwamaka Chinyere Stanley conducted a study to examine the consequences of text messaging in social media platforms on Nigerian undergraduate students' Standard written English. They achieved that by analyzing social media texts of first-grade undergraduates and they were compared to formal essays written by the same students to prove how the Standard written English form in various linguistic aspects is ruined. They revealed that "students do not use tenses appropriately. Sentences indicating actions in the past are reported using verbs in the present tense and vice versa. We observe similar mistakes in the written essays of students" (2023: 28).

6.2.Morphosyntax

In the study that Nweze (2013: 88) conducted, the results show that there are morpho-syntactic variations among texters. After conducting the study, the results showed "The use of abbreviations in words and phrases

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is one of the most common features that characterize the messages of the texters". The researcher adds that these variations are problematic to formal English. So, as texters keep using abbreviations they will not be familiar with the formal structure through time. The young generations are growing with this writing style. This will cause them to be unfamiliar with the real structure of English in the future.

6.3. Literacy

De Jonge and Kemp (2012: 64) investigated the relationship between conventional literacy skills and texting behavior and in this concern, they say "in this sample we saw significant negative correlations between texting behaviours and more traditional literacy and language skills, although some of these seem to be accounted for by frequency of text messaging overall, rather than any specific use of textisms". Also, other researchers investigate educators' perspectives on the effect of texting on adolescents' writing. These researchers are Geertsema, Hyman, and van Deventer (2011) who find that most educators see that texting affects negatively the students' writing skills. According to the educators, as the researchers report in their findings, the students do not follow Standard English regarding spelling, punctuation and they usually use non-conventional spellings based on texts. One of the educators is Debbie Frost who teaches language arts and social studies to sixth graders, says in this concern "Abbreviations commonly used in online instant messages are creeping into formal essays that students write for credit (David Craig, 2003: 122). Rosen and colleagues (2010:437) conclude that "the data from the current study found negative associations between reported use of textisms in everyday electronic communication and writing skill, particularly for formal writing". Kaddour & Bedrani researched to examine the influences of texting on academic writing. Students as well as teachers participated in the questionnaire. The researchers explain that "Hence, writing in a 'deteriorated' form of language, and its ensuing fossilized misuses are not that appreciated by educators. They are even considered to be a threat to one of the most important language skills in English which is academic writing" (2020: 2).

In terms of reading De Jonge and Kemp (2012: 63) found that "The initial correlations revealed an overwhelmingly negative picture: the number of text messages sent per day, proportion of textisms produced and number of textism categories used all correlated negatively with the standardized measures of reading, spelling and nonword reading, and the experimental measure of morphological awareness".

7.Argumentation

7.1 Why texters use contracted form of writing?

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Many reasons lie behind the shortness and contracting writing style of text messages that texters follow. The essential reason behind using contractions and omitting subject pronouns, and auxiliary verbs is the limited space available in one text message space on mobile phones. They tend to contract, omit, and replace words by numerals and letters only to save space and time. If they can save these two things then they can save money because fewer messages means shortness which leads to wasting less money. Texters use contractions for easiness and to answer each other very fast. They do not write the complete words to achieve their goals. Researchers explain some of these reasons in their studies that they conducted about texting. Kahari and colleagues (2013: 79) say that "In text messages, the longer the text, the more expensive it becomes and users, therefore, try to shorten words to save space and money and thereby coming up with a new version of the English language". So, this short version of writing in English is causing a new version of English to appear. Ong'onda and colleagues (2011: 4) come to these results from the analysis of the corpus of data collected through questionnaires. They add that texters do tend to omit for shortening. The result is a deformed English structure.

7.2 Syntax

Nweze (2013: 86) states that syntax is "the related area of linguistics which studies the patterns that governs the way in which words are combined to form phrases, sentences or clauses (word-order topologies). It can be seen as constructive rules according to which words are combined into sentences using the rules of the grammar of that language". Texters write their messages without paying attention to grammar and syntax. The language that they use in texting must have grammar and all the other linguistic aspects of language. It should have systematic and coherent features. Each sentence should have the basic parts of speech (content words) and the grammatical words. Texters' writing should have rules, and it should not be random writing. It should not consist of contractions, messy symbols, single letters, and numbers representing words and letters. At least it should have a unified form for each word which is known all over the world but texting is free writing. A unified form means each word used in texting should be familiar and has only one form all over the world just like we all now agree on writing the word 'apple'. Herring 2001 and Ong'Onda 2009 explain this problem in texting by saying "The syntactic structure of SMS text is disjointed and incoherent" (as cited in Nancy Anashia Ong'onda, Peter Maina Matu, Omondi Oketch, 2010: 42).

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7.2.1 Syntactic variations

The way texters write their messages harms the syntax of their language because of the different variations that characterize text messaging. Ong'onda and colleagues (2011: 4) explain this by saying "Variation analysis of SMS discourse shows that there are many possibilities of the syntax of the language to vary". This variation leads to language change because the language loses its value through time and generations. Ong'onda and colleagues (2011: 6) conclude from the results of their study that "Interlocutors use playful manipulation and modification that affects the syntax of the language in question. Thus, the corpus of textual data collected and analyzed demonstrates how text messaging is influencing linguistic variations hence leading to language change."

Another problem that is very common in text message writing is the disagreement among the elements of one text message. Ong'onda and colleagues (2011: 5) point out that disagreement between the sentence lexemes that texters create is a syntactic variation, for example, the texters do not use the past form of the verb with –ed inflection when their sentences are in the past. They say "Therefore, violation of grammatical agreements between lexemes in terms of number, tense, person and gender is considered as linguistic variation". Isaac Eyi Ngulube and Nwamaka Chinyere Stanley (2023: 27) discovered the same issue when they examined the data of the students saying "The study shows that the functional process of tense has been altered on social media platforms. It further reveals that the error has negatively affected the formal writings of students who are regular users of social media texting thereby posing a threat to standard written English." The same errors in verb form or the informal verb form used in texting were found in their essay writing which is a real menace to the Standard English written form.

7.2.2. Omission

The omission of the basic elements in text messages leads to the ungrammaticality of these messages. Any component that is missed from the structure affects the SVO construction of English. Any component in the structure is essential for the coherence and the meaning of the sentence. So, the disappearance of any of the three basic components defects the system of English sentences. Many studies that are conducted about texting concluded that there is omission of subject, verb or object from the messages. Kahari and colleagues (2013: 86) conclude in the study they conducted to investigate the omission of pronouns, auxiliary verbs and contractions that "the syntax of text messages does not have a generalized SVO structure of English sentence. This is because a lot of variation occurs where the subject(S) component is omitted whilst the

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verb (V) is not. In other structures it is the verb component that is omitted whilst the subject(S) and the object is not omitted. Sometimes it is the subject(S) and the verb (V) is also omitted and the Object (O) component present". Also, Stewart and Little (2007) confirm that the structure of text messages is not systematic and does not follow the SVO structure of English by saying "there is no systematic pattern when students structure their sentences in text messages and that there are syntactic variations of structural representation of English sentence structure. This is despite the fact that English is basically an SVO sentence structure language, whereby subject(S), verb (V) Object (O) order is followed" (as cited in Leslei Kahari, Lovemore Mutonga, Thembani Ndlovu 2013: 82).

7.2.3 Contraction

Contractions lead to modification of the structure of the language because there is a deletion that affects the syntax. So, also, contractions are problematic to the language. Ong'onda and colleagues (2011: 5) interpret this problem as a linguistic diversity that is happening to the language when they say "Contractions are therefore considered as syntactic variation since language is modified by deletion". That means language is modified by deletion because deleting part of the word changes the structure of the sentence.

7.2.4 Linguistic classification

When a language changes, new words enter the language but they are not abbreviations or symbols. Complete words enter a language and through time they become part of it. But texting cannot be a language, which is a mere numbers and abbreviations. In '2night', '2' is not a letter or a word, and it does not serve as a number here. So, we cannot classify it linguistically. If the new language would be only abbreviations and symbols then English would lose its value. English underwent many syntactic changes but did not lose its value as a language. We are still able to analyze even the most complex sentences syntactically. How can 'just 4 u' be analyzed and what can '4' be considered? Is it considered a preposition or a number; Numbers are considered nouns, then how the syntactic tree will be drawn and under what category each item of this sentence will be classified? Texting cannot be a language and it does not have rules to be analyzed. If it is a language then we wasted our time in studying phonetics, phonology, morphology, and syntax. Here I will raise a question to those who think or consider texting "a language". How can texting be analyzed syntactically and draw a syntactic tree for a certain text message? For instance, probably '4' in 'just 4 u' will be labeled as a number but again '4' comes from the English word 'for', which is a preposition, then what label of '4' is right in the tree.

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7.3 Morpho-syntax

Nweze (2013: 86) says "Morphology studies the internal structure of words. It is the way the speech sounds are stringed together to form words". The researcher points out that texters use abbreviations by combining letters and numbers or only numbers. Abbreviation includes acronyms, blends, and compounding. Again this morphological problem that is very common in texters' writing leads to a syntactic problem. It is a syntactic problem in the end because it is impossible to analyze these abbreviations syntactically. In addition to that the messages with abbreviations do not have grammatical rules, because they are not real subjects, objects, or verbs. Nweze (2013: 87) wants to explain the big problem of changing independent words to dependent ones by saying "However, if the practice continues overtime, the fear is that the novice language created by texters may cause some words to lose their property of a fully independent word and acquire the properties of a morphological affix". So, writing with abbreviations has an internal effect on the structure of the language because there is a change in the structure of a word. Isaac Eyi Ngulube and Nwamaka Chinyere Stanley (2023: 27) investigated and asserted this disaster when they achieved their study by saying: "The evidence is colossal. All aspects of the grammar of English have been adversely affected."

7.4 Literacy

7.4.1 Writing

Text messaging also effects on literacy skills of texters. Texters are used to write informal writing without paying attention to the appropriate grammar. The young generation, after the existence of text messaging technology, is more subjected to informal writing from a very young age. Many studies that were done on text messaging refer to the impact of text messaging on the literacy skills of the texters. In this concern, Thurlow (2006, 2007) observes that texting impacts literacy and standard language use specially that of young people (as cited in Anashia Ong'onda; Peter Maina Matu & Pamela Anyango Oloo 2011: 3).

7.4.2 Reading

In terms of reading and writing and text messaging, texters depend on what they pronounce and write the consonants sounds only in most cases with ignoring of the vowels. Consequently, this affected their ability to read formal and grammatical text. In this regard, Rosen and colleagues (2010) find that negative associations between reported textism use and formal writing skills were observed in young American adults of 18-25 years. They continue, as much texters use the texting writing style, they become unfamiliar with the real spelling of the words of English and that

reflects in their writing and reading as well. In this issue, De Jonge and Kemp (2012: 60) explain their findings and opinions from the study that they conducted by saying "Sending more messages per day, using a greater number of textism categories, and using a greater proportion of textisms were all moderately to weakly associated with lower scores on spelling, reading, nonword reading and morphological awareness, although this may reflect the unexpectedly worse reading performance by the university than the high school students". Kaddour & Bedrani (2020: 43) reached to a conclusion that "It appears obvious as shown in the pie charts that texting does have, to some extent, a negative effect on the learner's academic writing regarding spelling and punctuation."

7.4.3 Educators' opinions

In addition to the studies, educators' opinions also confirm the impact of texting as they observed that in their students' writing. The students' writings are not coherent and they do not write full words and sentences. They do not follow the punctuation rules. They do not use the right spelling. Debbie Frost continues "You would be shocked at the writing I see. It's pretty scary. I don't get cohesive thoughts, I don't get sentences, they don't capitalize, and they have a lot of misspellings and bad grammar. With all those glaring mistakes, it's hard to see the content" (David Craig, 2003: 122).

8.Recommendation

• Investigating other linguistic aspects concerning the bad effect of text messaging on the Standard English of the users of an electronic communication might be conducted.

• Future studies concerning texting should investigate the effect of texting on different linguistic aspects in other languages that are used in texting other than Arabic, Syriac, and Kurdish. For these three languages, texting is done by writing the full form of words. It is not common to make contractions because there is no phonetic consistency between digits and letters, and single syllables or words as are the case in English.

9.Conclusion

This paper explored the effects of text messaging on English structure, morphology, and literacy. It was attempting to prove that texting cannot be a language in the future by proving its negative effect on the language production of texters because it lacks real language characteristics. Language needs to have grammatical rules and phonological features as well. Other than that it affects the production of the language of the texters. Most linguistic areas of the Standard English of the students are affected by the contracted writing style they follow.

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Can Texting Writing Style Become a Language in the Future?

Discussion about the syntax of text messages shows that they undergo omission and contraction. They lack grammatical rules because they are not written in full words and sentences. The morphological discussion shows that the text messaging style of writing causes words to end up as appendices. Texting leads to an internal change in the words' form. Texting causes independent words to be changed to dependent words because of abbreviation, blending, compounding, and acronyms. In addition, these non-word forms can't be analyzed syntactically because they are not content or grammatical words. Concerning literacy, the discussion shows that from the studies and the educators' observations, texting hurts the literacy skills of the texters. They are not familiar with the real structure of English because they use abbreviations and contractions too much in their writing. This affects their reading too because they depend on what they pronounce and write the consonants while ignoring to vowels in most cases.

As it is known the proto-language of English is Indo-European languages and since texting does not have features of language linguists in the future cannot investigate it and say texting had a form or proto- form which is called English then it is changed to texting language that we know now (in the future).

Moreover, it will be hard to analyze texting syntactically because it is ungrammatical. Also, to analyze phonologically will be hard because almost all the vowels are deleted and most consonants are replaced by numbers. Language starts as a spoken means of communication and then is documented. In texting people start writing it and they cannot speak it and never they will speak it because they never can say 'I heart u' for 'I love you'. Texting is just a way or a manner of writing. It is simply a non-formal writing. It seems funny when someone believes texting is a language. Language should stand alone and should have grammar and the features of humane languages that we all know. But what are the features of English texting which is only a writing style that is based on English? No two people are texting in the same form i.e., no two people agree on the shape of words or there is not a unified form. Agreement means each one can read the abbreviations and contractions in text messages. For me now I am not familiar with what texters write and I cannot guess what they are writing.

In one case, after a long time in the future texting can be probably a 'language' if all humans all over the world agree on each form of each word in English and use it in texting, as well as texting can also be analyzed syntactically. It should also have the linguistic characteristics of a real language. In my opinion, this is impossible to happen. I would say

if people consider a bunch of symbols and abbreviations, based on a real language, as a separate language then anyone can create a language from only symbols based on a language or languages that he/she knows and present it to the world without caring about rules or features or other linguistic aspects. Elizabeth Gorney (2012: 41) confirmed this opinion in her study concluding that "In order for the language of texting to develop into its own language, though, the abbreviations, acronyms, and other means of communicating electronically must unify to create a set of standard "rules" for the language, similar to that of English."

This paper shows that text messaging is a mere writing style without any linguistic characteristics of a normal language and unfortunately has become very common in the last two decades and cannot be a language in the future for the reasons mentioned so far.

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