

**The Effect of Writing Abbreviations on Writing Skills for First  
Secondary Students.**

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I certify that all material in this proposal which is not my own work has been identified and that no material has previously been submitted and approved for the award of a degree by this or any other University.

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**12 December, 2014**

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## **Abstract:**

This study focuses on highlighting the impact of writing abbreviations widespread method in the era of technological rivalry in devices of mobile phones and computers in the form of a text messages, or even sometimes in verbal communications.

Interviews will be the Methodology to find out whether this new method is more positive or more negative effect on the skill of academic writing among first secondary school, What is the extent of its spread, and to identify the reasons for their use and its benefits, I will set an interview with 16 students In their first grade of high school in the Second secondary school in Hofuf.

## **Introduction:**

The role played by computers and mobile devices that people use to communicate with friends and family via SMS and social network software, and because of the speed in writing we may need to use the shortcuts or text messaging.

Sometimes, but often need to communicate with each other; Therefore, words abbreviation does not cost us a lot of time or effort. In addition, the ease of use and understandable meaning.

*"Text messaging has grown in popularity ever since the very first text was sent in the year 1993 by a student who was working for the Nokia Corporation" (Drouin and Davis 49).*

According to Goldstuck (2006), text messaging has altered with the times. for example "thank you" was condensed to "tnx" and then later abbreviated to "tx".

## Literature review:

Different views of the writers and researchers about the impact of shortcuts on academic writing for students, some believe that it has a positive impact, while others believe the opposite, Lee(2002) thinks that generally, texting has Aroused a very strong, negative response from teachers, parents and Linguists. It has been described as the “continuing assault of technology on formal written English”.

Another writer, Abdullah (2003) finds that SMS language alters what and how students write. Whether these alterations are viewed as positive or negative depends on an individual’s beliefs on how neatly writing should abide by the accepted conventions of formal writing.

But this is not always the case because some felt that writing abbreviations have a positive side, Plester, Wood, and Bell stated " *Although much of the media attention that has been directed at the effects of texting has been negative, some studies argue that texting may actually have a positive effect on the literacy Skills of students. In one study, results showed that the more abbreviated words that were used The higher verbal reasoning scores tended to be, which points to a clear positive correlation Between Textism use and verbal reasoning*".

On the other hand, (Bernard,2008) find that, whereas the evidence may suggest otherwise, in most classrooms texting is still considered as a problem, a devastation to the development of reading and writing skills. Nevertheless, some language teachers are rejecting to ban mobile phones and texting, and are trying to leverage the affordances that they present. They recognize that “a new form of communication is taking hold in the linguistic sphere, which means new challenges for teaching and learning -- but also new opportunities” .

### **Significance of Research:**

This study is considerably important because it indicates the positive and negative aspects of writing abbreviations, and how much is influenced on the skill of writing, as we should be aware of that method which we rely instead on the proper academic writing.

### **Research Question:**

1 -Has the writing abbreviations affected the first secondary students writing? And if so, has it affected their writing in a positive or a negative way?

2 - What is the reason for using this method?

### **Methodology:**

I will be using interviews with 16 students in the Second secondary school in Hofuf to gather information required from the students using this method. I will set up questions concerning the effect of shortcuts on writing skill for English language learners, and their positive and negative aspects.

I will ask them to write a few sentences in an Academic way in a piece of paper without shortcuts's intervention to detect their writing skills, and they will be asked about the reasons for using these shortcuts.

### **Ethical Consideration:**

There will be taken into account that the interview will be held with the consent of all the participants. It will be not compulsorily to answer any question or to disclose names or any personal information they do not want to. As we will interview them separately for more convenience.

### **Limitations of Research:**

There will be a lack of Gender diversity in the participation of the interview; it will be held at the school of females, and a lack of reliable data on this subject, possibly because this is a new study matter, new method of writing, and no many writers have talked about.

### **Expected Result:**

I expect that the majority of students rely on shortcuts in everyday communications.

It's expected to be intensified in the future teaching writing skills due to the spread of this phenomenon.

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### **Appendix:**

1 - What are the means of communication between you and your friends, family, usually?

2 - Do you use writing shortcuts? And Why?

3 - If so, Do you consider this method useful? And Why?

4- Have you encountered any obstacles when you have acquired writing skill? Please explain.

4 - Do you think that you still skillful in academic writing?

5- Please write the following words in an academic way:

(Tnx,BRB,TYT,C.U,CUS, 2moro, ATB, 4get, WKND, PLS, PPL, XLNT).

6 - How do you see the effect of this method in the future?