
Declining Literacy or Linguistic Renaissance? To what extent has E-communication affected and changed formal written language amongst high school students in Australia?

Extended Essay

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Abstract

E-communication or electronic communication such as sending text messages (sms), emailing and chatting online are widely used by high school students when they communicate with their friends via the internet and mobile phones. The so called "next generation of language" is a way of communication which has penetrated into students' daily life. There is a concern from parents, teachers and language experts on how this might have impacted on formal written language amongst high school students.

Therefore, my research question is: **To what extent has E-communication affected and changed formal written language amongst high school students in Australia?**

To approach this question, this extended essay is divided into 3 sections. The first section includes background research on the origin of E-communication and how written language and communication has changed. Section two analyses the prevalence of E-communication and reasons why high school students use it and the possible impact on their formal writing. Section 3 investigates how E-communication has infiltrated students' formal written language in a high school in Australia.

The conclusion is that E-communication has had minimal impact on formal writing styles but has had some effect on high school students' spelling.

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Introduction

The popular belief is that texting has evolved as a twenty-first-century phenomenon – as a highly distinctive graphic style, full of abbreviations and deviant uses of language, used by a young generation that doesn't care about standards.¹

Communication between people has never been so convenient due to fast moving and fast developing electronic technology, a simple SMS (short message service) or a short instant message can easily deliver the information and message for you in a cheap and reliable way. It is hard to imagine just a few decades ago, people relied heavily on paper mail as a communication tool, it was both time consuming and costly as it normally took days and even weeks to be delivered. Nowadays, with modern technology, the mailing system has undergone revolutionary changes. Just take a glimpse into any teenagers' life, you can see them thumb dance on their little mobile device sending messages to their friends, or hitting their keyboard hard and enjoying the pleasure of chatting to friends online and gossiping about their school life. All of this suggests that the invention of electronic devices especially the computer and mobile phone have pushed the wheel of written communication to an entirely new perspective.

E-communication “places new demands on language”² and leads to a playful approach to written language. Notice that text words like 'lol' and 'ttyl' are extensively seen in our day to day life. Whenever you log on to your Facebook, read through your email or check your short messages, E-communication leaves its footprints everywhere. The tendency is clear, more and more people are joining the army of e-communicators, and there is no doubt that “Communication technology is changing things. Language is no exception”³.

The impact of E-communication has increasingly become a concern to some members of the

¹ Crystal, D, *Txtng*, Oxford University Press, 2009, p.7

² Abdullah, M.H, The Impact of Electronic Communication on Writing, *ERIC Digest*, Dec. 2003

³ Mohd. Sahandri Gani B. Hamzah, Mohd.Reza Ghorbani, Saifuddin Kumar B. Abdullah, The impact of electronic communication technology on written language, *US-China Education Review*, Nov. 2009

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public. The debate about whether E-communication is having a good or bad influence on students and teenagers' English language ability is among one of the most controversial topics. Some refer to it as "the death of English"⁴, because it has a possibility that "the practice is fostering a decline in literacy"⁵ for high school students. Others argue that it actually "give literacy a boost"⁶, just like David Crystal stated in his book "texting is one of the most innovative linguistic phenomena of modern times"⁷ There is some truth in both arguments, and this extended essay will focus on what extent E-communication has affected and changed written language amongst high school students in Australia. Primary information including personal experience, surveys and interviews conducted at an Australian school are taken into account as well as large amounts of secondary documents and reports to support my investigation.

⁴ Huang, L., "The Death of English (LOL)", *Newsweek International*, 11 Aug. 2008

⁵ Crystal, D, p.7

⁶ Huang, L.

⁷Crystal, D, p.172-173

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Background

*I know languages change, and we no longer speak in the manner of Shakespeare, but after 100 years or more, there are changes now taking place.*⁸

Digging deeper into the origin of E-language (sms and internet slang), it is surprising to find out that the “telegraph was the precursor to email and sms”⁹. Behaving as an instant messenger, telegraph spread quickly around the world. Because telegraph companies typically “charged by the word”¹⁰, so the customers had good reason to be as brief as possible. Telegrams were almost always brief, pointed, and momentous in a way unmatched by any other form of communication.¹¹ Similarly, the modern short message service also charges the users depending on how long the message is and therefore stimulates the use of abbreviation and initiation. Maybe the traditional use of telegrams have somehow become long lasting and migrated to the new technology and appeared in teenagers’ life. This has gradually transformed the language into textese (a term used to describe the abbreviations and slang, like ‘u’ instead of ‘you’ or ‘lol’ for ‘laugh out loud’, usually used for text or instant messaging.¹²)

In order to have a better understanding of E-communication, the structure and general characteristics are listed in the next page.

⁸ Parkin, I. Breaking the rule. *Waikato Times*, 3 Dec 2009

⁹ Czerniewicz, L. Of telegraphs and sms, *Laura @ CET*, Aug 2009, accessed 5 March 2010
<<http://blogs.uct.ac.za/blog/laura-cet/2009/08/26/of-telegraphs-and-sms>>

¹⁰ Morse demonstrates telegraph, *The History Channel Website*, 2010
accessed: 20 March 2010 <<http://www.history.com/this-day-in-history/1/6>>

¹¹ Feeney, S. A brief history of telegrams, *Retro-gram*, 2006, accessed 7 March 2010
<<http://www.retro-gram.com/telegramhistory.html>>

¹² K Dorji, G. Textese-The latest assault on the English language? *Kuensell Online*, 7 Feb 2010,
Accessed: 7 March 2010 <<http://www.kuenselonline.com/>>

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E-communication can be break down into following: (see table 1¹³)

Table 1: A short guide to textisms	Explanations:	Examples:
Shortenings	Cutting the end off a word, losing more than one letter	Bro = Brother
Contractions	Cutting letters, usually vowels, out of the middle of a word txt	Plz = Please Hmwrk = Homework
G clippings	Cutting off only the final g in a word	Goin = Going Comin = Coming
Other clippings	Cutting off other final letters	Hav = Have Wil = Will
symbols	Using symbols, including emoticons and x used symbolically	Smile = :) Love = <3 I miss you = xxx
Initialisms	A word or group of words is represented by its initial letter	Tb = text back Lol = laughing out loud
Letter and number homophones	A letter or number is used to take the place of a phoneme, syllable, or word of the same sound	4 = for 2 = to L8r = later U r =you are
Non-conventional spellings	A word is spelled according to legitimate English phoneme grapheme conversion rules but not the conventional one used to spell the word	Nite = Night Cum = come Fone = phone
Accent stylisation	A word is spelled as it is pronounced in casual speech	Gonna = Going to Wiv = With
Missing apostrophes	Left out either in possessive or traditional contraction form	Dads = Dad's Im = I'm

The above table summarises the 'symptom' of E-communication, and compares the formal style of writing with informal E-communication. The wording innovations are said to "incorporate a new orality by bringing new perspectives to the manipulation and understanding of writing"¹⁴. The differences between them are significant and beyond doubt. Further analysis of Table 1, shows it is easy to distinguish the notable difference between the traditional spellings to newly evolved E-communication. The traditional spelling and writing are ignored and the integrated words are broken down into smaller segments formed by numbers, symbols and contraction. The wording

¹³ Maslen, G. Why short message play goes a long way, *The Age*, 8 Feb 2010, accessed 20 March <<http://www.theage.com.au>>

¹⁴ Ferris, SP. Writing electronically: The effects of computers on traditional writing, *The journal of electronic publishing*, accessed 24 Feb, <<http://quod.lib.umich.edu>>

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revolution has led the text to be “more immediate, more fragmented and fluid”¹⁵, and thus encourages “individual participation and interactivity”¹⁶ among high school students which promotes its popularity.

Interestingly, E-communication is defined as “language from Mars” by some students in Australia. It suggests that the difference between formal writing and E-communication (sms, email and etc.) have so many differences that many adults may not understand. E-communication has been described as “foreign, alien and outlandish”¹⁷. It is so much viewed as a new language that texters have been called ‘bilingual’.¹⁸ However, if high school teenagers stamp the informal way of wording into their mind, the consequence of damaging their formal writing skills might become a problem.

As internet and sms slang gradually take over our daily communication, one general question is being raised, has traditional written English developed into a new language as a result of increasing use of E-communication? British linguist, David Crystal believes this is not so.¹⁹ Yet at the moment, when asking about whether E-communication dominates teenagers’ communication style and how it might affect their formal writing, perhaps the majority of the teachers show concerns that the style of electronic communication is “seeping into their schoolwork”²⁰?

¹⁵ Ferris, SP.

¹⁶ Ferris, SP.

¹⁷ Crystal, D. p.13

¹⁸ Crystal, D. p.13

¹⁹ Abrams, R. Experts divided over internet changes to language, *Voice of America*, 16 Jan 2010, accessed: 5 April 2010, < <http://www1.voanews.com>>

²⁰ Turner, KH. Flipping the switch: code-switching from text speak to standard English, *English Journal* v98 n5, May 2009, p60-65

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Prevalence of E-communication and possible impact on writing

By and large, the use of E-communication is prevalent amongst high school students as it is easy to use and it is fun. Abbreviations certainly speed things up. But it potentially might lead students astray from orthography.

*They (E-communication) are destroying it: pillaging our punctuation; savaging our sentences; raping our vocabulary. And they must be stopped.*²¹

While the above statement might have been exaggerated, E-communication has such power that its prevalence has been widely disseminated and impacted on our English language. No doubt that E-communication is becoming more popular nowadays, but it sometimes can be misinterpreted with completely different meaning if used improperly. It is a communication tool commonly used between teenagers and younger age groups who manipulate the English language when communicating electronically. "The new technology has not fundamentally changed existing language but added immensely to the vocabulary,"²² stated by Erin Jansen, founder of Netlingo, an online dictionary of Internet and text messaging terms. The underlying question is: what is common about E-communication and why a specific demographic, especially teenagers are so addicted to the use of E-communication and has this infiltrated their formal writing?

The prevalence of E-communication is mainly due to technology development as internet use and mobile phones have become popular amongst teenagers. According to the Australian Bureau of Statistics' findings (2008-09), 72% of Australian homes had internet access²³ whereas 71 percent of teenagers had mobile phones (2008).²⁴ The figures have increased significantly in recent years

²¹ Humphrys, J, I h8 txt msgs: How texting is wrecking our language, *Daily mail*, 24 Sep 2007, accessed: 2 Feb 2010, <<http://www.dailymail.co.uk/>>

²² Abrams, R.

²³ Australian Bureau of Statistics, Household use of information technology, Australia 2008-2009, accessed: 27 April 2010 <www.abs.gov.au>

²⁴ Lenhart, A. Teens and mobile phones over the past five years: Pew Internet looks back, *Pew Internet*, Aug 2009, accessed 27 April 2010, <www.pewinternet.org>

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and therefore E-communication might have a greater chance to influence more teenagers with its unique features. Although there is insufficient data on how many texts are sent each day by Australian teens, however teenager's behavior in Australia is often similar to teenagers in America and we can assume that Australia teenagers may follow a similar trend. An American research centre Pew Internet indicated that texting is now the hub of communication in teenagers' life, and it has really increased in the last 18 months. The percentage of teens that use texting to contact friends outside of school on a daily basis has gone from 27% to 54%²⁵, half of the teens send 1500 messages one month!²⁶ What motivates teenagers to send vast amount of texts and what might be some of the negative consequences to the raise of popular E-communication?

E-communication may cause confusion between generations. Teenagers use textese because it is a code shared between their generation and thus they have the superiority to use it. The older generation sometimes must wonder what all these symbols and abbreviations mean when they see their children or grandchildren sending messages and chatting on the internet. Often the 'words' don't make sense to them at all. As previously stated, the 'Mars language' sometimes effectively prevents parents from reading their children's' messages and makes them aware that communication is part of the generation gap. David Crystal, called this 'Human Ludic Temperament'²⁷, and explained that people tend to play with words, to make them as distinctive as possible. This might be one of the motivations for teenagers to use E-communication, the uniqueness has promoted its prevalence but the adverse effect may also be obvious. If any of this textese is shown in written coursework at school, teachers are not expected to accept it, are they?

E-communication may reduce depth of expression. Teenagers use textese because they can express their thoughts and emotions or feelings with simple E-words. E-words and emotions are like viruses spreading around cyberspace especially targeting high school students as they are more vulnerable to infection. A fellow student in school expressed her feeling, saying that "I feel very comfortable with this kind of communication, I find the abridged letters very interesting, like when you message to your friends, especially to the opposite sex, I feel comfortable to type ILY instead of I love you. Also, when you feel happy, just respond with a smiley instead of using an

²⁵ Lenhart, A. Teens and mobile phones, *Pew Internet*, Apr 2010, accessed: 15 May 2010 <www.pewinternet.org>

²⁶ Lenhart, A. Teens and mobile phones

²⁷ Crystal, D. p.71

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adjective to describe how happy you are.”²⁸ Even though this might avoid embarrassment and leave out the trouble of describing your real feelings, if students adapt to this and even rely on symbols and shortened words to express their feelings, it may affect their formal written language. Veenal Raval’s finding shows that texters wrote less than non-texters when asked to describe a picture²⁹. E-communication might cause a reduction in discourse skills, the true feelings in a written piece might be ignored, and the richness of English expression may be neglected. Texting and other forms of E-communication are showing signs of possibly destroying teenagers’ formal writing styles. (This will be further examined in section 3 where surveys and interviews were conducted locally.)

E-communication may impact on spelling while the general expression of ideas and thoughts can still be understood. Teenagers use textese because E-communication is short and simple. “Somewhere out there is the mind that will produce the next great American novel. If, however, that would-be author is under the age of 18, the words he or she writes may be more of "SOZ" and "TGGTG" than beautiful, flowing prose.”³⁰ From table 1, the extensive use of clippings, shortenings and accent stylisation are used greatly and could possibly cause long lasting damage to teenager’s spelling and grammar. The key to E-communication is that as long as the message that you are trying to deliver can be understood by receivers, then the grammar and spelling mistakes can be generally ignored. Teenage students have every reason to make it short and brief in an instant message, but if they are relying more on E-communication, literacy levels of individuals might be affected over time. (This will be further examined in section 3 where surveys and interviews are conducted locally.)

Students that come from a different language background might be more affected by E-communication as they are more likely to be influenced by English as First Language (local) students. If E-communication is widely spread and used by English as Second Language (ESL) students, the issue of misspelling and grammar mistakes might be magnified because they are more likely to accept new concepts and ideas from their peers while learning a new language. If ESL students follow local students’ example and begin to communicate with others in short

²⁸ Interview with students, 2 March 2010

²⁹ Crystal, D. p.167

³⁰ Ream, J. Is texting destroying kids' writing style? *Cirriculum Review Vol. 48 Issue 1*, Sep 2008, p4-5

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formed sentences and abbreviated words, certainly it will not boost their formal English writing skills. They are more likely to be led astray by local students by typing the words down in incorrect order or clip the words. A fellow Year 12 ESL student surveyed said that 'When I first sent email to a local friend asking about something, but he is like, replied with weird capital letters and I don't know what they mean and I was too embarrassed to ask them about the meaning. I thought my English was not good enough. After a while, I got used to this form of communication and actually I began to use it as well!³¹ If E-communication is said to reduce depth of expression and could impact on spelling (refer to previous section), then it will be a ball and chain around the neck of ESL students who "follow the trend" and communicate using textese.

David Crystal, however, argued that texting has a positive impact on young people and even makes them better communicators. He stated "any form of writing exercise is good for you. I believe that any form of tuition which helps develop your awareness of the different properties, styles, and effects of writing is good for you. It helps you become a better reader, more sensitive to nuance, and a better writer, more sensitive to audience."³² Furthermore, solid research also proves that texting actually benefits literacy skills.

- There is no noticeably worse spelling or grammar from a group of 11- to 12-year-old texters with a similar group of non-texters.³³
- Texting was an important motivating factor which provided fresh opportunities for linguistic creativity.³⁴
- Children who were better at spelling and writing used the most texting abbreviations.³⁵

This research indicates that not only does E-communication have a negligible negative impact on high school students' literacy; it also gives them a boost. If said that E-communication encourages teenagers, especially ESL students to communicate more, there will be a great improvement in their writing skills and thus it is like adding a catalyst to their learning.

³¹ Interview with students, 1 March 2010

³² Crystal, D. p.158

³³ Crystal, D. p.161

³⁴ Kasesniemi, EL. and Rautiainen, P, Mobile culture of children and teenagers in Finland, *Cambridge University Press*, 2002, p170-92.

³⁵ Plester, B. Wood, C. and Joshi, P. Exploring the relationship between children's knowledge of text message abbreviations and school literacy outcomes, *British Journal of developmental psychology*, 2009, 145-61

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The widely voiced concern about E-communication and how it might affect students' writing ability is disproved by researchers where opposing researchers are little to none. Subjectively, people believe that E-communication has a negative impact typically on students in their formal writing, but actually, it improves the richness of the English language and the manipulation suggests a good understanding of English pronunciation.

Still, some may argue that it still affects teenager's spelling and E-communication is a double-edged sword, if not controlled properly, the consequence might cause reduced literacy, in addition it may cause misunderstanding and confusion, reduce their ability of expression and might in a way, damage their formal writing skills. If they apply this new form of language into coursework and essays, the impact might be huge. On the other hand, E-communication is proved to be a useful tool in improving literacy skills. Whether the argument holds or not, both sides are mostly based on secondary sources. A case study in local Australian high school might prove or disprove the arguments stated above. In the next section, teachers and students opinions are balanced and arguments are put up for debate relating to E-communication.

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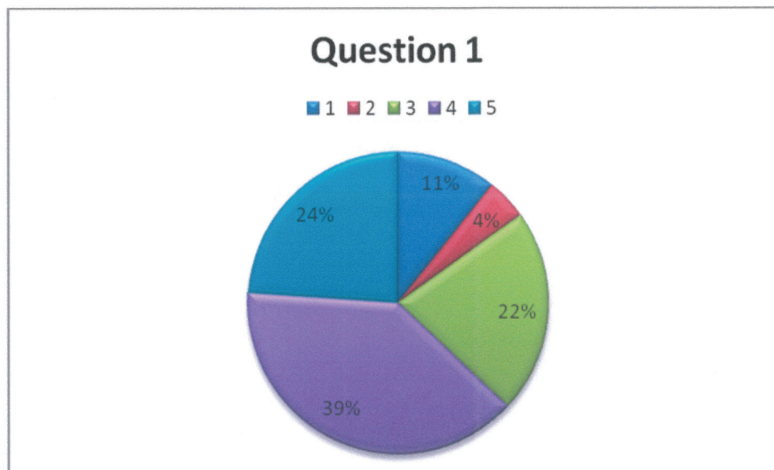
Impact on high school students' formal writing in Australia

So far, the discussion about E-communication and how it has affected and changed written language amongst high school students is mainly based on expert's view and academic reports. In order to give a more detailed analysis, more primary data was collected to examine the impact of E-communication on high school students in Australia. Primary sources include conducting a survey amongst high school students and interviews with students and teachers.

Collecting primary data involved collecting data directly from target students and teachers; the information tended to be first handed and therefore is reliable. The method used for surveys was random sampling. It was the easiest and quickest and aims to minimise bias in the choice of people. Forty-five people in total participated in my surveys and three questions were answered. The results are shown below:

Question 1: Do you use special words or acronyms when you SMS or email?

(5-light blue is strongly agree with the statement and 1-dark blue is strongly disagree.)

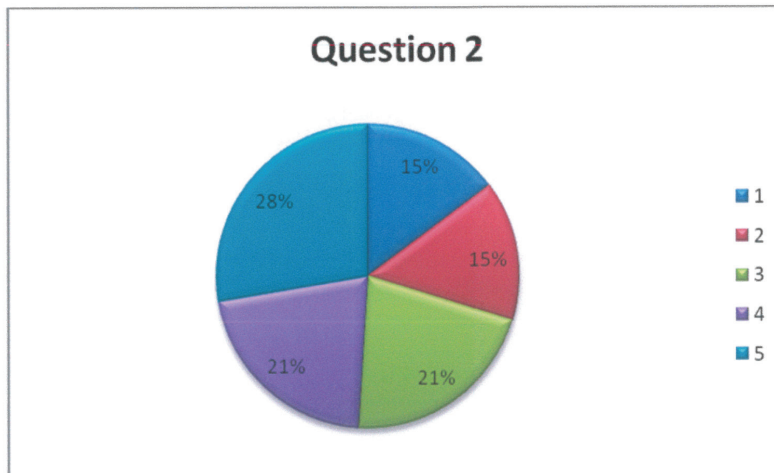


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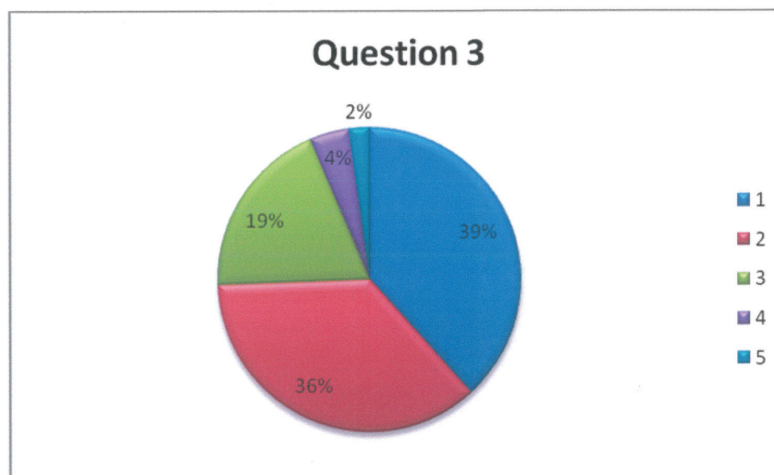
Question 2: Do you think this kind of new language has affected your spelling?

(5-light blue is strongly agree with the statement and 1-dark blue is strongly disagree.)



Question 3: Do you think it has changed your writing style?

(5-light blue is strongly agree with the statement and 1-dark blue is strongly disagree.)



From the survey, only 5% of students do not use E-communication at all while 95% use some form of E-communication when they send e-mails and text messages. 63% of students use E-communication regularly. This suggests it has a great popularity among high school students.

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30% of students being surveyed think that their spelling is not affected while 49% of students feared it has affected their spelling to some extent. A fellow student commented that “it is not until you proofread it that you find you messed up your spelling with internet talk.”

Response to question 2, when asked whether E-communication has changed their writing style, most students do not agree that it has changed the way they structure their essays or coursework. 75% of students don't think it is the case and only 6% of students think it has somewhat changed their writing style.

The survey provides a clear indication that most students use E-communication, and almost half believe that it has somehow changed their spelling but most denied it has changed their writing style. However, it is an objective approach as some students might not really be aware of how E-communication has affected their coursework, so the survey might not give a very accurate indication, and there might be bias in responses.

A case study in 2008 also appears to have similar result, it suggested that teens generally feel that the personal electronic communication they have with their friends have a negligible impact on their overall writing abilities.³⁶

David Crystal interviewed a few students and asked them whether they would use text abbreviations in their schoolwork.³⁷ They replied “why would you ever want to do that?” When the same question was asked in personal interviews with 30 Australian students, they responded similarly. “Why would I use text abbreviations in my schoolwork?”³⁸

Local students all tend to possess a positive attitude towards the use of internet and text slang. One student expressed his opinion during the interview, “I think the wording is really cool, you know, to make it short and simple. It saves typing time and shortens the message and yet it is easy to

³⁶ Lenhart, A. The way teens see their writing and what would improve it, *Pew Internet*, Apr 2008, accessed: 1 May 2010 <www.pewinternet.org>

³⁷ Crystal, D. p.152

³⁸ Interview with students, 1 March 2010

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understand and interpret. I think it will not really affect my writing, you automatically switch between the formal and informal writing and yeah, I like using abbreviated words.”³⁹

Another student however, strongly opposed the use of internet slang and terms. “It just feels odd. Now you can even hear people saying ‘lol’ verbally instead of laughing. I never send emails or text messages in short forms even though it takes longer time to type. Especially the use of symbolic language, aren't they suppose to be an ancient way to communicate back to 5000BC ago?”⁴⁰

Most English teachers in senior school also suggested that “it is at very rare occasion where E-communication shows up in students writing”⁴¹, they suggested that students are capable of switching between the two as they know when it comes to school work, that they have to write in a formal way.

When it comes down to secondary school, where students are at Year 7 to 9, some English teachers suggested “some try to use the short hand style of texting”⁴² and “some students have to be reminded to write ‘because’ not cause when essay writing.”⁴³ A teacher who teaches Year 7 said “It is a rare occurrence that I pick up on this type of E-speak. They are told that their writing is formal, and they tend to stick to it.”⁴⁴

School students are generally aware of the change and influence of E-communication when they are writing formal pieces. Apart from being told by teachers, they know that it can be only used as personal communication and it should not appear in coursework. While teenagers are pursuing new expressions for English, coursework and academic requirements have sets alarm bells ringing, E-communication is less likely to have an influence on high school students writing styles yet might have an impact on students’ spelling ability.

³⁹ Interview with students, 2 March 2010

⁴⁰ Interview with students, 1 March 2010

⁴¹ Interview with English teachers, 2 March 2010

⁴² Email interview with English teachers, 17 March 2010

⁴³ Email interview with English teachers, 18 March 2010

⁴⁴ Email interview with English teachers, 18 March 2010

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Despite the fact that E-communication might “destroy” high school students spelling and may affect their writing, E-communication is still a “necessity” for students.

One positive aspect of it might be it is an essential skill for note taking and widely used in shorthand. Even though this might result in a poor spelling problems by using clippings and acronyms, it indeed saves a lot of time. A Year 9 girl interviewed in a report said “when we’re taking notes we have to hurry up and take them and knowing the text language it helps to abbreviate...faster.”⁴⁵

Kate Fox, in her research on mobile telecommunication concluded that texting actually helps the development of communication skills such as the ability to summarize and express oneself concisely.⁴⁶

The same study also suggested that texting motivates people to sharpen their diplomatic skills, for, as with all written activity, it allows more time to formulate thoughts and express them carefully.⁴⁷

⁴⁵ Lenhart, A. The way teens see their writing and what would improve it

⁴⁶ Fox, K. Evolution, alienation and gossip: the role of mobile telecommunications in the 21 century, *Social Issues Research Centre*, 2001, accessed: 25 April 2010, <www.sirc.org/publik/gossip.shtml>

⁴⁷ Fox, K.

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Summary of findings

While investigating the impact of E-communication on written language amongst high school students in Australia, I conclude that E-communication is very prevalent, and students are aware of the different registers of writing styles. Thus they do not usually use textese in their formal writing. However, some spelling errors may be due to the use of clippings in E-communication. This form of “Mars language” is widely accepted by high school teenagers as they find it instant, short, simple and fun. Some suggest that the after-effects of E-communication might be reducing the depth of expression, cause misspelling and confusion in school coursework. Furthermore, this might have a greater influence on ESL students as they may acquire the wrong information about grammar and spelling from E-communication. In fact, texting may have a positive influence on formal writing which can help both local and ESL students to boost their literacy skills. David Crystal and other researchers suggest that E-communication not only has an insignificant impact on teenagers and students’ formal writing but also boosts their literacy skills, making them better at English not worse. First hand information was obtained by conducting surveys and interviews locally with both students and teachers. The results tend to agree that E-communication has a minor impact on high school students’ formal writing styles. Furthermore, teachers also pointed out that E-communication is not commonly shown in coursework.

The impact of E-communication appears to remain minor at the moment, however, maybe just in a few decades, E-communication may predominate our formal writing. The formal communication and writing style might be widely accepted by public with its abbreviated, short and simple features. Gradually, Culture, lifestyle and people’s perspective change overtime, language itself might shift due to the prevalence of E-communication among teenagers nowadays. While it might be awkward for us to interpret the meaning of an article written 100 years ago, it might as well appear to be odd and complicated for people in the future when they review ours. By any means, E-communication is definitely a milestone in twenty-first century’s language evolution.

Declining literacy? No, it’s linguistic renaissance.

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3. Do you think it has changed your writing style?
5 Strongly agree, 1 Strongly disagree

	5	4	3	2	1
L				✓	
IS			✓		✓
IS		✓			
IS					✓
L				✓	✓
L				✓	✓
L					✓
L				✓	
IS			✓		
IS	✓				✓
IS					✓
IS					✓
L				✓	✓
L					✓
L		✓			
L			✓	✓	
L					✓
L					✓
L				✓	✓
L				✓	✓
L				✓	✓
L				✓	✓
L			✓		✓
L				✓	✓
L				✓	
L				✓	

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2. Do you think this kind of new language has affected your spelling?
 5 Strongly agree, 1 Strongly disagree

	5	4	3	2	1
L	✓				
IS	✓				
IS	✓				
IS	✓				
L	✓				
L	✓				
L	✓			✓	
L	✓				
L	✓				
IS	✓				
IS			✓		
IS	✓				
IS		✓			
L	✓				
L		✓			
L		✓			
L			✓		
L			✓		
L					✓
L				✓	
L	✓				
L					✓
L			✓		
L			✓		
L			✓	✓	
L			✓		
L			✓		
L		✓			
L				✓	✓