Mobile Assisted -Language Learning (MALL) as a New Challenging Linguistic Sphere in English Learning : Its Impact on English Communicative Skills of Egyptian ESP Students

Dr. Tariq M. El-Ghonaimy
TEFL Lecturer, Kafrelsheikh University
Faculty of Education, Dept. of Curriculum & Instructions

Abstract:

*I*t is a fact that the excessive use of mobile phones nowadays has created a new challenging form of learning via these devices, ubiquitous communications and intelligent innovative user interfaces. Different language skills have relatively been enhanced and a significant growth of mobile have been tremendous in the past years. This study was conducted to investigate the impact of using English short messaging service (SMS) on the development of Egyptian ESP first year students' communicative skills (oral and written) at Higher Institute of Technology and Engineering. To fulfill the purpose of this study, Cambridge Objective PET and Speaking Tests, in addition to a questionnaire and of written works of 46 ESP learners were used. Subjects were divided into two groups: control and experimental. The first (control) was taught using strategies followed in the conventional teaching and the latter (experimental) was taught using the same strategies as the control group in addition to using SMS as a means of communication between them and their ESP teachers. During the six weeks of the study, each learner was asked to write at least 10-15 word SMS in English to their teacher every day. The teacher reads and modifies and sends them back to the student. A T-test was used to find the impact of practicing SMS on the students oral and written outputs. Findings showed that students who used SMS with their teacher remarkably improved their oral and written performance.

Introduction:

Plainly, no linguist would counter that all living languages change. No wonder that the languages of Beowulf and Canterbury Tales and the original text of Brontee's Wuthering Heights are no longer used. Furthermore, languages expand to accommodate names for new items that are introduced from

other cultural or geographical venues. Barons (2008)pointed out that trying to formalize or standardize language once and for all is like trying to stop tides. Since its origin, this development has been obvious until 21st century in all aspects from sounds, signs and symbols to complex sentences governed by grammatical rules.

On the other hand, the emergence of texting or text messaging refers to the act of sending brief, electronic messages between two or more mobile phones, or fixed or portable devices over a phone network. Texting is the process of messages sent using Short Message Service (SMS). It has grown to include message containing image, video and sound content (known as MMS message). The sender of a text message is called a texter while the receiver of a message is called a textee.

Axiomatically, where voice communication is difficult or undesirable, texting can be the substitution. It also serves in commercial purposes or sometimes in remote controlling of appliances. But there have been many reactions and severe criticism from the public media and language experts over the use of textisms which can transfer formal writing into a deterioration form of spelling and misuse of language.

Problem of the Study:

With the spreading worldwide web, it is noticed that students in the last few years have tended to use deformed type of English they have acquired while chatting with internet users or while sending SMS messages on other mobile phones to their peers. Such a new phenomenon affects their writing skills especially at the lexical level and the semantic one. Exposure to those electronics means of communicating has created a special form of language incomplete words, pronouns, prepositions and articles and abbreviations and acronyms are widely used. Symbols are smiley faces' are used as Baron (2008) put it.

Research Question:

The study attempt to answer one main question:

Does the frequent use of SMS affect students' oral and written communicative skills?

Review of Literature:

In his brief history of text messaging, David, H. Urmann revealed the following valuable bits of information:

1. The first text was message sent during 1989 by Edward Lantz, a former NASA employee, who sent the text message through a Motorolla beeper. This was done by writing numbers upside down to send the message (Par. 6).

'On December 3, 1992 in the United Kingdom, the first Short Message Service (SMS) was used in a commercial sent through Vodafone GSM network. The SMS message was sent by Neil Papworth with the use of desktop computer (P.7).

2. Globally, there are numerous SMS users to include 72% of the population in Finland, Norway and Sweden and 82% of the population in Europe and North America.

3. In addition, Urmann stated that studies conducted at the University of Queensland revealed the addictive quality that texting has and was compared to the addition capability of smoking.

As a historical event, Thurlow and Poff (2010) reported that Barak Obama text message his choice for vice-president of the United States. In addition, the author added that the media treated that event that way in the New York Times, which described the occurrence as "Mr. Obama's use of the new found medium is the widest use of texting by a presidential candidate in the history." (P.1).Clearly, text messaging is generally featured by the use of abbreviation versions of language that is often used when individuals engage in communicating through text messages such as textese or textisms.

Drouim & Davis (2009) conducted a recent study in which they used "textpeak" explaining that it is a form of written language that involves use of acronyms, symbols representations and language mechanics that include capitals, vowels and pronunciation marks. For example, the words thanks would be written as thx Similarly, the pronoun you would be written as 'u' in textpeak. The authors further explained that this form of abbreviated spelling can be likened to the invented spelling of

youngsters first learning to spell. In addition, textese may also include use of initials such as lol that stands for 'laugh out loud' and emotocons that use punctuation symbols as graphic ideas. For example, J is formed by a colon and closed parenthesis or L is formed by a colon and open parenthsis. Another abbreviated from that occurs is the deletion of unnecessary words or vowels. Basically, textese involves a hybrid register that contains a varied tone that is a mixture of written and oral discourse. Wood, M . (2011) pointed out that abbreviated text message are message that are crafted by texters who select common definitions and symbols to communicate ideas in brief and succinct way and that this form of computer-assisted communication (CAM) is also often used in emails and instant message.

It is worth mentioning here that there are other forms of abbreviated language that textese/testisms that can be compared to shorthand, which is a system of handwriting that is designed to increase speed brevity over normal handwriting . Furthermore, the processes of text messaging can be compared to the necessity among other fields and professions to communicate important information in a shortened or brief way. For example, the acronym pov in the field of electronics means peak operating voltage, while in the military field, the same letters refer to Privately Owned Vehicle. In medicine, the abbreviated terms for example DVT means Deep Vein Thrombosis. Additionally, in the field of automechanics, the acronym MAP means Manifold Absolute Pressure.

Obviously, it is still controversial that the use textese/textisms may impact negatively on the individual's use of English language. On the contrary, Plester, B. (2008) view that text messaging positively affects the English literacy of students who tend to use more complex sentence structures, increased vocabulary and increased awareness of correct use of language mechanics. Furthermore, that better spelling and writing were more evident among students who used textisms.

The value of Computer – Mediated – Communication (CMC), text messaging, instant messaging, emailing, twittering, and

facebook were all stressed by Baggotti (2006) are means of enhancing literacy (reading and writing) in the society. Further, he had the same view as he used a memonic device called SOAP which stand for Subject, Occasion, Audience and Purpose in order to be applied to classroom text messaging. Again, bitter criticism over the deterioration of the standard of textees as Crystal (2008) expressed fears over the use of texism which are the following:

    a. Uses new and non-standard orthography.
    b. Texting will inevitably erode children's ability to spell, punctuate, and capitalize correctly – an ability already thought to be poor.
    c. Children will inevitably transfer these new habits into the rest of their schoolwork.

Similarly, there have been severe criticism and critical attack over the use text messaging from the public, media and language experts that the use of texisms can transfer to formal writing in the form of deterioration of spelling and misuse of language. On the other hand, these concerns included in some studies to find that today's teens are reading and writing more than any other generation because they engage in many forms of written communication besides texting to include blogging and emailing (Baggott, 2006).

Obviously, individuals speak and write in a different way when communicating for formal purposes vs. informal ones, (Waters .n.d). It is actually the social context which controls the language user. Worthy to note that the study of Thurlow & Poff (2010) cited the work of Plester, B. (2009), which revealed conclusively the strong and positive relationship between texting and literacy.

In a study conducted by Ward (2004) to examine the effect of texting on literacy of 11 and 12 years texters and non-texters with respect to punctuation and spelling. The results revealed that no significant differences between the two groups in that both groups made some errors in grammar and spelling.

This is in line with Huang's (2008) quote from research that 'the more adept children were at text messaging the better they did in spelling and writing. Further, that text-speak abbreviations among students familiar with texting was not evident in the writing samples. However, Ward (2004) revealed that students identified as texters wrote less elaborate information than non-texters when shown a picture they were asked to describe comprehensively. This appears to indicate that the frequent use of texting as a primary means of communication may ultimately affect the way students express themselves in writing in addition to the quality of writing they produce. Writing skill research, the author believes is worth researching to examine if quality and self-expression are compromised when text messaging involves textese/textisms.

To Krippendorff (1990), stated that: "Communication consists of a complex web of phenomena whose boundary shard to draw and whose nature is difficult to grasp. yet, its growing significance fuels the work of many, from engineers who design sophisticated devices in its service to poets who create discourse, that resonate with their own and others' thinking, and from therapists who empower their clients thought talk to social scientists who try to understand this all and communicate their understanding to a public."

Drouin and Davis (2009) conducted a correlational study to explore both usage of the text speak vocabulary among American college students and the relationship between the use of text speak and literacy. His study sample included 80 college students (24 males and 56 females in ages ranging from 18-48, mean age 21.8) from a mid-western four-year computer university who were in an introductory psychology class. Students' use of text speak was determined using five different measures, which included:
   a. Use of textism in formal vs. informal communication.
   b. Text speak proficiency: Translating Standard English into text messaging.
   c. Text speak familiarity.
   d. Literacy processing speed.

e. Spelling errors.

Students were also administered:
a. Reading: standard & testing agency (NCA).
b. Writing objective (PET)Cambridge University Press.

Results of the study revealed that students who indicated they use text speak showed greater proficiency with vocabulary. However, even students who indicated they do not use text speak showed familiarity with vocabulary. Further, students (texters and non-texters) reported that they thought it was inappropriate to use textism in formal communication and the study did not reveal any negative correlation between texting and literacy.

Plester,B. (2009) again defines texting as the ability to decode information in various orthographic formats, including digital media, to make meaning from and to encode information into those formats to communicate ideas to others.

As for the effect of text messaging (SMS) on the speaking skill, SMS is actually a practice safer and less expensive means of communication. It has been used in place of speech to settle conflicts, stay in touch with family members and friends, and increase intimacy in all types of relationships. Teenagers and adults usually use "small talk" in text message to communicate about issues that are not very important to them. This is a way to avoid talking about issues that more appealing to adults. An example of this is when a teenager sits at a dinner table texting about sports or cars to a friend. The teenagers' family would probably prefer to talk about their day, but according to several studies, what the teenagers texts about with his friend is more beneficial to how he communicate with the public because the teenager is shifting his communication to the world outside the family, he becomes less shy and more likely to open up a new people (Starovoit, 2102).

As for vocabulary teaching, the impact of text messaging has occupied much space in the research of the last decade as vocabulary is the most important component of language teaching and learning especially in relation to communication.

Motlebzadah (2011), the impact of Short Message Service (SMS) on the retention of collocations among Iranian lower intermediate EFL learners. To do this, forty university students were assigned into experimental and control groups. The participants received English collocations as well as definitions and example sentences either on paper or through SMS messages in a scheduled pattern of delivery twice a week in five week time. At the end of study students were compared and results revealed that participants in the SMS group could significantly outperformed the ones in the conventional group. Bushnell, C. (2011) conducted a study to investigate 10 to 12-year old Australian children's text-messaging practices and their relationship to traditional spelling ability. Of the 227 children tested, 82% reported sending text-messages; a median of 5 per day. When children were asked to rewrite a list of vocabulary of 30 conventionally spelt as they would in a text-messaging to a friend, they produced a wide range of text-message abbreviations. The proportion of textism produced was significantly positively correlated with general spelling ability, which agrees with previous findings of positive relationship between children's textism use and literacy. Tabatabaei and Goojani (2012) investigated the effectiveness of text messaging on vocabulary learning of EFL learners. The participants in the experimental group were required to send SMS containing a sentence for each covered word in class, while those in the control group wrote some sentences containing the target words to exchange them with their partners and bring their assignment to class. Results of t-test analysis indicated that participants in the experimental group outperformed those in the control group. Hashem and Azizinezhad (2012) study how short message (SMS) can help EFL/ESL students in learning English vocabulary. They aimed at investigating the capabilities of this new learning method, and students' attitudes towards it. They guide language learners to integrate mobile technology into their study plan and finally to be flexible in their learning activities. The findings of the various research projects show that SMS-based vocabulary learning can increase EFL/ESL language learners' flexibility and may be highly motivating for them.

It is worth mentioning here that the use of SMS texting has been again under severe criticism and worries by various researchers on account of the emergence of abbreviations, word shortenings and acronyms, grammar rules violations and standard English misuse. Freudenberg (2009) examined the impact of SMS speak on the written school work of English first language and English second language high school learners. The study aimed at investigating how common the SMS is among high school learners and to look for evidence of the use of SMS features in the English written work of such learners. Results revealed that high school learners are avid users of SMS. All participants reported using SMS features while writing messages and many use these features in their written school work. In addition, much concern was expressed in her study (O'Conner , 2006) about 'bastardization' which is the use of bad grammar, poor punctuation and improper abbreviations in academic writing. Further, in an attempt to visualize how the adoption of SMS language affects writing among its adopters, Peter,L. at al. (2010) conducted a study that revealed that semantic and syntactic drawbacks made by participants in their writing.

The study also suggested that the degree of the ignorant use of SMS language in writing of the university students (texters) might reach an unacceptable state if not observed. The SMS style of language communication among Nigerian University students was examined by Njemanze (2012/2013). Its results revealed that SMS style will generate greater linguistic confusion if not controlled.

Numerous studies have been conducted to assess the effectiveness of MALL. Some researchers assure its positive effect on language learning process and some others indicate that using MALL does not aid language learning. One of the first projects in MALL was Spanish program developed by Standard Learning Laboratory. They used both voice and e-mail in mobile phones. The content of the program encompassed vocabulary practice, word and phrase translations, quizzes, and access to live talking tutors. The results of the study revealed that mobile devices were effective in automated vocabulary lessons, quizzes

if delivered in small chunks and the live talking tutoring. Kiernan and Aizawa (2004) attempted to explore MALL and its usefulness in task-based learning for ESL students. They placed upper and lower students in three groups; face-to-face speaking users completed the task within the limit time, only two pairs of PC email users and one pair of mobile phone email users completed the task. Additionally, the face-to-face speaking users had significantly faster performance , and the mobile phone users had the slowest. The researchers referred to the results to the relative speed of typing versus speaking, and of typing on mobile thumb pads/ touchpads versus keyboard.

Regarding vocabulary learning, Levy and Kennedy (2005) created SMS-based vocabulary learning to teach Italian language by sending idioms, definitions and example sentences to the learners amounting nine to ten messages per week. Feedback was collected via quizzes and follow-up questions. Results indicated that messages were very helpful for learning vocabulary.Thornton and Houser (2003) conducted two studies to teach English language at Japanese University. One study compared using SMS versus e-mail messaging. The other study compared using SMS versus vocabulary. The results showed that SMS students learned over twice the number of vocabulary words as the e-mail students. Addionally, SMS students improved their scores by nearly twice as much as students who had received their lessons on paper. The authors concluded that the effectiveness of their lessons was derived from delivering messages as push media. Thererfore, students were able to frequently rehearse and space study, and utilized recycled their stored knowledge.

Huang and Sun (2010) conducted a study to assess certain multimedia English listening exercise system by creating multimedia video materials'website learning courses which consisted of a set of a system for English language teachers based on their mobile phones cababilities. The authors concluded that mobile multimedia English courses promoted the learners listening abilities to a higher degree. Recently, BBC Janala launched a project in 2009 at Bangladesh in which they

aimed at reducing the barriers to learning English language, improving English language skills among the population of Bangladesh, enabling greater access to economic and social activities and supporting the development of an English media sector. BBC Jala subscribers got a daily three-minute audio lesson sent to their mobile phones (McCarthy, 2011).

From the above, it can be noted that M-learning is featured by its personalized, spontaneous and informal learning process. It can be considered as the ideal solution to the barriers of language learning in terms of time, place, and cost due to its availability, portability characteristics as a key factor of m-learning.

Dictionaries are not only used to find the meanings of words, but also to learn how they are pronounced. A study conducted at Urmia University in Iran demonstrated that nearly half of the participants (48.8%) were using their mobile phones dictionaries, but numerous respondents didn't have access to dictionary software to install on their mobile phones (Gholami & Azarmi, 2012). Nevertheless, an adequate m-learning program has to contain voice transmission and sound functions so that learners may download dictionaries to their mobile phones and learn the pronunciation of unfamiliar new words. Also, via multimedia functions, they may record their own voices and submit them to the teacher. This would assist in assessing the students' weakness in pronunciation (Miangah & Nearat, 2012). As far as reading activities are concerned, mobile devices offer various capabilities.

Reading activities can be installed as a well-designed learning course. They can be sent to the learners through SMS as well. Miangah and Nearat (2012) pointed out that mobile learning programs that have text announcer pronunciation are more useful for reading and listening comprehension at the same time. To provide learners with effective English language learning environment, Chen and Hsu (2008) created Personalized Intelligent Mobile (PIM) learning system. Due to this system, students received English news articles on their

mobile phones based on their reading abilities evaluated by fuzzy item response theory. The PIM system would automatically discover and retrieve unfamiliar words of individual learners from the articles. The result of the study reflected that this method beside self-assessment feedback responses were effective in enhancing reading abilities and comparison of the learners. About grammar, Miangah and Nearat (2012) suggested designating grammatical points as a program and installed it on mobile devices. This program teaches rules that are followed by multiple-choice activities. Different exercises can be formed, as "true-false" or "fill-in the blank", and practiced by the learners. Vocal services or SMS are also convenient tools for grammatical explanations.

As for listening skills, teachers can design a platform in which learners listen to texts by vocal service on their mobile phones. Then, they may answer listening comprehension quiz based on that audio text. Another use of m-learning for listening was illustrated by Huang and Sun (2010) who created multimedia system for English language learners based on their mobile phones' capacities.

Methodology and procedures:

Participants of the study:

The participants of this study consisted of forty six Egyptian ESP first year students, Higher Institute of Technology and Engineering . The participants were enrolled in two levels 2 sections, 23 ones each. The two sections were chosen randomly from texters. They were taking three classes of ESP English every week in which they were asked to submit home assignments as part of their continuous compulsory year assessments. The study was carried out at the beginning of May 2014. The two sessions were assigned to two groups: a control group to be taught using strategies followed in conventional teaching and an experimental groups to be taught using the same strategies as the control group in addition to using SMS as a means of communication between them and their teachers.

The participants were asked to send only one SMS a day to give enough time for the teacher to read, correct, and then send back and not to be money consuming.

Instruments of the study:

Four instruments were used in this study as follows:

a. Students-teacher and teacher-students interaction through SMS to exchange ideas and provide feedback about students' experience. The English SMS was exchanged on daily basis at least one 10 to 15 word message per day written in full English words free from abbreviations and short forms. The messages were corrected by the teacher and sent back again to students for further revision.

b. An oral test which consisted of two tasks: is picture discussion where a student has to describe what he can see in a picture using at least five correct sentences and task 2 where a student acts as a customer and the teacher as a sales agent. The two tasks were marked out of 20, ten each.

c. The writing test where students are asked to write a well-organized paragraph on one of two topics related to the material they studied. Helping information and freedom of expression were provided to add of their own. (see appendix 2).

d. A questionnaire prepared by the researcher and insights benefited from review of literature in areas related to the study (See appendix. 1).

Both tests (oral & written) were validated by three referees with varied qualifications and experience in EFL. The reliability coefficient correlations for the two tests (speaking and writing) were found to be 0.84% and 0.88%, respectively which were viewed to be satisfactory for the purpose of the study. A t-test was used to find out the effect of practicing SMS on the students' oral and written skills.

Findings and Discussion:

Results of this study concerning the existence of any statistically differences between the means of the control and

experimental groups on the pre-test, a t-test was used as follows in Table (1).

Table (1): Mean scores of the experimental and control groups on the pre-tests writing and speaking.

	Experimental group		Control group		T-test	Sig.
	Mean	St. dv.	Mean	St. dv.		
Writing	15.77	2.41	15.14	2.21	0.826	0.432
Speaking	16.56	1.36	14.77	1.87	1.642	0.112

Table (1) reveals two mean scores of both the Experimental and the Control groups. On the pre-test are almost the same on the writing pre-test (15.77 and 15.14), respectively. This indicates that there are no statistically significant differences between the two groups. Additionally, table (2) shows that statistical (1.64) for the speaking pre-test while, the mean scores for the experimental and the control groups are close to each other (16.56 and 15.77), respectively. A negligible slight difference does not affect the difference heavily.

Table (2): Mean scores of the experimental and control groups on the post-tests writing and speaking.

	Experimental group		Control group		T-test	Sig.
	Mean	St. dv.	Mean	St. dv.		
Writing	18.75	1.53	12.41	1.51	3.362**	0.00
Speaking	16.62	1.74	12.44	1.67	6.28**	0.00

** difference is significant at 0.01 level.

It is quite clear that Table (2) shows the mean scores on the writing post test, which are in favour of the experimental group (using SMS as a student-teacher and teacher-students means of communication), which is (18.75), whereas the mean score of the control group is (12.41). Additionally, there is a statistically sign for the equivalent

According to the analysis shown in the above table, a simple questionnaire was developed and administered to ESP students to find out how often such students use the internet to chat with their peers and how often they text SMS or e-mail. Below is table (4) which shows the subjects responses.

Table (3): Writing spelling errors of EFL students

SMS error	Standard spelling	SMS error	Standard spelling
C	See	skool	School
T	Tea	frnd	Friend
U	You	no	Know
4	For	ths	Thanks
B	Be	Qs	Questions
2	To	abt	About
F	If	from	From
N	In	m	Am
R	Are	z	Is
ur/urn/t	you are/you aren't	ma	My
m waah	Kiss	da	The
cuz/coz/bcoz	Because	eatin'	Eating
t.c	take care	playin'	Playing
c.u	see you	readin'	Reading

Table (4) reveals that all respondents have an access to computers and that 92% of them have an access to the internet services of those who have this access 98% do online chatting with their peers. As a means of communication, 95% write or send e-mails to their peers. Additionally, 97% of them have personal mobile phones and 96% of them write SMS messages to their friends.

It is worth noting here that 64.4% of those messages or e-mails are written in English or in Franco-Arab, and only 30.2% of their necessary are written in Arabic alphabet. Moreover, the main feature of the Arabic messages were of religious flavour.

Another point revealed from table(4) is that 91.3% of the respondents sue their computers from one to four hours daily, and they spend this time mainly in chatting and writing e-mails

about social affairs, arts and friends news and latest jokes and riddles.

Table (4): The subjects' response concerning access to electronic means of communication, IM, etc.

No.	Question item		Responses	
			Yes	**No**
1	**Do you have a computer?**	%	97	3
2	**Do you have an access to the internet services?**	%	92	8
3	**Do you have a mobile phone?**	%	99	1
4	**Do you write SMS messages?**	%	96	3
5	**Do you use online chatting with your friends**	%	95	2
6	**How often do you use your computer?**	**1-4 hrs 91%** **5-9 hrs 6%** **< hrs 0%**		
7	**Which language do you use in chatting**	**English 34%** **Franco/Arab 10%** **Arabic 56%**		
8	**Which language do you use in SMS messages?**	**English 34%** **Franco/Arab 10%** **Arabic 56%**		
9	**Do you usually send SMS messages or e-mails.**	**SMS 94%** **E-mails 6%**		
10	**Which language do you use in your e-mail.**	**English 32%** **Franco/Arab 10%** **Arabic 68%**		

Discussion:

Texting as a new challenging linguistic sphere in English literary is a new electronic means of communication which could be a step forward towards enhancing English communicative skills if well-controlled. Adding to this is the obsessive use of SMS texters in both online chatting and textism. Astonishingly, this could take students longer time than they use the printed traditionally learning.

Additionally, a closer look at the evidence obtained in this study shows that before using SMS, the experimental group were not generally as good in writing as they were before using textism on daily basis particularly after receiving feedback from the teacher. A sample of students' messages over the seven weeks reveals the students' writing enhancement. See Appendix (4).

The study also shows positive relationship between text messaging and writing performance (O'Conner, 2006; Al-Qmoul, 2011; Jacob, 2011; Danisieh, 2012). But of these studies always conclude by reaffirming that the frequency of SMS style may generate linguistic confusion if not controlled, Najemanze, (2012) or students may have the tendency to adopt non-standard uses and contracted forms if English words in their formal writing, Dansieh (2011). In order to avoid any inconveniences, the author in this study informed the students that their messages should be in correct English forms free of any abbreviations, shortenings, contractions, initials or any non-conventional spelling. The effect of the feedback of the teacher confirms that textism should be in standard/formal English language.

Table (4) also reveal that before using textism as a teaching/learning strategy, students in the experimental group were not as good in speaking as they were after using SMS on daily basis and getting immediate feedback from the teacher. The performance of the experimental group improved significantly more than those in the control group as shown in Table (2). This statistically significant difference in the mean scores in favour of the experimental group refers to the excessive exposure to English language through writing everyday and receiving feedback from the teacher.

These SMS texts that mainly summarize what students have studied everyday especially vocabulary items and new expressions give students the chance to have more linguistic exposure and reasonable input and consequently better ability to express, themselves. As ESP English language learners, they find texting practical, easier and an affordable means of communication which makes it a reasonable substitute for the oral skill.

Conclusion:

Outside the classroom walls, SMS users would suggest to be a mechanism through which language speaking and writing can be developed. The gains in writing and speaking of the two

groups under study appear to be in favour of the experimental one after the treatment.

The results of studies over the last decade led to the conclusion that mobile phone and text messaging use is very high and has the potential to rise whenever there is a need for communication. With such empirical evidence, the main stream of researchers (Freudenberg, 2009; O'Conner , 2006; Ping et al., 2011; Njemanze, 2012) warned for the negative effect of SMS on learners' academic work and formal writing. If the SMS features are not controlled, students are likely to get so used to it that they may no longer realize the need for standard English structures even in writings that are supposed to be formal, a phenomenon as O'Conner (2005) describes as 'saturation'. The outcome of learning English through the any means whether conventional or electronic would be more fruitful if well-planned and scientifically-blended.

In fact, this study has shed lights on the effects SMS texting on the communicative skills of ESP learners and the statistical analysis employed would suggest that students who used SMS with their teachers remarkably improved their oral and written performance. It is worth noting here that numerous researches have been carried out towards MALL and SMS messaging as a growing field in language learning.. Yet, there is still a large amount of areas remains uncovered. The methods that aid in providing convenient MALL environment for learners are lacking. Additionally, some skills as listening and speaking still need more improvements in MALL. The expansion of phone devices for educational purposes urges language teachers and educators to support the use of m-learning and create new tools that fulfill the needs of language learners particularly m-learning enables learners to have their own individualized learning and ambitions.

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