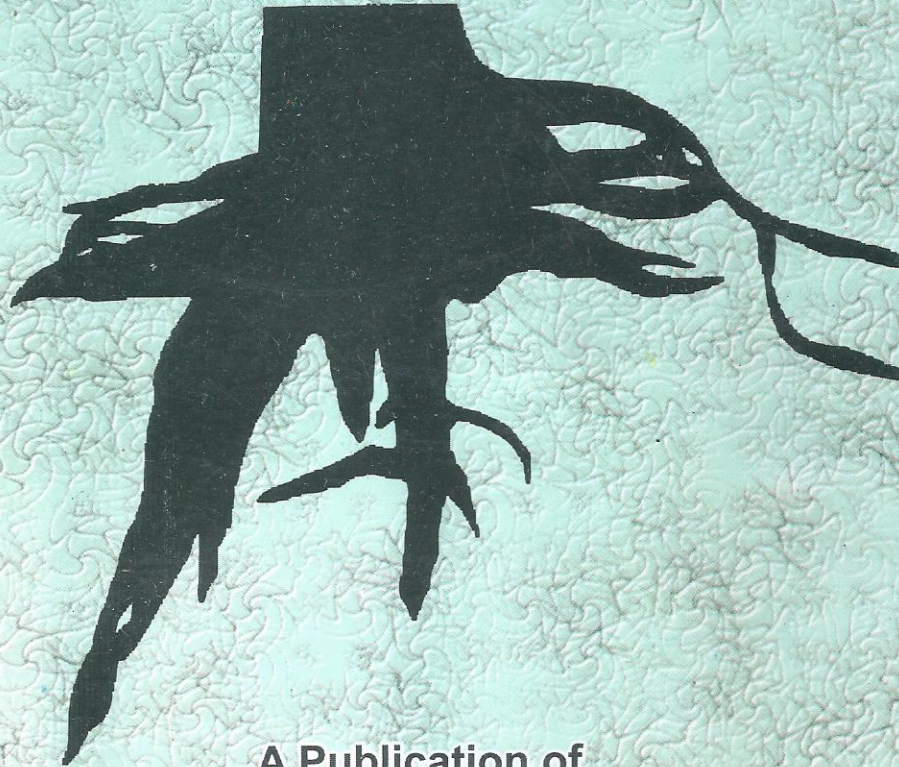


ISSN 0795 - 2864

Saiwa

A Journal of Communications
Department of English and Literary Studies,
Ahmadu Bello University, Zaria

No. 12, 2017-2018



A Publication of
The Department of English and Literary Studies
Ahmadu Bello University, Zaria

SAIWA

A Journal of Communications

No. 12, 2017-2018

**A Publication of
The Department of English and Literary Studies
Ahmadu Bello University, Zaria**

Department of English and Literary Studies, ABU, Zaria

© Department of English and Literary Studies,
Ahmadu Bello University, Zaria – Nigeria, 2017-2018

All rights reserved

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the Publisher.

ISSN: 0795-2864

Ahmadu Bello University Press Limited

Kaduna State, Nigeria

Tel: +23480659497111

E-Mail: abupresslimited2005@yahoo.co.uk or
abupress2013@gmail.com

Website: www.abupress.org

SAIWA

A Journal of Communications

Editorial Board

Editor-in-Chief

Professor Tanimu A.N. Abubakar

Editor

Professor A.A. Liman

Assistant Editors

Dr. Isah Ibrahim

Dr. Hauwa Mohammed Sani

Aliyu Abdullahi

Board of Advisors

Professor Oba Abdulraheem (Ilorin)

Professor Munzali Jibrin (Kano)

Professor Obi Maduakor (Nsukka)

Professor Akanji Nasiru (Ilorin)

Professor Charles Nnolim (Port Harcourt)

SAIWA

SAIWA derives its name from Hausa word which means 'root'. A Journal of Department of English and Literary Studies, Ahmadu Bello University, Zaria, Nigeria. SAIWA is devoted to literature (poetry, fiction, play and criticism), but also welcomes submissions on all aspects of communication (praxis and study), as well as bibliography and book reviews. All submissions, not exceeding 6,000 words for articles and 1,000 words for review, should be typed double-spaced and sent to the Editors

All submissions should be directed to:
The Editor
SAIWA
Department of English and Literary Studies,
Ahmadu Bello University,
Zaria-Nigeria

Contents

Reflections on Issues and Barriers Against Effective Text Generation in Written English Among the Level 100 Students of Federal University Dutse, Jigawa State Lawan Shu'aibu (PhD)	1
An Analysis of Selected Cohesive Devices in Tawfik Al-Hakim's Fate of a Cockroach Butari Nahum Upah (PhD)	17
Reflection on Humanism and Literature in the Postmodern Era Abubakar Aliyu Liman (PhD)	33
Nigeria as Paradise Regained: A Tale of Migration, Anguish and Dehumanized Nigerian Returnees from Europe and America in Chimamanda Adichie's <i>Americanah</i> Edward Ochiabo Abah (PhD)	45
Marxist Literary Theory and the Criticism of African Literature in the 21st Century Suleiman A. Jaji (PhD)	65
Secularism and the Works of Nuruddin Farah: The Case of <i>From a Crooked Rib, Sardines and Close Sesame</i> Murjanatu Rilwan Muhammad (PhD)	83
The Intertextual Negotiation between Sule's <i>What the Sea Told Me</i> and Osundare's Poetry Collections Isah Ibrahim (PhD)	97
Reading and Writing for Effective Communication: A Perspective Study in Applied Linguistics Onah Patrick El-kanemi (PhD)	109
The Use of Rhetorical Questions in Sir Ahmadu Bello's Public Speeches Abdullahi Ahmad (PhD)	125
The Touring Notes of Emir Ja'afaru of Zazzau and The Genre of Hausa Travel Narratives Ya'u Tanimu¹ and Elisha Renne	139
A Stylo-Semantic Analysis of Dauda Kahutu Rarara's Let the Guilty Flee or "Ma su Gudu Su Gudu" Hauwa Mohammed Sani (PhD)	159

Nigerian Military Coup Announcements as Political Discourse: A Pragmatic Analysis Abaya, Angulu Samson (PhD)	171
Humanistic Values In Soyinka's Mandela's <i>Earth And Other Poems</i> Joseph Stephen	203
Identity, Urbanization and Hybridization in Okri's <i>The Famished Road</i> and <i>Stars of The New Curfew</i> Tsuzom M. Ndakotsu (PhD)	219
From Modernization to Alternative Paradigm: Development in History and Ideological Implications of Unequal Relations for the Periphery Jegeede, Emmanuel (PhD)	229
Indigenous Proverbs: A Contextual Analysis of Selected Proverbs in Aliyu Kamal's <i>Hausa Girl and Life Afresh</i> Shu'aibu Lawal Gumel	259
An Analysis of the Orthographic Conventions in Text Messages Bisong M. Tabang (PhD) and Mshelbwala Comfort Usman	283
REVIEW	
Cautious Paths Through the Brambles: A Review of G. Y. Sadiq's <i>English Speech Sounds for Nigerian Students - The Segmentals</i> Auwal Muhammad (PhD)	305

An Analysis of the Orthographic Conventions in Text Messages

Bisong M. Tabang (PhD)

tabangmtgmail.com

and

Mishelbwala Comfort Usman

Federal University Kashere

Cornfortbwala0gmail.com

Abstract

*This study entitled **An analysis of the orthographic conventions in text messages** was designed to identify and survey forms of writing in text message which are alien to acceptable academic standards and conventions. To do this, samples of text messages were randomly collected from randomly selected students of Federal College of Education, Gombe and other phone users for analysis and for the purpose of estimating the rate of divergence of the adopted forms from the acceptable standards. Fifteen different conversations from different sets of speakers were retrieved, their conversation were analyzed and descriptively presented, and some deviations in their orthography were realized. What is obtained on the social media, television and even some students' scripts today calls for concern, in other words, the findings show that the style of short-form of writing does not conform with the acceptable standard, yet it has become very popular. The study also reveals that the style does not end between students, and in information writing but extends to official writing. With the above, recommendations were made to language experts and scholars across the globe to take a stand by setting a standard rule to guide the style, and upgrade it to a standard that will be internationally acceptable and intelligible. This implies that with time, if something is not done about this spread it may replace the long time existing orthography, since it is easier to write and it does not discriminate between American and British spellings.*

Background of the Study

Many years ago Nigerian students were taught by foreign teachers who have different vocabularies and accents. That time, the teachers imposed these languages on the students by teaching them how to read texts, pronoun words as well as how to write them. These activities were entirely new to if students but they were guided to observe

spelling of words, mechanical accuracy and to avoid ambiguity when writing compositions.

That culture greatly enhanced and facilitated learning, use of English (correct spelling in American and British Englishes) and improved writing skills among students. However, it is now observed that the ethics of doing all that are gradually disappearing. Although it is a known fact that the learning process gradual and language is dynamic, the present day students have become slothful and device a system of writing they call short-form resulting from the advent of technological devices particularly in text messages and occasionally in their scripts.

The advent of social devices have entangled the minds of many students another users from the official manners of writing and spelling of words, thereby necessitating the use of informal language even in a formal situation particularly among youths (students). The art of writing and spelling of word - has now taken a new style especially among those who chat on: whatsapp facebook, twitter, nimbuzz, instagram, snapchat, imo, viber and so on. These have adverse effect on the English language, especially on appropriateness o use of English. Consequently, many youths (students) have now lost sight o English orthography to what they refer to as short-forms of writing words. This has gained prominence even in both their spoken and written English.

Recently, students have lured teachers and lecturers to accept certain forms of writing which are considered alien by academic standard. However, it is not out of place for new methods to be accepted into the system of learning; but that contention is one the issue of diversity of the forms of writing and their

acceptability among scholars. It is against this background that the study was undertaken.

The importance of modern technological devices cannot be overemphasised in the 21st century. Notwithstanding, the devices have unintended consequences particularly on written communications of many students. This has brought so many restructuring in the shapes and sounds of English words among the students, and has obvious effect on their use of English as Second Language Learners (SLLs). Furthermore, it signals the problems that may overtake the orthography of English words in the near future if diversity is not controlled.

The aim of this study is to find a way to abridge the problems that may arise later with youths (students) who already have almost lost their sight to what they refer to as *short -form* of writing. The objective is to sensitize them on the fact that short -form of writing is not formal and not authorized by any linguistic body; rather, it has negative consequences on the ethics of writing they have earlier acquired at the early stage of their education.

This study is limited to the conventions obtained in text messages, particularly those of students among whom many write in short -forms without discriminating between formal and informal situations of writing.

The study is of great significance as it will serve as pedagogy to many students who have forgotten or claimed ignorance that words are to be fully spelt in order to avoid communication distortion between the sender and the receiver, since short – form of writing is self – invention, therefore it is not guided by an established rule.

The model selected for this study is the descriptive method. The descriptive model, according to Hammed (2002), compiles a large number of data into a small unit to represent the whole. It involves the methods of organising, summarising and presenting data in an informative way, to enable the researcher turn a large pile of numbers to a size that can be easily comprehended; by

spelling of words, mechanical accuracy and to avoid ambiguity when writing compositions.

That culture greatly enhanced and facilitated learning, use of English (correct spelling in American and British Englishes) and improved writing skills among students. However, it is now observed that the ethics of doing all that are gradually disappearing. Although it is a known fact that the learning process gradual and language is dynamic, the present day students have become slothful and device a system of writing they call short-form resulting from the advent of technological devices particularly in text messages and occasionally in their scripts.

The advent of social devices have entangled the minds of many students another users from the official manners of writing and spelling of words, thereby necessitating the use of informal language even in a formal situation particularly among youths (students). The art of writing and spelling of word - has now taken a new style especially among those who chat on: whatsapp facebook, twitter, nimbuzz, instagram, snapchat, imo, viber and so on. These have adverse effect on the English language, especially on appropriateness o use of English. Consequently, many youths (students) have now lost sight o English orthography to what they refer to as short-forms of writing words. This has gained prominence even in both their spoken and written English.

Recently, students have lured teachers and lecturers to accept certain forms of writing which are considered alien by academic standard. However, it is not out of place for new methods to be accepted into the system of learning; but that contention is one the issue of diversity of the forms of writing and their

acceptability among scholars. It is against this background that the study was undertaken.

The importance of modern technological devices cannot be overemphasised in the 21st century. Notwithstanding, the devices have unintended consequences particularly on written communications of many students. This has brought so many restructuring in the shapes and sounds of English words among the students, and has obvious effect on their use of English as Second Language Learners (SLLs). Furthermore, it signals the problems that may overtake the orthography of English words in the near future if diversity is not controlled.

The aim of this study is to find a way to abridge the problems that may arise later with youths (students) who already have almost lost their sight to what they refer to as *short -form* of writing. The objective is to sensitize them on the fact that short -form of writing is not formal and not authorized by any linguistic body; rather, it has negative consequences on the ethics of writing they have earlier acquired at the early stage of their education.

This study is limited to the conventions obtained in text messages, particularly those of students among whom many write in short -forms without discriminating between formal and informal situations of writing.

The study is of great significance as it will serve as pedagogy to many students who have forgotten or claimed ignorance that words are to be fully spelt in order to avoid communication distortion between the sender and the receiver, since short – form of writing is self – invention, therefore it is not guided by an established rule.

The model selected for this study is the descriptive method. The descriptive model, according to Hammed (2002), compiles a large number of data into a small unit to represent the whole. It involves the methods of organising, summarising and presenting data in an informative way, to enable the researcher turn a large pile of numbers to a size that can be easily comprehended; by

employing terminologies and explanations that describe best the outcome of the research.

For authenticity of the study, text messages from selected students (across all levels) of Federal College of Education, Gombe was retrieved and analysed to estimate the rate of diversity of *same words* as they are spelt by students. 15 different conversations from different sets of speakers were retrieved, their conversations were analysed and descriptively presented, and some deviations in their orthography were realised.

Studies on orthography

Orthography is the physical appearance of words either on paper or screen. It concerns with correct spelling according to an established usage; it is also an aspect of language study concerned with letters and their sequences in words. Orthography is the method of representing a language or the sounds of language by written symbols. Seidenberg (1992) opines that orthography is largely concerned with matters of spelling particularly the relationship between phonemes and graphemes in a language. This includes: norms of spelling, hyphenation, capitalization, word breaks, emphasis, and punctuation. Thus, it can be defined as the set of symbols used in writing a language and the rules about how to use those symbols.

Furthermore, Donohue (2007) adds that most languages in the modern era are written down and a standard orthography has been developed based on a standard variety of the language, thereby exhibiting less dialectal variation than the spoken language. Seidenberg (1992) also asserts that the orthography of a language may differ from another; and in most cases, it is regulated by language academies, although he says a maximum of consistency or standardization occurs only when prescriptively imposed according to style guides.

Most languages developed as oral language and writing systems have usually been crafted or adapted as ways of representing the spoken language. However, there are always standard rules for doing this in a given language leading to the development of an orthography that is generally considered correct. Donohue

(2007) again says that one of the main reasons for which spellings and pronunciations deviate is that *sound changes* in the spoken language are not always reflected in the orthography, hence spellings correspond to historical rather than the present - day pronunciation.

Sometimes, when an alphabet is borrowed from its original language for use in the new language, it often proves defective in representing the new language's phonemes. Most times, this problem is addressed by the use of such devices as digraphs, for example; sh and ch in English, (Cahill 2014). The consequence of doing this is that, many spellings reflect a word's morphophonemic structure rather than its pure phonemic structure.

In Greek, according to Coulmas (1996), orthography means *correct spelling*; it represents words by having set ways to spell and write them. He further adds that orthography helps in identifying words and to figure out their meanings. According to him, different languages have different systems of orthography, and even subsets of language like text – messages. However, he observes that English words are not always spelled as they are pronounced. Spelling in English, Cahill (2014) says, has some basic rules to: prefixes and suffixes, plurals, doubling letters, dropping and adding letters and verb forms.

Many of the English spelling conventions today were derived from the phonetic spelling of a variety of English spoken; modelled on the Latin and Greek alphabets, (Dick 1997). This therefore adds to the discrepancy between the way English is written and spoken in a given location. David et al (1997) also observe that, the spellings used today are largely influenced by modern practices and the idea that words should have only one spelling has become so deeply rooted that it takes considerable effort to accept the fact that, in the history of English, invariant spelling was not regarded as a desideratum. David et al (1997) further explain that, it is hard to keep changing spellings either through personal whim or social custom; although spellings may be fixed, pronunciation continues to vary and change, so that the relationship between sounds and spellings is likely to be somewhat indirect.

Smalley (1964) says the spelling of many words represents their pronunciation in a particular region, stressing that there may sometimes be disparities between how words are pronounced and how they are written. Some languages, David et al (1997) assert, make use of alphabets which encode the most restricted and limited level of linguistic structure that establish a standard and consistent spelling system. From all the discussions, it can be concluded that, the present – day spellings can be described to be arbitrary, illogical, and even chaotic.

What is a text message?

A text message is a written message sent by means of mobile phone. A short message that is sent electronically to a cell phone or other device, it is an act of composing and sending electronic message consisting of alphabetic and numeric characters between two or more users of mobile phones, desktops/ laptops and other devices. Morris and Pinchot (2010) opine that the term text message originally referred to message sent using the *Short Message Service* (SMS); adding that messages are used by youth and adults for personal, family and social purposes and in business.

Texting is a quick, cheap and easy way to communicate with friends and colleagues, it does not require the two parties involved to be free at the same moment like calling, it permits communication even between busy individuals. Text messaging is often used between private mobile phone users as a substitute for voice calls in a situations where voice communication is impossible or undesirable, for example in the class or meeting, (Morris and Pinchot 2010).

Most times, text is used to communicate very brief informal messages; Goggin (2006) reports that text messaging has become an accepted part of many cultures and is developing very rapidly throughout the world especially in countries like: Europe, Asia, United States, Australia and New Zealand, he adds that recently, the practice is gaining influence into African countries. The wide spread of text messaging style of communication could be a result of the advent of advanced technology which creates possible forms of interaction that were not possible before.

Text messaging enable one to carry out a conversation with another user without the constraint of being expected to reply immediately and without needing to fix time aside to engage in the conversation. However, it has caused a lot of spelling abbreviations, for example: *txt msg* to mean *text message*. Goggin (2006) again says text message is done to limit message length and that historically, the style developed out of *shorthand writing*. This, he adds, has affected many cultures and introduced new vocabulary such as abbreviations and use of pictographic symbols known as *emojis* in place of specific words and phrases. This technique he concludes compensates message length and text entry limitations.

Data presentation and analysis

The following data were retrieved from text messages of some students; they were conversations between friends and course mates in the College:

Conversation 1: Abdul: a u in di hostel o klas?

Maryam: yhi do u wont 2 kno?

Abdul: I want giv u ur buk if u a in d klas.

Maryam: kip it i wil kolet it tmoro.

Abdul: I wil nt cum 2 klas 2moro.

Maryam: oke anytime bt it mos b tmoro.

Conversation 2: Ladi: wot a wi kuing 4 lanch 2day?

Ai: i don no, but y kant we cuk yamz.

Ladi: i tink rais n beanz wil b beta

Ai: ooke! gud idyer

Ladi: bt i lik it wit stew nt jullof

Ai: ooke.

- Conversation 3: Maxi: oboi how na?
Ben: i dey
Maxi: how iz skul?
Ben: fine, how ix ur sid?
Maxi: all iz fain
Ben: wat of dat assament, u did it?
Maxi: 4 wei dt asament es nt ezi at al
Ben: meibi Bob hv dan it
Maxi: haha, a y jokin?
Ben: its foni, dat lzy boi?
Maxi: he es lazi but he dnt uz 2 plai wit asament
Ben: u ar wreit anywei
Maxi: owk, i wil chat wit hm to nite
Ben: owk, no prob.
- Conversation 4: Kunle: man, wxup?
Mary: cool
Kunle: aw is lecturz 2day?
Mary: fineee
Kunle: wya wil u read 2day?
Mary: dat lcture tieyata

Kunle: mayb i wil jon u

Mary: no plz

Kunle: hm, do u kia 4 mints?

Mary: mayb buta mints

Kunle: plz cum wit ur ENG 2032 note

Mary: owwk, i wil.....

Kunle: til den..

Mary: yap

Conversation 5: Falz: Weldon

Zeki: hw ar u?

Falz: fine, dude (guy)

Zeki: pls, do u hv gari n gnut?

Falz: yap

Zeki: i wil cm to ur rum nw

Falz: gud

Zeki: ok tanz

Conversation 6: Grace: watz d pblm?

Esther: can i go 2 d hostel wit ur toch?

Grace: y do u alwaiz distob me wen am reading?

Esther: y ar we frnds 4?

Grace: don distob me again, u can hv it

Esther: i disturb you? Ok tanx

Conversation 7: Don: Eze, did u hear dat examz tmetbl is out?

Eze: no

Don: u ar not serioux

Eze: so, wen ar we statin?

Don: go n ask d Provost

Eze: nxt wk?

Don: go n ask d provost, jo

Eze: aheeeeeee

Don : i'm jokin

Eze: hm! beta

Conversation 8: Ben: whre wil u spend ur brk?

James: @ J- town

Ben: me, i wil go to ABJ

James: dis semista is nt funny

Ben: naso oooo

James:my math examz is nt easy @ all

Ben: bt d lecturer try, abi?

James: ys we di'nt xpect 2013 PQ

Ben: only God will help ux

James: ys man

Ben: safe, dude

James: my rgrds.

Conversation:9 Hauwa: so queen y a stil on bed? ant y goin 4 lcture

Nana: woz lcture is it 2day?

Hauwa: Mamman

Nana: Ah! I wil not go jare, no be by force I wan sleep

Conversation 10: Hadi: Abeg, u don cook? Hungry dey do me

Hajo: see dis one u giv me moni?

Hadi: No bt u say u will cook 4 uz 2day?

Hajo: I'm jst cumin bck 4rm lectures, I don tire.

Conversation 11: Faith: ar u in ur rom? I wan 2 visit u

Mercy: I'm nt in the rom, I went 2 du my hair

Faith: oya na, hallo me wen u cme bck.

Conversation 12: Chairman: Gens 2201 has givn handout, kum nd kolect 4rm
me 2 4tocopi

Kabir: I'm tayad of dis handout wahala

Chaiman: u or me? I don hv mony ma

Conversation 13: Ade: wen wil u resume?

Carlos: nxt week oo.

Ade: pls help me get space i won't resume on tym

Carlos: Y? Hpe evritin iz okay ova dere

Ade: Yh ol iz wel

Conversation 14: Zainab: Aina hv y had dat Nasiru iz nlonga with Asabe?

Aina: uhmm! wat hapin?

Zainab: dey fait in a pati last wkend

Aina: gud fr ha, nw Hexy wil hav ha wy.

Zainab: shi wil stat wokin on foot an swet lik ux nw

Aina: soon we wil hear di details

Zainab: dats korect.

Conversation 15: Bello: 2dy chelse wil ply wit mancivity by 4

Bashir: a u goin to woch it on yr fone o we go to d club?

Bello: i don't hav moni 2 py 4 gat pas

Bashir: I wil pay it fr us

Bello: we wil lev by 3.30

Bashir: tnx, i wil met u in yr rum.

Some words and their orthographies vary with individuals because the writing style is self – inventions. The following are words picked from the 15 different conversations above:

Words on text messages	English meaning
1. a, ar -----	are
2. dat, dt -----	that
3 u, y -----	you
4 wot, wat -----	what
5 ur -----	your
6 ezi -----	easy
7 buk -----	book
8 al, ol -----	all
9 giv -----	give
10 hv, have -----	have
11 kip -----	keep
12 meibe, meib -----	maybe
13 i, I -----	I
14 dan -----	done
15 kolekt -----	collect
16 wei, wya, whre -----	where
17 nt -----	not
18 lzy, lazi -----	lazy
19 cum, cme, kum -----	come
20 skul -----	school
21 2, to -----	to
22 asament -----	assignment
23 Klas -----	class
24 jokin -----	joking
25 mos -----	most
26 dnt -----	don't
27 b -----	be
28 uz -----	use
29 tmoro, 2moro -----	tomorrow
30 plai -----	play
31 lanch -----	lunch

32	wit -----	with
33	2day, 2dy -----	today
34	wreit -----	right
35	cuk -----	cook
36	anywei -----	anyway
37	wkend -----	weekend
38	boi -----	boy
39	Yamz -----	yams
40	owk, oke, ok -----	ok
41	Kant -----	can't
42	nite -----	night
43	bt, but -----	but
44	prob, pblm -----	problem
45	tink -----	think
46	aw, hw -----	how
47	rais -----	rice
48	plz, pls -----	please
49	n, an, nd -----	and
50	kia -----	care
51	.iz, is, ix, es -----	is
52	. 4, fr -----	for
53	.fain fine -----	fine
54	den -----	then
55	. o, or -----	or
56	ys -----	yes
57	Weldon -----	well done
58	ux, uz -----	us
59	gud -----	good
60	rgds -----	regards
61	rom, rum -----	room
62	lcture -----	lecture
63	nw -----	now
64	goin -----	going

65 gnut -----	groundnuts
66 ant -----	aren't
67 watz -----	what is
68 woz -----	whose
69 d, di -----	the
70 stil -----	still
71 toch -----	touch
72 wan -----	want
73 tieyata -----	threatre
74 jst -----	just
75 alwaiz -----	always
76 bck -----	back
77 distob, distub -----	disturb
78 4rm -----	from
79 wen -----	when
80 du -----	do
81 frnds -----	friends
82 givn -----	given
83 tanx, tnx tanz -----	thanks
84 4tocopi -----	photocopy
85 examz -----	exams
86 nxt -----	next
87 tmetbl -----	time table
88 serioux-----	serious
89 wel -----	well
90 statin -----	starting
91 beta-----	better
92 hapin -----	happen
93 brk -----	break
94 fait -----	fight
95 dis -----	this
96 pati -----	party
97 semista -----	semester

98 wkend -----	weekend
99 di'nt -----	didn't
100 ha -----	her
101xpect -----	expect
102 wy -----	why
103 shi -----	she
104 stat -----	start
105 wokin -----	walking
106 swet -----	sweet
107 lik -----	like
108 dats -----	thats
109 korect -----	correct
110 ply -----	play
111 woch -----	watch
112 fone -----	phone
113 moni, mony -----	money
114 jon -----	join
115 buta -----	butter
116kuking -----	cooking
117kno,no -----	know
118tayad -----	tired
119ova -----	over
120dere -----	there

Findings and Discussion

1. The recent writing system on mobile phones and on the social media is not of any standard rule and but self - inventions based on performance in pronunciation.
2. The orthographic diversity of writing such words as: *n, an, nd* to mean *and*, also, *iz, is, ix, es* to mean *is*; indicate that the content of the message sent is perceived contextually.

3. Mother tongue interference is highly projected in the short – form of writing style.
4. The ethics of correct spelling may diminish since writing in short -form is easier.

The data analysis reveals that the pronunciation and orthography of English words varies with individuals (same words are spelt differently). The way some words are spelt seems to be more of *self - inventions and style* than of standard writing. This results to having differences in the spelling of same words, such as:

1. a, ar ----- are
2. u, y ----- you
3. cum, cme, kum ----- come
4. tmoro, 2moro ----- tomorrow
5. 2day, 2dy ----- today
6. bt, but ----- but
7. n, an, nd ----- and
8. iz, is, ix, es ----- is
9. fain, fine ----- fine
10. dat, dt ----- that
11. wot, wat ----- what
12. al, ol ----- all
13. owk, ok, oke ----- okay
14. prob, pblm ----- problem
15. aw, hw ----- how
16. plz, pls ----- please
17. tanz, tnx ----- thanks
18. moni, mony ----- money
19. rum, rom ----- room
20. 4, fr ----- for

The differences in the orthography of these words and many others may result to communication distortion, thereby overruling the maxim of communication.

Another issue identified is ambiguity, the orthography of the above words is confusing; same word appears structurally different since there is no standard writing format for short – forms of words, for example: tanz/tnx, plz/ pls etc. In this case, the content of the message conveyed is contextually perceived.

Furthermore, in this style of writing, English words are spelt as they sound.

Words such as:

1. weldon ----- well done
2. nite ----- night
3. boi ----- boy
4. korect ----- correct
5. beta ----- better
6. gud ----- good
7. kant ----- can't
8. klas ----- class
9. goin ----- going
10. skul ----- school

are somehow more of Hausa orthography than English, and one begins to wonder if they actually represent English words. Unfortunately, this is sometimes found even in the scripts of tertiary students. The fact is that, many of them assume that such words are spelt this way since one occasionally see this kind of spelling even on the television screen and on the social media.

The diversity in the structure of English words may gradually restructure the orthography because the system of writing is rather phonological, and the rate at which youths (students) are practicing this kind of writing is alarming; if care is not taken, the younger generation coming up may follow suit. It is therefore paramount for scholars, linguists and experts to decide whether to adopt the system of short- form of writing and come up with a standard format for using it, or abridge its spread. David et al (1997) clearly explain this issue by asserting

that "it is hard to keep changing spellings either by personal whim or social custom -----".

As English language learners, the practice of short -form of writing is an ugly trend which may deter the development of English pronunciation and its orthography among users. More so, mother tongue interference is also prominently observed in this system of writing, particularly Hausa and Igbo tongues who replace *p* with *f*, *wh* with *w* and *th* with *d*, for instance:

1. **den** ----- **then**
2. **d, di** ----- **the**
3. **dere** ----- **there**
4. **fone** ----- **phone**
5. **dis** ----- **this**
6. **wen** ----- **when**
7. **woz** ----- **whose**
8. **wat, wot** ----- **what**
9. **wya, wei** ----- **where**
10. **dat** ----- **that**

In this case, instead of improving on pronunciation of English words as learners, the writing style is rather an agent deterring the improvement; such that even someone incompetent in spoken English and its orthographic structure can communicate in the language using the style. However, consciously or not, the allomorph *s* represented by *z* is eminent in words such as:

1. **yamz** ----- **yams**
2. **woz** ----- **whose**
3. **ezi** ----- **easy**
4. **iz** ----- **is**
5. **alwaiz** ----- **always**
6. **uz** ----- **us**
7. **tanz** ----- **thanks**

8. examz ----- exams

This writing style is now a common trend not only among the youths (students), but is also found in text messages of language professionals and other educated class. Moreover, it is not only practice in Nigeria, but also in other parts of the world where mobile phones are used. To this end, there is the need for linguist and scholars to either harmonize and formalise the writing system worldwide by setting a standard rule guiding the style, or revoke its spread before it renders the existing orthography extinct or out - dated.

Conclusion and Recommendation

What is obtained on the social media, televisions and even some students' scripts today calls for concern. The findings show that the style of short – form of writing is not of any standard or back - up by rule; unfortunately it is very popular. The concern is that, the style doesn't end between students in informal writing but extends to official writing. This implies that with time, if something is not done about its spread; the style may replace the long time existing orthography, since it is easier to write and does not discriminate between American and British spellings.

There is the need therefore for linguists and other scholars across the globe to take a stand by setting a standard rule to guide the style, and upgrade it to a standard that will be acceptable internationally.

References

Cahill, M. R. K. (2014). *Developing Orthographies for Unwritten Languages*.

Dallas, Tx: Sil International.

Coulmas, F. (1996). *The Blackwell Enclopedia of Writing Systems*.

Oxford: Blackwell

- David, G. Dick, L & Joan, S. (1997). *English History, Diversity and Change*.
London: 11 New Fetter Lane.
- Dick, L. (1997). *A Social History of English*.
London: Routledge & Kegan Paul Ltd
- Donohue, M. (2007). "Lexicography for Your Friends" in Terry, C. Jeff, S. & Diana,
E. (eds). *Language Description, History and Development*. Linguistic
Indulgence in
Memory of Terry Crowley. Amsterdam: Benjamin
- Goggin, G. (2006). *Cell Phone Culture: Mobile Technology in Everyday Life*.
New York: Routledge
- Morris, R. & Pinchot, J. (2010). "Conference on Information Systems Applied
Research. *How Mobile Technology is Changing Our Culture*.
USA: Nashville Tennessee
- Orthography - Online Etymology Dictionary
- Seidenberg, M. S. (1992). "Beyond Orthographic Depth in Reading Equitable
Division of Labour" in Ram, F. & Leonard, K. (eds). *Orthography,
Phonology, Morphology and meaning*. Amsterdam: Elsevier,

Smalley, W.A. (1964). *Orthography Studies*. Article on New Writing Systems.

London: United Bible Society (ed)