

Ambiguity Of Decodes: Evolving Text Message Lingo of Letter and Number Homophones among Undergraduates in Nigeria

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Letter-Number Homophones which is the combination of letters and numbers to represent words is an ascent and most commonly used form of Text messaging. This is characterised by the quests to economize energy, save cost, save time and take short cuts in communication. This however, has degenerated to Ambiguity as the reader is faced with the herculean task of decoding the message, leading to misinterpretation and total misunderstanding of the intended message. The menace has eaten deep into the educational sector and has negatively affected the academic standard of the Nigerian Undergraduates. Using the purposive sampling and Analytical method of inquiry, 268 text messages from 350 students in 300 level English classes of Babcock University were collated and analysed. Findings showed that lack of uniformity, and the super-contraction and clippings defeats the motive of the encoder as the decoder finds it difficult or sometimes impossible to decode the message. The study however suggests among others that curriculum planners should design a regulatory template to serve as a code and guide in the use of text message language and thus establish a standard that will be generally acceptable..

KEYWORDS: Letter-Number Homophones, Lingo, Texters, Herculean task, Decoding.

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I. Introduction

In everyday spoken English, transient conversation is as vital to our communication with others as any actual information we pass on to one another. The dynamism of modern day language use has evolved the emergence of interdisciplinary studies that include Semiotics, psycholinguistics, sociolinguistics, pragmatics, semantics and critical discourse analysis as well as discourse analysis which forms the bedrock for this paper. The extension goes a long way in refocusing attention to the analysis of the critical arrears of discourse with specific references to letter-number homophones which has projected as one of the most commonly used system of text messaging among Babcock University undergraduates and in the society as a whole.

Letter-number homophones format of text messaging is replete with the mimetic simulation of the deliberate concentration of phonic spelling. This is characterised by features for economy and text entry reduction, the quest to give the respelling a simulation of spoken language, the features that involve the multimodal visual and graphical effects and iconicity in which the linguistic sign is pushed into the periphery of meaning making. Though impressive as this may seem, the letter-number homophones form of text messaging poses a great deal of difficulty to the receiver or decoder thereby generating ambiguity which in a sense a deviation from the actual intention of text messaging where Texters actually create new linguistic forms to maximize the available space and say all that has to be said. In a nutshell, SMS gives one the opportunity to be in control of one's conversation and interestingly, text message have become a dynamic written communication strategy occurring naturally in practical communication contexts and discourse which does not conform with the lexical or grammatical rules but do certainly communicate and are recognized by their writers and receivers alike as coherent.

To a very large extent, language is known to have made human cooperation possible. Human language, just like other facets of human existence, has undergone a tremendous change. This is evident in text message lingo operational in Nigeria. Numerous factors are responsible for the change and among them are; the quest for ease and minimized effort on the part of the users notably on the written form of the language, and the rapid technological advancement which has given rise to the use of text message language using the cell phones and the related gadgets. The composition of the text message language shows an expressive facet of mobile telephoning. It is the nascent text message lingo that underpins group membership and also serves to exclude non-members of their peers and those who are not competent with their slang.

The new quests to economize energy, save cost, save time and take short cuts in communication, have however, degenerated to what is today known as Short Message System (SMS). The fact that text message language is preferred to the Standard English language orthography despite the fact that Standard English is the

language of teaching and learning in the various formal discourse situations among most university undergraduates is becoming an issue of concern to English experts (Onadeko 2010).

There exist numerous studies on text message language but none looked at the text message language use among 400 levels English students of Babcock University. This therefore aims to breach this gap. This paper therefore, seeks to find out how the letter-number homophones form of text messaging help in communication, the frequency of use and the semantic implication on the effective communication of the three hundred level students of Babcock University. The position of this paper, therefore, hinges on the view of Weedon (1997: 21), as quoted by Fiona (2014), maintains that;

Language is the place where actual and possible forms of social organization and their likely social and political consequences are defined and contested. Yet it is also the place where our sense of ourselves, our subjectivity, is constructed.

To him, through the use of language, individuals construct their identities and also maintain social relationships. This position underscores the sociolinguistic significance of language in human relationship and social reality.

Short Message System (SMS)

SMS is a nascent dialect of English that subverts letters and numbers to produce ultra-concise words and sentiments. Text message began in Nigeria with the linguistic features of the informal variety of Nigerian English, but its functions in recent time cuts across both formal and informal communication contexts while exhibiting informal language features. Text message users communicate with friends, schoolmates, spouses, clients, customers and even employees and employers. People, in recent times, receive invitations to employment interviews mostly through text messages. Even when the real employment is given, establishments, schools, Universities, companies and various parastatals send notification to the successful candidates through text messages. According to Onadeko, Short Message System (SMS) is the;

Device for sending text messages that enables GSM Subscribers to send short messages and pay less as against a higher tariff on oral telephone call. The short messages service gives the subscriber the advantage of choosing specific number of words that would communicate comprehensively but briefly with the minimum cost. Subscribers are constrained by space and time, because handsets have the capacity of 250 characters including space, symbols and punctuation (2000:95)

Recently, many people rely on text messages in dissemination of information to a wider audience and the service providers have mapped out strategies to facilitate this. This is seen in the arrears of group chats, snapchat, instagram, blogs and twitters, as a matter of fact, text messaging has become a part of our communication system and has exhibited features that are distinct from almost all discourse types as it cuts across all levels of human existence, nationally and internationally.

According to Fiona (2014), Caroline (2009:15) posits that “the invention of mobile phone messages as the source of SMS”. To her, there are many elliptical styles of writing which date back to at least the days of telegraphs. People in their bid to save money and time, began shortening their messages to pay less or smaller amount and also to get rid of the message and attend to their other cares. With the popularity and rise in real-time text-based communications such as instant messaging, e-mail, internet and online gaming services, chatrooms, snapchat, instagram, whatsapp, 2go, viber, Imo, facebook, twitter, discussion boards and mobile phone Short Message System (SMS), came the emergence of a new language tailored to the immediacy and compactness of these new communication media. Baugh (2001:95), states that the world continuously witnesses changes and new developments. He maintains that;

New words and coinages and new styles of expression evolve as part of those development processes, people quickly learn these new styles in order to update their knowledge and to express their new experiences. Such could be said about the linguistic style that is associated with the Global System Mobile Communications (GSM) revolution in Nigeria since 2001.

In x-raying the nature of SMS, Awonusi (2004), in Okata, (2000) stated that cell phones, handsets or GSM has brought with it a variety of English which is significantly distinctive both in situation and context. To him, this style is dependent on the speech event because it is based on a particular linguistic domain and at the same time explicates different relationships between interlocutors.

Through spoken conversations, politeness and formality is often necessary, but with SMS, individuals can always avoid the time and cost of all the various conversational protocols required before getting the reason for calling or asking questions. For an instance, an SMS can enable a user to eliminate the transient of “hallo,

who is speaking? How was your day?...etc. The texter goes straight to the point of the message without unnecessary preambles. This is because short blunt messages are acceptable within the domain of text message language. Here, users can inadvertently avoid or curb the other person from going “off topic” and making the conversation even longer than necessary. In addition, another potent attribute of SMS language is that the character and space limit force both the texter (sender) and the respondent (receiver) to stick to the topic and within the desired time frame.

Ambiguity in text decodes

Ambiguity is viewed by The English Dictionary as “something, particularly words and sentences, that is open to more than one interpretation, explanation or meaning.” Text message is used to represent; the text used in SMS text message, internet chat, internet chat, social software and the entire computer mediated communication (CMC), which includes. Snap chats, Facebook, Instagram, WhatsApp, iMessage, 2Go etc. The popular concern about text message spelling and its dumbing-down characteristics is quite overwhelming and erroneous. This owes to the fact that despite an intriguing strata of creativity on the part of the texters, the adamant and constant use of letter-number homophones in the various text messages of the undergraduate students tantamounts to the proliferation and foregrounding of the non-standard usage of English language resulting to Ambiguity. Sometimes, this leads to the misinterpretation and misunderstanding of the sentence and the intended message. This has become a source of worry to experts of language. The major factor is being traced to the fact that text message lacks a uniform code that is universally recognized.

According to Shortis (2007), text messaging in effect is less defined version that determinate species of what counts as literacy in new text forms have created a context in which there has been an extension of the orthographic palette of meaning-making potential beyond the standard forms listed in the dictionaries

Features of text message Lingo

Short Messaging System (SMS) has been grouped into three. According to Shortis, each of these groupings consists of a number of orthographic devices which include;

A. Features for economy and text entry reduction devices. This include;

1. Omission of vowels eg (b4 for before)
2. Letter and number homophones. eg (are you two in the house- r u 2 in d haus).
3. Initialisms and acronyms for key binding and phrases. (G2G for got to go)
4. Clippings in which words are shortened by losing word ending eg. (congrats, for congratulations)
5. Respelling by analogy with other words with more straight forward sound-spelling correspondences eg (thru for through, fone for phone).

B. Features for giving the respelling a simulation of spoken language. This include;

1. Eye Dialect eg (tuff for tough)
2. Accent simulation eg (goin for going, wiv for with)
3. Semiotic features such as capital to indicate paralinguistic details such as volume or emphasis eg (AUF AUF AUF for dog barking loudly)
4. Stage directions in parentheses to indicate nuance. Eg. Monsieur (said in a French accent)
5. Reduplication for stretched sounds for emphasis eg (Soooooo.)

C. Features which incorporate graphical and kinaesthetic devices such as;

1. Emoticons, sometimes from emoticon banks
2. Use of colour, movement, pictorial imagery
3. Alphabetical rebuses such as using an @ sign for roses
4. Other special effects such as the use of text written in dingbats, weddings or other non-alphanumeric font. Eg. JESS

Earlier approaches to the study of text message lingo

There exist different researches and scholarships on the patterns and nature of English language on the internet-enabled social network and text messages. According to Akande and Akinwale (2010) who carried out a study on the spelling practice of Nigerian language users in text messaging, the text message language users consciously or subconsciously breach the spelling rules to convey messages to their audience. Carrier and Cheever (2010), posits that text message language use negatively associate between self-reported textism and formal writings, while it positively associate with informal writing.

According to Fiona (2014), Sotillo (2010) and Herring (2011) carried out a research on the lexical and structural forms of text messages, in their findings, they argued that the choice of language by writers of text messages is creative and deliberate for certain stylistic effects. They went further to state that the structure of the

text messages deviates from the norms of Standard English sentence structure. Sutherland and Lee (2002), who carried out a study on the negative effect of text message language pattern on language use by the young people, affirmed that the way and manner youths deliberately breach grammatical rules for creativity and style negatively influence their formal use of language for private and public discourses. This is in agreement with the findings of Shortis (2007:21), who posited that “text messages has de-regulated what counts as English spelling rather than altered spelling itself” To him, text messaging has in no doubt undermined the spelling ability of the users.

Crystal (2008b) and Schieffelin (2009), argued that the prevalence of textisms within text messages has been exaggerated in the media, with some descriptions treating text message as if it were a foreign language. To them, the much concern over the impact of the use of text message forms on young people’s literacy is a concern without strong empirical support. To them “textism arguably demonstrate an appreciation of sounds of language and has posed no negative effects on literacy for young users. However, Ling (2010) cross-sectional analysis suggests that texting follows a life- phase pattern, with older teens and those in their early 20s making the most use of the medium, with usage dropping off with age.

According to Shortis, the variety of spelling in current use since the proliferation of what he referred to as a ‘new ICT based text forms’, including the existence of variations for the same word, suggests that adherence to a prescriptive standard at all times is not a prerequisite for mutual intelligibility, at least in informal social contexts. To him;

At a time of information, non-standard spelling may even have benefits of affect and rapport in the revoicing of the written word. It seems likely that standard spelling will continue to prosper. We learn to write in standard English spelling for and transparency in formal high stakes social context where failure to comply will carry social and economic penalties. But other spelling options are available, and in certain situations with certain participants, such options may be more pleasurable efficient and appropriate, (2007:7).

Shortis went ahead to argue that the teaching of standard spelling is a project concerned with giving students credibility and access rather than intelligibility. Or, to put it another way, perhaps collusively, is by ‘hijacking an image from a popular treatment of punctuation’. Another Scholar, Broomfield (2003) as quoted by Shortis (2007), posits that while young people are surely using their mobile phones as a novel, creative means of enhancing and supporting intimate relationships and existing social networks, popular discourses about the linguistic exclusivity and impenetrability of this particular technology-mediated discourse appear greatly exaggerated. This according to him serves the sociolinguistic ‘maxims’ of;

- a. Brevity and speed
- b. Paralinguistic restitution
- c. Phonological approximation.

This according to him is based on the fact that young people’s messages are both linguistically unremarkable and communicatively adept. This subjects the proper use of language in formal and informal settings to a higher scrutiny.

Formal and Informal Use of Language

The interest in espousing the use of language as a critical medium of interpersonal communication has attracted the interests of scholars such as Adegbite and Odebunmi (2006) and Salami and Taiwo (2007) who looked at both formal and informal use of language as well as the roles language plays in the sustenance of societal relationship.

Language is viewed as distinguishing mark between man and animal. This is because it performs significant function as a manipulative tool through the conceptualization of ideas in language use. To Okata (2016), language is a as “a vehicle that transports feelings, thoughts, emotions, ideas and expressions from one entity to another for the purposes of communication. This can be in form of oral, written, sign or body language which must be acceptable by members of a particular speech community” .

Dijk (1988), views language use in discourse analysis as analysing ideologies. To him ideologies are typically, though not exclusively expressed and reproduced in discourse and communication. He divided the analysis of ideology into three categories;

- i. Social analysis. This has to do with the examination of the total societal structures which are basically the context that generated the text.-the lexico, syntax and semantics.
- ii. The Socio-cognitive approach. This juggles between discourse and the society at large. The approach is abstract and it involves the use of sense to express socially acceptable ways of relating with people in the same society. He maintains that socio-cognitive approach is “the system of mental representations and processes of group members”
- iii. Discourse analysis. To Dijk the discourse analysis approach is the use of language in text. It is the use of language as a social phenomenon which goes beyond a speaker to finding features which have general relevance.

This relates to the lexical and structural semantics. Through the use of language especially, the spoken form, and conversations, politeness and formality is often necessary and most times observed, but with SMS, individuals can always avoid the time and cost of all the various conversational protocols required before getting the reason for calling or asking questions. For an instance, an SMS can enable a user to eliminate the transient of “hallo, who is speaking? How was your day?...etc. The texter goes straight to the point of the message without unnecessary preambles. This is because short blunt messages are acceptable within the domain of text message language. Here, users can inadvertently avoid or curb the other person from going “off topic” and making the conversation even longer than necessary. In addition, another potent attribute of SMS language is that the character and space limit force both the texter (sender) and the respondent (receiver) to stick to the topic and within the desired time frame.

Shortis in his view found a correlation between the use of non-standard form and creativity as he maintains that; the use of text message language respelled in non-standard form is a source of creativity and vividness and enables a simulation of spoken mode. He went ahead to reiterate the fact that the growth of informal writing enabled by new text forms such as SMS and CMC has deregulated what counts as English spelling rather than altered spelling choices available in day-to-day use and has allowed users new flexibility, economy and means of inflecting nuances of meaning. He maintains that;

The traditional discourse around codified standard English

Spelling and its associated binary evaluations of competence and incompetence has given way to criteria based on appropriateness and the pragmatic issues of what works for the user in a given context. Spelling is now a more flexible friend used for functional economy and identity performance as well as to show credible mastery of standard conventions. (2007:1)

Short Message System (SMS) Features

Research indicates that all informational discourse has a high lexical variety in contrast to interactive and affective types of discourse.

English as a heterogeneous language is informed by its varieties according to users and usage. The use of the text message language for different communicative purposes in Nigeria is influenced by the need and the linguistic purposes of the language. This linguistic pattern is seen in lexico-semantics, syntax and discourse levels of usage. The forms of text messaging are as follows;

1. Abbreviations (eg. lol for laugh out loud, uwc for you are welcome, etc)
2. Non-standard form (eg. Omission of caps for proper nouns and in the beginning of sentences – ‘january’ for January, ‘tompson’ for Thompson, ‘the tittle of dis thesis’ for The Title of this Thesis. etc) this often is occurring alongside standard form,
3. Letter and number homophones (eg. Letter ‘C’ for ‘see’ and number ‘2’ for ‘too’, ‘gud9t’ for goodnight, ‘b4’ for before, ‘1daf1’ for wonderful etc,)
4. Contractions, (eg ‘txt’ for text, ‘wld’ for would, and ‘c@’ for cat. ‘R u sik’ for are you sick. Etc)
5. Nonconventional spellings (eg ‘gud’ for good, ‘Hapi’ for happy, ‘au ar u’ for how are you, ‘nite’ for night etc)
6. Frequency of emoticons and emojis. (: - :-)
7. Accent stylizations: (eg. ‘ello’ for hallo, ‘om’ for home, ‘da’ for that, etc)
8. Onomatopoeic spellings (eg. yay! Haha! Wow! etc) this suggests the influence of speech on the platform.
9. Missing of end message punctuation. (., ., ?, etc)
10. Omission of articles’ (eg. ‘wil come 2 da ause’ for I will come to the house, ‘hvntsn u’ for I have not seen you. etc)

The researcher acknowledges that other forms of text message language may be in existence and are not within the caprices of the current study. This forms part of limitation to the study

II. Methodology

Using the 300 level English undergraduate students of Babcock University as a case study, the study carried out an analysis on the trend of text message language use among undergraduate students. The choice for the population is precipitated by the fact that 300 level students are already in their senior class and thus are matured and well-grounded in their discipline. The study is on English language use hence the choice of senior students of English adequately captures the fecundity of the study.

The data for the study was strictly SMS (Short Message System) which were sent by students under a natural occurring discourse setting from the senior students of English studies in Babcock University. The researcher through the permission of the head of the department attended the class sessions of all the 300 level and through the assistance of their lectures, administered a designed research question to the students and directed them to reply in a text message to a designated number. At the end of the day, the researcher retrieved 268 (two hundred and sixty-eight responses). Out of the responses a total of 921(nine hundred and twenty one) words were screen shorted for analysis.

Using the purposive sampling technique, the first text message out of every five was selected for analysis. The sample was selected for easy assessment and analysis. At the end of the selection, a total number of 54 messages from 54 students were analysed. For the analysis of the data collated, the Computer-Mediated Communication (CMC) theory, which involves the current text message language system, was used. Tables were constructed where necessary and the data was analysed using the qualitative analytical method and simple percentage statistics. The interpretation also followed.

Analysis

Table 1. Comparison of SMS and Standard English Written Orthography

MODE	FREQUENCY	%
Standard English Orthography	396,624.00	37.67
SMS Orthography	525,347.00	62.33
Total	921,971.00	100.00

Table 1 indicates that SMS orthography has 525,347.00 (62.33%), while standard English orthography is 396.624 (33,67%). The example is focused on the;

- 1a. S.E. version- Treat given to me at dinner tonight
- 1b. SMS version- tritgvn 2 mi @ dina 2nyt

- 2a. S.E. version- it was really wonderful
- 2b. SMS version- wsrily 1dafl

The analysis showed that the students employed more of text message lingo in their responses. This is evident in the fact that the students were communicating with their friend who belonged to the same speech community.

Table 2 : Letter-number homophone format of text messaging occurrence.

MODE	FREQUENCY	%
SMS Orthography	467.800	62.77
English Conventional Orthogra.	129.600	37.33
TOTAL	1.700.400	100

Table two shows that Letter-number homophones occurred almost in every two words under analysis. Appearing for about for 367.00 times (37 33%), while other text message forms as well as the English conventional orthography accounted for 621,600 times (62 63%) occurrences.

SMS orthography- Standard English Orthography

Wsrili 1dafl	-	was really wonderful
hv a gd9t	-	have a goodnight
wnt 2 c u	-	want to see you
tnk u so much	-	thank you so much
I cam bk 2 schl	-	I came back to school
I spnt 2 wiks	-	I spent two weeks
Datws 1dafl	-	That was wonderful
B4 I lft 4 chrch	-	Before I left for church
We use 2 go 2 d ceremony-		We use to go to the ceremony
I wil remain gr8tfl	-	I will remain grateful
Hv a gr8 9t	-	Have a great night
I wnt 2 c my m8 again-		I want to see my mates again
Today is d 4 th dai		Today is the fourth day

Analysis showed that letter- number homophones were reportedly used more than other text message lingoes. It is therefore glaring that letter-number homophone format of text messaging is most commonly used among the undergraduate students of Babcock University.

Letter number homophone format of text messaging is indeed a nascent dialect of English that subverts letters and numbers to produce ultra- concise words and sentences. However, this possess ambiguity, since there is no clear-cut standard for the shortenings and the interpretation of the lingoes.

III. Findings

The study found that good as text messaging may seem, it has the disadvantageous effect on the undergraduates as it has an addictive tendencies, thus consumes most of the student's time, occupies their time and shifts their attention from their studies

Secondly, the letter-number homophones is a complete deviation from the standard format of writing which was inculcated into the students at the very foundation of their academic pursuit. Letter-number homophones generates ambiguity in serve as a form of a semantic distortion in the communicative system of the undergraduate students of Babcock University

Findings for the current study showed that the undergraduate students of Babcock University employed all the ten different forms of text message lingoes in their text messages. This include, abbreviations, non-standard form, letter and number homophones, contractions, nonconventional spellings, frequency of emoticons, accent stylizations, onomatopoeic spellings, missing of end message punctuation and omission of articles.

Though text messaging is perceived as fast and cost effective, personal and nonintrusive with a distinctive style of writing, it is embedded with various inconsistencies which pose a threat to the proper understanding of the intended messages. This is contrary to the findings of Shorties (2007:21), who posited that text messages has "de-regulated what counts as English spelling rather than altered spelling itself". Though the choices made by users are heterogenous, it can be argued that the resources of non-standard orthography are relatively homogenous and linguistically circumscribed. This study however takes a stand with him on the point that text messaging has in no doubt undermined the spelling ability of the users, as non-deliberate misspellings is intermittently recorded among the undergraduate students under study (Babcock University). Some of the students employed text message lingoes on a formal academic setting where the Standard English orthography should be used.

Secondly, the study disagrees with the view of Crystal (2008b) and Schieffelin (2009) who argued that the prevalence of textisms within text messages has been exaggerated in the media, with some descriptions treating text message as if it were a foreign language. To them, the much concern over the impact of the use of text message forms on young people's literacy is a concern without strong empirical support. The study however agrees with them on the view that textism arguably demonstrate an appreciation of sounds of language but still disagrees on their view that no negative effects on literacy for young users was found.

The findings also aligns with the views of Carrier and Cheever (2010), which states that text message language use negatively associate between self-reported textism and formal writings, while there was a positive association with informal writing.

IV. Conclusion

1. This paper affirms that Letter-number homophones format of text messaging has come to stay. Curriculum planners should develop this aspect of communication in order to create room for uniformity in the usage among the undergraduate students of Babcock University and the society in General.
2. Text messaging has delved into both formal and informal discourse situation. However, there exists variations and deviations, in the pattern of text message discourse and this is dependent on who is texting, where the texter lives and the individual speech community.
3. The style, form and level of use of text message lingoes varied from individual texters. This is because, while some students employed a super-squeeze-text message method in their text messages, others used the version that can be easily decoded and understood. Finally, while some students employed text message lingoes during a formal setting, others maintained the Standard English autography in their various formal writings.
4. These developments are points of disconnect from the primary objective of SMS language which is 'to use the fewest number of characters needed to convey adequate message', but a closer scrutiny reveals that text message language and especially the letter-number homophone format of text messaging sometimes encourages lazy and sloppy attitudes and this somewhat is "irritating" as these habits can degenerate to complete sense of ignorance of the standard English format of writing.

V. Recommendations

The study however recommends that, to improve and strike a balance between the use of text message language, especially, the letter-number homophones and the standard English orthography format of writing in the various discourse situations of University undergraduates of Babcock University and students of the various institutions of higher learning in Nigeria;

1. Instructors and Teachers in the primary, secondary and post primary schools should educate the learners on the dangers of imbibing the text message lingo especially in the formal discourse settings as this will undermine the inculcation of the standard form of writing.
2. Teachers should, therefore, insist on standard spelling convention in any given formal discourse situation. This is necessary because, experts and teachers of the English Language are beginning to express a great deal of concern about the indiscriminate use of "non-deliberate" misspelling which tilts towards incompetence and general lapse on the part of the students.
3. The fact that there are no stabilizing agencies working on the uniform standard on the text message short forms, the government and curriculum planners should inaugurate a body that will standardize text message short forms code. This will enable the realization of a standard which will be generally acceptable by both students and the society in general.
4. Teachers and students alike should cultivate the habit of organising and attending seminars and workshops on computer Mediated Communication (CMS). This will enable them acquaint themselves with the latest development in the field and in-turn adequately educate the students.
5. Finally, Researches in CMC should be funded by government. This will enable experts to go into in-depth research that will fine-tune the way forward in the application of a standard that will govern the use of SMS language and create room for Uniformity among users both at undergraduate, National and International levels.

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