

THE IMPACT OF TEXT MESSAGING ON FACE-TO-FACE COMMUNICATION

By

Alik Chilingaryan

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## **Introduction**

The use of text messages continues to increase. People communicate with each other in different ways and texting has become the most popular way of communication especially among teenagers.

Nowadays everyone texts. At home, in the bus, in the streets, in universities and colleges people communicate with each other using text messaging. It has become a very popular and easy way of communication especially among young people. When people text they save time, can express their thoughts in a short way and sometimes avoid unpleasant calls. Among many advantages, texting has also its negative effects on people. Sometimes teenagers can text during dinner or when someone is talking to them. Little by little, people forget about face-to-face communication.

This literature review will discuss not only the impact of texting on face-to-face communication but also the academic effects of texting, how texting affects academic writing of students, how it affects the quality of life and what are the differences among male and female users of text messaging.

This study will further discuss the reasons of texting among AUA students, why they prefer texting to face-to-face communication and how texting affects their academic skills.

### **Review of Literature**

Nowadays mainly teenagers and adolescents use communication technologies. They communicate using text messages. Other ways of communication are less used and for some people only texting has become a way of communication. Today's generation use internet every day and every hour and they cannot imagine their lives without internet as they play online games, text each other, keep blogs, follow news and get all the needed information. Besides, students tend to multitask while they are using communication technologies and information. So Junco and Cotton (2011) investigated the impact of multitasking on educational outcomes among students. It is known that there are some kinds of technologies that have great role in academic success or failure. Instant messaging (IM) is considered one of these technologies that is associated with academic outcomes. Nowadays students find it easy and comfortable to use IM as a means of communication instead of emails and phone calls. They use IM when they do homework or other activities and they multitask more often using IM.

One of the ways people text very often is using social network like Facebook. As it has become very popular, there are many researches on how Facebook use affects educational outcomes of students. For example, there is a research about academic effects of text messages where IM has a great impact on students' schoolwork. Students who use Facebook during lectures get lower scores than those students who use only paper-and pencil. In means that student who don't use technology during exams get better results (Junco & Cotten, 2011). In addition, there is a great difference between using Facebook as a means of gathering information and sharing it than using Facebook as a means of socializing. IM and Facebook use are social activities, but emailing and searching for information are academic because when students use emails they communicate with their professors and discuss their lectures. Student overall GPA is

lower when they use Facebook and IM while studying as their attention is on both schoolwork and communication with friends.

People use Facebook for different reasons. Further research needs to be done in order to find out how social media can help students to learn better and have better results in their works. During our classes, we are allowed to use internet but now everyone gets benefit from it.

The use of internet and text messaging depends also on gender and income of students. We all know that gender differences are obvious also in texting: females' use of SMS language differs from males' language and the reasons why they text are also different. What are the main phrases and abbreviations they use, text length and common texting phrases are important to discuss for a research like this.

Junco et al. (2010) examined three main factors about the use of communication technologies among college students: gender, ethnicity and income. Based on these three factors the study has done about the use of text messaging, cell-phone use and instant messaging. Examining gender factor the researchers came to the conclusion that girls tend to use computers at home for writing emails, blogging, playing games and using different sources for their schoolwork more than boys do. Females are fond of phone calls and can talk for a long time; meanwhile males like to be short in calls and in texting as well. What about time spent online results showed about equal for boys and girls. In addition girls use internet mainly in order to socialize, but boys spent their time online on entertainment.

What about ethnicity and income researchers mentioned that not all students have computers at home which results their technological skills and experience using internet. Some students tend to use computer less because of the lack of resources available at home or at

school. One more reason why some students use less internet is cultural and societal influences that may encourage or discourage student to use internet and computer. In our society almost everyone has access to internet and there may be no need to discuss students' use of internet based on their income and social status. In addition if the population of my research is AUA students I can say for sure that if someone does not have access to the internet at home, our university gives the opportunity to stay in the library and use internet as much as we want. So this factor will not bring any obvious change or difference in my research comparing to the study done in other countries. However gender difference is very interesting to discuss and interview students to find out the differences in language use and the reasons why they use text messaging, how often and what are the pros and cons if it.

One of the greatest advantage of texting is the fact that you can text even people who you don't know and when you are shy to use phone calls with such people. You can express you thought and ideas briefly and without any inconvenience situation you can communicate with people just texting. In her article about face-to-face communication versus technological communication, Pierce (2012) identifies that students who use texting have increase in anxiety. The use of texting is better and more comfortable for people, especially for females, who are shy and have social anxiety, this way they stay away from uncomfortable situations. In addition, females are likely to use phones and online social sites more than males do. Technologies can have both negative and positive influence on people who have anxiety problems while communicating. Those who have fear in social situations, communication via internet allows them to avoid that fear and this way to continue their relationship with people. So new technologies give people the opportunity to communicate with friends and family members even if they are shy and have problems in face-to-face communication. However, Pierce came to the

conclusion that even if new technologies change not only people's life and the way they communicate with each other, it also gives great opportunity for people with different preferences.

One very important thing to discuss about texting is the fact that people little by little forget about face-to-face communication. Internet has an impact on quality of life. If people use internet for interpersonal communication then their life quality will be raised just as it happens with face-to-face communication in everyday life. But in the research done by Paul et al. (2010) showed that internet communication does not improve the quality of life as some factors like verbal cues and warmth are missing which lowers the level of interactions. Moreover, the study showed that socially isolated people do not tend to use internet as a means of communication and do not get social support from it. It is important to keep face-to-face communication in order to have long-term relationships and mutual support from people. Of course, online communication cannot give people the warmth and love that people can get from face-to-face communication.

There is also one more important issue to discuss about texting: its influence on academic writing of students. When people text they use short words and phrases, abbreviations where grammar and punctuation has no importance. Of course we know that people use SMS language while texting and there are many abbreviated words and phrases. In some cases, using so much SMS language will affect students' academic writing. Some researchers showed that texting does not affect academic writing of students as they know when they should use academic language and when SMS language. As nowadays most of the exams, group and individual projects, reports and other assignments at university are based on written work, a study was done to demonstrate if student can switch to SMS language into academic language easily and how it affects spelling and punctuation (Aziz, Shamim, Aziz, & Avais, 2013) . In contrast to researchers' expectations,

the study showed that the fact that standard language is in danger of destruction is overestimated. Although the participants were undergraduate students and as a fact, they are likely to use more SMS language, abbreviated words and miss punctuation, it was found that they could switch from formal writing style to informal style. Students are aware of the context in which they are writing so the spelling also is not affected during their academic writings. As researchers mention in the article, students first learn the general and standard spelling, then they start to abbreviate words, and as a result, they are good at academic writing. However, if the study was done on young learners, who start texting from early ages without being taught standard language, their writing is likely to be affected by texting.

However, there is great difference among the research done in a country where English is the first language and in our country that is not. If our students text only in English maybe texting would have influence on their academic writing. My research touches upon this topic and finds out if there is difference when students use the same language for texting and for academic writings and students who use different languages.

Texting is an easier way to keep in touch with people who are far from you and with whom you do not have so much time to communicate using phone calls. So this fact can be considered one more benefit of texting. Subrahmanyam and Greenfield (2008) examine adolescents' relationships with friends, romantic partners, strangers, and their families using online communication activities. The theoretical framework is based on the claim that the behavior of adolescents is guided by their key developmental tasks such as identity, autonomy, intimacy and sexuality and other variables such as gender and social class. The researchers also discuss the impact of electronic media on relationships with friends, romantic partner, strangers, family and schooling.



Among the characteristics of the electronic transformation, the notable ones are teen autonomy, privacy, the decline of face-to-face communication, enhancement of peer group relations at the possible expense of family relations, and greater teen choice. A great challenge that the paper sets is we need to think how we should enhance the advantages that can be given to us by the electronic world while mitigating its dangers.

It is also more convenient for the parents to contact their children and made it easier to contact with someone in case of emergency. However, texting also results to more incidents of bullying and teasing as people get frustrated from texting easily. Text messaging is the preferred way for adolescents to get in contact with their peers, parents and schools' social workers. It allows for development of social skills as many can be shy to communicate in person (Graham, 2013). This study has been conducted to analyze the effect of text messaging on the communication skills of adolescent people. It also includes a research around the opinions of social workers in terms of how they think text-messages changed the habits and lives of adolescents. According to the study texting has negative consequences on the personal communication skills of adolescents. However text-messaging makes it easier for them to communicate with other (peers, parents and social workers).

For teenagers text messaging is in fact the most preferred mode of communication (even more preferred than face-to-face communication). SMS language differs from daily use of expressions and phrases, and it contain emoticons, which are claimed to be the tools for the texters to express their emotions (Tossell, Kortum, Shepard, Barg-Walkow, & Rahmati, 2012). They mentioned in their research that females use far more emoticons and send more messages. The study concludes that the lack of usage of emoticons comes from the ties with the receivers of the messages. The receivers are mainly the close friends of the texters and the texters find to

need to display their emotions to the receivers through text-messages. In general, the study actually prove that the usage of emoticons is not as common as one might think. It relates the lack of emoticon usage to the ties with the receivers and the absence of the need to display one's emotions to a close person through text-messages.

As emoticons are a part of SMS language, the research should touch upon also the reasons of using emoticons. We can say for sure that teenagers and adults use emoticons mostly in every text message, but there are some people who do not, and it depends on the personality or the texter and the writing style he or she uses.

## **Research Questions and Methodology**

### **Statement of central research questions**

Research Question 1: Why do students in contemporary society prefer texting and what are the pros and cons of texting?

Research Question 2 : How do new technologies affect students' communication and written skills?

## **Methodology**

### **Research Design**

For this research Quantitative method was used. Quantitative research was based on numerical data which was further analyzed.

### **Participants**

The population of our research were AUA undergraduate students from 3 departments, undergraduate students from Yerevan State University and French University of Armenia. From each university 100 participants were selected.

### **Data collection**

The process of data collection was held at Yerevan State University and French University of Armenia, but with the students of the American University of Armenia I did an online survey. I made an appointment with the participants beforehand. The questionnaire was conducted after the classes. Afterwards I analyzed the data using a program.

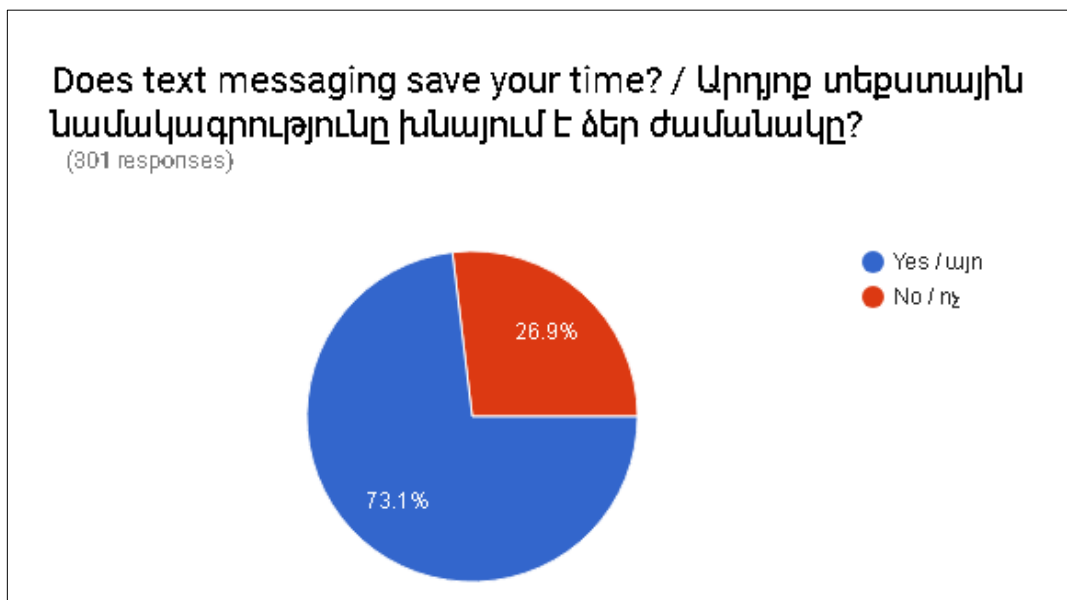
### **Instrument**

As I did a Quantitative data analysis, the instrument of our research was a questionnaire. A detailed questionnaire was developed. The questionnaire consisted of 18 questions in order to obtain information about the topic of my research (appendix 1). Most of the questions were multiple-choice questions and there are a few open-ended questions as well. For Yerevan State University and French University of Armenia, I developed the Armenian form of the questionnaire (appendix 2).

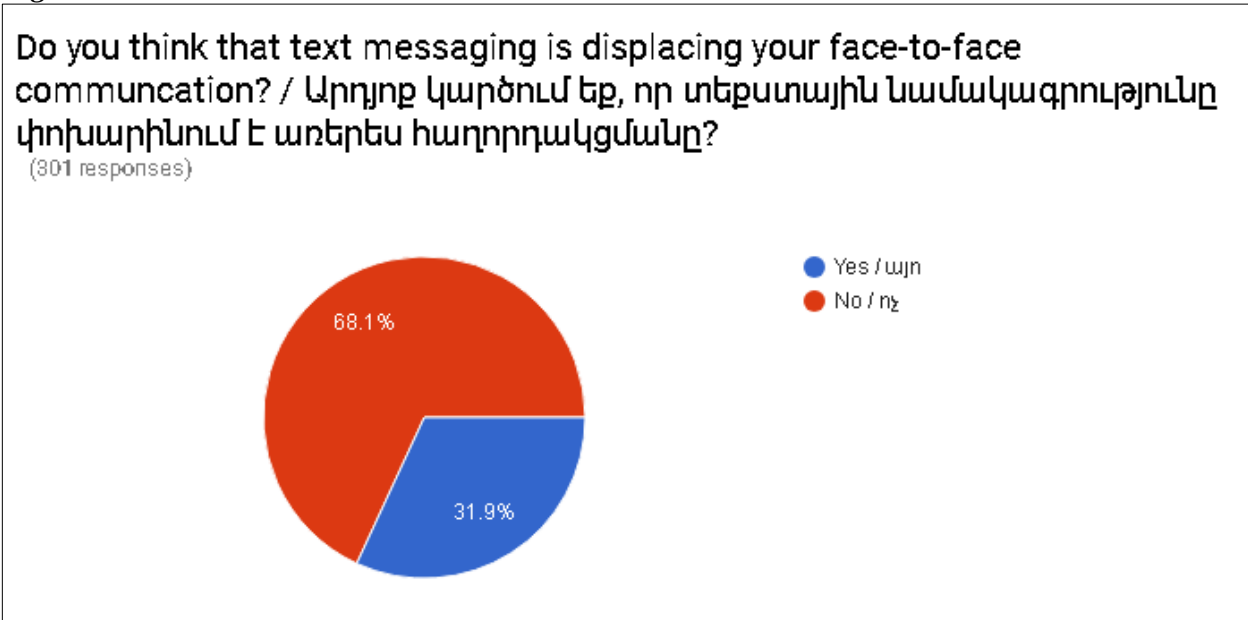
### Research Findings and Analysis

According to the data collected from the survey, some interesting results were observed. First, the most important question was the reason of using text messaging. Most of the students from the 3 universities answered that texting is comfortable, easy to use, the conversation is fast, they save a lot of time and can talk to several people at the same time. All these mentioned responses are very important and really help people during the whole day. For students saving time is really important and according their responses most of the students agree that texting saves their time (see figure 1).

**Figure 1**



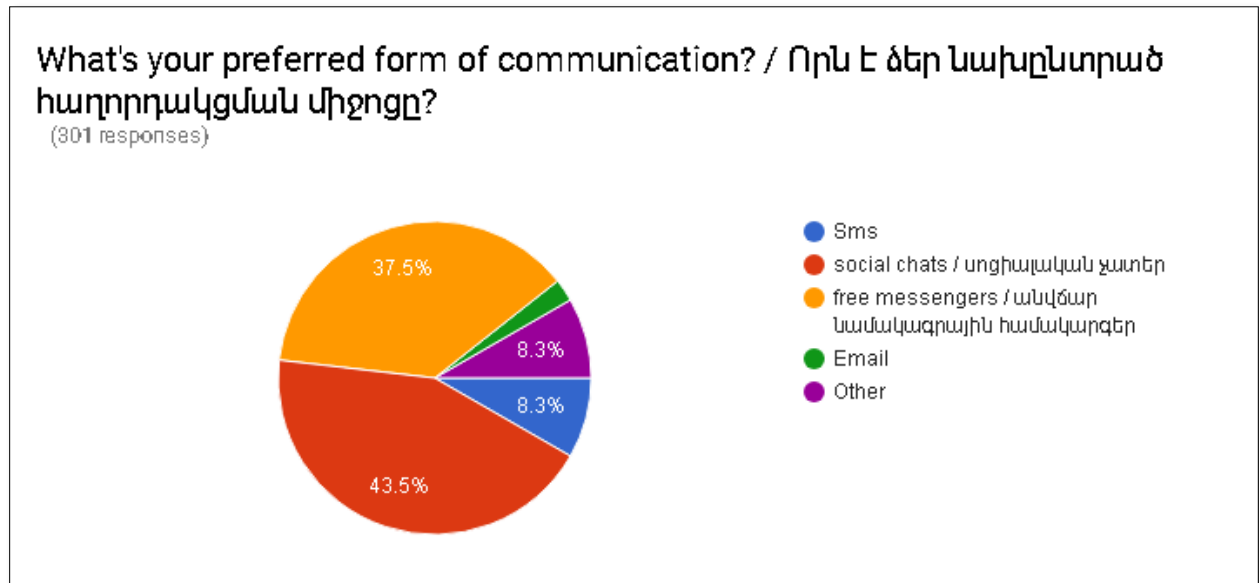
As we can see in figure 2, most of the students do not think that text messaging is displacing their face-to-face communication and we can conclude from this question that although students use texting very often they still need to meet people and communicate.

**Figure 2**

Mostly students use face-to-face communication when they have serious conversation and simply when they can see the person and do not need to text them. Moreover, as they have many friends and do not have the chance to meet them often, students prefer text messaging. There are some reasons why students text their family members, for instance when parents work and texting is much easier than calling them and those who do not live with their parents, they also use text messaging.

Despite its advantages, text messaging has some disadvantages as well. Students mentioned that sometimes people misunderstand each other, they cannot express their emotions, the lack of internet can limit their communication, people can respond late, etc. As mostly student use free messengers and social chats (see figure 3), again the lack of internet limits their communication.

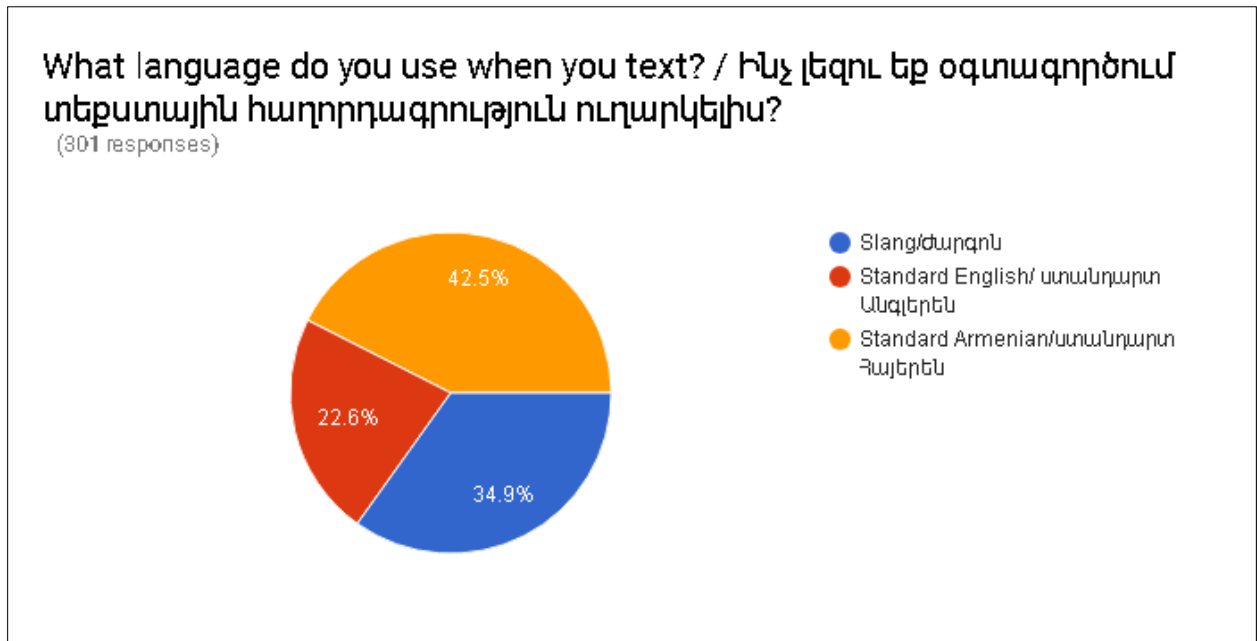
**Figure 3**



Regardless all these disadvantages people continue to use text messaging.

It can be concluded from figure 4 that although students use mainly Standard English and Armenian, still there are many students that use slang. As a result, it affects their communication and written skills. Of course, students use SMS language, which has its abbreviations and common words, which changes the way student write or speak in general. However, there is an important thing that needs further research: if students do not text and use face-to-face-communication, will they again use slang or not.

**Figure 4**





### **Limitations and Avenues for Future Research**

At first, I decided to print questionnaire for all students and give them to fill it in after the classes. But then I realized that having 300 copies and then collecting all that data in a program would be very difficult. Therefore, I made an online survey. I also made an Armenian version of the questionnaire for those who might not understand English. When I added the Armenian part in my online survey, the program stopped working and I had to make the survey again, so the process of survey making and collecting data was a little stressful. Finally, when my survey was ready I had another problem, only students from American university could do the online survey, for other students I again needed to print the questionnaire. It would be much easier to have all the responses online and analyze them quickly.

Further research needs to be done about the affect of texting on written and communication skills. I needed to include more detailed questions about it to have a deeper understanding of the question.

### **Conclusion**

Nowadays internet and new technologies gives us many benefits to make our life easier. And perhaps the most important one is communication. We can communicate with the ones we need at any time just having internet access. Among students text messaging is widely used and my research aimed to find out the why students prefer texting and how it affects their communication and written skills.

Based on the results of the research text messaging has many benefits: it helps student to communicate with their friends easily, they save time and can talk to several friends at the same time, they can respond later if they want, they can communicate with people all over the world and get new friends easily. Though texting does not displace their face-to-face communication, students still need it as they cannot express their emotions, sometimes they can be misunderstood and internet can limit their communication.

Although text messaging has same drawbacks, it still is the most preferred form of communication.

### **Annotated Bibliography**

#### **Junco, R., & Cotten, R. S. Perceived academic effects of instant messaging use.**

Nowadays mainly teenagers and adolescents use communication technologies. They communicate using text messages. Other ways of communication are less used and for some people only texting has become a way of communication. Today's generation use internet every day and every hour and they cannot imagine their lives without internet as they play online games, text each other, keep blogs, follow news and get all the needed information. Besides, students tend to multitask while they are using communication technologies and information. So Junco and Cotton investigated the impact of multitasking on educational outcomes among students. It is known that there are some kinds of technologies that have great role in academic success or failure. Instant messaging (IM) is considered one of these technologies that is associated with academic outcomes. Nowadays students find it easy and comfortable to use IM as a means of communication instead of emails and phone calls. They use IM when they do homework or other activities and they multitask more often using IM.

As Facebook has become very popular, there are many researches on how Facebook use affects educational outcomes of students. In their study, Junco and Cotton came to the conclusion that IM has a great impact on their schoolwork. Students who use Facebook during lectures get lower scores than those students who use only paper-and pencil. In means that student who don't use technology during exams get better results. In addition, there is a great difference between using Facebook as a means of gathering information and sharing it than using Facebook as a means of socializing. IM and Facebook use are social activities, but emailing and searching for information are academic because when students use emails they communicate with their

professors and discuss their lectures. Student overall GPA is lower when they use Facebook and IM while studying as their attention is on both schoolwork and communication with friends.

In my research I want to cover this topic as our students also use instant messaging while doing homework. I want to find out whether IM has benefits or not and whether students have preferences how and in which class they can use IM.

**Pierce, T.**

**Social anxiety and technology: Face-to-face communication versus technological communication among teens.**

In her article about face-to-face communication versus technological communication, Pierce identifies that students who use texting have increase in anxiety. The use of texting is better and more comfortable for people, especially for females, who are shy and have social anxiety, this way they stay away from uncomfortable situations. In addition, females are likely to use phones and online social sites more than males do. Technologies can have both negative and positive influence on people who have anxiety problems while communicating. Those who have fear in social situations, communication via internet allows them to avoid that fear and this way to continue their relationship with people. So new technologies give people the opportunity to communicate with friends and family members even if they are shy and have problems in face-to-face communication. However, Perce came to the conclusion that even if new technologies change not only people's life and the way they communicate with each other, it also gives great opportunity for people with different preferences.

In our society gender differences also affect communication and there are some differences among male and female ways of communication. I think that females are fond of phone calls and can talk for a long time; meanwhile males like to be short in calls and in texting as well. The results of this factor I will find out using questionnaire or interview.

**Paul S. N. Lee, L. L.**

**Internet Communication vs Face-to-face Interaction in Quality of Life**

This study examines how internet impacts on quality of life. If people use internet for interpersonal communication then their life quality will be raised just as it happens with face to face communication in everyday life. But the research showed that internet communication does not improve the quality of life as some factors like verbal cues and warmth are missing which lowers the level of interactions. Moreover the study showed that socially isolated people do not tend to use internet as a means of communication and do not get social support from it. It is important to keep face to face communication in order to have long term relationships and mutual support from people.

Of course, online communication cannot give people the warmth and love that people can get from face-to-face communication. For example when you miss someone and have not seen him/her for a long time, you will not be satisfied only using texting.

**Junco, R., Merson, D., & Salter, D. W.**

**The Effect of Gender, Ethnicity, and Income on College Students' Use of Communication Technologies.**

Three main factors have been examined in this article about the use of communication technologies among college students: gender, ethnicity and income. Based on these three factors the study has done about the use of text messaging, cell-phone use and instant messaging. Examining gender factor the researchers came to the conclusion that girls tend to use computers at home for writing emails, blogging, playing games and using different sources for their schoolwork more than boys do. What about time spent online results showed about equal for boys and girls. In addition girls use internet mainly in order to socialize, but boys spent their time online on entertainment.

What about ethnicity and income researchers mentioned that not all students have computers at home which results their technological skills and experience using internet. Some students tend to use computer less because of the lack of resources available at home or at school. One more reason why some students use less internet is cultural and societal influences that may encourage or discourage student to use internet and computer.

The reasons why people use internet and computer is different among girls and boys. In my opinion girls use internet for blogging and texting or visiting some important websites, but boys tend to play games and do online shopping. My research will show if this idea is true or false.

**Subrahmanyam, K., & Greenfield, P.**

**Online Communication and Adolescent Relationships**

This research paper examines adolescents' relationships with friends, romantic partners, strangers, and their families using online communication activities. The theoretical framework is based on the claim that the behavior of adolescents is guided by their key developmental tasks such as identity, autonomy, intimacy and sexuality and other variables such as gender and social class. The paper discusses the impact of electronic media on relationships with friends, romantic partner, strangers, family and schooling. The article also acknowledges that online content can be positive (e.g. valuable information) or negative (e.g. racist or hate messages).

Among the characteristics of the electronic transformation, the notable ones are teen autonomy, privacy, the decline of face-to-face communication, enhancement of peer group relations at the possible expense of family relations, and greater teen choice. A great challenge that the paper sets is we need to think how we should enhance the advantages that can be given to us by the electronic world while mitigating its dangers.

In my research I also want to mention the fact that texting is an easier way to keep in touch with people who are far from you and with whom you do not have so much time to communicate using phone calls. So I can consider that this is one more benefit of texting.

**Tossell, C. C., Kortum, P., Shepard, C., Barg-Walkow, L. H., & Rahmati, A.**

**A longitudinal study of emoticon use in text messaging from smartphones.**

The article outlines the significance of text-messaging, stating that it has become one of the major modes of communication in the modern world. Furthermore, it outlines that text-

messaging is in fact the most preferred mode of communication (even more preferred than face-to-face communication) for the teenagers. The study presented in the article concentrates on the usage of emoticons, which are claimed to be the tools for the texters to express their emotions. The study involved gathering and analyzing data regarding emoticon usage from 21 students (who were provided with iPhones for 6 months) for the past 6 months (due to confidentiality issues only the emoticons used in the messages were recorded).

Even though the initial expectation was to see a large proportion of messages to include at least 1 emoticon it turned out that only 4.24% actually did. Furthermore, the study showed that females use far more emoticons and send more messages. The study concludes that the lack of usage of emoticons comes from the ties with the receivers of the messages. The receivers are mainly the close friends of the texters and the texters find to need to display their emotions to the receivers through text-messages.

In general the article and the study actually prove that the usage of emoticons is not as common as one might think. It relates the lack of emoticon usage to the ties with the receivers and the absence of the need to display one's emotions to a close person through text-messages.

**Graham, J. B. (2013).**

### **Impacts of Text Messaging on Adolescents' Communication Skills**

A study has been conducted to analyze the effect of text messaging on the communication skills of adolescent people. It also includes a research around the opinions of social workers in terms of how they think text-messages changed the habits and lives of adolescents



The study identified that texting made it more convenient for the parents to contact their children and made it easier to contact with someone in case of emergency. However, according to the study texting also results to more incidents of bullying and teasing as people get frustrated from texting easily. Text messaging is the preferred way for adolescents to get in contact with their peers, parents and schools' social workers. It allows for development of social skills as many can be shy to communicate in person.

According to the study texting has negative consequences on the personal communication skills of adolescents. However the study mentions that text-messaging does actually help adolescents develop as it makes it easier for them to communicate with other (peers, parents and social workers). In general the study points out the importance of the social workers' ability to comprehend the good and bad sides of text-messaging and be able to assist adolescents in their process of human development.

**Aziz, S., Shamim, M., Aziz, M. F., & Avais, P.**

**The Impact of Texting/SMS Language on Academic Writing of Students- What do we need to panic about.**

The following research focuses on the impact of SMS language on academic writing of students taking into consideration the fact that texting affects oral communication. As nowadays most of the exams, group and individual projects, reports and other assignments at university are based on written work, the study was done to demonstrate if student can switch to SMS language into academic language easily and how it affects spelling and punctuation. In contrast to researchers expectations, the study showed that the fact that standard language is in danger of destruction is overestimated. Although the participants were undergraduate students and as a fact they are

likely to use more SMS language, abbreviated words and miss punctuation, it was found that they can switch from formal writing style to informal style. Students are aware of the context in which they are writing so the spelling also is not affected during their academic writings. As researchers mention in the article, students first learn the general and standard spelling, then they start to abbreviate words, and as a result, they are good at academic writing.

If the study was done on young learners, who start texting from early ages without being taught standard language, their writing is likely to be affected by texting. Moreover, further research should be done to examine the possible grammar and tenses changes students can have in their writing.

Of course we know that people use SMS language while texting and there are many abbreviated words and phrases. I think that in some cases using so much SMS language will affect students' academic writing but in which cases it will happen I am not sure. I will think of a way to find out how texting can affect not only students' oral communication but their academic writing as well.

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## Appendices

### Appendix 1

#### The Impact of Text Messaging on Face-to-Face Communication

1. On average, how many texts do you think you send per day?

- 1-50
- 50-100
- 100 and more

2. What are the main reasons that you prefer texting?

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3. What's your preferred form of communication?

- SMS
- Social chats
- Email
- Free messengers
- Other \_\_\_\_\_

4. Do you find text messaging addicting?

- Yes
- No

5. Do you think that text messaging is displacing your face-to-face communication?

- Yes
- No

6. Does text messaging save your time?

- Yes
- No

7. Does text messaging negatively impact on personal relationships?

- Yes
- No

**8.** What language do you use when you text?

- Slang
- Standard English
- Standard Armenian

**9.** In which occasions you don't text and instead you use face-to-face communication?

- I can see the person
- No internet
- Serious conversation
- Other \_\_\_\_\_

**10.** Which group of people do you text more?

- Friends
- Family members

**11.** Please explain your choice on the question above

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**12.** Can you express all your thoughts and feelings by texting?

- Yes
- No

**13.** What difficulties do you face while texting? What are the disadvantages of texting for you?

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**14.** Are you satisfied with your communication with others only by texting?

- Yes
- No

**15.** Have you texted our peer while being in the same room?

- Yes
- No

**16.** What's your gender?

- Male
- female

**17.** What's your age?

- 15-20
- 21-25
- 25 and up

**18.** Where do you study?

- American University of Armenia
- Yerevan State University
- French University of Armenia

## Appendix 2

### Տեքստային նամակագրության ազդեցությունը առերես հաղորդակցման վրա

1. Ըստ ձեզ, քանի տեքստային հաղորդագրություն եք ուղարկում օրեկան կտրվածքով?
  - 1-50
  - 50-100
  - 100 և ավելի
  
2. Որոնք են այն հիմնական պատճառները, որ նախընտրում եք տեքստային հաղորդագրություն ուղարկել?
 

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3. Որն է ձեր նախընտրած հաղորդակցման միջոցը?
  - Sms
  - social chats / սոցիալական չատեր
  - free messengers / անվճար նամակագրային համակարգեր
  - Email
  - Այլ \_\_\_\_\_

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4. Ըստ ձեզ, տեքստային նամակագրությունը կախվածություն առաջացնում է?
  - Այո
  - Ոչ
  
5. Արդյոք կարծում եք, որ տեքստային նամակագրությունը փոխարինում է առերես հաղորդակցմանը?
  - Այո
  - Ոչ
  
6. Արդյոք տեքստային նամակագրությունը խնայում է ձեր ժամանակը?
  - Այո
  - Ոչ
  
7. Ըստ ձեզ, տեքստային նամակագրությունը բացասաբար է ազդում մարդկային հարաբերությունների վրա?
  - Այո
  - Ոչ
  
8. Ինչ լեզու եք օգտագործում տեքստային հաղորդագրություն ուղարկելիս?
  - Ժարգոն
  - Ստանդարտ Անգլերեն
  - Ստանդարտ Հայերեն



9. Որ պարագաներում եք հաղորդակցվում առերես հաղորդագրություն գրելու փոխարեն?
- Երբ մարդուն տեսնում եմ
  - Համացանցի բացակայություն
  - Կարելիք խոսակցություն
  - Այլ: \_\_\_\_\_
10. Մարկանց որ խմբին եք հաղորդագրություն ուղարկում ավելի հաճախ?
- Ընկերներին
  - Ընտանիքի անդամներին
11. Խնդրում ենք բացատրել ձեր վերոնշյալ ընտրությունը.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
12. Կարող եք արտահայտել ձեր բոլոր մտածմունքներն ու զգացմունքները նամակագրության միջոցով.
- Այո
  - Ոչ
13. Ինչում եք դժվարանում տեքստային հաղորդագրություն ուղարկելիս? Ըստ ձեզ, որոնք են տեքստային հաղորդակցման վատ կողմերը?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
14. Դուք բավարարվում եք հաղորդակցումից ուրիշի հետ, որը պայմանավորված է միայն տեքստային նամակագրությամբ?
- Այո
  - Ոչ
15. Հաղորդագրություն ուղարկել եք մարդու ում հետ գտնվել եք նույն սենյակում?
- Այո
  - Ոչ
16. Նձեք ձեր սեռը
- Արական
  - Իգական
17. Նշեք ձեր տարիքը
- 15-20
  - 21-25
  - 25 և ավելի

**18. Որտեղ եք սովորում?**

- Հայաստանի Ամերիկյան Համալսարան
- Երևանի Պետական Համալսարան
- Հայաստանի ֆրանսիական Համալսարան