

Drouin, Michelle. "College Students' Text Messaging, Use of Textese and Literacy Skills."
Journal of Computer Assisted Learning, vol. 27, no. 1, 2011, pp. 67–75.

Dr. Michelle Drouin, a professor of psychology at Indiana University, conducts experiments to test the effects of text messaging on college student's literacy skills. Her research shows that there is a positive relationship between college students who send more text messages and their literacy skills. This suggests that those who are skilled readers and writers end up sending more text messages. The research also shows a negative relationship between the use of textese and literacy. However, it may be that they possess lower literacy skills to begin with and further studies are required on that matter. Furthermore, the experiments show that college students are able to freely control their use of textese depending on the context. They do not, for example, use textese in a formal context such as sending an email to a professor. The media assumption that the use of textese seeps into a student's writing is disproven.

The research is carried out well and the results match up with other sources I have. However, part of it comes directly from the subjects' own perception of frequency, which raises some questions. I can use this source to perhaps supply some concession for the opposition, but in the same vein, as a refuting. It acknowledges the lower literacy among users of textese, which critics of textese will draw on, but it doesn't confirm it as a cause. The study shows that college students are able to freely control their use of textese depending on the context.