



## INFLUENCE OF SOCIAL MEDIA LANGUAGE ON WRITTEN-ENGLISH OF NCE STUDENTS IN KWARA STATE COLLEGE OF EDUCATION ILORIN

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**ABSTRACT.** As the world advances, everything, including the way we communicate and relate to people and students have also taken these changes they are familiar and used to into schools that it affects their written English. The study examined influence of social media language on written English of students in Kwara State College of Education, Ilorin. Descriptive survey was used for the study where multistage sampling techniques of purposive and simple random sampling were used to select respondents. Researcher designed questionnaire was used to garner data from 399 respondents while descriptive statistics of percentage, mean and t-test were used for research questions and testing of hypotheses. The study revealed among others that students use several social media sites and students are influenced by social media regardless of gender or course combination. The study recommended that sensitization and monitoring on the use of social media should be carried out among the students.

**Keywords:** Social Media; Language; Tertiary Institution Students

### INTRODUCTION

Life of the new global world and everyday situation evolves and adopts new technologies, information, lifestyle, languages among others. Nowadays, digital and social media have become very popular among the people, especially the young generations. Social media includes all facilities that facilitates social interactions which makes possible collaborations and ensure dissemination of information from one person to another. Social media includes such tools as electronic blogs, audio/video tools (YouTube), internet chatroom (WhatsApp, Facebook, Instagram, SnapChat, Telegram, TikTok, 2go, etc), cellular and computer texting social networking sites (Chen & Bryer, 2012; Aun et'al 2023). Aroyo (2013) maintains that "Once social media was introduced, it enables a new way for people to connect with one another, especially the younger generations, based on common interests, goals and even values.

Accordingly, Aun, et'al (2020; 2023) added that media is the rage today and bully in anyone who cannot control or deal with it social medial changes the way we perceive world. Students most especially the colleges of education and undergraduates make use of phones, electronic devices like phones, tablets, laptops, etc everywhere and anytime even while they are reading, in school or during lectures, office, lecture hall for study. Social media has now become part and parcel of everyone's life and

students especially are not left out (Allen 1973, Corder, 2008).

However, the level of usage and if not tamed, can lead to negative or produce the negative results. Most importantly, the way most of these college students make use of social media language is of greater concern. Some of the most popular social media websites with over 100 million registered users includes Facebook (and its associated Facebook Messenger), Tiktok, Wechat, and other popular platforms that are sometimes referred to as social media service includes YouTube, TikTok, Telegram, WhatsApp, Snapchat, and more (Davis & Cranston, 2008; Osharive, 2015).

As social media has breached the gap of people relying on the traditional means of sharing information such as letters and phone calls as a mode of getting in touch with relatives and friends. Today's communication is as easy as walking into a neighbor's residence to deliver a piece of information through the use of social media (Licardi et'al 2007).

However, it is well known that nothing in this life, interesting or not is ever completely one-sided, so it is for social media as it comes with its own pros and cons or positive and negative effects. Consequently, there is a complementary relationship between social media usage and academics performance of students in college of education. There have been various views and opinions which recognizes four major advantages of social media in higher education. These includes enhancing

relationships, improving learning motivation, offering personalized course materials, and developing collaborative abilities (Davis & Cranston, 2008; Foluke, 2018; Inyang, 2021).

Also, Licardi et'al (2007), argued that students are socially confirmed with one another and therefore share their daily learning experiences and conversations on various topics through social media. Kuppuswamy and Shankar (2010), argued that social network websites grabs students attention non-educational and inappropriate actions including useless chatting.

Writing is an intricate and complex task, it is the most difficult of language abilities to acquire (Allen 1973; Corder, 2008). The authors also note that its level of difficulty varies between native speakers who thinks in their native language, while writing non-native speakers have in general, to think about rules they need to apply. Rules that native speakers supposed to automated. This is juvenile delinquency (misconduct) and students academics performance in school.

From the classroom observation, social media language infiltrating students formal writing and impacting it negatively (Kaplan, 2015; Foluke, 2018). It however, helps the students to share information among themselves (Aun et'al, 2023) but distracts them from classes and may lead their failure. This supports Rainie and Wellman (2009) who affirmed that during classroom interactions with students, one will find out that most of the students using incorrect spellings, grammar and punctuation marks (Ekah, 2005). Many students even tend to use abbreviations when writing while others develop the habit of using text speakers or testes. This often affects the structure of sentences used as well as their spellings.

Similarly, a survey conducted by YouGov on behalf of dictionary.com about teacher in Rainie and Wellman (2012) reported that social media texting negatively affects students' grammar and spelling skills. The survey also discovered students use of popular slang and text speak they find and use on social media in their school works and they struggle with grammar, meaning and comprehension. And many lecturers are always bothered when students' use this slangs and text speak in their works while some are not really bothered about their students using such text speak when it comes to grading of their works. Text speak provide an easy and cheap way of communicating among themselves (youth/students), most of whom ordinarily must have had difficulties with the Not-so-uniform rules of English language grammar and spellings (Chen & Bryer, 2012; Inyang, 2021).

Also, a report that was published in 2010 by Clarion University shows that social media language

is in most cases informs and allows non- standard orthography and grammatical errors. Foluke (2018) summits that scholars are expressing concern about how social media language is affecting Nigerian students' usage of English in formal context especially in written essays. Similarly, Ekah (2005) states that the informal language of texting is slowly intruding into formal texts. Kuppuswamy and Shankar, (2010) states that there and noticed evidences of spellings, associated with the year one (new intake) into the Kwara state College of education during their first semester examination.

Getting to know more on the academic libraries and social networking, a Panacea for transforming academic libraries in Ilorin, Kwara state, highlighted how this will affect Kwara state positively. They further outlined the techniques employed in writing text messages and by extension, social media messages. These includes; (i) Deletion of the last letter; will-wil, still-stil, have-hav, love-lov, etc. (ii) Single letter spellings; you-u, see-c, and-n, be-b, are-r, the-d, etc. (iii) Spelling in numerals; to-2, for-4, from-4rm, forget-4get, together-2geda, into-in2, great-gr8, 2day/2dai, forever-4ever, format-4mat, etc. (iv) Consonant clusters; goodnight-gdnt, people-ppl, that-dt, but-bt, etc (Egbe & Ekpe, 2007). Despite the fact that a general concern has been raised about the creeping in of the social media language into the students' academic writings, it is not just going away as students still repeats the same thing over and over again. But this however does not mean that lecturers should ignore or stop correcting students who still make use of the social media language. This days, we have become conversant with social media platforms most especially students who tend to subscribe to more than two social media platforms (Osharive, 2015; Kaplan, 2015; Aun, et'al 2023). They also spend hours chatting, blogging, posting information with friends, family and sometimes total strangers (Foluke, 2018).

The term social media was first used in 2004. It is the form(s) of electronic communication through which users create online communities to share information, ideas, personal messages, photographs, documents and other contents (Merriam Webster Dictionary 2014).

The coverage of these social media platforms gives greater access to internet users and inadvertently communication is increasing 'fluid' or 'fast' and 'inexpensive'. Rainie and Wellman, 2012; Giray, 2021) identified seven types of social media but the boundaries. Virtual communities like Facebook, WhatsApp, Twitter, etc are basically for socializing as well as getting current information, events and happenings. Some platform happens to be like a business interaction platform (LinkedIn) other sites like Instagram, Digg, Reddit, etc. are

bookmarking tool finding specific information, news, image, etc and even Wikipedia are educational platforms. Social media helps to enrich, maintain and sustain relationships with friends, loved ones and families etc irrespective of their geographical location. It is used to store or keep memories, learn about things and explore somethings too, advertise oneself business, form new friends etc (Raine & Wellman, 2012).

Social media with its introduction and recent widespread has made communicating with people easier. With the push of a button, people communicate with others across the world in an instant. With the invention of social media, a new Pseudo-language i.e false language has been created using words like; lol (laugh out loud), tbt (throwback Thursday), etc and also using words like slide into my dm (direct message) meaning that you should message me directly or hit me up sending of emojis and so on (Foluke, 2018; Giray, 2021). All these word abbreviations and emojis have their different meanings than they did ten years ago. Social media has reduced the physical or face-to-face kind of communication that existed between people but has increased the online communication as every average individual wants to be found on social media. Social media platforms or social networking sites like Facebook, twitter, snapchat, etc has created a new language of their own, such as avatar, bio, chat, followers, etc which all have their behind them. Avatar used to be a Hindu term for a material manifestation of a deity, bio used to be a full details description of someone's life. Chat used to be just an informal conversation, followers used to be just a synonym for acolyte or companion. But now, avatar is a graphical representation of someone over the internet, bios are short explainer texts on someone's profile, a quote or a witty little phrase, chat refers to a chatrooms where people will hangout in a virtual room and hold conversation and followers refers to someone who has subscribed to an entity on social media in order to receive updates from them. Many of these words are very similar to the definition of the words before the invention of social media, but now, they are modified to fit the needs of social media. Social media has also created words of their own. Words like Blog, Hashtag, selfie, and tweet which was never existing before the invention of social media, but with coming of the social media, these words or languages are more prominent now than ever (Kplan, 2015).

Aun et'al (2020) stated that, the way we communicate change drastically just based on the social media platforms used. For instance, Twitter, which limits its status updates or tweets to 140 texts characters so that users do not have enough space to convey what they want to write. And in situations

like that, some people take into shorthand version of languages to fit in the space provided for them. Unlike Facebook that provides up to 60,000 characters for its user which is 430 times the amount provided by Twitter. This shows that Facebook has no limits to whatever users may want to write.

With the introduction of social media into the academic or educational scene, its effects on tertiary institution students is gradually manifesting itself. This is obvious in their written English. The effects of social media in their written English is seen mostly in these areas; grammar, spellings and text speak languages.

(i) Grammar and spelling errors; the most common errors social media brings is grammatical and spelling errors. The omission of the rule of grammar and wrong spellings are acceptable. This brings conflict into writing as students' writes inappropriate and incorrect grammar and spellings in their writings at school.

(ii) Using of text speaks language; abbreviations that are very common on social media but are usually frowned at formal writings. Students are ought to be spelling words correctly and completely and not to be using text speak or slang that are allowed on social media. The aim and purpose of this study is to examine the influence of social media on written English of N. C. E students in Kwara State College of education, Ilorin.

#### Statement of the Problem

At the Kwara State College of Education Ilorin, it has been observed among lecturers that some students use the social media language to write their examinations, assignments or test for their lecturers to mark. This may be assumed to be as a result of familiarity with the use of social media language or their inability to write eloquently is partly associated with the continuous use of social media where voice notes (VN) are sometimes used to replace written English. It is however not clear as to the reasons why some of these students get carried away or purposely write to their lecturers as if they are chatting or texting with their friends. This has affected the written English of some students that they cannot even write a sentence without including shorthand or abbreviations as they are commonly used among friends. Words are been shortened or written in social media language such as HBLLNP-happy birthday long life and prosperity, TGIF thank God is Friday, urw-you are welcome, wlc-welcome, DM-direct message or don't mention, c-see, etc.

Accordingly, social media language has numerous benefits to students especially those in tertiary institutions which includes connecting to family and friends, getting information, reading news, amongst others. However, there have also

been reports of negative effects of this social media as some students abuse it usage. This effects includes cyberbullying and online harassment (Aun, et'al 2020) that is the deliberate use of social media sites to share untrue or false derogatory, embarrassing or hostile information about another person. It is the most common online risk for all teens and it is a peer to peer risk and so on. It also makes students to be lazy as there are alternatives to writing or doing other things that would have required much more efforts, for example, a voice note of 20 seconds can save you the stress of typing even if you don't know the spellings correctly, but this does not help you to seek for and know the rightful spelling.

The internet is today, the most important source of information and growing dimensions of the use of social than they do to their studies and they cannot pass the examinations well, if they do not read or learn. Social media usage has contributed massively to the lower academic performance. Academic excellence plays a vital role in the life of an individual, be it in the family, at a social gathering at a work place, in an institution or even among peers. It has also been observed that social media affects both the students written and spoken English (use of English). They tend to use the short form words to chat with friends and get used to it, there by replicating the same errors during their examinations.

Nowadays, students all over the world and at all levels, especially those in the tertiary institutions have been engaged in the use of social networking sites (SNSs). This research therefore seeks to investigate the influence of social media language on written English of colleges of education students.

## METHOD

The research design used for this study is a descriptive using survey method. It describes. The population for this study comprised all the students of Kwara State College of Education, Ilorin. The sample for the study include 100, 200 and 300 level students from three departments of the college which were selected among the many departments, namely; English education department, social studies education department and economic education department with the total number of 350, 400 and 250 respectively, for the 2021/2022 academic session. A total of 400 students were randomly selected from the college. The sampling technique used was multistage; purposive sampling to select the departments and simple random sampling to select the students. The instrument used for gathering data for the study is a researcher designed questionnaire. The questionnaire comprised of two sections: Section A and section B. Section A contains personal data of respondents like level,

department, and sex etcetera while section B contains fifteen question items on English concepts with response of Yes or No. The data collected in this study was analyzed using simple percentage, frequency counts while the hypotheses were tested using t-test and ANOVA. Chart was also used for more clarity.

## RESULT AND DISCUSSION

### Results

Table1: Demographic Characteristics of Respondents

Variable	Level	Frequency	Percentage (%)
<i>Gender</i>	Female	257	64.4
	Male	142	35.6
	<b>Total</b>	<b>399</b>	<b>100.0</b>
<i>Age</i>	16-20years	174	43.6
	21-25years	129	32.2
	26-and above	96	24.1
	<b>Total</b>	<b>399</b>	<b>100.0</b>
<i>Marital Status</i>	Single	195	48.9
	Married	178	44.6
	Divorced	6	1.5
	Separated	20	5.0
	<b>Total</b>	<b>399</b>	<b>100.0</b>
<i>Academic Level</i>	NCE1	146	36.6
	NCE2	132	33.5
	NCE3	119	29.9
	<b>Total</b>	<b>399</b>	<b>100.0</b>
<i>Department</i>	English Edu.	172	43.1
	Soc. Stu. Edu	121	30.3
	Economics Edu.	106	26.6
	<b>Total</b>	<b>399</b>	<b>100.0</b>

The above table is a description of the respondents' characteristics which reveals that there were 257 (64.4%) female respondents and 142 (35.6%) male respondents. the table also reveal that there are 174, 129 and 96 respondents aged 16-20 years, 21-25 years and 26-30 years representing 43.6%, 33.2% and 24.1% respectively. Also, there are 195 (48.9%) single respondents, 178 (44.6%) married respondents and 20 (5.0%) separated as well as 6 (1.5%) divorced respondents. also, there were 146 (36.6%) respondents from NCE1, 132 (33.5%) NCE2 and 119 (29.9%) NCE3 respondents as well as 172 (43.1%) respondents from English Education, 121 (30.3%) respondents from Social Studies Education respondents respectively.

The above chart represents the distribution of social media sites used by respondents with Facebook ranking highest with 119 (30%) respondents, followed by WhatsApp 104 (26%), Tiktok 41 (10%), Instagram 31 (10%), twitter 29 (7%) telegram 21(5%) snapchat and skype had 3%

with 12 and 11 respondents while other social media sites accounted for 23 (6%).

Table 2: Social Media type used by respondents

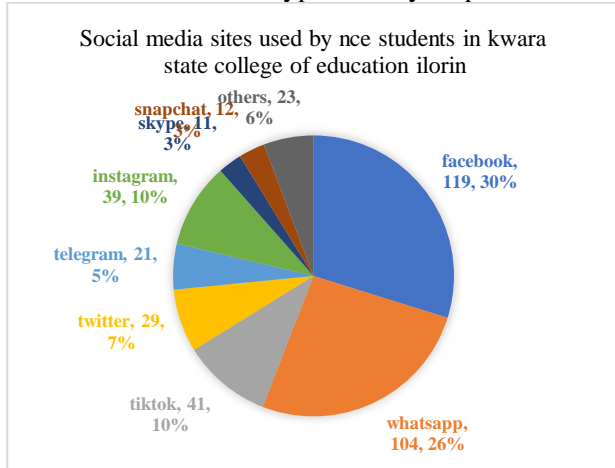


Table 3: Influence of Social Media language on written-English of NCE students in Kwara State College of Education Ilorin?

Item/Statement	YES (%)	NO (%)
I most times use av, 4u, 2mao, ll, in place of have, for you, tomorrow, and long life respectively	273(68.4%)	126(31.6%)
My chats on social media is more of short forms	281(70.4%)	118(29.6%)
I usually prefer voice notes to typing	271(69.9%)	128(30.1%)
My friends also use abbreviations while chatting me	312(78.2%)	87(31.8%)
I have used social media language for my school work	319 (80%)	80(20%)
I have become used to social media language that I hardly write without it	326(81.7%)	73(18.3%)
My course-mates also uses social media even for lectures	233(58.3%)	166(41.7%)
Has social media language gotten the better side of your written English?	311(77.9%)	88(22.1%)
Have you mistakenly submitted assignment using social media language?	219(54.8%)	180(45.2%)
Do you care searching to find meaning of words you don't know before?	106(26.6%)	293(73.4%)
Since there is voice note, I care less looking for words I do not know	287(71.9%)	112(28.1%)
I see the social media language as the order of the day	307(76.9%)	92(23.1%)
There is nothing wrong in using social media language for lecturers	201(50.24)	198(49.6%)
I use emojis for expression	342(85.7%)	57(14.3%)
Students understand emojis easier than writing	337(84.4%)	62(15.6%)

Table 3 above is an indication of how social media influence written-English of NCE students in

Kwara State College of Education, Ilorin. From the table, it is evident as agreed by the respondents that social media language influenced their written-English. For instance, 273(68.4%), 287(71.9%), 311(77.9%), 342(85.7%), 337(84.4%) affirmed to such assertions as using short-forms, preference to voice notes, social media getting better side of them, use of emojis and understanding emojis easier than writing, respectively, among others.

Table 4: The t-test Analysis Showing Difference in the extent at which social media has influence on the written English of students in Kwara State College of Education, Ilorin, based on gender

Gender	No	Mean	Std.	Df	Cal.t-Value	ρ-value	Decision
Male	107	47.93	7.91	218	.22	.83	H <sub>01</sub> NS
Female	113	48.17	7.87				

ρ > 0.05

Results in Table 4 indicates a calculated t-value of .22 and ρ-value of .83 that is greater than 0.05 (.83 > 0.05). Since .83 is greater than 0.05 level of significance, the null hypothesis is therefore not rejected. This indicates that there is no significant difference in the extent at which social media has influence on the written English of students in Kwara State College of Education, Ilorin, based on gender.

Table 5: One-way ANOVA Showing Difference in the influence of social media on written English of students in Kwara State College of Education, based on course combination

Source of Variance	Sum of Squares	Df	Mean Square	F	ig	Re marks
Between Groups	129.81	183	37.61	.59	.62	NS
Within Groups	13474.47	216	63.34			
<b>Total</b>	<b>13604.28</b>	<b>399</b>				

ρ > 0.05

Table 5 above indicates an F-value of .59 with calculated significance value of .62 at 0.05 alpha level of significance. Accordingly, since the significance value of .62 is greater than 0.05 alpha level, hypothesis two is thus not rejected. This implies that there is no significant difference in the extent at which social media has influence on the written English of students in Kwara State College of Education, Ilorin, based on course combination. This implies that the respondents' course combinations do not influence their response on the influence of social media on their written English of students in Kwara State College of Education, Ilorin.

**H<sub>03</sub>:** There is no significant difference in the extent to which social media has influence on the written English of students in Kwara State

College of Education, Ilorin, based on academic level

**Table 6:** Analysis of college of influence of social media on written English of college of Education students on the basis of academic level

Source of Variance	Sum Squares	Df	Mean Square	Sig.	Remarks
100 Level	109.8	4	36.62		
	5	6			
200&300 Level	1346	5	62.35	5	NS
	7.49	3		7	4
Total	1357	6			
	7.34	9			

$p > 0.05$

Table 6 shows F-value of .57 with calculated significance value of .64 at 0.05 alpha level. Accordingly, since the significance value of .64 is greater than 0.05 alpha level, hypothesis three is not rejected. This means that, Kwara State College of education students do not differ on the basis of academic level on the influence of social media on their written English.

## Discussion

The study examined influence of social media language on written-English of students in Kwara State College of Education, Ilorin. The first findings of the study revealed that the social media sites used by students of Kwara State College of Education are Facebook, followed by WhatsApp, Tiktok, Instagram, Twitter, Telegram Snapchat and Skype as well as other social media sites. This validates the findings of Kuppaswamy and Shankar (2010) and Raine & Wellman, (2012) as well as Chen and Bryer (2012) and Aun et'al (2023) who all confirm that WhatsApp, Facebook, Instagram, SnapChat, Telegram, TikTok, 2go, etc.

The second finding of the study revealed that social media has influenced the written-English of NCE students in Kwara State College of Education, Ilorin. This finding commiserates the study of Osharive (2015), Rainie and Wellman (2012), as well as Ekah (2005) who all in separate studies agree that social media affects students' written-English as well as academic performance and also takes greater part of their study time and divert their attention. The finding also aligns with Aun et'al (2023) that social media sites are not necessarily used by students the way they ought to be used.

The third finding of the study revealed that there is no significant difference in the extent to which social media has influence on the written English of students in Kwara State College of Education, Ilorin, based on gender. This is in tandem or agreement with the study of Raine and Wellman, (2012), Aun et'al (2020) that social media helps to enrich, maintain and sustain relationships with friends, colleagues, loved ones and families etc irrespective of their gender or geographical location. It is used to store or

keep memories, learn about things and explore somethings too, advertise oneself business, form new friends etc. That is, both male and female or men and women uses social media same way, depending on their needs or choice.

The fourth finding of the study revealed that there is no significant difference in the extent at which social media has influence on the written English of students in Kwara State College of Education, Ilorin, based on course combination. The findings are in tandem with the study of Aun et'al (2023) who stated that social media affects students' academic performance regardless of level or course combination. This finding diverges from the study of Raine and Wellman (2012) who stated that social media sites helps to enrich, maintain and sustain relationships with friends, loved ones and families etc irrespective of their status, genders, position or geographical location. It is used to store or keep memories, learn about things and explore somethings too, advertise oneself or business, connect with or make new friends and so on. This also aligns with the study of Kuppaswamy and Shankar (2010), argued that social network websites grabs students attention non-educational and inappropriate actions including useless chatting. This also corroborates the study of Kaplan, (2015) and Aun et'al (2020) who states that social media is the rage of the day and woe to those or whoever that is unable to cope with the changing world of social media.

The last finding of the study revealed that the college student do not differ on the bases on level in their written English, agreeing with Foluke (2018)Aun et'al (2023) that regardless of the academic level, social media has a way of influencing the students and affecting their academic performance.

## CONCLUSION

The study examined the influence of social media language on the written English of Students in Kwara State College of Education, Ilorin. Based on the findings of the study, it was concluded that the social media has influenced and it is still influencing the written and even spoken English of students in Kwara State College of Education regardless of course or gender and that they are conversant and uses almost all social media sites available whether for learning or other activities of their lives and this has affected the way they write in their assignment, examinations and other school activities.

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