

**THE EFFECTS OF SOCIAL MEDIA ON SECONDARY SCHOOL STUDENTS  
WITH ENGLISH COMMUNICATION SKILLS**

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**FEBRUARY, 2025**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION, UNIVERSITY  
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## CERTIFICATION

We the undersigned hereby certify that this project work was carried out by **Jennifer Tejiri ADAVURUKU** with Matriculation Number EDU2005421 in the Department of Educational Foundation, Faculty of Education, University of Benin, Benin City, Nigeria in partial fulfillment for the award of bachelor of Arts Degree in Education [B.A(Ed)] (English Language and Literature).

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## **DEDICATION**

This work is dedicated to God Almighty the fountain of all knowledge, wisdom and understanding for his grace and strength in this journey.

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## **ABSTRACT**

This study was on the effect of social media on secondary school learners of English language in Ugbowo, Ovia North East, Local Government, Benin City, Edo state.

To direct the investigation, five research questions were posed. The process of the investigation involved a survey of several pertinent literatures. The design used in the study was descriptive surveys. One hundred (100) secondary school students made up the sample size for the study, with the participants being chosen from four secondary schools in Ovia North East Local Government Area of Edo State. A structured questionnaire served as the tool for data collection, while descriptive statistics of frequency count and simple percentage was used in the data analysis.

In light of the aforementioned, the study explores both the positive and negative dimensions of social media use, highlighting its potential to enhance vocabulary acquisition, listening and speaking skills, and cultural awareness through multimedia content and global networking. Conversely, it addresses the risks of distraction, cyberbullying, and overdependence on digital communication, which may hinder critical thinking, reading comprehension, and face-to-face interaction skills. The research underscores the importance of balanced integration, where educators and parents play an active role in guiding students to harness the educational benefits of social media while mitigating its adverse effects. Ultimately, this study advocates for the inclusion of digital literacy in school curricula to equip learners with the skills to navigate social media responsibly and effectively for language learning purposes. The findings contribute to a nuanced understanding of how social media shapes the linguistic and cognitive development of secondary school learners, offering practical recommendations for educators, policymakers, and researchers in the field of language education.

## CHAPTER ONE

### INTRODUCTION

#### **Background of the Study**

People are living in a global world and every day they are adopting new technologies, information, lifestyle, language and so on. Nowadays, digital social media are very popular among young generations. Social media includes all technology that facilitates social interaction, make possible collaboration and enable deliberations across stakeholders: social media includes such tools as electronic blogs, audio/video tools (YouTube), internet chat rooms, cellular and computer texting and social networking sites (Bryer and Zavattaro, 2011). Arroyo (2012) said, “Once social media was introduced, it enabled a new way for people, particularly the younger generation, to connect with one another, based on common interests, goals and even values”.

According to Rainie, Purcell and Smith (2011), the use of social networking sites has been repeatedly found to be the highest among those between the ages of 18-29.

In the recent years, information technologies and social media in particular have affected the educational community. It is due to their different forms which help people communicate in various ways we mentioned earlier. These social media platforms have massively boosted social interaction and information sharing within student and teacher communities alike. Social media applications allow users to cross the boundaries of their countries, connect and express themselves on a global scale (Thorne, 2010). It follows that the responsibilities offered by social

media nowadays could also be linguistically rewarding for users, be they students or educators as these media interactions are bound to take place either within the same linguistic communities or across different ones. Facebook as one of those media, has been globally ranked as one of the most used social platforms ever created. It has come to yield unprecedented opportunities for foreign language teachers and learners alike as it offers them the possibility to exchange limitless numbers of text messages, images and videos. Such options can give those users and language learners in particular the opportunity to practice with new texts and learn new vocabulary through interaction, especially if it extends over time. As regards educators, they can benefit from Facebook by using it as a platform to post different kinds of materials to be worked upon, edited, added to and shared among their students to attain intended objectives. Hence the teaching experience can be more accessible and centered around students as more room is given to learners to collaborate and an atmosphere of conviviality and creativity is enhanced among them (Selwyn, 2012).

However, nowadays there are influences of digital social media in language acquisition of young learner. Young people are now most of the time connected with the people through digital social media, so intentionally or unintentionally, they are following that trend of language acquisition. Students spend much of their study time on social networks than in their academic undertakings and it has affected their performances. In a quantitative research carried out by Al-

Jarrah et al (2019) in a secondary school, findings of this study revealed that social media plays an important role in writing performance development of English learners at school level.

### **Statement of the Problem**

The ability of the Social media to reach a very large audience in a short period of time makes its negative influence on English Language proficiency spread like wild fire among students who are its major users. According to media research sources, it has been observed that students' participation in social media sites is having an increasing negative impact not only on their general academic performance, but also on their ability to employ formal literacy of English Language in communicative events, hence the alarming mass failures of students in English Language during WAEC and SSCE Examinations.

Since the advent of social media sites in the 1990s, the academic commitment of students has been facing a lot of neglect which to a large extent have brought about a rapid decline in their general academic performance. It therefore calls for a serious concern when students are not able to clearly differentiate between the formal usage of English Language, a core subject amongst others that determines their academic progress from the ungrammatical words coined from their consistent use of the social media so much that the ability to construct good English has become a major challenge. This is especially common to students in Secondary schools and Higher Institutions of learning due to the fact that the benefits

of participating in social media site in recent times has gone beyond just social sharing of ideas to career building and income generating opportunities which on has become a strong point of attraction to its users, old and young alike who see it as a juicy offer. Whether these opportunities promote academic excellence for students is a question that needs to be answered. The use of acronyms (an abbreviation formed from the initial letters of other words and pronounced as a word) are now commonplace substitutes to complete sentences; e.g. LOL (laugh out loud), OMG (Oh my God), TTYL (talk to you later) are just a few that demonstrate how social media speeds things up by lessening the need to write longer words and phrases that are grammatically correct in order to reduce space.

Thus, this research objective is to investigate the variables that influence the English proficiency among student as a result of social media interference on their speaking and writing skills.

### **Research Questions**

In view of the problems stated above, the following research questions were raised:

- How has the exposure of students to social media influenced their English Language communication skill?
- Has the social media language style significantly eroded the writing ability of students in Secondary schools?

- How has the social media impacted negatively on student academic performance in SSCE and WAEC English Language examinations?
- How has the social media network they are exposed to affect positively on English Language competence and performance skills since it's the major language of communication among users?
- How do we checkmate the negative influence of social media and encourage the positive effects for improved student's performance in English Language.

### **Purpose of the Study**

The aim of this study generally is to examine the influence of Social Media on the speaking and writing skills of secondary students in English Language

But specifically, this study seeks;

- To ascertain how the exposure of students to social media has influenced their ability to communicate and compose grammatically correct English Language.
- To examine how the social media language style including word abbreviations and acronyms has eroded the English writing ability of students in Secondary Schools.
- To ascertain how the use of social media has negatively impacted on students' performance in SSCE and WAEC English Language examinations.

- To ascertain if the social media they are exposed to has influenced positively on their competence and performance ability in English Language
- To determine ways to checkmate the negative effects and encourage the positive influence of social media for academic excellence.

### **Significance of the Study**

This study is significant to the teachers, parents, students, school owners and stakeholders.

This study will serve as a guide and help the teachers of the school to know the influence the social media has and is still wielding over the academics of students especially on their English speaking and writing abilities, and also as an eye opener for them to assist in enlightening and creating awareness for the students, enumerating to them the possible negative influences it could have on them if not checked.

The study is of significant to the parents in the sense that they will have an informed knowledge of the possible negative effects of the social media on their children and serve as a watch-dog to help checkmate the unnecessary exposure of their children to the social networking sites, after all the parent is the first teacher of any child.

### **Students and Stakeholders**

In the same vein, the study will enable the students of the senior level to have an understanding that, apart from the social benefits of this social networking site which is more

projected, using the sites more than necessary will pose possible dangers to their life and career. It will be relevant in assisting students in understanding the diversity of social media. It will provide relevance material for students and other researchers undertaking similar research.

### **Scope and Delimitations of the Study**

What social media has done is enable us to communicate with a much larger number of people on a global scale in a way that we only really used to be able to do on a local level. This is great when it means we are keeping friendships alive over great distances, but also there is an increasing demands placed on an individual to keep a much larger number of contacts going simultaneously. For example, the average number of friends a person has on Facebook in Nigeria is around 300 – even if you are only actually friends with 10% of that number, you still have 30 numbers of people to keep track with and the result is an ever increasing line of communications.

Since the Internet Technology, which is the major channel of social media networks has become a mandatory line of study in the academic environments, this study will seek to explore the various variables that have contributed to its negative rather than a positive influence it has wielded over the students and their ability to employ good communicative and writing skill of English Language..

### **Definition of Terms**

**Social media:** is an interactive form of media that allow users to interact with and publish to each other, generally by means of the Internet.

**Social Networking Sites:** website where people put information about them and can send to others.

**Social Networking** –The use of internet to make information about yourself available to other people especially people you share an interest with to send messages to them.

**Media** –Are all those media technologies that are intended to reach a large audience by mass communication.

**Academic** –It is concerned with Studying from books as opposed by a practical work.

**Students** –Someone who is Studying at a University or School. Someone who is very interested in a particular subject.

**Computer** –A computer is a machine that receives or stores or process data quickly according to a stored program

**Influence:** is the power to affect, control or manipulate something or someone; the ability to change the development of fluctuating things such as conduct, thoughts or decisions.

**Communication:** is the concept or state of exchanging data or information between entities.

**Technology:** is the organization of knowledge for practical purposes.

**Language:** is a body of words, and set of methods of combining them (called a grammar), understood by a community and used as a form of communication

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with the review of related literatures and relevant literature on this study. It shall be discussed under the following subheadings.

- Student exposure to social media
- Most used social media network by students
- Impact of social network media on students
- Merits of Social media to students
- De- Merits of Social media to students
- Social media negative influence on Nigeria
- Social media language versus standard English

#### **Introduction**

Technological advances have provided new forms of socialization, information exchange, and communication; in particular, the web and social media have been increasingly replacing traditional media such as newspapers, magazines and television during the last decade. Social media has grown quickly in both personal and academic use, and many studies have been undertaken to examine the use and application of social media in and its influence both positive and negative on the society and particularly on students form the bulk of its users

globally. Language is a potent vehicle of transmitting cultural values, norms and beliefs and remains a central factor in determining the status of any nation. Nigeria is a multilingual country which tends to encourage people to use English at National and International levels. Basically, English in Nigeria owes its presence to the British through colonization but its subsequent rise is fully attributable to its acceptance which has now become the language of wider communication spoken by large a number of people both in rural and urban areas of Nigeria and the world at large. However, the major influence on English language is and has always been the social media.

Social media differs from traditional or industrial media in many ways, including quality, reach, frequency, usability, immediacy, and permanence. Recent trends show that social media usage has increased. As of October 2011, one of the most well-known social media sites is Facebook (Facebook, 2011). This site currently boasts of 800 million active users, and over 50% of active users log on to the site every day (Facebook, 2011). Members are able to connect with friends on the site, and the average user maintains approximately 130 friends (Facebook, 2011).

Further, more than 350 million of these users access the site through a mobile device (Facebook, 2011). According to Eldon (2011), 51.2% of users are male, whereas 48.8% are female. Out of this, 20.6% of the users are between the age range of 13 and 17 which describes accurately the subjects of this study; Secondary School students. In ages past and up until now,

various Language experts and researchers have delved deeply into the research of the effects and impacts both good and bad of Social media on the society and also in the academic environments.

The mass failure of students in English Language subjects as a core has been traceable to their inability to express themselves in simple English grammar and compose meaningful essays as a result of the negative influence of social media.

Internet slang and short message services have been shown to have impacted negatively on students' competence and performance ability of English language. It was estimated that 90% of students owned a mobile phone, and 96% used text messaging. This shows that young people are the most active user of text messages (Plester et al., 2008). Internet slang was invented for the purpose of saving keystrokes, as typing is much slower than speaking. In order to counter this problem, the only option was to start using word abbreviations and creating new words.

This new trend according to Craig (2003) reveals that texting has been able to threaten students' literacy skill and ability because it creates undesirable reading and writing habits due to common use of abbreviations and unusual jargon, thereby damaging students' ability to employ formal literacy skills. Text messaging is deemed to be detrimental to students' English language proficiency since students mix this "text language" with the standard language they learn at school.

Consequently, students displayed numerous errors ranging from incorrect spellings to “ungrammatical” sentence constructions (Mphahlele & Mashamaite, 2005). The danger extends to classwork, examinations and research reports, especially in an academic environment (Dansieh, 2008).

However, as professed by Aydin (2012), studies on the educational benefits of social media focus on specific areas such as social learning, e-learning, environmental learning.

Social media is the social interaction among people in which they create, share or exchange information and ideas in virtual communities and networks. Andreas Kaplan and Michael Heinlein define social media as "a group of Internet-based applications that is built on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content. It is a mobile and web- based technologies that create highly interactive platforms through which individuals and communities share, co-create, discuss, and modify user-generated content which has introduced substantial and pervasive changes to communication between organizations, communities, and individuals. It is a website that does not just give you information but interact with you while giving you information and has become one of the major channels of chatting through platforms such as Facebook, WhatsApp, Twitter, Instagram, 2go, BB chat etc.

The usage effect of these social media, according to Nielsen (2012) is that, students continue to spend more time on the social media than any site and that the total time spent on

social media across mobile devices increased by 37%, which is an estimate of 121 billion minutes in July 2012 compared to 88 billion minutes in July 2011.

### **Student's Exposure to Social Media**

A direct relationship exists between Social media usage and the academic performance of students in higher institutions of learning in Nigeria. However the darker side of technological evolution has resulted in dilemmas such as the setback of real values of life especially among students with a strong effect on the way they speak and write English Language in recent times.

Online social networking sites focus on building and reflecting social associations among people who share common interests and or activities and with so many social networking sites displayed on the internet, students are tempted to abandon their homework and reading times in preference for chatting online with friends and acquaintances. Many students are now addicted to the online rave of the moment with special interest on Facebook, Twitter and Whatsapp which has drastically affected their English Language ability as a result of word coinage and abbreviations of English words.

Today most youths and students possess Facebook accounts. The reason most of them perform badly in school and especially in English grammar related subjects might not be far-fetched. While many parents are so quick to blame the poor quality of teachers, they might

have to think twice, if they have not heard about the Facebook frenzy (Oche & Aminu .2010). In (Obi,Bulus, Adamu & Sala'at 2012), it was observed that the use of these sites also affects students' use of English and grammar. Olubiyi (2012) noted that these days'students are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy with BB pinging, 2go or Facebook chat, even while lectures are going on. Since most times, these chatting just buzzed in at unexpected times, the only way to quickly respond without delay is by using short abbreviations to save time and space. Because they are used to short forms and abbreviations in their chats, they forget and use the same in the classrooms, they use things like *4 in place of for, U in place of You, D in place of The* etc. and this obviously affects their class assessment. For instance, see below a chat message between two students while lecture was going on:

*Tope: i, ao r u? (Hi, How are you?)*

*John: V fyn (Very Fine)*

*Tope: Sup: (What's up)*

*John: Sul (See you later)*

As a result, students are beginning to lose touch with the correct way of using English grammar because they are fast adapting to the ungrammatical way of writing and communication especially among their peers and the problem with it is that they see no reason

why they cannot continue using it as long as it is acceptable and understandable to them. Infact they see you as not trendy or being archaic if you are unable to flow in those terms and slangs. The question that seems unanswered is how long will this continue or are we going to adapt to this new system of writing and speaking English Language?

It is highly worrisome to know that students we are hoping to be the future of our tomorrow are already using their precious time that should be used for meaningful learning and innovations today, for making friends and associations via the social media platform that may not only distract them from their studies but also mar their future reality. Hence most students' academics suffer setback as a result of distraction from these social media and erode their ability they once had to employ good English grammar in communicative events.

### **Most Used Social Media Networks by Students**

#### **A. Facebook**

Facebook is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues. The latest version of Facebook, the Timeline, allows people to look at the users' entries chronologically. That means that the solution to keeping previous important information up to date is to remind friends on the latest posts, to look at the previous posts or to repost the message. In order to be a member of Facebook, users first need to register. Then, users are able

to create a personal profile to be used when they interact with others, add other users as friends, exchange public or private online messages, express common interests between users, build and maintain connections, and invite others to join a community (Davis III et al., 2012; Pempek et al., 2009; Wiki, n.d). According to Shih (2011), Facebook provides users with a variety of means to communicate and interact with each other and to make new friends all over the world. Facebook has become the most popular social networking site among college students and worldwide. Facebook is used in multilingual languages; 70 languages (Wikipedia, n.d.) around the world including many EFL countries. According to Mark Zuckerberg, the CEO of Facebook, Facebook's number of active users hit one billion as of September, 2012, with a larger number of active users than any other social networking sites (Davies, 2012; Grandoni, 2012; Guynn, 2012; Tsukayama, 2012). Given the fact that the world population is about 7 billion, about one in every seven people uses Facebook.

These merits of Facebook and the free access to internet enabled smartphones that is easily available to these students coupled with the need to belong and be socially exposed and accepted among their peer group contributed immensely to their yearning to always be on the internet even when they should be preparing for examinations.

## **B. WhatsApp**

The main purpose behind this application is to replace SMS with a cross platform mobile messenger that works on an internet data plan. If you have unlimited text, it is still

beneficial as it is a convenient way to skip international fees that carriers may charge. It is currently available for iPhone, Android, Windows Phone, Nokia Symbian60 and S40 and Blackberry. It is popular because there is no cost to message friends and family other than the internet data plan that users already have on their phones. With whatsapp messenger, communication through mobile phones has become easier, faster and cheaper. It is less expensive as compared to the normal phone messaging. An individual can chat with friends and family overseas through whatsapp without having to incur global SMS charges. The provision and access to learning material anywhere, anytime, and in various formats has potential to enhance deep student learning capabilities. In higher education, whatsapp is used for the enhancement of discussions and sharing information among students and their lecturers. Yalcinalp and Gulbahar,( 2010) articulate the value of these applications as follows: encourage learners to learn by anticipating needs, make collaborative learning efficient and effective, build a relationship that stimulates learner-to-learner for consistent and progressive learning. Despite the aforementioned academic incentives offered by these technologies, limited research has been conducted to determine the comparative advantages and disadvantages of the use of the application and student's performance

**C. Twitter**

Twitter was created in March 2006 by Jack Dorsey , Evan Williams , Biz Stone , and Noah Glass and launched in July 2006. The service rapidly gained worldwide popularity, with

more than 100 million users posting 340 million tweets a day in 2012. The service also handled 1.6 billion search queries per day. In 2013, it was one of the ten most-visited websites and has been described as "the SMS of the Internet". As of March 2016, Twitter has more than 310 million monthly active users.

#### **D. Wikipedia**

This is a free, open content online encyclopedia created through the collaborative effort of a community of users known as Wikipedia's. Anyone registered on the site can create an article for publication; registration is not required to edit articles. Wikipedia was founded in January of 2001

#### **Impacts of Social Network Media on Students**

There is no gain-saying the fact that social media has completely changed the way people interact globally. In one sense though, it has led to positive changes in the way people communicate and share information; but however, it has a dark side, which seems to be so gloomy than its bright side. Social networking can sometimes result in negative outcomes, and some with long-term consequences even as terrible as death.

The preoccupation of students with the various social media networks these days is quiet alarming. It is very rare to see a senior class secondary student without an internet enabled mobile device while walking on the road and even in the school environment.

Although some secondary school authorities are trying not to encourage this by not allowing students bring mobile device to the school environment, but some parents will insist they allow their children because that is the only way to monitor their movements and know where they are at any point in time. Though the reason may sound genuine, but the negative impact on the long run is unimaginable because this will only give them unrestricted and unguarded freedom particularly if its internet enabled device.

However, there are always two sides to a coin; good or bad, left or right, up or down. To ascertain the negative impacts of the social media on student's life, considering its positive influence on them will give us a good basis to make an informed conclusion.

### **Merits of Social Media to Students**

- **Social Constructivism** – In the age of Wikipedia, knowledge is increasingly becoming a social construction rather than the domain of an individual expert. Social media provides an easily accessible tool for helping students to work together to create their own meaning in academic subjects, social contexts, or work environments. Supporting the development of this skill for students prepares them for real working experiences.
- **Breadth of Knowledge** – While “shallowness” of knowledge and connections listed as one of negatives of social media, the flipside of that shallowness is the broadness of the knowledge and connectedness that students can experience through social media use. It

is now easier than ever to know (or find out) something about almost anything in the world through connected media e.g. Google.

- **Technological Literacy** – All social media relies on advanced information and communication technologies that seamlessly work to build and support technological literacy.

While social networking has clearly demonstrable negative impacts, it is most likely here to stay. Deciding whether you or your children will use social networking is an individual choice. By using it responsibly and encouraging your children to do the same, you can harness the benefits of social networking as stated above while avoiding the drawbacks

### **De-Merits of Social Media on Students**

High school students all over the world have been negatively affected by social media networking sites. Despite its positive influence, there are more negative effects that social networking sites are associated with. Facebook and other social networks have had a huge influence on teenagers who are majorly high school students, the over use of these sites has led to all sorts of problems from academic to personal related issues including low grade marks in examinations particularly in English related subjects, anxiety, violence, depression and cyber bullying. But generally, the social media has actually impacted negatively on its users in one way or other including:

- **Diminishing Privacy:** Many social networking sites regularly make changes that require you to update your settings in order to maintain your privacy, and frequently it is difficult to discover how to enable settings for your appropriate level of privacy. Because of this, many users do not realize how much private information they are allowing to become public by not re-evaluating settings every time the network makes a change.
- **Isolation:** While on the surface it appears social networking brings people together across the Internet, in a larger sense it may create social isolation, according to a BBC News report. As people spend increasing amounts of time on social networks, they experience less face-to-face interaction. Scientists have evaluated social isolation in many studies, and have determined that it can lead to a host of mental, psychological, emotional and physical problems including depression, anxiety, somatic complaints and many others.

### **Social Media Negative Influence on Students**

Research has proven that social media has many negative impacts on the lives of high school students. Most sources agree that social networking sites have brought some worrisome negative influence on teens and young adults. Common among others are enumerated below.

- **Health Consequences:** This is first and foremost the most critical of all the disadvantages the social media can have on anybody either students or professional. It is a healthy mind that stays and lives healthy, so anything that threatens the health of an individual calls for serious attention. It is actually a thing of surprise that an innovation that was meant to engender technological advancement could bring with it a deadly consequence. The overconsumption of social media among students can have a negative effect on their mental health and make them more prone to depression, anxiety and other psychological disorders.
- **Literacy Errors:** This is one of the texting also threatens students' literacy because it creates undesirable reading and writing habits due to common use of abbreviations and unusual jargon, thereby damaging students' ability to employ formal literacy skills. Text messaging is deemed to be detrimental to students' language proficiency since students mix this "text language" with the standard language they learn at school. Consequently, students displayed numerous errors ranging from incorrect spellings to "ungrammatical" sentence constructions (Mphahlele & Mashamaite, 2005). The danger extends to classwork, examinations and research reports, especially in an academic environment (Dansieh, 2008).
- **Poor Grammar Usage:** This is one of the most traumatic effects of social media on the average secondary school student. The fact that they have so much to say in a short

time and space had increased the usage of short words and coinages. In fact, some are so comfortably used to these word abbreviations and ungrammatical spellings that they are not so cautious even during examinations. The social media more than its good influence on learning has helped so much to encourage poor grammar usage, and spelling due to short words and abbreviations, the result of which has been mass failure of students in English Language and other English related courses or subjects.

- **Spread of Wrong Information:** Another error the Social media has pioneered is the simple and easy way it spreads information that otherwise has not been verified or authenticated which and is perceived as fact even when there are not evidence or evidence available are in the contrary. This is done via the “broadcast” features on the social network platform which enables the user to send a message to hundreds of contacts or groups at the same time and the other recipients keep sending most times without taking time to read the contents of the message. This has led to people getting wrong information and some ignorantly following suit only to realize at the tail end that it’s nothing but a scam.
- **Decrease in Students’ Productivity:** When the time that should be wisely invested in academic and profitable venture is wasted on ephemeral things as chatting and making friends on social media network, the result is always unproductivity. Even workers that are no disciplined about the usage of this application find themselves in the web of

habitually checking social networking sites while they should be working thereby decreasing their productive level.

## Social Media Language Versus Standard English

Find below the list of the common words and abbreviations used in social media network chats compared to Standard English

Slang Term	Standard English
2	To
2mr	Tomorrow
4ward	Forward
AFAIK	As Far as I know
AMA	Ask me anything
ATW	All the way
BRB	Be right back
Bestie	Best Friend
Bling	Shining
Bro	Brother
BTW	By the way
B4	Before
BFF	Best friend forever
BTAIM	Be that as it may
Dets	Details

DYD	Don't you dare
9it	Night
Faceremorse	Remorse after posting on Facebook
Fav	Favorite
Fb	Facebook
Fbo	Facebook official
FTR	For the record
FTTB	For the time being
FTW	For the win
Gf	Girlfriend
GIF	Graphics Interchange Format
GMAB	Give me a break
gonna	Going to
GPOY	Gratuitous picture of yourself
GTG	Good to go
Hipster	Alternative subculture
HMU	Hit me up
Hot	Beautiful
HRU	How are you

IAB	In a bit
IC	I see
ICYMI	In case you missed it
IIRC	If I remember correctly
IKR	I know, right?
IMO	In my opinion
IMY	I miss you
IOU	I owe you
KWIM	Know what I mean
LOL	Laughing out loud
WCW	Woman-crush Wednesday
WDYT	What do you think
Whoa	Expression of surprise
XO	Kiss and Hug
Y	Why
YOLO	You only live once
Yt	YouTube

From the many indices and variables explored in the preceding chapters, you will agree with me, that the major effects of social media's influence on the English Language Proficiency of our students are basically two- fold;

### **A. Writing ability**

It has been clearly observed and confirmed by researchers who had earlier understudy related subjects about the effects of the social media, and from this just concluded research project, that top on the list of the negative effect which has also caused a paradigm shift of some sort on the mindset of our secondary school students is the fact it has succeeded to a large extent in corrupting their ability to compose grammatically correct words and phrases in one of the most important subjects of learning; English Language.

### **B. Speaking ability**

There is no gainsaying the fact that what you don't have, you cannot give. In fact, the rate at which pidgin language, code-mixing and switching has taken over communication in Standard English even among students is alarming and unimaginable. It is no longer a thing of shame as it was those days, for any student who is unable to speak good English grammar, but rather a thing of pride and "*big boysm*" amongst our students. Unfortunately, they realize too late how shameful it could be when they are faced with the reality to communicate with other colleagues who has high level of fluency in Standard English and they are unable to match up.

All kudos to the unsolicited infiltration of the social media interference on language and communication.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter deals with the methods and procedures that will be adopted for carrying out study and they will be presented under the following sub-headings

- Research Design
- Population of the study
- Sample and sampling techniques
- Validity of the instruments
- Reliability of the instruments
- Method of Data analysis

#### **Introduction**

This chapter discusses the procedure adopted by the researcher in carrying out the study; the discussion is done in the following areas: Research design, population of the study, sample and sampling techniques, research instrument, validity of the instrument, data collection procedure and method of data analysis.

#### **Research Design**

This study investigated the effects of social media on English proficiency with special attention to selected secondary school in Ugbowo, Ovia North East, Local Government, Benin

City, Edo state. The study adopted a descriptive survey design. Descriptive Survey can be described as a survey which uses technique of observation as the principal means of collecting data. It relies on observation (questionnaire and interview) for the acquisition of the data, so that valid and accurate conclusions can be drawn from them.

### **Population of the Study**

The population for this study comprises of all the secondary school students in Ogba, Ikeja Local Government Area of Lagos State.

### **Sample and Sampling Technique**

The sample comprises 100 students selected from 10 secondary school students in Ugbowo, Ovia North East, Local Government, Benin City, Edo state. The 4 randomly selected secondary schools are:

<b>Schools</b>	<b>Sample</b>
<b>Boiling Point Academy, BDPA, Ugbowo</b>	<b>25</b>
<b>Graceland Secondary School, Ekosodin, Ugbowo</b>	<b>25</b>
<b>Alpha School Academy, Ugbowo</b>	<b>25</b>
<b>Spring Field Academy, Ugbowo</b>	<b>25</b>

However, the study adopted simple and stratified technique in selecting the teachers in each school.

### **Validity of the instrument**

The instrument used for data collection was a self-constructed questionnaire entitled “**Effects of Social Media on English Proficiency Questionnaire (ESMEPQ)**”, for the purpose of gathering data for the study. The instrument consisted of two sections. Section A contained items that sought information on demographic data of the teachers. Section B of the instrument contained 25 items with four options (Strongly Agreed, Agreed, Disagreed, and Strongly Disagreed).

### **Reliability of the instruments**

The data used in this study was collected by the researcher using questionnaires. Researcher visited the selected schools to administer the instrument through the permission of the principals in each school. The importance of the instrument was adequately explained to the school authority before the principal gave an approval for the administration of the instrument to the students. Therefore, the selected students were given the instrument to administer the instruments were collected from the schools.

### **Method of Data Analysis**

Data obtained was analyzed using descriptive statistics for the participants' bio-data and t-test analysis was used to test the hypotheses.

## **CHAPTER FOUR**

### **PRESENTATION RESULTS AND DISCUSSION OF FINDINGS**

This chapter presents the results and discussions from this study in three sections under the following subheadings:

- Presentation of Demographic Data
- Analysis of Research Questions
- Discussion of Findings

#### **Introduction**

This chapter presents the analysis of the data obtained through questionnaire. The results were based on the response of hundred (100) respondents. However, t-test analyses were employed to test the hypotheses of the study with 0.05 level of significance and the results of the investigation are presented in form of tables in this chapter. More so, decisions were made in the study based on the outcome of the analysis (t-test analysis).

**Table 4.1: Participants' Bio-Data**

<b>ITEMS: Age Range:</b>	<b>No</b>	<b>%</b>
8-12	28	28
13-17	38	38
18-22	31	31
23 and above	3	3
<b>TOTAL</b>	<b>100</b>	<b>100%</b>
<b>Sex:</b>		
Male	46	46
Female	54	54
<b>TOTAL</b>	<b>100</b>	<b>100%</b>
<b>Do You Operate on Social Media:</b>		
Yes	88	88
No	12	12
<b>TOTAL</b>	<b>100</b>	<b>100%</b>
<b>Social Media Types:</b>		
Facebook	32	32
Twitter	18	18
Instagram	14	14
WhatsApp	32	32
Others	12	12
<b>TOTAL</b>	<b>100</b>	<b>100%</b>

<b>Duration on Social Media:</b>		
Less than 1 hour	39	39
1-2 hours	36	36
3-4 hours	13	13
Above 4 hours	12	12
<b>TOTAL</b>	100	100%

Table 4.1 above revealed that 28% of the respondents were between the age ranges of 8-12 years, 38% of the respondents were between the age ranges of 13-17years, 31% of the respondents were between the age range of 18-22years of age, and the remaining 3% of the respondents were between the age range of 23years and above. This implies that the majority of the respondents were between the age ranges of 13-17 years of age.

It is evident in the table that 46% of the respondents were male while the remaining 54% of the respondents were female. This implies that the majority of the respondents were female.

It is evident in the table that 88% of the respondents were operating on social media while the remaining 12% of the respondents were not operating on any social media platform. This implies that the majority of the respondents were on social media.

It is cleared from the table that 32% of the respondents were operating Facebook account, 18% of the respondents were operating twitter account, 14% of the respondents uses Instagram

social media platform, 32% of the respondents operates on whatsapp and the remaining 12% of the respondents indicated others. This indicates that majority of the respondents operates on Facebook and Whatsapp.

It is evident in the table that 39% of the respondents spent less than 1 hour per day on social media, 36% of the respondents spent between 1-2 hours on social media per day, 13% of the respondents spent between 3-4 hours on social media per day, and the remaining 12% of the respondents spent above 4 hours per day. This implies that the majority of the respondents spent less than 1 hour per day on social media.

### **Test of Hypotheses**

#### **Hypothesis I**

*H<sub>01</sub>* - Exposure of students to social media has no significant influence on their English Language Communication skills

**Table 4.2: Computation table for hypothesis I**

VARIABLES	No of Cases	Mean	Std. Dev.	't' Value	df	Sig. (2. tailed)
Social Media	44	50.1310	6.1031	5.7698	98	000
English language Communication Skills	56	45.1176	5.2363			

*\* Significant at 0.05 level*

### **Decision**

It is clear from table 4.2 above that exposure of students to social media has significant influence on their English Language Communication skills. This is established with the mean value of 50.1310 and standard deviation of 6.1031 for social media; and mean of 45.1176 and standard deviation of 5.2363 for the students English Language communication skills, thus given a 't'-value of 5.7698. Based on the decision rule, and mean difference of 5.0134, we therefore reject the null hypothesis and accept alternative hypothesis which state that "exposure of students to social media has significant influence on their English Language Communication skills".

### **Hypothesis II**

***H<sub>02</sub>*** - Social media language style has no significant influence on the student's writing skills

**Table 4.3: Computation table for hypothesis II**

VARIABLES	No of Cases	Mean	Std. Dev	't' Value	Df	Sig. (2-tailed)
Social Media Language Style	42	56.3265	4.1023	1.8144	98	

*\*Significant at 0.05 level*

### **Decision**

It is clear from table 4.3 above there that Social media language style has significant influence on the student's writing skills. This is established with the mean value of 56.3265 and standard deviation of 4.1023 for social media language style; and mean of 58.1026 and standard deviation of 4.3673 for the students writing skills, thus given a 't'-value of 1.8144. Based on the decision rule, and mean difference of 1.7761, we therefore accept the null hypothesis which states that " Social media language style has no significant influence on the student's writing skills".

### **Hypothesis III**

***H<sub>03</sub>***. The use of social media has no significant negative impact on the academic performance of students in SSCE and WAEC English Language examinations.

**Table 4.4 : Computation table for hypothesis III**

VARIABLES	No of Cases	Mean	Std. Dev.	't' Value	Df	Sig. (2-tailed)
Social Media Language Style	42	56.3265	4.1023	1.8144	98	000
Student's Writing Skills	58	58.1026	4.3673			

*\* Significant at 0.05 level*

### **Decision**

It is clear from table 4.3 above that the use of social media has significant negative impact on the academic performance of students in SSCE and WAEC English Language examinations. This is established with the mean value of 44.9792 and standard deviation of 5.0123 for students use of social media; and mean of 50.1789 and standard deviation of 5.2741 for the student academic performance in SSCE and WAEC English Language, thus given a 't'-value of 6.6250. Based on the decision rule, and mean difference of 5.1997, we therefore reject the null hypothesis and accept the alternative hypothesis which states that "The use of social media has no significant negative impact on the academic performance of students in SSCE and WAEC English Language examinations".

## Hypothesis IV

*H<sub>04</sub>* - The type of social media the students are exposed to has no significant positive influence on their English Language ability

**Table 4.5: Computation table for hypothesis IV**

VARIABLES	No of Cases	Mean	Std. Dev.	't' Value	Df	Sig. (2-tailed)
Type Social Media	48	36.2292	4.0331	13.205	98	000
English language Ability	52	47.8882	6.2358			

*\* Significant at 0.05 level*

## Decision

It is clear from table 4.5 above that the type of social media the students are exposed to has significant positive influence on their English Language ability. This is established with the mean value of 36.2292 and standard deviation of 4.0331 for social media type; and mean of 47.8882 and standard deviation of 6.2358 for the English Language ability, thus given a 't'-value of 13.205. Based on the decision rule, and mean difference of 11.659, we therefore accept the null hypothesis which states that "the type of social media the students are exposed to has significant positive influence on their English Language ability".

## Hypothesis V

*H<sub>05</sub>*- To checkmate the social media has no significant influence on English Language competence and performance

**Table 4.6 : Computation table for hypothesis V**

VARIABLES	No of Cases	Mean	Std. Dev.	't' Value	Df	Sig. (s. tailed)
Checkmating of social media	30	35.1667	3.8979	9.972	98	000
English Language Competence & Performance	70	50.1310	6.1031			

*\* Significant at 0.05 level*

## Decision

It is clear from table 4.6 above that checkmating of the social media has significant influence on English Language competence and performance. This is established with the mean value of 35.1667 and standard deviation of 3.8979 for checkmating of social media; and mean of 50.1310 and standard deviation of 6.1031 for the English Language competence and performance, thus given a 't'-value of 9.972. Based on the decision rule, and mean difference of

14.9643, we therefore reject the null hypothesis and accept the alternative hypothesis which states that “checkmating of the social media has significant influence on English Language competence and performance”.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

#### **Summary**

The results and findings of this study revealed that social media plays an important role in writing performance development of English learners at school level like: it facilitate the English learners to learn new words and vocabulary suitable for them in the ability of English language learning, it is easy for English learners as compare to books reading and other text materials, and arouse the interest of English learners towards the English language learning, and the English learners may use social media tools for a long enough period of time without any hesitation or boredom. Similarly, the findings of the study also confirmed with (Al-Jarrah, Talafhah, & Al-Jarrah, 2019) that the use of social media is easy for young university level learners as compare to books, or other text materials while going to library and get books related to vocabulary development. However, the learners may use social media sources like Facebook, twitter, flicker, YouTube, WhatsApp, and other so many tools of social media to improve their writing performance of English language not only in text form but they may see the pictures of things through online media.

#### **Conclusion**

In the current context, it is important that students keep abreast of technological developments and are aware of English language skills, that each learner possesses these need to

be harnessed and developed further to both engage learners and improve their English language skills. Based on the research findings, a high percentage of students use social media. After the successful completion of this descriptive study it was concluded that social media role is dominant in writing performance development of English language at school level. The role of social media in English language writing development is like the brightness of the day because social media facilitate the English learners to learn new words and phrases and to improve their writing skills. Moreover,

Emerging technologies, especially social media, have transformed the forms and genres of writing. Studies suggest that pedagogically sound use of social media has the potential to increase students' motivation for writing, strengthen their awareness of audience and authorship, and promote writing development. These affordances of social media expand opportunities for second language learners to engage with writing in their daily lives and can enhance students' writing development in classroom environments.

### **Recommendations**

This study is significant to the teachers, parents, and students. This study will serve as a guide and help the teachers of the school to know the influence the social media has and is still wielding over the academics of students especially on their English speaking and writing abilities, and also as an eye opener for them to assist in enlightening and creating awareness for the students, enumerating to them the possible negative influences it could have on them if not

checked In the same vein, the study will enable the students of the senior level to have an understanding that, apart from the social benefits of this social networking site which is more protected, using the sites more than necessary will pose possible dangers to their life and career. It will be relevant in assisting students in understanding the diversity of social media. It will provide relevance material for students and other researchers undertaking similar research.

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## APPEMDIX

### QUESTIONNAIRE ON EFFECTS OF SOCIAL MEDIA ON ENGLISH PROFICIENCY: A CASE STUDY OF A SELECTED SECONDARY SCHOOL IN OVIA NORTH EAST L.G OF EDO STATE.

Dear respondent,

This questionnaire is designed to obtain information on the above research title, and the questionnaire is meant for purely academic purpose. You are implored to please cooperate by responding to the items contained in the questionnaire. Please, be assured that all information supplied shall be kept secret. Thanks in anticipation.

#### SECTION A

##### DEMOGRAPHIC DATA OF PARTICIPANTS

1. Age: (a) 8yrs – 12yrs  (b) 13-17yrs  (c) 18-22yrs  (d) 23yrs and above
2. Sex: (a) Male  (b) Female
3. Do you operate on any Social Media? (a) Yes  (b) No
4. If yes, which of the social media does you operates?  
(a) Facebook  (b) Twitter  (c) Instagram  (d) WhatsApp   
(e) Others
5. How long do you stay on social media per day? \_\_\_\_\_  
(a) Less than 1 hour (b) 1-2 hours  (c) 3-4 hours  (d) 5hours and above

## SECTION B

*INSTRUCTION: Please read carefully and tick in the appropriate column the response to each items as follows:*

- *STRONGLY AGREED (SA)*
- *AGREED (A)*
- *DISAGREED (D)*
- *STRONGLY DISAGREED (SD)*

S/N	ITEMS	SA	A	D	SD
	<b>Social Media and English Language Communication Skills</b>				
1	Social media helps my spoken English				
2	Social media changes the way people communicate and share information				
3	Social media improves the way people interact globally				
4	Social media improves my knowledge about new terminologies in English				
5	Social media helps vocabulary development				
	<b>Social media language style and student's writing skills</b>				
6	Social media influence my way of writing				
7	Social media provides accessible tool for helping students to work together to create their own meaning in academic subjects				
8	Social media broadens students knowledge and connectedness				
9	Social media introduces students to modern writing pattern and techniques				
10	Social media language style influences students mode of writing				
	<b>Social Media and Academic Performance of students in English Language examinations</b>				
11	Social media exposes students to abbreviations and ungrammatical spellings which latter have negative impacts on them during examinations				
12	Social media contributed to mass failure of students in English Language and other English related courses or subjects				
13	Social media encourages examination malpractices in schools				

14	Social media aids wastage of students time that should be wisely invested in academic and profitable.				
15	Social media encourages the use of fowl languages and cyber bullying				
	<b>Type of Social Media and English Language Ability</b>				
16	Social media contributes to students success in English language				
17	The type of social media students exposed to determines his/her success in examinations				
18	Some social media influences students positively without any constraints				
19	Social media sites have been recognized as one of the most important resource avenue for education today				
20	Students enjoy Facebook, Whatsapp, twitter and instagram more than any other social network.				
	<b>Social Media and English Language Competence and Performance</b>				
21	Social media improves English Language communication skills				
22	Social media helps my spoken and writing of English language				
23	I derive most of the terms I use from social media				
24	Students are only exposed to the fun and entertainment side of social media				
25	Social media improves English language competence and achievement				