

**THE INFLUENCE OF SOCIAL MEDIA LANGUAGE ON THE
WRITING SKILLS OF SENIOR SECONDARY SCHOOL
STUDENTS IN IKEJA LOCAL GOVERNMENT AREA, LAGOS,
STATE.**

BY

Chiamaka Rosemary ACHONWA

EDU1602656

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OF ART EDUCATION, B.A(Ed) ENGLISH LANGUAGE AND
LITERATURE**

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CERTIFICATION

This is to certify that **Chiamaka Rosemary ACHONWA** carried out this study which is adequate in content and scope in partial fulfilment of the requirements for the award of Bachelor of Education B.A (E.d) degree in English Language and Literature in the Department of Educational Foundations, University of Benin, Benin City.

Prof. Noah Musa
(Project Supervisor).

Dr. Mrs. P.Y. Iordye
(Project Coordinator)

DATE

DATE

Prof E. O. S. Iyamu
(Dean, Faculty of Education)

DATE

DEDICATION

This research work is dedicated to God Almighty, the author and the finisher of our faith who has seen me through my DEGREE programme successfully.

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ABSTRACT

The study sought to investigate the influence of social media on the writing skills of senior secondary school students in Ikeja Local Government area Lagos state. The research was carried out in Ikeja Local Government Area Lagos State. Descriptive survey research design was used in the study. The Instrument for data collection was questionnaire. The sampled population was selected purposely by selecting 4 Schools from each of the 140 sampled Senior Secondary Schools in Ikeja Local Government Area. Data was analyzed using percentage and frequency count. Validity of the instrument was measured and assessed by the project supervisor and one expert in the Faculty of Education to ensure its suitability to retrieve or collect information needed for the study.

The findings revealed that social media influence the writing skills of secondary school students in Ikeja local government. Most senior secondary school students are addicted to social medial hence influencing their writing skills.

From the findings, it was recommended that the school should encourage the English teachers and empower them to be proficient and proficiency in their writing in order to teach secondary; The government should as well introduce essay writing workshops at secondary school level to educate and encourage teachers on how to teach and mark essay in order to help avoid writing errors. The teacher should prohibit the use of informal words while writing.

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DEPARTMENT OF EDUCATIONAL FOUNDATIONS

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY

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CHAPTER ONE

INTRODUCTION

Background to the Study

Social media refers to software in the form of website and other online communities. They are created by users to share information, ideas, personal message, and conversation. Social media is a web based mobile application which allows people to create, engage, and share ideas, in different means of communication in digital environment. Social media has been viewed as referring to network tools that allows people to meet, interact, and share ideas with each other. The world has become a small village to the development of technology and its uses as best source to investigate about knowledge. Social media is a part of technology that has essential elements in people's lives. This importance of social media has been presented in using it in different aspects of life such as, commerce, economics, politics, and education. The latter has encouraged the use of social media as a tool to help students in learning. There can be no denying that social media has significant effect on the ways that we communicate. Its ever-evolving nature

leaves our language in a continuous state of alteration and regeneration. Facebook, for example, as one of the leading social media platforms in the world, has made itself a near necessity for connecting with loved ones, friends, colleagues and acquaintances around the globe. With over 829 million daily users, according to Facebook's newsroom, it has transformed our ability to stay in touch with those who would otherwise be out of reach, and it has allowed its users to have a closer tie with a growing number of people who share common interests and backgrounds, thus producing a social network far beyond anything we could have ever imagined.

The influence of these social media sites and platforms on our language then is a true phenomenon. It has managed to alter our vocabulary, increase the number of communications we have every day and the speed at which we have them, and leave us feeling a newfound responsibility to remain connected with the world at large.

Writing is a very important skill because it is a principal vehicle for learning communication. However, writing is a tool of communication which includes a group of letters or symbols written on a surface. Therefore,

it must be learned and taught as a basic skill in general. The writing skill in general includes its components and its importance, it is affected by many factors among them the social media. There is a correlation between social media and writing skills of students especially in Ikeja senior secondary school. there have been various view and opinions which recognize four major advantages of social media use among secondary school students, these include enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities.

Any language in the world has spoken and written forms. In the past, people used to focus on spoken language more than the written one, and they considered it as the main language. Daniels and Bright (1996:2) made a distinction between the two skills. They said that "language is a natural product of the human mind while writing is a deliberate product of human intellect. Language continually develops and changes without the conscious interference of its speakers, but writing can be petrified or reformed or adapted or adopted at will." They emphasized that spoken language is learned without specific rules or formal instructions, whereas writing must be taught and learned by planned efforts. For instance, in every society there

are some people who are unable to write, but they can speak fluently. So speaking comes naturally yet writing doesn't in the twentieth century, people were interested in learning spoken language as the means of communication in order to interact with each other. In doing so, they neglected the writing competence. Many linguists state this negligence like De Saussure and Chomsky(Brooks and Grundy ,2001).The difficulty in learning and teaching this productive skill is one of the reasons behind the abandonment of writing. Tribble (1996) stated that" writing is a language skill which is difficult to acquire." Learning to write in any language is a big struggle for any student; it needs a lot of practice and training such as thinking, organizing ideas, and following grammar rules for writing a coherent piece of writing.

Moreover, writing is so difficult to be mastered. Teachers should motivate their students to write in a correct way. This helps students to be careful about the structure of the sentences, punctuation, spelling mistakes, format, and content. These regulations help learners to write easily without committing mistakes, and they can express their thoughts and ideas without any complexities or difficulties. In addition speaking and writing belong to

the same category of the language which is productive skill, therefore we must give them the same importance in teaching and learning language.

This project examined how Secondary School students in Ikeja have adapted to the new language of social media and the trends that go with it, and highlight the effects of the new language in their writing skills.

Statement of the Problem

The internet is today the most important source of information and the growing dimensions of the use of social media by secondary school students cannot be underestimated. This study will try to find out the influence of social media language on the writing skills of senior secondary school students in Ikeja. Social media has many positive aspects but in the wrong hand it can become dangerous, for secondary school student it is experiments to do what they feel is good and exciting to them and friends, it's an avenue to flout writing rules and norms. The two major forms to access social media are cell phones and the internet which have brought major changes in writing and communication, with the current exposure and

easy access that the students are able to get from this medium; this study will establish the impacts of new language on the writing skill of the student.

Research Questions

The following research questions are to guide the study on:

- i. How has emerging new language through social media influenced the writing skills of secondary school student in Ikeja?
- ii. What type of social media is predominantly used at influencing secondary school students in ikeja?.
- iii. What way does new language influence writing skills through the use of social media?
- iv. What are the risks that come with the use of new language among secondary school students in Ikeja?

Purpose of the Study

The purpose of the study was to find out the influence of social media on the writing skills on secondary school students in Ikeja such as

- i. To determine the various social media that students have access to

- ii. To discover if new language of social media affect the writing skills
- iii. To ascertain the usefulness of social media
- iv. To ascertain the usefulness of new language
- v. To discover origins of new language.

Significance of the Study

The findings of this study was hoped to be immensely beneficial to students, teachers, and researchers. The findings of this study will help students in monitoring how they use social media and their language and how it affects their writing skills. It will help in counseling of students on writing skills and reducing to the minimal the new language in writing. It will enable students of senior secondary school level to be aware that apart from benefits of social media, using the new language more than necessary will pose possible dangers to the writing skill. The findings from this study will enable students to be self-disciplined in using the right social media language to their writing skill to develop themselves. It will be relevant in terms of providing reference materials for students and other researchers undertaking similar research.

Scope and Delimitation of the Study

The study examined the influence of social media language on the writing skills of senior secondary school students with strong emphasis on some selected secondary schools in Ikeja local government area Lagos state.

Definition of Term

Social Media: There are forms of electronic communication which facilitate interaction based on certain interest. It includes web, mobile technology.

Media: The main way that a large number of people receive information and entertainment e.g telephone, radio, television etc.

Students- Someone who is studying at a school.

Writing: A group of letter or symbol written on a surface

New Language: Words that is spoken or in a written form that doesn't following the rule of a particular language e.g. Emoji's, smiley's.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Writing is a tool of communication which includes a group of letters or symbols written on a surface (Collins &Gentler, 1980). Writing is affected by many factors among them the social media. Social media plays an important role in our life. This chapter is concerned with the review of related literature and it would be discussed under the following sub-headings;

- Vygotsky sociocultural theory of human
- Concept of social media
- Language of usage in social media
- Integration of social media in writing
- The new language in social media
- The effects of social media

Vygotsky's Sociocultural Theory of Human

Learning Vygotsky's sociocultural theory of human learning explicates learning as a social procedure and the instigation of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in cognitive development. In the digital era, the process of writing on social networking technologies, particularly social media, was normally integrated by students for interaction and socializing purposes. Because social interaction process is not always done on a face-to-face basis, people nowadays, especially students, often find it easier to converse with technology as they are no longer constrained by time and location.

Text messages, image, voice can be received and responded to without meeting each other in person. Technology has made it possible for human social interaction to happen in a great variety of forms. This study aims to investigate the relationship between the digital form of social interaction using social media and its influence on student's writing, which is a significant part of the learning that is supposed to happen especially in educational setting. Hence, the major hypothetical basis of this study can be built upon the framework of sociocultural theory of human learning.

Sociocultural theory brings a great influence on learning and teaching profession.

The theory encourages learning, including second language acquisition, a semiotic process where involvement in social activities is important. It believes that learning in a context should be a collaborative achievement and not an isolated individual's effort where the learner works unassisted and un-facilitated. Hence, with the boom of computer in the of 21st century, social media became popular which birth the popular online social networking websites/applications like facebook, twitter etc. this social medial platform has helped with the writing medium to be consistent with the goals and assumptions of sociocultural theory and the process approach to writing. These technology applications can be used for sharing of information, communication platform, and importantly for educational purposes. Facebook, Instagram and Twitter, serve as a rich instructional writing medium consistent with the goals and assumptions of sociocultural theory and the process approach to writing. These applications can be used to for sharing of information, communication platform and importantly for educational purpose.

Concept of Social Media

The term social media, functions as an umbrella term that includes internet based sites and services that function for or promote interaction between individuals that use them as an important part of their interpersonal communication. It is a form of interactive media by which users can communicate with each other through posts, content, photos, and videos, message board, forums, blogs and YouTube and all forms of social media sites(franks 2011). Social media is content we make to share together. It is where we share basic information about ourselves.

Social media are interactive web2.0 internet based applications. Users generate content such as text posts or comments, digital photos or videos, and data generated through all online interaction. Communication is the lifeblood of social media, users create service specified profiles and identities for the specified application that are designed and maintained by the social media organization. Social media facilitates the development of online social network by connecting a user's profile with those of other individual group.

It is difficult to discuss social media without talking about the phases social media has undergone. Social media has evolved over the years to this modern day media, however it is the same. It started with the computer but advanced to the telephone. During the 1950s, phone phreaking (a term used for rogue searching of the telephone network) began, this process was accomplished through the use of homemade electronic devices that facilitated unauthorized access to the telephone system to make free calls. During the 1960s, the public saw the advent of email (Bordars, 2010), however the public was not allowed to use the internet until 1991. E-mail was originally a method to exchange messages from one computer to another. Social media was further developed during the 1970s, 1980s and 1990s, during this period many social media sites were created sites like Blogger which was a household name, Epinions, Thirdvoice and Napster.

In 2000 social media received a great boost with the launching of many social media networking sites springing up. This transformed the interaction of individuals and organizations who share common interests in music, education, and friendship on social media. Sites that were launched included Lunarstorm, Sixdegrees, and Wikipedia. In 2001 other social sites were

lunched fotolog, sky blog and friendster were lunched. In 2003 other sites were lunched my space, linkedin, lastfm etc. and in 2004 popular name like Facebook, Harvard, dogster. During 2005 sites like yahoo360, YouTube, cyword emerged. (junco, heibergert , and loken, 2011).

Social media has undergone different stages over the years and had been a source of information and communication for students.

Language Usage in Social Media

Different social media platform serve different features and services. Due to the distinctness, its affects how people communicate and speak within these platform. For example, Twitter, Facebook, and Instagram. Twitter is used for quick reading of information, thus encouraging the use of limited word per tweet. Meanwhile Facebook provides much longer writing messages. On the other hand, instagram is primarily a picture and video media platform which has no limitations in terms of message length. (Mansour, 2016 and Sebah Al-Ali,2014).

The growth in popularity of social media has created internet slangs which are known as social media language that are used on these sites, to

express themselves in quick manner. They use these languages to communicate. However, it can bring different impacts to many user of social media. The use of these languages in writing such as “rofl”, (roll on floor laugh) is a cause of concern because it might affect the writing skill of students (jimma2017).

Social media has become a melting pot of different language used in different manners and for different purposes. This has resulted in the creation of an alternate dialect that with his immediacy favours face to face communication as for instance the acronyms that are used in instant messages. Examples of this acronyms would be expressions such as “lol”, which means to laugh out loud. It is one of the oldest acronyms in the internet “lol” is often used to convey the message that the user found the subject of the conversation funny. It was first used because writing the full sentence was too long, at the same time peer to peer chat services were gaining more ground in main stream communication in social media which increased the popularity of its use. Likewise, many other language group has developed their acronyms to express the same meaning as “lol”. In Nigeria, people use “lwkm” to express their laughter in pidgin, while in some

linguistic context they abandon the use of alphabet such as in Thailand where 555 is used to express laughter (Carter et al. 2013; Kelly – homes and Pietikainen, 2010). Online language is full of these type of acronyms, along with other methods to address a subject or call attention to something.

Another phenomenon of social media language is #Hashtag, hashtag uses the symbol # to draw attention to an attention or subject that people feel that should be paid attention to on social media, by hash tagging an image or a reference to an event, people actually succeed in creating trends on social media. Because it uses a symbol rather than a shorting of a sentence, hash tagging tends to be used in the same manner in the various languages. These type of phenomena are occurring in various languages that are used in social media, creating a sort of dialectic comprehension among users. Majority of online interaction takes place in written form due to either time, word, or character limitations, according to (Iala, 2016) online communication is increasing due to various acronyms and other method of writing.

Acronyms are often used in online communication. This is the reason why when it comes to interaction on social media people tend to use

acronyms that are peculiar in their language like in Nigeria English we use “lwkm” as a form of “lol” which is familiar to Nigerians, they make use of them during conversation online. Some persons might find it difficult to comprehending some of these acronyms which can lead to misunderstanding of these acronyms. This is often a problem when using social media in face to face conversation or immediate exchange of word. Communication takes place at high speed resulting in students to rapidly summarize their thoughts in short forms. The outcome of the conversation will greatly depend on the command of the language. (iala, 2016; Kelly – homes and pietikainen, 2012) according to their research” more often than not the necessity of recurring to acronyms during face paced discussion leads users from different linguistic background to default to their native language in acronyms that in turn can lead to communication problems converting the use of that acronyms into a liability when it comes to the use of language”. Users tend s to convert to their native dialect when conversing in social media when the conversation is fast paced.

However, social media have gained criticism as students are too dependent on social media such as twitter, Facebook, and YouTube. These

students rely heavily on data and information on social media, hence it results to the decreasing of student's ability of writing but they focus on pasting from the original copy from social media. It helps in connecting different writing skills ideas from different students from around the globe, but as stated by Abbas, Aaman, Nurunnabi, and Bruno (2019) the more time students allocates to social media language the less time they spend on writing in a grammatically correct form , and it will affect their writing skills.

Although Facebook, Instagram, and YouTube have been recognized as part of learning medium, these platform have negative effects. For example Facebook is an online space where users can make use of writing. They can express themselves freely and expose to many written posts, however according to Derakshan and Hasanabbasi, many of the post are informal and they are not the same as academic writing that learners apply in language learning setting. (2015).

Integration of Social Media in Writing

Writing skill has become more important in today's world. However, not many students have the interest to learn writing from academic resources

such as attending classes and enroll themselves in tuition centers. Since writing is the most difficult skill that needs to be acquired, many students are meeting up with this latter. The integration of social media is the latest medium that is used as an innovative way to delegate education purposes.

Social media is an interactive platform where users are able to generate contents based on mobile and web technologies for multiple sharing activities. Social media has a crucial impact where it is strictly based on web, and it is a free, supportive and interactive enhancer for developing pupils' learning experiences in providing networking opportunities (Roopchund, Ramesh & Janky, 2018). Students are more prone to autonomous learning techniques, monitoring such as reviewing and revising their writing process where it allows them to practice good writing including adjusting alternative sentence structures and removal of the improper articles (Laire, Casteleyn & Mottart, 2012). Social media posts exposed pupils to the practice in editing to a limited word count, which means that pupils need to cut down any messages just to make it fit well. Zheng, Yim & Warshauser (2018) stated that social media provides wider chances for student.

Students have a habit of using social media such as WhatsApp, facebook language in their day-to-day writing, and then they may not be able to write appropriately in formal job situations. Roelofse (2013) contends that exposure to new language found in new technologies undoubtedly impacts the way in which learners perceive the world. Furthermore, the amount of contact with these social utilities certainly influences literacy practices by students. Social media do not merely alter the way people live their lives but it affects the way they think. Moreover, Davies (2012:21) in Roelofse (2013) argues that ‘texts of the new technologies have mutated into complex hybrid systems that have made new demands on reading and writing, viewing, social exchange, and communication’. Facebook is no exception in that the use of this social network site requires a multimodal approach of embedding and combining words and written texts from numerous sites. In the same sense, the social medium, the new language is perceived by the researchers as having the same contaminating effect on learners’ essay writing skills. In this regard, social media is a ‘dialogue’ and ‘means of engaging with people’ (Coons 2012:44). In support of this argument Roelofse’s (2013) research

emphasizes the alterations in written communication brought about by transformation in electronic media communication in the use of Facebook.

Roelofse collected data from educators to substantiate the argument that there is a significant and measurable effect of social media and this is articulated in the question: 'Have you witnessed any grammatical errors in written work that could be attributed to Facebook-speak?' Two out of the five educator participants answered "agree" and the remaining three answered "strongly agree". When asked to specify, the teachers were given a space to identify more precisely the kinds of errors found in student's work. Teacher N stated that, 'students' language use is so poor that they cannot express themselves. The use of the wrong verb often changes the meaning of a fact'. Teacher M stated: 'Students shorten words and sentences. They don't start sentences with capital letters and forget about punctuation'. Teacher D wrote that 'spelling and the answering of questions in short form with incorrect spelling was evident'. Finally, Teacher P observed that 'students like to use abbreviations for certain words that are commonly used with electronic media such as "u" or "lol".' David (2001), Cai (2001) and Dovey (2010) concluded from their study that writing is an important tool in

education and in the working environment, hence it is important that it is not polluted by social media scripts such as Facebook, Twitter, linked, WhatsApp etc.

Social media language generally pollutes grammar, spelling and sentence construction to name but a few aspects of writing. Such errors in writing are said to pollute the text. Norrish (1987:7) defines an error as a systematic deviation when a learner has not learnt something and consistently gets it wrong. Cunningsworthy (1995:87) concurs and adds that errors are systematic deviations from the norms of the language being learned. These two scholars use the phrase ‘systematic deviation’ in their definitions of an error which can be interpreted as a deviation that happens repeatedly. Errors can also be classified as inter-lingual or intra-lingual (Richards & Schmidt 2002:267).mother- tongue interference errors can be identified as transfer errors that result from a learner’s first language features, for example grammatical, lexical or pragmatic errors. On the other hand, intra-lingual errors are overgeneralizations (Richards & Schmidt 2002:379) in the target language, resulting from ignorance of rule restrictions, incomplete applications of rules, and false concepts hypothesized.

Orthography is the correct way of writing a particular language. The term orthography comes from the Greek language and means ‘correct way of writing’. The conventional spelling system of a language is therefore part of its orthography. Orthography is the standardized procedure of a writing system, which includes spelling, pronunciation, word break and emphasis. Punctuation, word break and emphasis are not major problems for students, but spelling is a problem for the majority of students. In the English language, spelling plays an important role in the writing process (Franklin 2014). Languages have either deep or shallow orthographies. If a sentence has incorrectly spelt words, the meaning and message of the sentence may be distorted. For precise meaning and precise communication words need to be spelt correctly. Frequent use of wrongly spelt words in an essay may erode the direct intended meaning of communication. Social media may promote word cutting and such word cuts may be confusing for different people and even be meaningless for some readers.

Social media casual means of communication may lead to the decay of formal essay writing skills. The efforts of linguists are to perfect and sharpen language efficiency; therefore, the new language has to be closely

monitored so that it does not have a negative influence on the essays written by students. Short word writing by students may be viewed by linguists and language teachers as a decline of language proficiency in writing. Nesamalar, Saratha and Teh (2001) point out that learners' writing skill deficiencies are a cause for concern among academics and parents, considering that their writing component is given higher credit (marks) in school examinations. Writing of essays, therefore, has to be given more attention so that negative influences such as WhatsApp, Facebook, Twitter etc, and other social media do not impact negatively on the academic writing skill of students.

The New Language of Social Media.

During the process of communication through social media, people use special language which is Texting or sometimes called 'text messaging'. This one contains features such as abbreviations, acronyms, and emoticons. These features are essential for expressing the exact meaning of expressions (e.g. Sadness, happiness, sarcasm, and tentativeness....etc) .Whereby, the

use of these elements through conversation between users gives full and understandable meaning.

Abbreviations and Acronyms.

Merriam Webster (2018) in her dictionary defined abbreviation as "a shortened form of a written word or phrase." For example, "LOL" for "Laugh Out Loud", "abbrev" "abbreviation". It is used to avoid repetition of a long sentences or words, to save time and space .Acronym is a part of abbreviation; it is a shortened form of a phrase, but to take the first letter of that phrase. Such as "ASAP" comes from "as soon as possible", "UK" for "United Kingdom". Merriam Webster (2018)

List of common Abbreviations that are used in social media and their meaning

Abbreviations and Acronyms

Abbreviation and acronyms	The meaning
Lol	Laugh out loud
Loml	Love of my life

Smh	Shaking my head
Brb	Be right back
Lmao	Laugh my ass off
U	You
Tbh	Throw back Thursday
Tgif	Thank God its Friday
g9t	Goodnight
ba3	Battery
Lwkm	Laugh won kill me
Wcw	Women crush Wednesday
Mcm	Monday crush man
Wlc	Welcome
4	For
4get	Forget
Lmk	Let me know
Tbh	To be honest
Nvm	Never mind
Icymi	In case you missed it
Btw	By the way
rn	Right now
Np	No problem
Diy	Do it yourself

Asap	As soon as possible
gr8	Great
o/c	Oh, i see
2nite	Tonight
2moro	Tomorrow

Table2: Abbreviations and Acronyms cited by Vangie Beal (2004) in www.webopedia.com).

Emoticons

The third feature of the social media language is derived from the words "emotions and icon" and it refers to facial expressions represented by keyboard characters. By using these emoticons into a message, you can express your feeling in understood way for the recipient. Emoticons have been classified to symbolize many other things such as people, animals, objects, and actions. (Teach term .com)These are some examples of different types of emoticons:

. :-D- very happy

:-O Shocked, amazed

:-(Sadness, displeased



T.T. Crying

=^.=.Cat





o.O. Confused

:o3.Dog

List of common Emoticons used in social media

Emoticon and smiley	Emoticons Meanings
	Relieved faced
	Delicious

	Party face
	Begging face
	Grinning face
	Grinning face with one eye
	Grinning face with stars
	Pouting face
	Rolling on the floor
	Exploding head

	Frowning face
	Smiling face with open mouth
	Smiling face with sun glass
	Weary face

The Effects of Social Media on Students' Writing

The percentage of addiction of SM among people especially students has increased in everyday life. This addictiveness leads students to use social networking as a helpful means for learning language. However, the use of this means may affect either positive or negative on students' writing.

The Positive Effects of social Media

It helps learners to acquire new vocabulary .For example, during communication process between students and their peers, they learn new words and they make their efforts to know the meaning of unknown words by using a dictionary. (Omar et al. 2012) Students' interaction between them via SM encourages them to write in academic way by reading their friends' essays and correct each other's' paragraphs. (Shih, 2011) cited in Tharinee (2014) It improves students' writing by creating a group of discussion between teacher and his students. Then, he posts different topics in order to discuss it at the same time he corrects various mistakes of his students. In this way learners improve their own grammar, sentence structure, content, and organization of writing. (Gameel Mahmmoud,2016).

The Negative Effects of Social Media

Despite the positive impacts of SM on students' writing, there are also its negative impacts; it causes grammar, capitalization, and spelling problems. These sites such as facebook, twitter are not supporting the grammar usage in correctly because students usually when they are chatting, they always use short forms (abbreviations, acronyms), and incomplete

sentences that results uncompleted thought. The use of short forms also drives some students to use it in their formal writing. Selwyn (2009) cited in Tharinee (2014) point out that facebook failed the opportunity to develop students' writing because they tend to use informal writing instead of formal academic writing. The use of short hand communication provokes students to commit spelling and capitalization mistakes. For instance, your as 'UR', you as 'U', are as 'R', and the pronoun 'i' for I and so on.

It creates a distraction for students .For case, learners may not follow or concentrate on learning when they are connecting because they are engaged with activities on SM instead of doing their academic activities. (Yunus et al, 2012) English that used in SM is differentiated from English that is used in academic writing so that social media is not a suitable environment for learning formal writing. (Kabilan et al .2010). David Crystal in (2004) stated that the standard language is lost, and creativity will be diminished by the impact of SM. This means that Social Media hurts the formality of academic writing through using this short hand, and fragments in formal papers which are related to grammar and spelling mistakes.

Summary of Literature Review

This chapter explained the effect of social media on students writing. Researchers consider the language of social media as informal way of writing among them abbreviations, and acronyms. The use of social media has a great impact on students 'writing since they use them as a tool to enhance their writing and communication skill. In addition to this, the positive effects of Social Media on students writing has made the students to acquire new vocabulary, and interact with foreigners that help them to improve their writing skill. Whereas, the negative effects are the use of abbreviations in formal writing which causes grammar, spelling, and punctuation mistakes.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter presents the methods and procedure used in carrying out the study and are presented under the following subheadings:

- Research Design
- Population of the study
- Sample and Sampling procedure
- Research Instruments
- Validity of Instrument
- Reliability of the Instrument
- Method of Data Collection

Research Design

The study adopted a descriptive survey design which is non experimental; the purpose of the descriptive survey is to describe that which exists as accurately and clearly as possible. It is the most appropriate design for the study of this nature because it provides an appropriate methodology for investigating human behaviour, perceptions and opinions of people as well as no manipulation of variable(s).

Population of the Study

The population of the study consisted of all 2.43million senior secondary schools students in Ikeja L.G.A of Lagos State. The population of the study is some English language teachers of English language in ikeja local government of Lagos state.

Sample and Sampling Procedures

The simple random sampling technique was used to select students from senior secondary Schools in Ikeja L.G.A Lagos state, so that every respondent is given equal opportunity of being chosen. The study sample was employed in the selection of 4 Senior secondary schools (2.43million

students) out of the 140 senior secondary schools in Ikeja L.G.A Lagos State and 300 out of 2.43million students were selected. The selected schools are:

- Ikeja senior high School, GRA Ikeja
- Agidingri senior grammar School ,Ikeja
- Comprehensive day Secondary School , Ikeja
- Babs fafunwa Millennium Secondary School, Ikeja

Research Instrument

The instrument used for the study will be a Self-designed questionnaire. The researcher developed one questionnaire titled: The new language of social media and its effects on secondary school students writing skill. The instrument or scale developed by the researcher on the following:

Section A: Bio data i.e background information, name of school, class, sex, and age.

Section B: Comprises of the items in the questionnaire and will be made up of 21 attitudinal statements and on the language used on social media and its effects on their writing skills. The respondents will be expected to respond to

a scale using “frequently”, “sometimes” “never” "YES" and "NO" as it affected them.

Validity of the Instrument

The validity of an instrument is regarded as the extent to which an instrument or test is capable of achieving certain aims. An instrument is valid if it measures what it is supposed to measure, both face and content validity of the instrument was done by the project supervisor and expert in the faculty of Education to ensure its suitability to retrieve or collect information needed for the study.

Reliability of the Instrument

A reliability of instrument was determined using split-half technique which requires only one administration of a test. The test obtained is split into half. A index of 0.8 was obtained which shows that the instrument was reliable to the study.

Method of Data Collection

The questionnaire was administered directly by the researcher. The respondents were asked to respond to the question freely and objectively as it affected them. The questionnaires were retrieved the same day.

Method of Data Analysis

The data was analyzed using frequency counts and simple percentages. This method of data analysis of either positive or negative answers will be based on percentage scores.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results of the data collected from the sample used for this study as well as discussion of findings. The analysis covers the purpose of the study and the research questions. Section A of the questionnaires covers the demographic data of the respondents while Section B comprises questions on “The Effect of Social Media language on the Writing Skills of Senior Secondary School Students in Ikeja Local Government Area, Lagos State” which is the core and nucleus of this research work. Data was collected using the 300 questionnaires that were administered to students from four selected senior secondary schools which include: Ikeja senior high school, GRA Ikeja, Agidingri senior grammar school, Ikeja, Comprehensive day secondary school, Ikeja and Babs Fafunwa Millennium Secondary School, Ikeja. The results obtained from the data collected from the questionnaire are presented in the table:

Presentation of results

Section A: Demographic data for the students

Table 1: Sex Distribution of Respondents

Sex	Respondents	Percentage (%)
Male	129	43
Female	171	57
Total	300	100

Table 1: shows that 43% of the respondents were male students, while 57% of the other respondents were female students. This reveals that female respondents were more than male respondents

Table 2: Age Distribution of Respondents (Students)

Age	Respondents	Percentage (%)
12-15 years	93	31
16-18 years	189	63
19-21 years	18	6
Total	300	100

Table 2: shows the age distribution of respondents. The respondents who were within the ages of 12-15 years were 93 in number, which represent 31 percent. The respondents who were within 16-18 years were 189 in number,

which represent 63 percent. The respondents who were within the ages of 19-21 years were 18 in number, which represent 6 percent.

Table 3: Class Distribution of Respondents

Class	Respondents	Percentage (%)
SS-1	109	36.33
SS-2	101	33.67
SS-3	90	30
Total	300	100

Table 3: shows how each class was represented. The respondents in SS-1 were 109 in number, which were represented by 36.33 percent. The respondents in SS-2 were 101 in number, which were represented by 33.67 percent. The respondents in SS-3 were 90 in number, which were represented by 30 percent.

Table 4: Status Distribution of Respondents

Status	Respondents	Percentage (%)
Students	300	95.24
Teachers	15	4.76
Total	315	100

Table 4: show that 95.24% of the respondents were students, while 4.76% of respondents were teachers.

Section B: Answering of research questions

Table 5: Showing the type of social media that is predominantly used for influencing secondary school students in Ikeja.

S/N	Items	Students(n=300)			
		No. of Responses		Percentage (%)	
		Yes	No	Yes	No
1	Do you use the internet	300	0	100	0
3	Do you enjoy using this social network (preferred network chosen in no8)	279	21	93	7
4	Do you think this social media can develop your writing skill	255	45	85	15

Source: fieldwork, 2021

Table 1.1

S/ N	Item	Faceboo k	WhatsAp p	YouTub e	Signal	LinkedI n	Twitter
2	Whic h social media do you prefer to use	40 (13.33%)	151 (50.33%)	10 (3.33%)	2 (0.67%)	3 (1%)	94 (31.33%)

Source: fieldwork, 2021

Table 5: In the data collected, 100% of the students confirmed that they use the internet. **Table 1.1** reveals that 13.33% of the students prefer Facebook, 50.33% prefer WhatsApp, 3.33% prefer YouTube, 0.67% prefer Signal, 1% prefer LinkedIn and 31.33% prefer Twitter. However, in the data analysis, 93% of students affirmed that they you enjoy using this social network, while 7% of students disagreed. 85% of the respondents think that social media can develop their writing skill, while 15% have contrary opinion

Table 6: how has emerging social media language influenced the writing skills of secondary school student.

S/N	Items	Students(n=300)			
		No. of Responses		Percentage (%)	
		Yes	No	Yes	No
5	I reply to peoples comment in social media	121	179	40.33	59.67
6	I learn new language by using social media	251	49	83.67	16.33
7	Social media helps me to increase my confidence level to write	225	75	75	25
8	Social media provides advantages to my writing skill	199	101	66.33	33.67
9	I believe that social media is the best platform to write better	183	117	61	39
10	Social media helps me to increase my frequency of participation in writing activities	275	25	91.67	8.33

Source: fieldwork, 2021

Table 6: reveals that 40.33% of the students agreed that they reply to peoples comment in social media. While 59.67% of the students disagreed. In the data collected, 83.67% of the students accepted that they learn new language by using social media. Whereas, 16.33% of the students said

otherwise. The percentages of students with the opinion that social media helps them to increase my confidence level to write is 75%. While 25% of students have contrary opinion. 66.33% of the respondents agreed that social media provides advantages to their writing skill, while 33.67% disagreed. On the believe that social media is the best platform to write better, 61% of the respondents agreed while 39% have contrary opinion. However, in the data analysis, 91.67% of student's affirmed that Social media helps me to increase my frequency of participation in writing activities, while 8.33% of students disagreed.

Table7: what way do social media language influence the writing skill of students.

S/N	Items	Students(n=300)			
		No. of Responses		Percentage (%)	
		Yes	No	Yes	No
11	Does age have impact on social media	269	31	89.67	10.33
12	Social media become boring without abbreviation, emoticon.	89	211	29.67	70.33
13	Do you think social media language affects your writing skills	204	96	68	32
14	Do you prefer abbreviation than writing in full English language	161	139	53.67	46.33
15	Have you ever used abbreviation, Emojis on an academic writing	268	32	95.33	4.67

Source: fieldwork, 2021

Table 7: reveals that 89.67% of the students agreed that age have impact on social media. While 10.33% of the students disagreed. In the data collected, 26.67% of the students accepted that Social media become boring without abbreviation, emoticon. Whereas, 70.33% of the students said otherwise. The percentages of students think social media language affects their writing skills is 68%. While 32% of the students have contrary opinion. However, in the data analysis, 53.67% of students affirmed that they prefer

abbreviation to writing in full English language, while 46.33% of students disagreed. 95.33% of the students agreed that they ever used abbreviation, Emojis on an academic writing, while 4.67% of them disagreed.

Table 8: the risks that come with the use of social media language among secondary school students.

Key: F= Frequently, S= Sometimes, N=Never

S/N	Items	Students(n=300)					
		No. of Responses			Percentage (%)		
		F	S	N	F	S	N
16	How often do you change the spelling of a word	79	189	32	26.33	63	10.67
17	How do you use social media language	158	96	46	52.67	32	15.33
18	How often do you use punctuation	212	50	38	70.67	16.67	12.67
19	Do you use capital letters wrongly	56	238	6	18.67	79.33	2
20	Are you conscious about grammatical structure when writing on social media	112	158	30	37.33	52.67	10
21	Do you use social media for academic purpose	192	80	28	64	26.33	9.33

Source: fieldwork, 2021

Table 8: In the data collected, 26.33% of the respondents admitted that they frequently change the spelling of a word, while 63% said sometimes and 10.67% responded never change the spelling of a word. The percentages of students who affirmed that they frequently use social media language is 52.67%, while 32% of students ticked sometimes, whereas 15.33% ticked never. However, in the data analysis, 80% of students accepted that they often use punctuation, 16.67% said sometimes and 12.67% responded never. 18.67% of the students agreed that they frequently use capital letters wrongly, 79.33% said sometimes whereas only 2% said never. Furthermore, 37.33% of the respondents said that they are frequently conscious about their grammatical structure when writing on social media, 52.67% said sometimes and 10% of the respondents said never. Lastly, 64% of the students responded that they frequently use social media for academic purpose, 26.33% of them said sometimes and 9.33% said they never use it for academic purpose.

Discussion of Findings

The result of this study has been quite instructive, informative and revealing. Based on the analysis of data or information collected from the opinion of the respondents on: The Effects of Social Media language on the Writing Skills of Senior Secondary School students in Ikeja Local Government Area, Lagos State.

The answer of research question 1 on the type of social media that is predominantly used at influencing secondary school students, shows that secondary school students' uses different kinds of social media, as shown in the table 1.1 above. Students have a habit of using social media such as WhatsApp, Facebook language in their day-to-day writing, and then they may not be able to write appropriately in formal job situations. Roelofse (2013) contends that exposure to new language found in new technologies undoubtedly impacts the way in which learners perceive the world. However, different social media platform have different features and services. Due to the distinctness, its affects how people communicate and speak within these platforms. For example, Twitter, Facebook, and Instagram. Twitter is used for quick reading of information, thus encouraging the use of limited word

per tweet. Meanwhile Facebook provides much longer writing messages. On the other hand, Instagram is primarily a picture and video media platform which has no limitations in terms of message length. (Mansour, 2016 and Sebah Al-Ali,2014).

The answer of the research question 2 on how has emerging social media language influenced the writing skills of secondary school student. majority of the students affirmed that social media have help them boost their confidence in writing and learning. Social media is an interactive platform where users are able to generate contents based on mobile and web technologies for multiple sharing activities. Social media has a crucial impact where it is strictly based on web, and it is a free, supportive and interactive enhancer for developing pupils' learning experiences in providing networking opportunities (Roopchund, Ramesh & Janky, 2018). Students are more prone to autonomous learning techniques, monitoring such as reviewing and revising their writing process where it allows them to practice good writing including adjusting alternative sentence structures and removal of the improper articles (Laire, Casteleyn&Mottart, 2012). Social media posts exposed pupils to the practice in editing to a limited word count,

which means that pupils need to cut down any messages just to make it fit well. Zheng, Yim & Warshauer (2018) stated that social media provides wider chances for student.

The answer of the research question 3 what way do social media language influence the writing skill of students. Majority of the respondents said that social media affect their writing skills. The percentage of addiction of social media among people especially students has increased in everyday life. This addictiveness leads students to use social networking as a helpful means for learning language. It helps learners to acquire new vocabulary. (Omar et al. 2012) Students' interaction between them via SM encourages them to write in academic way by reading their friends' essays and correct each other's' paragraphs.(Shih,2011) cited in Tharinee (2014)It improves students' writing by creating a group of discussion between teacher and his students. Then, he posts different topics in order to discuss it at the same time he corrects various mistakes of his students. In this way learners improve their own grammar, sentence structure, content, and organization of writing. (Gameel Mahmmoud, 2016).

On the contrary, it causes grammar, capitalization, and spelling problems. These sites such as facebook, twitter is not supporting the grammar usage correctly because students usually use short forms (abbreviations, acronyms)when chatting, and incomplete sentences that results to uncompleted thought. English that is used in Social Media is differentiated from English that is used in academic writing so that social media is not a suitable environment for learning formal writing. (Kabilan et al .2010). David Crystal in (2004) stated that the standard language is lost, and creativity will be diminished by the impact of Social Media. This means that Social Media hurts the formality of academic writing through using this short hand, and fragments in formal papers which are related to grammar and spelling mistakes.

The answer of the research question 4 the risks that come with the use of social media language among secondary school students, in the social media, the new language is perceived by the researchers as having the same contaminating effect on learners' essay writing skills. Roelofse's (2013) research emphasizes the alterations in written communication brought about by transformation in electronic media communication in the use of Facebook.

Social media language generally pollutes grammar, spelling and sentence construction to name but a few aspects of writing. Such errors in writing are said to pollute the text. Norrish (1987:7) defines an error as a systematic deviation when a learner has not learnt something and consistently gets it wrong. Cunningsworthy (1995:87) concurs and adds that errors are systematic deviations from the norms of the language being learned. Nesamalar, Saratha and Teh (2001) point out that learners' writing skill deficiencies are a cause for concern among academics and parents, considering that their writing component is given higher credit (marks) in school examinations. Writing of essays, therefore, has to be given more attention so that negative influences such as WhatsApp, Facebook, Twitter etc, and other social media do not impact negatively on the academic writing skill of students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The purpose of this research was to find out the effect of social media language on the writing skills of secondary school student. The researcher made effort in analyzing the effects of social media language on the writing skills of secondary school students, if there is difference in those persons that use social media language and those that confirm to the normal way of writing, the influence of social media for the effective teaching of writing in secondary school students and if the methods and techniques used in teaching the writing skills is adequate and effective. All of which have been discussed in details under the review of literature.

The collection of data was carried out through the administration of questionnaire to three hundred (300) senior secondary school students, which include: Ikeja senior high school, GRA, Agidingri senior grammar school, comprehensive day secondary school, Babs fafunwa Millennium Secondary School. The data were interpreted and discussed using

percentages and frequency table. The sampling technique used for the research is the simple random method.

Conclusion

Following the analysis of the data collected and findings made, the following conclusions were drawn

1. There is an effect of social media on the writing skills of secondary school students. The predominant social media affects the habits of the students in writing formally. Different social media serves different features due to this distinctness it affects the way the students writes.
2. Social media has been able to boost the confidence of the students in the aspects of writing. Students are more prone to learning among themselves, it allows them to be able to practice their writing skills.
3. Social media affects the writing skills. Secondary school students are addicted to social media every day, this addictiveness leads students to acquire new writing skills that makes them to break the structure of the language.

3. The methods and techniques used in teaching writing skills in secondary schools is not adequate and effective.

Recommendations

Based on the conclusion drawn from the findings, the following recommendations are drawn from the findings of the study:

1. Teachers should prohibit the use of informal words like abbreviations on academic writing. Students should differentiate between academic writing and social media writing.
2. Writing skills should be taught effectively to secondary school students in the classroom, to help them recognize the errors they make while writing. Students need to be given well defined rule of writing. Eg planning, mind map, paragraphing, introduction, body and conclusion, and some sample of any written work can be distributed for correction and analyzed so they learn from their mistake.
3. The English teachers in secondary schools should be encouraged and empowered since their job description requires highly proficient in

English and proficiency in the convention of writing in English in order to teach secondary students.

4. The department of basic education should convene essay writing workshops at secondary school level to educate and encourage teachers on how to teach and mark essays in order to help avoid these errors.

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APPENDIX
DEPARTMENT OF EDUCATIONAL FOUNDATIONS
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN-CITY

Dear Respondents,

REQUEST FOR YOUR CO-OPERATION IN COMPLETING THIS QUESTIONNAIRE

I am an undergraduate final year student of the above named institution. As a part of the requirement of academic programme for the award of BA(Ed) degree in English and Literature, I am conducting a research entitled “**The Language Of Social Media and its Effects on the Writing Skills of Student on Senior Secondary School in Ikeja Local Government Area, Lagos State**”

I wish to appeal to you to assist in this study by kindly sparing a few minutes of your time to complete this questionnaire. You are not required to disclose your identity. I also wish to assure you that your answers will be kept in strict confidence and only for academic purpose.

Thanks for your co-operation!

Yours faithfully,

Achonwa Chiamaka Rosemary.

Researcher.

INSTRUCTION: Please tick [] where necessary

SECTION A: Personal Data

- 1. Sex: Male [] Female []
- 2. Age: 12-15 () 16- 18 () 18 -20 ()
- 3. Class:
- 4. Status: Student [] Teacher []

SECTION B

S/N	Benefit of using social media	Yes	No
1	I reply to peoples comment in social media		
2	I learn new language by using social media		
3	Social media helps me to increase my confidence level to write		
4	Social media provides advantages to my writing skill		
5	I believe that social media is the best platform to write better		
6	Social media helps me to increase my frequency of participation in writing activities		

SECTION C

Predominately used social media

- 7. Do you use the internet. Yes () No ()

8. which social media do your prefer to use. Facebook () Whatsapp ()

Yutube () Signal () Linkdin ()

9. Do you enjoy using network. Yes () No ()

10. Do you think social media can develop your writing. Yes () No ()

SECTION D

S/N	The influence of social media on writing	Frequency	Sometimes	Never
11	How often do you change the spelling of a word			
12	How do you use new jargans			
13	How often do you use punctuation			
14	Do you use capital letters wrongly			
15	Are you conscious about grammatical structure when writing on social media			
16	Do you use social media for academic purpose			

SECTION E

S/N	Benefits of social media	Yes	No
17	Age has impact on social media		
18	Social media become boring without abbreviation, emotion.		
19	Do you think social media language affects your writing skills		
20	Do you prefer abbreviation or writing in full English language		
21	Have you ever used abbreviation, Emojis on an academic writing.		