Original Article

Influence of Social Media Language on Written-English of NCE Students in Kwara State College of Education Ilorin

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

Keywords: *Social Media, English Written, NCE Studies, Communication.*

I. INTRODUCTION

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

Accordingly, Aun, et'al (2020;2023) added that media is the rage today and bully in anyone who cannot control or deal with it social medal changes the way we perceive world. Students most especially the colleges of education and undergraduates make use of phones, electronic devices like phones, tablets, laptops, etc everywhere and anytime even while they are reading, in school or during lectures, office, lecture hall for study. Social media has now become part and parcel of everyone's life and students especially are not left out (Allen 1973, Corder, 2008).

On the other hand, excessive use can have unfavourable effects if left uncontrolled. Above all, there should be more concern expressed about the way the majority of these college students use language on social media. Facebook (and its related Facebook Messenger), Tiktok, Wechat, and other well-known platforms that are occasionally referred to as social media services include YouTube, TikTok, Telegram, WhatsApp, Snapchat, and more are some of the most well-known social media websites, with over 100 million registered users. (Davis & Cranston, 2008; Osharive, 2015).

Social media has surpassed the number of individuals who still rely on more conventional channels for communicating with friends and family, like phone calls and letters. With social media, sharing information with a neighbour may be as simple as dropping by their house these days. (Licardi et'al 2007).

But as is widely known, nothing in life—interesting or not—is ever entirely one-sided, and social media is no exception, since it has both advantages and disadvantages. As a result, there is a positive correlation between students' academic achievement in education colleges and their use of social media. There are four main benefits of social media in higher education, according to a variety of viewpoints and ideas. These include strengthening bonds, raising motivation to learn, providing individualised course materials, and cultivating teamwork skills. (Davis & Cranston, 2008; Foluke, 2018; Inyang, 2021).

Furthermore, Licardiet'al (2007) contended that as students are socially validated by one another, they use social media to share their everyday learning experiences and discussions on a range of subjects. According to Kuppuswamy and Shankar (2010), social networking sites divert students' attention with unsuitable and non-educational activities like pointless chit-chatting.

The most challenging language skill to master is writing, which is a sophisticated and complex endeavour (Allen 1973; Corder, 2008). The authors also point out that while writing requires non-native speakers to consider the norms they must follow, native speakers who think in their own tongue may find it more difficult than non-native speakers. Rules that are meant to be automated by native speakers. This relates to pupils' academic performance in school and juvenile delinquency (misconduct).

According to observations made in the classroom, students' formal writing is being adversely impacted by the use of vocabulary from social media (Kaplan, 2015; Foluke, 2018). Nonetheless, it facilitates student information sharing within the group (Aun et al., 2023) but diverts their attention from the lessons and could result in failure. This proves the assertion made by Rainie and Wellman (2009) that the majority of students use improper grammar, punctuation, and spelling during classroom interactions (Ekah, 2005). In writing, a lot of pupils even have a tendency to utilise acronyms, and some even start employing text speakers or testes. This frequently has an impact on both the spelling and sentence structure of the employed words.

Similarly, social media texting has a bad impact on pupils' grammar and spelling abilities, according to a YouGov study of teachers published in Rainie and Wellman (2012). The survey was performed on behalf of dictionary.com. The survey also found that students struggle with syntax, meaning, and understanding, and that they frequently utilise popular slang and text speak from social media in their academic writing. Furthermore, a lot of professors find it bothersome when their students utilise slang or text talk in their assignments, but some aren't too concerned about it when it comes to assigning grades. For teenagers and students, who typically struggle with the inconsistent norms of English language grammar and spelling, text talk offers a convenient and affordable means of communication. (Chen &Bryer, 2012; Inyang, 2021).

Furthermore, a 2010 study from Clarion University demonstrates that the language used on social media typically informs users and permits grammatical and non-standard spelling. According to Foluke (2018), academics are concerned about the impact of social media terminology on Nigerian students' use of English in formal contexts, particularly when writing essays. In a similar vein, Ekah (2005) claims that formal texts are gradually absorbing informal language from texts. According to Kuppuswamy and Shankar (2010), during the first semester exam, there were spelling errors linked to the year one (new intake) students at the Kwara State College of Education.

Learning more about social networking and academic libraries—a panacea for improving academic libraries in Ilorin, Kwara state—highlighted the good effects on Kwara state. They went on to describe the methods used for crafting text messages and, consequently, messages for social media. Among these are (i) the last letter being deleted; will-wil, still-stil, have-hav, love-love, etc. (ii) Spellings with only one letter: the-d, see-c, and-n, be-b, are-r, and-u, etc. (iii) Using numerals to spell words such as to, for, from, and rm; forget, get, together, 2geda; great, gr8, 2day, and dai; forever, forever; format, mat, and so on. (iv) Consonant clusters: that-dt, but-bt, people-ppl, goodnight-gdnt, etc.(Ekpe & Egbe, 2007).Although there has been widespread concern expressed on the infiltration of social media terminology into academic works by students, the issue persists as students continue to use the same language repeatedly. However, this does not mean that instructors should cease criticising pupils who continue to utilise terminology from social media or disregard them. These days, social media platforms are commonplace, especially for students who frequently use many accounts (Osharive, 2015; Kaplan, 2015; Aun, et al., 2023). Additionally, they converse, write, and share material for hours on end with friends, family, and occasionally complete strangers. (Foluke, 2018).

In 2004, the phrase "social media" was coined. It is the electronic communication medium(s) that people use to establish virtual communities on the internet where they exchange knowledge, concepts, private messages, images, documents, and other materials. (Merriam Webster Dictionary 2014).

Because of these social media platforms' widespread use, internet users now have more access to communication, which unintentionally becomes more "fluid," "fast," and "cheap." Although the borders vary, Rainie and Wellman (2012) and Giray (2021) recognised seven forms of social media. Facebook, WhatsApp, Twitter, and other virtual communities are mostly used for socialising and the exchange of up-to-date news, events, and happenings. While some platforms, like Wikipedia, are instructional platforms, others, like Instagram, Digg, Reddit, etc., are bookmarking tools for locating specific information, news, images, etc., and some platforms, like LinkedIn, are similar to corporate interaction platforms. Regardless of where they live, social media

helps to build, preserve, and enhance ties with friends, family, and other loved ones. It can be used to save memories, learn about and explore new things, promote oneself and one's business, make new friends, and more. (Raine &Wellman, 2012).

Since its launch and current widespread use, social media has facilitated communication between people. individuals can instantly communicate with individuals anywhere around the world by simply pressing a button. Social media's creation has led to the creation of a new pseudolanguage, or false language, that uses expressions like "laugh out loud," "throwback Thursday," and "slide into my dm," which implies that you should message me directly or send me an emoji, among other things (Foluke, 2018; Giray, 2021). The meanings of all these emojis and word abbreviations have changed during the past ten years. Because everyone wants to be found on social media, social media has decreased face-to-face or physical communication between people while increasing online communication. Avatar, bio, chat, followers, and other terms with their own unique language have been invented by social media platforms and social networking sites like Facebook, Twitter, SnapChat, and others. A bio used to be a detailed account of a person's existence, and avatar was a Hindu name for a deity's material form. In the past, chat was merely a casual discussion, and the term "followers" simply meant "acolyte" or "companion." However, these days, an avatar is a picture of a person on the internet, bios are brief explanations of a person's profile that include a quotation or witty statement, chat refers to online chat rooms where people congregate to have conversations, and followers are people who have signed up to follow a certain person on social media in order to receive updates from them. Although many of these words have been adjusted to meet the demands of social media, their definitions before the emergence of social media are still fairly similar. Words have also been invented by social media. Terms like "blog," "hashtag," "selfie," and "tweet" were nonexistent prior to the development of social media, but since then, they have become increasingly common. (Kplan, 2015).

According to Aun et al. (2020), our communication styles vary greatly depending on the social media platforms we utilise. For example, Twitter restricts the character count of its status updates, or tweets, to 140, leaving users very little room to express themselves. And in such circumstances, some people adopt shortened forms of languages in order to occupy the available space. In contrast, Facebook allows its users to have up to 60,000 characters—430 times more than Twitter allows. This demonstrates that Facebook allows people to write anything they want.

Students at higher institutions are starting to see the effects of social media's arrival into the academic and educational environment. It's clear from their written English. The main areas where social media has an impact on written English are grammar, spelling, and text talk.

a) Grammar and spelling mistakes: These are the most frequent mistakes made on social media. Erroneous spelling and disregard for the rules of grammar are permitted. This creates friction in writing because pupils use improper grammar and spelling in their school assignments.

b) Text speaks language; social media users frequently use acronyms, while formal writing generally discourages their use. Pupils should avoid using text talk or slang that is acceptable on social media and instead spell words accurately and entirely. This study's goal is to investigate how social media affects N. C. E. students at Kwara State College of Education, Ilorin, in their written English.

A. Statement of the Problem

It has been noted by instructors at the Kwara State College of Education in Ilorin that certain students compose tests, papers, and examinations using terminology from social media platforms for their professors to grade. This could be explained by their proficiency with social media language or by the fact that their lack of eloquence in writing is partially a result of their constant usage of social media, where voice notes (VN) are occasionally employed in place of written English. The motives for some of these students' reckless or deliberate writing to their teachers pretending to be buddies via text or chat are unclear, though. Some pupils' written English has been so negatively impacted by this that they are unable to compose a sentence without using shorthand or an acronym because friends frequently use them. Terms like TGIF (thank God it's Friday), HBLLNP (happy birthday, long life and prosperity), wlc (welcome), DM (direct message or don't mention), c-see, etc. are abbreviations or written in social media lingo.

As a result, social media language offers several advantages for students, particularly those attending postsecondary schools. These advantages include the ability to communicate with loved ones, obtain knowledge, and read the news, among other things. Reports of the social media's detrimental consequences have also been made, though, as some pupils misuse it. According to Aun et al. (2020), among these effects are cyberbullying and online harassment, which refers to the willful use of social media platforms to disseminate inaccurate or misleading material that is disparaging, embarrassing, or antagonistic about

another individual. For all teenagers, it is the most frequent risk they encounter online. It also poses a peer-to-peer risk. Additionally, it encourages laziness in students because there are easier ways to complete tasks that would have required much more work. For instance, a 20-second voice note can relieve the stress of typing even if you don't know how to spell something correctly, but it doesn't assist you in finding and using the correct spelling.

The internet is currently the most significant source of information, and students are using social media more and more than they are studying. If they don't read or learn, they won't perform well on exams. The use of social media has greatly impacted the decline in academic achievement. Academic success is important in many aspects of a person's life, including relationships with peers, family, coworkers, and institutions. Additionally, it has been noted that students' written and spoken English (usage of English) is impacted by social media. They frequently converse with friends using the abbreviated forms, which causes them to become accustomed to making the same mistakes when taking tests.

Social networking sites (SNSs) are being used by students worldwide and at all levels, with educational institutions leading the way in this usage. Therefore, the purpose of this study is to look into how social media language affects college students' written English..

B. Objectives of the Study

The main objective of this study is to investigate the influence of social media on the written English of N CE students in Kwara State College of Education. Specifically, the studysought to;
   a) Examine the social media sites used by NCE students in Kwara State college of Education;
   b) Investigate the influence of social media on written English of NCE students in Kwara State College of Education, Ilorin;
   c) Ascertain the extent at which social media has influence on the written English of NCE students in Kwara State College of Education, based on gender; and
   d) Examine the influence of social media on written English of NCE students in Kwara State College of Education based on course combination
   e) Assess the influence of social media on written English of NCE students in Kwara State College of Education, based on academic level.

C. Research Questions
   a) What are the social media sites used by students in Kwara State College of Education Ilorin?
   b) What are the influence of social media language on written English of NCE students in Kwara State College of Education Ilorin?

D. Research Hypothesis
The following hypotheses were generated by the researcher and would be tested in this study;

$H_{O1:}$ There is no significant difference in the influence of social media on written English of students in Kwara State College of Education Ilorin based on gender; and

$H_{O2:}$ There is no significant difference in the influence of social media on written English of students in Kwara State College of Education Ilorin, based on course combination.

$Ho_3:$ There is no significant difference in the extent to which social media has influence on the written English of students in Kwara State College of Education, Ilorin, based on academic level

II. METHODOLOGY

The research design used for this study is a descriptive using survey method. It describes. The population for this study comprised all the students of Kwara State College of Education, Ilorin. The sample for the study include 100, 200 and 300 level students from three departments of the college which were selected among the many departments, namely; English education department, social studies education department and economic education department with the total number of 350, 400 and 250 respectively, for the 2021/2022 academic session. A total of 400 students were randomly selected from the college. The sampling technique used was multistage; purposive sampling to select the departments and simple random sampling to select the students.The instrument used for gathering data for the study is a researcher designed questionnaire. The questionnaire comprised of two sections: Section A and section B. Section A contains personal data of respondents like level, department, and sex etcetera while section B contains fifteen question items on English concepts with response of Yes or No. The data collected in this study was analyzed using simple percentage, frequency counts while the hypotheses were tested using t-test and ANOVA. Chart was also used for more clarity.

III. RESULTS
Table1: Demographic Characteristics of Respondents

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

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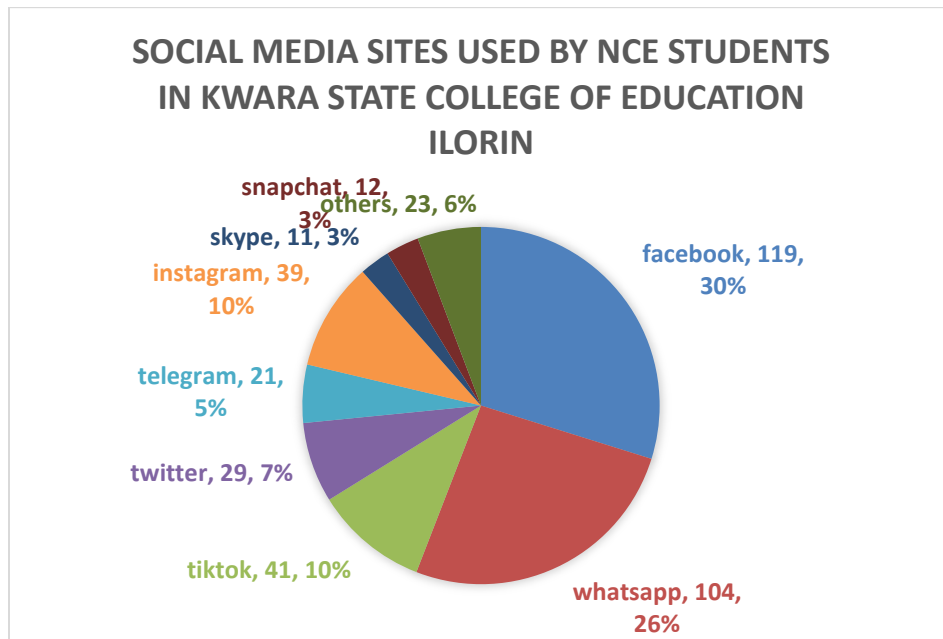

Figure 1: Social Media Type Used by Respondents

The above chart represents the distribution of social media sites used by respondents with Facebook ranking highest with 119 (30%) respondents, followed by WhatsApp 104 (26%), Tiktok 41 (10%), Instagram 31 (10%), twitter 29 (7%) telegram 21(5%) snapchat and skype had 3% with 12 and 11 respondents while other social media sites accounted for 23 (6%).

Table3: Influence of Social Media language on written-English of NCE students in Kwara State College of Education Ilorin?

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

Table 3 above is an indication of how social media influence written-English of NCE students in Kwara State College of Education, Ilorin. From the table, it is evident as agreed by the respondents that social media language influenced their written-English. For instance, 273(68.4%),287(71.9%), 311(77.9%), 342(85.7%), 337(84.4%) affirmed to such assertions as using short-forms, preference to voice notes, social media getting better side of them, use of emojis and understanding emojis easier than writing, respectively, among others.

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

Gender	No	Mean	Std.	Df	Cal.t-Value	ρ-value	Decision
Male	107	47.93	7.91	218	.22	.83	H_{01}
Female	113	48.17	7.87				NS

$\rho > 0.05$

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

Table 5: One-way ANOVA Showing Difference in the Influence of Social Media on Written English of Students in Kwara State College of Education, Based on Course Combination

Source of Variance	Sum of Squares	DF	Mean Square	F	Sig.	Remarks
Between Groups	129.81	183	37.61			
Within Groups	13474.47	216	63.34	.59	.62	NS
Total	**13604.28**	**399**				

$\rho > 0.05$

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

Ho$_3$: There is no significant difference in the extent to which social media has influence on the written English of students in Kwara State College of Education, Ilorin, based on academic level

Table 6: Analysis of College of Influence of Social Media on Written English of College of Education Students on the Basis of Academic Level

Source of Variance	Sum of Squares	DF	Mean Square	F	Sig.	Remarks
100 Level	109.85	146	36.62			
200&300 Level	13467.49	253	62.35	.57	.64	NS
Total	13577.34	269				

ρ >0.05

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

IV. DISCUSSION

The study examined influence of social media language on written-English of students in Kwara State College of Education, Ilorin.

The first findings of the study revealed that the social media sites used by students of Kwara State College of Education are Facebook, followed by WhatsApp, Tiktok, Instagram, Twitter,Telegram Snapchat and Skype as well as other social media sites. This validates the findings of Kuppuswamy and Shankar (2010) and Raine & Wellman, (2012) as well as Chen and Bryer (2012) and Aun et'al (2023)who all confirm that WhatsApp, Facebook, Instagram, SnapChat, Telegram, TikTok, 2go, etc. The second finding of the study revealed that social media has influenced the written-English of NCE students in Kwara State College of Education, Ilorin. This finding commiserates the study of Osharive (2015), Rainie and Wellman (2012), as well as Ekah (2005) who all in separate studies agree that social media affects students' written-English as well as academic performance and also takes greater part of their study time and divert their attention. The finding also aligns with Aun et'al (2023) that social media sites are not necessarily used by students the way they ought to be used.

The third finding of the study revealed that there is no significant difference in the extent to which social media has influence on the written English of students in Kwara State College of Education, Ilorin, based on gender. This is in tandem or agreement with the study of Raine and Wellman, (2012), Aun et'al (2020) that social media helps to enrich, maintain and sustain relationships with friends, colleagues, loved ones and families etc irrespective of their gender or geographical location. It is used to store or keep memories, learn about things and explore something too, advertise oneself business, form new friends etc. That is, both male and female or men and women uses social media same way, depending on their needs or choice.

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

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

V. CONCLUSION

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

VI. RECOMMENDATION

Based on the findings of the study, it was recommended that:

a) The students should be mandated and monitored to write the correct and formal English in both their exams and assignments by giving them handwritten assignment, no matter how little
b) Students should be adequately guided on the proper use of social media to enrich themselves academically and otherwise
c) Students should be introduced to social media sites that favour and enhance their written and even spoken English for better and effective learning
d) Regardless of the course combination or level, all students should be taught the use of social media for teaching and learning process, hence teacher trainees

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