

The Effect of Social Media Use on the Written English of University Students: The case of University of Mines and Technology (UMaT)

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Abstract

The social media networks have become very popular among students in recent times. Some students start using social media networks such as WhatsApp, Twitter and Facebook as early as age 10. These social media platforms come with their own type of English which do not follow any rule of grammar, has no respect for punctuation and violates all rules of lexis and syntax. There is a public outcry that the kind of 'new English' that is written by students on these social media networks is likely to sneak into the formal written English of many students. As a result, this study sought to find out whether the type of English written on these social media networks has affected the written English of the users of these media.

Keywords: Social Media, Twitter, Facebook, English Language

1 Introduction

Social networking sites are web-based facilities that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and navigate their list of connections and those made by others within the system (Boyd and Ellison, 2007). Some of the popular social network platforms are Facebook, Twitter, YouTube, WhatsApp, Instagram, snap chat and Google Plus. These networks are mostly patronised by young people and come with their own style of writing and mode of communication which differ from the conventional style of English.

The social media English does not follow the rules of the language but is understood by the users of such platforms. This kind of 'new English' is being written by twitter and Facebook users who are particularly young people and students who are mostly learning English as a second language. This makes it frightening because it is likely to creep into the regular writing of these students. This 'new English' does not pay attention to any rule of grammar, punctuation and syntax. Neither do the

users of such social media English care about sentence construction. All that matters to them is the sound and for the fact that the other party deciphers the meaning. Since sound is the most important aspect of this type of English, it makes excessive use of abbreviations and modifications. For instance, a word like 'you' is written as 'u', 'good morning' as 'gm' 'okay' as 'kk' 'for' as '4' 'please' as 'pls or plz' 'from' as '4rm' and 'cool' as 'kul' or 'cul'. This research sought to find out whether this social media English has entered the formal written English of university students who use such English and if so, to what extent.

The popularity of social media among young people who are mostly students, has attracted a lot of research to find out the relationship between social media usage and academic performance. While some of these researchers reveal a positive impact, others reveal a negative impact on students' academic performance (Ndaku, 2013; Mingle and Adams, 2015). Even though a lot of research have been conducted on the impact of social media on education, much has not been done on the impact of social media on the written English of students. This research therefore brings new perspective on the

debate since it pays particular attention to the impact of social media on only one aspect of the English language, writing; and to a particular group of learners, engineering students. This study is significant since engineering students are not all that involved with subjects which will require them to do a lot of reading which in turn will help improve their language. There is therefore the fear that continues use of social media with the kind of ‘new English’ being written particularly on twitter and Facebook, may negatively affect their already limited chance of using English which is likely to affect their written English. The research focuses on written English because the new English is mainly based on sound and may not affect spoken English. By paying attention to written English, the research establishes the relationship between social media writing and students’ sentence construction, expressions and basic mechanics in writing such as tenses, punctuation, spelling, as well as lexis and syntax. Particularly, attention is given to written English in this research since students need this skill very much in their academic life and also in their search for jobs after graduation. It is thus alarming that if the type of writing they do on social media creeps into their formal writing, it is likely to affect their academic lives and in their search for jobs.

1.1 Problem Statement

There have been a lot of debates on various platforms and media as to the impact that social media has on society and specifically, its effect on education. Some of these researches revealed a decline in students’ grades and academic performance, and insufficient time for studies as consequences of social media network participation (Banquil, *et al.*, 2009; Kirschner and Karpinski, 2010; Ndaku, 2013). On the other hand, Pasek, *et al.* (2006) found that Facebook usage is not positively associated with lower grades of students and rather Facebook users scored higher grades. Mingle and Adams’ research revealed that a lot of benefits abound in the use of social media networks such as sharing information and ideas and improving reading skills. However, its misuse could affect the academic life of the students and thereby their performance (Mingle and Adams, 2015). There have been numerous researches in relation to social media in Ghana and these have centered on social media use in basic schools (Amofah-Serwah and Dadzie, 2015), social media usage in tertiary education level (Apeanti and Danso, 2014) as well as social media

usage in Senior High Schools (Mingle and Adams, 2015). Even though there are existing studies on the relationship between social media and academic performance at the tertiary level, this study adds a new dimension to the existing scholarship since it singles out engineering students who have limited use of the English language.

1.2 Research Questions

- i. What social media sites are commonly used by UMaT students?
- ii. How do students write on social media?
- iii. How are social media influencing the written English students?
- iv. 4. Do digital social media motivate the university students to improve their grammar and spelling?

1.1.1 Research Objectives

The study sought to address the following specific objectives:

- i. To identify social network sites and their usage among students.
- ii. To assess the type of English written on social media platforms.
- iii. 3. To find whether the type of English written on social media platforms is found in the formal writing of students.
- iv. To ascertain the effect of social media on students’ grammar and spelling in academic work.

2 Materials and Methods Used

Three main tools were used to collect data for this research. Facebook and Twitter, questionnaires and students marked examination scripts.

First, research was done to assess how people write on Facebook and Twitter using people’s comments on the post on “Sex for Grades”. Second, questionnaire were sent out to find out students’ participation on the various social media platforms and lastly, there was an analysis of students’ written work using their marked examination scripts.

2.1 Sampling and Sampling Technique

The research made use of convenient sampling technique. This technique was also used to select

respondents who were ready and, in the position to respond to the questionnaire.

2.2 Data Source

The study employed solely primary data for its analysis. This primary data was obtained from administering questionnaires to respondents, and also students written texts were assessed.

2.2.1 Data Collection Instruments

The instruments that were used in the data collection were questionnaires and assessment. The questionnaire comprised both structured and unstructured questions. The structured questions were straight forward with plausible answers which respondents were asked to choose from and also yes/no questions where respondents were to choose either of them. There were also unstructured questions which were used to acknowledge the genuine opinions of respondents on specific issues.

3 Results and Discussion

This section discusses the findings of the research and issues concerning how students write on social media, students' participation in social media, how often they visit various social media sites and the influence of social media on their writing among others.

3.1 How Students Write on Social Media

The comments from Facebook and Twitter concerning the "Sex for Grades" post have been presented below in their original state and with the social media in English in bold print for easy identification.

U don't have to tweet about everything u thought about bro. if you understood damage has done to our education system, the ladies it has victimized you will delete this.

It a new day and a new week. It has turned to a normal stepsto follow if you need higher grades in the Uni nowadays ad not only in Ghana, is happening here in Nigerian

I guess our Minister of Education no dey talk, imna action man (yeye dewy) smell Even though since 2015 we see any different 4 our Unis, na d same PDP leave behind APC dey follow and APC

sef go leave am behind. How minister of education no go don respond 2 SEX FOR GRADES. HABA.

Pppl have being talking about sex4ades, hmmm
How about Sex4Iphone11

Let's not pretend that the University of Ghana doesn't shield lecturer who are sex offenders. Numerous reported cases of sexual **harrasment** and abuse have been swept under the carpet.

The BBC documentary on Sex4Grades only scratches the surface of the menace of sexual exploitation and corruption in **Institutions**. The problem is bigger and even more pervasive and I'm glad we **ae having**.....

Very funny

Avoid those lecturers..... **BLOCKED**

Students tempt lecturers.....
BLOCKED

Don't air the **docum**.....
BLOCKED

Families, parents, religious bodies etcetera **shd** talk about sex. **Let ur wards what is & what not**. Street orientation is dangerous. The holier-than-thou attitude outside while we are demons behind closed doors must stop

This is 2019, make we hear beta thin.

So he shouldn't make his point cos you trending? No Bueno

University of Benin where lecturer A would harass u, if u report he would not fail u but u would not pass Lectures X, Y, and Z's exams u will carry them over, spill and splash till they go on sabbatical or u succumb to Lecturer A. It's like a cabals of sexual predators.

It's typical of **UnivofGh@** lecturers to resort to counting sympathy or threatening victims when they are reported

This was one Dr Adika's WhatsApp Story. The fact that **u** didn't experience it doesn't mean it doesn't happen. It was/is prevalent in my Alma Mater. **Who do u want 2 report 2**; the HOD or the DOS who's also a kingpin in the endemic situation? **U want to**

go 2 the Senate? U can as well kiss ur education goodbye.

If you know the way some squad bore **secof** this expose? **Demma first class dey come end that. This semester you go see results@BBAC** Africa has given a voice 2 the voiceless, **it has been going on 4long & I hope this is the begging of the end.** I studied in the north where some lectures favored students with Arabic names, my only C.O was #Purchasing for that matter **wch** sadly affected my grades.

Anything tragic that happens to people, every influencer has somehow been through it before. From rape to sex4 grades..... Everything! How?

Replying to @sonofomenuko @Rymstay and @ayemojuba. That is what an interview with Kemi Olunloyo looks like. I bet that's how she expected the #sex4 grades film to have gone.

Investigative journalist my foot, @HNNAfrica **aunty kemi u claimed to be an ij but u haven't investigated just one of the ills militating against our Nigeria state. Only in Nigeria will ur likes claim to be ij, just like your words #sbi people. Tankiu @BBCAfrica sex4grades.**

Now that we have adequately dissected the issue of Sex4grades in our higher institution

I see Thunder is trending sex4grades

No mid them. Instead of them, they r competing with us,

We all don't support this sex4grades but why just Africa?? Try US and the UK.

Sexual harassment has become a common social disorder among students in tertiary institutions in Nigeria and the world over victimisation of students by lecturers is of the **2educational contract that provides.**

What at all is in dat small hole with bushy entrance, that is causig so much Havoc for kings n great men?

Nothing new here. It's been going on since forever.

E be you start this whole thing way BBC see, nor dem start Dey do expose'

Opanyin-toto you want to be a young lady's side guy, woyε Lego? Sia

Some of **this lecturers** will boldly tell you that, you can't pass or graduate if you don't do what I want you to do.....this is a good move@BBCAfrica

Revelations in #Sexforgrades Document coming as a surprise to anyone, but rather a revelation that wat many I've known for years.

That's what I was saying when they were busy lambasting the lecturers for the act but ignore the fact that female students still offer themselves to the lecturers to get grades. **Matters like this should be addressed holistically and not I parts to create balance.**

If we are not careful, d sex4grades narrow focus we make us not identify and undstd the extent of moral and mental degradation dt is now d norm in our society.

The moral std was high den. But dt cant b said of now, we now av a lot of sick pipu in position power.In the same OAU a lecturer remarked exam script, claimed I did not submit, go extra semester despite protest nd request.

Professor VP has absconded to Norway.....**Yaff not seen anytin o.**

Good ideas start with brainstorming, great ideas start with coffee.

#sex4grades oooooo God Why is going on..... **eventuarry it good dey r caught now..... more to b caught soon.**

Is can we get pass this coza thing, d reason the lecturers got served is because Kiki came out wt a prove that showed they were guilty not just surfacing and accusing d lecturers. Busola hasn't gien us any proof. Its barely your word against mine which is not valid #sex4grades.

Judgement day came early for this randy.

Side guy 1,2,3,4 & 5 #BigMad

Let him sow what he seeds, what if it were u, the victim! Or worst case, ur mother fall into his trap! WHAT WILL U DO? #sex4grades.

The #sex4grades BBC documentary is really commendable. **Its** impact would be felt all over

Africa because it has clearly established that the so-called cold-rooms are penetrable! The ‘Dr. Bonifaces’ of our schools must be living with the fear of hidden camera now! This thing has to stop #sex4gradesexploitation and corruption in our higher institutions. The problem is bigger and even more pervasive and I’m glad we are having.....

In as much as I don’t support sex4grades. Female students should be very careful and wise. **Stop parading lecturers office. Come to class, b punctual**, stop the notice me or I die syndrome, submit assignments to Class Governor, wear correct cloths and behave well.#dieLowoero, die owoonimoto#

..... A case of be careful before throwing the stone when you live in glass house”. UNDERSTANDABLE. #sex4grades.

#Sex4grades also happens in secondary schools. The spotlight is yet to be beamed on

We always find ways to turn everything serious to humour for this country **abeg**. Which one be Sexually Transmitted Degrees again?

Nope, I wasn’t being sarcastic. Try and understand he’s coming **4rm** a place of history. People said all sorts during d Gillette campaign, if u remember **dis** case of sex4grades? **Na men b d major culprits. Am I blaming d whole gender? Hell no. out of 100 cases men may take over 90**

2/2.....of some of our higher institutions learning lecturers through investigative journalism. Do the needeful. #sex4grades.

Sister sister please..... sex4grades has been there since! **You yourself u’re a victim!** Speak out

Breaking: #sex4gGrades Lecturer Saved from Committing Suicide

Sex4grades where is the sex where is the grades?

#SexForGrades: Expose Students Seducing You For Marks: Daady Freeze Tells Lecturers.

3.2 Summary of “The New English” Language on Facebook and Twitter

In Tables 1 and 2, we tabulate the summary of new English known in the study as social media language and their frequency. In the first column the social

media language is written followed by the formal language and in the third column is the frequency or the number of times it occurred.

Table 1 Summary of “New English” Language and their Frequency on Twitter

Sn	Social Media Language	Formal	Frequency
1	Re	Are	1
2	B’cos	Because	1
3	N	And	3
4	U	You	16
5	4	For	2
6	Undstd	Understand	1
7	Dat	That	1
8	Dt	That	2
9	Dey	They	1
10	2	To	7
11	B	Be	4
12	Dats	That is	1
13	Den	Then	1
14	Cos	Because	1
15	Dia	Their	1
16	D	The	8
17	R	Are	1
18	Ur	Your	5
19	Its	It is	2
20	Is	It is	1
21	Wasnt	Wasn’t	1
22	Don’t	Don’t	1
23	Cant	Can’t	1
24	4rm	From	1
25	Pls	Please	1
26	Wt	With	1
27	Been	Being	1
28	Anytin	Anything	1
29	Av	Have	1
30	Pipu	People	1
31	Wch	Which	1
32	Secof	Sake of	1
33	Shd	Should	1
34	Abt	About	1
35	Beta	Better	1
36	Thin	Thing	1
37	Being	Been	1
38	Dis	This	2
39	Ppl	People	1

Table 2 Summary of “New English” Language and their Frequency on Facebook

Sn	Social Media Language	Formal	Frequency
1	Jux	Just	1
2	B’cos	Because	1
3	N	And	2
4	U	You	6
5	4	For	2
6	No	Know	1
7	Dat	That	1
8	Dt	That	1
9	Dey	They	1
10	2	To	4
11	B	Be	1
12	Dats	That is	1
13	Neva	Never	1
14	Cos	Because	2
15	Dia	Their	1
16	D	The	4
17	R	Are	1
18	Ur	Your	1
19	Its	It is	1
20	Is	It is	1

3.3 Students’ Participation on Social Media

The figures herein determine the students’ participation in social media. The figures describe the age frequency of respondents, the length of time the respondent has been using the social media, the type of social media been used and the effect of the social media on other competences of the respondents. In all, **eight (8)** figures have been used.

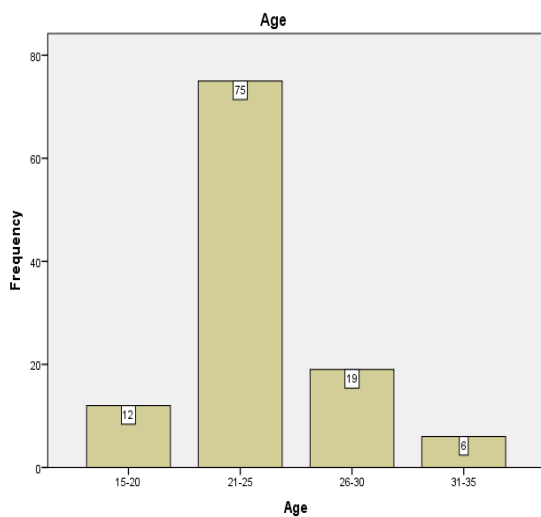


Figure 1 The Age Bracket of Respondents using Social Media

Out of the 112 students who were sampled for the study, 12 students representing 10.7% were between the ages 15 and 20, 75 students representing 66.9% were between ages 21 and 25, while 25 students representing 22.3% were above 25 years. Information on the ages of the respondents was collected, and an analysis of the aggregate information revealed that the minimum age recorded is between 15 and 20 years, and the maximum period is between 31 and 35 years. The mean age that was recorded is between 21 and 25 years. This confirms data from the Pew Internet and American Life Project (2009) which indicated that 93% of young adults between the ages of 18 and 29 used the internet (Lenhart, Purcell, Smith, & Zickuhr, 2010) and Poellhuber and Anderson (2011) which stated that college students between the ages of 18 and 24 used social media more frequently than other age groups.

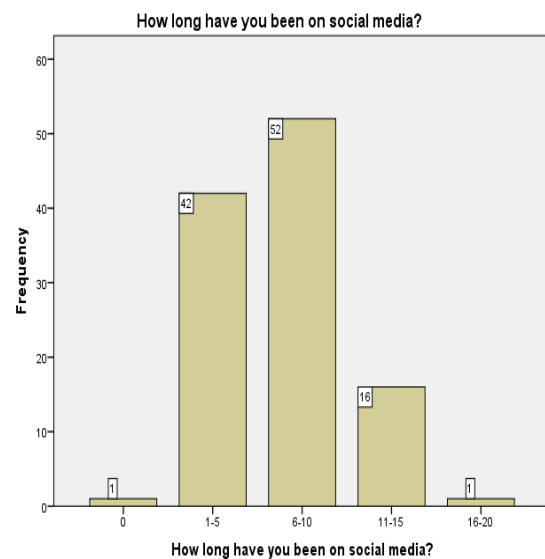


Figure 2 The Numbers of Years the Respondents have been using the Social Media

As the table clearly shows, respondents were asked about the number of years they have signed on to the various social media platforms and 42 students representing 37% responded that they have been using social media from 1 to 5 year, 52 students representing 46.4% have been on social media for between 6 and 10 years while 16 students representing 14.3% responded that they have been on the platforms for more than 11 years. The analysis indicates that most of the respondents have been on social media for quite a long time.

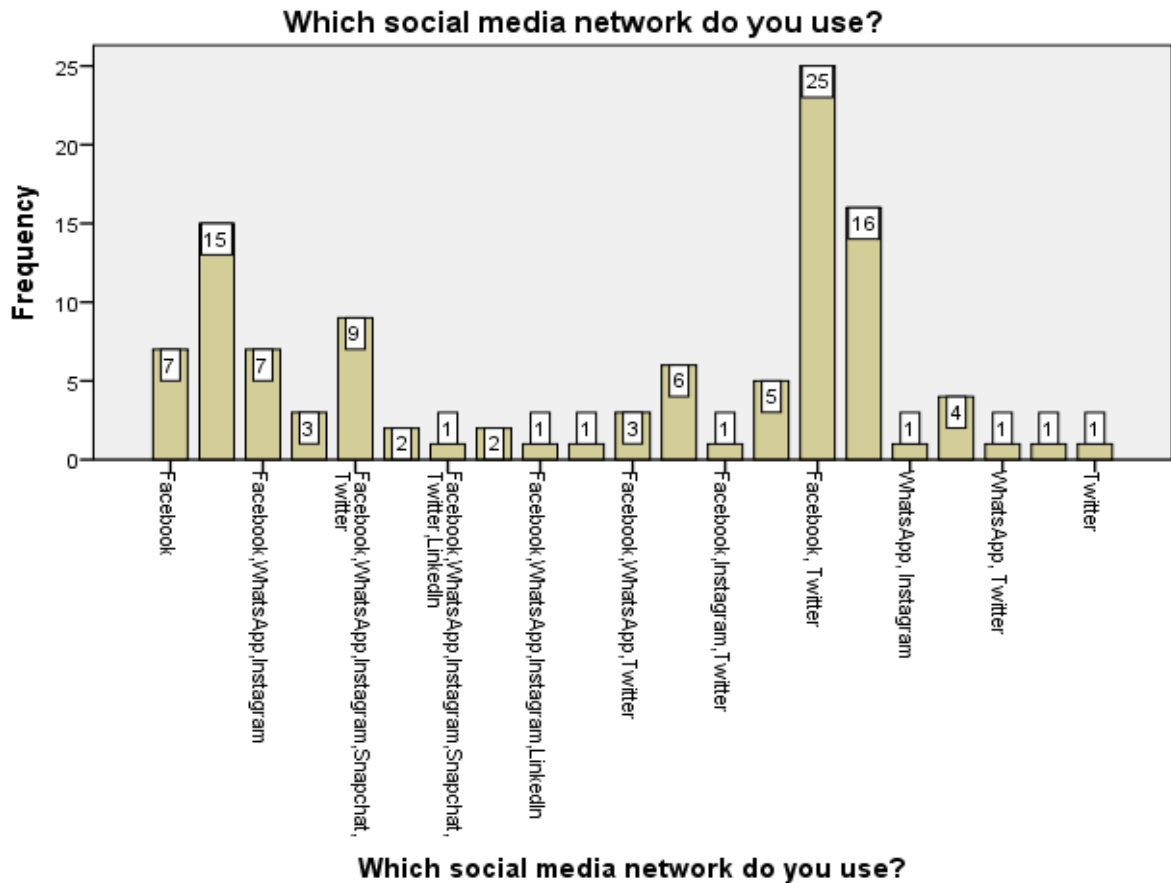


Figure 3 Type of Network mostly used by Respondents

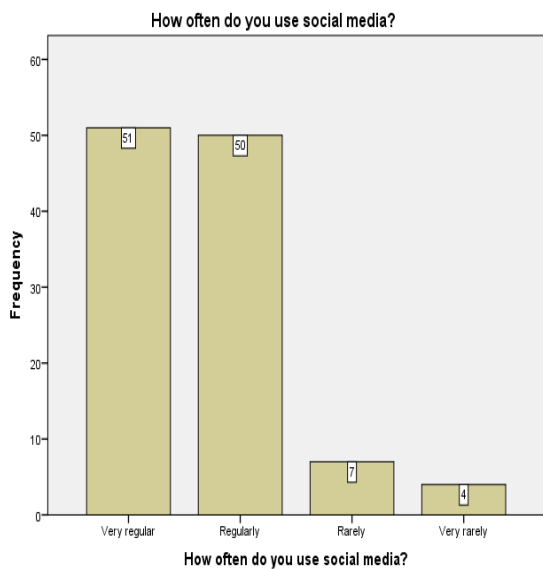


Figure 4 Frequency of the use of Social Media by Respondents

Respondents were also asked about the number of times they use the social media channels. Out of the total 112 respondents, 51 representing 45.5% responded that they visit social media very regularly, 50 respondents representing 44.6%

responded that they use the channels regularly, whereas 7 and 4 respondents representing 6.3% and 3.5% respectively responded that they use social media rarely and very rarely. This analysis shows that 91.2% of the respondents use social media consistently. None of the respondents said that they detest or do not use the social media channels which presupposes that the trend of communication has greatly been influenced and enhanced by these social media channels identified in this study. This resonates with a study in the United States by Lenhart et al (2010) which found out that 72% of all college students have a social media profile with 45% of college students using a social media site at least once a day.

Per the analyses made from Figure 5 to figure 8, the highlights are as follows:

Figure 5 finds out if the use of the social media by respondents has improved their reading skills. The results show that, 54 respondents or 48% agree that they read most often whilst 23 or 20% strongly agree making the majority. With figure 6, we find out about improvement in the grammatical ability of the

users of the social media; 51 respondents or 45.5% disagree with the assertion with 39 or 34% agreeing. The rest 15 and 7 or 13% and 6% strongly agree and strongly respectively. Figure 7, deals with the capacity to spell better with the use of the social media. The results show that 67 respondents or 60% disagree with the assertion. The rest or the minority either strongly agrees or disagrees. On the last figure, we found out if social media could improve their writing skills. 61 respondents or 54% disagree while 29 or 26% agree. The minority 13 and 9 respondents respectively strongly agree and strongly disagree.

In summary, Figures 5 to 8 laid emphases on the role of social media in improving the English language skills of students. We realised that, not much has been achieved by the users in terms of improving their language skills. These findings disprove existing study that social media helps college students in learning English writing (Shih, 2011), help students learn new vocabulary (Hiew, 2012; Shih, 2011) and can help improve students' writing abilities, their uses of grammar, their use of appropriate language, and general language abilities (Kannoetsin, 2014).

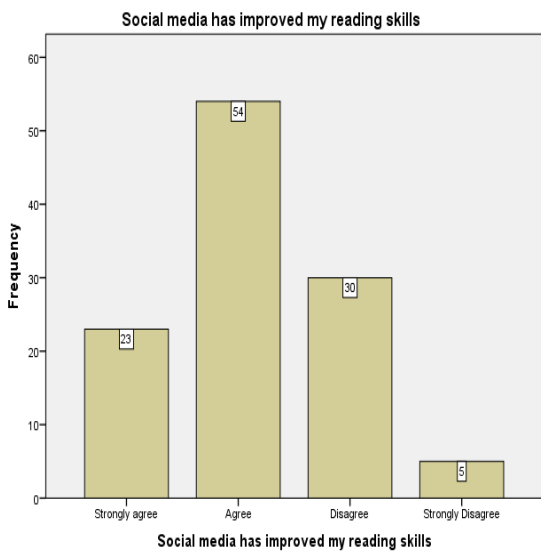


Figure 5 Social Media has improved the Reading Skills of Respondents

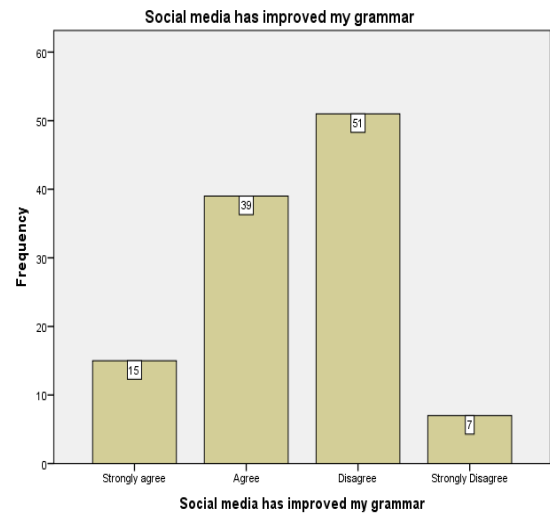


Figure 6 Social Media has Improved Grammatical Ability of Respondent

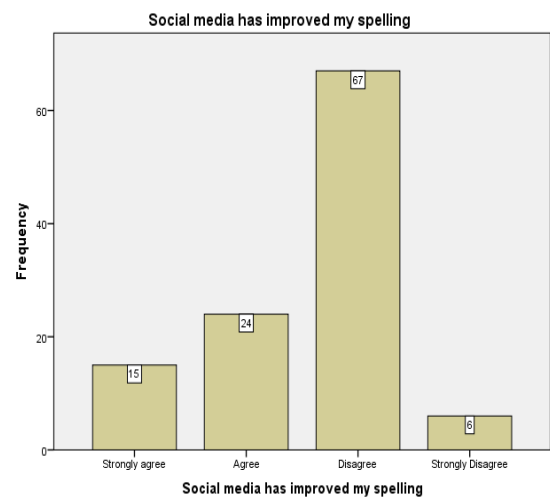


Figure 7 Social Media has Improved the Spelling Ability of the Respondent

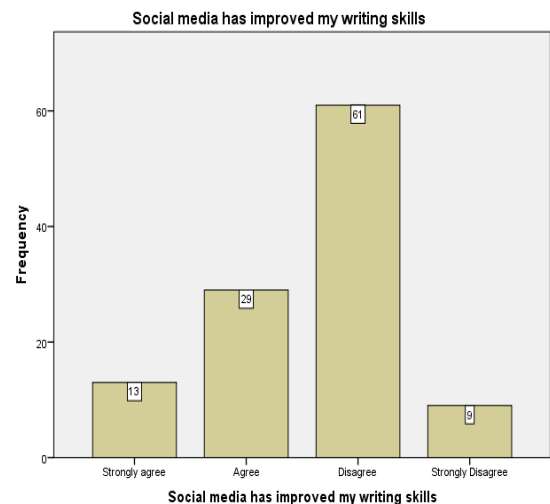


Figure 8 Social Media has Improved the Writing Skills of Respondents

Table 3 shows the written responses from the respondents out of the questionnaire administered. Table 3 has two columns: the first column describes the type of social media English language that the respondents admit as having written in their formal writing and the second one describes the motivation or the benefits that the respondents derived from using social media.

The responses in the first column indicate that the respondents are aware that they sometimes transfer social media writing to their formal writing while column two shows the benefits they get from social media. The key point in the table above is Entertainment and Education. 31 respondents, representing 30% wrote that they use social media for entertainment while 12 respondents representing

11.6% wrote that they use social media for education. It is therefore evident that majority of the students used in this study use social media for entertainment. This disproves the findings of existing study which indicated that the use of social media in higher education is mainly two-fold: (a) the administrative purpose of facilitating registration, support services and socialization (Madge, Meek, Wellens, and Hooley, 2009) since most of the respondents indicated that they use social media for entertainment. It however resonates with Apeanti and Danso's (2014) study which showed that higher education students in Ghana use social media for various reasons event though they have a positive view about the use of social media for academic purposes.

Table 3 Response from the Respondents

<i>Provide any type of social media English language that you've written in your formal writing if you can remember.</i>	<i>What benefits do you get from using social media English language?</i>
Have u eaten? How re you doin? I luv u "ma" as my "lk" s like TG "sek of" as because you good? "wat" as what "mk" as make "tru" as through "yestee" as yesterday "sch" as school "forgetti" s forget "@ " at "a hr" as I hear "Tnx" as Thanks "hv" as have "cm" as come "kk" as ok "shld" as should "no yawa" as no problem "dat" as in that "u" for you	Provide Entertainment Helps connect with peer It serves as a quicker way of getting information It's a place where you have fun and get educated Market place information Exposure Source of entertainment networking For protest To raise funds Business Erudite Education Entertainment Information alert To monitor health Relationship advise Holding debate For learning Networking Entertainment Education Education

"luk" as look	Education
"ther" as there	Education, Networking
"u" as in you	Education and Entertainment
"y" as why	Access to resources for researches and application
"x" as is	
"gal" as in girl	Getting information on scholarships
"lol" as laugh out loud	source of entertainment
"Imum" as I miss you more	Networking and business
"idk" i don't know	Entertainment
"WTG" we thank God	For educational purposes
"Ilu" I love you	Business opportunities
"wrt" write	Entertainment
"yr" your	Networking
"stdy" study	Entertainment
"fada" father	Networking
"moda" mother	Exposure
"oda" other	Entertainment
	Education
"buh" as but	Education
"mesef" myself	Retrieving vital information
	Entertainment
"dat" as that	Sporting Activities
	Studying
:e: as the	Entertainment
"2" as two	Business
	Entertainment
When as 'wen'	Entertainment
	Happiness
	Relaxation
	information
you as 'u'	Business
It was as 'twas	Entertainment
	Entertainment
	Education
Your as 'yr'	Information
	Education
	Entertainment
	Entertainment
	Establish Business
Have as 'ive'	Entertainment
	Stress Relief
	Fun
	Education
	Education
	Information
	Entertainment
	Networking
Adey	Money

Adey	Networking
Your as 'ur'	
There as 'der'	Entertainment
for as '4'	Entertainment
	Education
I'll	Love
	Networking
Than as 'dan'	Networking
	Information
	Entertainment
	Information
them as 'em'	
	Education
Sup	Love
You have as 'uve'	Entertainment
When as 'wen'	Information
Good morning as 'gm'	
	News
why as 'y'	Entertainment
you as 'u'	Reduces stress
	Entertainment
love as 'luv'	Love
	money
	Entertainment
Network as 'netwk'	Entertainment
	Information
	Networking
	Entertainment
	Information
the as 'de'	Information
	Entertainment
	Information

3.4 Analyses of Students' Written Work

The marked scripts of the students involved in this research were analysed to find out whether or not their style of writing on social media has influenced their formal writing. The students had chosen from three different topics to write paragraphs on. These paragraphs were analysed to find out the social media English in them. Out of the 112 students who answered the questions, 15 respondents or 12%

confused the use of “*it's and its*”, 2 respondents or 1.6% wrote “*thought as taught*”, 5 respondents or 4.1% wrote “*my as ma*”, 15 respondents or 12% confused the use of “*been and being*”, 16 respondents or 13 % used small letter for the pronoun ‘**I**’, 3 respondents or 2.5% wrote harder as “*harda*”, 5 respondents or 4.1% wrote “**don't as don or dont**”, 4 respondents or 3.2% wrote “*receive' as 'recieve'*. In all, 52.5% of the

respondents showed a transfer of social media writing to their formal writing.

On the sentence level, there were a lot of wrong sentences which included fragment, disjointed and run-on sentences. A few are as listed below: **“I get the opportunity to try new stuff which is cool”, “The last is the most sought after- financial security”**, **“There are so many reasons to which I want to be an engineer, in fact not to even mention of talking of its development of technology to the needs of humanity, reliable profit and its involvement in critical thinking”, “There are lots of reasons why I want to be an engineer, some of which are discussed below” “It was my soul desire as a child to become an engineer and these are some of the specific reasons. As a child I just had passion for the profession because my daddy was one. A very strong desire come to me when I follow him to site and the way they go about theirs things, I love to be one”, “To begin with, high salaries for life”, ‘Moreover, never be out of job”, “Next, many opportunities to travel the world”, “The amount of money an engineer can make after solving a problem cannot be compared to the amount a nurse or teacher can make after several years of working”. “When you make late to lectures, the lecturer or the TA’s will let you be at the front of the class to let everyone see you.” “In summry, been a student of University of Mines and Technology is good and helpful”. “Its helped me to understand lectures well.”.**

4 Conclusions and Recommendations

4.1 Conclusions

The research revealed that all the 112 final year students used for the study are social media users with majority of them being on various social media platforms for between six and ten years. It also established that the type of English used by social media users is different from the one used in formal writing. The study further established that even though majority of the students are able to write formal English without any interference of social media English, there are some whose writing have been influenced by the use of social media. A good number of students are not able to differentiate social media writing from formal writing. Some of them transfer the “shorthand” that they use on social into their formal writing while others are not able to

write meaningful sentences due to the disjointed writing they do on social media. The study also revealed that students’ use of social media has a negative impact on their grammar and spelling.

4.2 Recommendations

The following recommendation were generated from the research:

- i. Social media has become an indispensable part of many university students so they should be encouraged to use them to achieve positive results.
- ii. Students, should write/use standard English on all social media platforms since the type of English they use on social media reflect in their formal writing.

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