

**EFFECT OF INTERNET SLANGS ON THE ACADEMIC
ACHIEVEMENTS OF SECONDARY SCHOOL STUDENTS IN
ESSAY WRITING IN ENGLISH LANGUAGE.**

BY

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Certification

This is to certify that OLASUBOMI, OLUFUNMILAYO with matriculation number 16020401010 carried out this research work titled **EFFECT OF INTERNET SLANGS ON THE ACADEMIC ACHIEVEMENTS OF SECONDARY SCHOOL STUDENTS IN ESSAY WRITING IN ENGLISH LANGUAGE** under my supervision and that this research work has not been previously submitted for the award of any degree in this or any other university.

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Dedication

I want to dedicate this work to God Almighty. The Master of the universe, the beginning and the end, the giver of life and my all in all. Praise be to Him forever.

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Abstract

This project investigates The effect of slangs on secondary school students academic achievements. The introduction of slang and the rise in the use of slang in Nigeria was attempted. Simultaneously, various linguists investigate and address the numerous significances of slang. A corpus of data (slangs) is observed, processed and analyzed that includes student's discussions. The influence of slangs on high school students' academic performance is also discussed. The study shows the frequency of use of slang, in both formal and informal contexts as well as slang and feature extensions. In the SS3 class, the data collected and evaluated attentively were used to evaluate the validity of the work of students at mountain high school, which the researcher observed through questionnaires. The data analyzed (slangs) indicate the influence of the slangs on the students and their academic achievement, the writing of essays, grammatical errors, etc.

Keywords: Slangs, Writing, Internet.

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

The origins of the Internet Slang is from the year 1975, a long time before the Internet itself started. The scholar claims (in 1975) that slang began to be used by the ' hacker culture.' "The slang has a more nuanced presence in hackers; it may be parallel to the slang of jazz musicians and some fine artists, but it is not detectable in most technological or scientific communities. The scholar submits (in 1975) that slang started to be used by the "hacker society." The slang's existence in hackers is more nuanced; it can be parallel to jazz musicians' slang and some form of fin." Preece (2001) argues that the Internet is an inspiring place to be a defining feature of distance-free speech and that it can convey mutual views across the internet (p. 29). Social networking networks like Facebook are one of many web sites where people are forming communities and developing new ways to view teenagers' communication today. The Cambridge Online Dictionary describes slang as 'very informal language, used by groups of people and sometimes not respectful' ("Slang" 2015). These groups have been able to create their own language through social networking (Tellaria 2012 p.2).

Further, Internetlang.com has more than 9,000 Internet Slang words currently in use and records the top 10 trend terms (Internetslang.com, 2015). We have created this website. This makes it possible for young people today for their families to understand the Internet Slang language, and literature addresses Internet Slang in the classroom, as well as on academic tasks. The views of teachers on both sides of the subject were noticed during the study of the Internet language. Discussions have taken place between teachers and academics on the effects of the Internet Slang

in high schools (Krupnick, 2010; Tilley, 2009). Teenagers in the United States send and receive, on average, 80 texts per day, a number that doubled in just one year, according to a Nielsen poll conducted in late 2008. (2009, Tilley). Brown, Campbell, & Ling (2011) noted that teens use smartphones primarily for text and less for voice, photos, music and video calls.

1.2 Statement of The Problem

There is a modern language that has increased in popularity with the age of computers, smart phones, and social media platforms. During the life years of the highway, numerous online groups have used internet slang and modified vernaculars through many of them.

It refers to languages like ROTFL (rolling on a laughter floor) and common OMG (Oh my God) in the large library of words generated by internet communities. It gives several examples of this. This Internet slang has affected teacher and vocational high schools that engage in the writing skills of young people today. In the end, numerous reports on the impact of text messaging on student writing have been carried out, but not a single study on academic achievements of high school students has been carried out in an essay on English.

1.3 Aims and Objectives of Study

The study's main objective is to determine the effect of Internet slangs on the academic accomplishments of high school students in English-language essay writing. The other basic aims of the research are;

- i. To assess the degree to which the internet slang influences the academic success of high school students in essay writing in English.
- ii. Determine the causative factors of internet slangs and their effect on the academic performance of high school students in English-language essay writing.
- iii. To assess the effect of internet slangs on the writing of essays in English.

- iv. Providing potential solutions to the problems.

1.4 Research Questions

- i. What is the extent to which the internet slang influences the academic success of high school students in English-language essay writing?
- ii. What are the causes of internet slangs and their effect on the academic success of high school students in English-language essay writing?
- iii. What is the effect of internet slangs on the writing of essays in English?
- iv. What are the potential solutions to these problems?

1.5 Statement of Research Hypothesis

H₀: Internet slangs do not have a noticeable influence on high school students' academic successes in English-language essay composition.

H₁: Internet slangs have a major influence on the academic success of high school students by writing essays in English.

1.6 Significance of Study

The analysis of the influence of internet slangs on the academic success of English-language secondary school students may have an enormous benefit in that it will encourage the school authority to take care of the students who are victims of internet slangs; in that they put this internet slang into their academic work; although sometimes it can be difficult. The study would allow educators to discipline those who still use the slangs for their quality. In this area of science and research, the thesis will eventually add to the compilation of current literature and information.

1.7 Scope of Study

The research on the impact of internet slangs on high school students' academic achievements is restricted to writing essays in English. Because of the pandemic society, 40 students from ss3, 20 from the art department, 10 from the science department and 10 from the commercial department would be provided with questionnaires. Mountain Top University would be used to obtain information.

1.8 Limitation of Study

Financial constraint: The shortage of money threatens to hamper the productivity of the researcher in the procurement of suitable resources, documentation, and knowledge and in the method of data collection (internet, surveys, and interviews).

Time constraint: At the same time the researcher will collaborate in this analysis with other scholarly work. Consequently, this will reduce the time devoted to research work.

1.9 Definition of Terms

Influence: The power to have an influence on someone or something's existence, creation, or actions, or the affect itself.

Slangs: A type of language composed of words and phrases that are considered rather casual, are more widespread in speech than in writing, and are generally confined to a certain context or community of individuals.

Writing: It is a means of human communication with signs and symbols that expresses language and emotion.

Internet: A digital data network consisting of interconnected networks using structured protocols for networking, offering a variety of communication and information facilities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE.

2.0 Introduction

This chapter offers an insight into numerous studies undertaken by excellent scholars, as well as clarified terminologies about the impact of internet slangs on the academic success of English-language essay writing by high school students.

2.1 Conceptual Framework

Internet

In the early 1960s, the Internet was developed and became a mainstream networking vehicle afterwards (Moschovitis, Polle, Schuyler, & Senft, 1999; Schneider, et al., 2006). Since that time, there has been remarkable growth in the Internet's functionality, capacity, accessibility and convenience. These improvements have encouraged more people to use it more often, and it has become a powerful application in modern society. As of 2010, 28.7% of the world's population used Internet services (Internet World Stats, 2010b).

The Internet is a massive, computer-linked network system used globally by personal or business computer users to access and transmit information; it is also used for communications, research, entertainment, education, and business transactions (Kraut, et al., 1998; Schneider, et al., 2006).

Today, all online computers can be linked to the Internet so that people can use it to communicate across the world (Schneider, et al., 2006).

The Internet is a global connection between computers that facilitates the sharing of knowledge. The Internet was founded by the U.S. in the early 1960s. Defence Department (Schneider, Evans, & Pinard, 2006), mostly for strategic purposes. Since then a broad variety of modes of contact, such as intra-organizational and inter-organizational email, data collection, management and transition, social websites such as Facebook, instant messages such as Twitter, and so on, have been enabled with an unprecedented degree of public connectivity by the continuous improvement of Internet technologies. There are several advantages involved with using the Internet, such as access to the information required, access to news and activities worldwide, and interpersonal email contact.

However, there has been an increasing worldwide alarm about the dangers associated with Internet over-usage alongside the unprecedented development of the Internet and its use (Buchholz, 2009; Daily News, 2008, 2009; Fackler, 2008; Janta, 2008; Khaosod, 2007; The Associated Press, 2009). "It is now thought that, especially among college and university students, there may be widespread "addiction" to it (Chou & Hsiao, 2000; Fortson, Scotti, Chen, Malone, & Del Ben, 2007; Kim, et al., 2010; Kubey, Lavin, & Barrows, 2001; Morahan-Martin & Schumacher, 2000; Scherer, 1997; H. Yan, Liu, Ni, & Chen, 2009; M. Yang et al., 2009).

The appropriateness of extending the principle of dependency to the usage of the internet is being constantly debated. This review reflects on disputes over the meanings in the literature of the terminology used by IA, debate over potential medical criteria, and whether IA occurs in a similar vein as other forms of addictions as a diagnosable addiction. Indeed, most IA theorists

have based their definitions of IA on established addiction conceptual frameworks, such as substance dependence (Anderson, 2001; Black & Shaw, 2008; Griffiths, 1998; Ng & Wiemer-Hastings, 2005; Scherer, 1997), pathological gambling (Greenfield, 1999; Kaltiala-Heino, Lintonen, & Rimpela, 2004; Kubey, et al., 2001; Milani, Di Blasio, & Osualdella, 2009; Niemi, et al., 2005; Thomas & Martin, 2010; Young, 1998; Zboralski, et al., 2009), and technology addiction (e.g., television addiction) (Griffiths, 1995; Schimmenti & Vincenzo, 2010).

For example, some studies purporting to explain the prevalence and consequences of IA have been undertaken, most of them adopting the Diagnostic and Statistical Manual of Mental Disorders, 4th edition (DSM-IV) criteria for both substance dependence and pathological gambling to classify IA (American Psychiatric Association, 1994). One of the more consistent findings from the literature is that students have been identified as more likely to be the most vulnerable group for IA (Lam, et al., 2009; Milani, et al., 2009; Thomas & Martin, 2010; Zboralski, et al., 2009). However, few studies have been conducted evaluating the appropriateness and effectiveness of treatments or solutions for this phenomenon.

Nature of the Internet.

The term Internet derives from the term "Remote Connection Network" (Greenfield, 1999), which uses a common protocol to connect computers around the world. The Internet's distinctive characteristics, such as tempo, usability, strength and stimulation of its content, are believed to contribute to IA (Greenfield, 1999).

Furthermore, Chou (2001) suggested that interactivity, simplicity, affordability, and ample and modified knowledge were among the most valued Internet features. In fact, as a result of its popularity, usability, and affordability, the Internet's appeal has increased. Users have simpler

and more relaxed access to the production of friendlier interfaces. Young (1998) also argued that IA, not the Internet itself is affected by the interactive characteristics of individual Internet applications.

Nature of Internet users.

The reasons that certain people get hooked to the Internet have been attempted by different scholars to learn. Suler (2000), for instance, indicates that addicted Internet users fulfill personal needs while on the Internet, including a sense of belonging; success in self-actualization; and erotic imagery and conversation.

In a related way, Chou, Chou, and Tyan (1999) found that in escaping via online interactions, IA users had more personal satisfaction. Other research has reported that IA consumers say that the Internet is a social exchange avenue that is soothing, entertaining, and fun (Morahan-Martin & Schumacher, 2000). In Internet contact, IA users have thus been found to convey more happiness and enjoyment than "natural" Internet users.

It applies to languages such as ROTFL (Rolling on the floor laughing) and the common OMG (Oh my God), to name a few examples, among an extensive library of words brought on by Internet cultures.

With teachers and academics fascinated with the writing ability of today's teenagers, this internet slang has influenced secondary education. Studies have shown that electronic devices of today are hindering the literacy rate of secondary education students. It is important that the use of Internet Slang be studied to determine its effects on secondary education students' writing skills and how Internet Slang affects the English language today.

Slang

Slang is something that everybody can recognize but nobody can define. The Oxford dictionary states that the literal meaning of slang is a form of language consisting of more general words and phrases that are typically restricted to a certain context or culture. Finegan (2008) said that slang is particularly popular among teenagers and university students in general.

Akmajian et al, (1998) have added: slang has a few famous features, first slang is part of informal casual language use forms, second slang is like clothes and common music fads, varies rapidly, third unique slang areas are mostly associated with a certain social community and therefore teenage slang, (criminal) slang, drug culture and culture are likely.

The speaker uses slang to achieve social dynamics with the individuals to whom he/she speaks and slang outlines social spaces, and slang attitudes help to identify and build social groups and identity (Adams, 2009:57). It means that she/he exposes ideas, feelings, attitudes as to how she/he wants to perceive the people with whom she/he speaks and how she/he wants those people to perceive her/him, to infer what she/he means, when someone uses slang.

For one, Adams believes that slang can be satirical as well as a joked way of revolting against conventional language to mark the difference between parents and children (in-crowd vs out-crowd), but children do not necessarily have sinister intentions to use slang. He also notices that slang is not slang until anyone understands that it is slang (Adams, 2009:62).

It ensures that the addressee must be able to understand the speaker's intent and decide that what they hear is slang. If compared to jargon or argot, the most famous record is probably slang. The distinctive function of slang and jargon is to define the mood of the speaker whilst vocabulary is

used by speakers and addressees who for example have the same job of medical terminology speaking in their occupation. Argot, meanwhile, since it is used to mask the speaker's meaning, is a form of hidden language or code language.

Internet slang

Slangs on the Internet are slang developed and used by Internet users. Many of these terms have been developed to save keystrokes and are often written in smaller cases. Internet slang is difficult to understand by its design particularly in chat rooms or on instant messages, since most of it is entered rapidly, and many believe that their audience understands their body language incorrectly.

For eg, a LOL can be taken as sincere humor or sarcasm, or as "whatever, keep away from me." Thus, it is important to be as straightforward as possible and try to get the point across for the sake of precise and readily understood conversation. In internet texts, emoticons like :) may also be used to explain emotional meaning.

In comparison, they can apply the :-P emoticon to the misunderstanding, for example, which can signify both (positive) joking and (negative) sarcasm; or literally when used in excess. Chat acronyms or chap (pronounced 'chalk') were also originally created by pre-Internet newsletter board users, and have since been adopted by wireless text-messaging users. A handful of far-pre-date machines (e.g. ASAP, PO'ed). In computer and telecommunications vocabulary and slang, the three-letter acronym (TLA) is the most general form of abbreviation.

Some of the Internet Slangs Used

AFAIC — "as far as I'm concerned", or "as far as I care", or "as far as I can..."

AFAIK — "as far as I know"

AFAIR — "as far as I recall", or "as far as I remember"

AKA — "also known as"

ASAP — "as soon as possible"

B4 — "before"

B4N — "bye for now"

BB — "bye bye"

BBIAB — "be back in a bit"

BBL — "be back later"

BC — "because"

BF — "boyfriend"

BFD — "big fucking deal"

BFF — "best friend forever"

CID — "consider it done"

CU — "see you"; used as a goodbye.

CSL — "can't stop laughing"

CUWUL — "Catch Up with U Late."

CVQ — "chuckling very quietly"; as an alternative to "LOL"

DBG — "don't be gay"

DGT — "don't go there"

DH — "dear husband". Used for housewives on Internet forums.

DH — "dickhead"

E — enlightenment.

EOM — "end of message"

F4G, F4GG0T — "fag/faggot"

FAQ — (formal) "Frequently Asked Question"

FE — "fatal error"

FFS — "for fuck's sake!" (sometimes replaced with FS- "fuck's sake")

FLOABT — "for lack of a better term"

FGI — "fucking google it"; Used to answer a particular question

FO — "fuck off!"

FOAD — "fuck off and die!"

FOAF — "friend of a friend"; The questionable allocation granted to urban legends

FP — "first post"; originally used on Slashdot

frag — To kill or tear to pieces. Its roots are derived from fragmentation.

FTF or F2F — "face to face"; In the real world, it refers to a conference, not online. Of role-playing terms, this is the offline predecessor to MMORPGs and MUDs.

G — "grin", normally written *G* or <G> to separate it from the surrounding text

G2G, GTG — "got to go", also "good to go"; popularized in MMORPGs and MUDs.

G4Y, GFY — "good for you", or "go fuck yourself"; the use of this acronym is ambiguous and not recommended.

GAGF — "go and get fucked"

GAL — "get a life"

GCAD — "Get Cancer And Die"

GF — "girl friend"

GFI — "good fucking idea"

GG — "good going" or "good game"; Sincerely used online in competitive and cooperative situations. Play, or use, sarcastically, after others have done something stupid. Genuine" too"

Woman, used on chat pages to demonstrate that the user is female rather than merely claiming to be female.

GL — "good luck"

GMATA — "great minds think alike"

GJ — "good job", often sarcastic

GR8 — "great", Often pronounced gre8t, even though the term is not shorter.

GTFO — "get the fuck out"

GTG — "got to go"

GTH — "go to hell"

GW — "good work", often used sarcastically.

IANAL — "I am not a lawyer"; Often pronounced gre8t, even if it doesn't make the word shorter.

IANARS — "I am not a rocket scientist"

IC — "I see", also "in character" in MMORPG or MUD settings.

ICYDK / ICYDN / ICUDK — "in case you didn't know"

IDK — "I don't know"

ID10T — "idiot"; Generally pronounced eye-dee-ten-tee, the meaning is not clear when presented in written form. Example: "We've got an ID10T error!"

IIRC — "if I recall correctly"

IM — "instant message", can be used as a noun ("Send an IM") or a verb ("I'll IM him").

Past tense is "IM'd" or "IMed".

IMO — "in my opinion"

IMHO — "in my humble opinion", or "in my honest opinion"

IMHE — "In my humble experience"

IMNSHO — "in my not so humble opinion"

INMP — "it's not my problem"

IOH — "I'm outta here"

IOW — "in other words"

Lol __ laughing out loud

Lmao__ "laughing my ass out"

Mcm – "Man crush Monday"

Nvm _ Nevermind

Rt _ repost, return

2.2 Theoretical Framework

Social Presence Theory

Social Presence Theory, developed by Short, Williams, and Christie (1976), explained the effect telecommunications media can have on communications. They theorized that communication media differ in their degree of social presence and that these differences play an important role in how people act. Before the advent of computers, teenagers would spend hours on the telephone. In contrast, today they spend hour after hour texting one another. Online devices have now changed the face of social presence where teens now have developed their own language using Internet Slang, and this medium has changed the way teenagers act.

In this fast-paced world, one thing has not changed: the need to be socially accepted by other human beings. This is no different for teens. Lenhart, et al. (2008) stated, "The vast majority of

teens have eagerly embraced written communication with peers as they share messages on their social networks” (p. 2). Face-to-face will be viewed as providing the most social presence on a spectrum of social interaction, followed by written, and therefore the least text-based contact.

2.3 Empirical Review

A study was conducted on the use of Internet Slang and its effects on secondary education by the Pew Internet & Life Project (Lenhart, et al., 2008, p. 1). The researchers conducted telephone interviews with national representatives of 700 samples on secondary education students ages 12-17, and the study also included their parents. Lenhart, et al. (2008) developed a list with several questions: How do teens define writing? How does writing fit into their lives? What role do electronic technologies such as computers and cell phones, or communication platforms such as email or online social networks, play in the writing process? Do teens consider their electronic communications to be writing, or think that they have an impact on the quality of their writing overall? What do teens find enjoyable about the writing they do for school and personal reasons outside of school? What are teens’ experiences with writing instruction? What suggestion do teens have for ways that schools could improve writing instruction and the experience of learning to write? (p. 2)

The premises behind this study were to fill a gap about the controversy of the use of Internet Slang among teenagers, which was to hear from the students themselves. In four cities (South-West, North-East, Midwest, West Coast) a total of eight focus groups of boys and girls aged 12 to 17 were also conducted (Lenhart et al, 2008, p.2). This showed that the researchers were used to produce outcomes by both qualitative and quantitative methods. The results showed that teens used informal writing styles on their class assignments 50 percent of the time, and 38 percent

said they used shortcuts on class assignments such as LOL (Laugh Out Loud) (Lenhart, et al., 2008, p. 3).

A study conducted by the Department of Library and Information Science, Delta State University, Abraka researchers calculated the impact of text slang or chat room slang on secondary students' academic performance in a Nigerian secondary school (Ochonogor et al., 2012, p. 1). Using the descriptive survey method researchers administered 330 questionnaires with 324 found usable; the six unaccounted for were not filled out properly (Ochonogor et al., 2012, p. 2).

Further, it was observed that students do in fact send messages during class with a 99.38% finding. Students did show a shortfall in English writing skills, and when asked if students should stop texting in school, 89% said they would not want texting to stop. As well, 63.36% of the students agreed that it would be good to use proper English in their text messaging (Ochonogor et al., 2012, p. 3). The study concluded that Internet Slang did, in fact, affect students in their study.

Also, it was determined that Short Message Service, Instant Messaging, and Black Berry Messaging were being used in their classroom assignments. Researchers believed that even though the students knew using Internet Slang in academic work was not appropriate, they did it anyway, showing the researchers that the use of Internet Slang is a possible addictive behavior (Ochonogor, et al., 2012, p. 3). These two studies revealed that Internet Slang is, in fact, being used by secondary education students in classrooms and in their academic work.

It is interesting to note that the word "addiction" was used in the Nigerian study. Neither study was grounded in theory, but these studies did find similar results in establishing that texting and

the use of Internet Slang is, in fact, happening in secondary schools. The Pew Study answered and filled a needed gap with regards to finding out what the students thought. The Nigerian study and the Pew study both identified a negative impact on the English language via the use of Internet Slang. There are also comparisons to the idea that mobile devices are affecting students' writing performance in a negative manner.

There are studies that show mobile devices assist the learning of students. Using media technology in the classroom, Carter (2014) looked at the effect of mobile devices on student performance and their post-test findings (p.3). "Implementation of one-to-one computing (1:1) equipment in an agriscience classroom has the potential to have a positive impact on post-test performance of students due to easier access to information and increased motivation of students" (p. 6).

Further, his results showed, "As a whole, the data gathered from these methods indicated the implementation of 1:1 technology had a significant positive impact on all four of the measured outcomes and was a positive experience for both students and teachers" (Carter, 2014, p.8). It is noted that this study was conducted in a controlled environment where the students were monitored and the mobile devices were used for academic work and not for a social aspect with the use of Internet Slang.

Nevertheless, the use of smart devices in the classroom, for scholarly studies, has proven fruitful in educating our teenagers today. Purcell, Buchanan and Friedrich (2013) published a study on the use of multimedia technologies and their impact on writing skilfulness by 2,462 Advanced and National Writing Assignment Teacher(s) (p.2). With optimistic teacher comments, Purcell et al. (2013) concludes, "These teachers see the Internet and new technologies such as social

networking platforms, cell phones, and messaging, typically promoting youth's personal expression and imagination and expanding the audience for their written content" (p.2). (p.2).

Reading further into the Purcell et al. (2013) study does reveal a warning though: "Teachers describe the unique challenges of teaching writing in the digital age, including the 'creep' of informal style into formal writing assignments" (p. 2). These studies show opposing views and opinions about the use of social media devices in the classroom. The consensus of the educators that feel its use is positive; still warn if not monitored, Internet Slang will be found in academic writing assignments.

CHAPTER THREE

RESEARCH METHODOLOGY

This portion is intended to explain the methods implemented in this report. Procedures include the following: test architecture, study population, survey and sampling methods, instrumentation, instrument validation, instrument management, and techniques for data processing.

3.1 Research Design

This study employed survey research design to evaluate **The Effect of internet Slangs on the academic achievements of secondary school students in essay writing in English language** in essay writing in English language. According to Nworgu (2006), a category of individuals or items is analyzed by examining data from only a few individuals or items deemed to be representative of the whole group. To assess the views, interests, beliefs, and expectations of people about topics that affect them, it uses a questionnaire. For this study, a survey design is acceptable because it can use a questionnaire to collect information from the respondents.

3.2 Population of the Study

The population of the study which consists of about 40 respondents from Mountain Top University were selected based on their knowledge on **Effect of Internet Slangs on The**

Academic Achievements Of Secondary School Students In Essay Writing In English Language in essay writing in English language. Due to the pandemic in the society.

3.3 Sample and Sampling Techniques

A sample of 40 was selected out of the population of 50 as stated above for the purpose of the study.

3.4 Instrumentation

The method for this study is a questionnaire generated by the researcher, which was taken from the research questions. They coded the questionnaire.

3.5 Validation of the Instrument

The validation was decided by the supervisor's expert opinion. The decision would aim to guarantee that what it was intended to calculate was calculated for any of the objects in the instrument. The final draft was adjudicated by the project supervisor as valid.

3.6 Administration of the Instrument

The respondents will collect a total of 40 copies of this questionnaire by hand and 40 will be returned after the exercise.

3.7 Data Analysis Techniques

Quantitative data collected will be analyzed using cross tabulation, analyze the statistical significance, take into consideration causation versus correlation, compare current data with past data.

CHAPTER FOUR.

DATA ANALYSIS, PRESENTATION, AND DISCUSSION.

4.0 Introduction.

The implementation and analysis of questionnaire-based data is discussed in this section. Significantly illustrating the effect of slangs on the academic achievement of English-language essay writing by high school students. However, using questionnaire, the influence of slangs is evaluated, and information is obtained from ages 16 to 25, male and female. For further interpretation and data representation, the data obtained will be analyzed by tables, graphs, and pie charts.

4.1 SLANG QUESTIONNAIRE ANALYSIS

DATA ANALYSIS

DATA 1:

This data was collected from various Mountain Top secondary school students, and although the data is significantly small (40 respondents), it still draws powerful insights as to the use of slangs and the impact of slangs in English language. Firstly, we need to know our data. Know the age and gender distribution of the respondents.

Gender

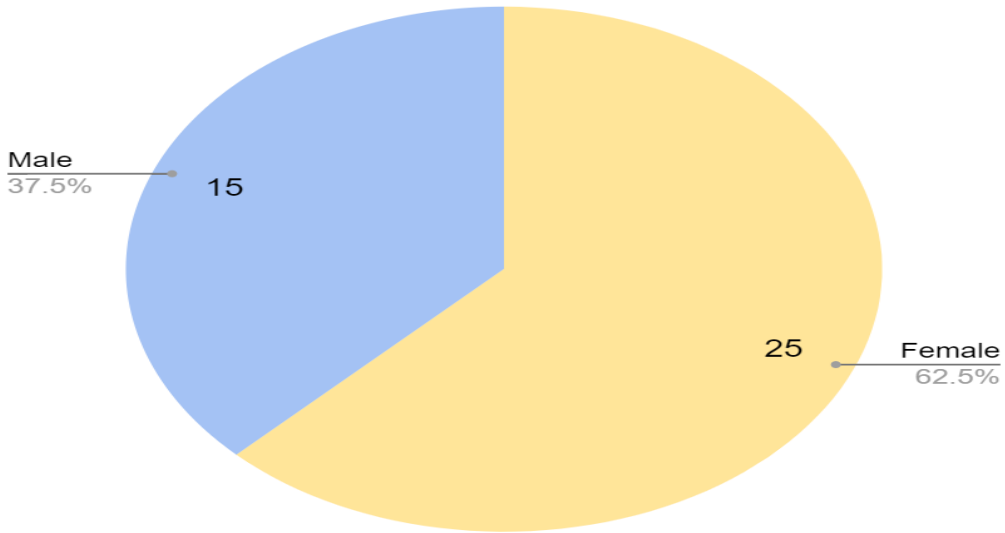


Fig1. Graph showing age distribution.

Majority of the respondents were females as shown above, a staggering 62.5% of the 40 respondents are females.

DATA 2:

Age range

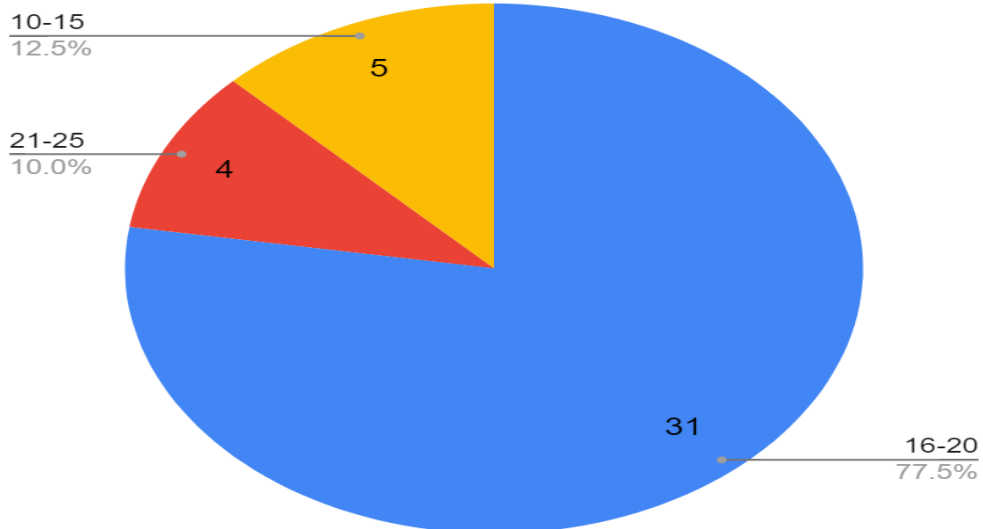


Fig2. Pie chart showing the age distribution.

This pie chart shows that most of the students who filled these questionnaires are students in the finishing classes as the age distribution shows that 77.5% are of age 16-20 which is most likely to be students in SS3. This is a very important thing as these are the students who have the capability to efficiently judge the effects of slangs on their English language.

DATA 3:

Using simple and correct English improves student's use of short service message through their spoken and written English

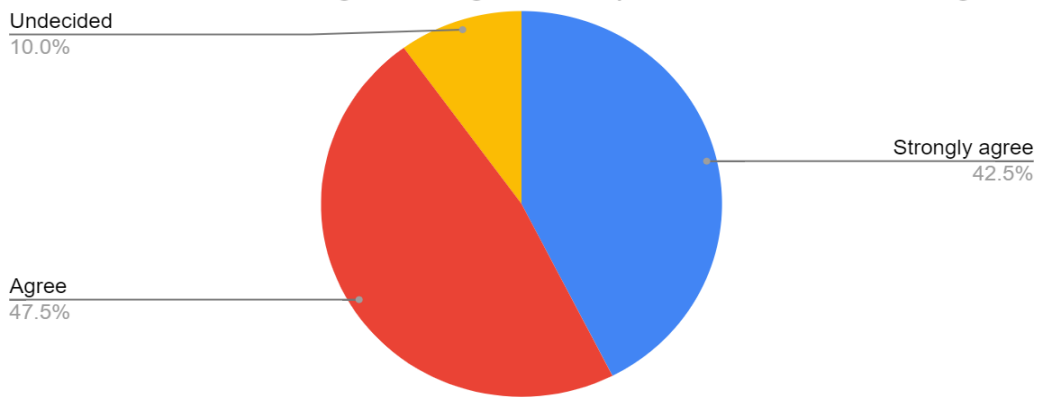


Fig3. Using simple and correct English improves student's use of Short messge their spoken and written English.

As shown above, a huge majority of the students (90%) believe that simple and correct English improves student's use of SMS via students spoken and written English. This was previously viewed as the job of slangs in the society. But this data proves that notion wrong.

DATA 4:

	Agree	Disagree	Undecided	Grand Total
Gender				

Female	12	9	4	25
Male	11	1	3	15
Grand Total	23	10	7	40

Table 1. Internet slang is an easy way of communicating with people.

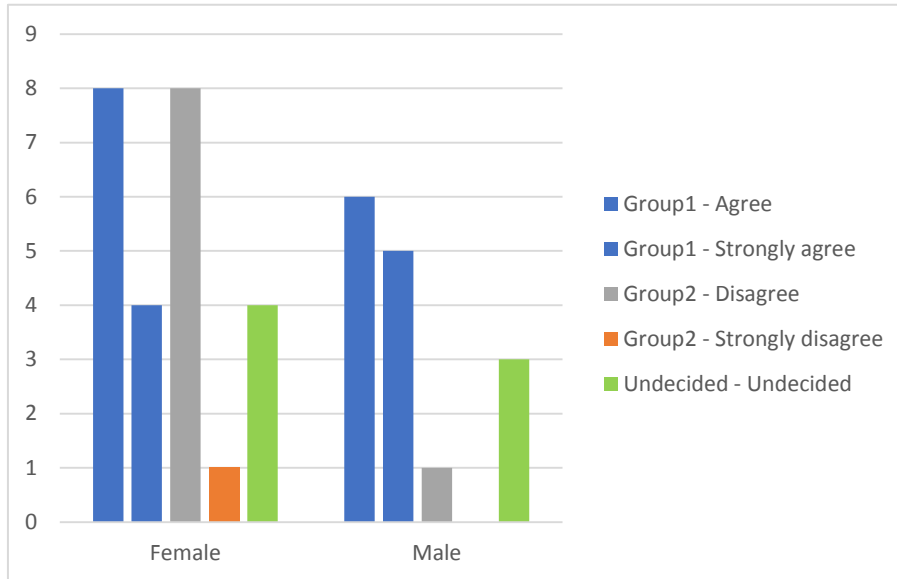


Fig4. Internet slang is an easy way of communicating with people.

We can see here that only 1 male (0.07) disagrees with this while 36% of females disagree. This shows that a higher percentage of males believe slang is an easy way of communicating with people. We can infer that males use slangs more as many of them believe it is an easier way of communicating. And hence, if there should be an adverse effect of slangs in English language, male students will suffer more.

In general, according to the data and the table above, people believe slangs are used for easy communication. Therefore, the trade-off here is between easy communication and having good essay writing skills.

DATA 5:

There is a significant relationship between internet slang and the academic performance of students in English language.

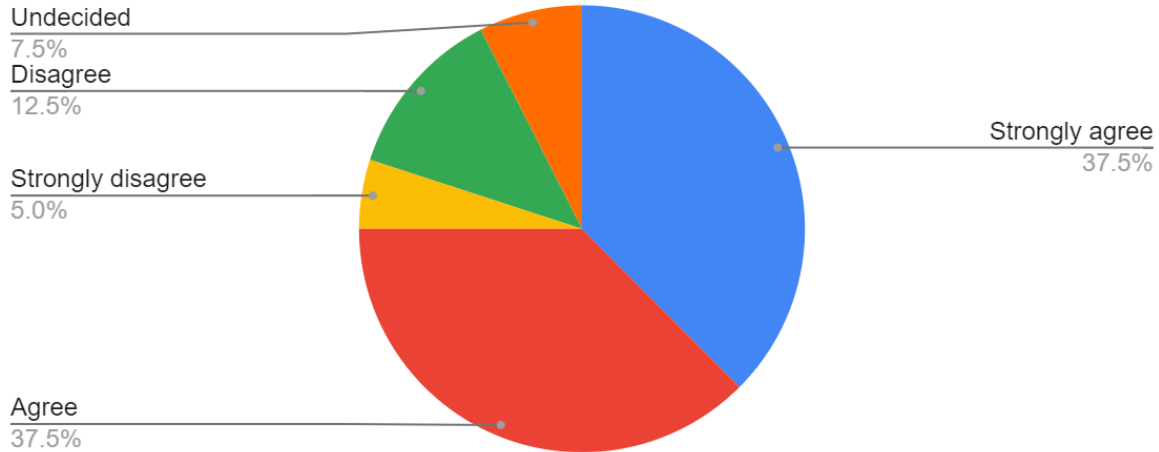


Fig5. There is an essential connection between internet slang and students' academic achievement in English.

75% of students agree that the relationship between internet slang and the academic success of English language students is important. This is an interesting insight but it is very vague. Is the relationship positive or negative? Before I answer that question, we would like to know how this distribution spread alongside the age group distribution.

DATA 6:

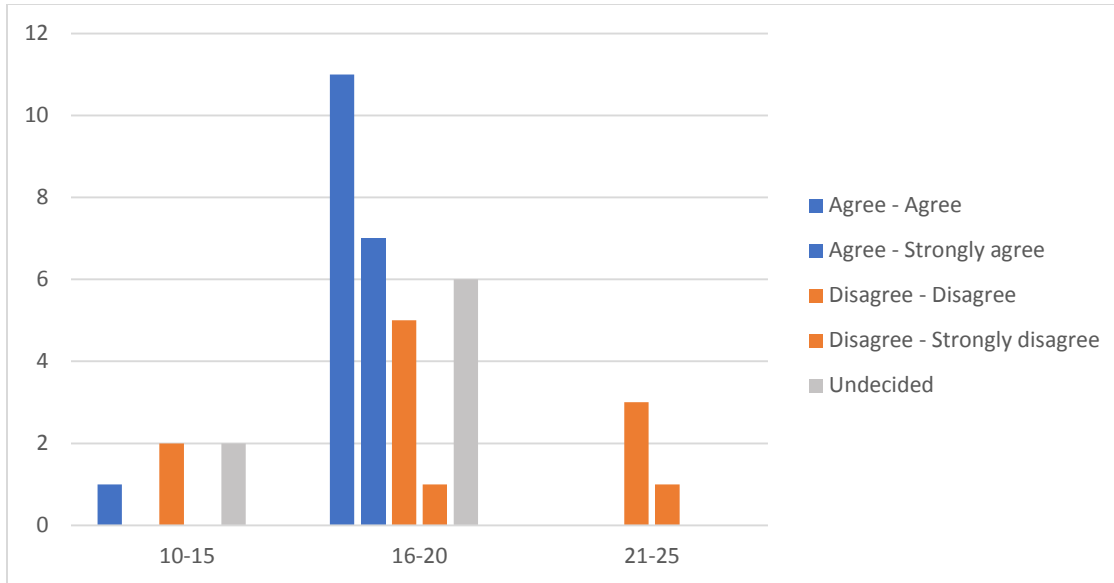


Fig6. Distribution of age group along side the column in fig5.

Here we can see that 100% of the oldest students disagreed with this. But we see an immediate change as 60% of students aged 16-20 who are more likely to be in the final classes agrees with this.

	Agree	Disagree	Undecided	Grand Total
Row Labels				
10-15	4	1		5
16-20	26	3	2	31
21-25		3	1	4
Grand Total	30	7	3	40

Table 2. Internet slang increases the grammatical errors in writing among English language students.

DATA 7:

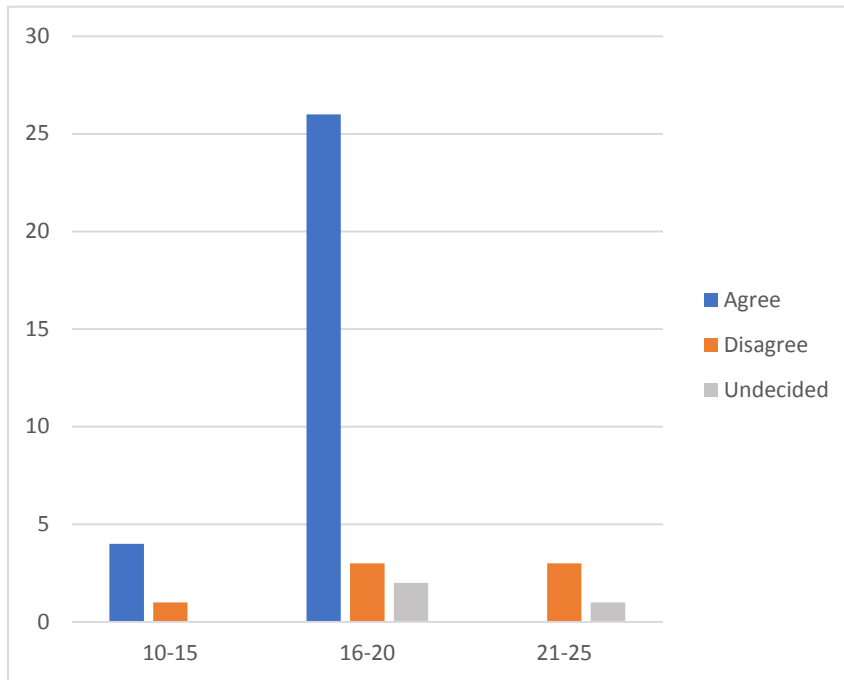


Fig7. Distribution of age and the column in table 2.

Once again, we see the shift in opinions among age groups. 100% of students aged 21-25 do not agree while 84% of students aged 16-20 agree. As noted earlier, we are inclined to use the decisions of the 16-20 age group because of their class and numbers in this case. So we can say that Slang increases grammatical errors in writing among English language students.

Now, we know that there is a major association between slang and academic success, as seen in fig5 above. But we do not know about that relationship, if it is positive or a negative relationship.

As shown in fig7, slangs can be seen to have a negative relationship with the academic performance of students as most students believe slangs increases grammatical errors in writing among English language students. The figure below gives a more accurate statement about the relationship between slang and academic performance.

DATA 8:

Improving essay writing in English language can be done by curbing slangs

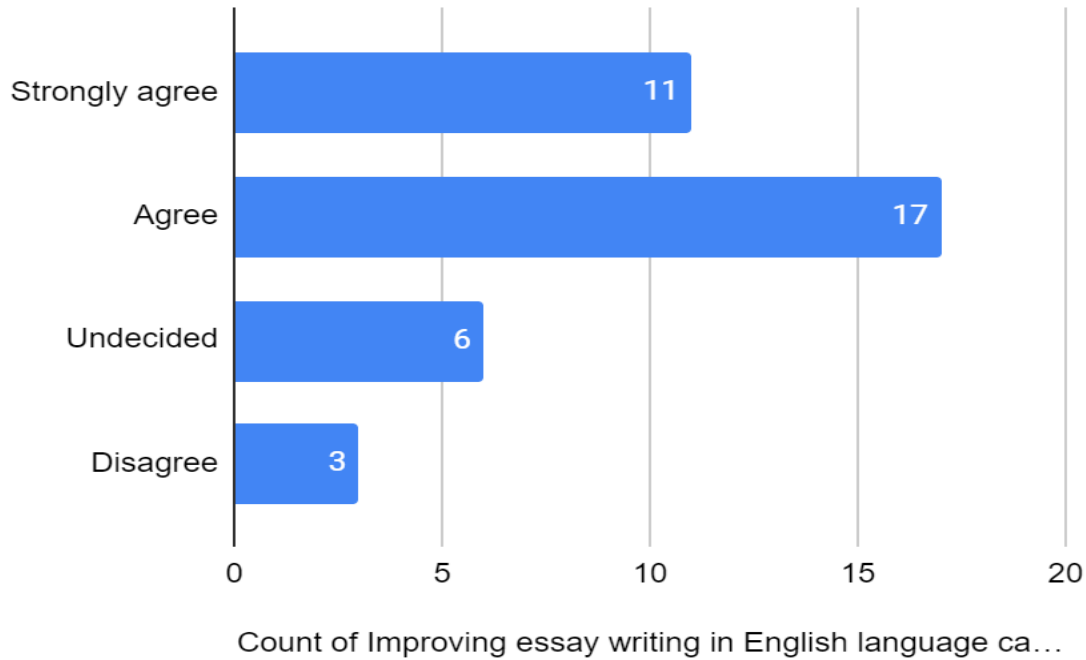


Fig8. Improving essay writing in English language can be done by curbing slangs.

As shown above, only 0.075% of students do not agree to curbing slangs in order to improve essay writing in English language. This, along with the other graphs shown above, makes a clear statement that slang have a negative influence/relationship with the academic performance of English language students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.1 Summary

The study's main and goal are to establish whether Internet slangs affect secondary-school students' academic achievement in the writing of essays in English. Now, we know that there is a major association between slang and academic success, as seen in fig5 above. Internet slangs raise the amount of grammatical mistakes made by students who speak English. There is a clear link between the Internet slangs and students' academic success in English. Internet Slangs weakens students English Language and sentence construction. Using clear and accurate English enhances the use of Short Message Service (SMS) visas by students in their written and spoken English.

In recent times the study of slangs and their use have taken a new dimension from seeking a proper meaning, classifying it as a diverse language and use and defining it as a language created by social media. Language, a variety of slang-specific languages, is described as a variety used by secondary school students for example to establish an identity for speech (Broom & Levinson: 1978). Although some scientists consider that slangs are the absolute basic of language or some sort of vagabond language which is often considered to be inconvenient and vulgar (Allan & Burridge, 2009), others regard slangs as a great source of language innovation. (Spanish & Money, 1997). This research aims at finding out the influence of Internet slangs on secondary school students' achievement in English.

Slang is a collection of colloquial terms or sentences in one language in this review. The use of extremely informal words and phrases is not common in the language or dialect of the speaker.

The language and dialect tend to be unique to a certain area, and it is a vital part of young people's experience, but unlike many adults, the slang is the same as the 'young language.' The language is colloquial in many situations. Slangs, however are unique to language and culture but are also shared between cultures and languages. Recent electronic communications have made a major contribution to this process.

It occurs however that slangs influence secondary school students who study in English at secondary school. It affects their characteristics, the writing of essays and effective communication.

5.2 Conclusion

Finally, Internet slangs had a huge impact on high school students' academic success in published English essays. The findings indicate that statistically significantly strong ties exist among respondents who have reported that internet slangs affect secondary school students' academic achievements in English language essay writing and that internet slangs increase the grammar errors in the writing of English language students. The findings indicate a statistically important association between respondents.

5.3 Recommendation

Schools should put a disciplinary measure in place to deal with errant students found culpable of using Slangs while in school.

Schools should employ competent English Language teachers who can teach the students effectively and insist on using the language always both in school and at home, etc.

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Appendix

QUESTIONNAIRE ADMINISTRATION.

INSTRUCTION: Please endeavour to complete the questionnaire by ticking the correct answer (s) from the options or supply the information where necessary.

1. Gender

a. Male

b. Female

2. Age range

a. 10-15

b. 16-20

c. 21-25

3. Educational qualification

a. WASSCE

b. GCE

c. NECO

SECTION B: QUESTIONS ON INFLUENCE OF INTERNET SLANGS ON THE ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN ESSAY WRITING IN ENGLISH LANGUAGE

Internet slangs have a significant effect on the academic achievement of secondary school students in essay writing in English language.

a. Strongly agreed

- b. Agreed
- c. Undecided
- d. Disagreed
- e. Strongly disagreed

Internet slangs increases the grammatical errors in writing among English language students.

- a. Strongly agreed
- b. Agreed
- c. Undecided
- d. Disagreed
- e. Strongly disagreed

There is a significant relationship between internet slangs and the academic performance of students in English language

- a. Strongly agreed
- b. Agreed
- c. Undecided
- d. Disagreed
- e. Strongly disagreed

Internet slangs increases poor construction of the English language.

- a. Strongly agreed
- b. Agreed
- c. Undecided
- d. Disagreed
-

e. Strongly disagreed

Using simple and correct English improves student's use of SMS via their spoken and written English

- a. Strongly agreed
- b. Agreed
- c. Undecided
- d. Disagreed
- e. Strongly disagreed

Internet slang is an easy way of communicating with people.

- a. Strongly agreed
- b. Agree
- c. Undecided
- d. Disagreed
- e. Strongly disagreed

Internet slangs aids essay writing amongst student in English language.

- A .Strongly agreed
- b. Agreed
- c. Undecided
- d. Disagreed
- e. Strongly agreed

Using of slangs improves the essay writing of students.

- a. Strongly agreed
- b. Agreed
- c. Undecided
- d. Disagreed
- e. Strongly disagreed

Slangs are used only by students for easy communication.

- a. Strongly agreed
- b. Agreed
- c. Undecided
- d. Disagreed
- e. Strongly disagreed

Slangs helps better learning and writing English essays.

- a. Strongly agreed
- b. Agreed
- c. undecided
- d. Disagreed
- e. strongly disagreed

Improving essay writing in English language can be done by curbing slangs.

- a. Strongly agreed
- b. Agreed
-

c.Undecided

d.Disagreed

e.Strongly agreed