University of Education,Winneba http://ir.uew.edu.gh

UNIVERSITY OF EDUCATION, WINNEBA

MORPHOSYNTATIC ANALYSIS OF WHATSAPP MESSAGE AMONG PRAMPRAM SENIOR HIGH STUDENTS (SHS)

LYDIA MAWUENA MATEY

7160080012

A dissertation in Department of Applied Linguistics, Faculty of Foreign Languages Education and Communication, submitted to the School of Graduate Studies, in partial fulfilment

of the requirements for the award of the degree of
Master of Education
(Teaching English as a Second Language – TESL)
in the University of Education, Winneba

SEPTEMBER, 2019

University of Education,Winneba http://ir.uew.edu.gh

DECLARATION

STUDENT'S DECLARATION

I, Lydia Mawuena Matey, declare that this dissertation with the exception of WhatsApp data. Essay data and references encompassed in published works which have all been identified and duly acknowledged, is entirely my original work and it has not been submitted either in part or whole, for further degree elsewhere.

Signature: ……

Date: ……

SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of project as laid down by the University of Education, Winneba.

Supervisor: ……

Signature: ……

Date: ……

University of Education,Winneba http://ir.uew.edu.gh

DEDICATION

I dedicate this work to God Almighty.

University of Education,Winneba http://ir.uew.edu.gh

ACKNOWLEDGEMENT

I am grateful to the Almighty God for seeing me through this Masters Programme when it seemed very difficult along the way. Thank you my husband, Robert KwashieDoviah and my childrenfor your tremendous support during difficult times in completion of this study. My immense thanks to you my supportive supervisor, who never gave up on his student when she was faced with the huddles of life in pursuing this programme. My final thanks to the administration of Prampram Senior High School, the teachers and students who contributed in one way or the other even in the heat of the storm to a successful completion of this research.

University of Education,Winneba http://ir.uew.edu.gh

TABLE OF CONTENTS

Content		Page
DECLARATION		**iii**
DEDICATION		**iv**
ACKNOWLEDGEMENT		**v**
TABLE OF CONTENTS		**vi**
LIST OF FIGURES		**ix**
ABSTRACT		**x**
CHAPTER ONE: INTRODUCTION		**1**
1.1	Background to the Study	1
1.2	WhatsApp	5
1.4	Syntax	8
1.5	Statement of the Problem	9
1.6	Purpose of the Study	11
1.7	Objectives of the Study	11
1.8	Research Questions	11
1.9	Organization of the Study	12
CHAPTER TWO: LITERATURE REVIEW		**13**
2.1	Framework	13
2.2	Semantics	15
2.3	The Need for Social Media	15
2.4	Social Media Exchanges	16
2.5	Related Definitions of Word	16
2.6	Morphological Structure	17
2.7	Syntactic Structure	19
2.8	Inflectional Morphemes in Syntactic Structure-Plural Morpheme	20
2.9	Present Tense Morpheme	23
2.10	Past Tense Morpheme	25
2.11	Progressive Morpheme	28

University of Education,Winneba http://ir.uew.edu.gh

2.12	Past Participle Morpheme	29
2.13	Past Participle Morphemes in Perfect Tense Sentence	29
2.14	Past participle Morphemes in Passive Sentences	30
2.15	Summary	31
CHAPTER THREE: METHODOLOGY		**32**
3.1	Research Approach	32
3.2	Research Design	32
3.3	Qualitative Research	33
3.4	Instruments	35
3.4.1	Questionnaire	35
3.4.3	WhatsApp chats	36
3.4.3	Omission	38
3.4.4	Inversion or anastrophe	39
4.4.5	Proper noun	39
3.4.6	Pidgin English	40
3.4.7	Vernacular	41
3.5	Data Population	45
3.6	Data Analysis	45
3.7	Summary	46
CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION		**47**
4.1	Overview	47
4.2	Morphology of WhatsApp chats	47
4.3	Syntactic Structures of WhatsApp chats	51
4.4	Pidgin English in WhatsApp	53
4.5	Students	54
4.6	Result Analysis and Discussion	55
4.7	Summary	57
CHAPTER FIVE: CONCLUSION/ SUMMARY & RECOMMENDATIONS		**58**
5.1	Introduction	58
5.2	Summary	58
5.3	Conclusion	59

University of Education,Winneba http://ir.uew.edu.gh

5.4 Limitation 60

5.4 Further research 60

5.5 Recommendation 61

REFERENCES **63**

APPENDICES **67**

Appendix A: Letter of Introduction 67

Appendix B: Research Questionnaire 68

Appendix C 1: Samples of General Arts Students' Whatsapp Chat 71

Appendix C 2: Samples of General Arts Students' Essay Exercise **Error! Bookmark not defined.**

Appendix D 1: Samples of Business Students' WhatsApp Chat **Error! Bookmark not defined.**

Appendix D 2: Samples of Business Students' Essay Exercise **Error! Bookmark not defined.**

Appendix E 1: Samples of Visual Art Students' WhatsApp Chat **Error! Bookmark not defined.**

Appendix E 2: Samples of Visual Art Students' Essay Exercise **Error! Bookmark not defined.**

University of Education,Winneba http://ir.uew.edu.gh

LIST OF FIGURES

Figure **Page**

1: Age groups of students 55

University of Education,Winneba http://ir.uew.edu.gh

ABSTRACT

The study examined morphosyntatic structure of WhatsApp chats in Prampram Senior High School with concentration on selected classes and students in the school. The research was conducted qualitatively through questionnaire, WhatsApp chats and students' compositions from class workbooks. The data collected were screenshots of students' WhatsApp chats and exercises which were analyzed textually and thematically. The study was basically anchored on the structure of WhatsApp language, comprising standard and non – standard forms of the official, academic language in Ghana, English Language. These words and sentence structures are made up of acronyms, abbreviations, spoken word language forms, inversion, pidgin and vernacular. It also found that, these words and sentence structures were transferred to academic work in the school, where in essay writing, these traits were exhibited. Casual and brief interviews with teachers and students showed they had been soul tremendous consciousness as not all features in the WhatsApp data reflected in the essay data.

University of Education,Winneba http://ir.uew.edu.gh

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Global enthusiasm for mobile, digital communication equipment including smartphones has been phenomenal, (Katz &Aakhus, 2002). It has defused quickly into all aspects of our lives. According to the estimation of the International Telecommunication Union (ITU) in 2014, there are almost seven billion mobile phone subscriptions at the global level and three quarters of these subscriptions are from developing countries such as Ghana. This reflects in the data gathered for this noble research to distinguish the difference associated to standard, nonstandard, spoken and inversions as in WhatsApp chats or conversations collected from one hundred and fifty-five students made groups. The groups involved were General Arts (literature option), Business and Visual Arts classes. These chats were screen shots data from group administrator's phones where permissions were sought from the school and group administrators who also spoke to group members to bring this research into being.

Also, according to Deloittes' estimation Smartphone sales and usage crossed the one (*1) billion* and two (*2) billion* marks respectively at the end of 2013, (Deloitte, 2013). The popularity of mobile technology devices has transformed their use into an almost mandatory part of the human body in modern life with most people taking their phones everywhere they go (Bullock, 2013).

Similarly, according to Yloa, the use of social media and social networking application has also increased with people being the first adopters and the most frequent users of email, social networking sites (SNSs) and Instant Messaging (MIM) or Mobile Chat refers to IM services that are developed specifically for use on mobiledevices and

University of Education,Winneba http://ir.uew.edu.gh

typically serve as alternatives to SMS messaging. Some examples of Mobile IM applications are; Apple iMessage, Blackberry, Messenger, Facebook, WhatsApp, Kik interactive and others, (the Radicati Group, 2015).

Instant messaging is becoming the mainstay for online one-to-one communication (Baron, 2004). IM differs from other online textual communication channels, such as email and chartrooms. Firstly, IM users mainly engage with known persons in their contact one-to-one and small group chat characterizes its use with peer groups where it is considered an essential communication tool. A study on IM communication among young and older adolescents revealed that it is predominantly used among individuals and their "real space friends" being people known to the user in face-to-face physical settings such as old secondary school mates, members of individual's religious and groups or mere friends (Grinter&Palen, 2002).

Worldwide IM user accounts grew from over *3.2billion* in 2015 and expected to reach over *3.8billion* users by year-end 2019. By this projection, it presupposes an average yearly growth rate of about 4 percent (The Radicati Group, 2015). IM is popular among young people especially users with 18-27 years age group (Shiu&Lenhart, 2004). Therefore online communion in general and IM in particular, has become a common way for young group to communicate with peers, friends and family and also become a key tool for students to stay connected with existing friends and family (Meschi, Talmud &Quan-Hoose, 2012).

Not only is it popular among young people but also very popular among undergraduate students (Judd & Kennedy, 2010) especially in Ghana where students can fully sue their mobile phones without any restriction. A research conducted by Potgieter (2014) suggests the level of MIM dominance among student population aged 16 and 24 years

University of Education,Winneba http://ir.uew.edu.gh

is led by WhatsApp (79%) followed by Blackberry Messenger (57%) Apple's (45%) and Mxit (28%). University students, a subset of an age group cited above, use IM extensively. IM's extensive use among students have also been confirmed by Canadian university students which approved that IM is enormously popular such that 79% of respondents confirmed as being users of IM applications (Quan-Haase, 2007).

Instant Messaging is a cross platform messaging application for smartphones which allows users to exchanging messages without having to pay for SMS. It is considered a synchronous form of communication, where users send a message to other users of the application and receive replies instantly thus engaging in an almost instantaneous text based communication (Baron, 2004 &Faulhaber, 2002). Instant Messaging is generally free or inexpensive, immediate, easy to use and accessible on a wide range of different platforms and devices (The Radicati Group, 2015).

Among other features of IM applications comprise a "pop-up" mechanism to display messages the moment they are received, a visibly list of contacts complied by user and an indicator to signal the user when his or her contacts are available online (Alvestrand, 2002). Another unique feature of IM applications is the ability of a user to engage in multiple conversations with contacts simultaneously thus allowing dynamic conversations and group chats (Grinter&Palen, 2002).

Since IM users know each other and share experiences in face to face interactions, this same interaction is similar to that which takes place online. In respect to this, communication and identity contraction and self-presentation is real life is performed in virtual world aided by instant messaging applications (Levis &Fabos, 2005) Grinter&Palon, 2002). IM removes the physical "griting features" such as stigmatized appearance, stuttering, shyness usually experienced in face-to-face settings thus

University of Education,Winneba http://ir.uew.edu.gh

enabling al and especially certain disadvantage people to bypass the usual obstacles that prevent them from contracting desired identities in face-to-face setting (Mckennaetal, 2002).

Since IM users know each other and share experiences in face to face interactions, this interaction is similar to that which takes place online. In this view, communication … and self-presentation in real life is performed in the virtual world aided by instant messaging application (Fabos & Lewis, 2005, Grinter&Palen, 2002). IM removes physical "gating features" such as stigmatized appearance stuttering, shyness usually experienced in face to face settings thus enabling all and especially certain disadvantage people to bypass the usual obstacles that prevent them from … desired … face to face settings McKenna et al, 2002). As in every human interaction, both in face-to-face and in online, Zhao Grasmuck and Martin (2008) propound that individuals involved in these interactions portrays their hoped-for possible selves, being socially desired … an individual would like to establish. The actualization of hoped for possible selves can also be blocked by the presence of physical "gating features" such as unattractive appearance, stuttering or shyness that are associated with certain people during face-to-face interactions but can be eliminated completely online. Therefore, online communication applications like WhatsApp provide a conducive environment for individuals who hitter to are restricted in face-to-face interactions to actualize (their identities) (Terpe, 2017).

University of Education,Winneba http://ir.uew.edu.gh

1.2 WhatsApp

A research conducted to tests students' correct form of words in academic work comprised three questions, punctuate a paragraph, correct a paragraph and write an essay. This research is limited to punctuation marks, sentences structures and generating ideas. Results of the *t. test* analysis revealed that WhatsApp technique yielded significant effects on students' writing skills, i.e. the experimental group outperformed the control group.

WhatsApp chats have revolved over the years as we communicate electronically. "The advent of instant mobile messaging applications, traditional SMS is in danger of losing its reign as king of mobile messaging" (Keren, Church, 2013). It has been one of the most widely used medium of communication as it comes with several benefits such as; low cost, sense of community, immediacy and ultimately, privacy preserving. Interestingly, it has been accepted by both young and old, individuals and groups of friends at very low or no cost and it makes vast reach within a very limited time.

Compared to SMS, people have devised their own forms to express their thoughts. These take the form of omission, shortening, simplification as well as emoji (smiley, smiles, grinning, laugh) resulting to usage in both formal and informal discourses. Students use these forms without noticing settings.

According to Jisha and Jebakumar (2014) WhatsApp has become an extension of today's youth's life. It is extremely difficult to do without and has become sort of a necessity. It enables youth to get in touch with friends and family whiles satisfying their need for information, entertainment and educational purposes as a whole to harmonize their lives.

University of Education,Winneba http://ir.uew.edu.gh

As such, as WhatsApp has witnessed worldwide growth in recent years, it allows users or groups to receive and send real-time messages in the form of texts, images, emotions, audio and videos based on wireless network connection which become a major threat to the previously dominant short message service SMS (Sahota, 2014, Church & de Oliverra, 2013).

WhatsApp Messenger is a messaging application for smartphones created in 2009 by two former Yahoo employees, Brain Action and Jan Koum. The name "WhatsApp up": it is pun on a phrase "WhatsApp up" it is one of the most successful messaging apps to date with an unprecedented growth story that relied on little marketing (Business and Apps, 2015). The application since its inception to date has brought more than *1billion* people in over 180 countries that use WhatsApp to stay in touch with friends and families anytime and anywhere in the world provided the user has internet connection on his or her device and installed the application. WhatsApp is free and offers simple, secure, reliable, messaging, calling and recently video calling features available on smartphones all over the world (WhatsApp, 2016).

The application is so easy to use after downloading, it shows you who is using WhatsApp in your contacts and also helps those who are yet to download and use WhatsApp for messaging, sharing audio files, video files, updating status (Jisha&Jebakumar, 2014).

WhatsApp is a free to download messenger app for smartphones. WhatsApp uses the internet to send messages, images, audio or video. The service is very similar to text messaging services, however, because WhatsApp uses the internet to send messages, the cost of using WhatsApp is significantly less than texting. You can also use WhatsApp on your desktop, simply go to the WhatsApp website and download it to

University of Education,Winneba http://ir.uew.edu.gh

Mac or Windows. It is popular with teenagers because of features like group chatting, voice messages and location sharing (WhatsApp online).

According to Jisha and Jebakumar (2014) what is so popular among youth because, it offers unlimited texts to their friends and family members at no cost other than their internet data plan that they already use in their smart phones. Also the relative cost-free nature clearly explains the success of WhatsApp in addition to its function across different smartphone types such as Apple, Android etc. cetera and its international functionality are also important contributors to WhatsApp's popularity (Montag et al, 2015).

About *one billion* messages were being sent in a single day by its users as of February, 2013, the app reached 200m active users and Sequoia invested other *50million dollars* after its initial 8million dollar investment in April, 2011. The additional investment in WhatsApp Inc. is indications of the funders believe that it is a promising venture especially shortly after its establishment increasing the company's value to *1.5billion dollars*. WhatsApp hit *600million* active users in January, 2015 making it the most popular messaging application as at the time and rose to *900million* by September, 2015.

The company was acquired by Facebook in February, 2014 for $19bn (business of Apps, 2015); nonetheless continues to operate as a separates app with keen focus on building a messaging service that works fast and reliably anywhere in the world (WhatsApp, 2016).

As of February, 2016, users of WhatsApp were sending and receiving of voice and video messages (Statista, 2016).

University of Education,Winneba http://ir.uew.edu.gh

Also, its user has risen to more than *1billion* monthly active users, up from over *700million* in January, 2015. WhatsApp is not only seeing increasing adoption rate in Ghana but also significantly impacting the culture, the people and the society at large (Salkovic, 2015). according to (Salkovic, 2015), WhatsApp is deeply impacting and transforming Ghanaian society in the area of interpersonal communications such that relationships are enacted, experienced, performed and maintained online as a lot of young people's day-to-day interactions have moved from-to-face-to WhatsApp (Gu et all, 2012, Schwarz, 2011).

1.3 Morphosyntax

Morphosyntax has two strings of words, morphology and syntax as linguistic study could have it. Morphology consist of two elements: morph, which means form and –ology, which means "the study of "(Thakur Reprint, 2010) this is the branch of linguistics in the study of languages which deals with what morphemes are (minimal grammatical unit of a language.) and how they operate in the structure of a word. It has two main branches: inflexional morphology which is the study of how words change their form to indicate number, person, tense among others whilst derivational morphology is the study that deals with how morphemes are stringed to form new words.

1.4 Syntax

Syntax has two elements - the first of the two elements is the Latinized form of the Greek preposition "sun" which means 'together'". The second word element –syn, is derived from a Greek root, which means "to put in order". Thus, the etymological meaning of syntax is putting things together in orderly manner" (Thakar, 2018),meaning, putting words to together. Words are formed from the various phonemes of a language where they are clustered as they are supposed to be in a

University of Education,Winneba http://ir.uew.edu.gh

language. Instances in English Language are, plosives, fricatives, affricatives, not forgetting approximants, literals having their appropriate positions in a word (affixes). They either appear in initial, infix or suffix of words to create compounding, pluralism etc. These words are strings to make meaning. Though, it comes in ungrammatical forms. Modern grammar and usage study has acceptable ways or form words are strung together to become meaningful in orderly manner.

Additionally, Syntax arranges words meaningfully through the use of word groups or parts of speech (noun, verb, adjective, adverb, preposition phrase). This has been categorized into two points; form and function. Form in this context is intended to mean internal structure of a unit of grammatical analyzes, an example is the internal structure of a phrase or a clause. Functional is a relational concept which is in categorical labels. These are, subject or nominative case, object, subject, subject-complement.

"The internet, the world wide web … and many wearable associated appliances have transformed face to face communication into patently communication with unique linguistic and non-linguistic (paralinguistic) features, including the use of emotions. Interlocutors tend to use various strategies to express themselves electronically. One of these strategies is the utilization of emojis" (Park, Fink, Barash& Cha, 2013). Similarly, phone components have unique common features assisting people to adopt a way to express these emotions meaningfully and effortlessly.

1.5 Statement of the Problem

When sending WhatsApp messages on their mobile phones to friends, students often make use of special type of register which allows omission, abbreviations, contracted forms of verbs of words. Instances of non-standard written language such as 4ever

University of Education,Winneba http://ir.uew.edu.gh

(forever), gd9t(goodnight). These reflect in students write ups at school, both in formal and informal compositions including written and spoken languages respectively.

A large part of interpersonal interaction has recently been relocated to internet messaging platforms like WhatsApp on and phone text messages (Schutz, 2011). WhatsApp is the most popular mobile messaging app worldwide as of April, 2016 based on the number of monthly active users of the application estimated at 215 million (Statista, 2016).

A lot of research work have been done globally on the WhatsApp application, focusing on varied issues. For example, Bouhnik and Deshen (2014) conducted an exploratory research on WhatsApp use between teachers and high school students. Their findings suggest that WhatsApp groups are used for four main purposes: communicating with students, nurturing social atmosphere, creating dialogue and encouraging sharing among students and as a learning platform. An instance to this study is that, students of Prampram Senior High School are addicted to WhatsApp messaging which reflects in their writings (Appendix C2, D2, and E2).

The main aim of this study is to investigate the form of WhatsApp messages (ies, how they are strung to communicate (e.g. h's ya?- how are you?!, were u dey?! Where are u?!). The students could not differentiate the standard language and that of the social media (amidst pidgin, non-standard language, vernacular and contracted forms). These forms are used in academic writing by students. Hence, the purpose of this study to explore the morphosyntatic use of WhatsApp message among senior high school students to disentomb differences in language usage and a considerable choice for a nation like ours.

University of Education,Winneba http://ir.uew.edu.gh

1.6 Purpose of the Study

The purpose of this qualitative study is to explore the string of words, emoji's and meaning of WhatsApp messages or chats in communication among senior high school students. This research will further compare form and meaning of WhatsApp to the form and meaning of standard English language to unearth the differences to assist students differentiate between the two forms- WhatsApp chat and standard language in relation to written and spoken language. Again, students' confidence would be built, thereby effortlessly utilizing these forms appropriately in formal and informal settings appropriately when acceptance for variety is given.

1.7 Objectives of the Study

The research aims at achieving the following objectives;

- to find the type of morphemes students' use in WhatsApp message.
- to evaluate the type of syntactic structures of students' WhatsApp message.
- to investigate how the forms of WhatsApp language affect students' standard language.

1.8 Research Questions

In order to achieve the research objectives, the following questions were asked.

- What are the syntactic structures of students' WhatsApp messages?
- What type of morphemes do students use in their WhatsApp messages?
- How does the form of WhatsApp language affect students' standard language?

University of Education,Winneba http://ir.uew.edu.gh

1.9 Organization of the Study

The research comprises five chapters. Chapter 1 includes introduction to the research which has background to the study, statement of the problem, objectives of the study, research questions, purpose of the study and organization of the study. Chapter 2 highlights literature review and theoretical framework. Chapter 3 looks at methodology, where research design, sampling technique, population, data collection technique and procedure and research instruments would be described. Chapter 4 follows with data analysis, which contains data analyzes technique, groupings, tables and other data analyzes. Chapter 5 summarizes findings and suggestions.

University of Education,Winneba http://ir.uew.edu.gh

CHAPTER TWO

LITERATURE REVIEW

Related literature of the research from books, journals and internet to highlight key words relevant to the study.

2.1 Framework

Language Variation

The study makes use of language variation conceptual framework. Language variation studies have viewed computer-mediated communication as the Variation between speech and writing or between standard and vernacular forms (AnchroUtsopulos, 2011). In mobile language studies, specific variables such as gender and age have been proved crucial in mapping language behavior (Baron, 2008). The……interactions through media like chats, short messages servicing instant message and mobile texts chats contain clear oral traits along with features characteristics of written language (Baron, 2008, Yus, 2011, Jones &Hafner, 2012, Perez-Sabater, 2012). These features include the use of emotions, lexicalization of vocal sounds, orthographic and punctuation mistakes photometric orthography and eye dialect, abbreviations, acronyms, clippings, ellipsis, use of words in other languages, absence of openings and closing, short message, short words at short sentences. These features are what we see in WhatsApp chats. Herring (2011) also propane that concentrating on non-stand distinctive linguistic characteristics such as phonetic orthography, some research on SMS (CMC) has tried to portray digital discourse and rout. So, Poulos (2011) however, contends the results of the studies on language variation and has contributed to a deoxidize understanding of new media discourse. Yes indeed there are language variation between the standard language and the ones used in the social media. The language use in social media come in pidgin (mostly used by boys), spoken form,

University of Education,Winneba http://ir.uew.edu.gh

contracted forms, abbreviation or acronym, clipping, conversions, word-manufacturing forms of constructions and use of emojis to replace words and expression of emotion.

Researchers like Srygley (1978) predicted decades back, media culture is totally disturbing the young people especially students through shaping modern culture, by selecting and portraying a particular set of beliefs, values, and traditions. The Telegraph (2015) observed that "smart phones gave people a much wider range of communication options which means we are no longer restricted to a limited number of characters. The social media language that perplexes millions of parents, points to a future where emoticons may replace the written word". This contending must be for a good course consideration the effects these variations are causing or weakening the standard language. Participants involve in conversation are not able to distinguish appropriate usage of these variations to assist second language learners. Baron comments on the popular belief that English is in decline because of the literary practices promoted by emergent technologies. She holds the view that "messaging corrupts all language". As a result, WhatsApp chats forms reflects these constructions of sentences using both local and foreign languages in some of their expressions. Some of these forms are coin (a blind of local language and English language). Baron (2008) regretfully states that there is international perception that mobile phones are adversely affecting everyday language. This idea I agree with because, some students cannot differentiate between the standard language and the nonstandard so that they will distinguish them in usage. Though, most of these forms are accepted in the informal discourses, they are not in the formal.

University of Education,Winneba http://ir.uew.edu.gh

2.2 Semantics

More so, Saussure established two terms to describe the form of language signifier and to signify. He suggests signifier being the "form" or a sign used and signified is the "concept". It represents.

In a scholarly work by (Cormen Perez-Sabater in Department of Applied Linguistics, UnversitatePolitenica de Valencia, Espana 2015).The peculiarities of language used in new communication environment present opportunities for the development of a research, make a rich contribution to the analysis of language variation, as written mobile communication appears to have generated a new language of abbreviation, acronym word combination and punctuation (Durscheid& Stark, 2011).

Indeed, the role of language variation in online WhatsApp communication is particularly relevant since contributors to a particular social network tend to use unique social language so as to be accepted as respected members of the language (Jones &Hafner, 2012).

2.3 The Need for Social Media

Among the several benefits of WhatsApp usage to us are the effects which are few. Some of the countless benefits are;

1. Sharing opinion or details of one's life. It stays up-to-date with news and current events.
2. Looking for information in general with other people. It provides easy access to research for or to fuel new products to buy.
3. General networking with people. Stay in touch with friends. It helps meet new friends it enable us share video or photos (global web index)

University of Education,Winneba http://ir.uew.edu.gh

2.4 Social Media Exchanges

Beata Bialy in journal echoed social media users increase more than two folds in six years. These numbers, together with changing usage patterns, have made social channel. Low access cost, various target audiences, global reach and unprecedented speed of information flow. AU these factors encourage difference actors to use social media for their purposes. Marketing accepts discovered its potential very quickly and placed social media in the heart of their promotion campaigns.

2.5 Related Definitions of Word

Linguistics as the scientific study of language has several branches such us phonetics, phonology, semantics morphology and syntax. The two branches which are mentioned later namely morphology and syntax are now often combined into one unity called morphosyntax.

The word morphosyntactic is the adjective of morphosyntax. Morphosyntax is derived from morphology which is the study of word formation and syntax which is the study of how words are combined into larger unit such as phrase and sentence. Morphosyntax is the combination of morphology and syntax. They are combined because they have very close relationship. According to Crystal (1980:234) morphosyntactic is a term in linguistics used to refer to grammatical categories or properties for whose definition criteria of morphology and syntax both apply, as in describing the characteristics of words. Crystal (1980:234) gives illustration that the distinctions under the heading of number in nouns constitute a morphosyntactic category: on the one hand, number contrasts affect syntax (e.g. singular subject requiring a singular verb); on the other hand, they require morphological definition (e.g. add –s for plural). Similarly, these ideas occur in WhatsApp chats except that they appear in various forms considering the

University of Education,Winneba http://ir.uew.edu.gh

participants involved consciousness or mindfulness in the correct usage of the English language.

Based on the explanation above, we know that word formation which is the concern of morphology has relationship with the syntactic structure. The word cooks for example is formed from the morpheme cook and the morpheme –s. This discussion occurs in the science called morphology. However, the word 'cooks' is influenced by another word which, together with the word cooks itself, forms a bigger structure which is called syntactic structure. In English, 'cooks' occurs in the syntactic structure called sentence whose subject is the third person singular and whose tense is simple present such as the following sentences: My mother cooks every morning. She cooks every morning; and He cooks every morning. Contrastively, WhatsApp chats come with peculiar characteristics exhibited by participants in conversation. They use pidgin, contracted forms, spoken English language, direct translation of local dialect (also called L1 Influence), conversions and above all a blind of Standard English language forms with pidgin or their own inversion in conversation. Data collected brought to light that forms contrary to correct English language usage were mostly male dominated. Females were more mindful of their correct language usage. The above sentences in WhatsApp will take these forms: Shedey cook every moning. Na ye dey cook every mining. Or ye be ye way dey cook evry morning for house. He deyckgv holes evrymonig.

2.6 Morphological Structure

The domain of morphology is words. How words are formed is the concern of this field so morphological structure is the structure which consists of the elements to form words. The most common word formation in language including English is affixation. Affixation is the process of word formation by adding the affixes or bound morphemes in bases or roots (free morphemes). In other words, morphological structure is the

University of Education,Winneba http://ir.uew.edu.gh

structure or forms of words primarily through the use of morpheme construction (Crystal, 1980: 232). Similar constructions occur in the language of WhatsApp where students use both free and bound morphemes respectively. But bound morphemes are mostly utilized by females than males. Reaction of some of the students is that, those who make correct use of these morphemes are those who are conscious of correct modern language usage. These ideas reflected in the data collected. Students extend their knowledge of WhatsApp to the standard language which results to their poor performance in their West African Examination Councils and Basic Examinations Certificate

Morpheme is defined as the smallest meaningful unit of language (Lim KiatBoey, 1975: 37). Morphemes can be divided into two. Namely free morphemes and bound morphemes. Morphemes are the components which build words. The word singers, for example, consists of three meaningful units or morphemes, sing, –er, and –s. The morpheme sing which forms the word singers has the lexical meaning; the morpheme –er means the doer of singing; the morpheme –s has plural meaning. We can identify the meaning of the morpheme sing although it stands alone but we cannot identify the meaning of morphemes –er and –s in isolation. We can identify the meaning of the morpheme –er and –s after they combine to the morpheme sing. Sing which can meaningfully stand alone is called free morpheme while the morphemes such as –er and –s, which cannot meaningfully stand alone are called bound morphemes. Bound morphemes must be attached to free morphemes. Bound morphemes are also called affixes which can be classified into prefix, infix, and suffix. English only has two kinds of bound morphemes namely prefixes and suffixes. No infixes exist in English. Bound morphemes are classified into two types, namely derivational and inflectional morphemes. Both inflectional and derivational morphemes play an important role in

University of Education,Winneba http://ir.uew.edu.gh

the larger structure namely syntactic structure. Both terms exist in WhatsApp chats with participants more conscious of free morpheme and plural marker than the bound morpheme –er and –s, with females dominating in the usage of the bound morphemes. The word sing can : sing, singer, singers, sng, snger, sngers respectively in WhatsApp conversation.

2.7 Syntactic Structure

The word syntactic is the adjective form of the word syntax. Syntax is the rules of grammar which are used for ordering and connecting words to form phrases or sentences (Longman Dictionary of Contemporary English, 1987: 1072). Crystal (1980: 146) defines syntax as the study of the inter-relationships between elements of sentence structure, and of the rules governing the arrangement of sentences in sequences. Based on the definition above, syntactic structure is the structure which contains the words which are arranged to form phrases or sentences. The main syntactic structure is sentence. Phrases are the syntactic structures which are part of sentences. In arranging the elements of syntactic structure, the morphological aspect often plays an important role. It is difficult to separate morphological aspect in syntactic structure. In English, when we talk about inflection, actually, we will enter to the syntactic structure although we are unconscious. The words cooks as stated above, for example, consists of the free morpheme cook and the inflectional bound morpheme –s. The word cooks occur in an English sentence whose subject is singular noun or uncountable noun singular and the tense is simple present. This syntactic ideas are dealt with in WhatsApp conversation except that the participants write in their own conversions pidgin, contracted forms, spoken English language and participants involve in conversation's inversions.

University of Education,Winneba http://ir.uew.edu.gh

2.8 Inflectional Morphemes in Syntactic Structure-Plural Morpheme

In English, the regular plural marker or the plural morpheme is the suffix –s, although in reality this morpheme can be realized by the phonetic representations [s], [z], or [iz]. These phonetic representations or allomorphs are conditioned by the phones of the base to which the plural morpheme is added. Some countable nouns do not add the suffix –s to make them plural, but the number of these types are not as many as those add with the suffix –s. Therefore, this plural morpheme is usually called the morpheme –s because this suffix frequently occurs in the plural noun formation. The following are the examples of the words containing the plural morpheme or the morpheme {-s} which is pronounced /s/, /z/, or /iz/.

Standard English Language Usage and WhatsApp forms below;

Singular	{-s}	Plural	Phonetic representation	WhatsApp representation		
baby	-s	babies	[beibiz]	bab	-s	babs
bag	-s	bags	[bægz]	bag	-s	bags
book	-s	books	[buks]	bk	-s	bks
box	-s	boxes	[boksiz]	box	-s	boxs
cat	-s	cats	[kæts]	cat or kat	-s	cats or kats
dog	-s	dogs	[dogz]	dog	-s	dogs or dogz

As mentioned above, the plural morpheme or the morpheme {-s} is not always realized by the suffix –s (Irregular Nouns). This also appears in WhatsApp language similarly. The following are the examples in both standard and nonstandard forms:

University of Education,Winneba http://ir.uew.edu.gh

Standard language			**WhatsApp forms**		
Singular	{-s}	Plural	Singular	(-s)	Plural
man	-s	men	mn or men	-s	mn or men
woman-s	women		lady/ ldy/ woman	-s	ladys/ldys/women
child	-s	children	chd/child/kid/kidi	-s	chds/kids/kidis/ childs/children
ox	-s	oxen	ox	-s	oxs/oxen
tooth	s	- teeth	toof/tooth	-s	toofs/teeth
foot	-s	feet	foot	-s	foots/feet
sheep	-	sheep	sheep/ship	-s	sheeps/ships/sheep
deer	-	deer	deer/dear	-s	deers/dears/deer

These morphological forms will determine the arrangement of syntactic structure. A sentence level, the subject must agree with the verb with their WhatsApp forms. Look at the examples below:

Standard Language	**WhatsApp forms**
(1) The book is on the table.	De/de/The/the bk/buk/book dey the table top/skin.
(2) The books are on the table.	De/de/The/the bks/buks/books dey the table top/ skin.
(3) The student is in the class.	De/de/The/the studn/students dey de/the rum/room/ class.

University of Education,Winneba http://ir.uew.edu.gh

(4) The students are in the class. De/de/The/the studns/students dey de/the rum/room/class.

(5) The man is in my room. De/de/The/the mn/man/ dey mi/my rum/room.

(6) The men are in my room. De/de/The/the mns/mans/men dey mi/my rum/room.

(7) The student walks to school. De/de/The/the studn/student wlk/walk dey go/t/to skul/sch/school.

(8) The students walk to school. De/de/The/the studns/students wlk/walk dey/go skul/sch/school

(9) The woman goes to the market. De/de/The/the wmn/womns/woman dey/go/goes de/the market.

(10) The women go to the market. De/de/The/the wmns/womns/women dey/go/ de/the market.

The examples above show that in present tense, which is suitable with the plural morphemes added to the noun are like in sentence (2), (4), and (6). In sentence (8) and (10), the plural morpheme {-s} need the verb form without inflectional morpheme. Inflectional morpheme {-s} shows present tense is needed in the sentence whose subject is singular or uncountable noun. The sentence constructions of WhatsApp chats show different forms of writings which depict contracted forms spoken language, pidgin, coinage of words as well as the Standard English language.

In Phrase level some determiners must agree with the plural morpheme. The following are examples with their WhatsApp forms.

University of Education,Winneba http://ir.uew.edu.gh

Standard language	**WhatsApp forms**
(11) This student	Dis/dis/this/This studn/student
That student	Dat/dat/that/That studn/student
A student	A/a/ -/ studn/student
(12) These students	These/dis/dese studns/students
Those students	Dose/those/Those studns/students
Several students	Sveral/several/some/plenty/many
Many students	Plenty/many/Many/some studns/students
A lot of students	A lot/a lot/many/plenty/plente
A few students	Some/afew/a few/plente/many studns/students
(13) *this students	*Dis/dis/this/This studns/students
*that students	*Dat/dat/ sudns/students
*these student	*Dese/these/These studn/student
*those student	*Dose/Those/dose studn/student

In example (11) the determiners ‘this’ and ‘that’ need singular nouns. The morpheme {-s} is needed in the noun when it comes after the determiners these, those, several, many, a lot of, and a few like in example (12) because the nouns are in the plural forms. The phrases in (13) are not grammatically correct. The examples in (13), phrase level mostly occur in WhatsApp chats as participants are not mindful of the standard language and transfer these forms to their writing of essays in their academic discuses(formal and informal).

2.9 Present Tense Morpheme

Inflectional morpheme plays an important role in English present tense. In English, inflectional morpheme is needed as present tense marker with particular subject. The singular noun, the third singular personal pronoun and uncountable noun as subject

University of Education,Winneba http://ir.uew.edu.gh

need the verbs with present tense morpheme. The rule of inflectional morpheme in WhatsApp is equally the suffix –s. The exceptions are the use of both standard and nonstandard forms. Examples are below to show differences in language usage.

Standard language	WhatsApp forms
(14) My mother sweeps the floor.	My/mi mom/mum dey sweep de floor,
My father works in a bank.	My popidey job for bank
My teacher comes on time.	My/mi/min teacher dey drop on time/tim
She/he speaks English fluently.	She/Hedeywaa
(15) My teachers never come late.	My teachers no deyjok with dematim
My friends watch TV every night.	My frnds/ de watch tv every gbeke t.
The girls study in a university.	De girls de moan/learn for university
(16) *My mother sweep the floor.	my mum dey sweep de graoun/im mama dey sweep floor/Mi ma dey sweep flor
*My father work in a bank.	mypopideywk 4 a bank/mi dad dey wok 4 a bank
*My teacher come on time.	mitr drop early/mi tr drop on tim
*She/he speak English fluently.	She/he blab 4 engkiswel/she/he talk 4 englis v wel
*My teachers never come late.	mitr no dey cm lat
*The girls studies in a university.	degilsdey learn 4 vals

University of Education,Winneba http://ir.uew.edu.gh

All the verbs in sentences (14) namely sweeps, works, comes and speaks contain inflectional morpheme –s added in the final position (suffix) because the subjects are singular noun or the third person singular. Inflectional morpheme –s (the suffix –s) is not needed for the plural noun subjects. This is shown in examples (15). But these do not reflect in WhatsApp chats except that communicator decides to communicate in the nonstandard language. The sentences in example (16) are not grammatically correct because of the omission of inflectional morpheme –s and the misplacement of the inflectional morpheme –s.

2.10 Past Tense Morpheme

In English, the most popular past tense morpheme is indicated by the suffix –ed added to regular verbs. That is why this past tense morpheme is often called morpheme –ed. In reality, this past tense morpheme has three phonetically conditioned variants or allomorphs [t], [d], and [id]. It means that the morpheme {-ed} can be pronounced [t], [d] or [id] depending on the final phone of the base attached by this morpheme –ed do not always reflect in WhatsApp chats. Unless the communicator is in tune with the standard language that show them if they are transcribed. These variants of past tense morphemes display examples of the irregular verbs which contain the suffix –ed.

University of Education,Winneba http://ir.uew.edu.gh

Standard language **WhatsApp chat Forms**

Verb {-ed} Inflection Phone Result

Standard language				WhatsApp chat Forms		
cook	-ed	cooked	[t]	cook/ck	-edck/cook/cooked	
stop	-ed	stopped	[t]	shon	-edstp/stop/stoped	
wash	-ed	washed	[d]	wash	-ed	was/wash/washed
watch	-ed	watched	[d]	spi/spy/eye u	-edspi/spy/watched	
wait	-ed	waited	[id]	waite for waaa	-edwaite/waited	
want	-ed	wanted	[id]	want/wnt	-ed	want/wanted
divide	-ed	divided	[id]	for share/divi/divide	–eddivid/divide	

The past tense morpheme (morpheme –ed) also occurs irregularly. It means that this past tense morpheme (morpheme –ed) is not represented by the suffix –ed. This morpheme occurs with the particular verbs called irregular verbs. These variants of past tense morpheme are said to be lexically conditioned. The examples of irregular verbs which contain the past tense morpheme and how they appear in WhatsApp chats are as follows:

Standard Language **WhatsApp chats Forms**

Verb	{-ed}	Inflection Result	Verb	Inflectional Result
am, is	-ed	was	I, be u/na u	dey
are	-ed	were	be/	dey
break	-ed	broke	break	dey break

University of Education,Winneba http://ir.uew.edu.gh

bring	-ed	brought	take come give me	bring am
buy	-ed	bought	buy	buy am
catch	-ed	caught	catch/bab	caught/bab
do	-ed	did	do/do am	do/do am
go	-ed	went	comult/go	go/went
put	-ed	put	put	put
teach	-s	taught	teach //taught	

In English sentence, the past tense morpheme is used to show the past event or condition. Therefore, the adverbs of time showing past time such as yesterday, last week, two years ago, and in 1999 are related to the past tense morpheme. The past tense morpheme, though used in WhatsApp by participants, they are often seen in the standard language conversation of conscious participants unlike the nonstandard language where various forms are seen in WhatsApp chats as shown in examples below:

Standard Language WhatsApp chat Forms

(17) My mother cooked yesterday. My/mi mom/mum dey cook gbeke t/yesti

My mom/mum cooked yes'day/yesterday.

(19) She worked in Jakarta last year. Na she dey for Jakarta last year. Or

She worked in Jakarta last year.

(18) She came here two days ago. She com yesti back. Or

She came her two days ago.

University of Education,Winneba http://ir.uew.edu.gh

2.11 Progressive Morpheme

Progressive morpheme in English is indicated by the suffix –ing added to the verbs. This progressive morpheme is used in the progressive tense sentences. The progressive tense gives the idea that an action is in progress during particular time. The tense says that an action begins before, is in progress during, and continues after another time or action (Azar,1993 : 3). The Azar (1993: 3). The progressive morpheme exist in WhatsApp language in both standard and nonstandard forms. Most of the participants use the nonstandard form of the morpheme as shown below;

Standard language WhatsApp chat Forms

(20) He is sleeping right now. Hedey sleep/she is sleeping now.

He is sleeping by now. Or She is sleeping right now.

(21) He was sleeping when we arrive. He dey sleep. Or He was sleeping.

Progressive tense is also called the continuous tense. The progressive morpheme can be used in present and past tense. This morpheme is placed after be. Similar constructions with contracted forms, abbreviations, mixture of local and English languages reflect in WhatsApp chats. The following examples are some of them.

(22) He will be sleeping when we arrive. Ye go be sleeping we nic home. When we drop wah he go sleep./

He will be sleeping when we arrive. He go be sleeping when we catch home.

University of Education,Winneba http://ir.uew.edu.gh

2.12 Past Participle Morpheme

Past participle morpheme is used to show the perfect event and the passive sentence. Past participle morpheme can be in the form of prefix –ed added to the verbs or it can be in irregular forms of verbs. This morpheme is usually called the morpheme {-en} to differentiate it from the past tense morpheme whose symbol is {-ed}. The verbs containing past participle morphemes are usually called verb three (V 3). This is because in the list, this verb is placed in column three (3). The use of the English verbs containing past participle in morpho-syntactic structure are described as follows:

2.13 Past Participle Morphemes in Perfect Tense Sentence

Past participle morphemes are used in perfect tense sentences. Past participle morphemes (morpheme {–en}) are added to the verbs after the auxiliary verb has, have, or had. This morpheme does not exist in all constructions in their standard language form in WhatsApp chats. The participants prefer either to use abbreviation, coin their own words or use pidgin form of the past participle morpheme of auxiliaries- has, have or had known to parties involved in the communication. But, participants who are conscious of the standard language, use the standard language. Look at the examples below:

Standard language	**WhatsApp language**
(23) She has cooked.	She coo k oo./She has cooked./She deyck already. /She cklongti.
(24) I have lived here for three years.	I dey here for three years/I dey liv 4 here like say three yrsooo./I hav lived here 4 three years

University of Education,Winneba http://ir.uew.edu.gh

(25) They have gone.	Dem left/they hv left/them left/they hv gone/They have gone
(26) Sally has given me money.	Sally give me moni/sally deygv mi moni/Sally has given me money.
(27) John has been here for one hour.	John dey com here for I hour/John has been h 4 1 hr.

2.14 Past participle Morphemes in Passive Sentences

Past participle morpheme is also used in English passive sentences.

Standard language	**WhatsApp chat Forms**
(28) I was invited to the meeting.	Dey invite me for de dat meeting/deyinvit mi 4 metin/i was invited 2 the meetn/I was invited to the meeting.
(29) She is waited by her grandmother.	Ye granma come wait 4 am aaa/her grama cm wait 4 am/She is waited by her grandma
(30) He was stopped by the police.	De police people stop am/he was stop bi police
(30) This homework must be done here.	Yi 4 finish dis assignment here/dis wk 4 don here oo
(31) This floor is swept every day.	Deydey sweep every day/

University of Education,Winneba http://ir.uew.edu.gh

2.15 Conclusion

This chapter dealt with literature about WhatsApp messaging and the various morphological and syntactic structures.

University of Education,Winneba http://ir.uew.edu.gh

CHAPTER THREE

METHODOLOGY

The purpose of this chapter is to introduce the research context and empirical techniques (qualitative and quantitative) applied and the method chosen for data collection interpretation. The research methods and procedures used in the study are described under the following subheadings: Research Design, Population, sample and sampling technique, Data Collection Instrument, Data Collection Procedure and Data Analysis, and Summary of the Chapter.

3.1 Research Approach

This study adopts the qualitative approach in its methodology.

According to Creswell (2014), the historic origins for qualitative research come from anthropology, sociology, the humanities and evaluation and have become very prominent from the 1990s to this day.

Yin (2011) confirms this assertion with the suggestion that qualitative research has become the main, smart, acceptable convention of successful research for academics and experts in the field of social sciences. This has become so due to the opportunities it affords researchers to comprehensively examine a wide range of issues encountered on a daily basis while eliminating the restrictions of other forms of enquiry that are likely to bring to bear on a researcher in choosing a topic to study.

3.2 Research Design

Dawson (2002) posits that a research design is the conceptual structure within which research would be conducted. In this regard, this study adopted the descriptive research design. Denzin and Lincoln (2011) also describe research designs as types of investigation within qualitative study approaches which provide detailed path for

University of Education,Winneba http://ir.uew.edu.gh

procedures when designing a research. So, the research design served as my detailed guide in conducting in this study.

The present study was an attempt to determine the effectiveness of using a WhatsApp Messenger as one of mobile learning technique to develop students' writing skills

3.3 Qualitative Research

According to Creswell (2014), the historic origins for qualitative research comes from anthropology, sociology, the humanities and evaluation and have become prominent from 1990's to present day.

Confirming this assertion, bring to light, Yin (2011) suggests that, qualitative research has become the main smart, acceptable and convention of successful research for academic and experts in the field of social sciences. This has become so due to the opportunities it affords researchers to comprehensively examine a wide range of issues encountered on a daily basis while removing the restrictions of other forms of enquiry that are possible to bring to bear on a researcher in selecting a topic for a study. Some of these restrictions amidst difficulty in establishing essential environment similar to what takes place in the experiments, the unavailability of adequate statistics or wide coverage of respondents often used in economic research studies tend to make qualitative research on an obvious choice . So, for this study, reveal students' language structure in both written and spoken words in both academic and un-academic usage; hence, the decision to conduct this study qualitatively.

According to Lindlof and Taylor (2002) qualitative research seeks to identify and explore in detail phenomenon such as reasons, attitudes etc. also, it preserves and analyses the form content of social action, rather than subject it to mathematical or other forms of analysis. This study, similarly seek from participants information in

University of Education,Winneba http://ir.uew.edu.gh

order to understand how they use social media language (more used to contracted forms, individual inversions, omissions, pidgin, pronunciation words, abbreviations, wrong spelling, emoji (expression emotions) and nonuse of punctuation) in academic writings, even though, some of these forms are accepted in informal academic writings.

In the questionnaire is a snapshot of the areas broadly covered during the interactions with students of Prampram Senior High School, the written survey questionnaire was administered first followed by whole group and small group discussions. A copy of the survey questionnaire is included in the Appendix A. The assessment was conducted over a seven-day period in two sessions, starting from 9:00 am to 3:00 pm with breaks in-between. The assessment written survey was in two parts covering general information about participants' experience and interacting on WhatsApp; awareness of relevant institutions, policies, laws and standards that applies to the WhatsApp messaging.

These sessions reviewed the survey questionnaire and responses with the participants. Each group (a total of averagely twenty two students) was asked to (1) explain why they choose to morphosyntax even though it prevented some of them from proper spelling of English words (2) they were asked to list some of the ways they communicate on WhatsApp, the type of register used by students on WhatsApp, list five side effect of some of the non-standard structures of social media in academic work, three possible ways of reducing the use of social media language in academic work.

University of Education,Winneba http://ir.uew.edu.gh

3.4 Instruments

The research was completed with questionnaire, snapshots of students' WhatsApp chats and written exercises of students. These showed various forms of non-standard language varieties amidst pidgin, vernacular, abbreviation, shorthand, inversions with rear cases of standard forms of English Language.

Textual analysis

3.4.1 Questionnaire

According to Bell (1999), a questionnaire is essentially a structured technique for collecting primary data. It is generally a series of written questions for which respondents have to provide the answers. Similarly, deVaus (1996) sees a questionnaire is namely a technique in which various persons are asked to answer the same set of questions. It is based on these views the research sets relevant questions to the research which were administered to students who had smart phones and also frequently use WhatsApp to communicate to juniors, mates, friends, families as well as share and discuss opinions in their subject area of specialization. They comprise form one to three classes' students. Students were sampled by the help of the class teachers from one to three classes – General Arts, Business and Visual Arts respectively.

The assessment was conducted over a seven-day period in two sessions, starting from 9:00 am to 3:00 pm with breaks in-between. The assessment written survey was in two parts covering general information about participants' experience and interacting on WhatsApp; awareness of relevant institutions, policies, laws and standards that applies to the WhatsApp messaging. The idea was to focus on individual response to questions within a stipulated time. Also, teachers of English Language had questions to answer to ascertain assistance offered to children in the category of transferring WhatsApp

University of Education,Winneba http://ir.uew.edu.gh

language in academic work. Scripts were then taken for marking as reflected in appendix C 2 (page 82)

This approach to all classes of Prampram Senior High School One, Two and Three (SHS 1, 2 and 3) with the questionnaires and with all students within the class picking up the questionnaire to fill for the project work. After they had returned the filled questionnaires a group interactions and individual interview followed to understand some of the contents they have put together in the questionnaires.

3.4.3 WhatsApp chats

Students WhatsApp chats gathered as in Appendix D had either omission of subject, capitalizing proper nouns, omission of beginning letters of words, verb and punctuation marks. The result of negative transfer from WhatsApp to academic writing since and WhatsApp language are structural far different leading to the falling standard of English Language. Instances in three groups WhatsApp chats showed;

WhatsApp chats	**Standard forms**
• Date no fixed well	The date is not well fixed.
• Bless	Bless
• Am Ruth	I am Ruth.
• hello	Hellow!
• not me wae	It was not me,okay.
• I sed is labi	I said it is Labi.

University of Education,Winneba http://ir.uew.edu.gh

Spoken Language

Students mostly made use pronunciation of words in conversations as many are more comfortable. This is a particular problem because of the differences in the writing and speaking systems of English Language. In addition, it is because, in English Language, the relationship between sounds and writing are regular. Students often use them in social media communication which reflects in academic work as in appendix. Some instances are;

U	You
Urs	Yours
Fyn u	Fine and you?
Kul u	Cool and you?
Abeg	I beg you.
kem	Come
ya	Yes
tin	Thing
lyk	Like
tym	Time
wen	When
wan	Want
cheqeeh	checkc
cheq	Check
notin	Nothing
dnt	Don't
jxt	just
de	I

University of Education,Winneba http://ir.uew.edu.gh

nyc	Nice
Re u	Are you

Others in clauses or sentences are;

W..if I vers am I dey waste tym	C. If I become angry, I will waste time.
W. de only tin ik she dashs is sports.	C. I only know she is good in sports.
W. u afgtnik u	C. You are fighting like me.
W. hu are u pls	C. who are you, please?
W. I no see am	C. I did not see him or her
W. I sed is taxi	C. I said, it is taxi.

3.4.3 Omission

Students often chats friends, mates, relatives using special type of register which allows the omission of letters, words, subject to a clause, sentences, pronunciation words. These forms manifest in the following;

W. Then kem am sorry me naaaa go control mina	C. Then come. I am sorry. I can control Mina.
W. Me is fyn& u	C. I am fine and how are you?
W. how u	C. How are you?
W. missing you	C. I am missing you.
W. me what have I done	C. What have I done?

University of Education,Winneba http://ir.uew.edu.gh

3.4.4 Inversion or anastrophe

Many students in their daily conversation on WhatsApp either reverse the order structure of words replace verb before subject (when not a question), converting their forms, convert forms of structures. These appeared in WhatsApp chats as in;

W. sup	C. What is up? Or What is happening?
W. oh blendaaden	C. OhooBlenda, Why?
W. masa is late	C. Master, it is late, okay.
W. yh	C. Yes
W. kul u	C. I am fine and how are you too ?
W. wossop	C. What is happening?
W. nana hemaa	C. Nana Hemaa

4.4.5 Proper noun

These nouns depict the name of a particular person, company towns, cities institution etc. they are written with capital letters (beginning them) as they specify names. Students write chats using non – standard (grammatical structures) forms in conversation.

However, a few WhatsApp participants wrote names beginning capital letters. Examples;

Thelma

Christable

Grace

Erica

Esther

Princess

University of Education,Winneba http://ir.uew.edu.gh

Benedicta, Christable, Grace, Sandra, Erica, Esther, Princess. These participants who consider standard forms in WhatsApp chats, are rarely in using non-standard forms in academic writing.

3.4.6 Pidgin English

Most students appear to be fond of conversing in pidgin which shows in academic writing as in;

W. Dem go lik we C. They did what we did or They went as we did.

W. den ego jomooooo C. Then we will enjoy ourselves.

W. were demdey C. Where are they?

W. we bed C. We have gone to bed.

W. I dey church C. I am in church.

W. u be boy or girl C. Are you a boy or a girl?

W. how u dey wan motivate me C. How do you want to motivate me?

Short hand and abbreviation

W. hi C. High

W. gm C. Good morning

W. lol C. Lots of Laughter

W. gn C. goodnight

W. idk C. I dislike it.

W. u guys should brg up smtin C. The guys should bring an idea.

W. u gals looked sweet C. The girls looked gorgeous.

W. 2 wat C. to what?

W. hu ds C. Who is this?

University of Education,Winneba http://ir.uew.edu.gh

3.4.7 Vernacular

W. yooo	C. Okay
W. aboa	C. Animal
W. sen	C. How much?

Exercises of students

Another data to show students' transfer of WhatsApp language forms in academic work brought to light similar features as they appeared in exercise samples (Appendix D2 to E2). These exhibited characteristics amidst; no capitalization of words beginning a sentence or being proper noun, pronunciation words, capitalizing words not proper noun, pidgin, acronyms, contracted forms in formal writing, abbreviation, omissions of auxiliaries, punctuations, letters of pronoun and articles. The following examples thematically reflected them.

Morphological appearance of words in exercises

Capitalizing words not proper nouns or beginning sentence had;

W. i	C. I
W. u	C. You
W. ur	C. Your
W. u're	C. You are
W. rember	C. remember
W. am	C. it
W. head	C. going
W. gona	C. will
W. -	C. are
W. ure	C. Your
W. mummy	C. my Mum

University of Education,Winneba http://ir.uew.edu.gh

W. In	C. in
W. Bro	C. Bro.
W. wanna	C. woman
W. dis	C. this
W. dier	C. their
W. de	C. the
W. ibi	C. that
W. skull	C. school
W. Our	C. our
W. Bright	C. bight
W. lab	C. laboratory
W. fnd	C. find
W. computa	C. computer
W. mi	Cme
W. bi	C. is
W. pls	C. please
W. leta	C. leta
W. ie	C. that is
W. dan	C. than
W. ma	C. my
W. no	C. know
W. pis	C. attend to nature's call or toilet
W. demselves	C. themselves
W. nd	C. and
W. say	C. tell

University of Education,Winneba http://ir.uew.edu.gh

Syntactical structures of students' exercises manisfestered as the following language structures appear ;

W. Dey might fail deir exams

C. They might fail their exams.

W. students who act dis way is mostly pride.

C. Students who act this way are mostly due to pride.

W. A dey hope say students go make dema best so say dem go obey de rules and I hope with dis in place Our future is Bright

C. I hope that students who disobey school rules will obey and I hope for a bright future.

W. Bro a dey wan tu make lawere cause I will defind help to defend suspects who are Innocent and defend the constitution of mother Ghana.

C. Bro, I want to become a lawyer to defend innocent suspects and the constitution of Mother Ghana.

W. Last but not the least u knw that mummy gave me a container and a dey plan say a go take dat container do a barbering salon.

C. Last but not the least is that, I have planned to use the container mum gave to me for barbering salon.

W. Mr Chairman as the snr prefect of my skull I would like u to permit mi to Inform u about de need for a computer lab In my skull and request de association to build and equip one for the skull

C. Mr. Chairman, as the senior prefect of my school, I will like you to permit me to bring to your notice why my school need a well-equipped computer laboratory.

W. Am very hapy to write u dis leta I knw u are doing gudIn by de grace of papa Jehovah.

University of Education,Winneba http://ir.uew.edu.gh

C. I am very happy to write to you this letter. I know you are doing good by the grace of Almighty God?

W. Elijah, I think it will be rather better for u to study In the country than abroad seek of how sure we dey.

C. Elijah, I think it is better you do your further studies in Ghana than abroad. This is because of the bond between us.

W. some years back, u go see say we dey use feathers den ink dey write.

C. Some years back, you can see that we used feathers and ink to write.

W. A bi de only child.

C. I was the only child.

W. One day I was from a friend's house I was nearly knocked down by car but got saved by a nyc gentleman with name Hinson. Ne den am make friends after de thing whe I happen.

C. One fateful day, I was from a friend's house, I was nearly knocked down by a car but I was saved by a nice gentleman.

W. A no say u bi fine cause Jah dey.

C. I hope you are fine because of God?

W. Secodary I hv plans for vacation classes at Prampram senior high school.

C. Secondly, I have plans to attend vacation classes in my school, Prampram Senior High School.

University of Education,Winneba http://ir.uew.edu.gh

3.5 Data Population

The study and sampling technique had ten targeted three groups in all (form one to three making a group. Purposeful sampling gave me seven groups. These comprised General Arts, Visual Arts and Business classes. These classes were the focused due to their frequent use of WhatsApp and the fact that their conversations were characterized with spoken, pidgin, and nonstandard language forms amidst contracted forms, abbreviation, omission, inversions of various forms. These groups were selected as a results of their population were; twenty two, twenty one, twenty, twenty five, in eighteen, twenty three and twenty six per a class (Group). Specifically, participants who are on the WhatsApp platform were thirty nine, thirty five and forty four respectively. Participants were students in form 1,2 & 3 of Prampram Senior High School. The experimental group used WhatsApp technology to develop their writing skills; whereas the control group (G7) was taught their writing skills through prescribed book.

Several limitations were found in the current study. First, the number of students is relatively limited and the number of men is not equal to the number of women, with women constituting a significant majority, which might have caused a bias in the research results. Another limitation is the lack of many studies on this topic, since the app is relatively new in the market in general and in the educational field in particular

3.6 Data Analysis

Data analysis is to critically probe and interpret interview and questionnaires collated to increase researchers understanding of research work. Collated data either qualitative data are constantly reviewed and re-organized to find out ways and new trends into a pattern (Merriam, 2009). Data was constantly sorted, arranged, reviewed and interpreted severally. This includes questionnaire with brief interviews, screen shots of

University of Education,Winneba http://ir.uew.edu.gh

WhatsApp chats, scanned exercises of students' academic writing and examining or paying particular heed to choice of wordsin WhatsApp used by students of Prampram.

Each group (a total of averagely twenty two students) was asked to (1) explain why they choose to morphosyntax even though it prevented some of them from proper spelling of English words (2) they were asked to list some of the ways they communicate on WhatsApp and how it has helped them to effectively communicate among their peers and other operational-constraints they have been encountering so far.

Outcome of these discussions within groups was documented by group representatives and formed the basis for whole group discussion that started the session for the next day. The idea was to find the common trends, the unique issues

and how they could be streamlined into the trends in communication among SHS students. Having the format of open interactive, less structured, less formal discussion, students were encourage to share and bring up issues that may not have been captured by earlier pointers and prompts used in guiding and facilitating previous discussions.

3.7 Conclusion

This chapter examined the methods adopted for the study, the research design and approach, population and sampling techniques as well as the data collection procedure and instruments.

University of Education,Winneba http://ir.uew.edu.gh

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4.1 Overview

This study is an attempt to analyze the influence of WhatsApp on English Language, mainly on the language preference when High School Students use WhatsApp for their basic communication processes. The study aims at evaluating the frequency of the group members in sending messages in WhatsApp groups and what is the most preferred language style in these communications. This study again concentrates on the different styles of language forms use in WhatsApp amidst; abbreviations, omissions, inversions, no use of punctuations, wrong spellings, and spoken words instead of written ones etc. used by students. Convenient sampling method was used to identify three different WhatsApp groups of students and the chats in these groups over a period of three weeks were taken as the data for the study.

The deviation from this standard constitutes a barrier to the acceptability and intelligibility of the information encoded. Such a deviation is an error which may not only be as a result of language or language-related problem but also social change or technological advance-related problem.

4.2 Morphology of WhatsApp chats

Linguistic minds opined that, word formation has these levels sounds - words (morphemes) – phrases – clauses –sentences – paragraphs - discourse - thesis. Though, these levels have various ways of words formation appropriate for both standard and non-standard forms of English Language used in both written and spoken communication. The basis of Standard English language is confirmed by Thakur (2010), says, morpheme as a minimal grammatical unit of a language. Words are stung

University of Education,Winneba http://ir.uew.edu.gh

to form meaningful sentences in conversation. These words have been used in various grammatical structures of the Standard English Language with the era of technology. The structures of data are contrary to Standard English Language as they appear different. Students' chats exhibited various word formation amidst; abbreviation, short hand, inversion, vernacular, pidgin, omission (include; writing of pronunciation words, omission of letters, word group replacement, subject verb replacement, word group omission), no punctuation, use of acronyms, rear use of articles etc. These reflect in data in reference in Appendix D, as in ;

W. u	C. You
W. kem	C. Come.
W. hu	C. Who?
W. yh	C. Yes.
W. jxt	C. Just
W. de	C. I
W. gud one	C. Good one.
W. nyc	C. Nice.
W. mina	C. Mina.
W. Monday	C. Monday.
W. aboa	C. Animal.
W. cheq	C. Check.
W. notin	C. Nothing.

The data above highlighted students' chats made of a letter representing a word, inversions, writing proper nouns with no capital letters beginning them, writing words in pronunciation, rear use of articles, pidgin.

University of Education,Winneba http://ir.uew.edu.gh

According to Storm's (2005) research work on SMS, "one problem with text messaging was brilliantly illustrated in commercial in which a mother is berating her daughter for a rising phone bill "Who are you texting 50 times a day? "IDK" shrugs the girl, 'My BFF, Jill Subtitles helpfully translate it as "I don't know, my best friend forever, Jill, but the issue remains- texting is changing our language and not necessarily for the better. He further added that, at the root of most, if not all, differences between normal English and text messaging slang – affectionately or mockingly known as "txt spk" – lies a desire to use as few characters as possible. He again thinks that, "a great part of the vocabulary of text messaging is made up of abbreviations acronyms and pictograms. Examples include;

"18r"	for	"later"
"u"	for	"you"
"sec"	for	"second"
"IDK"	for	"I don't know"
"OMG"	for	"Oh my God."
"AFAIR"	for	"As far as I remember".
SMILE –	for	"<3"

People who send a lot of text messages may end up using abbreviations, acronyms and pictograms in other contexts by sheer habit, even though it may be inappropriate. This he thinks they do in both writing and in speech as Crystal (1999) notes that, he has heard teenagers and adults alike use abbreviations rather than the corresponding sentences when speaking out loud. Again, he said that, in order to shorten words, people writing text messages may resort to phonetic spelling such as

"skool" for "school "thru" for " through"

University of Education,Winneba http://ir.uew.edu.gh

They may skip pronunciation or spaces or omit non-essential parts of sentences such as articles.

Finally, at word level any and all capitalization may be skipped in order to increase the speed of typing. These habits may persist even outside texting, leading to a slow deterioration of spelling and grammar skills. However, in a scholarly work from a journal indicated that, these habits become beneficial when distinguishing usage when appropriate (Adelaide.edu.au), so as to use these structures appropriately in academic work. "Note – taking needs to be concise. You do not need to write down everything word for word. These instances given were;

Ppl	people
Res	research
Natl	national
Egn	equation
Ed	education
Gov	government
Dep	department
#	number
Para	paragraph
w/o	without
@	at
Cf	compare to
Am	morning
Viz	namely
Asap	as soon as possible
Wrt	with respect

University of Education,Winneba http://ir.uew.edu.gh

4.3 Syntactic Structures of WhatsApp chats

Thakur (2011), states, syntax is the study of ways in which words could be strung together to form acceptable sentences. According to Cambridge dictionary, syntax is "the arrangement of words and phrases to create well-formed sentences in a language. The syntactic structures used by students in WhatsApp conversation appear to be a blend or a mixture of both standard and non- standards' of English Language. These sentence structures appear in the form with either there is no subject, omission of auxiliaries, replacement slots of object to subject slots, using a word as a sentence, spelling mistake, use of acronyms and abbreviation, use of pidgin, use of inversion, use of vernacular, writing with no use of punctuation etc. Instances in data as they come in Appendix D include;

W. u gals looked sweet	C. The girls looked gorgeous.
W. u wan resh me tsua	C. Do you want to rush me?
W. u dey	C. Have you been around?
W. better than ever	C. Better than never.
W. am ruth	C. I am Ruth.
W. am back	C. I have returned.
W. am back	C. I have returned.
W. u gals looked sweet.	C. The girls looked gorgeous.
W. wossp	C. What are you up to?

When sample data provided above are observed critically, you will observe that students' conversation are full of non-standard sentence structures. They come with; no subject, omission of auxiliaries, replacement slots of object to subject slots, using a word as a sentence, spelling mistake, use of acronyms and abbreviation, use of pidgin, use of inversion, use of vernacular, writing with no use of punctuation etc.

University of Education,Winneba http://ir.uew.edu.gh

The major effete of New Media on language is that, sentences and phrases become shorter (Willgress, 2016). Technology has a great deal to say about how we communicate with each other online. Twitter only allows 140 characters or less- and people convey a lot in those 140 characters (Cohn, 2014). Acronyms are only not only used in personal common language. Technology has transferred these words we use into abbreviations and acronyms, for instance, Electronic Mail" has become E-mail. Certain emotions such as: and abbreviations like LOL enhance beneficial features of non-verbal communication in the written format itself (Reed, 2014).

Generally, language is always evolving and technology is a healthy part of that evolution. New Media is making it easier than ever to contribute to the evolution of language. That is why Tenore (2013) argues that, the way in which we use social media takes us back to the oral tradition as it is much more conversational.

Negative effects of WhatsApp chats in the study of English language or academic work

Geertsema et al (2011), conducted studies which aimed at determining the possible influence of text messaging on certain aspect of learners' written language skills. The research makes an observation that; in general teachers and educationists are of the opinion that, SMS language has negative impact on written form of English language. The negative influence is perceived which leads to poor grades and diminished knowledge of Standard English. Muhammed (2009), in his studies discovered that, text messaging has a negative impact on spelling skills of students and increasing appearance in for all school papers. He added that, the impact of text messaging on spelling is the fact that, texting is here to stay – at least until the next trend in communication comes along.

University of Education,Winneba http://ir.uew.edu.gh

4.4 Pidgin English in WhatsApp

Despite the importance of Pidgin English, it has adversely affected the use of English Language. A great number of times, a student prefers to express his or herself in Pidgin English rather than go through the rigorous of speaking simple correct English. (Santos, Project topic) This study though published in Nigeria, has relatively similar situation in Ghana, specifically, Prampram Senior High School and possibly elsewhere. The journal further stated, sometimes, they use it interchangeably and this results to ungrammatical structures and non- standard English. The research referenced chief examiners report of (2007) which was contrary expectation to performance of the candidates. It was as if all candidates registered were illiterates and unqualified candidates for the test.

A quote from Adeloyin (1999, 40) states that, Pidgin English is developed from a contact English. He sees it a first variety of the English Language. This because when two people come in contact, the necessity for communication would necessitate the evolvement of a language of communication, a kind of inter- language, which will be a mixture of the two languages. This he stressed that, Nigeria Pidgin English is a variety which is very strong among the less educated and educated people too.

Meanwhile, Yule (1996. 223 -234) also confirmed and added that, it is a variety of a language which was developed for some practical purposes, such as trading among people who had a lot of contact but who do not know each other's language. This is adopted by these students in Ghana in the social media communication as indicated in the article AND works referenced to Saro-Wiwa(1985), Sozaboy1965),Amos Tutuola, *The Palm Wine Drinkard* written in Pidgin English.

The journal further however stated that, students learn Pidgin English from their relatives, friends mates and carry the language to school where it becomes difficult for

University of Education,Winneba http://ir.uew.edu.gh

them to learn the standard language. They end up using the pidgin in academic works as they are more families with the language. This is one of the numerous ways, students perform poorly in the Standard English Language as they become fluent in Pidgin English Language.

4.5 Students

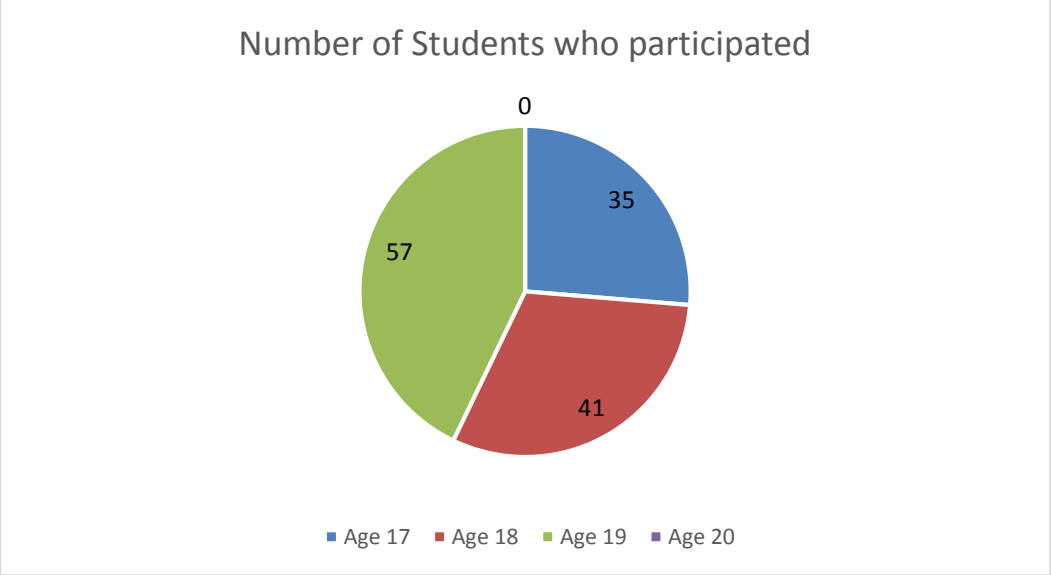
All students said they were introduced to WhatsApp application by either family members or friends. Thence, thirty one participants said they were introduced to WhatsApp by family members and one hundred and one participants were introduced to WhatsApp application by friends.

All the students in the assessment are representatives from Prampram Senior High School. These students are at every level of SHS - one through to three students in Prampram SHS and between the age group seventeen (17) through nineteen (19) years. One hundred and thirty-three students participated in the assessment survey and discussions; fifty-eight female students and ninety-seven young male students. All participants had some level of education (at least Basic education) and all are students of senior secondary education.

Ages of students at Prampram SHS

Age 17 years	35
Age 18 years	41
Age 19 years	57
Ages 20 years	0

University of Education,Winneba http://ir.uew.edu.gh



Source: Fieldwork

Figure 1: Age groups of students

About two-thirds of the students were into constant WhatsApping on daily basis and about a third has used WhatsApp once in a while to communicate with friends and families. More than a third of the students were above the ages of 17-18 years. The low female participation to male\ reinforces the need for gender inclusiveness and empowerment as more young ladies are regularly on WhatsApp.

A total of one hundred and fifty five (155) survey questionnaires were distributed out of two hundred (200) questionnaires and all 155 students responded and submitted their questionnaires. Questionnaires were filled and returned although some people did not complete all the sections.

4.6 Result Analysis and Discussion

Based on the findings from the questionnaires, exercises and WhatsApp data the following gaps in knowledge and skills were identified and addressed:

University of Education,Winneba http://ir.uew.edu.gh

- How effective the students are able to communicate using abbreviation, acronyms spoken words to enhance both social and academic
- How the students construct and use words, sentences in WhatsApping.
- How students form their own words in communicating with their friends?
- Does language use in WhatsApp help students articulate in standard writing, spellings and development of standard language writing skills?
- How effective has WhatsApp syntax helped the students in their studies.

More than half of the students or participants lack the technical and standard writing skills, especially in developing good composition and this has affected them in good and standard spellings of English words and better development of clauses, sentences in English writing. Due to the technical and educational backgrounds of most of the students or participants, they are unable to perform well mostly in their English Language, as it is affecting them in standard write-up in English language and this hinders growth in English communication, for some students it has helped them to rather pick up the language of effective communication and writing in English. These examples are in Appendix C2 to E2 .

For example: the following WhatsApp conversation between speakers 'A' and 'B' as written bellow demonstrates the structural characteristics of WhatsApp chatting.

A: wens d clss / When is the class?

B: 2mrw, 2pm/The class is tomorrow, 2pm.

A: 9c b dere/It is nice, I will be there.

The example above displays the nature of the language of WhatsApp chatting as it is juxtaposed with the conventional structures.

University of Education,Winneba http://ir.uew.edu.gh

4.7 Conclusion

This chapter presented the findings of analysis of some of selected Questionnaires, GRPOUP WhatsApp

Chat and sample exercises from students. Findings reveal that students transfer WhatsApp chats to their academic work in the school but they are adjusting to reducing the impact for better performance in their education.

Again, it was revealed from the study that distinction between the language usages in both social media and academic is the key to best school performance and future since standard and non- standard language structures cannot be avoided in our communities, Ghana and the world at large.

University of Education,Winneba http://ir.uew.edu.gh

CHAPTER FIVE

CONCLUSION/ SUMMARY & RECOMMENDATIONS

5.1 Introduction

This chapter covers the summary and conclusion based on the findings of the study. It also includes limitations, future research and recommendations of the research.

5.2 Summary

The study surveyed the language structures use in WhhatsApp chatting (messaging) of some selected students of Prapram Senior High School through the language use of WhatsApp language and the negative effects associated to the study of Standard English Language.

The findings reveal that the language features exhibited by students on WhatsApp through daily conversations amidst; no subject, omission of auxiliaries, replacement slots of object to subject slots, using a word as a sentences, spelling mistake, use of acronyms and abbreviation, use of pidgin, use of inversion, use of vernacular, writing with no use of punctuation etc. were blend of both standard and non – standard sentence structures to communicate to mates, friends and relations. This has the support view of some authorities such as; Storm (Project Topics.com) states " a great deal of the vocabulary of text messaging is made up of abbreviations, acronyms and pictograms, they write to resort to phonetic spelling, skip punctuation, spaces, omit non-essential parts of sentences, skip capitalization in order to increase the speed of typing."

University of Education,Winneba http://ir.uew.edu.gh

5.3 Conclusion

This study set out to investigate the morphosyntactic structures of the WhatsApp (SMS) language of English Communication I students and the types of SMS language features these students used in their written work at Prampram Senior High School in the Greater Accra Region. With reference to the morphological structures of SMS language, it was discovered that, in one instance, the occurrence frequency percentages of certain textisms (e.g., rebus, letter and number or number and letter homophones, and initialisms and alphabetisms) in the participants' text messages, were slightly lower than the highest occurrence frequency percentages of textisms reported in other studies on text message features.

In another instance, it was found that two textisms (e.g., initialisms and alphabetisms, and phonetic approximations) with the highest occurrence frequency percentages in the second data set, yielded higher occurrence frequency percentages than those in the first data set. It also merged that the occurrence frequency percentages of these two textisms seemed to be higher than those reported in other studies on text message features.

With regard to the participants' writing samples, four SMS language features occurred frequently: phonetic approximations; misspellings and typos; shortenings, acronyms and abbreviations; rebus, letter and number or number and letter homophones, pidgin and vernacular. In contrast, SMS language features, such as accent stylisations and respellings, initialisms and alphabetisms, upper and lower cases, contractions, aphaeresis, apostrophe omissions, and colloquialisms occurred less frequently. Most importantly, the frequency and proportion of textisms in the participants' writing samples were lower than those reported in studies, such as Freudenberg's (2009) and that by Rosen et al. (2010). Finally, the findings of this study are largely specific and responsive to the nature of the data types, as sourced from the participants' WhatsApp

University of Education,Winneba http://ir.uew.edu.gh

chats and writing samples. As such, there are studies that may replicate these findings, and those that may not. Moreover, cross-sectional studies involving students across study levels and involving a lot more data types are needed to better understand the morphosyntactic forms employed by students in their WhatsApp language

5.4 Limitation

The study researched students of senior high school on the kind of language structures (morphology and syntax) used in WhatsApp conversation. However, the findings must be view in the light of limitations. The study faced certain constraints during the study.

The data collection for this research was on language use in WhatsApp and exercise of students' academic work. There were delayed in receiving data from teachers and student group administrators as some of them were either sick or one situation had taken them somewhere. Others were, chapter one to three of my research and exercises screen shot from students class works were corrupted and also my ill-health did not assist enough to complete of study leading to delay in submission.

5.4 Further research

WhatsApp as technological medium of communication is one of the early ones in conversing and impact cannot be underestimated.

This study opens up a number of opportunities for further research. Examples for further work include;

- Morphosyntatic analysis of WhatsApp chats among senior high school (elsewhere) in Ghana apart from where this research was conducted
- Syntaticanalysis of WhatsApp chat among senior high school students or undergraduate students etc.

University of Education,Winneba http://ir.uew.edu.gh

5.5 Recommendation

I recommend by suggesting WhatsApp should be used or included in the use for formal instructions between teachers and students. The more teachers imbibe the culture of using it for passing instructions to their students, they can be exposed to the syntactic forms of the language and appropriate usage in both formal and informal. The WhatsApp application should contain features for correcting English spellings and correcting phrases. Secondly, that our government should fit autocorrect feature on the WhatsApp to correct and reshape word or phrases the students may want to ignore whilst writing or sending messages to friends.

Of all the technological means noted above, the WhatsApp app has become one of the most popular in the market, as evident from its usage by both young and elderly users. Message can be sent both personally and in-group form, such that it is possible to communicate with several people simultaneously.

Following the incessant use of this app especially the younger generation, it is evident that it has entered the educational system and academia. Previous studies have found that class WhatsApp groups are used for communicating with students, nurturing a social atmosphere in class, forming a dialogue and collaboration between the students, and as a means of learning. Furthermore, there is a large amount of messages and the need to deal with improper language, and finally, students have high expectations that the teacher will answer their questions quickly and effortlessly.

Finally, Helderman (2003) observed that the negative effects of messaging systems on the usage of English language by the students could be brought down if the teachers are strong enough. He is of the opinion that students know to distinguish between the SMS writing and Classroom writing. The students would be careful not to bring in SMS

University of Education,Winneba http://ir.uew.edu.gh

language in their academic writing if the teachers create awareness about it (Helderman, 2003). In other words, students must be noted to differentiate WhatsApp (SMS) chatting or messaging and classroom writing - Standard English Language.

University of Education,Winneba http://ir.uew.edu.gh

REFERENCES

Adeloyin, A. (1999). *The Effect of the Nigerian Pidgin English on the Academic Performance of University Students in Nigeria.* https:///www.academia.edu.

Bouhnik, D., &Deshen, M. (2014). WhatsApp Goes to School: Mobile Instant Messaging between Teachers and Students. *Journal of Information Technology Education: Research, 13,* 217-231. (http://goo.gl/0RzAmi) (2016-08-06).

Bueno-Alastuey, M.C. (2011). Perceived Benefits and Drawbacks of Synchronous Voice-based Computer- mediated Communication in the Foreign Language Classroom. *Computer Assisted Language Learning, 24(5),* 419-432. https://doi.org/10.1080/09588221.2011.574639

Bueno-Alastuey, M.C. (2013). Interactional Feedback in Synchronous Voice-based Computer Mediated Communication: Effect of Dyad. *System, 41(3),* 543-559. https://doi.org/10.1016/j.system.2013.05.005

Cohn, B. R. (2014). *Visual Language Lab.*Bloomsbury.www.visuallanguage.com/papers.html

Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Thousand Oaks: Sage.

Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative and Mixed Method Approaches.* Thousand Oaks: Sage.

Creswell, J.W. (2013). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches.* Sage: Thousand Oaks.

Crystal, D. (1980). *Language Endangerment: Globalisation and the Fate of Minority.* https://books.google.com.gh-books.

Crystal, D. (1999). *Exploring the Second language Mental Lexicon.*https://books.google.com.gh-books

University of Education,Winneba http://ir.uew.edu.gh

Dansieh, S. A. (2011). SMS texting and its potential impacts on students' written communication skills. *International Journal of English Linguistics* 1(2), 222–229. http://dx.doi.org/10.5539/ijel.v1n2p222

Dawson, C. (2002). *Practical Research Methods: A User-friendly Guide to Mastering Research Techniques and Projects*. Google Books.

Deumert, A.&Masinyana, S. O. (2008).Mobile language choices. The use of English and isiXhosa in text messages (SMS): Evidence from a bilingual South African sample. *English World-Wide29*(2), 117–147. http://dx.doi.org/10.1075/eww.29.2.02deu

Drouin, M. & Davis, C., (2009). 'R U texting? Is the use of text speak hurting your literacy? *Journal of Literacy Research 41*, 46–67. http://dx.doi.org/10.1080/10862960802695131

Durscheid, C. & Stark, E. (2011).*SMS4Science: An International Corpus-Based Texting Project and the Specific Challenges for Multilingual Switzerland.*(Digital Discourse Language in the New Media.Oxford University Press.

Freudenberg, K. (2009). *Investigating the Impact of SMS Speak on the Written Work of English First Language and English Second Language High School Learners*, Viewed 20 December 2014, from http://scholar.sun.ac.za/bitstream/handle/10019.1/2052/freudenberg_investigating_2009.pdf?sequence=1

Geertsema, S., Hyman, C. & Van Deventer, C. (2011). Short message service (SMS) language and written language skills: Educators' perspectives. *South African Journal of Education 31*, 475–487.

Henning, E., VanRensburg, W. & Smit, B. (2004). *Finding Your Way in Qualitative Research*. Pretoria: Van Schaik.

Herring, S. C. &Kapidzi, S. (2011). Gender, communication and self-presentation in teen chatrooms.*Mediated Communication, 17*.Revisited: Have Patterns Changed.

University of Education,Winneba http://ir.uew.edu.gh

Kahari, L., Mutonga, L. &Ndlovu, T. (2013). Syntactic aspects in text messages of University of Zimbabwe students. *Journal of Arts and Humanities* 2(10), 79–87.

Lindlof,& Taylor (2002). *Qualitative Communication Research Methods – Language Arts & Disciplines.*Page 357.https://books.google.com.gh

Longman Dictionary of Contemporary English (1987: 107)

Longman Dictionary of Contemporary English Pearson Education (2014). 6th Ed. https://linkspringer.com/article/10.1007/

Merriam, S. B. (2009). *Qualitative Research: A Guide to Design and Implementation.* San Francisco, CA: John Wiley & Sons.

Njemanze, Q. U. (2012). The SMS style of communication: Implications of language usage among Nigerian university students' communication. *Journal of Communication 3(1),* 17–23.

Nweze, I. M. (2013). 'SMS texting among GSM users in Nigeria: A morpho-syntactic analysis. *Research on Humanities and Social Sciences* 3(15), 84–91.

Odey, V. E., Essoh, N. E. G. &Endong, F. P. C. (2014). Effects of SMS texting on the writing skills of university students in Nigeria: Case of the College of Education Akamkpa. *International Journal of Linguistics and Communication* 2(3), 83–96. http://dx.doi.org/10.15640/ijlc.v2n3a4

Oladoye, O. (2011). *Syntactic and Lexico-Semantic Analysis of Selected SMS Text Messages among the University of Ilorin Students*. Unpublished Bachelor Mini-dissertation, University of Ilorin, Ilorin.

Ong'onda, N. A., Matu, P. M. &Oloo, P. A. (2011). 'Syntactic aspects in text messaging', *World Journal of English Language 1(1),* 2–8. http://dx.doi.org/10.5430/wjel.v1n1p2

Pathan, M. M. (2012). Texting or deving?language of SMS from stylistic perspective. *Research Vistas 1(3),* 1–13.

University of Education,Winneba http://ir.uew.edu.gh

Powell, D. & Dixon, M. (2011). .Does SMS text messaging help or harm adults' knowledge of standard spelling. *Journal of Computer Assisted Learning 27*, 58–66. http://dx.doi.org/10.1111/j.1365-2729.2010.00403.x

Rosen, L. D., Chang, J., Erwin, L., Carrier, M. & Cheever, N.A. (2010). The relationship between "textisms" and formal and informal writing among young adults. *Communication Research 37*, 420–440. http://dx.doi.org/10.1177/ 0093650210362465.

Schutz, L. E. (2011). *The Intentional Alfred Circle for Phonology and Interpretive Social Science.*Springer.www.schutzcircle.org

Srygley, K. S. (2014). Influence of mass media on today's young people. *ASCD*.http://www.ascd.org//ASCD/pdf/journals/ed.

Storm (2005). In Review: Text Messaging Takes World GolnazEsfandiari (Radio Free Europe/Radio Liberty.

Yin, R. K. (2003).*Case Study Research: Design and Methods*. Sage, Thousand Oaks.

Yin, R. K. (2011).*Qualitative Research from Start to Finish.* New York, NY: The Guilford Press. https:/psycnet.apa.org.

Yousaf, Z. & Ahmed, M. (2013). Effects of SMS on writing skills of the university students in Pakistan: A case study of University of Gujrat. *Asian Economic and Financial Review* 3(3), 389–397.

Yule, G. (1996). *The Study of Language,* 4th ed. https://www.academia.edu

University of Education,Winneba http://ir.uew.edu.gh

APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

Post Office Box CO 2872
Tema
23rd April, 2019.

The Headmaster.
Prampram Senior High School
Prampram.

Dear Sir,

LETTER OF INTRODUCTION

I wish to introduce myself to your humble institution that I am pursuing a post - graduate programme of the University of Education, Winneba, and I wish to seek your permission to gather my data for my thesis in your school.

The topic I am writing on is: "***Morphosyntatic Analysis of WhatsApp Message AmongPrampram Senior High Students (SHS)".*** I would request to your higher esteemed selected students who have indicated interest to support my research work to be allowed to bring to school their smart phones for use in collecting the data.

I need your support and assistance in concluding my work.

Thank you in anticipation of your consideration and kindness.

Yours faithfully,

……

University of Education,Winneba http://ir.uew.edu.gh

LYDIA MAWUENA

APPENDIX B

RESEARCH QUESTIONNAIRE

PART 1: Student's Personal Particulars

- Name of the Student: ……..
- Gender: A) Female……. B) Male…….
- Age:
- Class of Student: A) SHS 1……. B) SHS 2……. C) SHS 3…….

Educational Background:

- Have you done BECE? A) Yes……. B) No……..
- What program are you pursue at Prampram Senior High School?
  A) Science……

  A) General Art…….

  B) Agriculture…….

  C) Visual Art…….

  D) Home Economic…….

  E) Technical Skills……..

PART 2: Students On Social Medi

- Are you on any social media? A) Yes…… B) No……..
- Which other social media are you on? (Tick the ones applicable to you).....

  A) Facebook..

  B) Twitter..

  C) Instagram..

  D) SMS (Text) Messenger

- When did you start using social media?..... Especially WhatsApp……..

- Which of these social media are you regular on?.....

University of Education,Winneba http://ir.uew.edu.gh

- Are you on WhatsApp?.....
- Do you use WhatsApp in learning? A) Yes…… B) No…
- Who introduce you to WhatsApp?
- How regular are you on whatsApp? …….
    A) Very regular uses it every day
    B) Use it only in the morning
    C) Use it only in the evening
    D) Use it once every week
    E) Use it only on weekends
- Who do you chat with on your WhatsApp? (Tick as many that are applicable to you)

A) Families
B) Students
C) Group platform
D) Friends

- What do you use your WhatsApp for? (Tick as many that are applicable to you)

A) Chatting by sending messages
B) Religious activities
C) Fashion promotion
D) Cultural events
E) Political discussion
F) Educational studies

University of Education,Winneba http://ir.uew.edu.gh

PART 3: Student Methods for Communication

- How do you text your messages? A) In good English B) in pidgin English C) or both
- How effective the students are able to communicate using short abbreviation
- How the students understands syntactic WhatsApping.
- Do you form your own words in communicating with your friends?
- Does it help in proper writing, spellings and development of proper writing skills.
- How effective has syntactic WhatsApping helped the students in their studies.
- Explain why they choose to morphosyntax even though it prevented some of them from proper spelling of English words.
- List some of the ways they communicate on WhatsApp and how it has helped them to effectively communicate among your peers.

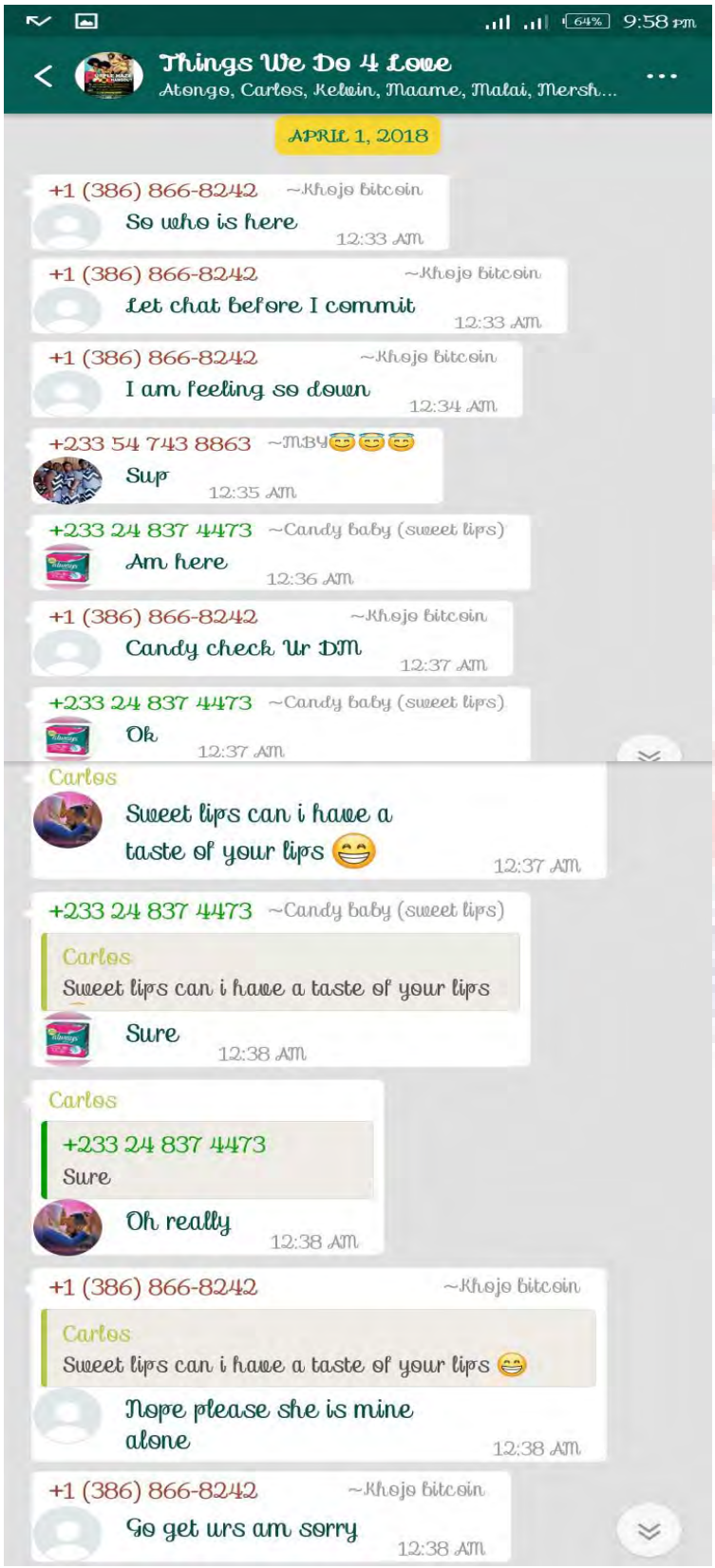
PART 04: Student Interview sessions to understand their writing methods

Students broken into groups for discussions

University of Education,Winneba http://ir.uew.edu.gh

APPENDIX C 1: Samples of General Arts Students' WhatsApp Chat

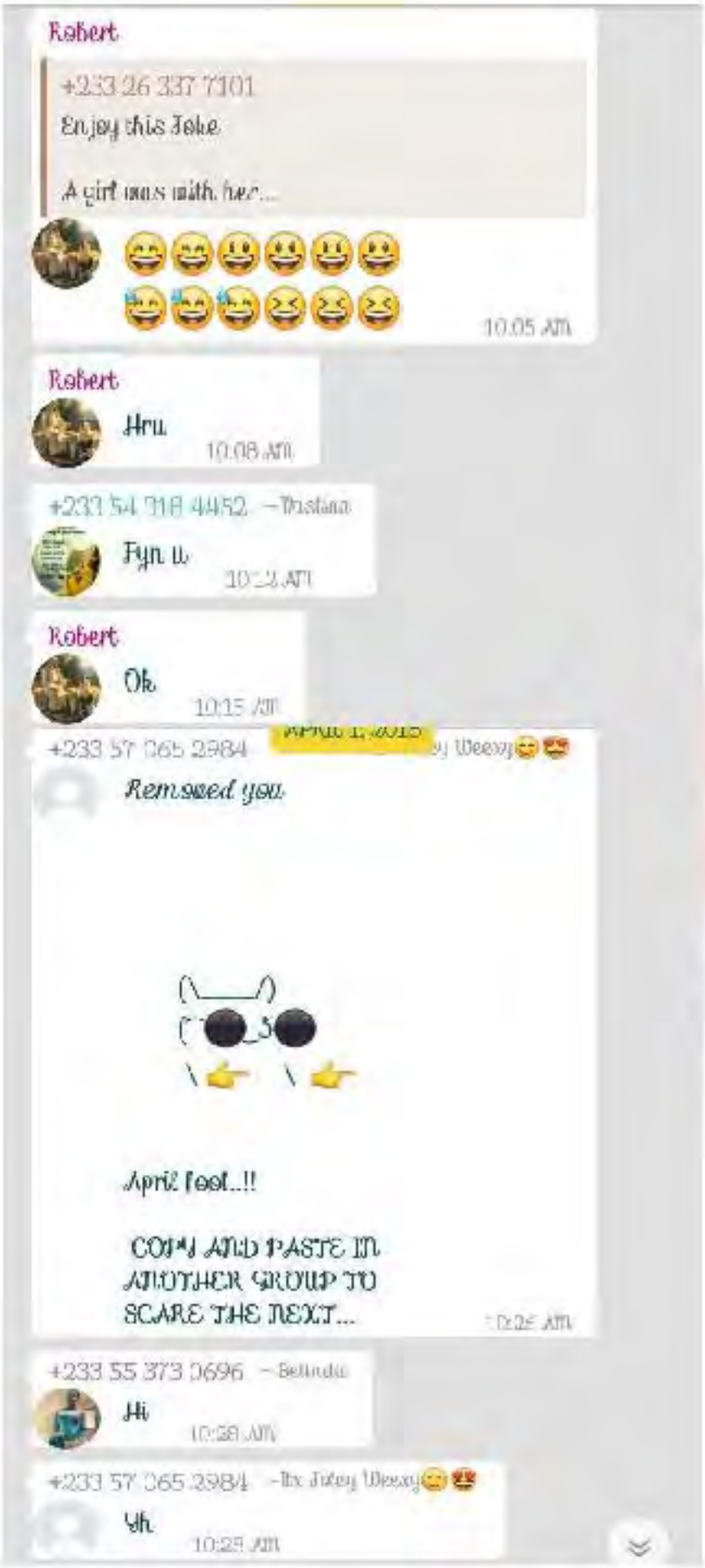
GENERAL ARTS CLASS WHATSAPP CHAT



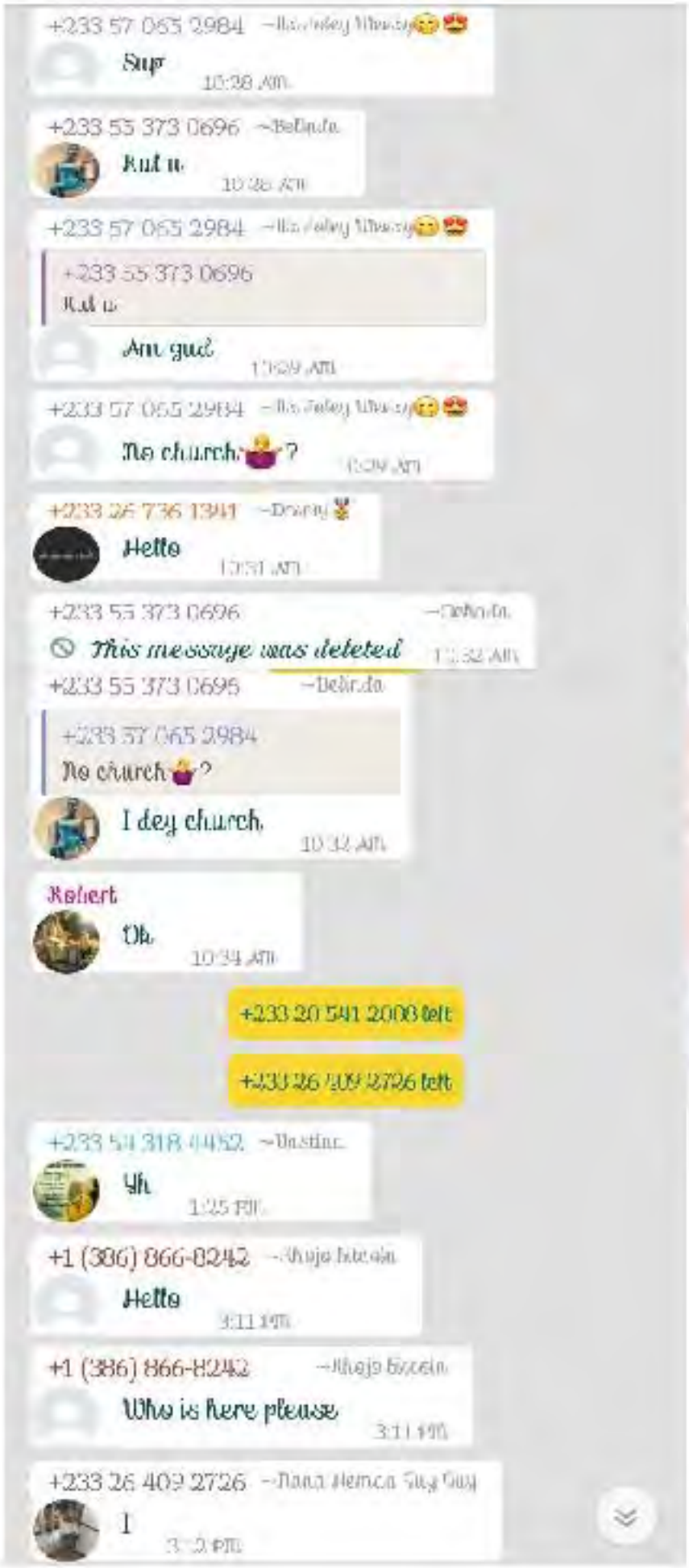
University of Education,Winneba http://ir.uew.edu.gh

University of Education,Winneba http://ir.uew.edu.gh

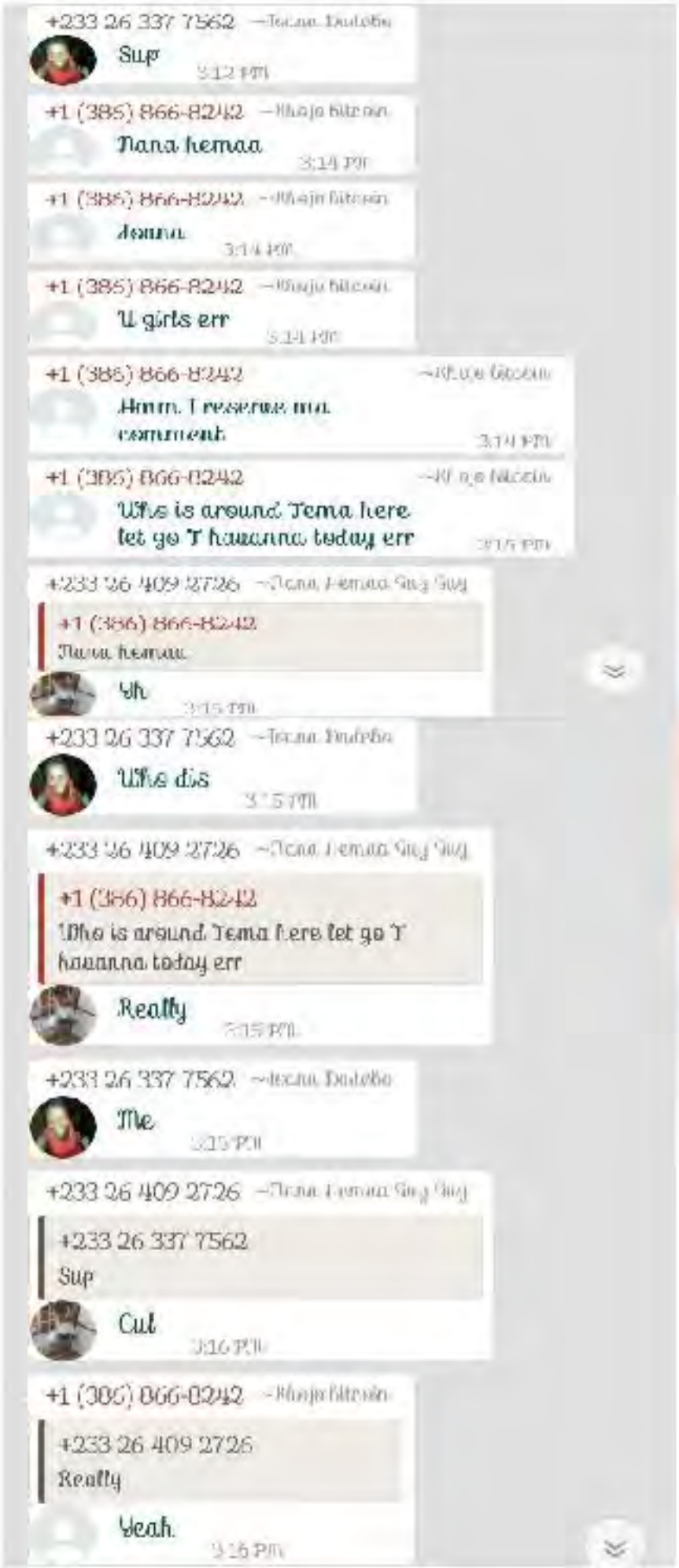
University of Education,Winneba http://ir.uew.edu.gh



University of Education,Winneba http://ir.uew.edu.gh

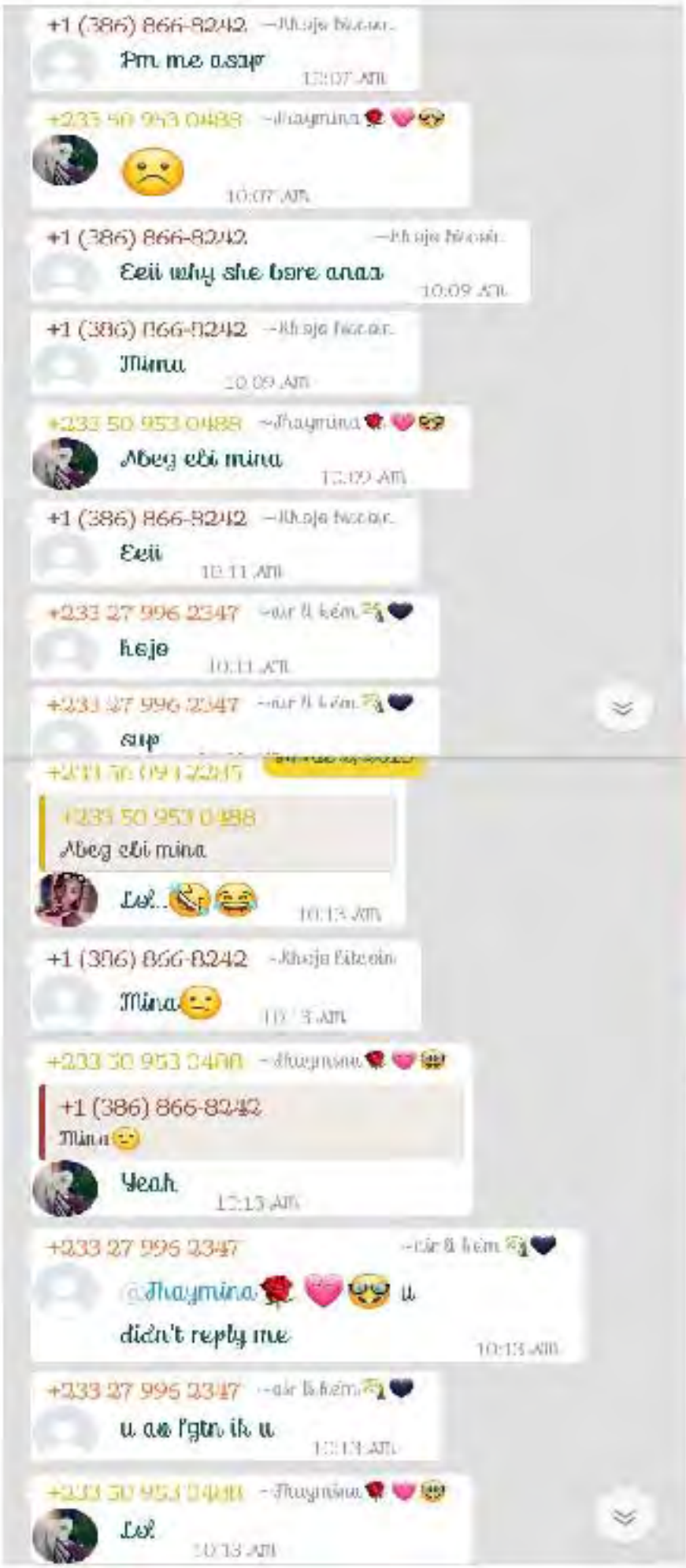


University of Education,Winneba http://ir.uew.edu.gh



University of Education,Winneba http://ir.uew.edu.gh

University of Education,Winneba http://ir.uew.edu.gh



University of Education,Winneba http://ir.uew.edu.gh

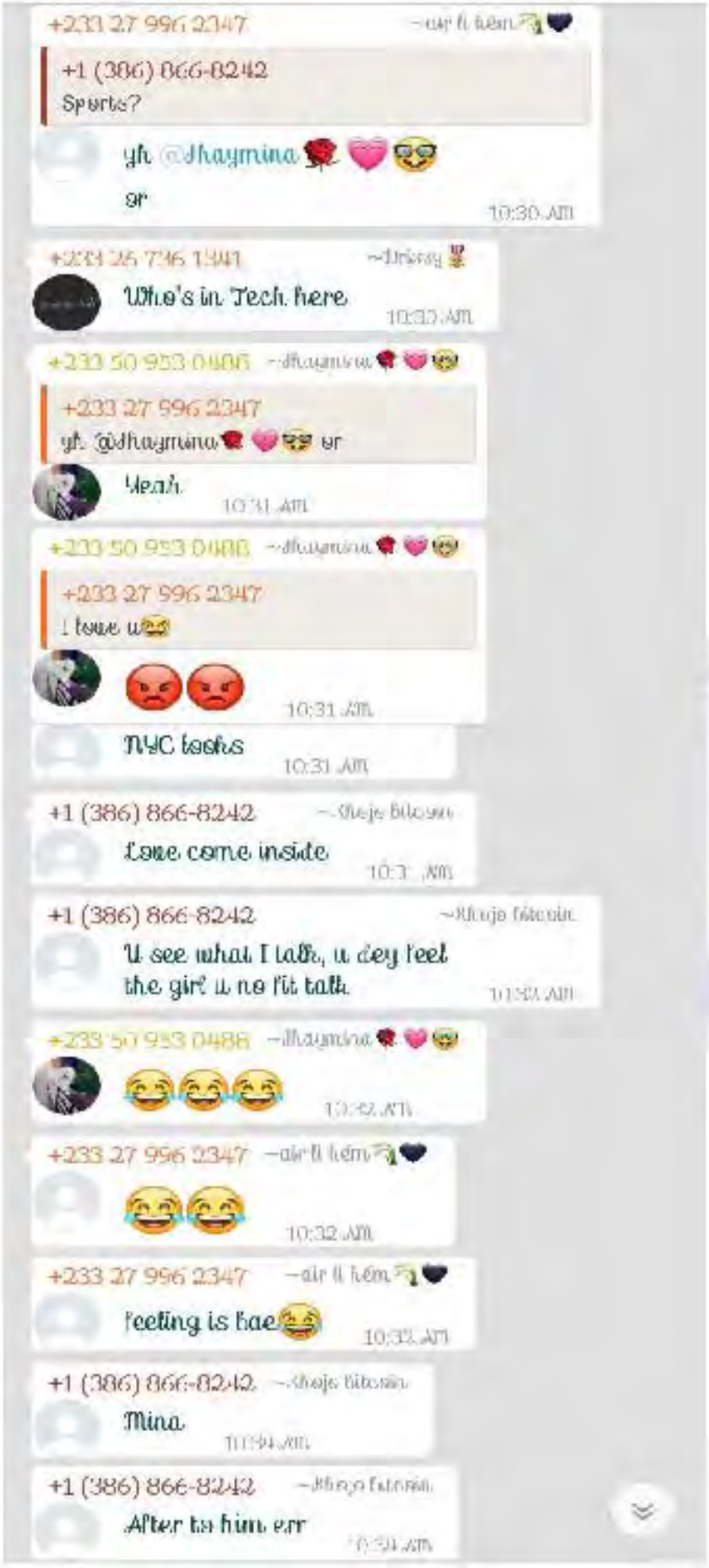
University of Education,Winneba http://ir.uew.edu.gh

University of Education,Winneba http://ir.uew.edu.gh

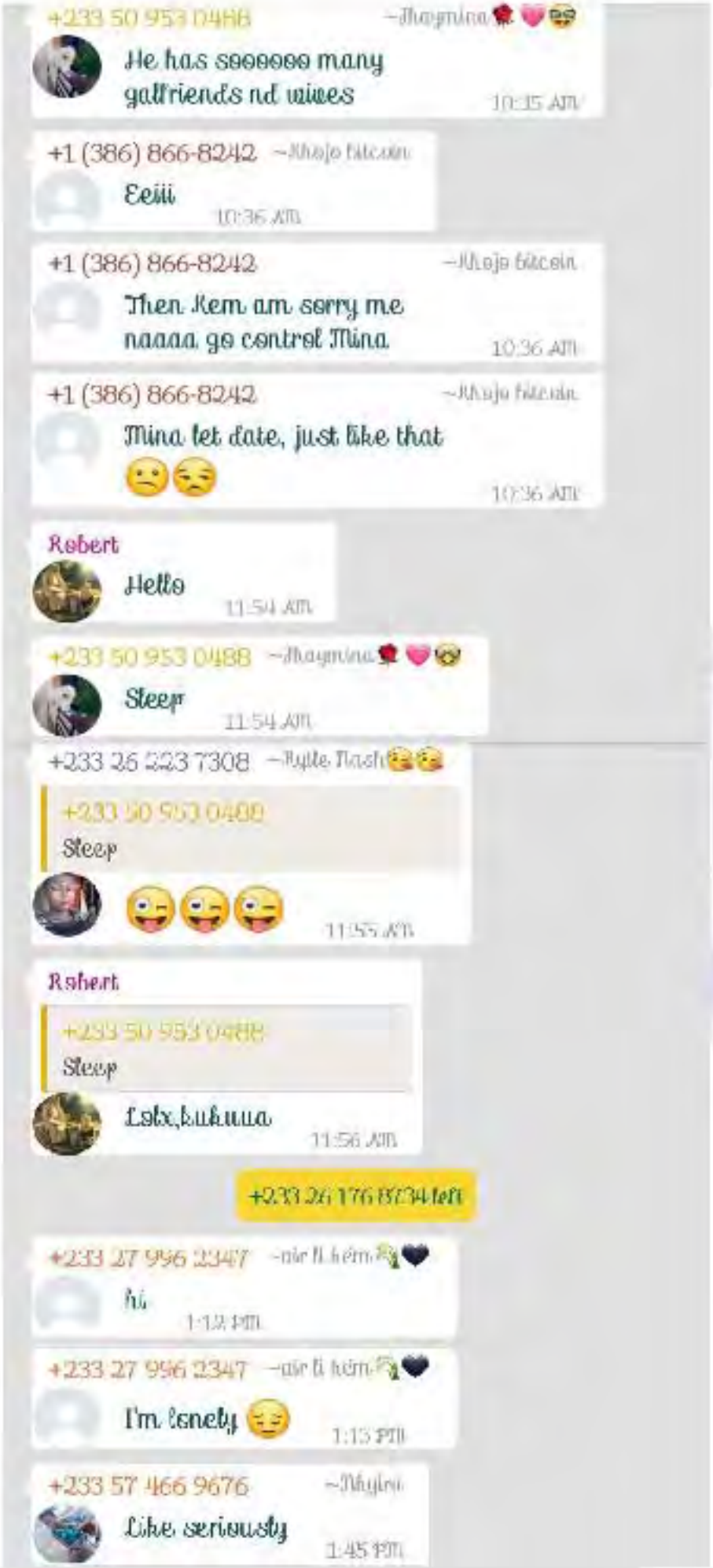
University of Education,Winneba http://ir.uew.edu.gh

University of Education,Winneba http://ir.uew.edu.gh

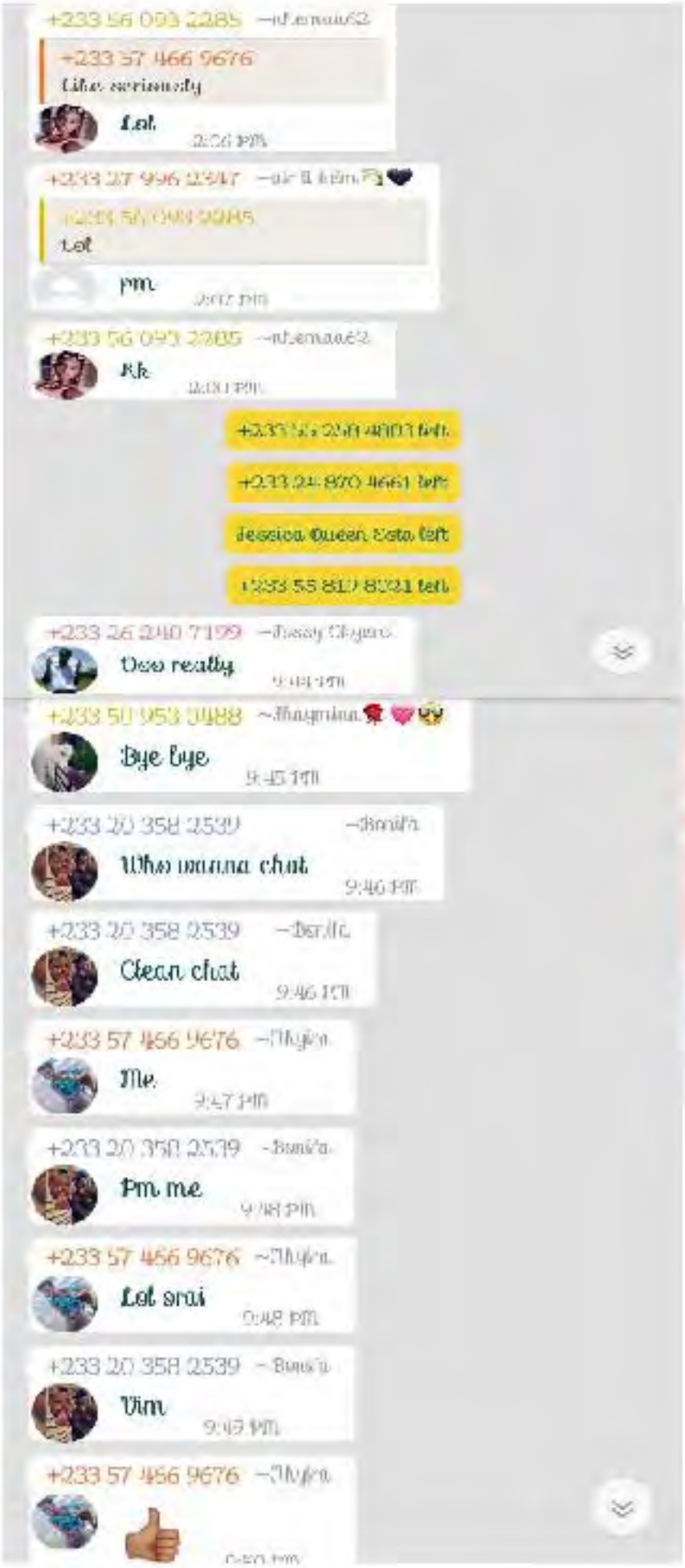
University of Education,Winneba http://ir.uew.edu.gh



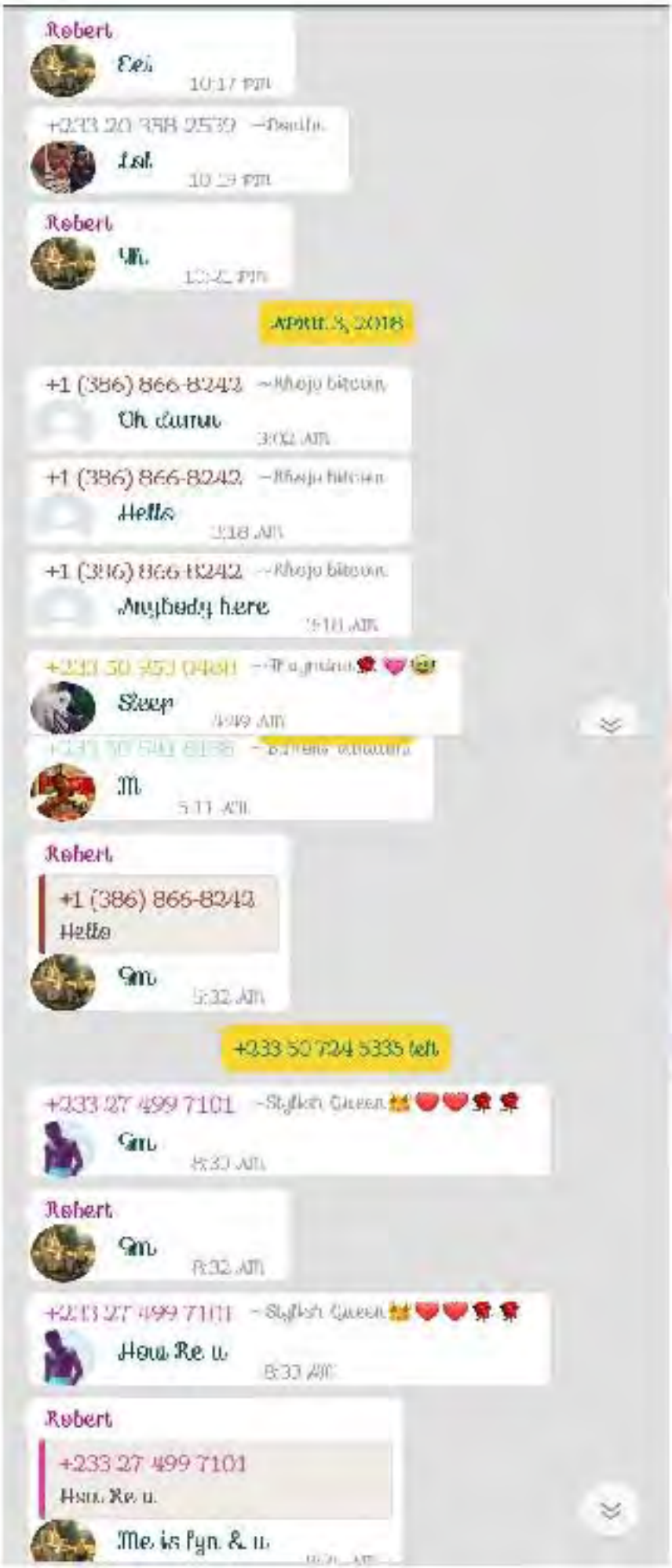
University of Education,Winneba http://ir.uew.edu.gh



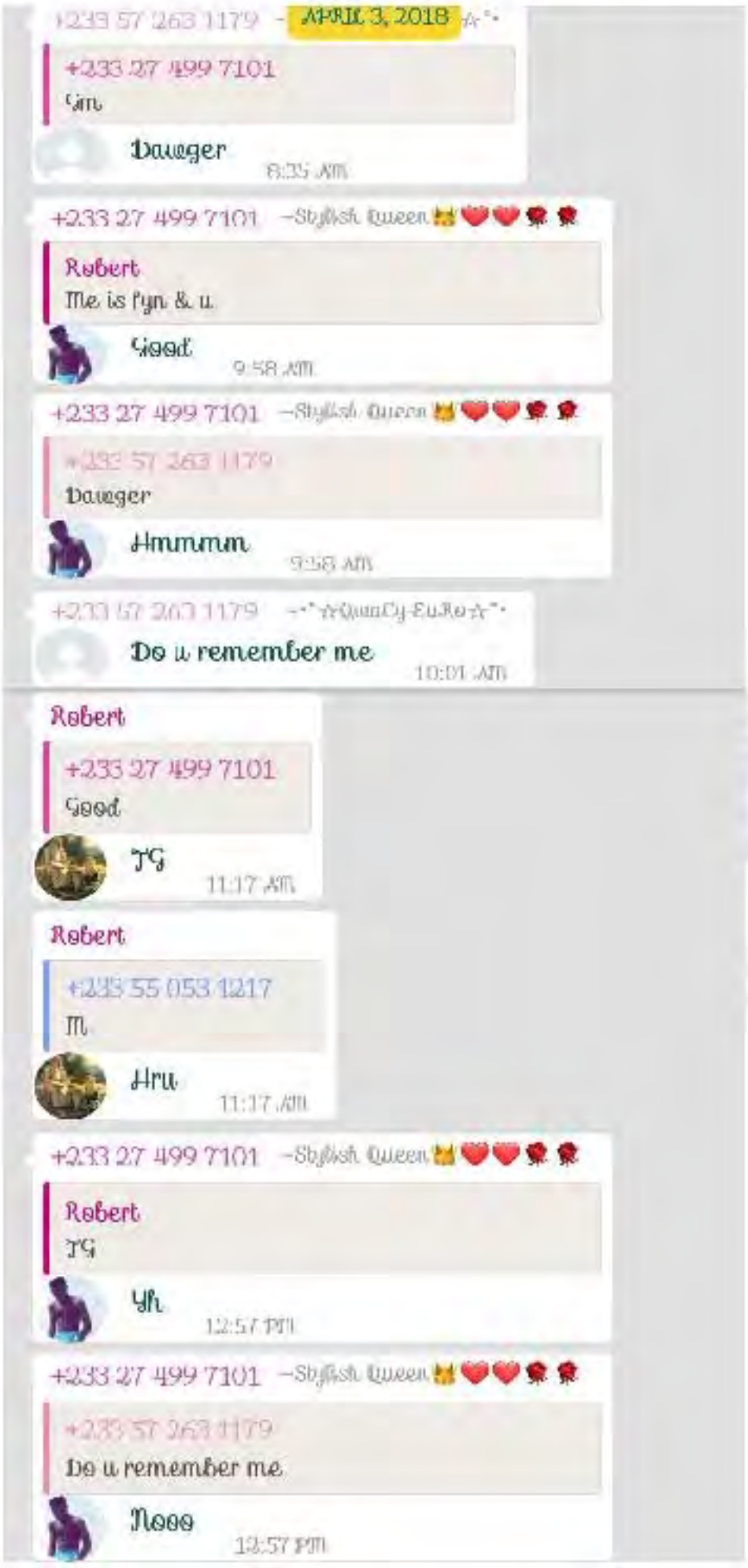
University of Education,Winneba http://ir.uew.edu.gh



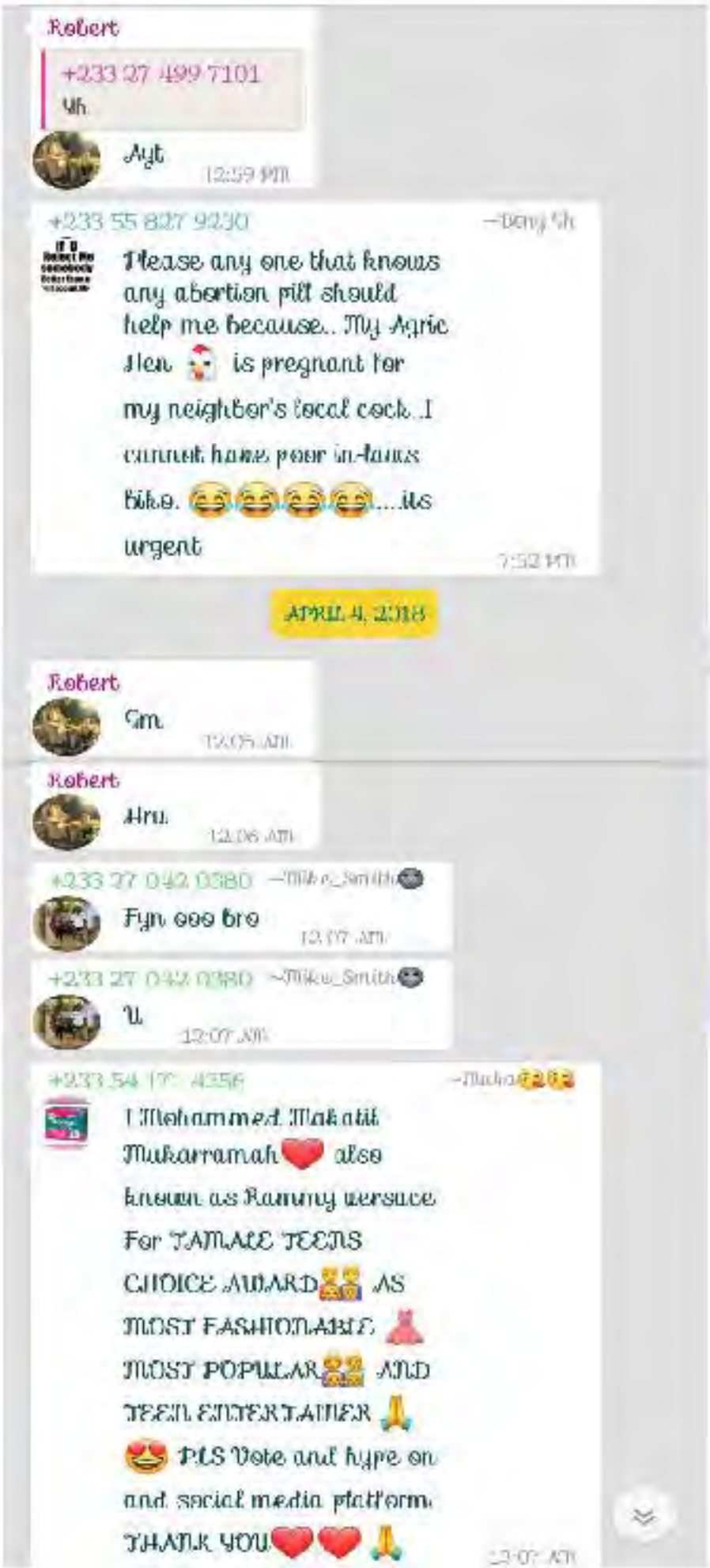
University of Education,Winneba http://ir.uew.edu.gh



University of Education,Winneba http://ir.uew.edu.gh

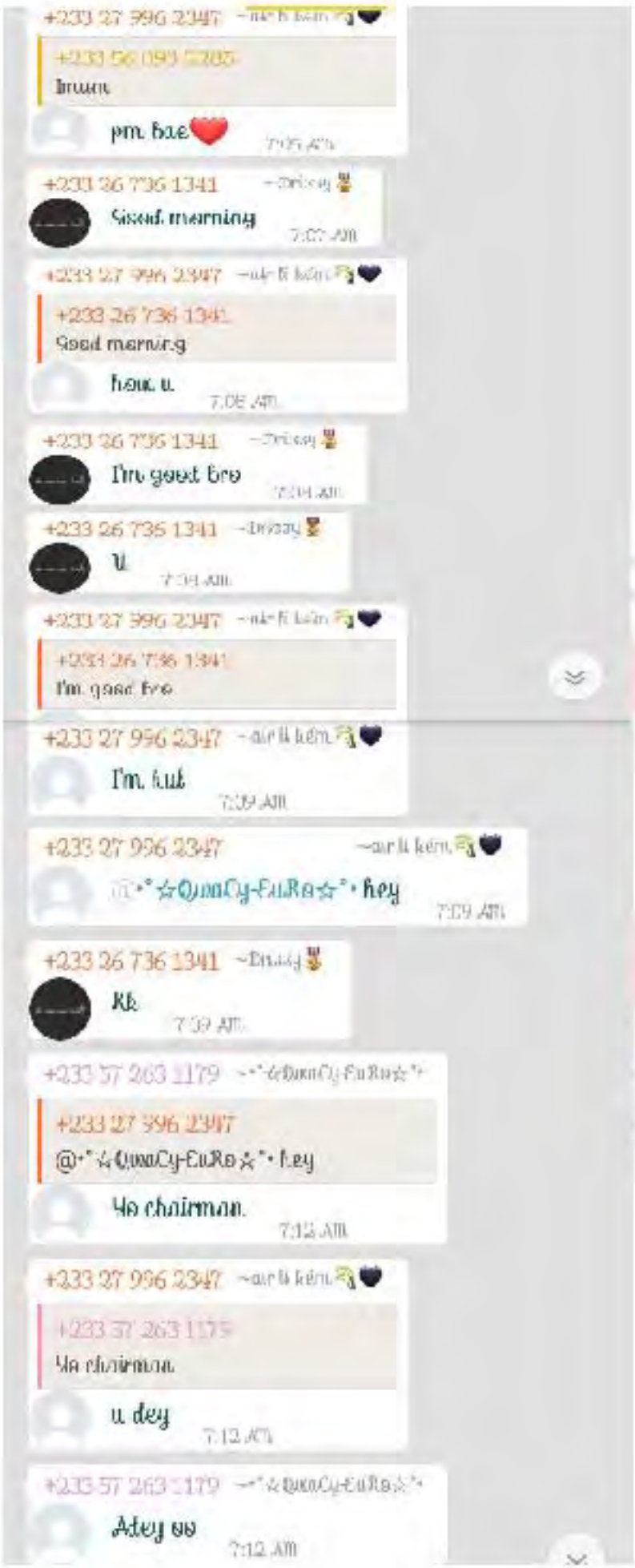


University of Education,Winneba http://ir.uew.edu.gh



University of Education,Winneba http://ir.uew.edu.gh

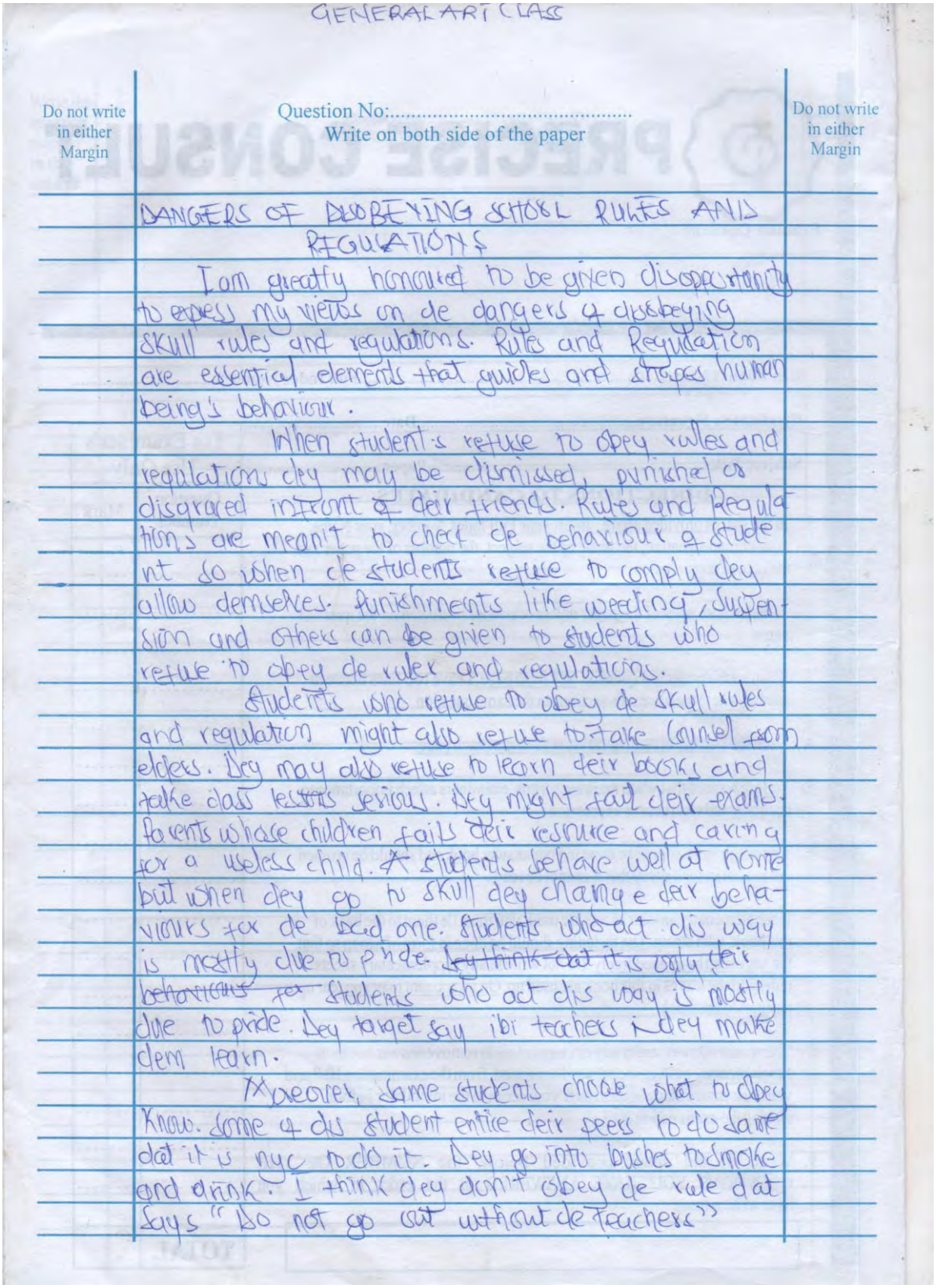
University of Education,Winneba http://ir.uew.edu.gh



University of Education,Winneba http://ir.uew.edu.gh

University of Education,Winneba http://ir.uew.edu.gh

APPENDIX C 2: Sample of General Arts Students' Essay Exercise



GENERAL ART CLASS

Do not write in either Margin | Question No:..... Write on both side of the paper | Do not write in either Margin

DANGERS OF DISOBEYING SCHOOL RULES AND REGULATIONS

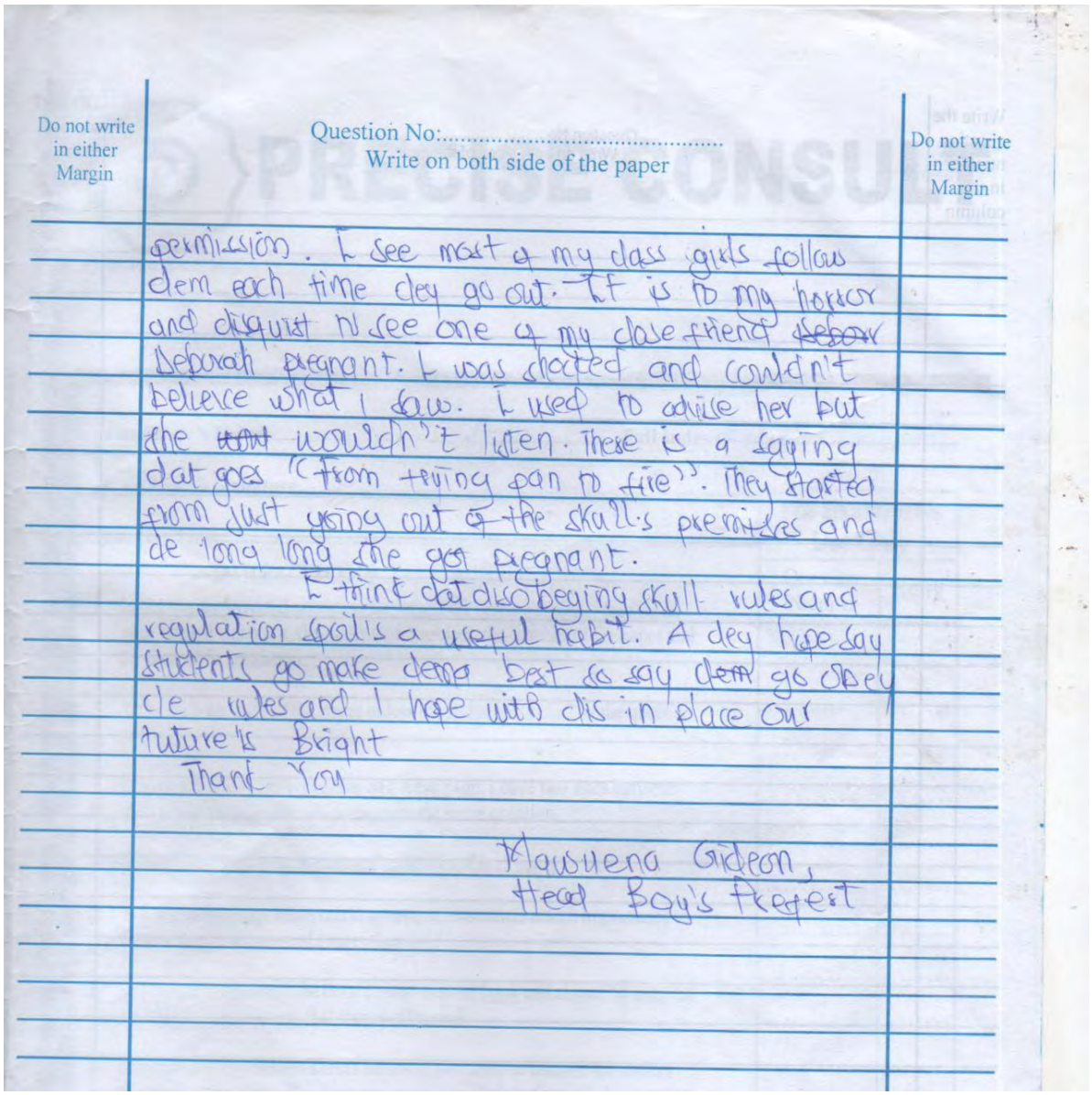
I am greatly honoured to be given disopportunity to expess my views on de dangers o disobeying skull rules and regulations. Rules and Regulation are essential elements that guides and shapes human being's behaviour.

When student's refuse to obey rules and regulations dey may be dismissed, punished or disgraced infront o deir friends. Rules and Regulations are meant to check de behaviour o stude nt do when de students refuse to comply dey allow demselves. Punishments like weeding, suspension and others can be given to students who refuse to obey de ruler and regulations.

Students who refuse to obey de skull rules and regulation might also refuse to take counsel from elders. Dey may also refuse to learn deir books and take class lessons serious. Dey might fail deir exams. Parents whose children fails deir resource and caring for a useless child. Students behave well at home but when dey go to skull dey change deir behaviours for de bad one. Students who act dis way is mostly due to pride. ~~I think dat it is only deir behaviours for~~ Students who act dis way is mostly due to pride. Dey target say ibi teachers i dey make dem learn.

However, some students choose what to obey know. Some o dis student entice deir peers to do same dat it is nyc to do it. Dey go into bushes to smoke and drink. I think dey don't obey de rule dat says "Do not go out without de teachers"

University of Education,Winneba http://ir.uew.edu.gh



Do not write in either Margin

Question No:.....
Write on both side of the paper

Do not write in either Margin

permission. I see most of my class girls follow dem each time dey go out. It is to my horror and disgust to see one of my close friend ~~Deborah~~ Deborah pregnant. I was shocked and couldn't believe what I saw. I used to advise her but she ~~would~~ wouldn't listen. There is a saying dat goes "from frying pan to fire". They started from just going out of the skull's premises and de long long she got pregnant.

I think dat disobeying skull rules and regulation spoils a useful habit. A dey hope say students go make dem best do say dem go obey de rules and I hope with dis in place our future is Bright

Thank You

Mawuena Gideon,
Head Boy's Keyest

University of Education,Winneba http://ir.uew.edu.gh

Do not write in either Margin

Question No.....

Write on both side of the paper

Do not write in either Margin

General Art

Mr. Chairman, Panel of Judges, Distinguished Guest, Headmaster, Members of Staff, Fellow Students, Ladies and Gentlemen. I stand against the motion that "Science is the greatest threat to life in the world".

Science, indeed, has been of a great help in the world. It has brought improvement in the quality of life of individual in the world. In the education sector, it has brought many improvements. Some years back, I go see my we dey use feather ~~under~~ ink dey write. This was very slow but now, with the aid of science and technology, a very important ~~and~~ ~~pro~~ instrument was created to replace this primitive method of writing thus the pen. Even a more powerful ~~and~~ machine was created which can perform the same function and even more i.e the personal computer. This make teaching and learning in skills more easier and faster. Projectors were also introduced in the sector.

As I know back in the days, our ~~and~~ parents used to walk ~~good~~ ~~but~~ long distances taking them days and yrs before arriving at their destinations. Imagine urself walking for ~~about~~ thousands of miles just to visit a friend, deliver a message or engage in a trading activity. Yes, that is how it was in the old ~~day~~ days. But now, motor vehicles, cars, buses, bicycles, trains, aeroplanes has been introduced into the transportation sector to facilitate the movement of goods and passengers. An individual can travel around the world in just seconds all because of science and technology. Though many lives has been lost in this sectors, it proves more worth than bad. The same way our parents in the old days ~~die in~~ died in their journey as they were either attacked by a wild animal or mini short of

University of Education,Winneba http://ir.uew.edu.gh

Do not write in either Margin | Question No:..... Write on both side of the paper | Do not write in either Margin

Food and water.

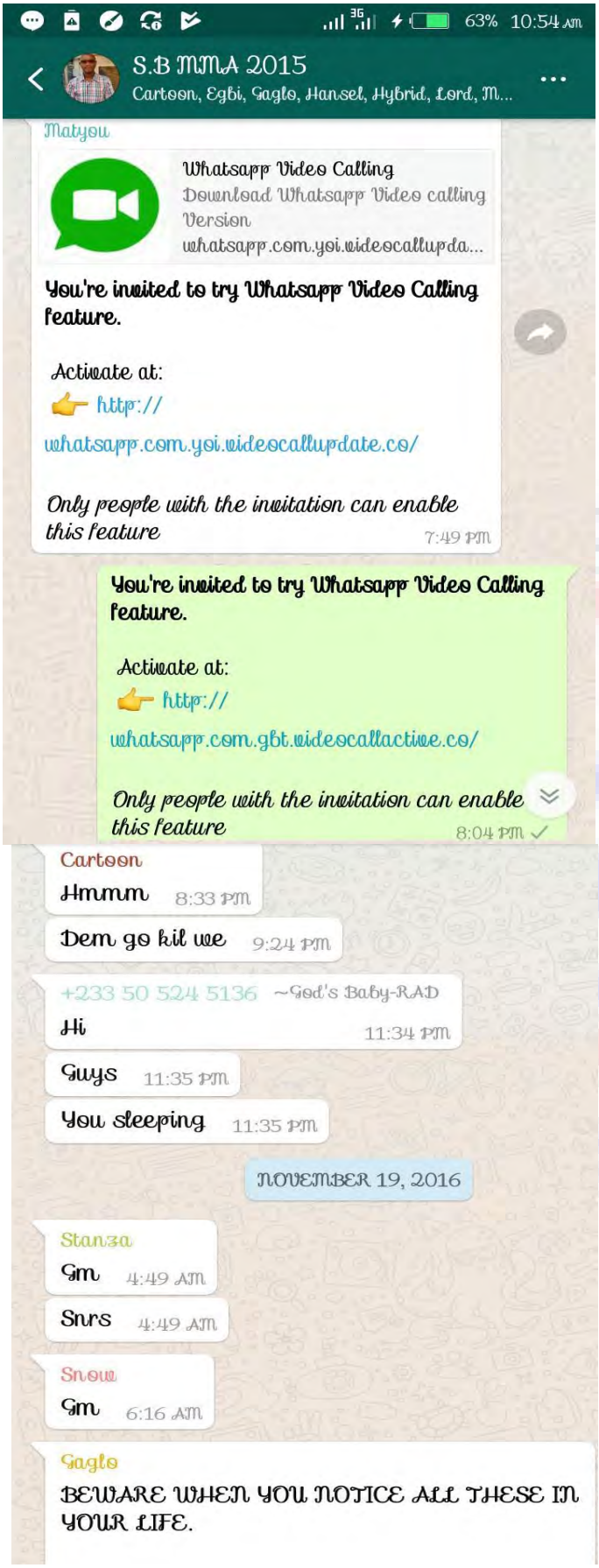
Mr. chairman, ~~in the~~ science has done a lot in the industrial revolution. The ~~spring~~ sprout and spread of industries was as a result of science and technology. More sophisticated ~~machinery~~ machines were created to undertake production to yield greater output. With the help of these machines, a whole day's work will be completed in hours. Few individuals with the aid of this machines can produce enough to feed the entire economy. This can be seen in the case of United States of America where only ~~small of~~ three percent of ~~their p~~ their population are engage in agriculture but can produce enough to feed themselves and export the surplus.

Mr. chairman, Panel of Judges, Distinguished Guest, Headmaster, Members of staff, Fellow Students, Ladies and Gentlemen, base on the reasons above including the improvement in education and the spread of industrial revolution, I think science has done more good than harm.

University of Education,Winneba http://ir.uew.edu.gh

University of Education,Winneba http://ir.uew.edu.gh

BUSINESS CLASS WHATSAPP CHAT



University of Education,Winneba http://ir.uew.edu.gh

1. Beware When prayer becomes a difficult thing for you.

2. Beware When fasting is becoming a history in your spiritual timetable.

3. Beware When you no longer enjoy reading the word of God.

4. Beware When attending church programme is becoming a burden rather than a blessing for you.

5. Beware When living a life of holiness is appearing like extremism.

6. Beware When sinful living becomes a lifestyle in the name of grace.

7. Beware When you crave for earthly things rather than the things of God.

8. Beware When waking up in the night to pray is becoming a thing of the past.

9. Beware brethren, when your heart no longer desires to see the Lord Jesus one day.

10. Beware when you eat more than pray

11. Beware when you no longer share the word with others.

12. Beware When u start diluting the preaching Word of God to keep people around you.

13. Beware When you spend more time on Facebook, whatsapp, twitter, and internet. These things become idols and take the place of God.
14. Beware When you ignore messages such as these.

Beware of all these, brethren. Satan isn't resting. We too must be vigilant.

Lets prepare, Jesus is coming soon to take those who are eagerly waiting for him.

PLEASE DON'T LET SHARING THIS BECOME

University of Education,Winneba http://ir.uew.edu.gh

University of Education,Winneba http://ir.uew.edu.gh

Labista
Hahaha adey eeee 9:53 AM

NOVEMBER 20, 2016

Stanley

Carteen
Sup guys 6:37 PM

Stanley
Uhr 6:44 PM

Hw far 6:44 PM

Carteen
Immmmmm 6:52 PM

NOVEMBER 21, 2016

+233 57 572 6371
Philippians 1:29 For unto you it is given in the behalf of Christ, not only to believe on him, but also to suffer for his sake . Beloved suffering is not a curse is just a condition and that condition is not permanent things will turn around.. Sorrow may endure in the night but joy cometh in the morning. Suffering is an indication that there is deliverance and victory ahead for an appointed time.

Keep the faith
Thus saith the lord
Rhema family network 8:55 AM

+233 24 096 7355
Amen 9:43 AM

University of Education,Winneba http://ir.uew.edu.gh

Gm. guys

Hope you all doing well

Yessssss

We are by de grace

#bless

One of the best messages I have read in recent times!"

Time Will Come !

New York is 3 hours ahead of California but it does not mean that California is slow, or that New York is fast. Both are working based on their own "Time Zone."

Some one is still single. Someone got married and 'waited' 10 years before having a child. There is another who had a baby within a year of marriage.

Someone graduated at the age of 22, yet waited 5 years before securing a good job; and there is another who graduated at 27 and secured employment immediately !

Someone became CEO at 25 and died at 50 while another became a CEO at 50 and lived to 90 years.

Everyone works based on their 'Time Zone'. People can have things worked out only according to their pace.Work in your "time zone".

Your Colleagues, friends, younger ones might "seem" to go ahead of you. May be some might "seem" behind you. Don't envy them or mock them, it's their 'Time Zone.' You are in yours!

Hold on, be strong, and stay true to yourself. All things shall work together for your good.

You're not late ... You are not early ... you're very much On time! stay blessed.

University of Education,Winneba http://ir.uew.edu.gh

University of Education,Winneba http://ir.uew.edu.gh

University of Education,Winneba http://ir.uew.edu.gh

Sneue
Y u no go drop 7:37 PM

Pincode
It depends 7:38 PM

Owo bro 7:38 PM

Uuu 7:38 PM

Sneue
> Pincode
> Uuu

Lyf 7:39 PM

A miss sb 7:39 PM

+233 50 524 5136 ~God's Baby-RAD
Awwwww me too 7:40 PM

Labista
Sud one 7:40 PM

Pincode
Saaaa 7:41 PM

Den ego jom oooo 7:41 PM

Sneue
Ruth dey drop 7:41 PM

Pincode
Lol 7:42 PM

Sneue
Pib u go drop 7:42 PM

+233 50 524 5136 ~God's Baby-RAD
😂😂
7:42 PM

Labista
> Sneue
> Ruth dey drop

Hahaha eeii why she bi apor?? 7:42 PM

University of Education,Winneba http://ir.uew.edu.gh

Pincode
Haahahaaa 7:44 PM

Ask again eeee 7:44 PM

Stanzia
Snow
Hw many ga drop de homecoming

7:51 PM

Mabyeu
Wayne home coming 7:53 PM

Stanzia
Hw are u pls 7:55 PM

Pincode
Emurys Omess eee 7:57 PM

Stanzia
I no see am 7:58 PM

Pincode
See hu 7:59 PM

Snow
"Father lord if my future wife is in this group please direct her to my inbox now"😄 🙏

Amen 8:17 PM

[redacted] ~God's Baby-RAD

8:17 PM

Agyei 8:17 PM

As3m. eeeeeh 8:18 PM

Labista
Maybe is u eeee Ruth 9:13 PM

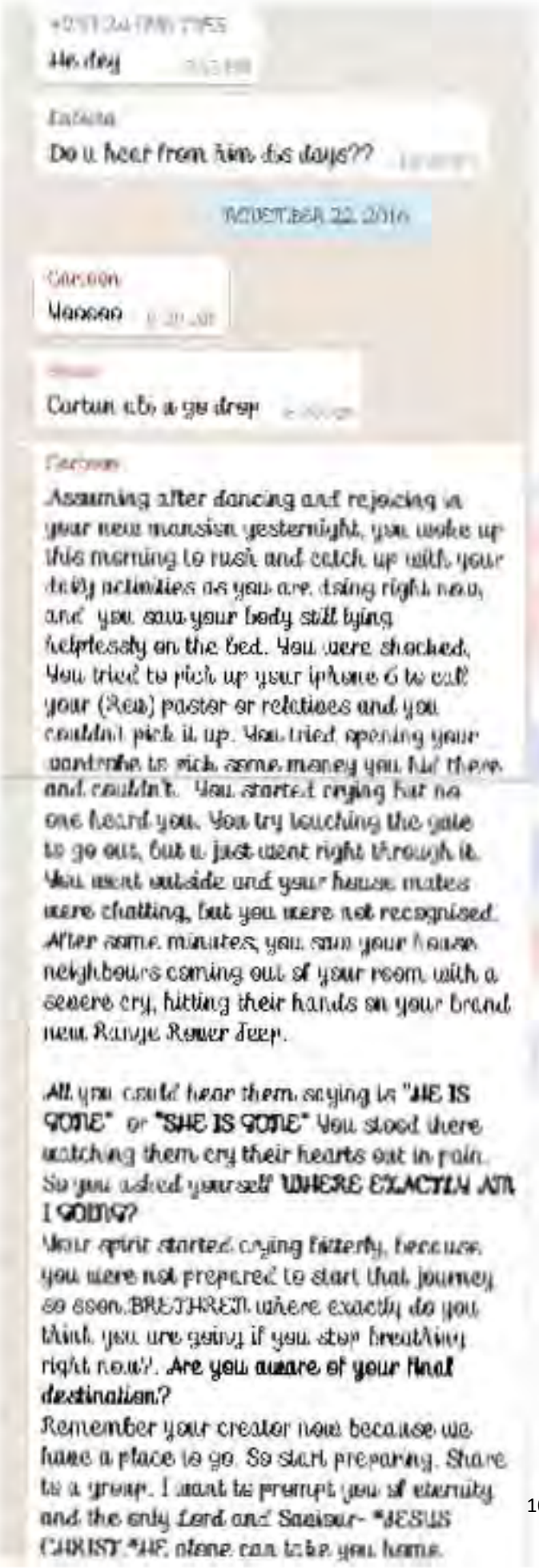
Pincode
Labi snow took set ebi u eeee 9:14 PM

Labista
Eeeeii 9:17 PM

Ad3n abi girlie?!? 9:17 PM

University of Education,Winneba http://ir.uew.edu.gh

University of Education,Winneba http://ir.uew.edu.gh



+2[illegible] 24 [illegible] TYPES

He dey [illegible]

Enfisha

Do u hear from him dis days?? [illegible]

NOVEMBER 22, 2016

Cartoon

Yoooo [illegible]

[illegible]

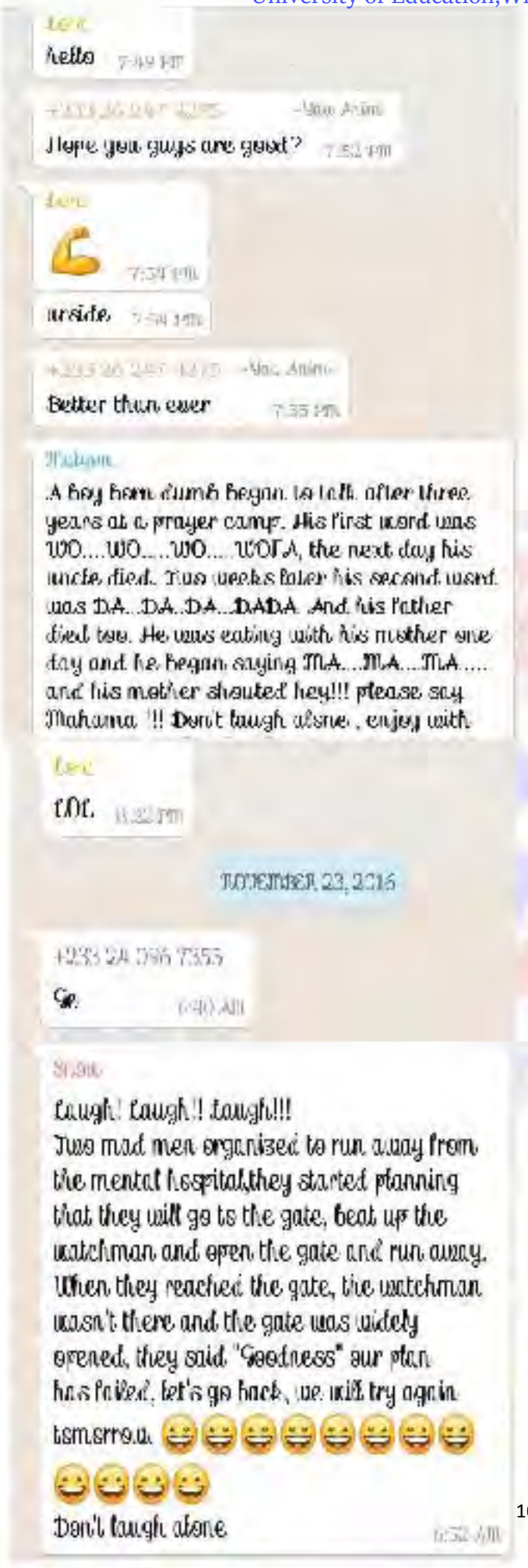
Cartun abi a go drop [illegible]

Cartoon

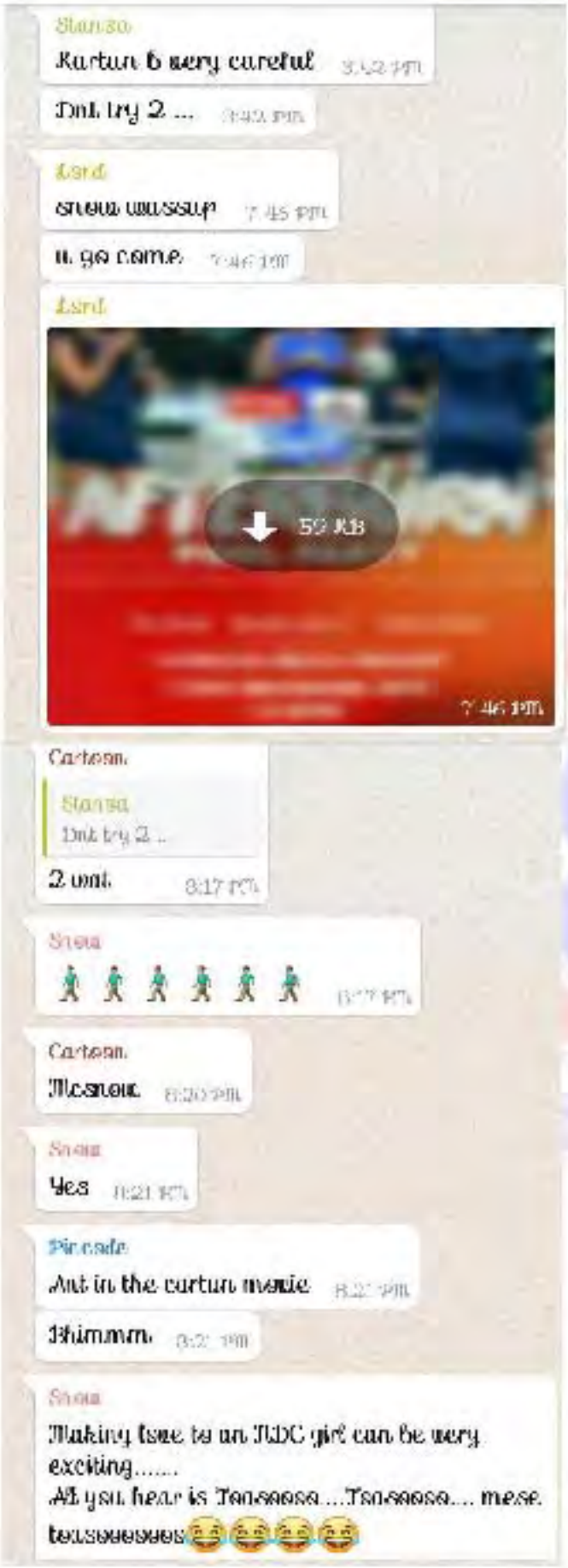
Assuming after dancing and rejoicing in your new mansion yesternight, you woke up this morning to rush and catch up with your daily activities as you are doing right now, and you saw your body still lying helplessly on the bed. You were shocked, You tried to pick up your iphone 6 to call your (Rev) pastor or relatives and you couldn't pick it up. You tried opening your wardrobe to pick some money you hid there and couldn't. You started crying but no one heard you. You try touching the gate to go out, but u just went right through it. You went outside and your house mates were chatting, but you were not recognised. After some minutes, you saw your house neighbours coming out of your room with a severe cry, hitting their hands on your brand new Range Rover Jeep.

All you could hear them saying is "HE IS GONE" or "SHE IS GONE" You stood there watching them cry their hearts out in pain. So you asked yourself WHERE EXACTLY AM I GOING?
Your spirit started crying bitterly, because you were not prepared to start that journey so soon.BRETHREN where exactly do you think you are going if you stop breathing right now?. **Are you aware of your final destination?**
Remember your creator now because we have a place to go. So start preparing. Share to a group. I want to prompt you of eternity and the only Lord and Saviour- *JESUS CHRIST.*HE alone can take you home.

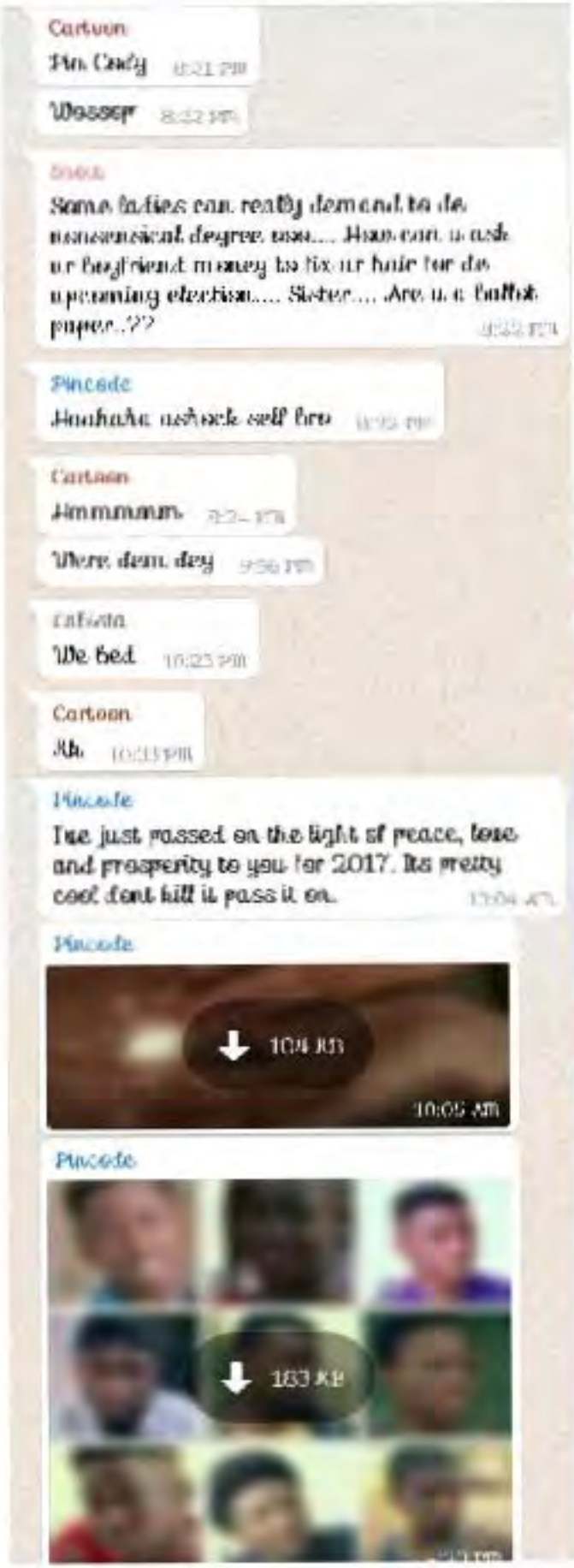
University of Education,Winneba http://ir.uew.edu.gh



University of Education,Winneba http://ir.uew.edu.gh



University of Education,Winneba http://ir.uew.edu.gh



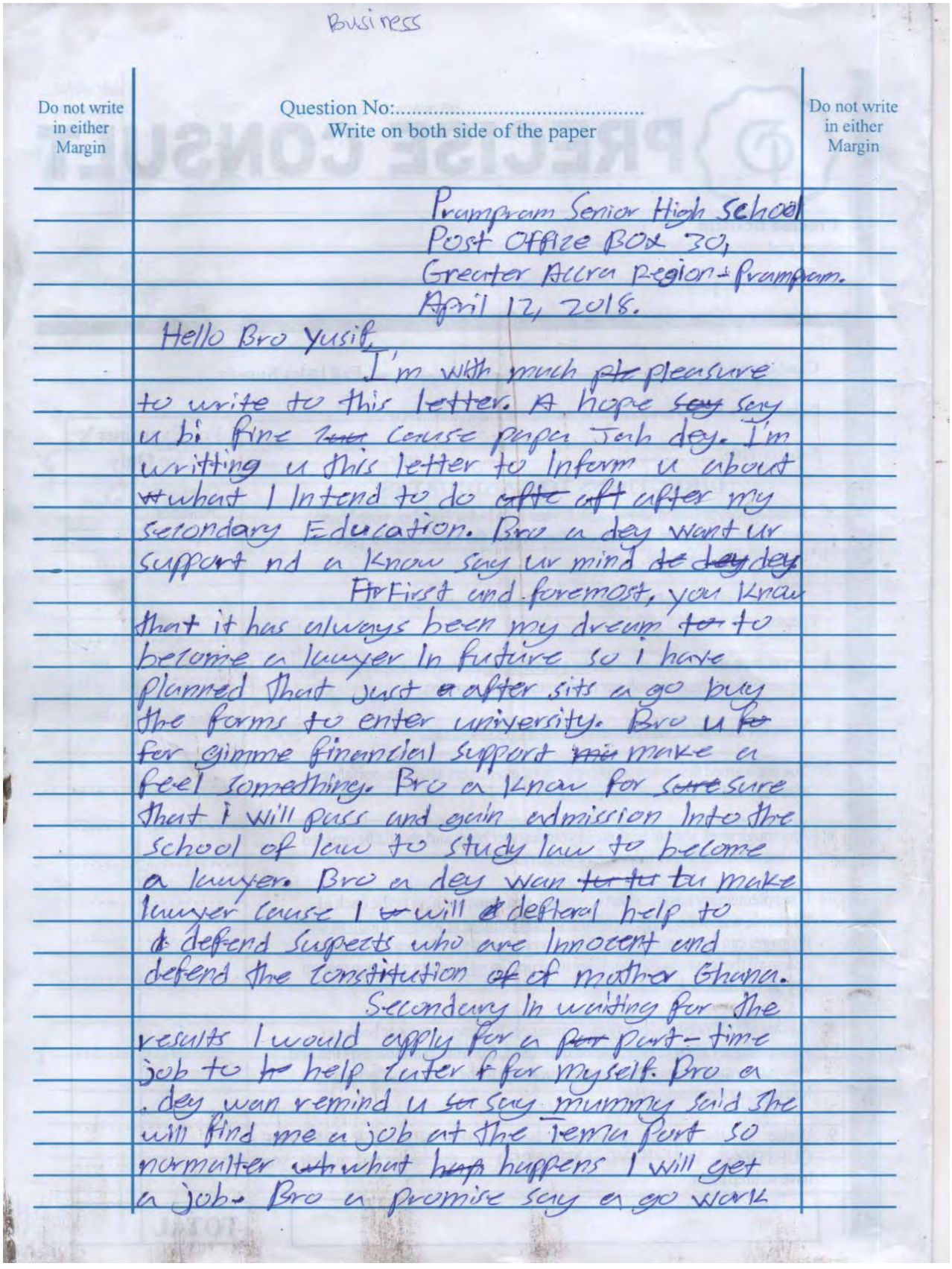
University of Education,Winneba http://ir.uew.edu.gh

University of Education,Winneba http://ir.uew.edu.gh

University of Education,Winneba http://ir.uew.edu.gh

University of Education,Winneba http://ir.uew.edu.gh

APPENDIX D 2: Sample of Business Students' Essay Exercise



Business

Do not write in either Margin | Question No:..... Write on both side of the paper | Do not write in either Margin

Prampram Senior High School
Post Office Box 30,
Greater Accra Region - Prampram.
April 12, 2018.

Hello Bro Yusif,

I'm with much ~~ple~~ pleasure to write to this letter. A hope ~~say~~ say u bi fine ~~cuse~~ cause paper Jah dey. I'm writting u this letter to Inform u about ~~w~~ what I Intend to do ~~afte~~ ~~aft~~ after my secondary Education. Bro a dey want ur support nd a know say ur mind ~~de~~ ~~day~~ dey

For First and foremost, you know that it has always been my dream ~~for~~ to become a lawyer In future so i have planned that just ~~a~~ after sits a go buy the forms to enter university. Bro u ~~fo~~ for gimme financial support ~~mke~~ make a feel something. Bro a know for ~~sure~~ sure that i will pass and gain admission into the school of law to study law to become a lawyer. Bro a dey wan ~~for to~~ to make lawyer cause I ~~w~~ will ~~d~~ defend suspects who are Innocent and defend the constitution ~~of~~ of mother Ghana.

Secondary In waiting for the results I would apply for a ~~part~~ part-time job to ~~he~~ help cater for myself. Bro a dey wan remind u ~~say~~ say mummy said she will find me a job at the Tema Port so normalter ~~wh~~ what ~~happ~~ happens I will get a job. Bro a promise say a go work

University of Education,Winneba http://ir.uew.edu.gh

Do not write in either Margin

Question No:.....
Write on both side of the paper

Do not write in either Margin

like a know get head. Also if u could remember my basic alma-mata st John's Academy the headmaster told me that after completing S.H.S I should come and teach as a English in his school as ~~a~~ a pupils teacher since he knows I am good In English.

Last but not the least u know that mummy gave me a container and a dey plan ~~Sa~~ say ~~a~~ a go take dat container do a ~~barber~~ barbering salon. Bro a save big monies ~~f~~ for my bank account last time a check am na i bi eight hundred ~~ce~~ cedis. ~~f~~ F also need your support to ~~set~~ set up this business. It will be lucrative cause it would be new In town and th most of the barbering salon ~~aroun~~ around ~~are~~ are far from our area. The Inside of the container is ~~t~~ tilled and well painted. All ~~w~~ we need is mirror, barbering machines, sterilizer, sofa, a ~~Sou~~ sound system, combs, brushes, blades, seats ~~an~~ and a television set to start up ~~the~~ the business. ~~B~~ Bro a go find some bro who trim the hair of wanna customers so say we go dey pay am ~~wee~~ weekly. Bro u ~~kn~~ know say a dey feel ur company pass ~~an~~ anybody on earth.

Kindly extend my ~~wa~~ warm ~~greet~~ greetings to ur parents and ur two little siblings. Bro a wan hear from u very very very soon.

Your Brother
Eugene Badman

University of Education,Winneba http://ir.uew.edu.gh

Do not write in either Margin

Business

Question No:.....

Write on both side of the paper

Do not write in either Margin

Prumpram Senior High School
P.O. Box 30,
Prumpram
7th July 2020.

Hello Elijah

I am very excited to write to u this letter. I hope uve doing well. In this letter, I am expressing myself on ur decision to study abroad.

It has been everyones desires to ~~be~~ travel abroad, if not to study then to do business or one thing on the othe. But I hope dey aware of the fact that a Journey abroad be expensive especially using the aeroplane. But the goose that lays the golden egg is faced with a lot of financial distress, considering the envrient situation of ur dad u will cause more trouble for him which can cause his business to collapse and at end will kick the bucket. I will like u to re-consider ur decision once more.

Elijah, I think it will be rather better for u to study in the country than abroad seeing of how ~~sure~~ sure ~~to~~ we dey. say u go spend more time plus uve bodis. If ~~u're~~ u're in abroad how can u ~~be~~ be monitored and well supervised to ensure ur ~~ef~~ effectiveness. yes, u may think ur grown so u need no monitoring or u can do everything on ur own but I wanna assure u ~~that~~ that parenting ceases when the

University of Education,Winneba http://ir.uew.edu.gh

Do not write in either Margin

Question No:.....
Write on both side of the paper

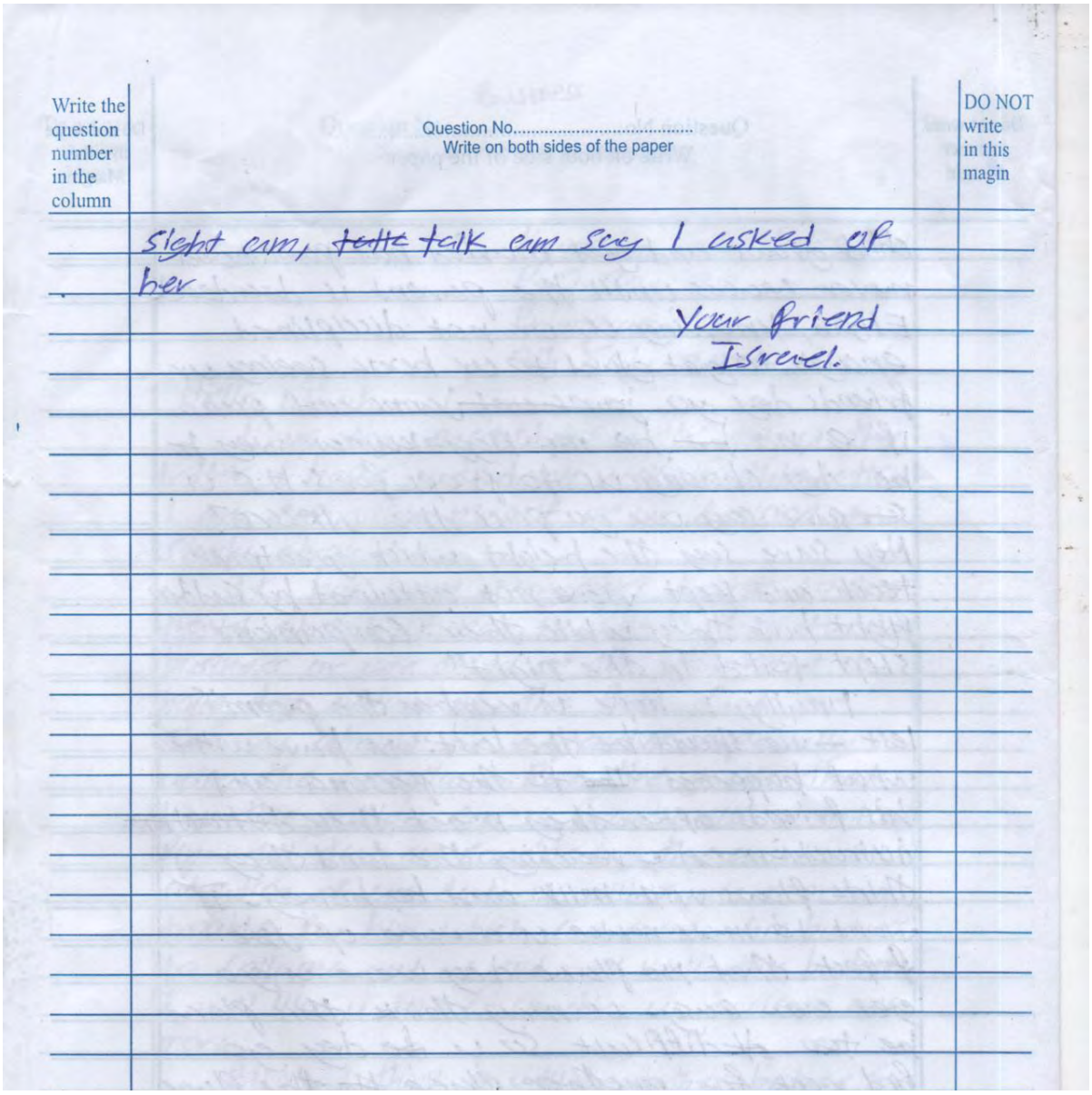
Do not write in either Margin

child grows and get maried but parethood never ceases until the parent is ~~dea~~ dead. Elijah, knowing u, ur not disciplined enough to get glued to ur book seeing ur friends dey go ~~jams and~~ jams and pubs. if e no ~~be~~ be mr. Agyekuman wey ~~h~~ he dey chasing us to preps for S.H.S u ~~sur~~ sure say we go pass the WASSCE? Ney sure say the height which greatmen teach and kept were not attained by sudden flight but they while their companions slept toiled in the night!!

Finally, I hope u rember the peom "lest ~~w~~ we should be the last." u have witness what happened ~~the~~ to the persona and his friends after they meet their ~~distruction~~ distruction on ~~r~~ reaching the land they think flows with milk and ~~ho~~ honey. I want to ~~make~~ make u aware of the ~~f~~ fact that no place dey were u go get am easy. u may think this place be too ~~dt~~ difficult so u ~~de~~ dey go find rest for another place ~~th~~ the place where u dey head comes with its own difficulties and challenges which may even pass what u dey ~~go~~ go through right now. Therefore I advice u to ground up and keep on the good fight ~~u to~~ and even put in more effort and Jah is ~~gona~~ gona ~~see~~ see ~~u~~ you through

I hope u go reconsider my view in ur decision. Charley, u ~~sig~~ sight Anita? u

University of Education,Winneba http://ir.uew.edu.gh



Write the question number in the column

Question No.....
Write on both sides of the paper

DO NOT write in this magin

Slight cam, ~~tette~~ talk cam say I asked of her

Your friend
Israel.

University of Education,Winneba http://ir.uew.edu.gh

Business

Do not write in either Margin

Question No:.....
Write on both side of the paper

Do not write in either Margin

Prampram senior High School
Post office Box 30,
Prampram
25th July, 2019.

The District Education officer
Post office Box 69,
Prampram

Dear sir,

DISEASE OUTBREAK IN MY SCHOOL

In de yr 2011, de outbreak of disease become a burden in our skull due to unsanitan conditions in de skull. Many students dey die from these outbreak. As a responsible student, I will like to suggest ways of Improving Soln to de situation.

Bushy areas in our skull is one of de conditions which are responsible for de outbreak of diseases in my skull. Without weeding de bushy areas in my skull, de outbreak of diseases can be prevalent in de skull. We all know so I be bushy areas whe I dey breed de mosquitoes. Dis insects are very dangerous nd cause a disease known as Malaria. Malaria dey kill plenty ple for my area for de past 2 yrs. Parents who's children died during de outbreak were so worried to send deir yng children to our skull. Dis disease can to fally be prevented when law is being enforced on skull authorities to appoint students whe dem no dey pet de roles and regulations so say dem clean go sch dem go weed around de skull as deir punishment. When dis punishment is given de students, it will help to elimate de

University of Education,Winneba http://ir.uew.edu.gh

Do not write in either Margin	Question No:..... Write on both side of the paper	Do not write in either Margin

diseases outbreak.

Also students dey contaminate waterbodies for my skull inside whe dis be de one of de problems - They dump refuse into water bodies when dey feel lazy to locate de skull's repuse dustbin. Some of de Student s dey use dis water for drinking, Some to dey take bath, prepare gari soakings - Dis cause a serious diseases know as cholera I fit to cause death sqr. I bi important say everybro for de skull inside go drink a purified water So say we go grow well den no fall sick early

There must be rigid punishment for students who contaminate de water bodies in de skull in order to reduce the outbreak of disease nd its effects on students. A dey hope say dis go bring proper improvement for de skull inside den I also encourage parents so say dem go take dema children cam myskull inside.

Thank you.

Isaac Tetteh
Sanitary Prefect.

University of Education,Winneba http://ir.uew.edu.gh

Business

Do not write in either Margin

Question No:.....
Write on both side of the paper

Do not write in either Margin

Prampram Senior High school,
P.O. BOX 30,
Prampram.
12th April, 2018.

The chairman,
P.T.A,
P.O.BOX 30
Prampram
Dear sir

THE NEED FOR COMPUTER LABORATORY IN My SCHOOL

Mr chairman In the 21st century everything is being controlled by computer the computer is used for many ~~f~~ functions In the country such ~~f~~ ~~fun~~ function are ~~f~~ steering in for. for ~~r~~ ~~rese~~ research it also help us to know all de thing dat goes round In the world at large.

Mr Chairman as the snr prefect of my skull I would like u to permit mi to Inform u about ~~de~~ de need ~~f~~ for a Compinter lab In my skull and request de association to build and equip one for my skull

In the first place computa lab In my skull have made de student to be ignorant about Computa science we are always tought de theory espect of it but have no skill. Mr Chairman if my skull should have Computa lab it will help we de student to have Idea about Computa recieve. nd hw to operate de machine.

University of Education,Winneba http://ir.uew.edu.gh

Do not write in either Margin

Question No:.....
Write on both side of the paper

Do not write in either Margin

Computer is a type of machine which need skilled person to be able to operate it. ~~If~~ If der is computer lab in my ~~se~~ skull the teacher can let us have constant ~~prat~~ pratical's so we will have more ideas about de computa.

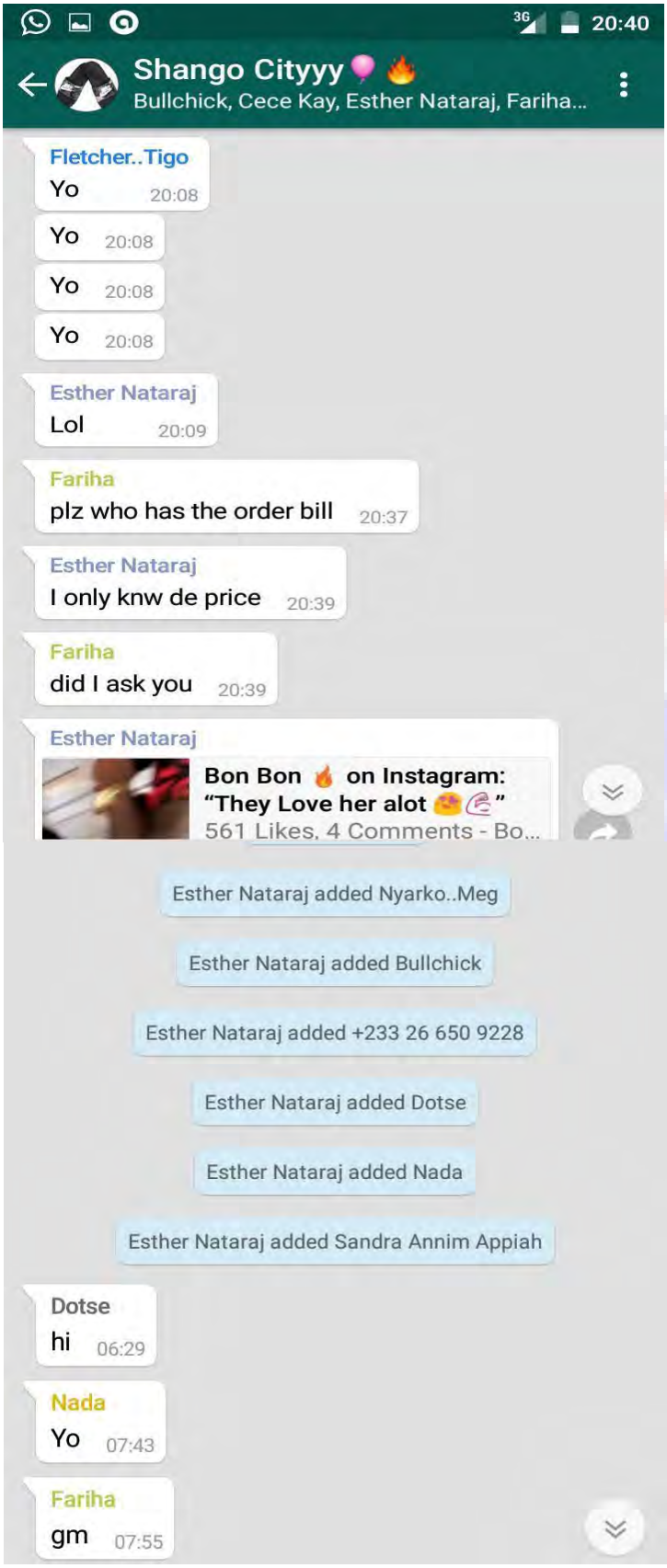
Secondary de computer lab will help us to do more research on de ~~subjects~~ subjects we ~~lea~~ learn at school. We can use browser on the computa. like google, to find info and de meaning of terms used in various subjects

Furthermore the computer lab would help de student to learn on dea pace. We can do more research topics dat hve not been taught by teachers so when dey com to the exams easier

Additionally do computa lab will motivate student to ~~hve~~ hve more interest in all de subjects.

University of Education,Winneba http://ir.uew.edu.gh

VISUAL ART CLASS WHATSAPP CHAT



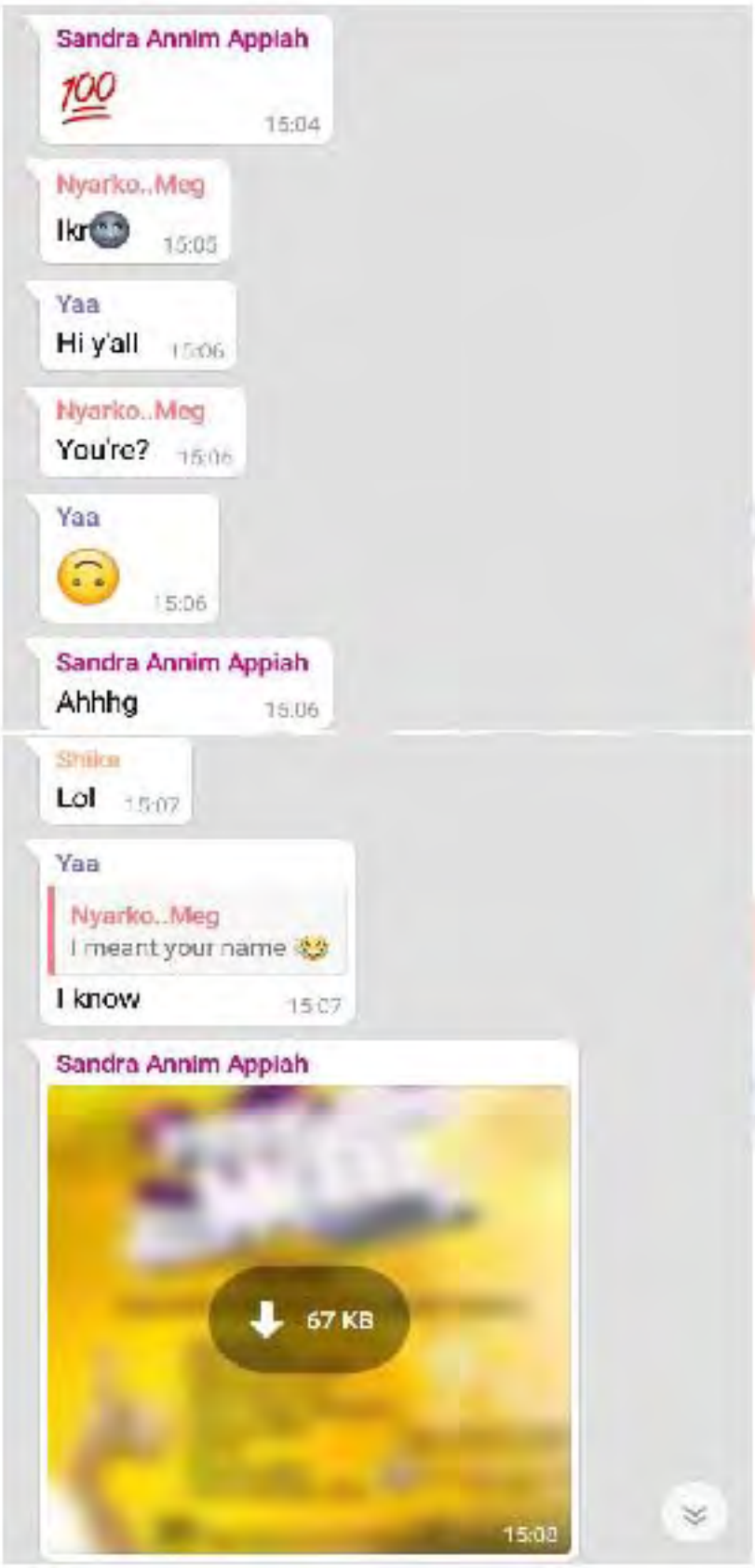
University of Education,Winneba http://ir.uew.edu.gh

University of Education,Winneba http://ir.uew.edu.gh

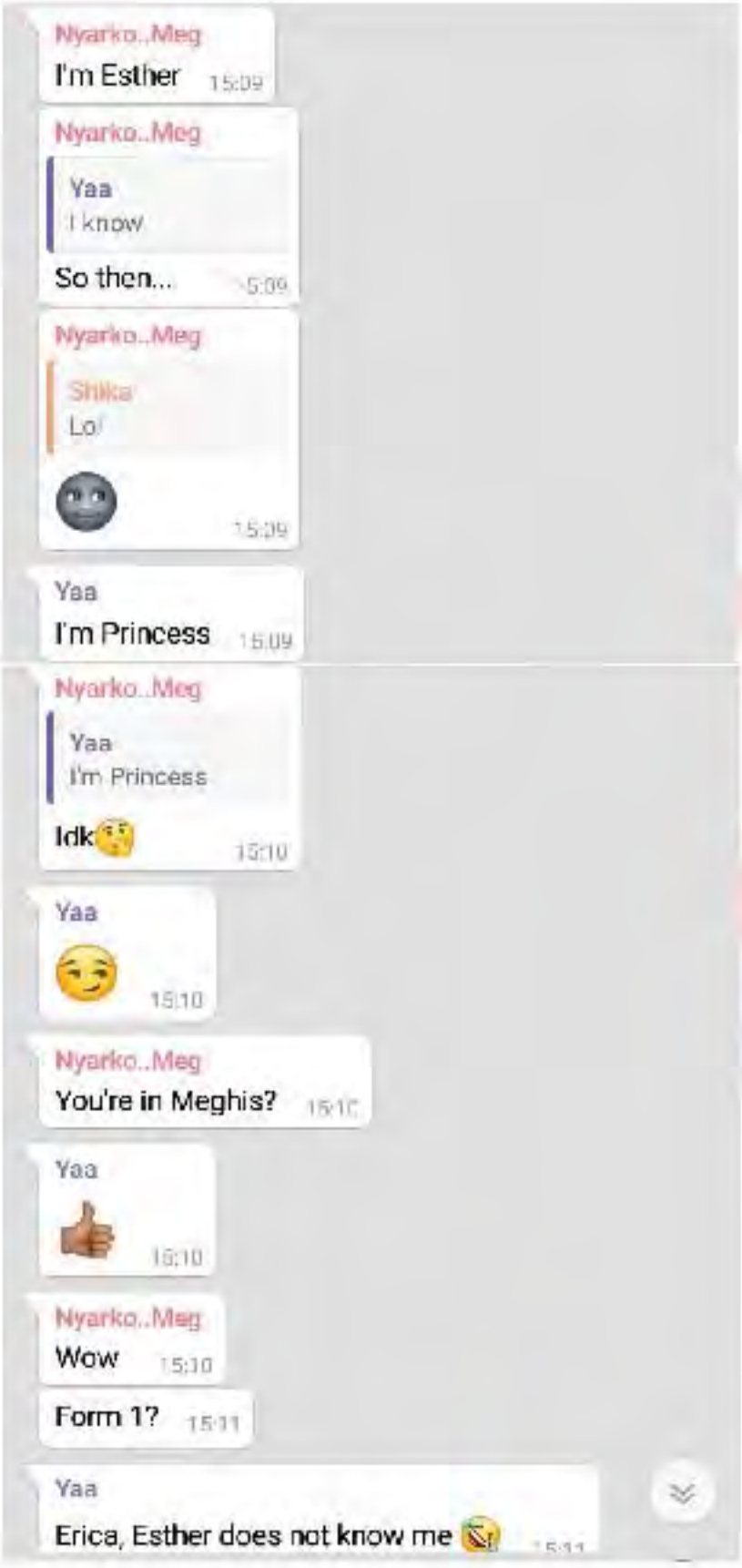
University of Education,Winneba http://ir.uew.edu.gh

University of Education,Winneba http://ir.uew.edu.gh

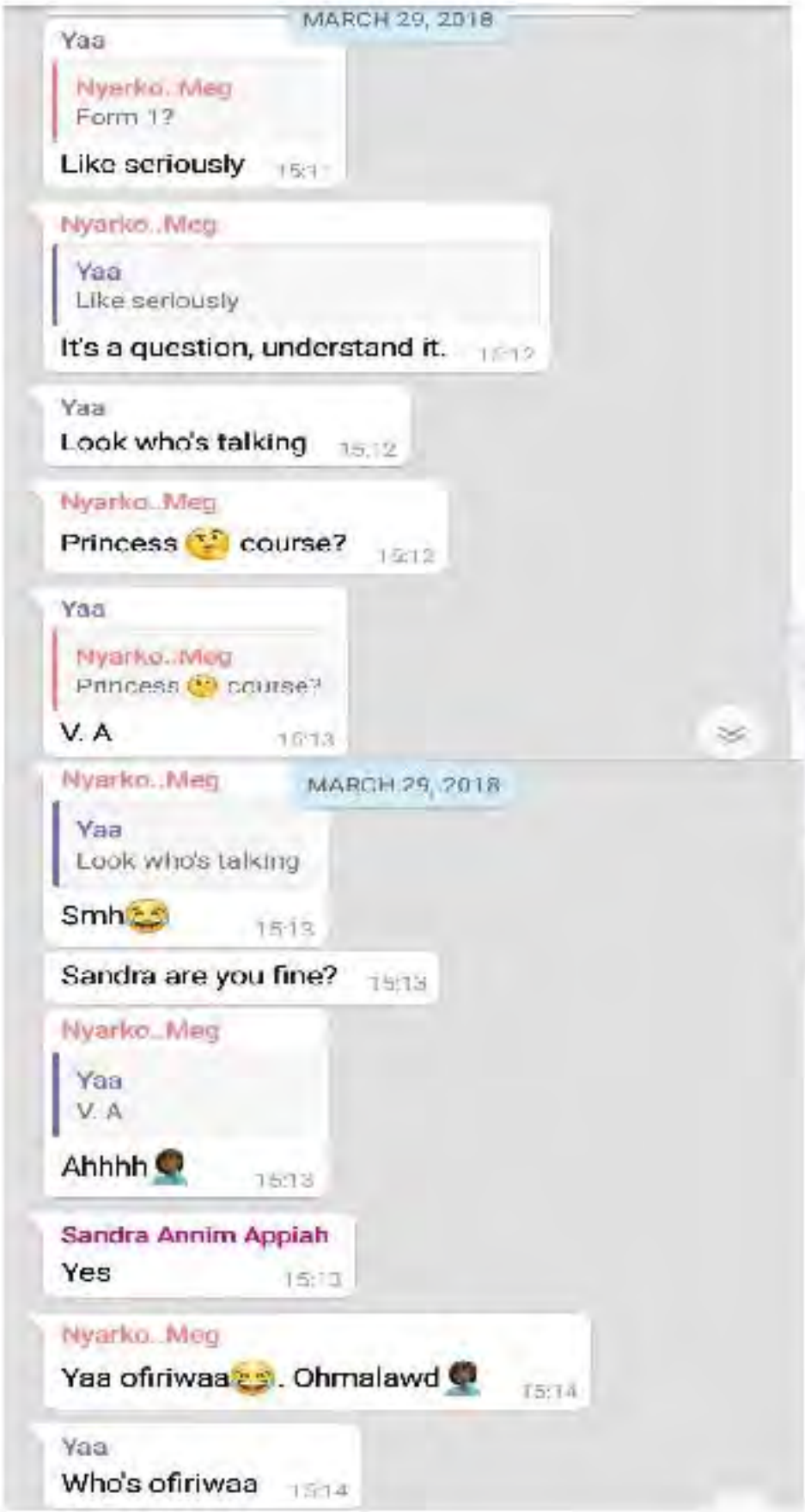
University of Education,Winneba http://ir.uew.edu.gh



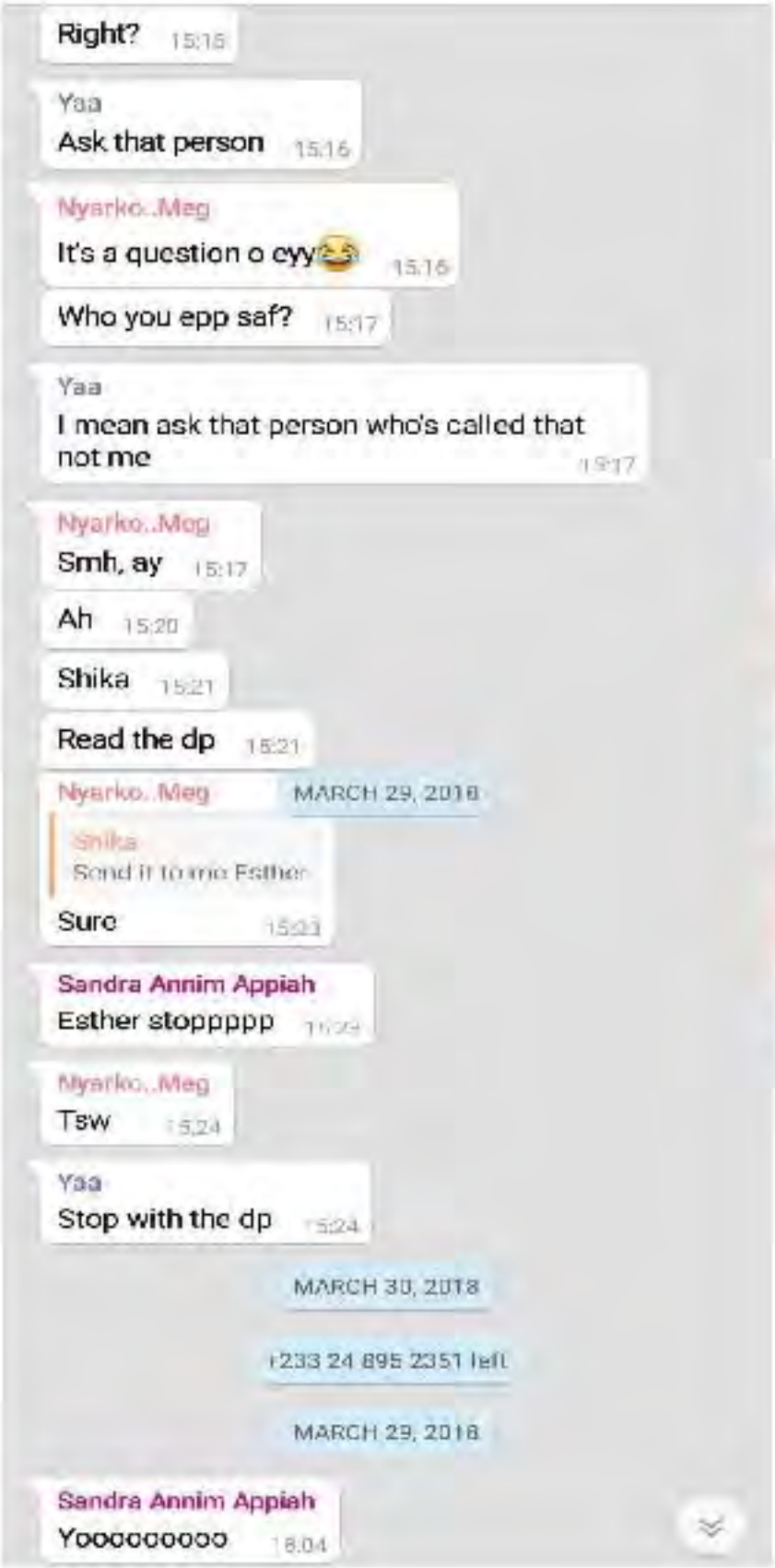
University of Education,Winneba http://ir.uew.edu.gh



University of Education,Winneba http://ir.uew.edu.gh

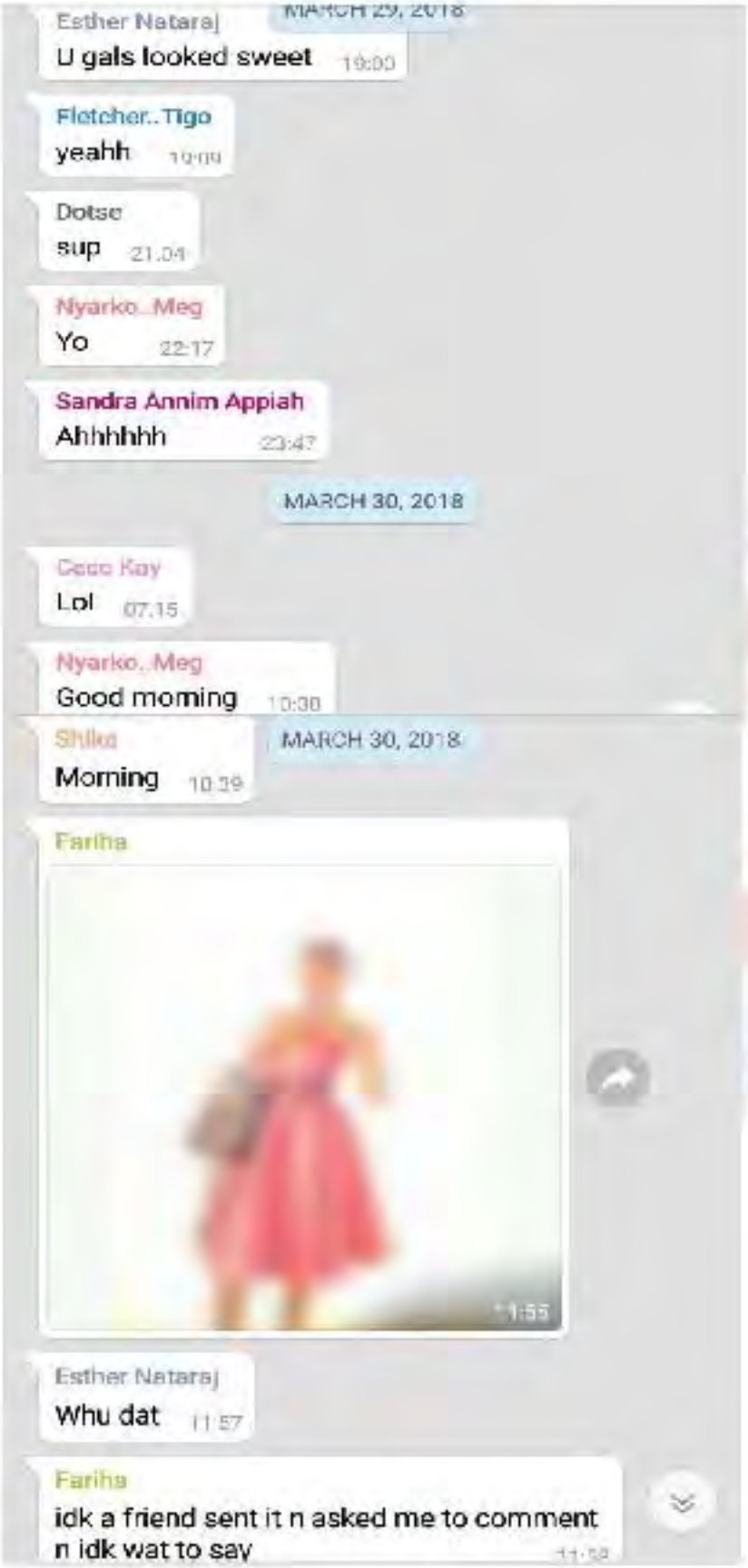


University of Education,Winneba http://ir.uew.edu.gh

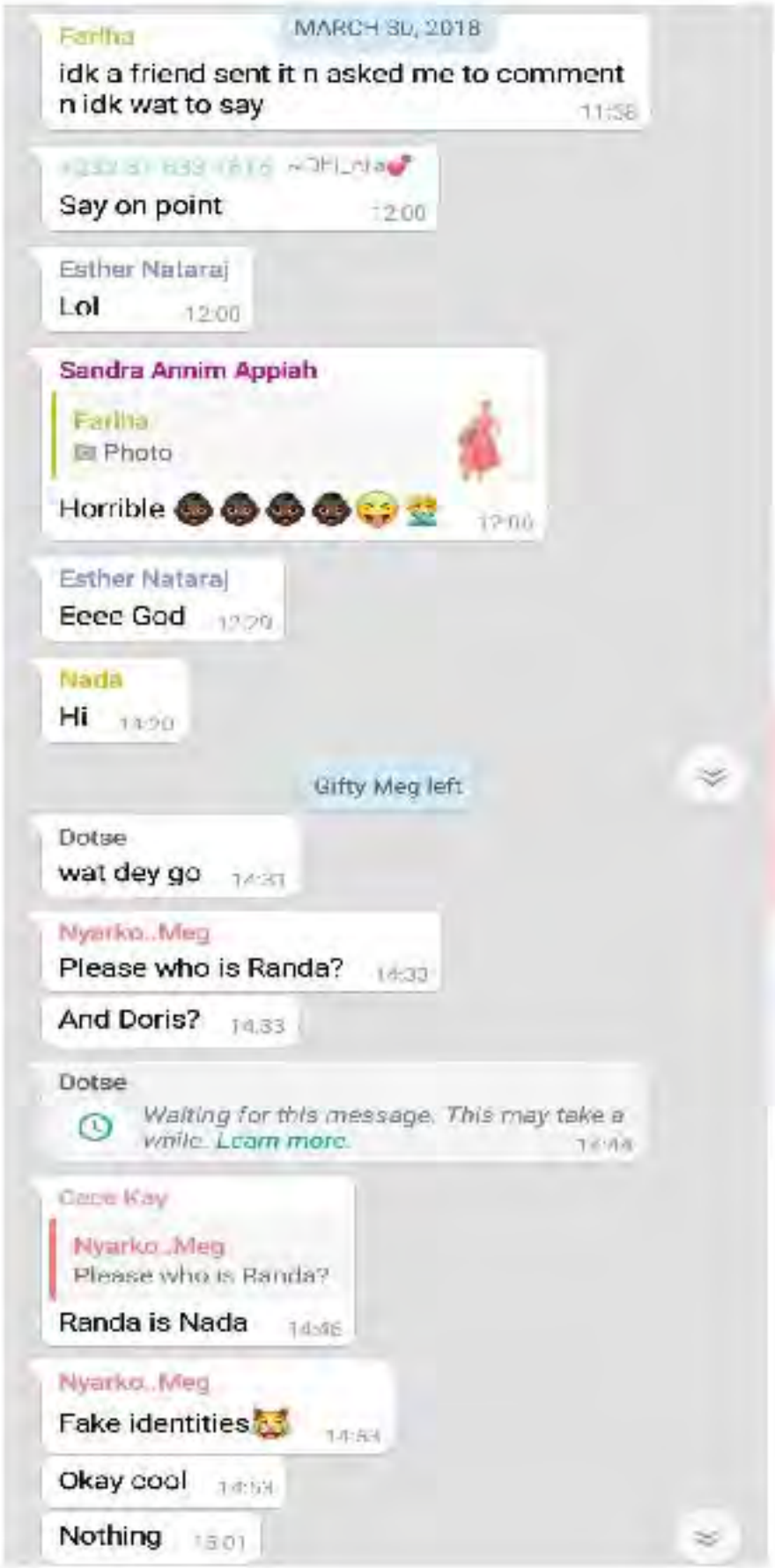


University of Education,Winneba http://ir.uew.edu.gh

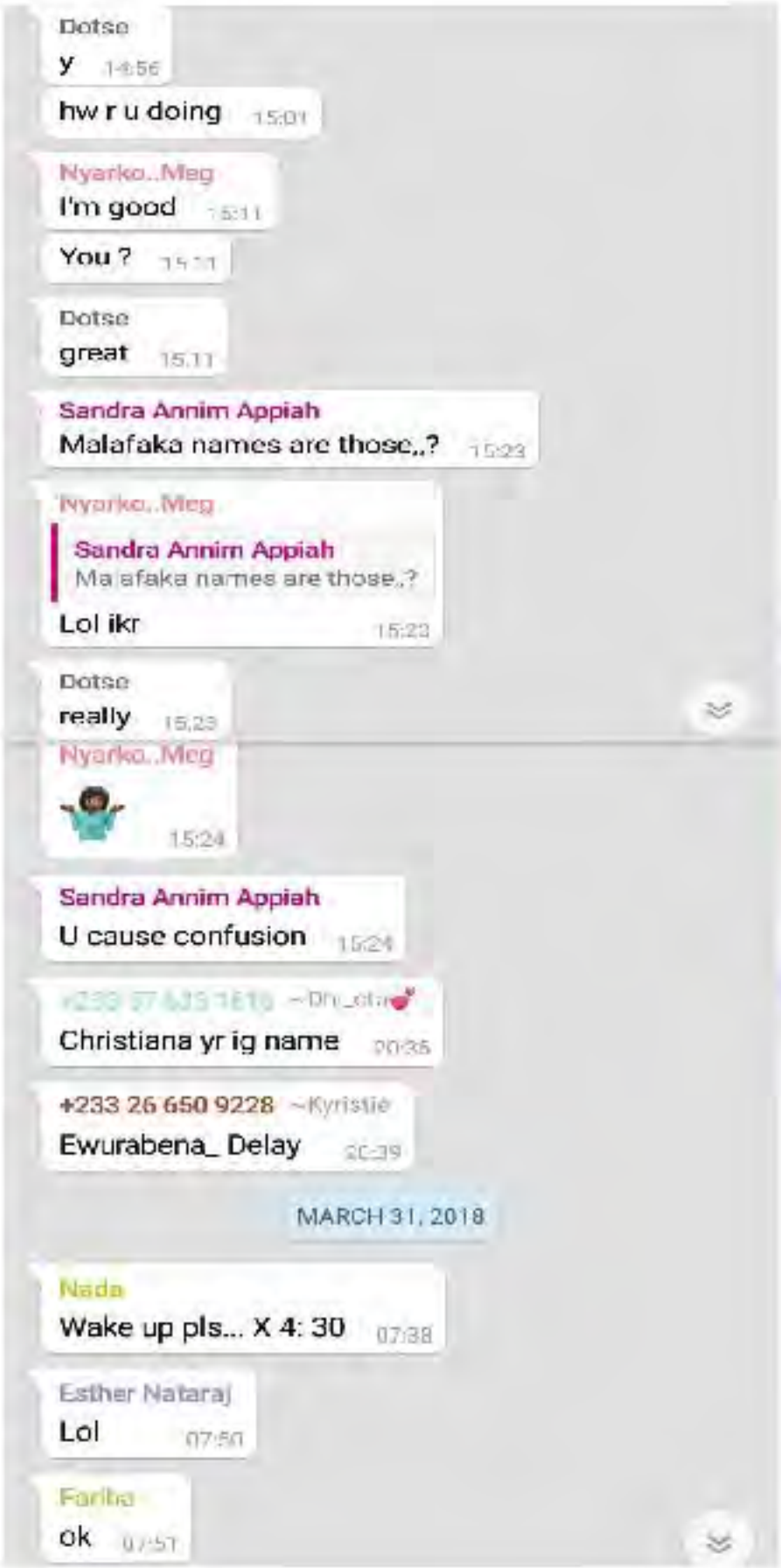
University of Education,Winneba http://ir.uew.edu.gh



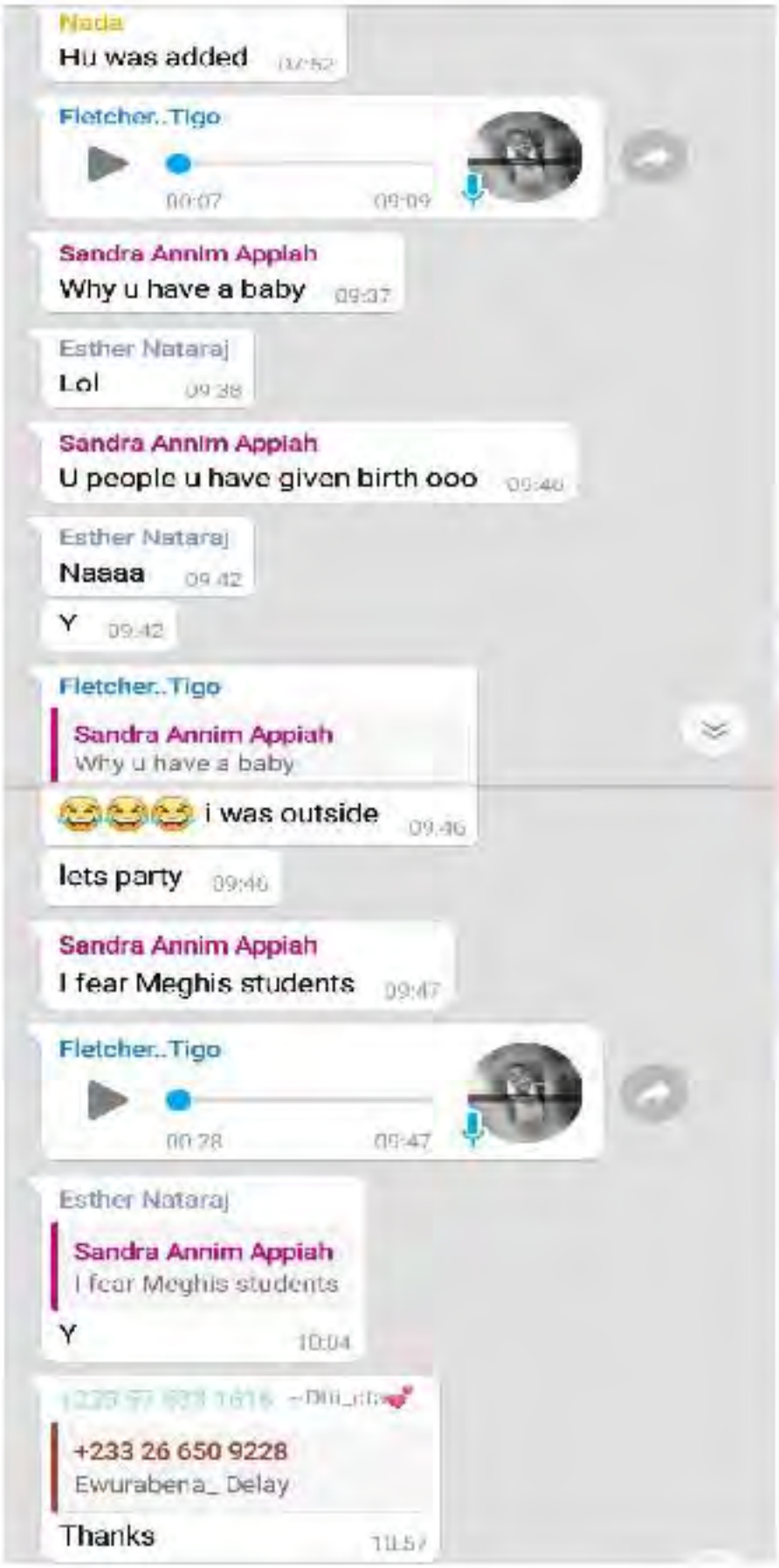
University of Education,Winneba http://ir.uew.edu.gh



University of Education,Winneba http://ir.uew.edu.gh

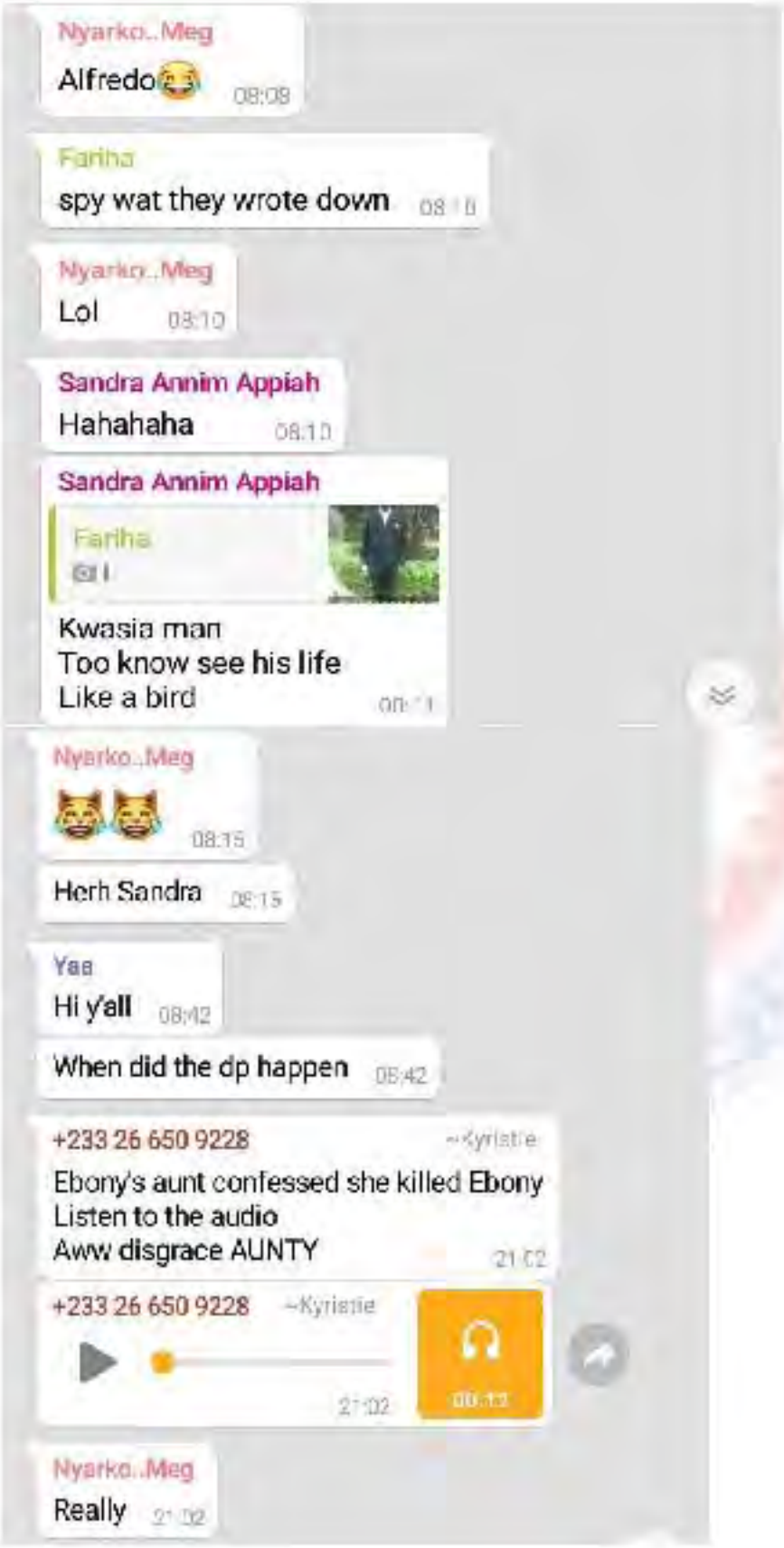


University of Education,Winneba http://ir.uew.edu.gh

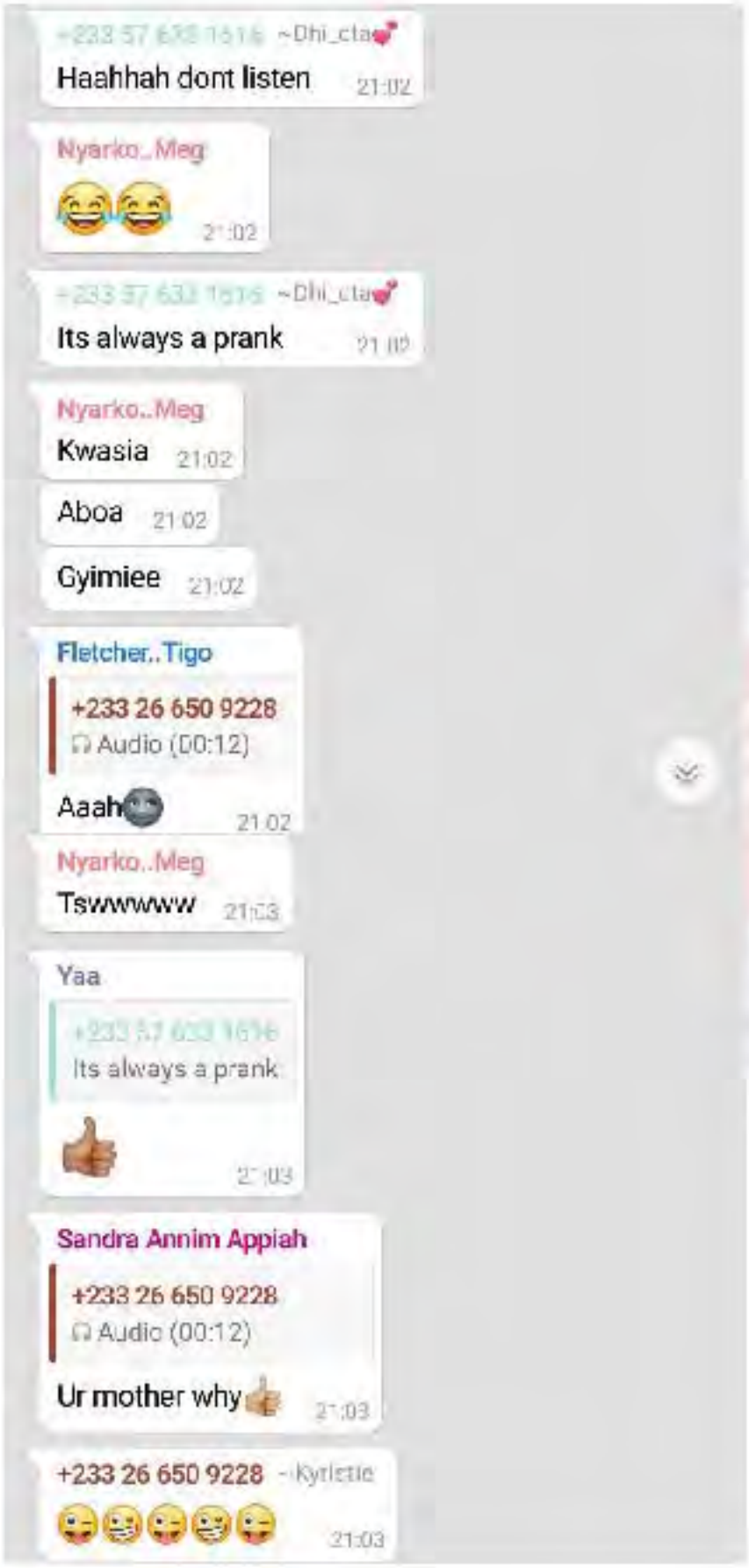


University of Education,Winneba http://ir.uew.edu.gh

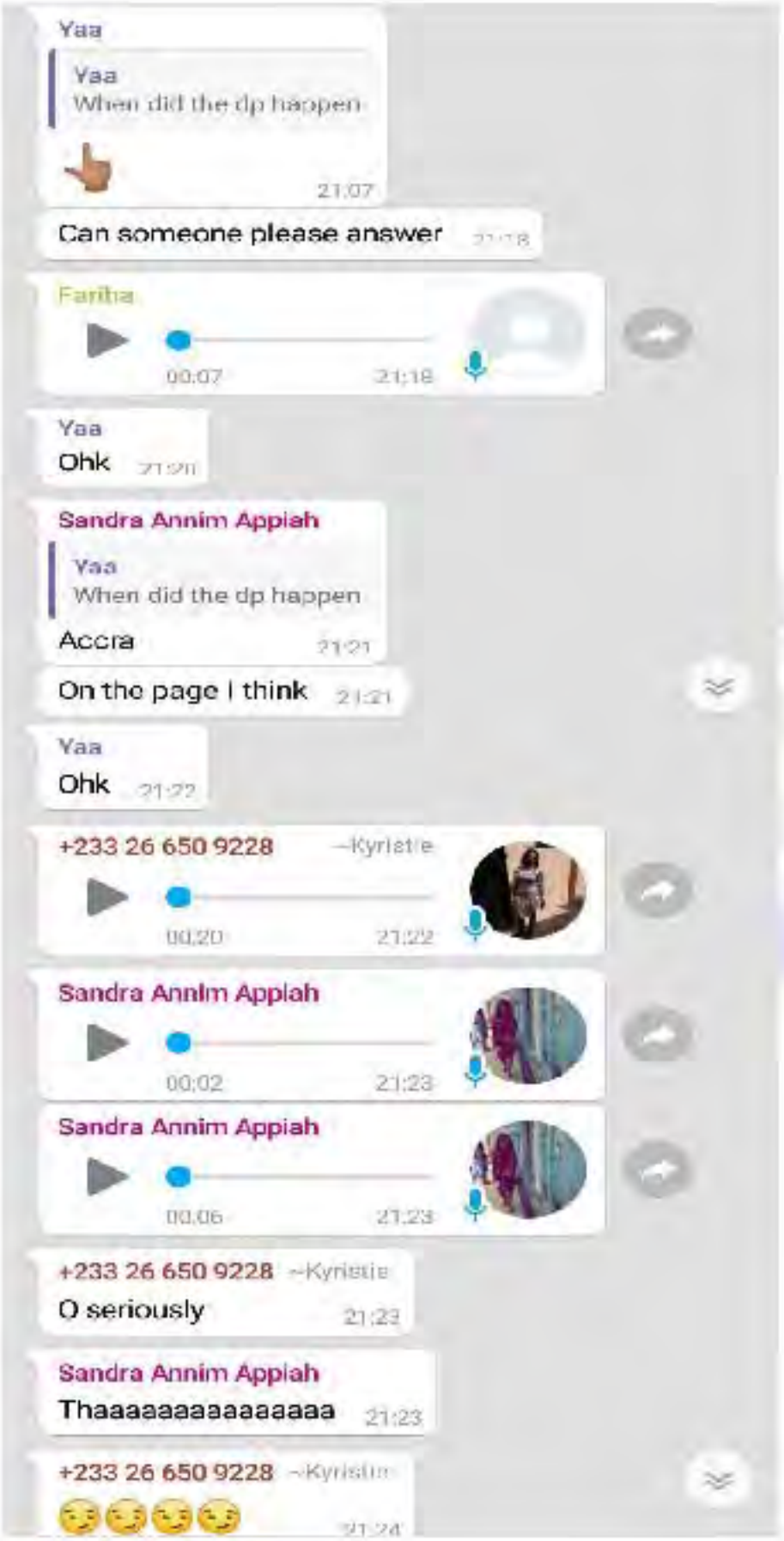
University of Education,Winneba http://ir.uew.edu.gh



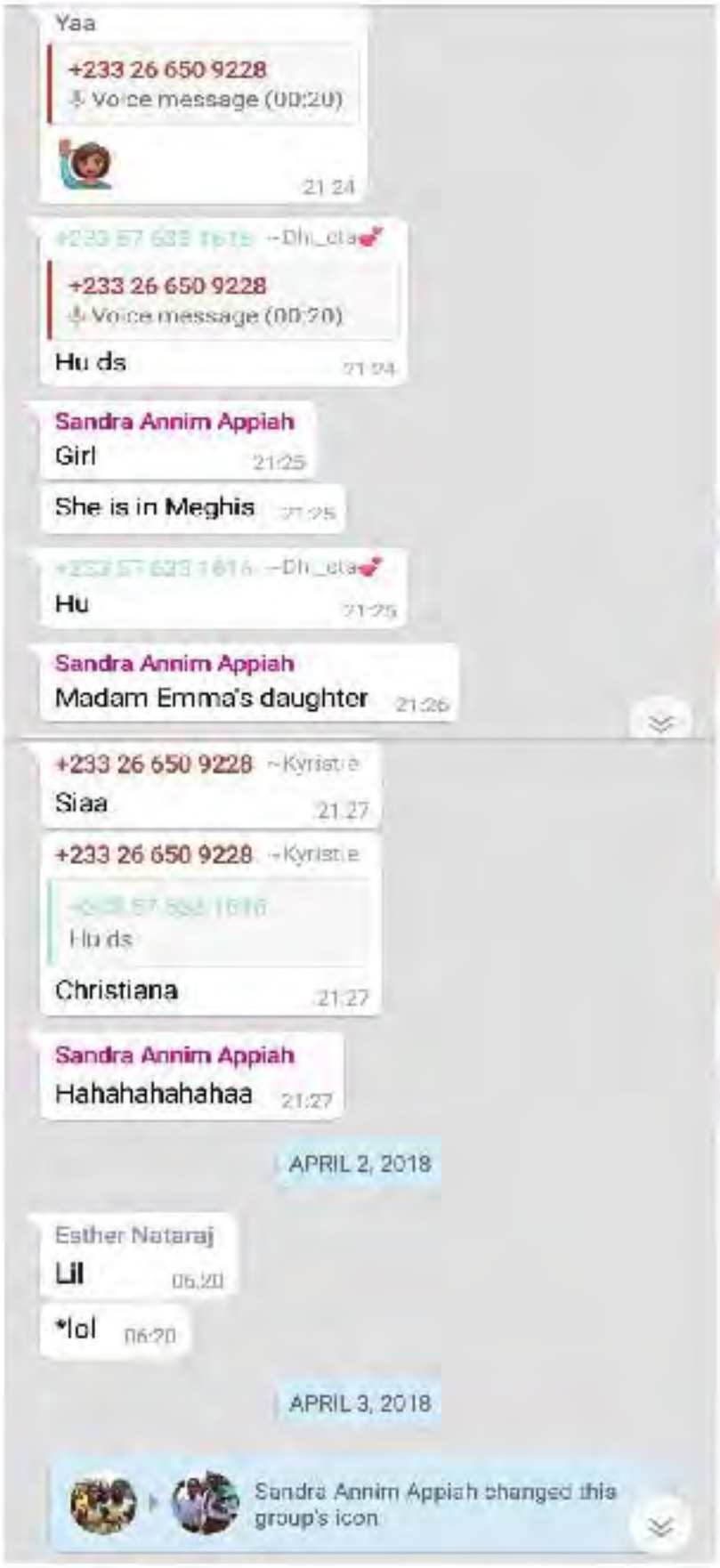
University of Education,Winneba http://ir.uew.edu.gh



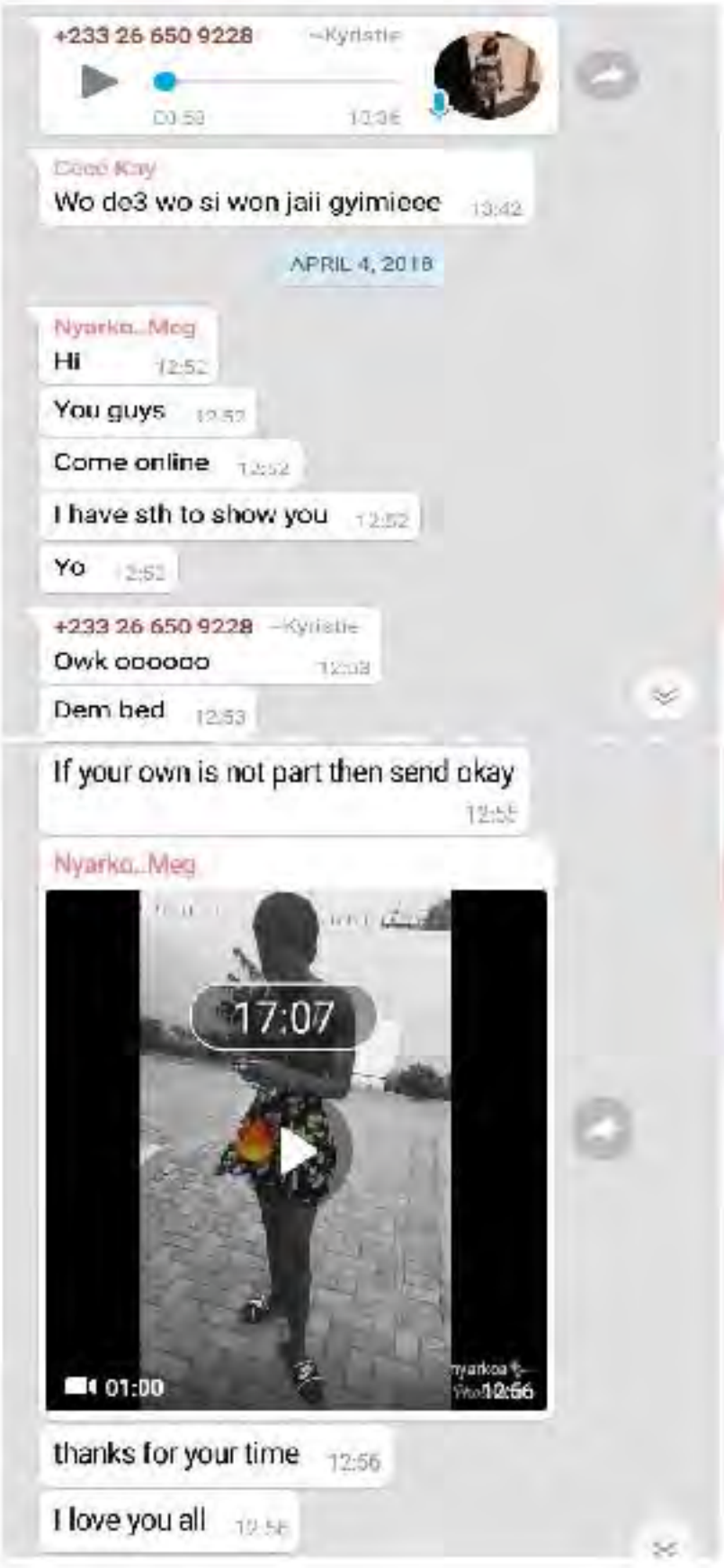
University of Education,Winneba http://ir.uew.edu.gh



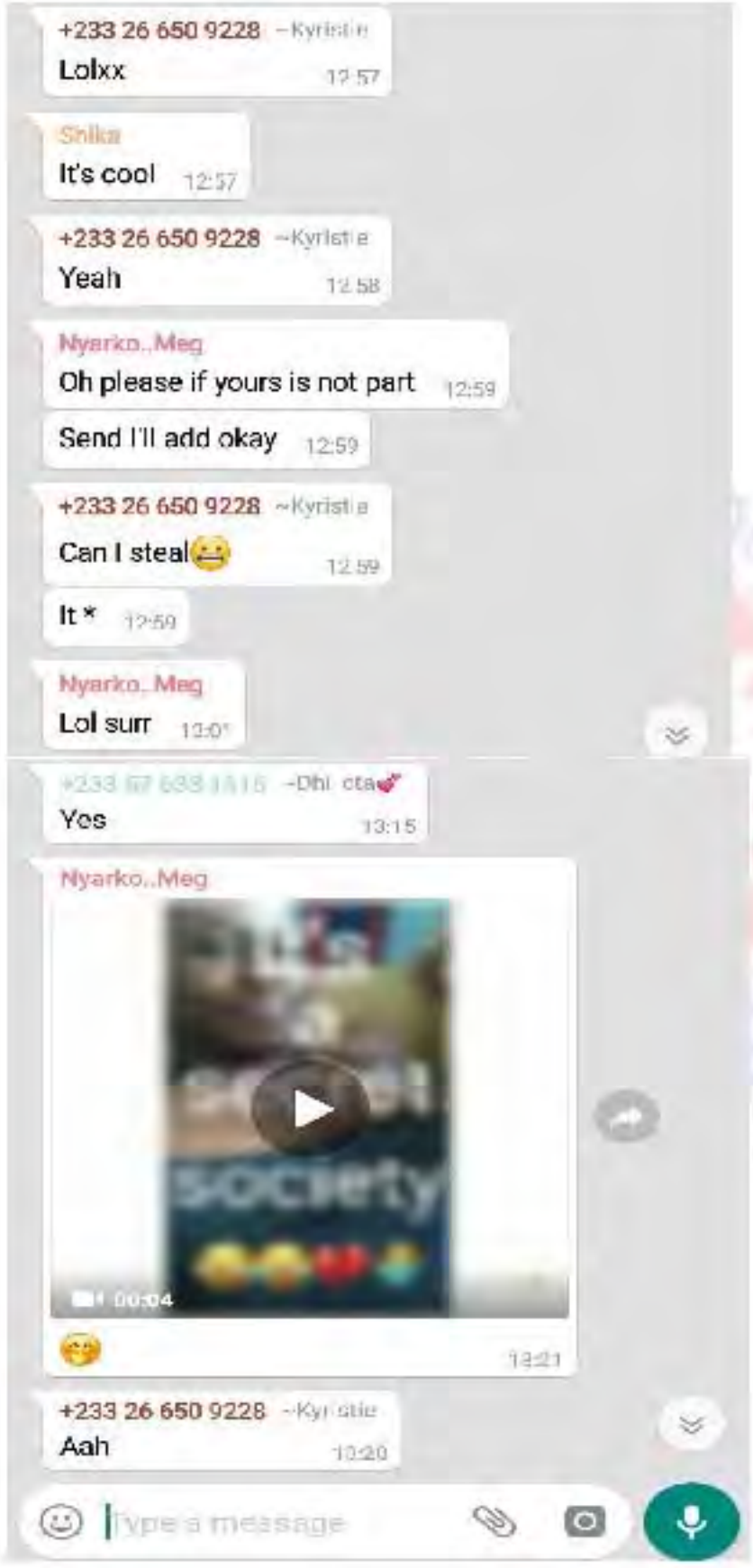
University of Education,Winneba http://ir.uew.edu.gh



University of Education,Winneba http://ir.uew.edu.gh

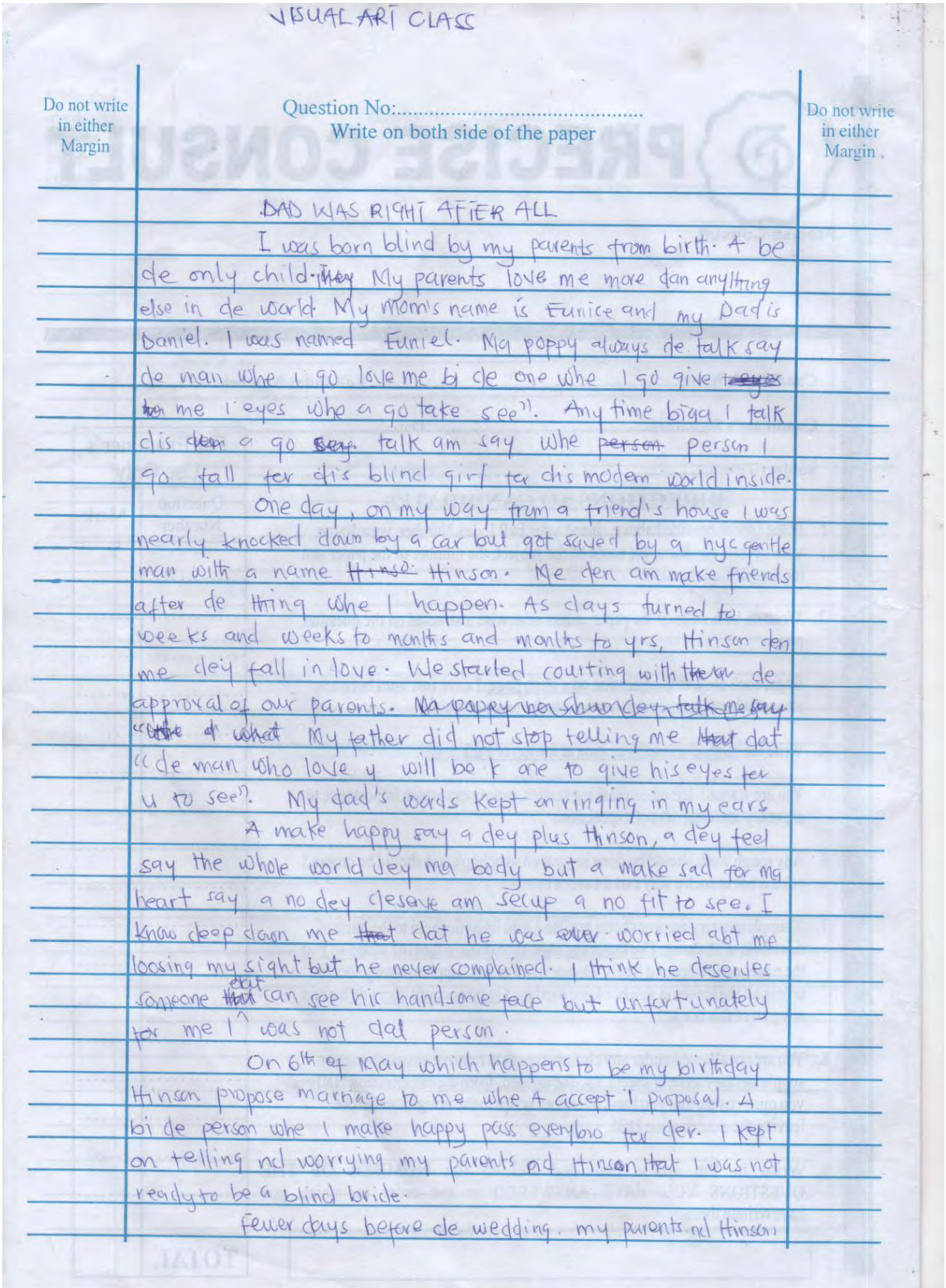


University of Education,Winneba http://ir.uew.edu.gh



University of Education,Winneba http://ir.uew.edu.gh

APPENDIX E 2: Sample of Visual Art Students' Essay Exercise



VISUAL ART CLASS

Do not write in either Margin

Question No:.....
Write on both side of the paper

Do not write in either Margin

DAD WAS RIGHT AFTER ALL

I was born blind by my parents from birth. A be de only child. ~~They~~ My parents love me more dan anything else in de world My mom's name is Eunice and my Dad is Daniel. I was named Euniel. Ma poppy always de talk say de man whe I go love me bi de one whe I go give ~~t eyes~~ ~~to~~ me I eyes whe a go take see". Any time biga I talk dis ~~dem~~ a go ~~say~~ talk am say whe ~~person~~ person I go fall fer dis blind girl fer dis modern world inside.

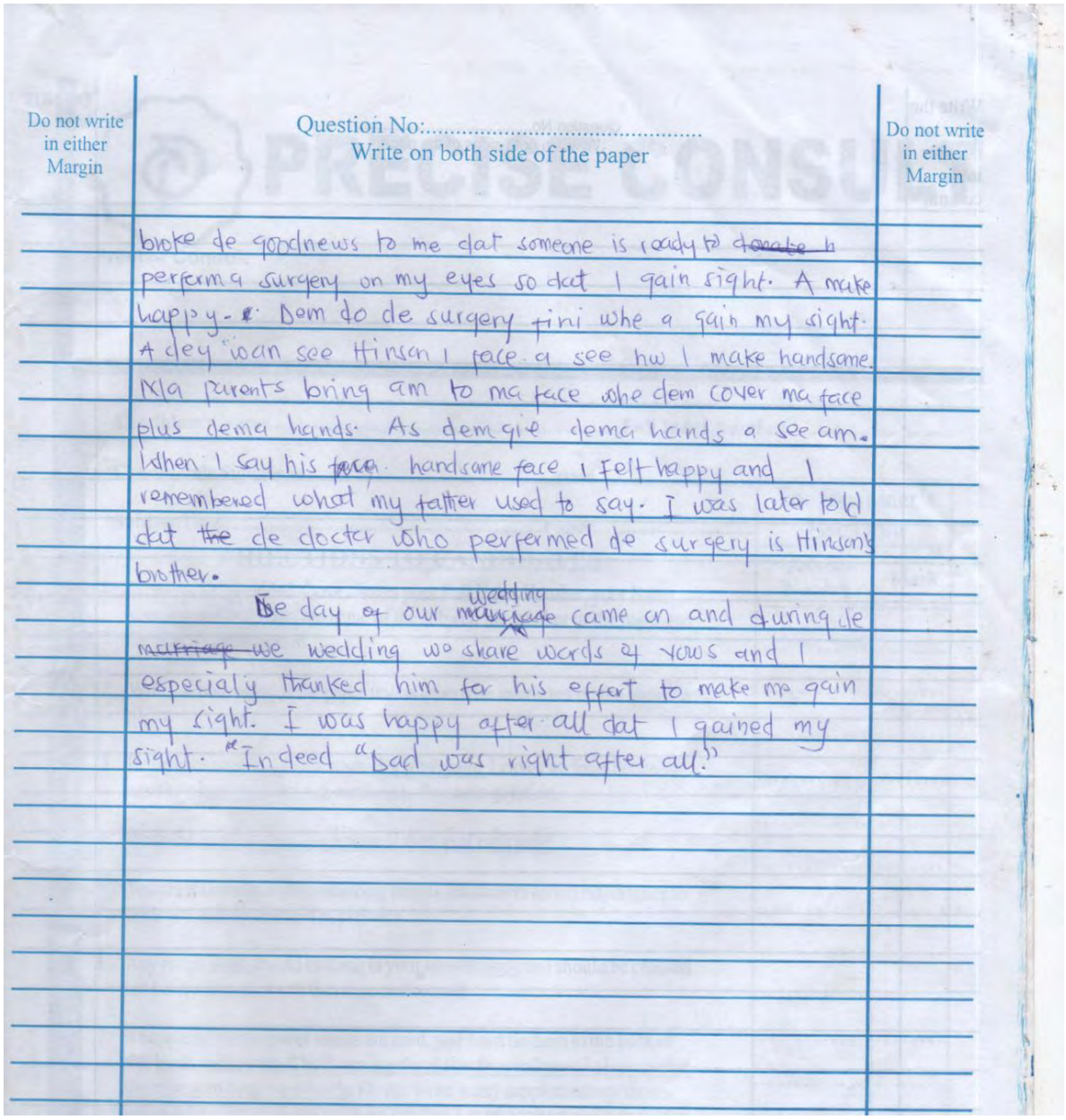
One day, on my way from a friend's house I was nearly knocked down by a car but got saved by a nyc gentle man with a name ~~Hinso~~ Hinson. Me den am make friends after de thing whe I happen. As days turned to weeks and weeks to months and months to yrs, Hinson den me dey fall in love. We started courting with ~~the~~ de approval of our parents. ~~Ma poppy no shun dey talk me say~~ ~~"the d what~~ My father did not stop telling me ~~that~~ dat "de man who love y will be k one to give his eyes fer u to see". My dad's words kept on ringing in my ears

A make happy say a dey plus Hinson, a dey feel say the whole world dey ma body but a make sad for ma heart say a no dey deserve am secup a no fit to see. I know deep down me ~~that~~ dat he was ~~ever~~ worried abt me loosing my sight but he never complained. I think he deserves someone ~~that~~ dat can see his handsome face but unfortunately for me I was not dat person.

On 6th of May which happens to be my birthday Hinson propose marriage to me whe A accept I proposal. A bi de person whe I make happy pass everybro fer der. I kept on telling nd worrying my parents nd Hinson that I was not ready to be a blind bride.

Fewer days before de wedding, my parents nd Hinson

University of Education,Winneba http://ir.uew.edu.gh



Do not write in either Margin

Question No:.....
Write on both side of the paper

Do not write in either Margin

broke de goodnews to me dat someone is ready to ~~donate~~ perform a surgery on my eyes so dat I gain sight. A make happy-e. Dem do de surgery finish whe a gain my sight. A dey wan see Hinsan I face a see how I make handsome. Ma parents bring am to ma face whe dem cover ma face plus dema hands. As dem gie dema hands a see am. When I say his ~~face~~ handsome face I felt happy and I remembered what my father used to say. I was later told dat ~~the~~ de doctor who performed de surgery is Hinsan's brother.

~~Be~~ day of our ~~marriage~~ wedding came an and during de ~~marriage~~ we wedding wo share words a vows and I especialy thanked him for his effort to make me gain my sight. I was happy after all dat I gained my sight. "Indeed "Dad was right after all."

University of Education,Winneba http://ir.uew.edu.gh

VISUAL ART

Do not write in either Margin

Question No:.....
Write on both side of the paper

Do not write in either Margin

Prampram Senior High School,
Post Office Box 30,
Prampram.
21st January 2019

Sup Tilly Queen,

A make happy say a dey write u dis letter. A no say u bi fine cause jah dey. E Hao is everyone. Extend my greetings to dem. I am writing u dis letter to tell ~~yer~~ u abt my plans after ~~s~~ Wassce. A no say ur mind dey.

First nd foremost, In waiting fer de results I wld like to help my mother ~~ay~~ do her business. She deals in all kinds of farm tools and equipments. A dey wan help sell dis nibis. A go dey go market go buy de nibis give am so I go save time. She will be selling ~~them a~~ dem nd I will go ~~an~~ nd get dem. Many farmers live around our area ~~and~~ nd dey wld like to buy ~~f~~ cheaply from my mother. We buy from retailers cheaply and sell dem cheaply. A get plenty friends fer around whe dema parents bi farmers. I know fer sure dat our ~~p~~ business will go on smoothly.

Secondary I hv plans fer vacation classes at Prampram senior high school. I will be attending dis classes fer a short time. The classes dey start from 3pm to 6pm. Actually my mother closes de shop around 1-2pm so I hv enough time to dress up an nd go fer classes. De fee is just GH¢200. In a day we earn abt GH¢1000 and my mother save half of the money. She gives me 20% to save. De reason we Y I want to attend dis classes is to take me through decourses I wld offer at de University and how is it like

University of Education,Winneba http://ir.uew.edu.gh

Do not write in either Margin

Question No:.....
Write on both side of the paper

Do not write in either Margin

~~The~~ De lecture der is very good and comforting. He shares ideas with us. ~~He~~ I classes dey go on pass. ~~A~~ dey wish say I go bi my lecture for KNUST.

Lastly after de classes I wld like to teach as a pupil teacher in Pramsec. A bi good for Maths and science so a go dey mho dem dis two subjects. A go make dem ~~bad~~ ~~bado~~ bab de subjects. Fortunately for me I ~~hat~~ hv a friend teacher der who wld help me and take me through de teaching skills. I quite remembered the time I received de best in Science ~~an~~ nd Maths award. I ~~w~~ was beside myself with joy at ~~dt~~ de good news. A go get more experience if a continue dey ~~a~~ teach for der as a pupil teacher. A no say u dey ma side.

Dis are few of de things I planned to do after stls. A hope say u plan say u go do same. All dis things build a person up. I dey weg for my reply and I think by dat time we shall hear de 8 As flowing. Wish all dey best

Ur Friend
Danamaz.