

UNIVERSITY OF EDUCATION, WINNEBA

**THE IMPACT OF DIGITAL MEDIA IN STUDENTS SPOKEN AND
WRITTEN ENGLISH IN DACHIO JUNIOR HIGH SCHOOL IN BOLGA
EAST DISTRICT**



MASTER OF EDUCATION

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WRITTEN ENGLISH IN DACHIO JUNIOR HIGH SCHOOL IN BOLGA
EAST DISTRICT**

**ASALIYINGA VITUS ADOMBIRE
(190011431)**



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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)
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MARCH, 2022

DECLARATION

STUDENT'S DECLARATION

I, Asaliyinga Vitus Adombire, declare that this dissertation with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole for another 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 dissertation as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: DR. KWAKU OFORI

SIGNATURE:

DATE:

DEDICATION

This dissertation is dedicated to my wife, Anagbila Anapoka and my children, Asaliyinga Abugre and Asaliyinga Abugremah. I could not have done any of this without you being there for me. There are no words that can describe my gratitude to your love and support. During long and short nights, my ups and downs, you were there next to me when no one was there for me. Thank you for your love and support now and always. You know that I will never forget that, and as always, I would say “forever.”



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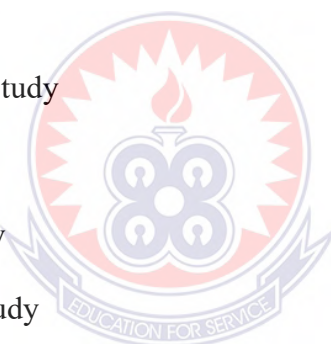
My special gratitude goes to Mr. Ayaabane Mumuni Elijah, Mr. Atanga Bright Nwande, Mr. David Nortey, Madam Nathalia Korimo for everything they have done for me. Thank you for providing me with your knowledge. Your generosity and kindness will never be forgotten. My family and I will always be grateful to you. We owe you more than words can express.

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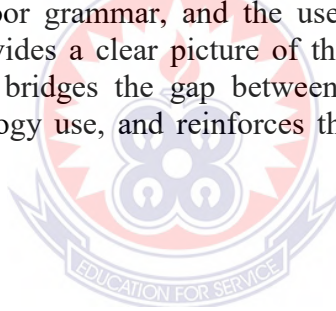
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ABSTRACT

The attention on using social media for educational purposes is increasing especially in the wake of Corona Virus outbreak that brought the whole world to a standstill. Available literature shows that social media platforms are effective teaching and learning tools. The purpose of this study was to look at the impact that social media have on Junior High School students spoken and written English Language. A mixed research method was used for the data collection and analysis. Data were collected through observation of Junior High School students' exercises, and in-depth interviews with them. The participants included six (6) teachers (who answered the questionnaires) representing teachers that teach different subjects in the school, Dachio Junior High. The other participants were the students. They were thirty (30) in number. The researcher conducted a face-to-face interview with them. Data were analyzed using the interview questions. The commonly used social media platforms by the participants are WhatsApp and Facebook. It was revealed in this research that over 60% of the respondents use social media for less than an hour. The students also use social media platforms as tools to communicate with their friends and family, share information with their friends and family, and learn. The following were given by the respondents as some of the positive effects of social media. They are enhanced reading, writing, speaking, pronunciation, spelling and communication skills. The respondents again indicated that social media negatively affected them through the use of foul language, poor grammar, and the use of abbreviations and inaccurate spellings. The study provides a clear picture of the current use of social media for educational purposes. It bridges the gap between policymakers' expectations and students' current technology use, and reinforces the effort to institute more fruitful education reforms.



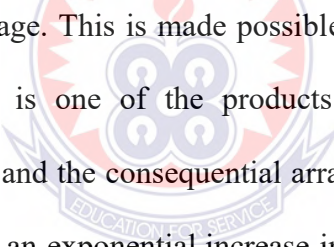
CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter of the research work is the introduction to the study. Thus, it discusses the background of the study and the problem statement. This aspect of the research also contains the purpose of the study, the objectives of the study and the research questions. Again, the significance of the research is discussed in this chapter as well as the delimitations and limitations of the study. The organization of the study and the summary of all the discussions are part of the chapter one of this research work. Following the introduction to this chapter will be the background of the study.

1.1 Background of the Study



The world is a global village. This is made possible by the advent and innovation of technology. The internet is one of the products of technology innovation. The emergence of the internet and the consequential array of social media networks have, without doubt, resulted in an exponential increase in new types of written languages: Blogs, Tweets, Facebook posts and LinkedIn profiles (Foster, 2018). According to Digital Ghana (2021), out of the world population of 7.83 billion, 5.22 billion, 4.66 billion, 4.20 billion of the population use phones, use internet and use social media respectively. Out of the 4.20 billion of the world population that actively use social media, 2740 million, 2000 million, 2291 million of the population actively use Facebook, WhatSapp, and YouTube respectively.

Similarly, with about 31.40 million people in Ghana, there are 15.70 million internet users as at January 2021. Also, there were 8.20 million social media users. Mobile connections accounted for 41.69 million in January 2021. Out of 31.40 million of the

population of Ghana, 21.1 million, 17.8 million, and 18.1 million of the people fall within 13 and above, 18 and above, 16-64 years respectively actively use social media (Digital Ghana, 2021). Since a lot of the people that actively use social media are aged 13 and above, this research is necessary because most Junior High School students fall within this age bracket. It was also revealed that the most widely used social media in Ghana are WhatsApp-83.9 percent, Facebook-70.8 percent, YouTube-69.7 percent representing first, second, and third respectively. It is possible that people aged 13 years and above who use social media may do so for both academic and non-academic purposes. They use the media to interact with their peers thereby creating a subculture language.

This subculture language is the acronyms or abbreviations of official words, and the use of certain symbols and signs that the youth use to communicate and interact with their friends. According to Belal (2014), the culture of acronyms in social media interaction is common among the youth today. They commonly use initials of official words like LOL (for laugh out loud) in their written and spoken English as they interact with their friends on social media. However, the students gradually and unintentionally transfer these slogans and acronyms into official writings. They then pollute and litter the formal English Language with them.

According to Hadoussa and Hafedh (2019), social media is beneficial to people in academia. This therefore means that language professionals and learners can use it for their day-to-day academic work. Information of varied type (text, audio, video, audio-visual etc) can be shared among learners and teachers through social media. Teachers can give their learners exercises through it and learners too can use the media to do their work and submit same. Social media promote learners centeredness as these

learners are given the opportunity to collaborate with colleagues leading to them being creative (Selwyn, 2012). Here, trends of informal language are bound to be minimal or non-existent because the professionals involved will edit, scrutinize to ensure that none of such occur in their writings.

McLuhan (2011), in his book, „The Book of Probes“, comments, “All media exist to invest our lives with artificial perceptions and arbitrary values” (p.199). This means that social media is very important in our daily lives Belal (2014). One should not lose sight of the important roles that social media play in our everyday lives, from education, religion, entertainment, health, information sharing and the ease with which this can be done, etc. The youth of today are addicted to social media. With the evolution of technology (internet) – Facebook, WhatSapp, Tweeter etc the world got to know about Corona Virus when it was discovered in Wuhan in 2019. There was enough education about the deadly virus through the various digital media platforms. Despite the quicker and broad sharing of information about Corona Virus, this virus brought every aspect of our lives to a standstill but with the internet and the different digital media platforms, most educational institutions especially at the tertiary level offered tuition, and examination online using the WhatSapp, Virtual class (Vclass), Google, Zoom etc.

Social media has enhanced interactions and information sharing between learners and teachers. The desire for more technological inventions and innovations as well as the high interest to connect well, and share information as quickly as possible could be the reason that has led to the massive development of the media. Social media applications allow users to cross the boundaries of their countries, connect and express themselves on a global scale (Thorne, 2010). One point that is worth noting is

that these authors do not consider the quality of content that is shared on social media. The confidentiality of the information, and the cultural background and orientation of the receiver of social media information is not taken into consideration. Despite what is said above, digital social media (Virtual Class, WhatsApp, and Zoom) made it possible for the previous session of academic activities of most tertiary institutions which University of Education, Winneba was not an exception to be possible. Most basic schools would not be able to complete their syllabi. Thanks to digital media that brought all students on a virtual platform for academic activities to flourish.

English language teaching can be done using social media tools. According to Akinjobi (2013), noted in his work that social media supplements the traditional media in teaching and learning. Social media tools may impact negatively on students' academic performance (Paul and Gelish, 2014).

According to Shahzadi and Kauser (2020), social media usage affects all aspects of human life. Hudson (2017), defined social media as any technological tool that allows users to interact and share information easily and quickly. Social media are internet powered webs and applications that motivate and encourage students to write. They also promote collaborative learning among students (Shahzadi & Kauser, 2020). Scholars believe that social media promote active and collaborative learning (Maloney, 2007).

In all the literature that is available, social media are internet applications that enable its users to interact and communicate with one another. They are able to share information in the form of video, audio, audio-visual and text. Smart phones and computers are the tools that support social media. There is no geographical boundary to how far social media can travel.

Also, the interactions that students undertake on social media influence their writing and speaking skills. They transfer abbreviations that characterized social media interactions onto formal writings. Their spoken English Language is again influenced by social media language.

In the subsequent section, the researcher will now discuss the problem statement of this research.

1.2 Problem Statement

The media has an influence on the lives of people (Fatimayin, 2018). This can be in the area of the economy, health, socio-political, religion, sports and more importantly education. Studies have revealed that social media affect students' use of English Language. They tend to use short-handwriting and slang to chat with friends and get used to it thereby replicating the same errors during examinations (Obi, Bulus, Adamu & Sala'at, 2012). The research will be based on the influence that digital social media has on students spoken and written English Language. This has become necessary because students of Dachio Junior High School use short-handwriting in their exams scripts, and commonly use slangs when they are speaking.

Several studies are done on the impact of analogue media in students learning of English Language at the various levels of education. There is also available materials on the impact of digital media on students English Language at tertiary and Senior High Schools levels, both in and outside Ghana. For example, Kolan and Dzandzo (2018), in their study looked at how social media have affected students' performance in Ghanaian universities with specific focus on University of Ghana, Legon. The major findings were that all respondents were exposed to any of the popular social media platforms like Facebook, WhatsApp etc, over 50% of the respondents in the

study spent 2 hours and above on social media, 82.5% of respondents use social media for non-academic purposes while 17.5% of the respondents use social media for academic purposes. Again, over 50% of the respondents disagree and strongly disagree that social media have not improved their grades since they were exposed to social media.

Also, Asare-Donko (2018), studied social media impact on Senior High Schools in Ghana. In this study, the findings were that all 300 respondents use social media platforms. They use devices that support internet connectivity, and students use social media for both academic and non-academic purposes. Over 70% of respondents spent 5 hours and above on social media, and a total of 178 students from both rural and urban areas think social media have positive influences on their learning.

Again, Waheeb (2020), concentrated his research on the uses of social media in English Language teaching and learning, focusing on the perceptions and experience of English Language as a Foreign Language instructors. Among the findings of this research are that teachers use social media platforms to help them teach. These platforms are YouTube, Facebook, Twitter, Instagram etc. Teachers use social media to assess and evaluate students learning progress. Again, teachers stated that social media motivate and engage students in lesson discussions. Another finding of the research was that teachers face the challenge of integrating social media in teaching and learning due to lack of time, and enough support and training, lack of self-efficacy, and misconceptions about social media.

That said, little research has been done at the level of Junior High School with regard to digital social media impact on students spoken and written English Language.

The study aims to reveal the influence of digital social media on the written and spoken English of students with specific focus on Junior High School. On this note, Dachio Junior High School in Zuarungu East circuit in Bolga East district in the Upper East region of Ghana is the school the researcher will base his work. This is therefore for a Junior High School level-centred research on the stated topic.

1.3 Purpose of the Study

This research seeks to find out how digital social media affect students study time, the various social media platforms that students are exposed to, how digital social media influences students writing and speaking of English Language at the Junior High School level.

1.4 Objectives of the Study

Objectives of the study are outlined as follows:

1. To identify the different digital media that Junior High School students use.
2. To assess the time that Junior High School students use on digital media.
3. To examine the role that digital social media play in Junior High School students spoken and written English.

1.5 Research Questions / Hypothesis

1. What are the different social media that Junior High School students use?
2. How much time do Junior High School students use on social media?
3. What role do digital social media play in influencing the written and spoken English among Junior High School students?

1.6 Significance of the Study

The study is important because the Bolga East education directorate, the Ministry of Education and Ghana Education Service could apply the study information to develop and enhance the use of social media in not only teaching and learning in English but other subjects as well especially in the wake of COVID 19 and the upsurge in infection figures.

Also, the findings of this study are anticipated to be of great importance to researchers and scholars. Just like the researcher is reviewing literature related to his work, the documented report of this study will be easily acquired both in hard and soft form, and in different digital media and equip in-coming learners in the field of Teaching English as a Second Language with more knowledge and skills on digital media use by students at the Junior High School level. The study will make myriad contribution to the existing literature on digital media use by Junior High School students which will be part of articles that will be useful to researchers who want to further in this study and to other wider stakeholders in academic circles.

Colleague English teachers will not be left out as the findings in the report can be used by them to help them structure and re-structure their lessons with keen interest in the impact of social media in students' written and spoken English at the Junior High School.

1.7 Delimitation

This research focuses on the influence of digital social media in English Language acquisition. So the research narrows down its area from media to digital social media. Therefore to construct the thesis concise, this research focuses on two productive

skills; speaking and writing among four productive skill of English Language acquisition.

The research is also conducted in Dachio Junior High School in Zuarungu East circuit. This is located in Bolga East district in the Upper East region. The next discussion on this chapter will be the limitation segment.

1.8 Limitation

In the first place, the author acknowledges the fact that at the high school level students are not permitted to use phones while in school and hence almost all may think the researcher wants to use his work to get those that use phones and punish them.

Furthermore, the researcher knows that most of the students' respondents are not working, so, may not have money to buy smart phones that they can use to access the various media platforms (Facebook, What Sapp, Tweeter etc).

Again, the Corona Virus disease still prevails with different variants that are easily spread. This may affect the way materials will be exchanged between researcher and respondents.

Last but not least, cost involve in the work. The researcher was faced with the problem of funding the project including cost of Personal Protective Equipment (PPEs) as Ghana Education Service nor any interested organization did not sponsor it considering the fact that the work was going to serve not only the need of the student for the partial fulfilment for the award of a Master's Degree in Teaching English as a Second Language but the Bolga East education directorate and other institutions may

rely on the report. The organization of the study will be the next portion of this discourse.

1.9 Organization of the Study

The study is structured into five (5) chapters as follows:

Chapter One (1): introduction to the study which includes background of the study, problem statement, purpose of the study, objectives of the study, research questions / hypothesis, significance of the study, delimitation, limitation, and organization of the study.

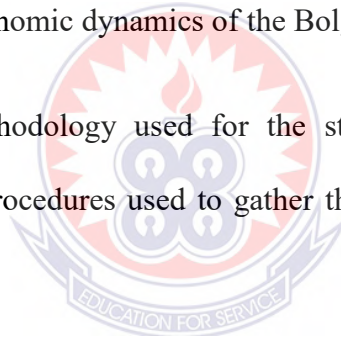
Chapter Two (2): literature review, reviewing key concepts on digital social media in Ghana, the geo-socio economic dynamics of the Bolga East district.

Chapter Three (3): methodology used for the study and an explanation of the sampling methods and procedures used to gather the relevant materials and data for the study.

Chapter Four (4): presentation and analysis of data gathered from the field.

Chapter Five (5): summary of findings, conclusions, and recommendations.

The last segment of this chapter looks at the summary of every portion that is discussed.



1.10 Summary of the Chapter

This chapter has been dedicated to look at the introduction of the study, background of the study, problem statement, purpose of the study, objectives of the study, and the research questions of the study. Also captured in here are significance of the study, delimitations and limitations of the study. Finally, the chapter discussed the organization of the study, and the summary of the chapter.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter is dedicated to all relevant materials related to the stated topic, the impact of digital social media on students spoken and written English of Dachio Junior High School in Bolga East district. On this note, the researcher intends to review books, articles, journals, and other documentary materials that contain information about the research topic. Only accredited sources will be relied upon and any information that is used will have the source dully acknowledged and referenced.

The review of existing literature will be based on the term digital social media, its definitions, explanations and types of it. The positive and negative impact of digital social media will be looked at relative to language learning. Also, the other items of the topic that will be dealt with is social media and education in Ghana. Since the concentration of the topic is on the two language learning skills, the speaking and writing, they will also be discussed and reviewed. Again, current studies related to the topic will be reviewed in this chapter. Last but not least will be the summary of this chapter.

2.1 Theoretical Framework

Research works done so far revealed that social media greatly and positively influences the spoken and written English of students, and their social lifestyles. According to Dwyer (2016), for scholars to be abreast of modern trends in education, they have to embrace social media. This therefore informs the researcher's interest in New Literacies Theories. This theory was propounded in 1990s, specifically 1994 by the New London Group. According to Leu, Kinzer, Coiro, Castek, and Henry (2013),

as a result of technological advancement, the internet has eliminated any barrier to global interactions. Many countries in the world have now integrated Information and Communication Technology into their curricular and educational systems.

The internet has brought about new and different methods of teaching and learning of any subject of study. These new methods of teaching and learning can be applied to English Language speaking and writing skills. The New Literacies Theories are empowered by the internet. The theory is about teaching and learning using the internet and the various social media platforms. According to Leu, Kinzer, Coiro and Cammack (2004), the significance of the New Literacies Theories are: Those skills, knowledge, strategies, methods etc that one has to acquire to enable him or her effectively use the new technology to facilitate performing a task. With the new literacy tools, people are able to get information from the internet, analyse, and use the information for their academic and personal lives.

The New Literacies Theories expose both learners and educators to modern methods and ways of learning. Pedagogical contents and methods are contained in these theories. The research work will therefore benefit from The New Literacies Theories by assessing the various digital social media tools and how they can be utilized in education especially in helping students to develop their speaking and writing skills of the English Language.

2.2 Digital Social Media

One of the technological tools that develops fast to meet the needs of the modern times is social media (Hira et al, 2015). Social media definitions cannot be specific because social media itself is not specific. According to Selwyn (2012), the platform that allows people onto it to freely communicate and interact among themselves, and

to create, edit and share video, textual, audio and audio-visual content is social media. They undergo evolutions and development, and almost every period, new aspect of them are developed. According to the Oxford dictionary (2011), social interactions that go on using websites and applications are social media.

Dearborn (2014), also defined social media as technology product that people can use to communicate by sharing and having access to information. This information can relate to people, organizations, institutions, products and anything that is available that communicative technology can make available and accessible to a lot of people. These technology products performance speed is high and wide. It is also effective and delivers quality information.

According to Boyd, Danah, Ellison and Nicole (2007), the first social networking site to be developed that saw the uploading of personal profile and making friends was the Six Degrees. This network site was developed in 1997. Other channels like The Asian Avenue, Black Planet and MiGente that supported combinations of profile and publicly articulated friends occurred from 1997-2001. In fact, social media have undergone massive transformation from 2001 till date and this has led to the numerous social networking sites available.

Six social media groupings were done by Kaplan and Haelein (2010) and these are the following.

One of the groupings of social media that was done by Kaplan and Haelein (2010) was the Collaborative Project (Wikipedia). According to Dewing (2010), the Wikipedia is an internet site that allows the younger ones especially students to publish journals, articles, stores of all kinds directly, free of any charge. Examples of

Wikipedia are the Blogger and Tumblr. These allow students to communicate and share information. Any kind of information is available on Wikipedia and students can learn through it by using the web browser to create, modify and post their creations.

According to Boyd and Ellison (2007), another social media group that was done by the two authors was the Blogger and micro blog (Twitter). This American public web based micro blogging is a social networking service on which people post and interact with messages known as „tweets“. Twitter allows registered members to tweet or post, like and re-tweet messages while people who are not registered members can only view and read messages. The sharing and exchange of postings can be privately or publicly.

Yet again, Virtual Game World is a social networking site that users interact with one another in a game or virtual world. Manetta and Blade (1995) made a point that the internet can be used to create an artificial world that makes the user feel like being in that world. Yoon (2005), also see virtual game world as internet powered games that always have in-game items for players to acquire, request, or omissions for these players to complete, and a loose structure created by an open-ended fictional story.

Furthermore, content is a social media that was categorised by Kaplan and Haelein in 2010. Popular content communities like YouTube, Flickr and SlideShare are used by registered users to share multimedia materials such as videos and slideshares online. This social networking site can be used in academic setting. Students can use it to follow professionals in their field of learning (Geoscience of Education, 2016). Users can create and subscribe to channels.

Beside the above categorization of social networking sites by Kaplan and Haelein (2010), they also put social media into Virtual Second World (Second Life). This online platform allows registered members to create their personal Avatar which they simultaneously and independently use to explore the virtual world, and participate in its activities and communicate with friends. The avatars can be textual, graphical, video, audio etc. This virtual world can accommodate many users.

Kolan and Dzanda. (2018), saw the above categorization of these social networking sites as a good thing for scholarly work and for easy identification by people. They however think it will be difficult to put a new social media application into these groups. They said the yet to be developed network may not fit into these existing groups, and we have to create a new group for it which we may not be able to appropriately name this group.

This twenty-first century has witnessed massive technological advancement which has led to the creation and improvement of existing social media. According to Kolan and Dzanda (2018), technological advancement has led to the manufacture of improved mobile phones that accept almost all social web pages thereby broadening and encouraging more participation on social media platforms. In Humprey's (2007) study titled, „Mobile Social Networks and Social Practices“, technological advancement has led to the development of better mobile devices that make them able to accept and use all computer applications. Because of the mobile phone portability, majority of the people are now using it and the applications in it make geographical barriers that hitter to hinder communications among social ties now a thing of the past.

The varied definitions of social media show that no one definition can be used to define social media. It also shows that technology develops very fast and hence the development of new applications. These definitions are based on the different times that technology has developed new applications.

The number of social media platforms available gives both teachers and learners the opportunity to choose the appropriate ones to help them develop their speaking and writing skills of English Language. Social media proliferation also means that teachers and students have access to them, so, using them to enhance their speaking and writing skills becomes easy. It again means that learners and instructors that do not use digital media in English Language learning and teaching will lack behind their colleagues that use them.

Consequently, the researcher will focus on the positive impact of social media in the speaking and writing powers of language development in the next discussion.

2.3 Positive Impact of Digital Media

Social media as a product of technology is created to better the lives of its users. It reduces the workload on humans and performs activities within a short time and give results. Therefore, the positive impacts of social media in teaching and learning of English in our schools with regard to writing and speaking cannot be underestimated. Below are some of the positive impacts.

First and foremost, Mushtaq (2018), stated that the use of social media can be a good outlet to deal with academic frustrations, especially if the students are in contact with other students that have the same or similar problem (s). Social media let students to get connected with other students, which can be very useful because it will allow

them to discuss class matters via it. This therefore means that social media reduces students' frustrations associated with the difficulty they go through in performing their speaking and writing tasks in English Language because they can easily connect with their peers for support in their learning. Miah, Omar and Allison-Golding (2011), noted in their work that social media makes conversation quicker and regular for people who are distanced from one another as it is viewed as one of the main mediums. Thus, students' writing and speaking skills can be enhanced using social media because they have a regular and quick pool of materials on the internet that they can depend on when the need arises. People's communication skills, social interactions, peer support and collaborations in academic circles are enhanced. Additionally, Bakeer (2009) tried to obtain students' perceptions of how their use of social networking sites influences their academic performances. The researcher performed a preliminary survey of a group of Malaysian university students. It was found that the majority of respondents agreed that social networking sites have a positive impact on their academic life. This could be the students' spoken and written aspect of the English Language in their academic lives.

Again, writing is one of the four language skills that requires special attention. It is a significant skill in language production (Kellogg, 2008). As its role is to convey the message accurately and effectively, and its proficiency plays a major role in communication. Writing is the most challenging area in learning the second language (Ferris, 2011). University students are neither knowledgeable nor skilled enough to feel confident to communicate efficiently and effectively, using English as a Second or Foreign Language because they are not exposed to social media (Al-Jarrah et al., 2019).

Also, Language teaching has a number of dimensions, which include the development of oral expression, written skills, literature, and creativity (Richards & Rodgers, 2014). However, Kiuahara, Graham and Hawken (2009); Al-Jarrah et al. (2019), noted that students do not write very often and most of what they write is classroom-bound. The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of great value and make learning more meaningful and more exciting. Many of us know the old saying that „practice makes man perfect“, especially when it comes to writing. The more we write, the better we become as writers. Social media can be a tool where students are encouraged to use their creativity combined with personal expression to improve and strengthen their writing (Al-Jarrah et al., 2019).

Furthermore, Social media impacts positively by providing an opportunity for social interaction, communication and learning among its users. Through social media, students learn collaboratively and creatively leading to the development of language skills (Ahmadi, 2018). The development of language skills can include the writing and speaking skills of students. The rules and regulations governing both formal and informal language can be learned through social media (Douglas, 2009). According to Ahmadi (2018), the tool that makes learning students-centred, and reinforces and empowers them to learn is the internet. According to Strain-Moritz (2016), due to the usefulness of online learning, it has been incorporated into many schools' curriculum. Recommendations are also made for the use of certain online resources to learn, search for information and access personal and school information online.

Beside these, social media impacts positively in learning. Change is constant in every aspect of our lives with language learning not being an exception. Language learning

powered by technological advancement is as a result of our quest to make our lives better (Chomsky, 2014). Social media is two sides of the same coin (Baldwin, 2012, p.58). In as much as social media may cause deficiencies in words spelling, floods of new and informal language due to short handwriting and use of signs and symbols, and above all the gross disregard for rules of English grammar, he refers to the advantages of lexical normalization of linguistic development. A research done by Thurairaj, Hoon, Roy, and Fong (2015), revealed that social media discussions did not affect the written and spoken English of the people who use them because they are aware of the social media informal language and that of their formal academic language.

Similarly, a study was conducted to investigate social media impact in students speaking and writing. The work revealed that the media improves the grammatical complexity and vocabulary standard of students (Al Jahrami, 2019; Attila, 2017; Maron & Rennie, 2008; Mills, 2011; Stevenson & Liu, 2010). Also, Kha, Hyaz and Faheem (2016), did similar work and found that social media strongly influences students grammatical power. Mason and Rennie (2008), has found the development of new words using social media. The users of social media form new words out of the names and conversations of the various social media or add prefixes to some of the names of social media to form new words. Examples are tweet from twitter; google it, like and unlike, friend and unfriend. According to Attila (2017), social media has brought about short handwriting, acronym, and other linguistic features that reduce the time, ink, book used to write a particular piece of notes. Examples of these are: b4 for before; 2day for today etc. This is the creativity that social media bring to the development of the writing skill of students in learning English Language.

In all the literature that is reviewed above, it is worth to state that social media lead to the development of students' vocabulary, their communication competence, their creativity in writing leading to abbreviations and short handwriting in language learning. However, the transfer of these abbreviations in formal writing was not stated. Thus, there are some positive impacts of social media in English Language learning especially the speaking and writing skills.

The coming section will look at the negative impacts that social media has on English Language learning.

2.4 Negative Impact of Digital Media

While researchers like Stevenson and Liu (2010); Lamy and Zaurou (2013); Zourou (2012) argued in favour of the impact of social media and complained of lack of empirical data available to support it, others see social media as negatively impacting English Language acquisition. According to Selwyn (2012), social media is not always used for academic learning purposes. Brabazon (2007), frowns on social media in that it leads to students' poor academic performance. He used Selwyn (2009), to back his argument by stating that 95% of Facebook conversations that go on among United Kingdom (U.K.) students are non-academic. Tariq et al. (2012), also backs the argument made by Selwyn. He made the point that the interactions that go on, on social media among students in Pakistan do not relate to academic learning. Again, Akram and Albalawi (2016), points to the fact that Saudi students concentration and academic lives are distracted by Facebook social media. In all these arguments that are made none of them points to how social media affects academic learning and more importantly English Language learning.

Another harmful effect of social media to students' English language is that they affect students' words spellings and grammar rules (Baldwin, 2012). According to Lin, Warschauer and Blake (2016, p.143), the English Language that is used on social media is non-correct and non-organized. Songxaba and Sincuba (2019), posit in their work that learners that habitually use WhatsApp language will have difficulty in their writings. They will not be able to write officially.

Roelofse (2013), showed in his research that people's perceptions about the world will change because they are exposed to new language in new technology. This means the way they speak will change because they will most likely use the new language they acquire in this new technology. Since most of the language used on social media is informal, the students are likely to use it in their formal speeches or when they are conversing with elderly people which will not be proper. Students literacy practices will change because of the amount of exposure they have had on social media. New technology affects the way people think (Singxaba L. & Sincuba, 2019). Any new development in technology will definitely change the thinking of people but as to how that affects them either positively or negatively was not stated. Again, this change in perception was not linked to English Language acquisition and learning.

Again, Roelofse (2013), concluded in his research that information on social media has a high tendency to alter written communication. In short, social media affects written communication significantly and negatively. In the previous section, it was revealed that social media leads to short-handwriting. Thus, students may therefore transfer this short-handwriting to their formal writing. The above research reveals one of the skills, written skill that is looked at in this work. It did not include how social media affect spoken English.

According to Bruce (2010), face-to-face interaction in language learning leads to language production, negotiation, collaboration and noticing than social media interaction in language learning. Social media involves typing which leads to poor grammar, and short and incomplete spelling of words. Anderson (2008), said that communication that goes on, on social media may not be relevant to educational setting. Hezili (2010), research revealed that social media chats omit copulas, subject pronouns and articles. In these, one thing that is clear is that social media negatively affects students spoken and written English. That said, these negatives can be minimised for effective interaction using social media for English Language learning.

Social media impact negatively on learning by distracting students. A study revealed that students admit that social media make it difficult for them to concentrate on their academic exercise as posts and tweets from the media they assign to distract them. These distractions leads to their inability to complete their academic works (Adam, 2007). Therefore, the students do not feel confident in using the language in their writing and speaking as a result of lack of perfection and proficiency in the English Language leading to low performance in academics as a whole (Strain-Moritz, 2016).

Moreover, a research report that was published by Clarion University stated that social media accommodates informal language, short handwriting and grammatical problems. Ofuokwu (2010), also stated that students' writings were influenced by social media language. This was reported by other scholars too. Ekah (2007), notes that formal texts are gradually being replaced by social media slogans. While Egbe and Ekpe (2007), noticed that there are spellings mistakes in the essays of students who write November / December examinations of West African Examinations

Council. They further stated that students use pidgin, short handwriting in their essays.

In the reviews that are done above, social media negatively affects students spoken and written English. This is because most of those that spend a lot of time on social media are unable to perform their academic tasks thereby making them not confident to use the formal English Language in formal conversations. Again, the short-handwriting or abbreviations, misspelling of words, disregard for grammar rules and regulation that characterised students' social media interactions are transferred to students' formal writings leading to their poor academic performance.

2.5 Digital Media and Education

Everything is moving online in which education is not an exception. According to Kolan and Dzanda (2018), Ghana too has her fair share of experience of the introduction of social media into her education like all other African countries. This introduction of social media into her educational system occurred in a gradual manner. In the first quarter of 2016, the total number of mobile phone subscriptions rose from 36,138,706 to 36,613,987 representing 1.3% increase. The number of people that used mobile data increased dramatically to 18.8 million with a penetration rate of 67.6%. This increased in data usage means more access to the internet and hence social media interactions (National communication Authority, 2016).

In Owusu and Agartha (2015), in their work titled „The use of Social Media and its Impact on Academic Performance of Tertiary Students“ revealed that majority of students in Ghana embrace social media. The study also revealed that social media negatively affect the students' academic work and performance. Their work

confirmed Mingle and Musah's work (2015), which highlighted that social media affect students' academic performance negatively.

From the reviews above, one thing that is clear is that there is no formal procedure that linked social media to education most especially at the High Schools levels though it finds its way to education. Also, the studies of these social media and education shows that there are both positive and negative impacts of social media in language learning. Hence, efforts should be made to minimise the negative effects while maximizing the positive ones for a fruitful social media usage in enhancing students written and spoken English Language.

According to Asare-Donkoh (2018), the educational structure of Ghana is divided into three. Starting from the top or apex are the tertiary institutions (Universities, Technical Universities, Teacher Training Colleges, Nurses Training Colleges, Agricultural and Veterinary Colleges, Schools of Journalism, and other institutions of higher education and learning. Directly below the tertiary institutions are the Senior High Schools (SHS). At the bottom of the educational structure are the Basic Schools comprising the Junior High Schools, Primary Schools and Pre-Schools in the order in which they occur.

In the arrangement of the institutions, the literature failed to indicate the duration of training that a candidate spends to complete a course of study at each of the levels. Thus, at the tertiary level, a candidate spends maximum seven and minimum one year to complete his or her training. This depends on the course of study. As for the Senior High School level, all candidates spend the same number of years or duration in pursuing a study. All students spend three years. It must be added that four year Senior High School was practiced in Ghana for only the first four years but was

cancelled due to differences in political ideologies when a new government took over the administration of the country. Just like the Senior High Schools, the Junior High Schools (JHS) students too spend three years in school before the move to the next stage. Students passing through the Primary School spend six years. At the Pre-School level, the children are supposed to spend three years but in most Private Schools, they spend at most five years starting from (Crèche, Nursery One and Two, and Kindergarten One and Two).

Also, at the tertiary level, the system that exists is Semester and Trimester with only University for Development Studies being the only tertiary institution in Ghana that runs the Third Trimester system where students add one term to the two terms to do field work. The Senior High Schools and the Junior High Schools run the termly system formerly before starting the Semester system in 2021 due to the outbreak of Corona Virus. The Primary Schools and Pre-Schools operate the termly system.

In all these structures of the education system in Ghana, it is only at the tertiary level that authorities officially permit students and teachers to use the various social media platforms to help them improve their writing and speaking of the English Language. Perhaps, because the students at this level are matured. On the other hand, at the pre-tertiary level, students are forbidden to use mobile phones let alone use the various social media platforms to interact with their teachers in the learning of English Language. Although, the students at the lower levels of our educational structure are not permitted to use social media to interact with their teachers, they are exposed to them and even use them after school hours. This is what makes the students to use social media for non-academic purposes. No one educates them as to the usefulness of social media in enhancing their spoken and written English. The researcher therefore

suggests that since the students use the various social media platform at home, they should be introduced to them formally to help them develop their writing and speaking skills of the English Language.

2.6 Speaking Skills

Imagine how life was going to be if there was no language and for that matter speaking. One of the identity of people that makes their culture unique is their language. Every culture has a language. Language is the expression of what is in our minds. There are millions of languages in the world. Some of these languages are popular and spoken globally while others remain locally. One of such languages that has gained international recognition is the English Language. This has made it necessary for many countries to include it in their curricular (Shiamaa Abd El Fattah Torky, 2006).

Therefore, one of the skills that will indicate that someone learned the English Language is when they learn how to speak, and speak it. There are four English Language skills that one must acquire when learning the language. These skills are (reading, writing, listening and speaking). Speaking is the means through which learners interact with one another and have their intentions communicated. It is the dominant language skill that is used in both formal and informal settings (Shiamaa, 2006). According to Rivers (1981), in communication, speaking is used double of the other language skills. Speaking is one of the productive skills apart from writing while listening and reading are receptive skills. It was established that when people speak, they listen as well for replies and when people listen, they equally speak to indicate their positions about a message (Oprandy, 1994: 153 & EL Menoufy, 1997: 9). Speaking can be monologue or dialogue. Monologue speaking involves having

interruption free delivery of a message while a dialogue is having a conversation with people (Nunan.1989: 27). The purpose of speaking can be to transfer information (transactional) or interactional, which is a social conversation (Brown and Yule, 1983: 3). Therefore, developing the speaking skill of the second language learners is critical to their learning of the English Language. Nunan (1999) and, Burkart and Sheppard (2004), declared that for learning to take place in a language learning, the learner should be able to use the target language in social interactions. Therefore, speaking is the noble instrument to measure if a person learns English Language or not (Florez, 1999). Based on the above discussions, it is clear that speaking skill in English Language is a critical tool in measuring if learning has taken place or not. It is therefore necessary that the right environment and conditions should be created by the English teacher to engage students to acquire this productive skill. In the creation of the right environment, emphasis and efforts should be made to utilize the available technology for effective language learning.

The next section of this work will focus on another reviewing literature about the writing skill of the English Language.

2.7 Writing Skills

Another fundamental skill of English Language is the writing skill. It is one of the four language learning skills (Ema Lfanti, 2016). The other language learning skills are speaking, reading, and listening. Like the speaking skill, the writing skill too is a productive skill. It is very important in language learning especially among the educated class. According to White (1986), the global perception of writing is that scholars see it as a means and an end product of language learning. Writing is therefore important in English Language learning.

Writing entails putting ones ideas into words of a language (Rao & Dulga, 2018). It is believed that communication is transmitted using writing as a medium. Therefore, students need effective writing skill when they are in school and when they find themselves in the world of work.

As a result of the importance of writing in academic circles and the world of work, students, teachers, journalist, and workers in general are expected to be proficient in writing. According to White (1986), writing makes learning successful in other subjects. Due to the importance of writing, students need to enhance their skill in writing.

Consequently, English Language teachers need to provide the right instruction and assistance to students to improve upon their writing skill by utilizing social media platforms to help the students to enhance this skill. Students should be allowed to write freely using the appropriate social media platforms, and their errors in punctuations, spellings and grammar corrected.

2.8 Current Studies Related to Social Media Impact in Speaking and Writing of English Language

One of the studies in this area of social media influence in English Language teaching and learning was done by Namaziandost and Nasri (2019). In their work titled „The Impact of Social Media on English as a Foreign Language Learners“ Speaking Skill: A Survey Study Involving English as a Foreign Language Teachers and Students', irrespective of our races and colours, language remains that tool which we use to communicate with other people. There are so many languages in the world. Some are minor while others are major. One of such dominant languages is the English Language.

According to Namaziandost and Nasri (2019), one of the difficulties in achieving language proficiency is the inability of learners to speak using their target language. They added that the use of traditional methods of teaching by teachers in the wake of technological revolution partly contributes to low confidence of learners in speaking using their target language. The solution to this problem led to the adoption of modern technologies like social media in the teaching and learning of English Language.

Again, in their study, it was revealed that university teachers are aware of the modern developments in technology and how these can be used in education. Prominent of these developments are social media. The teachers exchange information with their students using social media. Also, students are exposed to these media and use them for various purposes. Some of the uses are educational while most of them are non-educational. Thus, Namaziandost and Nasri (2019), stated that incorporating social media in teaching and learning of English Language will enhance the benefits that come with it while reduce the negative impacts. They emphasised in their work that social media are potent in achieving students' proficiency in English Language speaking.

From what has been reviewed above, there are some gaps in the study. One of them is the fact that this is a tertiary institution and for that matter university centered study. Again, the research was mainly on one of the two productive skills of English Language learning which is the speaking skill. It ignored the writing skill as a productive skill, and the one which is mostly used in formal settings and the entire lives of people.

Thus, this study will seal the gaps because the work is a Junior High School centered unlike the review above which is university centered. It focuses on the influence of

social media on Junior High School students speaking and writing skills. Also, worthy of a gap that has to be stated and filled is the exclusion of the writing skill in the study that was done by Namaziandost and Nasri in 2019. However, this research covers the two productive skills, the writing and speaking skills of English Language learning. Thus, this study improves upon the work done by the two researchers.

Another current research work that was done on this area is the one done by Salikin and Tahir (2017). In their work titled „The Social Media-Based Approach in Teaching Writing at Jember University, Indonesia“, it was revealed that the use of social media in teaching and learning in English Language has become necessary and common due to the advancement and progress made regarding technology. This calls for a shift of interest in employing technology, the media in teaching English Language.

The conclusion that was drawn by the authors was that the use of social media like Facebook and WhatSapp did not significantly improve the students“ writing skill. They also added that students“ low achievement in learning writing was influenced by certain factors like the poor internet connectivity, switching of social media function, students“ saturation and boredom, the low use of the target language by students etc.

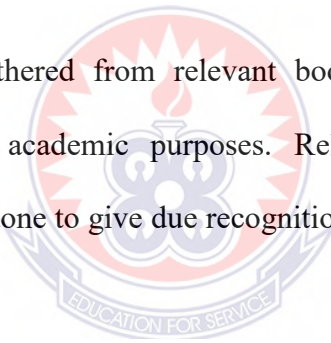
Thus, this study too is a university centered research work. It also looked at one of the productive skills of English Language learning, the writing skill. It did not focus on the speaking skill as well. From the above review, these are the gaps that are noticed. Hence, this study will fill these gaps by including the two productive skills of English Language learning-speaking and writing skills. Again, it is a Junior High School centered study unlike the one done by Salikin and Tahir that is university centered.

In conclusion, this work fills the gaps that were hitherto not filled by the research works done by the authors stated above.

2.9 Summary of Chapter Two

The whole of this chapter is dedicated to review relevant literature regarding the topic, „The Impact of Social Media in Students Written and Spoken English. On this note, the meaning of social media, theoretical framework, the positive impacts, the negative impacts and the general relationship between the use of social media and education were looked at in this chapter. Speaking and writing as language learning skills were discussed here. Another area that this review looked at was current studies related to the topic.

The information was gathered from relevant books, articles, journals and other materials that relate to academic purposes. Relevant citations, references and acknowledgements were done to give due recognition to authors that their works were relied upon.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter of the work will focus primarily on the research methodology. This concerns the techniques, procedures and methods that the researcher will use to enable him obtain both primary and secondary data for the research work. This chapter captures the research site. It talks about the location where the research is taking place. The location of the research is Dachio Junior High School.

Also to be looked at in this chapter will be the research approach. This could be the quantitative, qualitative, or the mixed method (that uses both quantitative and qualitative approaches). The research design is captured here too. This could be a case study or ethnography, and explanatory, exploratory or descriptive. The population of the study, which will talk about the staff and pupils strength in the school will be discussed. The sample size, referring to the number of pupils that the researcher intends to work with in order to obtain information from them that will represent the entire school will be given. And the sampling techniques, meaning how the researcher intends to get members from the population that will make up the sample will also be discussed.

Again, the chapter will contain the data collection instruments and techniques, and analysis. This section reveals whether questionnaire, focus group discussions, observations, interviews or any other procedure that can help the researcher to obtain the required data will be used. Data analysis will also be done using the interview questions. The researcher will use certain questions of the interview that will be

suitable for analyzing the data. Some of them will be the time students spend on social media, types of social media that are commonly used by students etc.

The last item on this chapter will be the ethical consideration in conducting the research. Thus, the next section will be the discussion on the research location.

3.1 Research Location

The name of the school where this research will be conducted is Dachio Junior High School. Like most schools in Ghana, it is named after the community in which it is located. The community, Dachio is located in the eastern part of the Bolgatanga East district of the Upper East region of Ghana. This community borders Katanga to the West, Dubila to the East that is the last community that shares boundary with the Bongo district. To the North is a river that again separates the community from Bongo district. And finally on the boundaries is Zuarungu-Moshie to the South.

Again, like any other Junior High School in Ghana, it is a mixed school of both boys and girls. This school was established in the latter part of 1990s. According to Oral Tradition, prior to its establishment, there was only the Primary School, from class one to six. After Primary Six, pupils sought admissions in nearby Junior High Schools like Adakura Junior High School and Afeghera Junior High school. In the popular days of „Schools under Trees“, this school was not spared. The classes were held under Shea trees. That meant during the raining season, classes were disorganized when it threatened to rain.

This lasted till the middle of the 2000s when a three unit classroom pavilion was constructed. This was an improvement over the previous arrangement. Luckily, in the latter part of the 2000s, a three unit classroom block and an office was built. This new

school building is connected to the national grid and with the support of British School of Brazzaville (BSB), and mobile telecommunication giant, Mobile Telecommunication Network (MTN), the school has an Information and Communication Technology laboratory.

Once the school is privileged to have the laboratory stocked with computers, the English Language teacher can partner with the Information and Communication Technology teacher to use it to help the students develop their writing and speaking skills.

The following discussion will be the research approach.

3.2 Research Approach

The study will make use of the Mixed Approach. This approach collects both quantitative and qualitative data for analyzing and reporting findings of a phenomenon or phenomena that is or are being investigated (Cameron, 2015). The researcher intends to collect both qualitative and quantitative data and use them in the analysis, and reporting of findings. The reason for using this method is that the mixed method will provide a better understanding of the research problem than if either the qualitative or quantitative method was used. According to Cameron (2015), the mixed method of research can answer questions that either of the quantitative or qualitative methods could not. Also, the method provides for the strengths of either of the methods to be utilized in the research while minimizing the shortfalls associated with the quantitative and qualitative methods. Besides, when the mixed approach to research is used, it provides for all research questions to be answered which cannot be answered if either the quantitative or qualitative method was used.

Again, the reason why the researcher wants to use the mixed method is that the qualitative approach provides for open ended questions that will solicit the views of the respondents by urging them to provide their own answers to questions. This is particularly important because they will be given the opportunity to express their views on the subject. While the quantitative approach provides close ended questions thereby making a list of possible questions of the subject understudy for the respondents to choose from. The researcher will now turn his attention to the discussion of the research design in the subsequent section.

3.3 Research Design

According to Creswell and Plano (2007), a research design refers to the procedures that are employed by the researcher to gather data, analyze the data, make interpretation of the data and report the meaning he or she has made out of the data. Research design determines the data to collect, methods to use to collect the data and how the data will be analyzed and used to respond to research questions (Grey, 2014).

According to Robson (2002), there are three main research designs that are used in research work. They are, exploratory, descriptive and explanatory research designs. He added that this classification of research design is based on the purpose of the research area as each design has a different purpose. Thus, a research that is meant to explain a condition should rely on the explanatory research. If it is meant to explore a new or fairly new field, then it has to use an exploratory design, and if the purpose is to describe a phenomenon, the best design is the descriptive research.

According to Grey (2014), the explanatory research design is used to explain and account for the descriptive information in a research. He makes the point that whereas descriptive research design asks questions using „what“, that of the explanatory asks

„why“ and „how“ questions. Thus, the explanatory design uses both the exploratory and descriptive designs to advance its course as to the reason why something occurs. It looks for causes and reasons why certain things occur and gather evidence to support claims made.

Therefore, explanatory design appears the best design for this research. Since the goal of explanatory design is to exam a problem in order to explain the relationship between the variables of the subject.

Again, the research design is a case study. The researcher is an English teacher in the school understudy for about eight (8) years now. He has taught English Language in the school ever since he was posted to the school. He equally observes the spelling mistakes and communication difficulty that students face in using the target language in their daily discussions. With this number of years of experience in the school, the researcher chose to do a case study of students in the school to ascertain the influence that social media has in their spoken and written English.

According to Crowe, Creswell, Robertson, Avery and Sheik (2011), a case study is a research design that gives the researcher the chance to conduct an in-depth investigation into an issue. This also allows for multi-faceted understanding of complex issues in their natural context. Case study is applicable to a wide variety of research disciplines most especially in the social sciences.

3.4 Population

The research work is a survey study involving both teachers and students at Dachio Junior High School. A survey design is defined by Driscoll (2011), as a research work that allows the researcher to collect data concerning people“s beliefs and values. It can

also study the behaviour of people. When a researcher obtains information from respondents making up a sample for a research, then that is a survey (Check & Schutt, 2012). This method allows for a variety of other methods that will help the researcher to select his or her sample, collect data from that sample and utilise the findings in reporting what is gathered. Therefore, it is good that the researcher uses the survey to correspond with the research approach which is the mixed method because surveys use mixed methods.

Population is one of the significant aspects of any research work because it forms the basis for a sample to be drawn and questionnaires administered. According to Scott (2021), a population is a group of individuals that possess a similar characteristic. It also refers to a pool of members that a sample can be drawn from. Thus, the total student population in Dachio Junior High School is one hundred and fourteen (114) and the teacher strength is ten (10). The students comprise fifty (50) boys and seventy-four (74) girls. On classes basis, Form One has forty-two students, out of which seventeen are boys and twenty-five being girls. In the Form Two class too, the total number of students is forty-four. The boys are sixteen while the girls are twenty-eight. Then comes the last class which is the Form Three. The students are twenty-eight. The girls are twenty-one while the boys are seventeen.

Again, out of the staff strength of ten (10) in Dachio Junior High School, there is only one (1) female teacher and nine (9) male teachers. Consequently, the researcher is using the student population of one hundred and fourteen (114), and the teacher population of ten (10). After the population comes the sample. This is discussed below.

3.5 Sample

Those individuals that are statistically drawn from a population for a research study is the sample (Scott, 2021). The sample size of thirty (30) students were used out of the total of one hundred and fourteen (114). While the sample size for the teachers is six (6) out of ten (10).

3.6 Sampling Techniques

Out of the total student population of one hundred and fourteen, random sampling techniques were used to select members that made up the sample. According to Shona (2019), random sampling is the technique that is used to get members that make up the sample for data collection. The sample size of thirty (30) students was used in the research. The stratified random sampling was used to select members to make up the various class strata, and sex strata in the school. According to Shona (2019), stratified random sampling involves putting the population into subgroups that may differ in certain characteristics. It allows the research to draw more precise conclusions about the entire group by ensuring that every subgroup is properly represented in the sample. To use this sampling method, you divide the population into subgroups (called strata) based on the relevant characteristic (e.g. sex, age range, position, level, income bracket, job role). Based on the overall proportions of the population, you calculate how many people should be sampled from each subgroup. Then you use random or systematic sampling to select a sample from each subgroup.

In using the simple random sampling technique to get members to make up the various strata like the class and sex, the researcher numbered every member that is female and male in the class. The numbers of both males and females were put in separate bowls and mixed evenly. With this, every member in any of the bowls has an

equal opportunity of being picked. The researcher then picked at random the numbers in the bowls till the quota for each sample for the sex groups in each class was obtained.

These sampling techniques were used to get eleven (11) members each for the Junior High School Form One and Form Two while the Junior High School Three had eight (8) members. In Junior High School Form One and Two, the sex strata in each form had four (4) and seven (7) for males and females respectively. In the Junior High School Form Three, there were five (5) females and three (3) males in the strata.

Purposive sampling technique as one of the non- probability sampling was used to get the staff sample for the research. According to Shona (2019), this type of sampling, also known as judgemental sampling, involves the researcher using his or her expertise to select a sample that is most useful to the purposes of the research. It is often used in qualitative research, where the researcher wants to gain detailed knowledge about a specific phenomenon rather than make statistical inferences, or where the population is very small and specific. An effective purposive sample must have clear criteria and rationale for inclusion.

On this note, since the staff strength of the school is ten (10) which is small and the research approach is both qualitative and quantitative, it is appropriate to use this method. In all, six (6) teachers in the school were sampled to take part in the research work. Those that were excluded were the headteacher, who does not teach but plays administrative roles, the French teacher, whose subject is a different language, the Mathematics teacher, whose subject too involves a lot of digits or figures and hence may not experience students using abbreviation of English words. The last teacher to be excluded is the English teacher. This is because he is the researcher. The rest of the

subject teachers are sampled to take part in the research because English Language is the medium of instruction that they use in their classes discussions, and the language the students use in their classes to write. Data collection techniques will be the next section to be discussed.

3.7 Data Collection Instruments

There are many techniques that are available to researchers in collecting data. They range from questionnaires, observations, interviews, focus groups discussions to reading and many others. That said, the researcher decided to use the interview technique (face-to-face interview) to collect the data from only students' respondents while their teachers' counterparts were given the questionnaire to complete.

3.8 Face-to-Face Interview

According to Gayle (2005), face-to-face interview is structured in such a way that trained interviewers observe interview protocols in conducting the interview. There are a set of standard responses that the interviewee chooses from. The face-to-face interview that was used to collect data from the students' respondents helped the researcher to do accurate screening. Information on sex and age is accurate when face-to-face data collection instrument is used. The face-to-face interview also captures non-verbal gestures alongside the verbal language. It again captures the enthusiasm or otherwise of the respondent in the interview. These help the interviewer to structure and restructure the session for a successful interview.

According to Muhammad (2016), interviews as data collection technique involves the researcher administering research questions to respondents and getting responses. It is meant to obtain information on a topic or subject under study by a researcher. There are a number of interview forms. These are: individual, face-to-face, group, telephone,

structured and unstructured interviews. Interviews as a data collection method involves asking questions to respondents. The responses to questions can be recorded, filmed, listened to, or a mixture of these (Abawi, 2017). Face-to-face interviews involve the interviewer and the respondents being physically present at one location and conducting the interview. The interviewer administers the interview questions to the interviewee. The responses from the interviewee are then recorded (Claudia, 2020).

3.9 Observation

Observation is a data collection instrument where information about participants of a research is collected by watching, seeing or checking. According to Kawulick (2012), observation is a data collection instrument in the social sciences where data is collected about people, culture and process. The researcher used this instrument to collect data from the students by checking their exercises. The researcher observed short-hand writing in the respondents' exercises, and the use of foul language.

The following short-hand writings were noticed: de-the, dis-this, fm-from, dat-that, 2-two, b4-before, n-and, abt-about, w/o-without, ppl-people, gov-government. The following language foul languages were also seen in the respondents' writing: eno bi dat, fack you, halla her, abi e b the same etc.

3.10 Data Collection Techniques

The researcher used the face-to-face interview technique to collect data from students' respondents. Also, the researcher shared the questionnaires to all the teachers that were sampled. They were to complete them and give them back to the researcher. The researcher was available to clarify any issue that the teachers' respondents face in the course of completing the questionnaires. This was possible because all the teachers'

respondents were literate and in the course of the courses they offered conducted research. This therefore made them skilled to complete the questionnaires.

On the part of the students, the researcher sought permission from the headteacher who accepted that a pavilion that is available be used for the face-to-face interview between the researcher and the students that were sampled. Also, the headteacher co-operated with the researcher by allowing that the interview be conducted using the Physical Education period on the timetable. The students were then asked the interview questions and their responses were recorded or written.

Again, in using the observation method to gather information from the students, the researcher looked at the exercises of the respondents. The researcher noticed that there were short-hand writings in their work. There were also the use of inappropriate language.

3.11 Data Analysis

When data are collected from the field, they have to be analyzed. The data are not meant to be kept raw like that. They have to be interpreted. Therefore, the data collected from the face-to-face interviews were analyzed using some of the questions in the questionnaire. This was because it was practically impossible to analyze all the questions in the questionnaire. Also, some of the interview questions do not necessarily answer the research questions.

Based on what is said above about using interview questions in data analysis, the following interview questions were considered. These are, the hours of time that students spend on social media, the different social media platforms that are used by students at the Junior High School level, the different uses of social media, the

influence of social media on the spoken and written English Language of Junior High School students and among others.

3.12 Ethical Issues or Considerations

The critical part of the research is the ethical consideration or issues. Therefore, the researcher did the following to enable respondents have confidence in participating in the study. What the researcher did was to write to the Bolga East district office of the Ghana Education Service to seek ethical clearance before embarking on the research. The office approved the ethical clearance. Again, the researcher sought approval from the headteacher of Dachio Junior High School as well.

Another thing the research did to maintain high ethical standard was to inform participants about the purpose of the research. They were informed that the reason for conducting it is only academic and nothing else. The participants were assured that their identities would be kept secret and not disclosed to any other person. They were again made aware that they were not liable for any information that they provided.

Also, the researcher sought inputs from participants and reminded them of their right to withdraw from the study any time they wish without fear of victimization.

All documentations that are collected for this study are kept confidential. Not all or any part of the documents will be given to any third party be it a person or an organization.

More so, very important here is the fact that the study acknowledges the contributions of authors of the literature the researcher relied upon. They authors were acknowledged and duly referenced.

Last but not least, is the conduct of the researcher. The researcher hoped to remain neutral in the study. The researcher's personal interest will not be featured in the work. The researcher will not be biased, abusive and involve himself in any misconduct and fraudulence in the course of the study.

3.13 Summary of Chapter Three

The whole of this chapter is dedicated to the methodology that the researcher intends to use to enable him gather relevant data for the study and how the data gathered will be analyzed, interpreted and reported. Therefore, the chapter has the introduction to methodology. The research location is also captured here. The name of school, district the school is located and region, and a brief history of the school is given here. The research approach is discussed in this chapter. The researcher considers using the mixed method. This method as the name suggests mixes both qualitative and quantitative approaches in conducting research.

The design that this research is done as a method is shared in this chapter. The researcher chose the explanatory design considering the fact that it combines both descriptive and exploratory designs. Also, the research design which is a case study is discussed here too. Again, the population, sample and sampling techniques that are employed to select members to make up the sample is discussed here.

Another section of this chapter is the data collection instruments, and techniques and methods. There are several methods that are available for use to gather data but the appropriate one that the researcher chose is the interviews. The researcher went further and picked the telephone interview out of the many types of interviews. This was considered based on the location and resources available to the researcher.

This chapter discussion cannot end without looking at the data analysis. On this note, the researcher seeks to analyze the data based on certain thematic areas. This is because of the adjustability and flexibility that it entails. Equally, important in this chapter, which cannot be ignored is the ethical consideration in conducting the research. The researcher knowing the value of the research work and the rights of respondents sought ethical clearance from the district office of Ghana Education Service and assured the respondents of the confidentiality of their responses. Finally, on this chapter is the summary of all the discussions.



CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0 Introduction

This chapter is dedicated to analyze and present the data that was collected from the field. This analysis will basically rely on the responses from the survey of students. The concentration of the work will be to see the impact that social media has on students English Language learning. The researcher is aware of the positive and negative impacts of digital media in students' academic life from the literature review section of this work.

Again, the analysis will be based on some interview questions but not necessarily all the interview questions. This is because it is practically impossible to analyze all. Some of the interview questions do not necessarily affect or have an influence on the stated topic. Hence, the need to select those that have a direct bearing on the topic. The analysis seeks to use some of the commonly asked questions. Some of these interview questions that will be used in the analysis are: the time students spend on social media, some of the commonly used social media platforms by students, effects that social media have on students written and spoken English Language. The rest of the questions are, what students use social media to do, students' assessment of social media platforms impact in their spoken and written English Language.

4.1 Commonly Used Social Media by Students

One of the interview questions that this research work wants to consider is to look at the number of social media platforms that students use. Based on the interview that was conducted with the students, the responses of the students revealed that they only know about WhatsApp and Facebook. Some of these students added that they have

been hearing of Twitter apart from Facebook and WhatSapp though they do not know others and have not used them either.

Student A said, 'I have heard about Twitter as one of the social media platforms but I have not used it before.'

Student B said, 'it is only WhatSapp and Facebook that I know and use.'

Student C said, 'the social media platforms that I have on my phone are WhatSapp and Facebook.'

Student D said, 'apart from WhatSapp and Facebook, the rest I don't know them.'

Student E said, 'on radio and television news, I hear Twittter, TikTalk and YouTube but I use WhatSapp and Facebook.'

Student F said, 'WhatSapp and Facebook are found in almost all smart phones.'

Student G said, 'those platfrms that I know are WhatSapp and Facebook.'

The responses above show that WhatSapp and Facebook are the only social media platforms used by the students of Dachio Junior High School.

The pie chart below shows the social media platforms that students of Dachio Junior High School use. Out of the thirty (30) students that make up the sample size, fifteen (15) of them say they heard and use various social media platforms. Out of this fifteen students, only four of them representing 26.6% use only WhatSapp. The remaining 73.3% of the students use Facebook. This is because YouTube and Twitter recorded 0% each.

According to Ehsan and Mehdi (2019), out of the 100 students that made up the sample size, 69% of them use WhatSapp, 29% of them use Telegram. Skype accounted for 1% while 1% of the remaining students do not use any of the social media platforms. Again, in a research that was done by Asare-Donko (2018), 33.3% of the students in rural areas used Facebook, and WhatSapp had 36.6% students.

YouTube account for 12% while Instagram had 14%. Other social media accounted for 4%.

From the analysis that are done, Facebook and WhatSapp are the most widely used social media platforms. Thus, this research confirms what existing literature reveals.

The pie chart below shows the social media platforms used by students

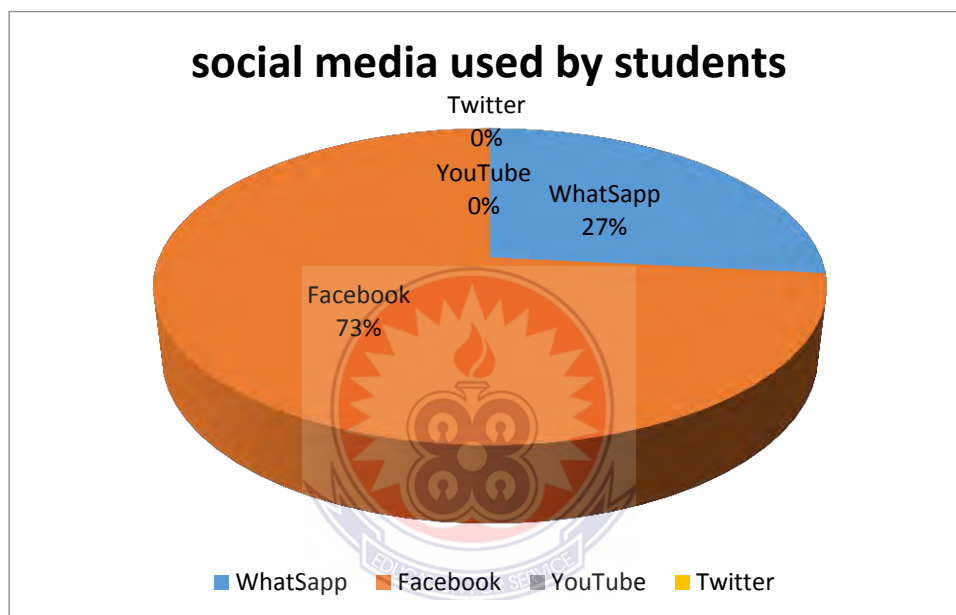


Figure 1: Social Media Channels Used by Students

Source: Field Data, 2021

In the pie chart above, the largest portion of the chapter is the percentage of students that use Facebook social media. This had 73.3% usage. Also, the percentage of students that use WhatSapp is 26.6%. However, Twitter and YouTube had 0% each. This meant none of the students used these social media platforms. From the pie chart, it is clear that the most and only used social media platforms by the respondents in this study are WhatSapp and Facebook. This therefore means that the research agrees with existing literature which posits that these media are frequently used.

4.2 Time Students Spend on Social Media

In this question, the study wanted to find out the time the students spend in interacting with social media. This has become necessary for the researcher to know the number of hours that the students spend on social media because it will inform their addiction level or otherwise. It will serve as a fertile ground to see if there can be English Language sessions tailored through social media.

In this research, the analysis of the students' responses revealed that 1% of the students use social media platforms up to five hours and above. Those who use the media for between 3-4 hours was 2%. It was again revealed that 24% of the students use the media for 1-2 hours. 68% of the respondents use social media for less than an hour while 5% say they do not use it at all.

Student A said, 'I use Facebook for less than an hour'.

Student B said, 'I can use Facebook for up to five hours when watching interesting videos'.

Student C said, 'for me, I use social media between one to two hours'.

Student said D, 'I do not need more than an hour to share information with my family members.'

Student said E, 'I cannot afford enough data so I do not use Facebook for more than an hour.'

Student F said, 'sometimes I use WhatSapp for more than two hours when I have enough data.'

Student G said, 'I only put on my data to check, read and reply my WhatSapp and Facebook messages, and then put it off.'

As indicated in this work, the respondents are students and not gainfully employed. Thus, they do not frequently get money to buy data for social media activities. This accounts for the less hours that the spend on social media.

Previous literature done by Jahromi (2016), revealed that 35% of students used social media for 5 hours and above daily. 37% of them reported that they spend around 3-4 hours daily. While 21% of them stated that they spend 1-2 hours using these networks. The rest are 4% of the respondents that say they use less than an hour on social media. It was 3% of the students that said they did not use social media at all.

This research analysis represented on the chart below.

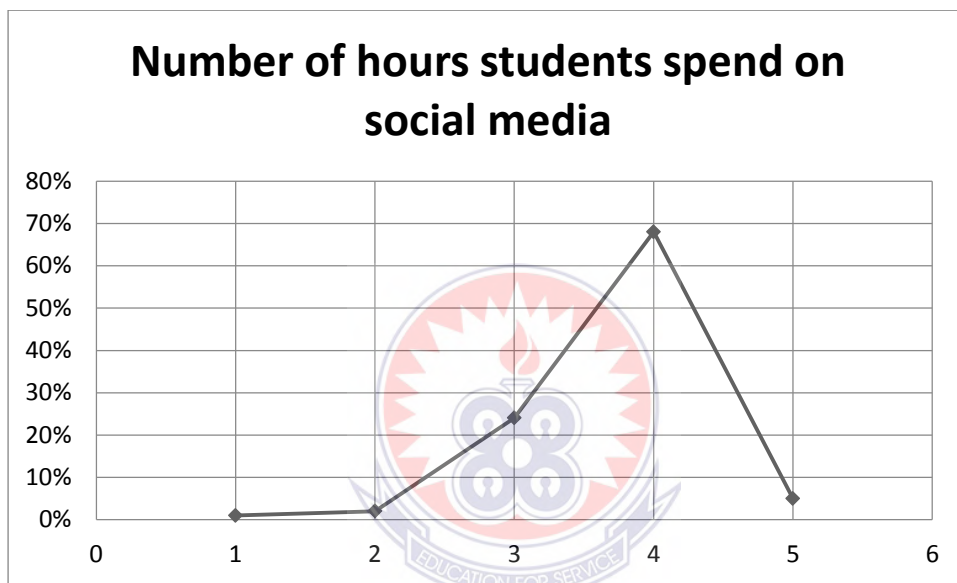


Figure 2: Time Students Spend Interacting with Social Media

Source: Field Data, 2021

The graph above is a representation of the time students spend interacting with social media. From the graph, it can be seen that a good percentage of the students (68%) spend less than an hour trying to interact with their friends on social media. While 1% of them spend five hours and above using social media to interact with friends. Those that spend three to four hours accounted for 2%. The rest are 24% of the students spend between one to two hours using social media. However, 5% of the students do not use social media. Therefore, it is clear that 95% of the respondents use social media to interact with their friends. This makes it a potentially powerful tool for use

for educational purposes and for that matter teaching and learning of English Language.

4.3 Uses of Social Media

The researcher through the face-face interview was interested in knowing what the students use social media to do. The students came out with some of the things they use social media to do. All of the students said they used social media to communicate with their friends or peers. They also told the researcher they use social media to communicate with family members. Again, the respondents stated that they use social media to share information and learn.

Student A told the researcher that she used WhatsApp to share information about his family with his elder brother who stays in Kumasi.

Student B told the researcher that she used WhatsApp to share interesting and funny videos with friends or peers.

Student C said, 'I use social media to interact with my friends'.

Student D said that he watches movies on social media when he feels bore.

Student E said, 'I watch funny videos on Facebook.'

Student F said, 'my friends and I share videos, pictures, and audio messages on WhatsApp.'

From the responses above, the students use social media to share information, communicate with friends and family, and watch movies and other things. Thus, educational materials can be shared between learners and teachers.

In this research, it was discovered that 100% of the students use social media to do all these things: communicate with their friends and family members, share information with their friends, learn, and watch movies and other things. This is slightly different from available literature where all the students did not use social media for all the things listed. Different percentages were given for different uses of social media. In

Jahromi's work, some of the students say they use social media for work. While here, it is movies and other things.

In the research that was done by Jahromi (2016), the following were the uses and percentages of the respondents that use social media. It was revealed that the students use social media to communicate with their friends, share information with their family, and learn and others. Out of the 100% of them, 29% of them say they use social media to communicate with their friends. Those that use social media to communicate with their family was 20%. Some also use social media to share information and that was 20% of them. Respondents that use social media to learn was 18%. 13% of the students said they use social media for work. The table below is the analysis that was done in this research.

Table 1: Uses of Social Media by Students

Uses of social media	Percentage that use them (%)
Communicate with friends	100
Communicate with family	100
Share information	100
Watch movies and other things	100

Source: Field Data, 2021

From the table above, 100% percent of the students use social media to communicate with their friends. Again, 100% of the students use social media to communicate with their family. 100% of the students use social to share information. 100% of the students use social media to watch movies and do other things. This means social media is a potent tool that can be used in the educational system for learning and teaching purposes, and by extension the teaching and learning of English Language.

4.4 Effects of Social Media on English Language

This section of the study wants to look at the perception of students regarding the impact that social media has on their English Language. Therefore, the negative effects of social media on the students were given as the use of foul language, abbreviations and inaccurate spellings. In this study, the face-face interview revealed that 52% of the respondents think social media have had positive impact in their English and 35% of them think social media have had some positive impact in their English. 4.6% of the students think social media have had no effect. 8.4% of the students think that social have negative effect in their English.

Student A: 'I always transfer the abbreviations that I use on social media to my formal writings'.

Student B: 'I get to know unfamiliar words by asking my friends who use them on social media to explain their meanings to me'.

Student C: 'I think social media have some positive effect in my English because I learn new words using social media.'

Student D: 'I believe social media affect my English negatively because I sometimes transfer abbreviations on social media to my formal writings.'

Student E: 'social media affects me negatively because I sometimes find it difficult to construct my grammar formally.'

From the responses above, some students think that social media have negative impact in their English while others thinks social media have positive impact. It is therefore important for steps to be taken to minimise the negative impact for an effective social media use in teaching English.

In Jahromi (2016), it was revealed that 59.4% of the students perceived social media to have a positive effect on their English. 31.8% of the respondents think social media have had some effect on them. 6% and 2.8% of the students think that social media have had no effect and negative effect on their English respectively. Similarly, in Sitthirak (2012), 31.8% of the students think that social media have positive effect on

their English. 59.4% of the students think that social media have had significant positive effect on their English while 6.1% of them think that social media have no positive effect in their English. The remaining 2.7% of the students however, think that social media have serious negative effects on their English.

Table 2: Effects of Social Media on Students English

Effects of social media on students English Language	Percentage (%)
Positive effects	52
Some positive effects	35
No effects	4.6
Negative effects	8.4

Source: Field Data, 2021

The table above shows the effects, and percentages of social media influence on the respondents English Language. 52% of the students think social media have positive effects in their English. 35% think social media have some positive effect in their English. Those that think social media have no effect at all in their English is 4.6%. The remaining 8.4% think social media have negatively affected their English.

In the interview, one thing that came out was that those who think social media have had negative impact in their English Language, stated speaking foul language, abbreviations, inaccurate spellings and poor grammar. However, those who said social media have had some positive and positive effects on their English, stated vocabulary and grammar enhancement. Indeed, when social media is perceived to have some negative effects on students, social media lead to poor language learning and poor academic performance. This therefore affects their entire lives negatively.

Although, social media have had negative effects in the students' academic lives, a whopping 87% of them see social media as beneficial to their academics. Consequently, the researcher suggests the use of drill and practice to reduce the negative effects of social media on the English of these students.

4.5 Social Media Positive Effects

The researcher wants to find out the positive effects of social media in students English Language learning. The following are the areas where the researcher focuses on. These are reading, speaking, writing, pronunciation, and spelling and communication skills. In this research, 26% of the students think that their reading was improved as a result of them using social media. This is a slight improvement over Jahromi's work which recorded 24%. Then, again, 29% of the students say that their speaking was improved by social media while 18% of the students say that their writing was enhanced by social media. The rest were pronunciation, spelling and communication. These were enhanced by 5%, 6% and 16% respectively.

According to student A: 'social media have improved my reading'.

Student B: 'because of social media, I see the spelling of unfamiliar words and that help me to spell those words whenever I want to use them'.

Student C: 'I learn new words on social media.'

Student D: 'I use the information I see on social media to enrich my communication.'

Student E: 'I sometimes watch the way people in videos pronounce words and use that to help me pronounce those words when I am using them.'

From the responses above, the students use social media to learn English. This therefore makes it a potent tool to use for English learning.

A research work done by Jahromi (2016), revealed that 24% of the students think that there was a positive effect in their reading as a result of using social media. 12% of

them say that their speaking skill was enhanced as a result of social media. Their writing and pronunciation are enhanced by 20% and 9% respectively. That of the respondents spelling and communication were enhanced by 14% and 21% respectively.

The diagram below is a representation of this.

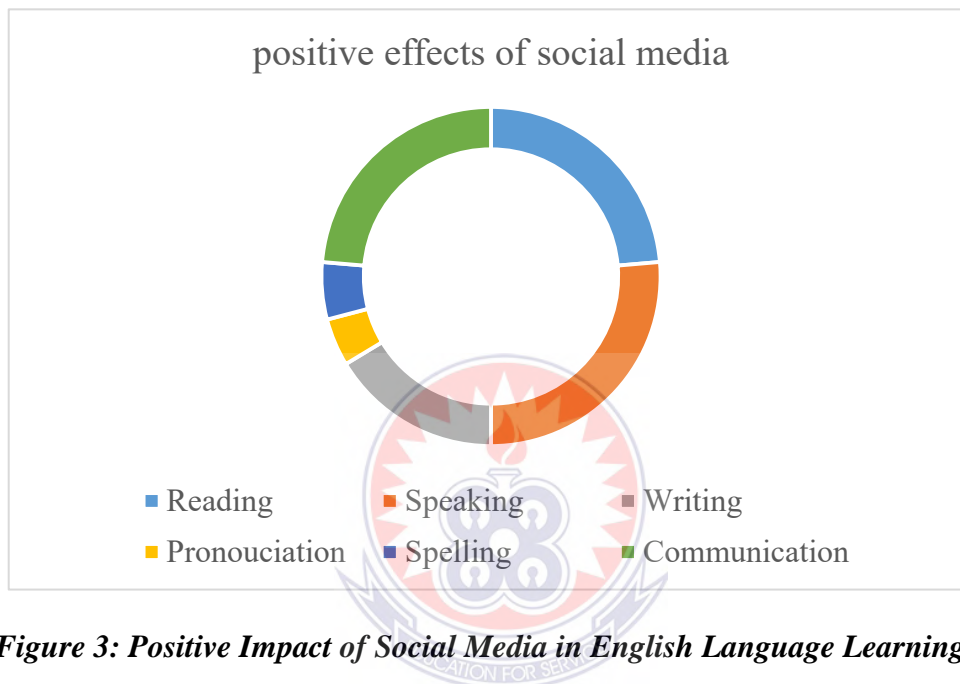


Figure 3: Positive Impact of Social Media in English Language Learning

Source: Field Data, 2021

From the diagram above, it can be seen that the students believe that their speaking was improved by 29%. Their writing was enhanced by 18%. Their communication and reading were improved by 16% and 26% respectively. The rest of the rest of the aspects, pronunciation and spelling were improved by 5% and 6% respectively. Though their spelling and pronunciation were also enhanced but not compared to the other four. It must be added that this was achieved with the students own intended or unintended initiatives. That means, if efforts are made to appropriately integrate social media in their English Language learning, it could improve their language than social media has done.

4.6 Social Media Negative Effects

Directly opposite to what is analysed above is the analysis of the negative impact of social media in students English Language learning. The researcher sets out to see how social media is a two sides of the same coin by looking at the negative effects of social media on students spoken and written English Language after looking at the positive effects of social media above.

Thus, the analysis of the students' responses revealed that there are three negative effects of social media in the students English Language learning. These are the abbreviations and inaccurate spellings that characterised social media interactions account for 20%. Social media contributes to mass failure of students as a result of poor grammar construction recording 53.3%. Social media encourages the use of foul language also recorded 26.3%.

One student said, 'social media have caused my poor grammar constructions because of the incomplete sentences that we share'.

Another student said, 'I find it difficult to correctly spell most words because I am use to the abbreviations on social media'.

Again, a student said, 'social media affects my ability to spell words correctly in formal writing.'

One other student said, 'I find it difficult to construct correct grammar because I am used to the unchecked grammar on social media.'

According to Bruce (2010), social media interactions have little influence in helping learners to learn English Language compared to the physical presence between the instructor and the learner because students who are beginners in learning typing are slow and that reduces the speed to which they can interact with social media tools to learn. Also, Herrings (1996), study revealed that social media interactions occur in the written form. However, the spoken language is always shorter, incomplete, grammatically simple sentences which are sometimes not correct.

The table below analyses the negative effects of social media on students English.

Table 3: Negative Effects of Social Media on Students Spoken and Written English

Language

Negative effects of social media	Percentage
Social media exposes students to abbreviations and inaccurate spellings which later have negative impact on them during examinations	20
Social media contributes to mass failure of students in English Language and other English related subjects as a result of poor grammar	53.3
Social media encourages the use of foul language	26.3

Source: Field Data, 2021

From the table above, it can be seen that poor grammatical construction of students records the highest percentage. This means that over 50% of students have their English Language grammar negatively affected by social media and hence their written and spoken English will definitely be affected negatively. The rest are the use of foul language from social media conversations in their formal speech and sometimes writing. This recorded 26%. The abbreviations and inaccurate spellings result from social media interactions records 20% of the negative influence of social media.

4.7 Conclusions

The whole chapter analyses the data that were collected from the field. The chapter started with the introduction. The analysis of the data was done based on some interview questions. The following are the questions: social media channels used by learners, number of hours students spend on social media platforms, and the uses of social media by learners. The rest are the effects of social media in English Language

learning, the negative effects of social media in English Language, and positive effects of social media in English Language. Then comes the conclusion to this chapter.



CHAPTER FIVE

FINDINGS, RECOMMENDATIONS, FURTHER STUDIES AND CONCLUSIONS

5.0 Introduction

This is the last and final chapter of the research work on „social media influence on the spoken and written English Language of Dachio Junior High School students.“ Hence, the chapter comprises the major findings in this research. Also, part of this chapter will be the recommendations for the problems the research unearths and the limitations of this research, and areas where further studies can be situated. Again, the conclusions that can be drawn after the data analysis is stated in this last chapter. The last item is the conclusion of the chapter.

5.1 Findings

The findings in the research revealed that Facebook and WhatSapp are the major and commonly used social media platforms by students of Dachio Junior High School. A good percentage of the students, 68% spend less than an hour a day using social media.

Also, it was revealed in the research that the respondents use social media to share information and learn, communicate with friends and family. They use social media to watch movies.

Again, in this research, it was revealed that 87% of respondents think that social media had positive and some positive effect on their English Language. It was also revealed that social media positively influenced students reading, spelling, speaking, writing, pronunciation and communication skills.

Last but not least, the research revealed that social media negatively affected students through the use of abbreviations, inaccurate spellings, poor grammar and foul language.

5.2 Recommendations

One of the recommendations that the researcher proposes is that the Ministry of Education, and the Ghana Education Service should include in the curriculum of pre-tertiary schools, the formal introduction of digital social media for English Language teaching and learning in order to minimise the negative effects that are associated with students' informal exposure to it. This will give opportunity to the teachers to guide the students to use social media properly to enable them develop and enhance their speaking and writing of the English Language.

Another area that the researcher recommends that something should be done is that parents should monitor their wards usage of smart phones that support digital media to regulate the content that they are exposed to, and to reduce the number of hours the children spend on them. When their children want to use digital media, they should guide them to use the various social media platforms to help them learn the English Language.

Charity they say begins at home. Therefore, English Language teachers should use these social media platforms to enable themselves develop their ability to speak and write on the digital media. By doing so, they will enhance their knowledge and skills for them to meaningfully guide these students to learn English Language speaking and writing through digital media.

Besides the above points, the English Language teacher should organize a talk about both the usefulness of social media in English Language learning and the negative effects for students. This may encourage students to use them for academic purposes and by extension, English Language learning rather than the negative uses.

More so, government and benevolent organizations should support schools especially the basic ones to establish and equip their Information and Communication Technology centres with computers, internet connectivity and other technology tools for use by English Language teachers for the learning of the subject.

5.3 Further Studies

This whole research work provides a fertile ground for any research related to the field of English Language. This is because the research work is a case study that is conducted in one of the many schools in Ghana. That said, there are a number of areas that are suggested for future or further research work. These include but not limited to:

1. The extension of the research site to cover the whole Zuarungu East circuit, Bolga East district, the entire Upper East region or the whole Ghana.
2. The expansion of the stakeholders in education to cover education officers, Non-Governmental Organizations that are into English Language teaching and learning.
3. Similar to point two is the expansion of the population size and the sample size of this research topic.
4. Research can also be conducted to reveal the influence of digital media on students' receptive skills (reading and listening).

5. Detailed research can be done on the influence of one of the digital social media channels on students spoken and written English Language.
6. Another area of research can be to reveal how using social media to teach will influence the selection of teaching methods.

5.4 Conclusions

1. This research can conclusively say that the students use social media though there is no formal permission for students and their teachers to use social media for educational purposes at the Junior High School level. Thus, they use social media when they are at home. Also, the students are not addicted to social media because a good a percentage of the students, 68% use social media in less than an hour a day.
2. Another conclusion that this research reveals is that the students use social media for academic purposes though the equally use them for non-academic purposes. Thus, social media can be used to support English Language learning. Writing, speaking, pronunciation, spelling, communication and reading skills can be developed using social media.
3. The last but not least is social media too have negative effects on students spoken and written English Language. The foul language, poor grammar, abbreviations and inaccurate spellings were discovered in this research.

5.5 Summary of the Chapter

This chapter has brought the conduct of the research to a successful end. Thus, what is discussed here are the introduction to this chapter, the major findings and recommendations. The chapter again captured the areas for further research work and conclusions. The last part of this chapter is the conclusion or summary.

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APPENDICES

APPENDIX A

INTERVIEW QUESTIONS FOR STUDENTS

1. Which form are you? (a) Form 1 [] (b) Form 2 [] (c) Form 3 []
2. Sex. (a) Male [] (b) Female []
3. Please your age range (a) 10-15 [] (b) 16-20 []
(c) 21 and above []
4. What type of phone do you use? (a) Smart [] (b) Simple []
5. Which social media do you use? (a) Facebook [] (b) WhatSapp []
(c) Twitter [] (d) YouTube []
6. How long do you use social media?
(a) Less than 1 hour [] (b) 1-2 hours [] (c) 3-4 hours [] (d) above 5 hours []
7. Do social media help you to learn? (a) Yes [] (b) No []
8. How do these social media help you to learn? (a) Speak [] (b) Read []
(c) Write [] (d) Communicate [] (e) Acquire vocabulary []
9. Where did you learn to write and speak informal English from?
(a) Social media [] (b) on my own [] (c) class []
10. What else do you use social media to do? Communicate and share information
with (a) Family members [] (b) Friends []
13. Which areas do social media positively affect your English Language learning?
(a) Grammar [] (b) Spelling [] (c) Punctuations []

14. Which areas do social media negatively affect you? (a) Abbreviations and inaccurate spellings [✓] (b) The use of foul language [✓] (c) Affects students study time [✓]

15. What can be done to help you improve your speaking and writing of English using social media? When I am assisted to use social media to learn

Thank you



APPENDIX A: CONTINUATION

Interview Questions for Students

1. Which form are you? (a) Form 1 [] (b) Form 2 [] (c) Form 3 []
2. Sex. (a) Male [] (b) Female []
3. Please your age range (a) 10-15 [] (b) 16-20 []
(c) 21 and above []
4. What type of phone do you use? (a) Smart [] (b) Simple []
5. Which social media do you use? (a) Facebook [] (b) WhatSapp []
(c) Twitter [] (d) YouTube []
6. How long do you use social media?
(a) Less than 1 hour [] (b) 1-2 hours [] (c) 3-4 hours [] (d) above 5 hours []
7. Do social media help you to learn? (a) Yes [] (b) No []
8. How do these social media help you to learn? (a) Speak [] (b) Read []
(c) Write [] (d) Communicate [] (e) Acquire vocabulary []
9. Where did you learn to write and speak informal English from?
(a) Social media [] (b) on my own [] (c) class []
10. What else do you use social media to do? Communicate and share information
with (a) Family members [] (b) Friends []
13. Which areas do social media positively affect your English Language learning?
(a) Grammar [] (b) Spelling [] (c) Punctuations []

14. Which areas do social media negatively affect you? (a) Abbreviations and inaccurate spellings [✓] (b) The use of foul language (c) Affects students study time [✓]

15. What can be done to help you improve your speaking and writing of English using social media? If we can be supported by our English teacher to use social media to help us learn the English Language

Thank you



APPENDIX A: CONTINUATION

Interview Questions for Students

1. Which form are you? (a) Form 1 [] (b) Form 2 [] (c) Form 3 []
2. Sex. (a) Male [] (b) Female []
3. Please your age range (a) 10-15 [] (b) 16-20 []
(c) 21 and above []
4. What type of phone do you use? (a) Smart [] (b) Simple []
5. Which social media do you use? (a) Facebook [] (b) WhatSapp []
(c) Twitter [] (d) YouTube []
6. How long do you use social media?
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7. Do social media help you to learn? (a) Yes [] (b) No []
8. How do these social media help you to learn? (a) Speak [] (b) Read []
(c) Write [] (d) Communicate [] (e) Acquire vocabulary []
9. Where did you learn to write and speak informal English from?
(a) Social media [] (b) on my own [] (c) class []
10. What else do you use social media to do? Communicate and share information
with (a) Family members [] (b) Friends []
13. Which areas do social media positively affect your English Language learning?
(a) Grammar [] (b) Spelling [] (c) Punctuations []

14. Which areas do social media negatively affect you? (a) Abbreviations and inaccurate spellings [] (b) The use of foul language [] (c) Affects students study time []

15. What can be done to help you improve your speaking and writing of English using social media? I want government to allow our teachers to assist us use social media to learn English.

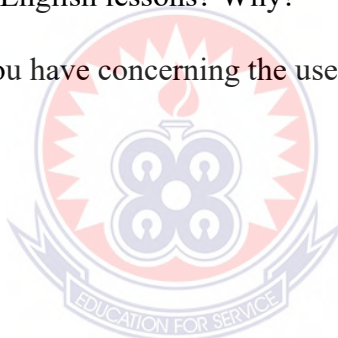


Thank you

APPENDIX B

Questionnaire for Teachers

1. Please indicate the subject you teach.....
2. Which of the social media do you use?
3. Do you use it as a channel to interact with your students? Yes [] no []
4. What can be done to help students write and speak English using social media?
5. To be specific, in your opinion do social media have more disadvantages or advantages to students' learning English speaking and writing? Do you think it helps students' improve their writing or not? Explain?
6. In your opinion, should teachers use social media as a teaching and learning tool especially in carrying out English lessons? Why?
7. What suggestions do you have concerning the use of social media by students?



Thank you