

## **“Impact of Facebook on the Writing Style of Master Level Students: A Study Conducted at Main Campus University of Lahore”**

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### **Abstract**

*Social media includes social networks, blogs, podcasts, forums, content communities, and micro blogging. Social networks seem to be the most widely accessed and used and they have been the new trend of today's communication. Writing on Facebook can help students remember the vocabulary better because they can refer to the word anytime they reread their writing. To assess the writing style of master level students on Facebook. It was objective that the perception of Master level students about Facebook. And other is that objective assess the perception of students writing mistakes regarding Facebook. Total 80 respondents have been taken from different departments of main campus of university of Lahore. These students belonged to the Master level classes and questionnaire was prepared for the data collection. Simple random sampling was used for collection of data from the target population. The data is presented in tables and graphical form. Table shows that*

*majority 41.3 (33) agree, and 26.3% (21) disagree and 21.3% (17) strongly agree and 7.5 (6) not at all and 3.8% (3) was strongly disagree. So research show that majority 41.3 (33) respondents are agrees. Table shows that majorities 42.50% (34) agree, and 30.0% (24) strongly agree and 17.5% (14) disagree and 7.5% (6) and only 2.5% (2) was not at all. So research shows that majority 42.5. % (34) respondents agree. Table shows that majority 50.0% (40) agrees, and 25.0% (20) strongly agree and 15.0% (12) disagree and 3.8% (3) and only 6.3% (5) was not at all. So research shows that majority 50.0% (40) respondents agree.*

**Key Words:** Impact, Facebook, Writing, Students, Study

### **Introduction**

Social media includes social networks, wikis, blogs, podcasts, forums, content communities, and micro blogging. Among this media, social networks seem to be the

most widely accessed and used and they have been the new trend of today's communication. Facebook, as the most widely used social media due to its continually increasing active members (Noyes, 2015), Technology plays an important role in people's lives especially today's college students. Technology has become routine among college students, permeating many aspects of their lives, including learning. Ralston (2012) poignantly pointed out; technology is a fact of life as a medium of daily communication affecting language learning. Social media is generally defined as "forms of electronic communication as web sites for social networking and micro blogging through which users create online communities to share information, ideas, personal messages, and other content such as videos" (Merriam-Webster dictionary). Social media have grown quickly for academic use and infiltrated the education arena (Chen & Bryer, 2012). The use of social media in higher education is mainly two-fold: (a) the administrative purpose of facilitating registration, support services and socialization (Madge, Meek, Wellens, & Hooley, 2009).

Facebook has become the most popular social networking site among college students and worldwide. Facebook is used in multilingual languages; 70 languages around the world including many countries. According to Mark Zuckerberg, the CEO of Facebook, Facebook's number of active users hit one billion as of September, 2012, with a larger number of active users than any other social networking sites (Davies, 2012; Grandoni, 2012; Guynn, 2012; Tsukayama, 2012). Given the fact that the world population is about 7 billion, about one in every seven people uses Facebook. The United States alone has the largest number of users; approximately 167.4 million people (53.9%) use Facebook. With the increasing popularity of SNSs such as Facebook, which allows users to maintain connections, interact with friends, and meet new people (Ellison et al., 2007), Language learning has grown beyond the boundaries of the four walls of the classroom; in fact, most language learning occurs outside and information. Informal learning, through a medium like ICT therefore, is a significant alternative environment for language practice and use.

Students are engaged in a good deal of writing even in this era of ICT – in blogs, Twitter, text messages and, of course, FB.

Strangely, students considered these types of informal writing as “communication” and not likened to the “writing” tasks that are given in schools. This shows that students are still unable to see the connection between the writing learned in the classroom and the meaningful communicative use outside of the classroom. Yancey then proposes the use of FB in helping students make that link in order to make them better writers. The researcher then also believes that FB, and specifically FB groups, has the potential to improve students’ writing skills by being the link between academic “writing” and outside “communication”, providing learners with an authentic and personalized context in which to aid their writing (Yancey,2009). Facebook provides ample opportunities for students to practice and improve their writing skills. Studies show that students feel obliged to respond to their peers’ comments or opinions posted, thus are actively “posting” and “commenting” on the application. They take every opportunity to practice their writing skills. Students also discover new sentence or writing structures by reading the comments and posts from their peers (Kablian, 2010). These show that writing skills are very much emphasized in FB group participation and

thus has a high potential of enhancing and improving students’ writing skills.

One student said that writing on Facebook regularly helped them enlarge their vocabulary because when they wanted to express something and they did not know the word, they would be forced to search the word in a dictionary. Writing in Facebook can help students remember the vocabulary better because they can refer to the word anytime they reread their writing. Therefore, it is good to retain the long-term memory. The student also reported that she improved her grammar knowledge because she sometimes used the spelling and grammar check before posting her entries. She also learned from others how to write good sentences. This is because some students were considered ‘better writers’ than others. They wrote longer, more frequently and more grammatically accurate. Their writing can therefore serve as models for others to learn from (Puthikanon, 2009).

One student wrote that he found journal writing through Facebook a fun and interesting practice because he could share with others. He experienced the excitement of using social media (sharing with others,

giving and receiving comments and feedback from others) as well as a fun practice to use English. Some students wrote about their personal problems in their entries; for example, a female student wrote about her having argument with her mom, a male student wrote about his conflict with his peer during a teaching practice at school, etc. Having a place to express one's feeling can help release the stress, and this is admitted by one of the students. The students' writing style, which is mostly informal, is the common characteristics of language used in computer-mediated communication (CMC) context, in which the use of special abbreviations and acronyms and informal language as well as features of speaking are common (Warschauer, 2007). This should be seen as an indicator that the students really communicate using authentic language as they usually use in social media. In addition, the same student wrote that writing on social media regularly helped her improve her grammar. This is in line with previous studies which reported that journal writing improves students' grammatical accuracy (Socialbakers, (2013). This is because the availability of grammar checker in the computer allows students to check for their writing's grammatical accuracy before

posting it on Facebook, especially when they access Facebook using their laptop/PC. Being exposed to the writing of other students who have better grammar skill also helps them to get familiar with the correct grammar use. It is found that students' writing fluency has improved from the first to the last entries recorded. Even though some of them might not realize it, based on my observation, the students were likely to write longer and more fluent than before. The use of Facebook in the university is more and more important: while emails are the most popular online genre for academics and administration, students now prefer to use social networking websites to communicate with other students; they are Internet "natives" who make competent daily use of these services ( Kuteeva 2011).

Prominent social networking sites like Facebook and Twitter have millions of teenage students as regular users. These students follow a very different English writing style on those sites and it perpetually changes the way they write English. There are many other ways the perennial use of Facebook among students is affecting English writing. Besides poor language skill, essays submitted by students these days tend to be shorter, grammatically erroneous and

incoherent. And the social media sites are almost single-handedly responsible for these mistakes. This poor and improper use of English language largely affects their English skills. Although past experience informed me that Facebook usage seemed to have a negative impact on students' writing, there are many studies that have found that using Facebook helped students improve their writing (Kabilan et al., 2010; Shih, 2011; Yunus & Salehi, 2012; Yunus, Salehi & Chenzi, 2012).

Yunus et al. (2012) mentioned that Facebook creates the habit of using short forms in writing, but they do not have empirical evidence that such habits affect students' academic writing. Manan et al. (2012) suggested that social media may increase the poor quality of English usage, but they failed to provide conclusive evidence to support its effect on students' academic writing. Also, Dixon (2012) confirmed that his study did not directly find that Facebook engagement offered clear advantages to writing for learners or non-native speakers. The amount of time they spent on Facebook per day, the ways that they engage with the site, and how that related to measures of writing success for learners or NNS were found to have no significant

relationship. His study only found that there was no significant relationship between Facebook engagement and writing success for learners' writing.

### **Objective of the Study**

- To assess the writing style of master level students on Facebook.
- To assess the perception of Master level students about Facebook.
- To assess the perception of students writing mistakes regarding Facebook
- To assess the habit of short writing of students of Master level on Facebook.
- To assess the positive impacts of writings style on Facebook.
- To assess the negative impacts of writing style on Facebook .

### **Methodology**

In this research total one hundred respondents has been taken from different departments of main campus of university of Lahore. These students belonged to the Master level classes and questionnaire was prepared for the data collection. The values of Crome Batch Alpha was (. 87) which is significant value of reliability of data. Simple random sampling was used for collection of data from the target population.

The data is presented in tables and graphical form.

## Data Analysis

### Assessment the writing style of master level students on face book

Diseases	Frequency	Percent
Strongly Agree	17	21.3
Agree	33	41.3
Disagree	21	26.3
Strongly Disagree	3	3.8
Not at All	6	7.5
Total	80	100.0

Table shows that majority 41.3 (33) agree, and 26.3% (21) disagree and 21.3% (17) strongly agree and 7.5 (6) not at all and 3.8% (3) was strongly disagree. So research show that majority 41.3 (33) respondents are agrees.

### Assessment the perception of master level students about face book

	Frequency	Percent
Strongly Agree	24	30.0
Agree	34	42.5
Disagree	14	17.5
Strongly Disagree	6	7.5
Not at All	2	2.5
Total	80	100.0

Table shows that majorities 42.50% (34) agree, and 30.0% (24) strongly agree and 17.5% (14) disagree and 7.5% (6) and only 2.5% (2) was not at all. So research shows that majority 42.5. % (34) respondents agree.

### Perception of students writing mistakes regarding Facebook

<b>Discouragement</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	11	13.8
Agree	36	45.0
Disagree	22	27.5
Strongly Disagree	2	2.5
Not at All	9	11.3
Total	80	100.0

Table shows that majority 50.0% (40) agrees, and 25.0% (20) strongly agree and 15.0% (12) disagree and 3.8% (3) and only 6.3% (5) was not at all. So research shows that majority 50.0% (40) respondents agree.

**Learning from writing mistakes on face book**

<b>Interaction</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	11	13.8
Agree	25	31.3
Disagree	25	31.3
Strongly Disagree	11	13.8
Not at All	8	10.0
Total	80	100.0

Table shows that majorities 31.3% (25) agree as well as 31.3% (25) disagree and 13.0% (11) disagree and 13.0% (11) strongly disagree and only 10.0% (8) was not at all. So research shows that majority 31.3% (25) respondents agree.

**Assessment of short writing style on face book**

<b>Effects</b>	<b>Frequency</b>	<b>Percent</b>
Strongly Agree	8	10.0

Agree	21	26.3
Disagree	34	42.5
Strongly Disagree	12	15.0
Not at All	5	6.3
Total	80	100.0

Table shows that majority 42.5% (34) disagrees, and 26.3% (21) agree and 15.0% (12) strongly disagree and 10.0% (8) and only 6.3% (5) was not at all. So research shows that majority 42.5% (34) respondents agree.

### Positive impacts of Writing style on Facebook

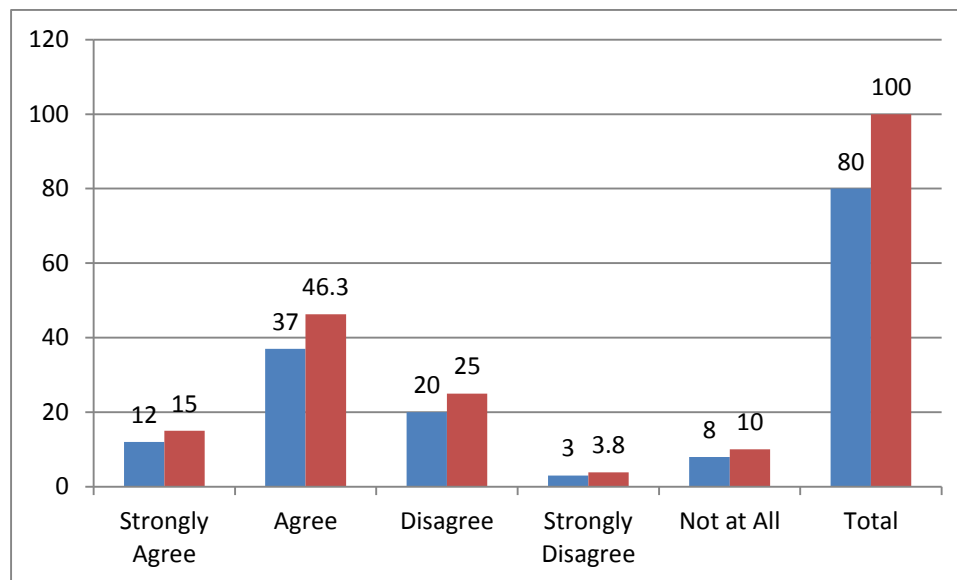


Table shows that majority 46.3% (37) agree, and 25.0% (20) disagree and 15.0% (12) strongly agree and 10.0% (8) not at all and only 3.8% (3) was not at all. So research shows that majority 42.5% (34) respondents agree.

### To assess the negative impact of writing style on Facebook

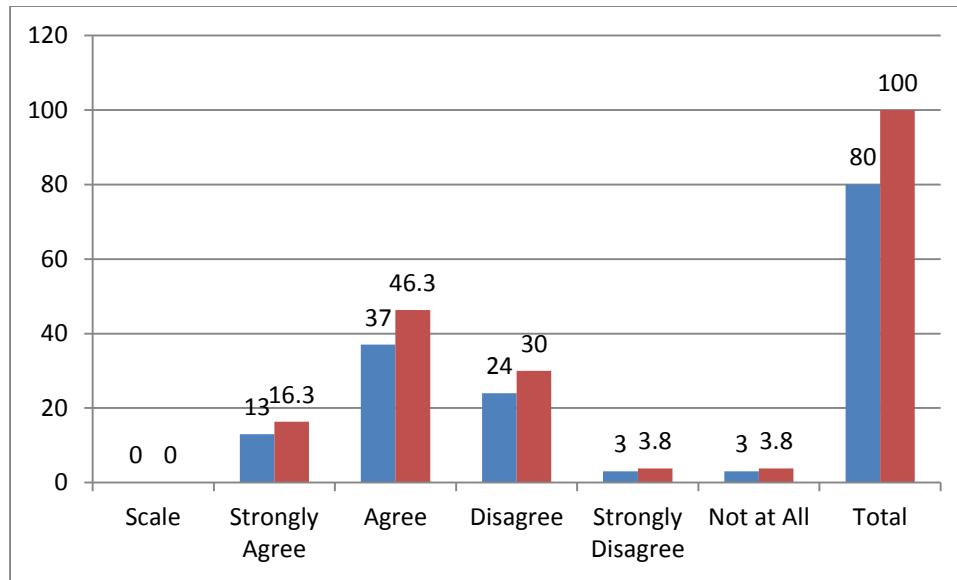


Table shows that majority 46.3 % (37) agrees, and 30.0% (24) agree and 16.3. % (13) strongly agrees and 3.8% (3) strongly disagree only 3.8% (3) was not at all. So research shows that majority 46.3 (31) respondents agree.

### Assessment of spelling mistakes on Facebook

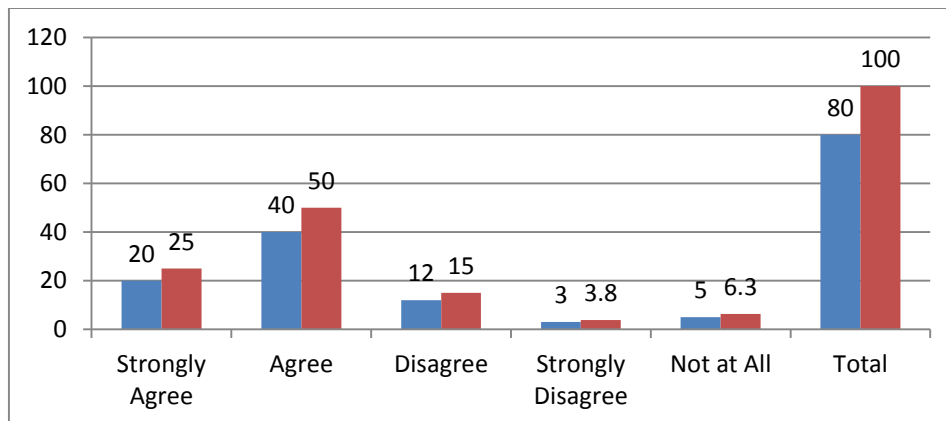


Table shows that majority 50.0% (40) agrees, and 25.0% (20) strongly agree and 15.0% (12) disagree and 3.8% (3) and only 6.3% (5) was not at all. So research shows that majority 50.0% (40) respondents agree.

### Summary and Discussion

Basically this study is based on social media and its impacts writing style of master level students of university of Lahore main campus. Total 80 students has been taken for this study. Data was collected through questionnaire and simple random sampling technique was adopted. Major findings reveal that majority 41.3 (33) agree, and 26.3% (21) disagree and 21.3% (17) strongly agree and 7.5 (6) not at all and 3.8% (3) was strongly disagree. So research shows that majority 41.3 (33) respondents are agree. **It has been found that** 42.50% (34) agree, and 30.0% (24) strongly agree and 17.5% (14) disagree and 7.5% (6) and only 2.5% (2) was not at all. So research shows that majority 42.5. % (34) respondents agree. Some of the objectives has been identified through major findings and it has been found that majority 50.0% (40) agree, and 25.0% (20) strongly agree and 15.0% (12) disagree and 3.8% (3) and only 6.3% (5) was not at all. So research shows that majority 50.0% (40) respondents agree. Table shows that majorities 31.3% (25) agree as well as 31.3% (25) disagree and 13.0% (11) disagree and 13.0% (11) strongly disagree and only 10.0% (8) was not at all. So research shows those majority 31.3% (25) respondents agree. Table shows that majority

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