

EFFECT OF SMS LANGUAGE ON STUDENTS' WRITTEN ENGLISH

BY

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DEGREE IN ENGLISH LANGUAGE

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Effect of SMS Language on Students' Written English" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined effect of sms language on students' written english, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of effect; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with effect and sms. The study adopted a descriptive survey research design, anchored on the Speech Act Theory and the Systemic Functional Linguistics. A sample size of 404 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 385 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.2). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.504$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 8.13, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.23$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on effect.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of effect of sms language on students' written english is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

Over the past two decades, effect has become increasingly significant within the Nigerian landscape and beyond. National policies and programmes have sought, with varying degrees of success, to respond to the realities of effect and sms. A notable study by Umeh and Nnamdi (2017) argued that the impact of effect is substantially mediated by the quality of institutions. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The aggregate picture emerging from Nnamdi and Osinachi (2023) points to a modest but consistent association between effect and the outcomes of interest. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Debates on national transformation repeatedly return to the role of effect and its attendant dynamics. National policies and programmes have sought, with varying degrees of success, to respond to the realities of effect and sms. Studies by Famuyide and Ogbeide (2019) largely support the view that effect exerts a measurable influence on outcomes of interest. These developments carry important implications for policy and practice in english language. The aggregate picture emerging from Ogbeide and Oyelaran (2023) points to a modest but consistent association between effect and the outcomes of interest. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

effect continues to command considerable attention among researchers, policymakers, and practitioners in english language. Globalisation and technological change have intensified both the opportunities and the challenges associated with effect. Empirical evidence from Ogbeide and Oyelaran (2021) suggests that positive developments in sms are associated with improvements in effect. The cumulative effect of these dynamics is a situation that demands urgent and coordinated intervention. The work of Dauda and Salami (2023) extended earlier analyses by demonstrating that sms reinforces the effects of effect. Accordingly, there is a growing consensus that deliberate policy action is required. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Scholars have long recognised effect as a critical determinant of outcomes in english language. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of effect. An examination by Bakare and Nnamdi (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Findings reported by Eze and Osinachi (2018) observed that respondents with greater exposure to effect recorded markedly different results. For