Reclaiming the Future of Undergraduates from the Challenges of Social Media:
Elizade University, Ilara Mokin in Analysis

Abosede Adebola Otemuyiwa, Joseph Ayo Babalola University, Nigeria

Abstract
Utterances can be classified structurally and functionally to state, question, request and exclaim. Functions such as stating, questioning, requesting, and exclaiming can be performed by languages especially, English language. This Social Media had done a lot of evil than good globally. This has in a great way affected the future of the youths. Many youths spend a lot of time chatting, posting, pinging, following hence, precious time was wasted doing unfruitful ventures. This study examines how the future of the undergraduates can be reclaimed from the menace of social media and how digital age affects language use among undergraduates in Elizade University, Ilara Mokin. Hence, the study answered the questions: What is the relationship between language structures and socially constructed message coding in *WhatsApp* conversations among undergraduates in Elizade University? How can the future of our undergraduates be reclaimed from destruction by Social Media? Six *WhatsApp* messages were forwarded from six respondents to the researcher's phone after their consents have been given. Halliday's experiential function of language revealed the actions that represent happenings outside the world (reality). On the other hand, the logical function of language revealed connectivity and relationship between clauses and clause types. Smileys and emoji functions were also revealed. This study recommends that: introverted students' discussions can be done on *WhatsApp* between lecturers and students. Time wastage by undergraduates on *WhatsApp* and other social media will be minimized if educational purposes/usages are fulfilled.

Keywords: Social Media, *WhatsApp*, Transitivity, Communication, Undergraduates

iafor

The International Academic Forum
www.iafor.org

Introduction

Conversation is a way of using language socially together with other interlocutors. The function of conversation is "creating an 'ambience'; a context in which, the conversationalists are able to pursue their 'overt' or hidden goals. (Mey 2006, p. 137). A conversationalist is good when he or she is an expert and is virtuous. According to Leech (1983, p. 83) some illocutions (for instance, orders) are inherently impolite, and others (for instance, offers) are inherently polite. It is not good to be always polite due to the fact that the social position of a speaker may indicate different politeness values or individual cases.

Sociolinguistics investigates the field of language and society. Holmes (2013) is of the opinion that sociolinguists' aim is to move towards a theory which provides a motivated account of the way language is used in a community, and of the choices people make when they use language (p. 16). Language is a dynamic resource and we cannot but contribute to it. What people say is as important as how they say it.

WhatsApp was created by Brian Acton and Jan Koum in 2009. The main objective behind its creation is to make communication and the distribution of multimedia easier and faster than short message service (SMS). It is cheaper; all that is needed is user's subscription. The data for this study are the *WhatsApp* conversations on iPhones of undergraduates from Elizade University, Ilara Mokin, Ondo State, Nigeria**.**

Emojis are small digital images or icon used to express an idea or emotion in electronic communication. It livens up your text messages with tiny smiley faces. Dictionary.com (retrieved 4/4/17) gives the meaning of emoticon as symbols used in electronic mail and text messaging to indicate the state of mind of the writer. The smiley faces vary from elated to angry. Otemuyiwa (2017) opined that smileys were used to indicate the body language applied in conversations.

There are some pieces of literature that emphasize the various functions that language performs. For instance, Halliday (1970) discusses three major functions of language as textual, ideational and interpersonal functions. The need to investigate how the future of the undergraduates can be reclaimed from the menace of social media and how one of the social media used in this digital age affects language use among undergraduates in Elizade University, Ilara Mokin calls for this study. Hence, the study answered the questions: How can the future of our undergraduates be reclaimed from destruction made by Social Media? What is the relationship between language structures and socially constructed message coding in *WhatsApp* conversations among undergraduates in Elizade University? Halliday's theoretical framework (experiential function) revealed the actions that represent happenings outside the world (reality). On the other hand, the logical function of language revealed connectivity and relationship between clauses and clause types.

The Problem

Many scholars have worked on various effects that social media has on the users. There are both positive and negative effects as found out by some scholars. Spunout (2017), is of the opinion that social media has effects on the mental health of users. Health issues like depression, anxiety, poor sleep quality, dissatisfaction with body

image and cyber-bullying. New learningtimes.com reiterates that social media has effect on students' performance in learning listening and reading comprehension. (https://newlearningtimes.com>article>e). Other scholars are of the opinion that some users get addicted that they strain their eyes, withdraw from social activities and even resist sleep just to be on the social platform. (http://sysomos.com>2016/10/27>can.) On the other hand, European research suggests that using Facebook, snapchat, Instagram has minimal effects on academic performance. (https://www.thestar.com.my>2018/02/22). This study examines how the future of the undergraduates can be reclaimed from the menace of social media; explore how one of the social media used in this digital age affects language use in *WhatsApp* conversations among undergraduates in Elizade University, Ilara Mokin and identify the emojis used and their implications. Halliday's theoretical framework (experiential function) revealed the actions that represent happenings outside the world (reality). On the other hand, the logical function of language revealed connectivity and relationship between clauses and clause types. Smileys and emoji functions were also revealed.

Methodology

The data for this study were drawn from the *WhatsApp* conversations of undergraduates from the Elizade University, Ilara Mokin, Ondo State. Six conversations were randomly collected from six students (one conversation from an undergraduate) from Elizade University and after the consent of the subjects had been sought and given, the selected conversations on the participants' *WhatsApp* pages were screenshot and forwarded to the researcher's phone. Descriptive qualitative and quantitative approaches were used for the analysis of the collected *WhatsApp* conversations. First four strings in each datum were analysed. The structure of language use in terms of process types, and the language function types in the selected *WhatsApp* conversations among undergraduates in Elizade University were identified and structurally analysed.

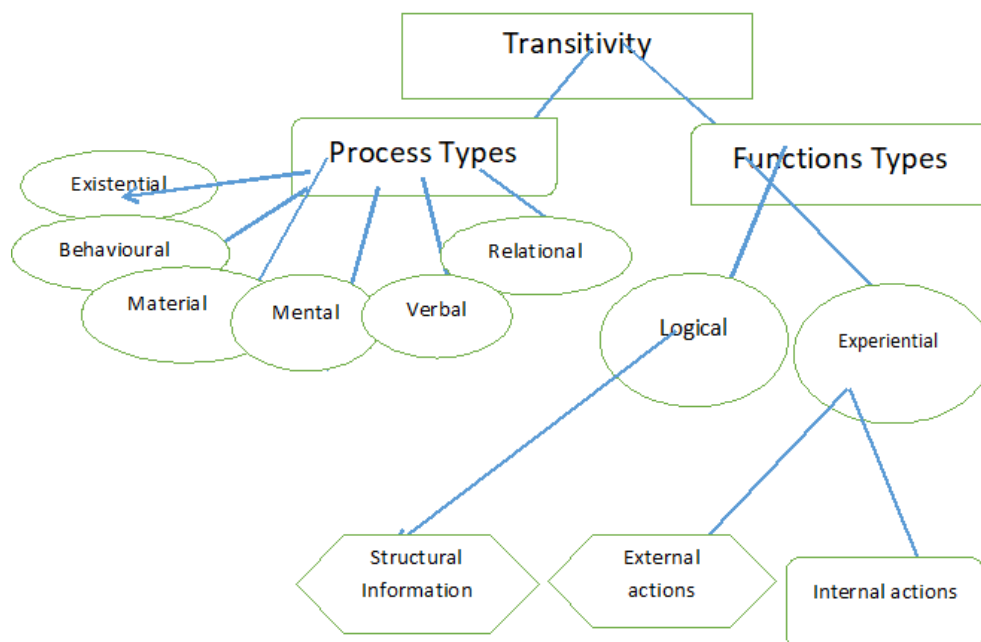Below is the model with which the analysis was carried out.

Figure 1: Transitivity Model for Data analysis
Source: Otemuyiwa Abosede Adebola

This model was used to investigate the relationship between language structures and socially constructed message-coding in the selected *WhatsApp* conversations of undergraduates. The process and the function types were considered. The function types were revealed through the process types or verbs used in the conversations; this led the researcher to find out type of the structures in the selected conversations.

Theoretical Framework

Linguistic choices are influenced by social contexts. Our talk is adapted to suit our audience and people talk differently to children, customers and colleagues. Language is used differently in formal and casual contexts. The purpose of talk also affects its form. Systemic Functional Linguistics theory by Halliday (1970) who worked on the metafunctions was used for analysis in this study.

Systemic Functional Linguistics

Halliday wrote "the value of theory lies in the use that can be made of it", and Halliday has always considered a theory of language to be essentially consumer-oriented (Halliday, 1985a, p.7). SFL is the study of the relationship between language and its functions in social settings. SFL treats grammar as a meaning-making resource and insists on the interaction of form and meaning. It considers language to have evolved under the pressure of the particular functions that the language system has to serve. Functions are therefore taken to have left their mark on the structure and organization of language at all levels which is said to be achieved via metafunctions. Language is functional; it reflects the attitudes, opinions and the ideology of the users (Halliday, 1985a). Halliday (1985) identified three major functions of language which he tagged 'metafunctions' of language (p. 40). The ideational function (expresses the speakers experience to the real world including the inner world of his own consciousness), the Interpersonal function (establishes and maintain social relations by expression of social roles played by individuals and groups in the society) and the Textual function of language (expresses how language provides link with itself and with features of the situation in which it is used).

Functional grammarians do not stop at describing a language in its grammatical terms, rather they move on to the functions that language performs. (Martin, 1997, p. 22) The theory behind functional grammar is systemic. In systemic grammar, language is a part of a system of society while functional grammar is about how to use language for metafunction. Functional linguistics talks about context of language use. Functional Grammar provides the system of transitivity choices operative at the clause level. It further deals with the representation of our experience of the external world (that lies about us) and that of our internal world (that of our imagination).

Transitivity

The analysis and interpretation of the transitivity systems of the clause of a certain language is concerned with the phenomenon of how that particular clause is structured in terms of processes, participants and circumstances. The clause is a multifunctional construct consisting of three metafunctional lines of meaning (Halliday & Matthiessen, 2004, p. 168). Transitivity is the third mode of meaning in the

organization of the clause and it is also referred to as the experiential line of organization. According to Halliday (2004), the clause; "construes a quantum of change as a figure or configuration of a process, participants involved in it and any other attendant circumstances" (p. 169). In the transitivity or ideational function, the clause construes a relationship of signification between a word and its meaning. Transitivity comprises of three elements, namely; i) participants involved in the process of meaning (token and value) in the relationship of signification, ii) the process of meaning, which is realized by the verb marked for tense (present, past and future), and iii) Circumstances associated with the process (time, space, cause, and manner.

Process

Process is central to transitivity (Gerot & Wingnell 1994, p. 54). Different processes make different meaning from the actions in the world around and within us. The process types can be identified through conformity between the goings-on and the grammar. For instance, participants are realized by nominal groups; person, place or an object (Thompson 1996, p. 77). The circumstances are realized by adverbial groups and prepositional groups. Ideational meanings are about meanings phenomena; about things (living and non-living, abstract and concrete), things going on and the circumstances surrounding these happenings and doings (Gerot & Wignell 1994 p. 12). For one to understand the ideational meaning of the clause, the process types must be understood, the participants involved in the process and the circumstances, that is the time, cause, to mention but a few. Thompson (1996, p.76) stated that language reflects our view of the world as consisting of "goings-on" (verbs) involving things (noun) which may have attribute (adjectives) and place, time, manner (adverbials). Processes are realized by verbs (doing words).

Types of Processes

Halliday and Mattheissen (2004) gave four types of processes as **material, mental, verbal, and relational** (p. 13). When one is termed to be experienced, it means there has been flow of events. Haliday and Matthiessen (1999) are of the opinion that the flow of events is chunked into quanta of change by the grammar of the clause and that each quantum of change is modeled as a figure (p. 70). The figure refers to happening, doing, sensing, saying, being or having. Halliday and Matthiessen (1999) observed that there is a difference between what goes on around us and what goes on within us (consciousness) (p. 170). Within us, perception, emotion and imagination take place. The choice of process for what happens around us is different from the process pointing to what happens within us. Those actions performed by our senses are the mental processes. The third type of process identifies and classifies. They are called relational processes. For instance, in a statement such as "The largest city in Africa is Ibadan" is a classifying relational clause while "Among all the boys in the class, Segun is the most brilliant" is an example of an identifying clause. There are other shades or categories of processes located at the three boundaries between 'material' and 'mental' processes which are the 'behavioural' processes. According to Halliday and Matthiessen (2004) the behavioural processes represent the outside manifestation of the inner workings, consciousness and physiological state (p. 171). For instance, "People are wailing", "They are dancing" respectively. In between 'mental' and 'relational' processes are the 'verbal' processes. The verbal processes are relationship

construed in human consciousness enacted in the form of language, like 'saying' and 'meaning'. On the boarders between the relational and the material processes are the existential processes. These processes are concerned with existence.

Transitivity as Language Function

Ideational metafunction is that function of language that expresses ideas at the experiential and logical involvement or intrusion into a situation. One can see language functions as something taking place in the reality and can clearly be revealed through the lens of the various process types. Transitivity function of language is divided into experiential and logical functions.

Experiential function

Experiential function represents processes in the outside world and processes that take place in the internal world of unconsciousness. For instance, "The boy eats on the table" is an example of an experience of the outside world. "The boy" and "the table" are the participants while "eats" is the process. It is a physical process. Processes can represent abstract and concrete things.

Logical Function

Sometimes experiences can be represented by linking clauses with words such as "and", "if", "so" and "but". Logical function helps to connect and link. Ideational metafunction is language for expressing ideas and language for connecting ideas. Between these two clauses, "He loved her <u>but</u> does she loves him"? The two clauses in this compound sentence are joined by the subordinating conjunction "but". There is a logical relationship of subordination between the two clauses, hence logical function is performed. Another example is "students will pass examinations <u>if</u> they can read". Here, there is also a logical relationship between the first clause and the second clause which is that of condition. So, a logical function is performed by language.

The Systemic Functional Linguistics (SFL) is good for this study because it is a purely descriptive model for linguistic analysis and focuses on social context of a text. Bloor & Bloor (2004) opine that SFL is a system meaning.

Studies on Transitivity

Ogunsiji (2005) worked on apposition and transitivity as narrative strategies in Soyinka's Ake, Isara and Ibadan. He concluded in the study that with the use of transitivity, Soyinka makes the texts sound philosophical and that the three processes of transitivity: material, mental and relational processes interact meaningfully. Darani (2014) worked on persuasive style and its realization through transitivity analysis: A SFL perspective. The study revealed that the high frequency of material process types revealed that the characters in the novel *Animal Farm* certainly did not what they were told to. They concluded that in one's daily life, the language encountered can influence one's perceptions and attitudes with regards to people, places and events. Eggins (2000) is of the opinion that ideational analysis relates to; who initiates, what kinds of actions and who responds to those actions and how (p. 330). Umani (2007) considered type of processes found in the Jakarta post news in the topic of Tsunami in

Aceh: A transitivity analysis. The study discovered five types of processes – material, verbal, relational and existential processes. Also, that the material process has the highest level of occurrence in the excerpts analysed.

Studies on *WhatsApp*

Zachariadis (2014), opines that *WhatsApp* has everything Facebook needs to survive. The study revealed that *WhatsApp* users are more engaged with the application than the average user of Facebook. Also, the study reported that Mark Zuckerberg sees Facebook as a mobile company and since its internal efforts have been so dismal. Potdar (2016) investigated on *WhatsApp* as being a great idea for mates but a terrible one for Ministers. The study reported that *WhatsApp* is not all that good for government officials' usage in passing important information but that it is good among friends and families. The study condemns *WhatsApp* as prone to all web's security threats. Finally, the study mentioned the advantages of *WhatsApp* and other instant messaging services as promising and useful. Ernawati (2017) examined speech acts of war in the film – Platoon. A socio-pragmatic approach was used. The study discovers that out of the five types of speech acts proposed by Yule (1996), only three types of speech acts were found in the film; the representatives, the directives and the commissives. It is also discovered that most of the speech acts were expressed in declarative styles not interrogative. It also discovered that speech acts are performed mostly in positive statements. The study concluded that military speech acts are typically rigid and as a result, not complicated with metaphorical constructions.

Analysis and discussions of Elizade University undergraduates' *WhatsApp* conversations

This section further emphasized the relatedness between the function of language with reality through the different processes of material, mental, relational, verbal, behavioural and existential processes in the *WhatsApp* data collected from Elizade University undergraduates. The six conversations collected from the undergraduates of Elizade consist of sixty-eight (68) strings out of which twenty-four were analysed. The four strings analysed were represented on each table which makes the tables to be six in number.

Table 5.1: Elizade University Conversation One

S/N	Conversations	Transitivity Processes					
	Conversations Strings	**Material**	**Mental**	**Relational**	**Verbal**	**Behavioural**	**Existential**
	Conversation One						
A.	Bolaji	✓					
B	Ha				✓		
B	My brother	✓					
B	How are you			✓			

String One:
Process = Material process
Function of Language = Experimental

Bolaji

String Two:
Process = Verbal process.
Function of Language =Experiential

Ha

String Three:
Process = Material process
Language Function =Experiential

My brother

String Four:
Process = Relational process.
Function of language = Experiential

"How are you".

Table 5.2: Elizade University Conversation Two

S/N	Conversations	Transitivity Processes					
	Conversations Strings	Material	mental	Relational	Verbal	Behavioural	Existential
	Conversation Two						
A	App Sunday			✓			
B	Same to you			✓			
A	Where u dey				✓		
B	Hustel	✓					

String One:
Process = Relational process.
Function of language = Experiential.

App Sunday

String Two:
Process = Relational process.
Language Function =Experiential.

same to you

String Three:
Process = Verbal process.
Language function = Experiential

"Where u dey"

String four:
Process = Material process.
Language Function =Experiential

Hustel

Table 5.3: Elizade University Conversation Three

S/N	Conversations	Transitivity Processes					
	Conversations Strings	Material	Mental	Relational	Verbal	Behavioural	Existential
	Conversation Two						
1	Morin				✓		
2	If kisses were water, I will give you the sea. If hugs were leaves, I will give you the forest. If friendship was life, I will give you mine. Quite simply, I love you. This is family week. Post this to your family and friends and me. If 3 comes back … it means you are adorable, 5 means you're loved. I LOVE YOU … Distance makes me miss you. I may not always stay in touch but I care about you very much. I may not always stop by to say hi, but I hope never to have.			✓			

String One
Process = Verbal
Language Function = Experiential

Morin

String Two:

If kisses were water, I will give you the sea. If hugs were leaves, I will give you the forest. If friendship was life, I will give you mine. This is family week. Post this to your family and friends and me. If 3 comes back … it means you are adorable, 5 means you're loved. I LOVE YOU … Distance makes me miss you. I may not always stay in touch but I care about you very much. I may not always stop by to say hi, but I hope never to have.

Process = Relational
Language Function = Logical and Experiential

Eighteen *emojis* and smileys were used in the second string which was an expression of lovely emotions.

The string has ten sentences of about twelve clauses.
Two conjunctions were used; "and" a coordinating conjunction revealed in "Post this message to your family and friends and me".
One subordinating conjunction was used twice 'but'.
This was revealed in "I may not always stay in touch but I care about you very much" and in "I may not always stop by to say hi, but I hope never to have."
A conditional clause "if" was also used in the expression of love. This was revealed in "if 3 comes back… you're adorable, 5 means you were loved".
The language function in this string was both logical and experiential.

The emojis were used to represent the following words:

1)

Source: mouth fokiss.png

"Kisses" represented by a picture of mouth.

2)

Source: royalty free water splashes.com

"Water" represented by splashes of water picture.

3)

Source:http://learnenglishteens.britishcouncil.org/skills/lister

"Sea" represented by a swimmer in the sea.

4)

"Hugs" represented by two Japanese dolls closely knit together.

5)

"Leaves" represented by a shrub picture.

6)

"Forest" represented by a picture two trees.

7)

"Friendship" represented by two baby dolls.

8)

"Mine" represented by two pink hearts smiley.

9)

"Love and affection" represented by yellow heart smiley

10)

"Family" represented by a picture of a father, a mother and children.

11)

"Friends" represented by two baby heads with love signs.

12)

"Me" represented by a doll picture

13)

"I LOVE YOU" represented by a love sign and a smiley with squint eyes

14)

"Care" represented by two baby dolls (male and female).

15)

Source: iemoji.com

"Hi" represented by a grinning smiley showing good mood.

Table 5.4: Elizade University Conversation Four

S/N	Conversations	Transitivity Processes					
	Conversations Strings	Material	mental	relational	Verbal	Behavioural	Existential
	Conversation Four						
A	Maybe I should give you space den				✓		
B	Waz d space issue				✓		
B	If u want space				✓		
B	No problem den				✓		

String One:
Process = Verbal process
Language Function =Experiential

"May be I should give you space den**"**

String Two:
Process = verbal.
Function of language =Experiential.

"Waz d space issue"

String Three:
Process = Verbal process.
Language Function =Experiential.

"If you want space"

String Four:
Process = Verbal process.
Function of language = Experiential.

"No problem den"

Table 5.5: Elizade University Conversation Five

S/N	Conversations	Transitivity Processes					
	Conversations Strings	Material	mental	relational	Verbal	Behavioural	Existential
	Conversation Five						
A	Omo same here mehn			✓			
A	Thank God for life				✓		
A	Una don dey on holz?				✓		
B	Yes ooo				✓		

String One:
Process = Relational process.
Language Function = Experiential

Omo same here mehn

String Two:
Process = Verbal
The language function =Experiential

Thank God for life

String Three:
Process = Verbal process
Language Function =Experiential

Una don dey on holz?

String Four:
Process = Verbal process.
Function of language = Experiential

Yes ooo

Table 5.6: Elizade University Conversation Six

S/N	Conversations	Transitivity Processes					
	Conversations Strings	Material	Mental	Relational	Verbal	Behavioural	Existential
	Conversation Six						
A	Hello dear			✓			
A	Can you please send me #200 airtime? It's rainy heavily here so I can't go out	✓					
B	MTN or GLO?				✓		
A	MTN dear			✓			

String One:
Process = Relational process
Function of language =Experiential

Hello dear

String Two:
Process =Relational process.
Language Function =Logical

"Can you please send me #200 airtime? It's rainy heavily here so I can't go out.

String Three:
Process = Verbal process
Language Function = Logical

"MTN or GLO?"

String Four:
Process = Relational.
 Language Function =Experiential.

"MTN dear"

Findings on the analysis of Elizade University undergraduates' *WhatsApp* conversations

The section explains the frequency of the process types in the Transitivity analysis of Elizade University undergraduates' *WhatsApp* conversations.
Quantitative formula used:
Process Type = Total no of occurrences of process type x 100
　　　　　　　　　Total no of strings x 1
Material process = 4 x 100 = 17%
　　　　　　24 x 1

Relational process = 8 x 100 = 33.3%
　　　　　　　　24 x 1

Verbal process = 11 x 100 = 46%
　　　　　　　24 x 1

Behavioural process = 1 x 100 = 4.2%
　　　　　　　　24 x 1

Language Functions workings

Logical Function = 22 x 100 = 92%
　　　　　　　　24 x 1

Experiential Function = 2 x 100 = 8.3%
　　　　　　　　24 x 1

Table 6.1: Elizade University frequency table of Process types

	Elizade University
Material	17%
Mental	0%
Relational	33.30%
Verbal	46%
Bahavioural	4.2%
Existential	0%

Figure 6.1: Transitivity Analysis of the *WhatsApp* conversations of Elizade University undergraduates
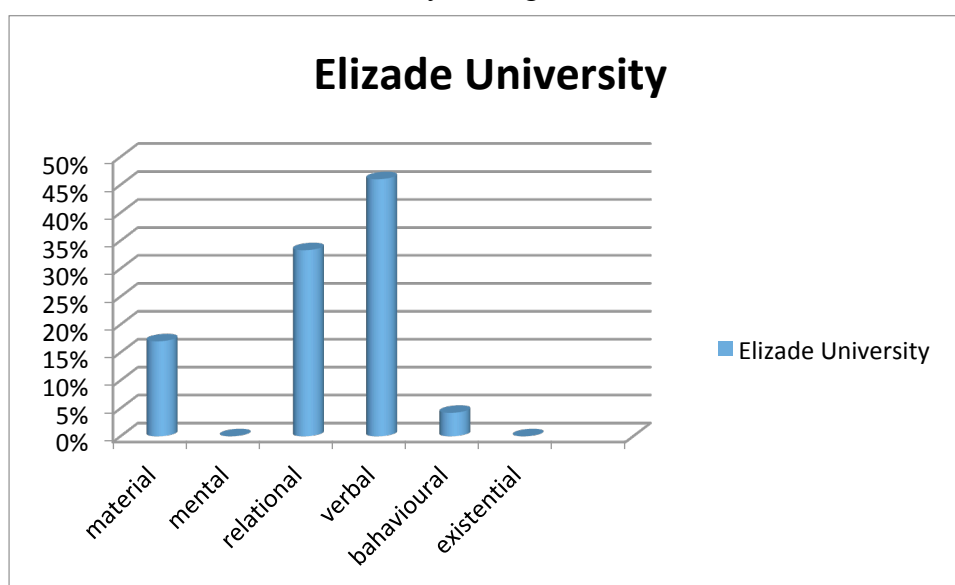
Conclusions

In the use of processes in the *WhatsApp* conversations of Elizade University undergraduates, verbal process carried the highest percentage of 46%. This implied that most of the clauses were declarative and interrogative clauses; information giving clauses and information seeking ones. This made the clauses activity packed. The relational process carried 33.3% of the whole analysis, which implied that; it revealed the level of relationship that existed among the conversationalists in the selected data from Elizade University undergraduates.

The material process had 17%, this revealed that the actions were intentional and spontaneous by the actors that were either visible or not visible (as in imperatives).

The behavioural was just 4.2%. It was found in the "sigh" of the addresser in conversation three of this University's data. It revealed the psychological behaviour of the addresser because Halliday 1985, p. 128 mentioned that behaviours like greetings, coughing, smiling, dreaming and steering were behavioural process. Lastly, the existential process had 0%.

In this University's data, the experiential function of language carried 92% while the logical function of the language carried 8.3%. Experiential result implies that most of

the actions that took place in this data are those of actions that represent happenings outside the world. They were actions that emphasized reality.

On the other hand, the logical function of language that carried 8.3% implied that i) few of the data have words that connect clauses together. (ii) few clauses were compound or complex clauses in the *WhatsApp* conversations of the undergraduates of Elizade University, Ilara Mokin, Ondo State. However, in spite of the low percentage of the logical function, the data were highly representative of the context of the conversations.

On how to reclaim the undergraduates' future, there is the need to expose the undergraduates to positive use of the social media. Though, if time is not well managed on the social media, it can lead to disastrous end such as not being successful in their academics nevertheless, social media is cost effective, popular, reaches all ages, encourages two-way communication, makes people active, helps to get useful information for students, helps to connect with learning groups, helps students and institution with multiple opportunities to improve learning methods, and has wider and faster means of circulating information. When undergraduates use the media wisely, they will definitely get the positive reward in all ways.

It revealed that conversation is context-bound through the use of *emojis* in *WhatsApp* conversations. Eighteen emojis were used in data 3 all revealing love, affection, friendship, ownership (possession), greenness of love, family, kisses, hugs, freshness, care and good mood.

It was also discovered that once a change is initiated by a single individual (for whatever reason) its subsequent spread throughout a language community occur and to the extent that it is imitated by other speakers. For instance, that was why there was widespread of slang, coinages, short forms and abbreviations usage in the *WhatsApp* conversations collected as the data for this study. This is due to the fact that *WhatsApp* is a viral application. This can be referred to as the role of imitation in Sociolinguistics. It revealed the use of short forms by the undergraduates from Elizade University. The use of smartphones applications had contributed immensely to the development of individuals in various ways like academic, business and in maintaining relationships. Based on the findings and conclusions, this study recommends that:

Systemic Functional Linguistics should be made compulsory for analysis in given assignments to the undergraduates in the universities; this will go a long way to improve their communication and analytical skills among peers, lecturers, family and friends.

Lecturers should be encouraged to give more attention to morphology and syntax so that undergraduates will be more versatile in their sentence constructions.

Lecturers should discourage the use of short-forms in note-making but encourage it in note- taking. *WhatsApp* platform should be encouraged to give assignments and quizzes to the undergraduates and used for some other academic purposes. This will also help in solving time wastage by undergraduates on *WhatsApp* specifically and other social media, generally.

Since it serves as an alternative to introvert students, discussions can be done on *WhatsApp* application between lecturers and students.

References

Chu, H. (2006). International Modifications in Text-Based Chats between Korean and Japanese students. *English Language Teachin*g. 12(1), 1-18

Garrison, D. R. (2006). A cognitive constructivist view of distance education *Distance Education 14*(2).

Grice, P. (1975). Logic and Conversation. In Cole and Morgan (eds.) *Syntax and Semantics* 3, New York: Academic Press pp. 183-198

Halliday, M. A. K. (1970). Language Structure and Language Function, In Lyons, J. (ed.) *New Horizons in Linguistics.* England: Penguin Books

Halliday, M. A. K (1985). *Spoken and Written Language*. Oxford University Press pp. 7 & 40

Hara, N. (2010). Student distress in a web-based distance education course. *Information, Communication and Society 3*(4) Published online (2010)

Hay, J. (2000). Functions of humour in the conversations of men and women. *Journal of Pragmatics 32*(2000) 709 – 742 Retrieved on 4/4/17

Jonassen, D., Davidson, M., Collins, M., Campbell, J., Brenda, B. H. (1995). Constructivism and computer mediated communication in distance education. *American Journal of Distance Education 9*(2).

Kuppuswamy, S. & Narayan, P. (2010). The impact of social networking websites on the education of Youth. *International Journal of Virtual Communities and Social Networking,* http://socialmediatoday.com/socmedssean/286629/infographic-history-online-social-networking, Retrieved 31st October, 2016.

Quirk, R. L. (1968).*The use of English, London*: Longman p. 2

Smith, B. (2003). Computer-Mediated negotiated interaction: an explained model. *Modern Language Journal 87*(1): 38-54

Taiwo, R. (1998). Discursive forms and functions of flaming in Nigerian Online forums. Paper presented at *The International Conference of Linguistics Politeness and Rudeness,* Lancaster, U.K .73

Odebunmi, A. (2003). Pragmatic features of hospital interaction amongst medical practitioners patients in South Western Nigeria. Unpublished Ph.D Thesis: Obafemi Awolowo University, Ile-Ife.

Ogunsiji, Y. (2001). Sociolinguistic study of language in market transaction'. In Igboanusi, H.(ed) *Language Attitude and conflict in West Africa*. Ibadan: Eni crownfit publishers.

Osisanwo, W. (2003). *Discourse Analysis and Pragmatics*. Lagos: Femolus Fetop Publishers.   P.5

Otemuyiwa, A.A.(2017). A linguistic analysis of *WhatsApp* conversations among undergraduates of Joseph Ayo Babalola University, Ikeji-Arakeji. *Studies in English Language Teaching ISSN 2329-311* (online), 5(3) p. 396

Wardhaugh, R. (2008). An Introduction to Sociolinguistics 5th edition. USA, Blackwell Publisher. P. 119

Warschauer, M. (1996).Comparing face-to-face and electronic discussion in the second language Classroom'.*CALICO Journal* 13/2, 7-26, Accessed 29 April, 2015 from http://www.gse.uci.edu/markw/comparing.html

Warschauer, M. (1997). Computer-Mediated collaborative learning: theory and practice. *The Modern Language Journal* 81/iv, 470-481.

Yang, W. (2005). Applying conversation analysis (CA) to uncover the dynamic trajectories repairs in the context of Primary School EFL Classroom in China. Annual Review of 63+Education, *Communication and Language Sciences, 2*, *ARECLS E-Journal* Retrieved on 4/4/17

Contact email: aaotemuyiwa@jabu.edu.ng

Omo same here mehn 3:30 AM

Thank God for life 3:30 AM

Una don dey on holz? 3:30 AM

Yes ooo 7:48 AM ✓✓

Don dey ibd sef 7:49 AM ✓✓

Oshey bad boi 8:15 AM

U and ur babe chill?? 8:15 AM

Yes nah 8:26 AM ✓✓

But she Don go back 8:26 AM ✓✓

I Don dey my anty side shaa 8:26 AM ✓✓

OK nice one 10:26 AM

How ibd na? 10:26 AM

Ibd they ooo 10:27 AM ✓✓

WE just they manage 10:27 AM

Type a message

Maybe I should give you space den
21:26

Waz d space issue 21:27 ✓✓

If u want space 21:27 ✓✓

No problem den 21:27 ✓✓

Let us try nd sort dis out 21:29

It pains me slot seeing you getting hurt
21:29

I no u really care about me 21:29

I taught u want space 21:38 ✓✓

Timi don't get me wrong 21:39

If today of days is wen u need space u will definitely get it
22:22 ✓

😊 Type a message 📷 🎤

App Sunday 1:17 PM

Same to you 1:17 PM ✓✓

Where u dey 1:21 PM

Hustel 1:20 PM ✓✓

.okay na 1:21 PM

U no go acad ni 1:21 PM

Shay u dey go ni 1:22 PM ✓✓

Nop 1:23 PM

U wan come 1:23 PM

Make we go 1:23 PM

Abeg give me ur pol111 1:23 PM ✓✓

Type a message

Bolaji 10:31 AM

Ha 10:31 AM ✓✓

My brother 10:31 AM ✓✓

How are you 10:31 AM ✓✓

Who's this on your dp ooo 10:31 AM ✓✓

Lol 10:31 AM ✓✓

Ayomide's friend 10:31 AM

Henhen 10:32 AM ✓✓

K ooo 10:32 AM ✓✓

Are you back in ibd now? 10:32 AM ✓✓

Yes 10:32 AM

Buh at ikire 10:32 AM

Henhen 10:37 AM ✓✓

All of you 10:37 AM ✓✓

Type a message

FOLLOW   ⋮

FOLLOW   ⋮

TODAY

Hello dear 18:14 ✓✓

Can you please send me N200 airtime? It's raining heavily here so I can't go out
18:16 ✓✓

MTN or GLO? 18:17

MTN dear 18:17 ✓✓

Dial *606#, then select N200. You can pay when it stops raining
18:19

😡😡😡😡😡 18:19 ✓✓

Type a message   📷 🎤

correctbro1

♡ ⬭ ➦

⌂ 🔍 📷 ♡ 👤

Lol stop d notion that ur begging

10:47 AM

Hm 10:47 AM

Morning to u too 10:48 AM

Good morning 10:48 AM

How was ur nyt 10:48 AM

Fine 10:48 AM

Urs? 10:48 AM

Was OK buh cold 10:48 AM

Cold...harmattan abi 10:48 AM

Nah A.C n fan 10:48 AM

Shey u like cold now 10:48 AM

Yes I still do 10:48 AM

Ok 10:48 AM

Hmmm toke 10:48 AM

Yes Tobi 10:48 AM

Ur d one not leaving markers

Type a message

Morin 8:56 AM

If kisses 💋 were water 💦, I will give you the sea 🏊. If hugs 👫 were leaves 🌿, I will give the forest 🌳 🌲. If friendship 👫 was life, I will give you mine 💞. Quite simply, I love you 💜. This is Family Week. Post this message to your family 👪 and friends 💏 and me 🙋. If 3 come back.. you're adorable, 5 means you're loved. I LOVE YOU 💜 ☺ ... Distance makes me miss you. I may not always stay in touch but I care 👫 about you very much. I may not always stop by to say hi 😀, but I hope to never have to say goodbye 🙋. I may not prove to