The Effect of Using WhatsApp Messages in the English Language

Abstract:
As we know that, in this era of information and technology, people use Social Networking Sites such as WhatsApp, Face book, Twitter and so on to share their views, ideas and to interconnect with one another. But somewhere it affects the English language. WhatsApp is the most popular medium of interaction. Most of the people use WhatsApp application in their mobile. So, we can say that WhatsApp is there in everyone’s pocket. Despite its accessibility and market domination, there are some negative impacts on the English language with the using of this communicative application. Researcher will analyze and find the data with the using of different parameters like structure, punctuations, emoticons, abbreviations and transliteration.

Key Words: Effect, WhatsApp, English Language.

1. Introduction:
Information and Communication Technology has become the most popular form of the twenty-first century, and in the years to come, they will see the highest amount of usage. In modern society Information and Communication Technology is ever-present with over three billion people having access to the internet.

In the age of globalization, modern mobile technologies help in changing the teaching-learning process rapidly at the college and university level. Learners preferred to use mobile phones for many activities from e-mailing to reading books; they are relatively cheap and increasingly powerful. Social media makes learning easier through some applications like WhatsApp, Face book, and LinkedIn.

‘WhatsApp’ is the most popular medium of interaction. The application allows the sending of text messages and voice calls as well as video calls, images and other media, documents and user location.

Looking at WhatsApp nowadays it seems that people also want to become 4G, they use any symbol and abbreviations to save their time and give smart look if their chat.

2. Problem to be investigated:
The researcher feels that because of WhatsApp, the English language got distorted. The reason is that sometimes students use transliteration and abbreviations in their writing. It is also found that sometimes unintentionally students are using short forms in their paper during examinations. For example ‘&’ instead ‘and’

3. Review of Literature:
The researcher has reviewed the following researcher papers.
1) Survey Analysis on the usage and impact of WhatsApp Messenger- Naveen Kumar and Sudhansh Sharma
2) The impact of WhatsApp use on success in Education process- Levent Centinkaya
3) University students’ use of WhatsApp and their perceptions regarding its possible integration into their education- Al Montano M. Gasaymeh
4) The effectiveness of using WhatsApp Messenger as one of mobile learning technique to develop students’ writing skills- Said Fathy El Said Abdul Fattah

4. Objectives:
1) To examine WhatsApp as a tool for e-SMS.
2) To study how it affects the English Language.
5. Data collection and analysis:
The random selection method has been used to select WhatsApp messages. The researcher has collected fifty (50) samples from the WhatsApp message. The researcher has collected samples from different websites and it is totally unbiased.

5.1 Software Used:
The researcher used software namely WhiteSmoke and Grammarly for the analysis and interpretation of the data collected.

5.2 Parameters:
The researcher decided parameters to analyses of collected data. Several parameters were analysed using software like WhiteSmoke.

The parameters for analysis are as follows:

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Parameters</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Use of abbreviations</td>
<td>Code language.</td>
</tr>
<tr>
<td>2.</td>
<td>Sentence structure</td>
<td>Mistakes made when putting the parts of a sentence together.</td>
</tr>
<tr>
<td>3.</td>
<td>Improper punctuations</td>
<td>Punctuation errors inside the sentence.</td>
</tr>
<tr>
<td>4.</td>
<td>Use of emotions</td>
<td>Any feelings expressed using symbols.</td>
</tr>
<tr>
<td>5.</td>
<td>Transliteration</td>
<td>To transliterate in any language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Name of parameters</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Use of abbreviations</td>
<td>112</td>
</tr>
<tr>
<td>2.</td>
<td>Sentence structure</td>
<td>31</td>
</tr>
<tr>
<td>3.</td>
<td>Improper punctuations</td>
<td>232</td>
</tr>
<tr>
<td>4.</td>
<td>Use of emoticons</td>
<td>162</td>
</tr>
<tr>
<td>5.</td>
<td>Transliteration</td>
<td>25</td>
</tr>
</tbody>
</table>
6. Addressing the Research Objectives:

6.1 To examine WhatsApp as a tool for e-SMS:

WhatsApp is a medium of communication that is used by everyone. It is owned by Facebook, now has one billion users worldwide and is the biggest online messenger app on the market. It was founded in 2009 by ex-Yahoo employees. It allows users to send messages, images and documents as well as voice call and video call.

6.2 To study how it affects the English Language:

According to the result of the data analysis, the percentage of the language errors found in different samples is as follows:

WhatsApp:

- Use of too many abbreviations that means one word similar to pronunciation is used instead of full spelling of the word like & instead of ’ and , U instead of ‘ you ’
- Wrong punctuation or missing punctuation.
- Errors inside the sentence or sometimes not completed.

7. Conclusion:

From this research, it is found that most of the people use abbreviations, emoticons and transliteration and these results in the opposite effect on the English language. If this happens and this will continue to happen then the future generations also accepts abbreviations and emoticons then there will be more and more adverse effects on the English language.

Works Cited


IV. Gasaymeh, Al-Mothana M. "University Students Use of WhatsApp and their Perceptions Regarding its Possible Integration into their Education." Global Journal of Computer Science and Technology (2017).


VIII. Kukulska-Hulme, Agnes, and Lesley Shield. An overview of mobile assisted language learning: from content delivery to supported collaboration and interaction. ReCALL 20.3 (2008): 271-289.
