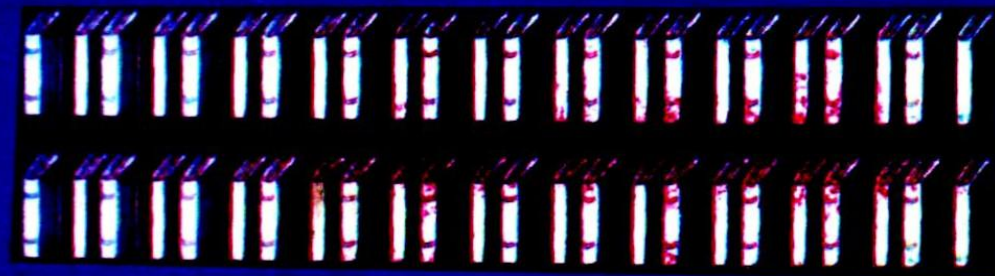
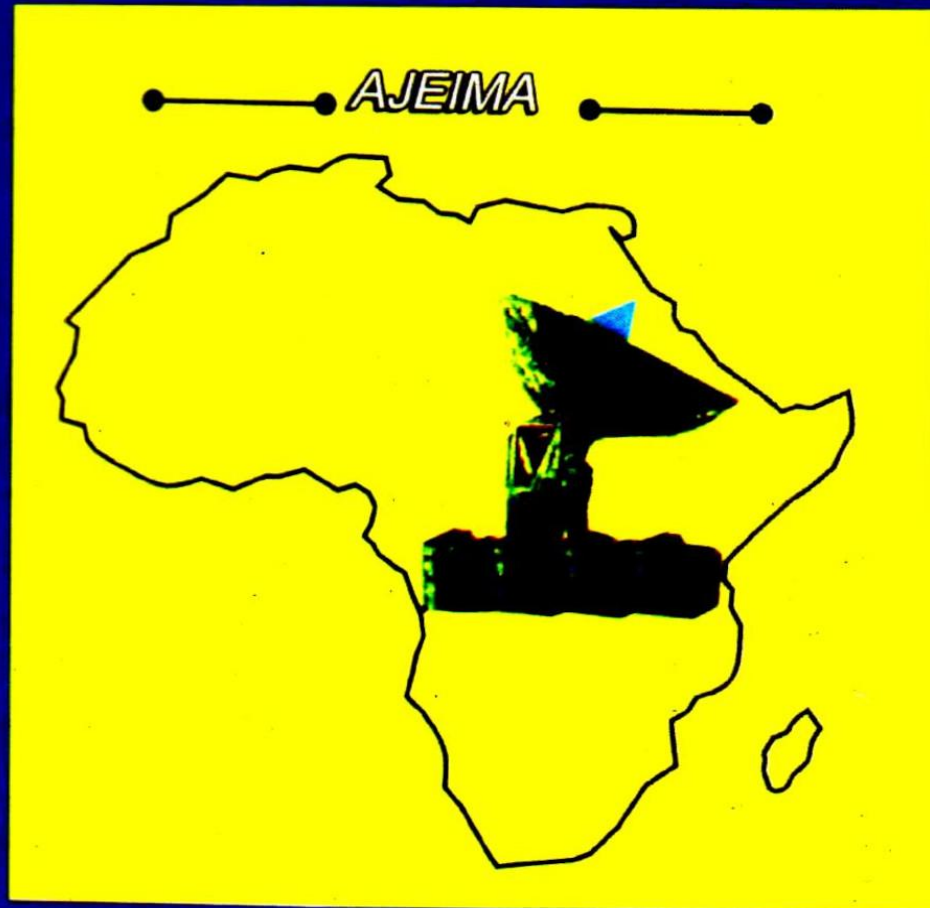


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## Repositioning Social-Media Usability and English Language Acquisition among Students in Uyo Local Government Area of AkwaIbom State, Nigeria

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### Abstract

**T**he study examined repositioning social media usability and acquisition of English language among students in public secondary schools in Uyo Local Government Area of Akwa Ibom State. Two research questions were raised and two hypotheses were formulated to guide the study. *Expo-facto* design was employed for the study and the population for the study comprised *S.S 2* students in all the public secondary schools in Uyo Local Government Area. 560 students were drawn as the sample using simple random sampling technique. The instrument for data collection was a researcher developed with reliability co-efficient of .72 and .77 using the split half method. Data were analyzed using Pearson Product Moment Correlation to answer research questions as well as test the null hypotheses at 0.5 alpha levels. The findings revealed that there is a significant relationship between students' use of Google and Youtube, and acquisition of English language among public secondary schools in Uyo Local Government Area of Akwa Ibom State. It was recommended among others that parents are to control and educate their children on the disadvantages of spending their whole time on social media.

**Key Words:** *Repositioning, Social Media, Usability, Acquisition*

## Introduction

The world is today celebrating the improvements in communication technology which has broadened the scope of communication through Information and Communication Technologies (ICTs). Modern Technology in communication no doubt has turned the entire world into a "Global village". But as it is, technology like two sides of a coin, brings with it both negative and positive sides. It helps people to be better informed, enlightened, and keeping abreast with world developments (Boyd 2007). Technology exposes mankind to a better way of doing things. Social media sites include: Twitter, Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), Whats app messenger, 2go messenger, Skype, Twitter talk, Twitter Messenger, iPhone and Androids. These media sites are used by most people to interact with old and new friends, physical or internet friends (Asemah and Edegoh, 2012). The world has changed rapidly by the evolution of technology; this has resulted into the use of technology as the best medium to explore the wide area of knowledge.

Today most youths and students possess Youtube and Google accounts. The reason most of them perform badly in school might not be far-fetched. While many minds might be quick to blame the poor quality of teachers, they might have to think even harder, if they have not heard of the Facebook frenzy (Oche and Aminu, 2010). Olubiyi (2012) noted that these days, students are so engrossed in the social media that they are almost 24 hours online. Even in

classrooms and lecture theatres, it has been observed that some students are always busy ping-pong, 2going or Facebooking, while lectures are on. Times that ought to be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times busy discussing trivial issues. Hence most students' academics suffer setback as a result of distraction from the social media. In Obi, Bulus, Adamu and Sala'at (2012), it was observed that the use of these sites also affects students' use of English and grammar. The students are used to short forms of writing words in their chat rooms; they forget and use the same in the classrooms. They use things like 4 in place of for, U in place of You, D in place of The etc. and this could affect their class assessment.

Social media sites although has been recognized as an important resource for education today, studies however show that students use social media sites such as Facebook for fun, to kill time, to meet existing friends or to make new ones (Ellison, Stein field, and Lampe 2007). Although it has been put forward that students spend much time on participating in social media activities, with many students blaming the various social media sites for their steady decrease in grade point averages (Kimberly, Jeong and Lee, 2009), it also shows that only few students are aware of the academic and professional media opportunities the sites offer.

According to Chapin (2016), social network websites provide ease of connecting people to one another; free of

cost and after connecting one can post news, informative material and other things including videos and pictures etc. Wiley and Sisson (2006) argued that the previous studies have found that more than 90% of tertiary school students use social networks. In the same way, Ellison *et al* (2007), stated that the students use social media websites approximately 30 minutes throughout the day as a part of their daily routine life. This statement shows the importance of social media websites in students' life.

### Statement of Problem

The educational system in Nigeria is faced with so many challenges which have certainly brought about a rapid decline in the quality of education. Instead of students reading their books, they spend their time chatting and making friends via the social media and this might definitely have influence on their academic performance, because when you do not read, there is no way you can perform well academically.

The manufacturing and distribution of sophisticated cellular phones has complicated the situation, as students no longer need to visit a cybercafé before they send and receive messages. Attention has now been shifted from visible to invisible friends, while important ventures like study and writing might be affected in the process. This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition. Thus, the problem this study examines is to reposition social media and its effect on students' acquisition of English Language among public secondary

schools in Uyo Local Government Area of Akwa Ibom State.

### Purpose of the Study

The purpose of the study is to reposition social media usability and students' acquisition of English Language among public secondary schools in Uyo Local Government Area of Akwa Ibom State. Specifically, this research aims at achieving the following objectives:

- To determine the relationship between Google+ and students' acquisition of English language.
- To assess the relationship between YouTube and students' acquisition of English language.

### Research Questions

- How does Google+ significantly relate to students' acquisition of English language?
- How does YouTube significantly relate to students' acquisition of English language?

### Hypotheses

In order to accomplish the objectives of the study, the following null hypotheses were formulated to guide the study:

- There is no significant relationship between Google+ and students' acquisition of English language.
- There is no significant relationship between YouTube and students' acquisition of English language.

### The Concept of Social Media

The concept of social media has come to stay. Social media are computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests, and other forms of expressions via virtual communities and networks. The variety of stand-alone and built-in social media services currently available introduces challenges of definition; however, there are some common features (Obar and Wildman, 2015):

- Social media are interactive web 2.0 internet-based applications (Kaplan and Haelin, 2010).
- User-generated content, such as text post or comments, digital photos or videos, and data generated through all online interactions, is the lifeblood of social media (Kaplan and Haelin, 2010).
- Users create service-specific profiles for the website or app that are designed and maintained by the social media (Boyd and Ellison, 2007).
- Social media facilitate the development of online social networks by connecting a user's profile with those of other individuals or groups (Boyd, 2007).

Social media changes the way individuals and large organizations communicate. These changes are the emerging focus of techno-self-studies. Social media differ from paper-based media (example; magazines and newspapers) to traditional electronic media such as TV broadcasting in many

ways, including quality (Agichtein, *et al* 2008), reach, frequency, interactivity, usability, immediacy, and performance. Social media outlets operate in a dialogue transmission system (many sources to many receivers), (Pavlik, *et al* 2015). This is in contrast to traditional media which operates under a monologic transmission model (one source to many receivers), such as newspaper which is delivered to many subscribers, or a radio station which broadcasts the same programs to an entire city. Some of the most popular social medial websites are Baidu, Tieba, Facebook (and its associated Messenger), Google, MySpace, Instagram, LinkedIn, Pinterest, Snapchat, Tumblr, Twitter, Viber, VK, WeChat, Weibo, WhatsApp, and Wikia. These social websites have more than 100,000,000 registered users.

Observers have noted a range of positive and negative impacts arising from the use of social media. Social media can help to improve an individual's sense of connectedness with real or online communities and social media can be an effective communication (marketing) tool for corporations, entrepreneurs, nonprofit organizations, advocacy groups, political parties, and governments. At the same time, concerns have been expressed about possible links between heavy social media use and depression, and even the issue of cyberbullying, online harassment, and "trolling". Currently, about half of young adults have been cyberbullied, and of those, 20% said they have been cyber bullied regularly ("Cyberbullying Statistics" Retrieved November 21, 2016). Another

survey in the U.S. applied the Precaution Process Adoption Model to cyber bullying on Facebook among 7<sup>th</sup> grade students. According to this study, 69% of 7<sup>th</sup> grade students claim to have experienced cyber-bullying and they also said that it was worse than face-to-face bullying (Chapin 2016). Both the bully and the victim are negatively affected and the intensity, duration, and frequency of bullying are the three aspects that increase the negative effects on both of them.

### English Language Acquisition

English is undeniably important and had been recognized as an international language since decades ago. The origin of English is apparent due to the studies conducted by archeologists, a finding stated that “The oldest known writing of the real Old English words was found in 1981 at Undley Common, Suffolk. It was formed by two words, which were “mægæ medu”, written in Anglo-Saxon version of the runic alphabet, the meaning of these words are “rewards for a kinsman”. These words were expectedly written between AD 450 to 480, which was not long after English was separated from the continental Germanic languages. Before 1981, a roe-deer ankle-bone found in Norfolk and bearing a single word interpreted as “roe-deer” which was also written in the fifth century, it was a common finding that was used by people as a prove to the study of Old English (Geoffrey2014). Therefore, we can assume that English language was originated in the fifth century. However, the growing transformation of culture

and technology has made the world concern about efficiency and effectiveness. The English language is different from the past, it had been separated into two categories which were Old English and Modern English.

A research from Geoffrey (2014) stated that, Modern English was spoken since the Great Vowel Shift in England, which began in the late fifteenth century. Language learning can be defined as the ability of an individual to perform, speak, and write a particular language long before languages was created as a tool for communication, hand signs and body languages were served as a **medium for communication**. Due to its limitations, most of the messages people wanted to express were extremely simple and straightforward. A research studies by Yinus M. et al (2012) claims that, when “languages” and “social networks” were put side by side, nothing interesting will be observed but that, the usage of social networks was strongly bonded with users’ learning of the English language. This is because, despite the huge amount of languages on this planet, English is still the most commonly used language when it comes to the internet. The tremendous growth of social networks was accompanied by a series of new jargons called internet slangs. These slangs are commonly used on the internet by students to interact with one another mainly to quicken communications or express emotions. The usage of internet slangs is undeniably useful but, it has also brought negative impacts to the academic lives of the students in terms of speaking and writing of the English language. According to the Merriam

Webster Dictionary, “internet slangs” are a series of jargons used by the internet users to facilitate communication or for other purposes. Slangs are the words that are not considered part of the standard vocabulary of a language and they are

usually used informally in speech especially by a particular group of people. There are several types of internet slangs, the table below shows different categories of internet slangs (Rumsiene, 2004).

**Internet Slangs Table**

<b>Types of Internet Slangs</b>	<b>Description</b>	<b>Example</b>
Letter homophones (abbreviation & acronym)	Shortening of words or set of alphabets formed by the initial component of several words.	Cya (see you), lol (laugh out loud), btw (by the way).
Punctuations and capitalization	Punctuations and capitalisations are normally used to express emotions or emphasize on something	“.....”, “!!!!!!!!!!!!!!”
Onomatopoeic and stylized spelling	Onomatopoeic is a type of extraordinary spelling and had been widely used recently on the internet. Onomatopoeic spellings are very language-dependent.	Hahaha and kikiki in English, but in Spanish jajaja is used. It may look like a typing error which in the real sense is not.
Keyboard generated emoticons and smileys	Emoticons are usually used to express emotions through symbols and can be found throughout the internet.	^^ (smiling face), T.T (crying face), red face (angry face).
Lee	The replacement of some symbols to represent certain alphabets that look similar.	10V3 (love), 2EZ4JK (too easy for Jing Kai), BA3 low (battery low).

**YouTube and Students’ Acquisition of English Language**

YouTube is a video-sharing website created by three former PayPal employees in February, 2005 and owned by Google. However, YouTube is still recognized as a separate social network on its own and one that revolves entirely around video production, blogging, movie-making, and music sharing. More than one billion students visit YouTube each Month. The company is based in San Bruno, California and uses Adobe flash video and HTMLS technology to display a wide variety of user-generated video content. He observed that human brains are “uniquely wired” to decode high bandwidth video and that unlike written text, face to face communication

that online videos convey has been “fine-tuned with millions of years of innovation”. Referring to several YouTube contributors, Anderson asserted that “what Gutenberg did for writing, online videos can now do for face to face communication” that it’s not farfetched to say that online video will dramatically accelerate scientific advance, and that video contributors may be about to launch “ the biggest learning cycle in human history”.

Noer (2012) in an article, “One Man, One Computer, 10 Million Students” stipulates that Khan Academy founder Salman Khan, a former hedge fund analyst, in his YouTube video tutoring sessions for his cousin in a 2006 article “The Largest School in the

World"- a non-profit with ten million students and a reported \$7 million annual operating budget. Noer reasoned that technology had finally become poised to disrupt how people learn, given the advent of widespread broadband, low costs to create and distribute content, rapidly proliferating mobile devices, a shift in social norms to accept the efficacy of online learning and a generation of tech-savvy people willing to embrace it, with students watching lectures and working on their own schedules at their own pace. Certain public school systems, non-profits, and charter schools use YouTube videos of outstanding educators in the training and development of teachers.

In a 2008 research study conducted by a cultural anthropologist, "An Anthropological Introduction", Michael Wesch posits that "the most public place in the world, from the privacy of our own homes: YouTube has been used for many things: a political soapbox, a comedian's stage, a religious pulpit, a teacher's podium, or just a way to reach out to the next door neighbor or across the world. To people we love, to people we want to love, or people we don't even know". He observed that both YouTube bloggers and their viewers can experience a profound sense of connection, the distance and anonymity between them enabling them to avoid the constraining effect of conventional social norms (such as not staring at people). This sense of connection is said to occur in an era of "cultural inversion" in which we are driven to express our individualism and independence, yet still value community and relationships.

Willow (2011) in an article "Transformative Experience", asserted the anthropological significance of YouTube and noted evidence of a transformative experience for some students', and that some could actually be identified as being a "YouTuber". Videos that frighten or excite students were found to receive the most views, often because of algorithm-driven demand measurement and automated editorial oversight, automated editorial oversight that is thought to be inadequately effective and easy to avoid. Students' tend to watch the same video many times and were thus, found to be particularly vulnerable including to videos with bizarre, sexual, scatological or violent content. Some YouTube content creators have used the website's algorithm to gain more views at the cost of endangering students whom are viewers' physical safety, such as the "pod challenge internet meme" that dared teenagers to consume pods containing the laundry detergent.

More so, in a study conducted by Considine (2011), "Coming Out to the World on Web", he observed that after the 2010 repeal of the U.S military "Don't Ask, Don't Tell Policy", numerous coming out videos characterized as possibly being crucial to the individuals' self-actualization and growth, and even preventing suicide were posted to YouTube. Up-loaders were able to limit viewership of their videos, which was facilitated by what a clinical psychologist characterized as disappearance of stigma surrounding the sharing of personal information. People, especially students post "Legacy Project"



videos to share their life stories, and can receive feedback from viewers allowing them to expand their social contacts. Although this interaction is particularly beneficial to those with limited mobility, no doubt that these stories were being posted in short forms of English-deviating from the grammatical norms of speaking and writing. Also, some personal information videos such as those depicting up-loaders self-harm, may have a negative impact on students. Such videos may encourage, normalize, or sensationalize self-injury. It may therefore trigger students to self-injury, reinforce harmful behavior through regular viewing.

#### **Google+ and Students acquisition of English Language**

In an article conducted by Williamson (2005), "An Evening with Google's Marissa Mayer", the author is of the view that Google is an American multinational technology company that specializes in internet-related services and products which include online advertising, search engine, et cetera. Founded in 1998 by Larry Page and Sergey Brin while they were Ph.D. students at Stanford University, California. Google's mission statement from the onset was "To organize the world's information and make it universally acceptable and useful" and its unofficial slogan was "Don't be Evil" Williamson (2005). One would almost be made to believe that following the unofficial slogan, public secondary school students in their postings to the site would adhere to the rules of syntax and grammar in the English language

but, the reverse is the case. Google in addition to its own algorithms for understanding speech requests, uses technology from the company double click, to project user interest and target advertising to the search content and the user history Nakashima (2008).

In a research conducted by Helft (2012), "Google to Offer Ads Based on Interests", Google as a search engine has a great deal to offer but indirectly, it influences public secondary schools students and their leaning of the English language. This is because students who use Google as a search engine, key in the questions still in the short forms of English. Say for instance, "what is d meanin of social media"? Often times, a feedback pops up like "did you mean what is the meaning of social media". This singular act has a negative influence on students learning of English as they are always in a hurry to nowhere and does same in the examination hall. Even Google+ itself is guilty of this same act as the word "Google" does not have an official full form. That means, the word originated from a miss-spelling of the word "googol" which means "a very huge number"- the number one followed by one hundred's. "But I have read somewhere that "Google" is an acronym for "Global Organization of Oriented Group Language of Earth".

A further study by Nakashima (2008) titled "Some Web Firms Say They Track Bavior without Explicit Consent", reveals that the use of Google by students learning English language encourages ambiguity and confusion and this is a very bad start for learners of the language. Since the word "Google" does

not have any official acronym, students immediately embrace the opportunity of giving it their own meanings: Gallery of Over stimulated GirLs, God's Own Official Guide to Learning Everything, Go Online Or Go Look Everywhere, Group Of Organisms Giggling, Laughing, and Enjoying, et cetera. Words with ambiguous meanings generate confusion and low self-esteem among students learning the English language, as they will seek for other alternative means of being proficient in the language Nakashima (2008).

### **Methodology**

The research design employed for this study was ex-post facto research design. This research design was considered suitable which is non-experimental since ex-post facto seeks to reveal possible relationships by observing an existing condition or state of affairs and searching back in time for plausible contributing factors.

This study was carried out among public secondary schools in Uyo Local Government Area of Akwa Ibom State, Nigeria. Uyo is the state capital of Akwa Ibom State, an oil producing state in Nigeria. The town became the capital of the state on September 23, 1987 following the creation of Akwa Ibom State from erstwhile Cross River State. The population of Uyo according to the 2006 Nigerian census which comprises Uyo and Itu, is 427,873, while the urban area, including Uruan is 554,906. It has 1,110 enriched primary schools and 230 secondary schools, including private, and 11 tertiary institutions.

The population of the study consists of all the senior secondary two (SS2) students in Uyo Local Government of Akwa Ibom State in the year 2017/2018 academic session. A total of five thousand, six hundred and forty six (5,646) students make up this population in the 2017/2018 academic session. The sole aim of using the SS2 students for this study is because these classes of students have spent at least five years in the secondary school level, therefore, they are exposed to the use of mobile phones in accessing the internet.

The sample for this study comprised five hundred and sixty (560) students. Each sampled school constituted a sample size of 80 respondents to give a total of 560 respondents representing 10% of the total population for the purpose of convenience. To select the 560 respondents, the researcher adopted the multi-stage sampling technique. Firstly, the schools were structured into urban and rural schools. Thereafter, the simple random sampling technique was employed for the selection of the 80 SS2 students each, five schools from urban and two schools from rural respectively.

The major instrument used for data collection was Social Media and Students' Learning of English Language Questionnaire (SMSLOELQ). A total number of forty items (40) were drawn, with three sections: A, B, and C. Section A dealt with the demographic data of the respondents which were gender, age, and school. Section B answered the research questions bothering on accessibility and use of social media by students while section C, elicits the students' acquisition

of English language through the social media. Five items were considered in each of the variables using four points positively scored rating scale as follows: SA (Strongly Agree), A (Agree), D (Disagree), and SD (Strongly Disagree).

The researcher adopted the split-half method on 30 respondents of SS2 students' outside the study sample. The reliability of the instrument concerns the consistency with which an instrument measures what it measures. 30 SS2 students whom are not part of the final experimental group were selected from various secondary schools in Uyo Local

Government Area. In the end, the reliability indices stood at of .72 and .77 using the split half method

Pearson Product Moment Correlation (PPMC) was adopted to answer the research questions and to test the null hypotheses at 0.05 level of significance.

**Results**

**Research Question 1**

How does Google+ significantly relate to students' acquisition of English Language?

**Table 1: Pearson Product Moment Correlation Analysis (PPMC) of how Google+ Significantly relates to Students' acquisition of English Language**

Variables	$\Sigma X$	$\Sigma X^2$	$\Sigma XY$	r-cal	r-crit	P<0.05
Google+	7975	120811				
Learning of English Language	29071	1609133	428928	.447	.062	**

\*\* Significance at  $P < 0.05$  level;  $df = 551$ ;  $N = 553$ ; Calculated r-value = .447; Critical r-value = .062

The result presented in Table 1 above revealed that the calculated r-value was 0.447 while the critical r-value was 0.062 when tested at 0.05 level of significance using a two tailed test. Therefore, going by the decision rule, the result of .447 showed that there is a moderate relationship between students'

use of Google+ and acquisition of English Language.

**Research Question 2**

How does YouTube significantly relate to students' acquisition of English Language?

**Table 2: Pearson Product Moment Correlation Analysis (PPMC) of how YouTube significantly relates to Students' Learning of English Language**

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal	r-crit	P<0.05
Youtube	7975	121843	430456	.489	.062	**
Learning of English Language	29071	1609133				

\*\* Significance at  $P<0.05$  level;  $df = 551$ ;  $N = 553$ ; Calculated r-value = .489; Critical r-value = .062

The result presented in Table 2 above revealed that the calculated r-value was 0.489 while the critical r-value was 0.062 when tested at 0.05 level of significance using a two tailed test. Therefore, going by the decision rule, the result of .489 revealed that there is a moderate relationship between students'

use of YouTube and acquisition of English Language..

**Hypothesis 1**

There is no significant relationship between Google+ and students' acquisition of English Language.

**Table 3: Pearson Product Moment Correlation Analysis (PPMC) of the significant relationship between Google+ and Students' acquisition of English Language**

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r-cal	r-crit	P<0.05
Google+	7975	120811	428928	.447	.062	**
Learning of English Language	29071	1609133				

\*\* Significance at  $P<0.05$  level;  $df = 551$ ;  $N = 553$ ; Calculated r-value = .447; Critical r-value = .062

The result in Table 3 above showed that, the calculated r-value of 0.447 was greater than the critical r-value of 0.062 when tested at 0.05 level of significance using a two tailed test. Thus, the result is significant. This implies that, the null hypothesis which stated that there is no significant relationship between Google+ and students' acquisition of English

Language stands rejected and the alternative hypothesis is accepted. Hence, there is a significant relationship between Google+ and students' acquisition of English Language.

**Hypothesis 2**

There is no significant relationship between YouTube and students' acquisition of English Language.

**Table 4: Pearson Product Moment Correlation Analysis (PPMC) of the significant relationship between YouTube and Students’ acquisition of English Language**

Variables	$\Sigma X$ $\Sigma Y$	$\Sigma X^2$ $\Sigma Y^2$	$\Sigma XY$	r-cal	r-crit	P<0.05
Youtube	7975	121843	430456	.489	.062	**
Learning of English Language	29071	1609133				

\*\* Significance at  $P < 0.05$  level;  $df = 551$ ;  $N = 553$ ; Calculated r-value = .489; Critical r-value = .062

The result in Table 4 above showed that, the calculated r-value of 0.489 was found to be greater than the critical r-value of 0.062 when tested at 0.05 level of significance using a two tailed test. Thus, the result is significant. This implies that, the null hypothesis which stated that there is no significant relationship between YouTube and students’ acquisition of English Language stands rejected and the alternative hypothesis is accepted. Hence, there is a significant relationship between YouTube and students’ acquisition of English Language.

**Discussion of Findings**

The research question one, which investigated how Google+ significantly relates to students’ learning of English Language among public secondary schools in Uyo Local Government Area of Akwa Ibom State, was answered using Pearson’s Product Moment Correlation. From the result of the analysis, there is a positive relationship between use of Google+ and students’ acquisition of English Language among public secondary schools. Moreover, hypothesis one , which stated that there is no

significant relationship between Google+ and students’ acquisition of English Language among public secondary schools in Uyo Local Government Area of Akwa Ibom State, was tested using Pearson Product Moment Correlation. The result showed that there is a significant relationship between Google+ and students’ learning of English language among public secondary schools in Uyo Local Government Area of Akwa Ibom State. This finding is supported by Shahzad *et al*(2010), who posited that the utilization of the web, especially Google+ for just informal communication is seen as nothing but a total waste of time and futility to students.

The research question two, which investigated how YouTube significantly relates to students’ acquisition of English Language among public secondary schools in Uyo Local Government Area of Akwa Ibom State, was answered using Pearson Product Moment Correlation. From the result of the analysis, there is a positive relationship between students’ use of YouTube and students’ acquisition of English Language among public secondary schools. Furthermore

hypothesis two, which stated that there is no significant relationship between YouTube and students' acquisition of English Language among public secondary schools in Uyo Local Government Area of Akwa Ibom State, was tested using Pearson Product Moment Correlation. The result showed that there is a significant relationship between YouTube and students' acquisition of English language among public secondary schools in Uyo Local Government Area of Akwa Ibom State. This finding is in line with other findings like Liu and Lin (2011) who concluded that students enjoy watching video/clips/pictures/films on YouTube, because it gives them more enjoyment and exploring the world against academic materials and study.

### Conclusions

The study was carried out to determine the relationship between the repositioning of social media usability and students' acquisition of English Language among public secondary schools in Uyo Local Government Area of Akwa Ibom State. The study through the findings concludes that Google and YouTube significantly relate with students' acquisition of English language among public secondary schools in Uyo Local Government Area. If students are to use such sites, they must be guided so as to explore only positive and related materials for their academic growth.

### Recommendations

Based on the findings of the study, the following recommendations are made:

- School administrators should enact laws to prohibit the incessant use of cell phones and browsing of social media sites by students during classes and school session.
- Parents should control and educate their children on the disadvantages of spending their whole time on social media.

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