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THE INFLUENCE OF WHATSAPP ON STUDENT'S SPELLING IN WRITTEN ENGLISH ASSIGNMENTS: THE CASE STUDY OF LEVEL ONE STUDENTS OF THE BILINGUAL STUDIES DEPARTMENT AT THE UNIVERSITY OF YAOUNDE I

A dissertation publicly defended on October 16th 2026, in partial fulfilment of the requirements for the award of Master's degree in Bilingual Studies.

Specialisation: Language

BY

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DECLARATION

I TCHAMOU TABUE RUDY VALDEZ, declare that this dissertation titled ***"The influence of WhatsApp on students' spelling in written English assignments: The case study of Level one students of the bilingual studies department at the University of Yaounde 1"*** is my own work, conducted under the supervision of ERIC EKEMBE, senior lecturer. I affirm that the content of this work is original and has not been submitted for any other degree or qualification at any other university. Any sources used or referred to in this paper are duly acknowledged.

I understand and I am aware of the ethical considerations related to academic research, and I have adhered to the principals of honesty and integrity throughout the research process. All data, figures, and ideas obtained from other sources are cited appropriately in the bibliography. I take the full responsibilities of any errors or short coming in this paper.

CERTIFICATION

This is to certify that the research work entitled ***"The influence of WhatsApp on students' spelling in written English assignments: The case study of Level one students of the bilingual studies department at the University of Yaounde 1"*** has been carried out by:

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This research work is original and was conducted by the candidate under academic supervision. It has not been submitted, either wholly or in part, for any other academic award in this or any other institution.

We hereby approve that the work meets the academic requirements for submission and defence.

Supervisor: .....

Date: .....

DEDICATION

This dissertation is sincerely dedicated to my

supportive parents Mr. and Mrs. Tabue.

ACKNOWLEDGEMENTS

This research work has been a great journey for me and has helped me understand an area of work that is vast and wonderful. It has been completed through months of hard work and sacrifice and would not have been possible without the blessing and guidance I received from a number of people.

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LIST OF ABBREVIATIONS

CMC :	Computer-Mediated Communication
COVID-19:	Coronavirus Disease 2019
EFL:	English as a Foreign Language
ESL:	English as a Second Language
GCE:	General Certificate of Education
IM:	Instant Messaging
IM platforms:	Instant Messaging Platforms
MALL:	Mobile-Assisted Language Learning
MKO:	More Knowledgeable Other
SMS:	Short Message Service
WAG:	WhatsApp Group
Wi-Fi:	Wireless Fidelity
MTN:	Mobile Telephone Networks
Camtel:	Cameroon Telecommunications

ABSTRACT

This research work focuses on The influence of WhatsApp on student's spellings in written English assignments: the case study of level one students of the bilingual studies department at the University of Yaounde 1. Nowadays, many students spend a lot of time communicating through social media, especially the mobile application WhatsApp. While this platform makes communication faster and easier, it also encourages the use of informal language such as abbreviations, short forms, symbols, and phonetic spellings. Because of this, there is a growing concern that students may transfer these writing habits into their academic work, which can negatively affect their spelling and overall writing quality. The main objective of this study is to examine how the frequent use of WhatsApp affects students' spelling in formal written English. To achieve this, the researcher adopted a mixed-methods approach, combining both quantitative and qualitative data collection techniques. For the quantitative part, questionnaires were distributed to 126 Level 1 students of the bilingual studies department. These questionnaires helped to collect information about students' use of WhatsApp, how often they use it, and their opinions about its influence on their writing. For the qualitative part, the researcher collected written assignments from 70 students. These scripts were carefully read, and different spelling errors were identified, grouped, and classified according to their types. The analysis of the data revealed that many students who frequently use WhatsApp tend to reproduce certain informal writing features in their academic assignments. Some of the most common errors identified include omission of letters, substitution of letters, incorrect use of homophones, and the use of abbreviations such as "bby" instead of "baby" or "cuz" instead of "because". In addition, some students used expressions and writing styles that are typical of WhatsApp communication, which are not appropriate in formal academic writing. However, the study also showed that not all students are equally affected. Some students are able to clearly distinguish between informal and formal contexts and therefore maintain correct spelling in their academic work. Based on these findings, the study concludes that WhatsApp has a noticeable influence of on students' spelling, especially when it is used excessively without attention to formal writing rules. Although WhatsApp is a useful communication tool, its impact on students' academic writing should not be ignored.

RÉSUMÉ

Ce travail de recherche porte sur l'influence de WhatsApp sur l'orthographe des étudiants dans les devoirs écrits en anglais, en prenant comme étude de cas les étudiants de Niveau 1 de l'Université de Yaoundé I. De nos jours, de nombreux étudiants passent beaucoup de temps à communiquer à travers les réseaux sociaux, en particulier l'application mobile WhatsApp. Bien que cette plateforme rende la communication plus rapide et plus facile, elle favorise également l'utilisation d'un langage informel tel que les abréviations, les formes réduites, les symboles et les orthographes phonétiques. De ce fait, il existe une préoccupation croissante selon laquelle les étudiants pourraient transférer ces habitudes d'écriture dans leurs travaux académiques, ce qui pourrait affecter négativement leur orthographe et la qualité globale de leurs productions écrites. L'objectif principal de cette étude est d'examiner comment l'utilisation fréquente de WhatsApp influence l'orthographe des étudiants dans les écrits formels en anglais. Pour atteindre cet objectif, le chercheur a adopté une approche méthodologique mixte, combinant des techniques de collecte de données quantitatives et qualitatives. Pour la partie quantitative, des questionnaires ont été administrés à 126 étudiants de Niveau 1 du Département des Études bilingues. Ces questionnaires ont permis de recueillir des informations sur l'utilisation de whatsApp par les étudiants, la fréquence de cette utilisation et leurs opinions concernant son influence sur leurs écrits. Pour la partie qualitative, le chercheur a collecté les devoirs écrits de 70 étudiants. Ces copies ont été soigneusement examinées et différentes erreurs orthographiques ont été identifiées, regroupées et classées selon leurs types. L'analyse des données a révélé que de nombreux étudiants qui utilisent fréquemment WhatsApp ont tendance à reproduire certaines caractéristiques de l'écriture informelle dans leurs devoirs académiques. Parmi les erreurs les plus courantes identifiées figurent l'omission de lettres, la substitution de lettres, l'utilisation incorrecte des homophones et l'emploi d'abréviations telles que « bby » à la place de « baby » ou « cuz » à la place de « because ». En outre, certains étudiants ont utilisé des expressions et des styles d'écriture typiques de la communication sur WhatsApp, qui ne sont pas appropriés dans un contexte académique formel. Cependant, l'étude a également montré que tous les étudiants ne sont pas affectés de la même manière. Certains sont capables de distinguer clairement les contextes informels des contextes formels et parviennent ainsi à maintenir une orthographe correcte dans leurs travaux académiques. Sur la base de ces résultats, l'étude conclut que WhatsApp exerce une influence notable sur l'orthographe des étudiants, en particulier lorsqu'il est utilisé de manière excessive sans tenir compte des règles de l'écriture formelle. Bien que WhatsApp soit un outil de communication utile, son impact sur l'écriture académique des étudiants ne doit pas être négligé.

DECLARATION ON HONOUR

I, TCHAMOU TABUE Rudy Valdez, hereby solemnly declare that this dissertation entitled ***"The influence of WhatsApp on students' spelling in written English assignments: The case study of Level one students of the bilingual studies department at the University of Yaounde 1"*** is the result of my own original research carried out under the academic supervision of Dr. Eric Enongene Ekembe, Senior Lecturer.

I certify that this work has not been submitted, either in whole or in part, for the award of any degree or diploma in this or any other institution of higher learning. All sources of information, ideas, data, and quotations used in this dissertation have been duly acknowledged and referenced in accordance with accepted academic standards.

I further declare that I have respected the principles of academic honesty, integrity, and research ethics throughout the conduct of this study. I accept full responsibility for the content of this dissertation and for any errors or omissions that may remain.

Candidate's Name: TCHAMOU TABUE Rudy Valdez

Registration Number: 18X172

Signature: _____

Date: _____

POLICY BRIEF

The influence of WhatsApp on students' spelling in written English assignments: The case study of Level one students of the bilingual studies department at the University of Yaounde 1.

Background

The rapid growth of digital communication has transformed the way university students interact and exchange information. Among the available social media applications, WhatsApp has become one of the most widely used because it is fast, affordable, and easy to access. Students rely on it for chatting, sharing lecture notes, discussing assignments, and communicating with classmates and lecturers. Despite these educational benefits, WhatsApp encourages the frequent use of abbreviations, acronyms, emojis, clipped words, and non-standard spellings. Continuous exposure to these informal writing habits has raised concerns among educators, who observe that some students transfer the same forms into formal academic writing. This study was therefore carried out to investigate whether frequent use of WhatsApp influences students' spelling in written English assignments at the University of Yaoundé I.

Research problem

Many Level One students use WhatsApp every day for both academic and social purposes. At the same time, lecturers continue to notice spelling mistakes in students' written English assignments. Although WhatsApp is considered an effective communication and learning tool, there is still debate about whether its informal writing style contributes to spelling errors in academic work. The problem addressed in this study is the lack of clear evidence on the extent to which WhatsApp affects students' spelling performance in formal English writing.

Objectives

To examine the influence of WhatsApp on students' spelling in written English assignments.

Specific Objectives:

- To determine how frequently students use WhatsApp.
- To identify the common WhatsApp writing features used by students.

- To examine whether these informal features appear in students' academic writing.
- To assess the overall influence of WhatsApp on students' spelling accuracy and academic writing.

Theoretical Framework

The study is mainly anchored on Computer-Mediated Communication (CMC) Theory. This theory explains that communication through digital technologies shapes the way people use language. Since WhatsApp promotes fast and informal communication, users often adapt their writing by using abbreviations, emojis, acronyms, and other simplified forms. Over time, repeated exposure to these forms may influence how students write in formal contexts. The theory therefore provides an appropriate framework for understanding how digital communication practices may affect students' spelling habits.

Methodology

The study adopted a mixed-methods case study design. Both quantitative and qualitative approaches were used to obtain reliable findings. Questionnaires were administered to 126 Level One students in the Department of Bilingual Studies at the University of Yaoundé I. In addition, 70 written English assignments were collected and analyzed to identify spelling errors associated with WhatsApp language. Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed through content analysis to identify recurring spelling patterns.

Key findings

The findings revealed that most students use WhatsApp every day for several hours. They frequently communicate using abbreviations, shortened spellings, acronyms, emojis, and other informal writing styles. The analysis of students' written assignments showed that some of these informal forms occasionally appear in academic writing. However, the study also found that WhatsApp offers educational benefits by promoting communication, collaboration, and the sharing of learning materials. Overall, the results suggest that while WhatsApp supports learning, excessive reliance on its informal writing conventions can negatively influence spelling accuracy in formal English assignments.

Recommendations

The study recommends that students should clearly distinguish between informal digital communication and formal academic writing. Lecturers should provide regular spelling exercises and emphasize academic writing conventions. Universities should organize workshops on digital literacy and academic writing to help students understand the appropriate use of social media language. Students should also develop the habit of proofreading their assignments before submission and use WhatsApp responsibly for educational purposes.

Conclusion

The study concludes that WhatsApp has both positive and negative effects on students' academic writing. It promotes communication, collaboration, and learning opportunities, but its informal writing style may influence students' spelling when not properly controlled. The findings suggest that students can benefit from WhatsApp without harming their academic performance if they learn to separate informal online communication from formal academic writing. Therefore, awareness, proper guidance, and continuous writing practice are essential for maintaining correct spelling in academic contexts.

GENERAL INTRODUCTION

The twenty-first century has ushered in a profound transformation in global exchange patterns, largely driven by the rapid rise of electronic technologies. Digital exchange defined as the transmission of information through electronic devices and internet-based platforms Crystal (2011) has reconfigured interpersonal interactions, professional exchanges and educational practices. Researchers such as Tagliamonte and Denis (2008) and Herring (2013) claim that the electronic revolution has introduced significant shifts in linguistic norms, literacy practices and written production conventions across social and academic contexts. As a result, electronic written production involves the type of written production found on platforms such as instant messaging (IM), texting and social media which has grown into a pervasive linguistic practice.

The integration of electronic tools in everyday life has created correspondence spaces that prioritize rapidity, brevity, creativity and interactivity. As electronic correspondence becomes more dominant globally, its influence on linguistic expression practices particularly among the youth has become a topic of considerable scholarly interest. Digital composition practices often include:

- Abbreviations and acronyms
- Phonetic orthographies
- Emojis and symbols
- Code-switching and hybrid linguistic forms
- Creative orthographic innovations

These features, while employed in informal correspondence, raise questions about their transfer into academic composition contexts, where standard orthography and grammatical precision are essential.

The messaging application WhatsApp is primarily designed as a fast and convenient interactive tool, enabling users to exchange instant messages, voice notes, images, videos, documents and links. Its text-based correspondence system, often referred to as textism, allows users to communicate efficiently through shortened messages, sentence contractions and emojis,

thereby saving time and effort. In today's fast-paced technological era, WhatsApp offers an effective solution for maintaining correspondence despite time and space constraints.

Beyond social interaction, WhatsApp platform has increasingly been explored as an educational tool. It enables instructional correspondence, learning group chats, online discussions, academic collaboration and feedback exchange. Dyrud, Worley, and Flatley (2005), as well as Kajder and Bull (2004), observed that resources available through electronic platforms provide students with valuable academic support. Similarly, Mutum and Wang (2010) noted that WhatsApp platform facilitates message exchange and feedback on various topics, contributing positively to linguistic expression development.

Several studies have highlighted undergraduates' positive perceptions of WhatsApp platform for learning. Mister and Embi (2016) found that ESL undergraduates viewed WhatsApp platform as enhancing interaction and English linguistic expression learning. Yin (2016) reported positive attitudes toward WhatsApp platform use among higher education undergraduates in Ipoh, while Raiman, Antbring, and Mehmood (2017) showed that medical undergraduates widely accepted WhatsApp platform as a complementary educational tool. Additionally, Nitza and Roman (2016) identified a strong relationship between undergraduate satisfaction and academic performance in courses that integrated WhatsApp platform for instruction and interaction. These findings suggest that WhatsApp platform holds considerable potential as a supportive tool for interaction and learning. Among IM platforms, WhatsApp has emerged as the most widely used globally, with over two billion active users (Statista, 2024). Its popularity is particularly pronounced in Africa including Cameroon where undergraduates in urban areas rely heavily on it for academic and social interaction (Foko, 2020; Njei, 2021). WhatsApp platform's widespread adoption is attributed to:

- Low data consumption
- Ease of installation
- Support for text, audio, video, images, and documents
- Efficient group interaction
- User-friendly interface

At the University of Yaounde 1, WhatsApp platform has become integral to academic life; students use it to share lecture notes, receive announcements, coordinate group work and maintain peer networks. This constant engagement exposes them to linguistic practices that differ significantly from formal written English, raising concerns about whether the linguistic habits formed in WhatsApp platform environments transfer into academic composition, particularly orthography.

The educational potential of WhatsApp has attracted substantial scholarly attention. Studies by Yin (2016), Rainman et al. (2017), Gasaymey (2017), and Nitza & Roman (2016) report positive attitudes toward WhatsApp platform as a learning tool, citing enhanced interaction and collaboration. WhatsApp platform supports the sharing of educational materials, feedback exchange, and group discussion, thus presenting important pedagogical advantages. However, concerns remain that:

- Constant exposure to informal written production may influence orthography accuracy;
- Students struggle to distinguish between formal and informal written production contexts;
- Social platforms may distract learners from academic tasks;
- Linguistic shortcuts may transfer into academic written production;

These observations make the messaging application WhatsApp a double-edged sword: beneficial for learning interactions, yet potentially harmful to written production quality in case of misemployment.

Cameroon is a highly multilingual nation where English has held an important position since 1922, functioning as a linguistic expression of prestige and upward social mobility. However, a growing body of research indicates a decline in English linguistic expression standards. Studies by Ntonifor (1992), Ayafor (1996), Tasah (2002), Fontem (2012), and others have documented widespread weaknesses in English usage among undergraduates, particularly in orthography, punctuation, sentence construction and pronunciation. Achiri and Lando (2017) report alarming statistics:

- 90% of learners struggle with orthography;
- 82.5% have punctuation difficulties;
- 75% have pronunciation issues;

- 70% struggle with capitalization;
- 67.5% have sentence construction problems.

The use of WhatsApp platform, intensified during the COVID-19 pandemic, when educational institutions were compelled to adopt online teaching and learning methods (Nkemleke, 2020). This shift encouraged students to rely heavily on smartphones and electronic platforms for academic engagement.

While existing researches have examined social media's impact on education and linguistic expression learning in various countries, very few studies have focused specifically on WhatsApp platform's influence on orthography among Cameroonian university undergraduates. At the University of Yaounde 1, where WhatsApp platform is central to undergraduates' daily exchange, concerns persist that linguistic features commonly used on WhatsApp platform abbreviations, phonetic orthographies, emoji's, and reduced orthography may negatively affect undergraduates' formal written English.

This study seeks to investigate and provide answers to the following questions:

1. How does the use of WhatsApp platform affect the orthography accuracy of Level 1 undergraduates in their written English assignments at the University Of Yaoundé 1?

2. To what extent does WhatsApp platform usage influence learners' orthography accuracy in their formal written English production?

3. What specific orthography errors or linguistic expression patterns found in pupils' written assignments can be attributed to WhatsApp platform usage?

4. What are the implications of the messaging application WhatsApp-induced orthography errors on learners' overall academic performance in English?

This study intends:

1. To examine the impact of WhatsApp platform usage on the orthography accuracy of Level 1 undergraduates in their written English assignments at the University of Yaoundé 1.

2. To assess the extent to which WhatsApp platform influences learners' orthography accuracy in formal written English production.

3. To identify and analyse the specific orthography errors and linguistic expression patterns in learners' assignments that are influenced by WhatsApp platform correspondence.

4. To determine the implications of WhatsApp platform-related orthography challenges on learners' overall academic performance in English.

The widespread integration of mobile technologies and social media platforms has greatly transformed learners' interaction habits. Among these platforms, WhatsApp platform stands out as the most commonly employed, offering convenience, speed and constant interaction. However, its informal communicative style characterized by abbreviations, phonetic orthographies, textisms, emojis and non-standard orthography raises concerns when such features transfer into academic written production.

Students often unconsciously apply these informal forms in assignments, essays, and examinations, resulting in orthography inaccuracies and reduced composition quality. Educators increasingly observe these patterns, yet there is limited empirical research on this issue in the Cameroonian university context. This study is therefore motivated by the need to:

- Understand how WhatsApp platform shapes undergraduates' orthography habits.

- Investigate both positive and negative effects of interactions on electronic devices on academic composition.

- Provide evidence-based insights that can help teachers, learners and education policymakers address emerging challenges linked to electronic interaction

By exploring these areas, the study seeks to contribute to debates on linguistic expression learning in the electronic era and support efforts to maintain high standards of written English among university undergraduates.

This study is significant because it addresses a growing concern in higher education: the impact of informal electronic exchange on formal academic composition skills. Students' frequent exposure to these forms may negatively affect their orthography accuracy and academic composition competence. The study is important because it will:

- Help educators identify common WhatsApp platform-induced orthography errors found in undergraduates' assignments.

- Provide empirical evidence to guide the development of teaching strategies aimed at improving orthography and written production skills;

- Raise undergraduates' awareness about the importance of using context-appropriate linguistic forms;

- Support curriculum planners and policymakers in integrating electronic-literacy and composition-skills programs into university courses ;

- Contribute to academic research on the relationship between electronic exchange and linguistic expression proficiency in multilingual contexts such as Cameroon.

Ultimately, the findings will help enhance undergraduates' orthography accuracy and strengthen their overall academic composition performance.

The scope of this study is delimited as follows. The study specifically investigates the influence of the messaging application WhatsApp on the orthography abilities of university undergraduates, with emphasis on how textisms and informal electronic interaction affect formal written English.

The research targets Level 1 learners of the Bilingual Studies Department at the University of Yaoundé 1. This population is chosen because first-year learners are highly active WhatsApp platform users and are still developing academic composition skills. However, the study focuses exclusively on orthography accuracy in learners' written English assignments.

This work is divided into five chapters. The general introduction gives some preliminary information on this research topic. The first chapter deals with the conceptual orientation of this study. Chapter Two deals with the theoretical framework and the literature review. The Chapter Three presents the methodology. Chapter Four clearly presents the results of the analysis. The Chapter Five provides a summary of the findings and recommendation for further research.

CHAPTER 1: WHATSAPP MESSAGING APPLICATION, LANGUAGE USE AND WRITTEN PRODUCTION

1.0 Introduction

Digital exchange platforms have reshaped human interaction, particularly among young people. Social networking sites rely fundamentally on linguistic expression to enable mutual understanding, connection, and information exchange (Chambers, 2017; Crystal, 2001; Indrajith & Varghese, 2018). WhatsApp platform, as one of the most widely adopted messaging applications, exemplifies this transformation by offering multiple communicative modes, including text, audio, video, images, documents, and symbolic representations such as emojis (Church & De Oliveira, 2013; Kumar et al., 2021; Sahu, 2014). The platform's design encourages immediacy, convenience, and informality, which influence not only everyday linguistic expression use but also patterns of written production (Chambers, 2017; Minalla, 2018).

The emergence of Computer Mediated Communication (CMC) has given rise to new linguistic varieties often referred to as "Netspeak," "Textese," or "Internet slang" (Baron, 2010; Crystal, 2001). These electronic linguistic expression forms include abbreviations, contractions, homophones, symbolic characters, and alternative orthographies that allow users to communicate faster and maintain conversational flow (Minalla, 2018). Scholars have debated whether these linguistic transformations enrich or weaken undergraduates' formal written production skills, particularly in English academic contexts (Barnett et al., 2016; Plester et al., 2008; Salem, 2013).

This chapter synthesizes theoretical perspectives, educational applications, linguistic properties, controversies, and written production outcomes to demonstrate the interconnected relationship between the messaging application WhatsApp usage, linguistic expression practices, and written production, with special emphasis on students and youths in Cameroon.

1.1. The messaging application WhatsApp and language use in the 21st Century

The 21st century is characterized by accelerated electronic interaction and mobile exchange dominance among young users (Indrajith & Varghese, 2018; Minalla, 2018). Text messaging has become more prevalent than traditional spoken conversations or voice calls, especially among youth who frequently adopt coded and contracted composition forms (Minalla, 2018). The

platform's popularity aligns with the view that modern exchange prioritizes speed, flexibility, and non-intrusive correspondence (Chambers, 2017).

Axel Schultze defines social media as an electronic toolset that facilitates rapid information sharing and exchange without geographical or time limitations. Similarly, Crystal (2001) refers to electronic linguistic expression forms as "Textese," a typological variation marked by abbreviated syntax, reduced sentence length, and structural shortcuts. CMC is broadly defined as human interaction exchanged through two or more electronic devices (Baron, 2010; Crystal, 2001). Therefore, WhatsApp platform falls under the scope of CMC, functioning both as a social interaction tool and a linguistic innovation space.

In the 21st-century electronic learning landscape, WhatsApp platform has emerged as a prominent tool for supporting foreign linguistic expression acquisition by providing learners with extended opportunities for active participation that often exceed those available in traditional classroom settings. Unlike conventional classrooms, where linguistic expression exercises tend to be teacher-centered and dominated by a few active undergraduates, WhatsApp platform groups allow all participants to engage in reading, written production, and interactive correspondence, thereby reducing passive learning and fostering greater learner autonomy (Amry, 2014; Bouhnik & Deshen, 2014). The use of WhatsApp platform does not aim to replace face-to-face instruction but rather to complement it, offering an environment that supports diverse learning styles, encourages collaborative strategies, and promotes authentic written correspondence, which collectively enhance the effectiveness of communicative classroom activities (Church & de Oliveira, 2013; Gasaymeh, 2017; Sahu, 2014). In practice, WhatsApp platform facilitates simultaneous chatting and learning, creating a low-stress, enjoyable, and motivating environment where learners can experiment with linguistic expression, share knowledge, and learn from each other's unique linguistic styles and experiences, thereby enhancing written correspondence skills and fostering peer-assisted learning (Barhoumi, 2015; Alqahtani et al., 2022). Despite these advantages, effective integration of WhatsApp platform in linguistic expression education requires careful attention to contextual and sociocultural limitations. Challenges include inconsistent access to Wi-Fi, the financial burden associated with mobile data usage, and privacy concerns, particularly among female learners in mixed-gender groups who may be reluctant to share personal phone numbers with teachers or peers due to cultural norms. Furthermore, occasional

misemployment of learning groups or low undergraduate commitment may impede active participation and reduce the pedagogical benefits of the platform (Amry, 2014; Barhoumi, 2015; Alqahtani et al., 2022). Overall, empirical evidence underscores WhatsApp platform's pedagogical potential in 21st-century foreign linguistic expression learning, highlighting its role in motivating undergraduates, expanding opportunities for authentic linguistic expression practice, enhancing written correspondence skills, and supporting interactive and collaborative learning in electronically mediated educational environments (Church & de Oliveira, 2013; Gasaymeh, 2017; Sahu, 2014; Alqahtani et al., 2022). By combining real-time correspondence, informal peer interaction, and structured learning objectives, WhatsApp platform exemplifies how mobile instant messaging can function as a significant complement to traditional instruction, aligning with contemporary pedagogical approaches that prioritize learner engagement, autonomy, and communicative competence.

1.2 Linguistic features of WhatsApp platform communication

1.2.1 Emojis and emoticons

Written electronic interaction lacks non-verbal cues such as facial expressions, gestures, posture, and physical distance, which are essential for conveying emotions and regulating social interactions (Crystal, 2001). the messaging application WhatsApp and similar instant messaging platforms compensate for this limitation through the use of emojis, emoticons, and stickers, which act as paralinguistic markers that enrich meaning, convey emotions, and, in some cases, replace sensitive lexical content (Gulsen, 2016; Jaeger & Ares, 2017; Petra et al., 2015; Urien et al., 2019).

Emojis are small graphical symbols embedded within text to represent emotions, objects, activities, or attitudes (Gulsen, 2016; Jaeger & Ares, 2017). They often appear as faces, animals, objects, or symbols and serve to enhance the clarity and emotional tone of written exchange (Wikipedia, n.d.). Emoticons, on the other hand, are combinations of keyboard characters designed to form facial expressions or gestures, with the term being a contraction of "emotion icon"(Crystal, 2003; Wikipedia, n.d.). Examples include :-) for happiness, :-(for sadness, ;-) for winking, 8-) for wearing sunglasses, and others indicate a variety of emotional intensities (Crystal, 2003; Gulsen, 2016).

Scholars have classified emojis into positive, negative, and neutral categories, demonstrating that electronic symbols can convey complex emotional layers beyond the literal meaning of the accompanying text (Petra et al., 2015; Jaeger & Ares, 2017). Gulsen (2016) further observes that emojis do not merely express emotion but can enhance it, while Jaeger and Ares (2017) demonstrated that individual emojis may communicate multiple emotional states simultaneously.

The messaging application WhatsApp provides users with an extensive selection of emojis, covering many categories. It also supports emoticons, allowing users to create customized combinations using keyboard characters. These features have become integral to online exchange, adding tone, context, and nuance to messages that words alone may fail to convey. Emoji's and emoticons are frequently employed as substitutes for sensitive or emotionally charged content, offering a means of expression that may feel safer or more acceptable in virtual spaces.

While these electronic symbols enrich informal correspondence, excessive reliance on emoji's and emoticons may reduce opportunities for practicing conventional grammar and orthography. Studies suggest that overemployment of such symbols may weaken formal written accuracy outside environments with auto-correct functions (Barnett et al., 2016; Minalla, 2018). Nevertheless, emoji's and emoticons have profoundly influenced the correspondence habits of youth on social media, making interactions more engaging, expressive, and innovative, albeit sometimes at the expense of standardized linguistic expression usage.

In conclusion, emoji's and emoticons serve as essential tools in bridging the gap between face-to-face and written electronic correspondence, providing users with the ability to convey complex emotions, reinforce message tone, and enhance the social quality of text-based interaction. Their cultural interpretation may vary, yet their impact on online correspondence remains significant, reshaping the way young people express themselves in virtual environments.

1.2.2 Voice messaging as a linguistic practice extension

Voice notes have emerged as a powerful tool in linguistic expression learning, enabling flexible speaking practice, collaborative learning, and self-evaluation of pronunciation, intonation, and confidence (Belinda et al., 2018; Bouhnik & Deshen, 2014; Fakhrurrazi et al., 2023; Nurazizah, 2019; Minhass, 2016). the messaging application WhatsApp voice notes allow users to record and send oral explanations, assignments, speeches, or conversational responses using

devices such as microphones before sharing them within groups or directly with instructors (Mike, 2019; Mistar & Embi, 2016; Sukrillah, 2017).

The learning process via voice messaging typically includes teacher explanations during face-to-face classes, assignment submission via WhatsApp platform voice notes, group discussions, lecturer feedback, and eventual classroom presentations. This demonstrates how voice messaging reinforces blended linguistic expression practice (Fakhrurrazi, 2023; Mike, 2019). Despite its advantages, some scholars argue that excessive reliance on voice messages may reduce composition frequency, orthography reinforcement, and vocabulary retention compared to typed linguistic engagement (Salem, 2013).

According to Fakhrurrazi et al. (2023), the use of the messaging application WhatsApp voice notes in speaking instruction significantly impacts learners' learning experiences. Through the messaging application WhatsApp voice messages, learners can practice speaking in the target linguistic expression comfortably and flexibly. Recording and listening back to personal conversations enable learners to identify errors in pronunciation and intonation, while simultaneously enhancing confidence in speaking. Nurazizah (2019) further supports this view, demonstrating that the messaging application WhatsApp voice messages as a speaking learning tool improve learners' speaking abilities and learning motivation.

The advantages of WhatsApp voice notes lie in their accessibility, allowing usage anytime and anywhere, both inside and outside the classroom, while also supporting collaborative learning (Jasrial, 2017). Through voice conversations on WhatsApp, learners tend to feel more confident, enthusiastic, proactive, and demonstrate a positive attitude as part of collaborative learning. This indicates that WhatsApp voice notes can be an effective tool in enhancing learners' speaking skills in linguistic expression learning.

Minhass (2016) highlights that WA is the most popular social media platform employment for interaction and interaction via the internet. Within the context of learning speaking skills, it provides various features, notably the voice notes feature (Dunlap, 2006). Bouhnik and Deshen (2014) explained the voice notes allow users to record and send voice messages in audio format. Using this feature, users can record their own voice using a mobile device's microphone and then share it with recipients through the messaging application WhatsApp (Sukrillah, 2017). These

voice notes can include conversations, speeches, explanations, or other forms of verbal interaction (Mistar & Embi, 2016). This feature offers an alternative mode of interaction that, in certain situations, can be more comfortable or effective than typing text messages (Belinda et al., 2018).

Mike (2019) outlines the typical process of using WhatsApp platform voice notes in speaking instruction as follows: during face-to-face classes, the lecturer explains the material and organizes undergraduates into groups. Assignments and instructions are then sent via WhatsApp platform, where undergraduates receive speaking tasks and discussion topics in text messages. Students record their responses using the voice notes feature, edit them if necessary, and share them with the lecturer or group members. The lecturer evaluates these recordings and provides feedback for improvement.

WhatsApp platform voice notes also facilitate discussion, collaboration, consultation, and guidance among learners within groups or with the lecturer. After practicing using voice notes within the WhatsApp platform group, a classroom session is often organized to assess speaking progress directly. This practice builds learners' confidence when speaking in front of others during class sessions.

Recent research by Fakhrurrazi (2023) concluded that learners feel happy and motivated when learning through WhatsApp platform due to its ease of use and flexibility, which enhances the English learning process, particularly in speaking. However, some authors, such as Salem (2013), contend that reliance on voice messages can negatively affect students' vocabulary, grammar, and orthography skills.

In summary, WhatsApp platform voice notes offer an accessible, flexible, and collaborative approach to linguistic expression learning, particularly in speaking skills, while caution is necessary to prevent potential reductions in written linguistic expression practice and vocabulary development.

1.2.3 Translation and auto-correct linguistic dependencies

The messaging application WhatsApp introduced encrypted, on-device message translation features supporting (supported) over 60 linguistic expressions, enhancing cross-cultural understanding and accessibility (Baron, 2010; Crystal, 2001). Auto-correct features similarly aim at correcting orthography errors and improving typing speed. However, over-reliance on these

automated functions may create orthography dependency, reduce orthographic awareness, and lead to transfer of auto-generated errors into formal composition tasks when undergraduates type without correction tools (Barnett et al., 2016).

1.3 WhatsApp platform in educational settings

Several researches has shown that whatsApp has an interesting role to play in education. This observations show that, the Platform is not only negative as some people may think; it Can also be positive.

1.3.1 Smartphones as learning tools

Mobile learning has progressively replaced computers due to ease of access, portability, personalized learning affordances, and flexibility in time and location (Chen et al., 2008; Laurillard, 2007; Taylor & Vavoula, 2007; Thornton & Houtilizationr, 2005; Demouy & Kukulska-Hulme, 2010; White & Mills, 2011). Early mobile phone learning attempts failed due to small screens, limited battery, poor keyboards, and restricted storage (Hayati et al., 2013; Kim et al., 2013; Zhang et al., 2011). Smartphones resolved these issues with high-resolution displays, on-screen keyboards, and faster processing capability, making linguistic expression practice smoother and continuous even beyond classrooms (Chen et al., 2008; Laurillard, 2007; Kukulska-Hulme, 2012).

1.3.2 WhatsApp platform as a learning platform

WhatsApp facilitates group learning, collaborative assignments, peer exchange, psychological inclusion, vocabulary development, feedback reception, autonomous learning, and blended teacher-learner interaction (Awada, 2016; Baruah, 2012; Bouhnik & Deshen, 2014; Craig, 2003; David, 2008; Desai & Graves, 2006; Gon & Rawekar, 2017; Lauricella & Kay, 2013; Sweeny, 2010; Urien et al., 2019; Yus, 2017). The platform enables instructors to share materials instantly, manage classrooms remotely, evaluate participation publicly, enhance confidence among shy learners, and foster a sense of belonging within a learning community (Sweeny, 2010; Bouhnik & Deshen, 2014). Features such as the ability to send long messages, save discussions, share past exam solutions, distribute multimedia content, mute distractions, and maintain learning continuity further contribute to its educational relevance (Afful & Akrong, 2019; Khan et al., 2021).

Bouhnik and Deshen (2014) define the messaging application WhatsApp as a smartphone application for instant messaging that has gained widespread popularity. A key feature of the application is the the messaging application WhatsApp Group (WAG), which enhances exchange within group settings. As an integral part of social media, WAGs enable users to access and share information rapidly and freely (Giyatmi, Wijayava, & Arumi, 2017). They allow structured group exchange that can support various organizational needs, including exchange among friends, neighborhoods, schools, colleges, and governmental institutions (Baruah, 2012).

The App has become one of the most commonly used social networking applications on mobile phones and computers (Yeboan & Ewur, 2014). This cross-platform application can be installed on various smartphones, including iPhone, Android, Blackberry, and Nokia devices. It allows users to send free messages via the Internet and share pictures, audio files, and videos. It also provides the option to create groups of users who can communicate collectively. The group creator functions as the manager and can add or remove participants, while all members receive alerts for every message sent within the group.

In educational contexts, many instructors have adopted WA as a platform through which learners receive and submit vocabulary learning assignments. The application helps instructors save time, manage classrooms more effectively, and keep their students up-to-date with classroom activities (Lauricella & Kay, 2013; Awada, 2016). the application encourages active learning and fosters high communicative expectations (Desai & Graves, 2006). Additional functions include facilitating peer-to-peer communication (Bouhnik & Deshen, 2014) and enhancing interaction between students and instructors (Cifuentes & Lents, 2011), thereby creating a sense of belonging to a learning community (Sweeny, 2010). Public visibility of contributions within wAGS also motivates learners to take assignments more seriously (Sweeny, 2010).

Montag et al. (2015) note that WhatsApp is one of the most important smartphone features, enabling easy interaction via text or voice messaging between two or more individuals. Bouhnik and Deshen (2014) highlight further advantages of WAGs, including the low cost of the application, unlimited messaging, the desire to participate in trends adopted by peers, the capacity for ongoing conversations with multiple friends simultaneously, the creation of tightly knit communities of friends or family, and a sense of privacy relative to other social networks. These

features allow users to engage in rapid, multi-directional interaction, which leads to the emergence of unique expressions and private vocabulary that may be difficult for outsiders to understand.

Consequently, WA facilitates learning, particularly among young people, by supporting informal linguistic expression acquisition, collaborative knowledge sharing, and active participation in-group learning. Social media platforms, including the messaging application WhatsApp, enhance learning via messaging by creating opportunities to absorb linguistic expression and expand vocabulary in interactive and engaging ways (Craig, 2003; David, 2008).

1.4 The link between WhatsApp platform and written production

The influence of the messaging application WhatsApp on written production extends beyond social interaction into literacy outcomes, written production fluency, and academic text construction habits. The messaging application WhatsApp increases written production frequency, especially among young users who engage in sustained electronic text exchanges (Plester et al., 2008; Tagg, 2012; Waldron et al., 2016). Increased message composition supports orthographic processing, grammatical sensitivity, and metalinguistic awareness when users consciously determine which elements to abbreviate depending on (the) context (Crystal, 2001; Waldron et al., 2016).

Plester et al. (2008) demonstrated that knowledge of text abbreviations among children aged 11–12 is not linked to poorer written outcomes. Instead, frequent electronic composition may reinforce orthography awareness and fluency, particularly when learners decode and process non-standard forms before constructing responses. This aligns with the view that the messaging application WhatsApp may enrich informal composition practice but requires guided balance to avoid informal transfer into academic assignments (Barnett et al., 2016; Salem, 2013). The messaging application WhatsApp Messenger plays an important but dual role in developing learners' written production at the tertiary level, especially in EFL learning environments, where it increases composition practice, strengthens accuracy, and improves motivation, but can also weaken academic formality when not properly guided. Framed under Mobile-Assisted Language Learning (MALL), the messaging application WhatsApp allows learners to write frequently beyond the classroom, supporting collaborative learning, easy sharing of drafts, and continuous linguistic expression practice, which help learners build fluency and confidence (Kukulska-Hulme

& Shield, 2008). Survey data from 100 university learners show that 68% use the messaging application WhatsApp daily for more than three hours, confirming strong platform familiarity, which makes it a suitable space for composition rehearsal and feedback-based activities. After a six-week the messaging application WhatsApp composition intervention, learners showed significant improvements in grammar accuracy (+14.9%), vocabulary use (+14.2%), coherence (+12.4%), and overall composition performance (+14.3%), supported by a paired t-test result ($t = 5.82$, $p < .01$), proving that when structured, the messaging application WhatsApp composition tasks improve core text-production skills (Bouhami & Guaissi, 2021; Ferdous, 2025). WhatsApp group interactions also offer peer support, where classmates and instructors provide model sentences and corrections. However, when unstructured the messaging application WhatsApp use promotes informal linguistic expression habits (abbreviations, emoji's), which 56% of learners admit sometimes transfer into academic composition, reducing grammatical precision and formality (Crystal, 2008; Perkins, 2015; Alhassan, 2020). Instructors agree that the messaging application WhatsApp increases composition participation (90–100% agreement) but warn that informal tone may enter academic submissions if register(Ed) awareness and teacher-guided editing steps are missing (Ferdous, 2025). The literature therefore concludes that the messaging application WhatsApp improves written production mainly in fluency, accuracy, and motivation when integrated into structured teaching sequences such as task-based composition, guided peer review, and explicit register-transfer training, while casual use alone may reinforce non-academic composition forms (Andújar, 2016; Ahmed, 2019; Cetinkaya, 2017).

1.5 WhatsApp platform usage in Cameroon: linguistic influence, educational benefits and digital literacy challenges

WhatsApp platform has experienced rapid adoption in Cameroon due to low cost, accessibility, encryption security, group learning facilitation, business advertising affordances, and psychological inclusion for shy learners (Afful & Akrong, 2019; Ayuk Renette, 2020; Boyd, 2007; Church & De Oliveira, 2013; Khan et al., 2021; Urien et al., 2019). Students often switch from WhatsApp platform to other social platforms and vice versa once mobile data is activated, showing cross-platform electronic exchange reliance (Ferreira, 2020; Gon & Rawekar, 2017).

Educational WhatsApp platform groups are commonly created per study level, often managed by class representatives, enhancing peer collaboration, knowledge sharing, vocabulary learning,

assignment seriousness, and blended linguistic expression practice (Awada, 2016; Ferreira, 2020; Sweeny, 2010; Urien et al., 2019).

Nevertheless, in Cameroon, the messaging application WhatsApp also displays electronic literacy risks such as distraction from academic schedules, propagation of informal composition norms into formal English tasks, increased cyber-misemployment, cyber-criminal messaging normalization, fake information dissemination during socio-political crises, and exposure to blackmail via improper content sharing (Greenfield & Subrahmanyam, 2008; Oche & Aminu, 2010; Wiley, 2006).

Scholars like Asare (2019) observed that pupils frequently incorporate the messaging application WhatsApp-style short forms such as “plz,” “thnx,” “b4,” “b/w,” “BTW,” “thanku,” “gud nyt,” and other abbreviated forms into academic work, reflecting structural influence of electronic text habits on pupils’ formal composition construction.

1.6 Debates and controversies on the messaging application WhatsApp and writing performance

Before the emergence of the messaging application WhatsApp, many countries worldwide, including Cameroon, relied predominantly on traditional classroom-based teaching and learning methods. The introduction of the messaging application WhatsApp has brought significant transformation across various domains, particularly in higher education, by reshaping how university undergraduates communicate, collaborate, and engage with academic content. According to Mothana (2017), the messaging application WhatsApp is a mobile application designed to facilitate exchange through text messages, images, videos, voice notes, and audio-visual calls, thereby offering a versatile platform for educational interaction.

Several scholars argue that learning through social networking platforms such as WhatsApp platform presents considerable advantages. Alfaris et al. (2018), Tang and Hew (2017), and Vistolina Nuuyoma et al. (2020) explain that WhatsApp platform enables collaborative learning beyond geographical and temporal constraints, making the learning process more flexible, interactive, and attractive. Urien et al. (2019) further assert that social media platforms facilitate rapid and efficient information sharing, which enhances learning and study processes. Similarly, Chipunza (2013) and Gasaymeh (2017) note that WhatsApp platform has become widespread

among university pupils because it allows efficient exchange between educators and learners while fostering peer-to-peer interaction and additional learning opportunities.

In the African context, Creswell (2010) observes that WhatsApp platform use in classrooms is largely positive, as it is one of the most common platforms for academic interaction between undergraduates and lecturers. Vistolina Nuuyoma et al. (2020) report that university undergraduates are often organized into WhatsApp platform groups according to academic level, usually managed by learner representatives, allowing for the sharing of both educational and non-educational content (Alfaris et al., 2018; Tang & Hew, 2017). Prinsloo (2014) and Neumann et al. (2018) argue that such exposure to frequent written interaction improves interaction practices and may positively influence orthography development.

Beyond academic benefits, Anthony Cuthberton (2019) emphasizes that interaction through WhatsApp platform promotes psychological well-being by reducing loneliness and enhancing self-esteem. Karen Ferreira (2020) adds that WhatsApp platform functions as an effective tool for task feedback and academic guidance, enabling teachers to provide corrections through text and voice messages in both synchronous and asynchronous learning environments. The platform also facilitates repeated access to educational videos, podcasts, and authentic materials, supporting contextualized learning and collaborative knowledge construction through the sharing of research articles, e-books, laws, and multimedia resources.

WhatsApp platform further promotes inclusion by encouraging participation from introverted learners, learners with visual or hearing impairments, and those with attention difficulties, who may feel more comfortable expressing themselves in electronic environments. As a linguistic expression learning tool, WhatsApp platform enables the practice of written production, listening, and speaking skills. Learners can construct sentences using newly acquired grammatical structures and vocabulary, engage in dialogue, and receive corrective feedback on pronunciation and articulation, thereby enhancing overall linguistic expression competence.

Despite these advantages, numerous studies highlight the negative impact of the messaging application WhatsApp when used excessively or inappropriately. Ali et al. (2017), Samina Sarwat et al. (2021), and Alrahmi et al. (2013) report that overutilization of the messaging application WhatsApp can negatively affect learners' orthography, grammar, sentence structure, and

concentration during lectures, while interfering with assignment completion and study schedules (Simui et al., 2014). The informal conversational style of the messaging application WhatsApp correspondence—characterized by emojis, slang, abbreviations, and non-standard orthographies —may normalize informal linguistic expression and lead to the transfer of such forms into formal academic composition (Dr. Noveen Javed et al., 2021).

Gon and Rawekar (2017) also point out practical limitations, such as incomplete feedback and unanswered questions due to lecturers' workload. Greenfield and Subrahmanyam (2008) observe that institutional regulations often fail to control excessive use of social media, while Oche and Aminu (2010) warn that excessive chatting is detrimental to learning outcomes. Nonetheless, Wiley (2006) emphasizes that WhatsApp platform retains significant potential as a collaborative learning and knowledge-sharing tool.

The scholarly debate remains divided. On the one hand, some researchers argue that WhatsApp platform fosters informal orthography normalization, overreliance on autocorrect features, shallow sentence structures, and grammatical errors in pupils' academic written production (Barnett et al., 2016; Gon & Rawekar, 2017; Ikram Ullah et al., 2022; Salem, 2013; Simui et al., 2014). On the other hand, proponents contend that WhatsApp platform promotes linguistic enrichment, vocabulary expansion, learner autonomy, blended learning, collaborative projects, integrated linguistic expression skills, confidence building, psychological well-being, and frequent written production practice, thereby enhancing learners' metalinguistic awareness (Afful & Akrong, 2019; Awada, 2016; Boyd, 2007; Ferreira, 2020; Khan et al., 2021; Kuimova & Zvekov, 2016; Urien et al., 2019; Yus, 2017).

Baron (2010) concludes that the impact of social media depends largely on how users engage with it Consequently, WhatsApp platform emerges as both a valuable written production practice, a collaborative learning space, and a potential source of interference with formal written production if not pedagogically guided. This dual nature underlines the ongoing debates and controversies surrounding WhatsApp platform's influence on pupils' written production performance.

1.7 Benefits of WhatsApp platform in education

Although numerous controversies surround the potential negative impacts of the messaging application WhatsApp, it is essential to highlight its substantial benefits in educational contexts. Boyd (2007) notes that many educational institutions have adopted social networking platforms such as the messaging application WhatsApp to promote learning, keep learners informed about assignments, and provide academic support. Social networking sites offer young people a space for self-expression and positive interaction, allowing learners to communicate creatively and confidently.

When used responsibly, WhatsApp platform can positively influence learners by serving as both a social meeting space and an academic platform that encourages collaboration among like-minded individuals. Boyd (2007) further emphasizes that educational institutions increasingly integrate social media to foster information-sharing habits among learners, particularly regarding assignments and academic resources.

Lee Yi Rou et al. (2019) and Kuimova and Zvekov (2016) argue that technology plays a vital role in modern pupils' lives by enhancing composition and exchange skills through opportunities for frequent and meaningful interaction. Urien et al. (2019) explain that the messaging application WhatsApp encourages teamwork and facilitates rapid information exchange among university pupils. The application is also valued for its secure, private, and versatile exchange features, allowing users to share texts, images, audio, video, and documents with ease.

As a private networking platform, WhatsApp platform enables pupils—especially shy or introverted learners—to express themselves more freely. Communication is not restricted by time or location, allowing simultaneous interaction among multiple users and the long-term storage of messages, which enhances continuity and engagement in learning (Urien et al., 2019). Alfaris et al. (2018) and Tang and Hew (2017) similarly highlight that WhatsApp platform supports teamwork and peer exchange irrespective of geographical constraints, a view corroborated by Vistolina Nuuyoma et al. (2020), who emphasize its effectiveness in creating academic groups for different study levels.

In contrast to traditional classrooms that require physical presence, the messaging application WhatsApp provides a virtual learning environment that supports teacher–undergraduate

interaction beyond the classroom. Teachers can monitor pupils' understanding, distribute assignments, and provide individualized attention, particularly to learners who may feel intimidated in face-to-face settings. As noted by Gachago et al. (2015), Ceninkaya et al. (2017), and Gon and Rawekar (2017), appropriate use of the messaging application WhatsApp can significantly enhance teaching and learning processes.

Empirical studies further reveal that the messaging application WhatsApp contributes to the development of linguistic expression skills, including composition, grammar, listening, vocabulary, idiom learning, and collocation knowledge (Alsaleem, 2013; Avci & Adiguzel, 2017; Bensalem, 2018; Cetinkaya & Sütçi, 2018; Jafari & Chalak, 2016). Vocabulary development is particularly significant, as lexical knowledge is fundamental to reading comprehension, listening, speaking, and composition proficiency (Graves, 2000; Vermeer, 2001).

WhatsApp also promotes learner autonomy and motivation by encouraging pupils to take responsibility for their learning and participate actively in learning communities (Holec, 1981; Kumaravadivelu, 2006). Alzubi and Kaur (2018) argue that such autonomy is crucial in foreign linguistic expression contexts where exposure outside the classroom is limited. Teachers play a key role in facilitating this autonomy by guiding pupils' use of the messaging application WhatsApp for academic purposes (Benson, 2001).

In the Cameroonian context, WhatsApp platform has become one of the most widely used messaging applications due to its affordability, speed, and accessibility through various internet service providers such as CAMTEL, MTN, ORANGE, and NEXTEL. Its end-to-end encryption enhances user confidence, while group features facilitate collaborative work without physical meetings. However, despite its educational value, WhatsApp platform can also act as a distraction when misutilizationd, leading to excessive chatting, cybercrime, and the spread of misinformation, particularly during sociopolitical crises.

Ultimately, WhatsApp's benefits and drawbacks reinforce Baron's (2010) assertion that the impact of social media depends on users' choices. When pedagogically guided and responsibly employed, the messaging application WhatsApp remains one of the most effective, affordable, and accessible tools for teaching, learning, collaboration, and linguistic expression development in higher education.

1.8 Conclusion

The relationship between the messaging application WhatsApp, linguistic expression use, and written production is complex and multidimensional. The messaging application WhatsApp has expanded the frequency, reach, and flexibility of exchange, enhancing informal linguistic creativity, educational collaboration, learner (learners') inclusion, vocabulary engagement, and autonomous learning. At the same time, its informality, abbreviation norms, and auto-correct dependency may interfere with undergraduates' formal written accuracy, particularly in academic English assignments. Therefore, the messaging application WhatsApp can be considered an influential electronic literacy environment that requires guided balance in educational contexts to maximize linguistic benefits while mitigating formal composition interference

CHAPTER 2: THEORETICAL FRAMEWORK AND REVIEW OF LITERATURE

2.0 Introduction

Grant (2014) demonstrates that, a theoretical framework consists of concepts and, along with their definitions and references to the relevant academic literature, the existing theory that is used for a particular study. He also explained that, the theorical framework should demonstrate an understanding of the theories and concepts that are relevant to the subject of your research work and that relate to the broader areas of knowledge being considered. Some critics argue that no single theory can fully explain the complexity of linguistic expression development and that a combination of different theories may be necessary. In this section, I will expand on both theorical framework and review of literature related to the actual study.

2.1 Theoretical framework

The present study actually draws on four theoretical perspectives which will be clearly explained one after the other:

2.1.1 Computer-Mediated Communication (CMC) Theory

Computer-Mediated Communication (CMC) theory focuses on the study of human exchange conducted through electronic technologies such as computers, mobile phones, and internet-based platforms. It seeks to explain how exchange processes, linguistic expression use, and social interaction are shaped when exchange is mediated by technological tools rather than occurring face-to-face. According to Herring (1996), CMC includes various forms of electronic interaction such as emails, text messaging, social networking sites, and instant messaging applications.

CMC theory emerged in response to the growing use of electronic media in interpersonal and institutional correspondence. Early scholars emphasized the reduced presence of social and contextual cues in online correspondence, which distinguishes CMC from face-to-face interaction. In text-based environments, communicators lack non-verbal signals such as facial expressions, tone of voice, and gestures, which traditionally support meaning making in correspondence.

A core assumption of CMC theory is that the medium significantly influences how messages are constructed and interpreted. Walther’s (1996) Social Information Processing Theory, an

extension of CMC, argues that users adapt their communicative strategies to the constraints and affordances of electronic media. In the absence of physical cues, users rely on linguistic creativity, including abbreviations, emoticons, emojis, acronyms, and non-standard orthographies, to convey meaning efficiently and express emotions.

CMC theory further highlights the role of speed, informality, and convenience in electronic exchange. Instant messaging platforms encourage rapid message production, often resulting in relaxed adherence to conventional linguistic norms. Over time, frequent exposure to informal electronic linguistic expression may influence users' linguistic competence, particularly in formal composition contexts. In educational settings, CMC theory provides a framework for understanding how sustained engagement with electronic exchange platforms can affect pupils' orthography, grammar, and overall composition proficiency.

Despite its explanatory value, CMC theory acknowledges that electronic correspondence can also contribute positively to linguistic expression development. It can increase exposure to written linguistic expression, promote interaction, and enhance learner participation. Therefore, the theory adopts a balanced perspective, recognizing both the opportunities and challenges associated with technology-mediated correspondence. Computer-Mediated Communication Theory provides a utilizationful framework for understanding how the messaging application WhatsApp, as a technology-based correspondence tool, can influence students' orthography. It explains how informal, speed-oriented electronic written production practices may affect accuracy and standard orthography in formal academic assignments.

2.1.1.1 Criticisms of Computer-Mediated Communication Theory

Although CMC theory has contributed significantly to the understanding of electronic exchange, it has attracted several criticisms.

First, early CMC models were criticized for being overly deterministic; suggesting that technology alone shapes correspondence behavior. Critics argue that this perspective underestimates the role of social, cultural, and individual factors in linguistic expression use. Communication practices are not solely determined by the medium but are also influenced by users' educational background, linguistic competence, and contextual awareness.

Second, the theory has been faulted for overemphasizing the negative effects of electronic correspondence, particularly on linguistic expression standards. Some scholars argue that non-standard orthographies and abbreviations employed in CMC represent contextual linguistic variation rather than linguistic expression degradation. From this viewpoint, electronic linguistic expression forms are seen as adaptive and creative rather than inherently harmful to formal composition.

Third, critics note that CMC theory does not always adequately account for users' ability to switch between registers. Many users can effectively distinguish between informal electronic exchange and formal academic composition. Therefore, the transfer of non-standard linguistic expression forms into formal contexts is not inevitable but depends on individual competence and instruction.

Finally, with the rapid evolution of electronic platforms, some aspects of traditional CMC theory are considered outdated. Early formulations used mainly on text-based exchange, whereas contemporary platforms integrate multimedia elements such as voice notes, images, videos, and artificial intelligence features. As a result, scholars argue that CMC theory must be continuously updated to remain relevant in explaining modern exchange practices.

In summary, Computer-Mediated Communication theory provides a valuable framework for understanding how electronic technologies influence linguistic expression use and correspondence behavior. While it effectively explains changes in linguistic practices within technology-mediated environments, the theory has been criticized for technological determinism, overgeneralization, and limited consideration of contextual variation. Nonetheless, when applied cautiously, CMC theory remains a relevant and utilizations for analyzing the impact of electronic correspondence platforms on academic linguistic expression practices.

2.1.2 Communication and Accommodation Theory (CAT)

Communication Accommodation Theory (CAT), developed by Howard Giles et al.(2007), explains how individuals adjust their interaction behaviors to harmonize or align with their conversational partners. The theory emphasizes the ways in which people modify their linguistic expression, tone, or style to fit the interaction norms of their audience. Such adjustments help speakers gain approval, enhance interaction efficiency, and maintain a positive social identity.

Essentially, CAT highlights the connection between linguistic expression, context, and identity, taking into account both interpersonal and intergroup factors, as well as the influence of power dynamics and situational contexts on interaction behaviors.

Accommodation typically occurs between a message sender and a receiver, but it can also extend to wider audiences, such as a group observing the interaction or society at large. The theory is built on two main patterns: convergence and divergence. Convergence occurs when individuals adapt their communicative behaviors to reduce social differences and create alignment, whereas divergence happens when individuals intentionally emphasize differences in speech or non-verbal exchange to assert distinct identities. CAT was developed to illustrate the value of social psychology in understanding exchange and to explain the motivations behind individuals' choices to converge or diverge in their speech styles.

This theory is especially relevant in understanding undergraduates' linguistic expression use on platforms like the messaging application WhatsApp. For example, undergraduates may adopt informal orthography and grammar on the messaging application WhatsApp, leading to convergence where these same informal styles such as abbreviations or casual expressions carry over into their academic written production. Alternatively, they may consciously avoid such informalities in formal contexts, demonstrating divergence between their casual and academic exchange styles.

Furthermore, CAT emphasizes the role of social identity and power relations in shaping interaction choices. Students may accommodate their linguistic expression to mimic their peers for group belonging, or adjust to their teachers' styles to establish respect and authority. The use of WhatsApp platform often fosters a sense of in-group identity, which further increases convergence of linguistic expression styles within learner communities.

According to CAT, speakers (or writers) modify their linguistic expression through two main strategies: convergence and divergence.

First, convergence occurs when individuals adapt their speech or written production style to become more similar to those they are communicating with. On the messaging application WhatsApp, pupils often adopt the orthography patterns, abbreviations, emojis, and informal expressions employmentd by their peers in order to fit in, maintain group identity, or facilitate

rapid correspondence. For example, forms such as u (you), pls (please), b4 (before), and lol are frequently employment becaemployment they are socially accepted within peer groups. Over time, this repeated accommodation to group norms may lead pupils to internalize these non-standard orthographies.

Second, divergence occurs when individuals deliberately maintain or emphasize linguistic differences to assert identity or social distance. In academic contexts, learners may attempt to shift back to Standard English to align with teachers' expectations. However, if convergence to informal the messaging application WhatsApp linguistic expression is strong and habitual, learners may unintentionally transfer these informal orthography forms into formal written assignments.

Furthermore, CAT highlights the role of social identity and group belonging. WhatsApp platform correspondence often reflects youth culture and peer solidarity. Students may prioritize group acceptance over linguistic accuracy, reinforcing informal orthography conventions. The absence of immediate corrective feedback in peer conversations further strengthens these patterns.

In summary, Communication and Accommodation Theory explains how learners adapt their orthography to match peer norms on the messaging application WhatsApp, how this adaptation becomes habitual, and how these informal forms may subsequently influence orthography accuracy in formal English assignments.

2.1.2.1 Criticisms of Communication and Accommodation Theory

Judee Burgoon, Leesa Dillman, and Lesa Stern (1993) have raised criticisms of Communication Accommodation Theory (CAT). They argue that the convergence–divergence framework oversimplifies human interaction, since conversations are far too complex to be fully explained by this model. They question the idea that accommodation in correspondence can be understood solely through convergence and divergence, pointing out unresolved issues such as what happens when speakers both converge and diverge within the same exchange, and whether factors like race or ethnicity influence this process. While CAT does consider the possibility of conflict between conversational partners, it assumes that such conflict will occur under reasonable conditions and that, individuals will interact in a rational manner, and which may not always hold true in practice. Communication Accommodation Theory (CAT) offers a compelling and practical framework for understanding how people dynamically adjust their correspondence styles to seek

social approval, manage identity, and navigate interpersonal or intercultural interactions. From my perspective, CAT's strength lies in its clear explanation of the underlying motivations such as the desire for inclusion (convergence) or the need for differentiation (divergence) which makes it very applicable in analyzing real-life correspondence scenarios.

However, I also see some limitations. The theory tends to simplify interaction into mostly two opposing strategies (convergence and divergence), which can overlook the complexity of human interaction where behaviors often mix or occur simultaneously. Additionally, it sometimes assumes rational calculation of interaction choices, whereas in reality, interaction is often influenced by unconscious factors or emotions. Lastly, accommodation can have unintended negative effects, such as over-accommodation leading to loss of individuality or perceived patronization.

Overall, CAT is valuable because it highlights the adjustment process in interaction as a dynamic social act influenced by identity and context. It is especially utilized in cross-cultural interaction and relationship building but benefits from being considered alongside other theories that capture the full complexity of human interaction.

2.1.3 Error Analysis

Error Analysis is mainly associated with Stephen Pit Corder, a British linguist who developed the theory in the mid-1960s. At that time, Contrastive Analysis was widely used to explain errors made by second language learners. Contrastive Analysis was based on the idea that learners' errors could be predicted by comparing their first language with the target language. It was believed that differences between the two languages would cause errors, while similarities would make errors less likely. However, researchers noticed that learners often made errors that could not be explained by differences between their first language and English. They also sometimes avoided errors that Contrastive Analysis predicted they would make.

Corder therefore suggested that learners' errors should not simply be seen as signs of failure. Instead, errors provide useful information about the learner's developing knowledge of the language. In his important 1967 paper, The Significance of Learners' Errors, Corder argued that errors show that learners are actively developing their own understanding of the target language. He viewed the learner's language as a developing system that is not yet the same as the target

language but has its own rules and patterns. This idea became an important foundation for Error Analysis.

The main principle of Error Analysis is that learners' errors are not random. They often show a pattern and can provide information about the stage of language development of the learner. Learners develop a changing language system as they learn English. This idea was later closely related to the concept of interlanguage developed by Selinker in 1972. Interlanguage refers to the language system that learners develop as they move from their first language towards the target language. It may contain features of the first language, features of the target language, and forms created by the learners themselves.

Another important principle of Error Analysis is that errors should be studied in a systematic way. Corder suggested that researchers should collect samples of learners' language, identify the errors, describe the changes that have occurred, explain the possible reasons for the errors, and consider their importance. This procedure is useful for the present study because it makes it possible to examine spelling deviations in students' written English assignments in a systematic manner. In this study, students' spelling errors can first be identified and classified according to their form. Their possible relationship with WhatsApp communication can then be considered.

Several researchers later developed different ways of classifying language errors. Dulay, Burt and Krashen (1982), for example, identified four major types of errors based on the way learners change language forms. These include omission, addition, misformation and misordering. Omission occurs when a necessary element is left out. Addition occurs when an unnecessary element is included. Misformation occurs when an incorrect form is used instead of the correct one, while misordering occurs when words or language elements are placed in the wrong order. These categories can help in examining spelling and other language problems in students' written English.

James (1998) also made an important distinction between interlingual and intralingual errors. Interlingual errors are influenced by another language, usually the learner's first language, while intralingual errors result from difficulties in learning and applying the rules of the target language itself. In the context of this study, this distinction can help explain spelling errors that may be influenced by WhatsApp communication. For example, a student may use shortened forms such

as “u” instead of “you”, “b4” instead of “before”, or “tnite” instead of “tonight” because such forms are common in informal digital communication. When these forms appear in formal written English assignments, they may show the influence of WhatsApp language practices on students’ spelling.

The distinction between an error and a mistake is also important in Error Analysis. According to Corder, a mistake is usually a temporary slip that occurs even though the learner knows the correct form. The learner may be able to recognize and correct the mistake when it is pointed out. An error, on the other hand, is more systematic and reflects a gap in the learner’s knowledge. A learner who has not fully learned the correct form may continue to produce the same error even after it has been corrected. This distinction is important to the present study because not every unusual spelling found in a student’s assignment can automatically be considered an error caused by WhatsApp. A spelling may occur only once because of carelessness or lack of attention. However, if the same WhatsApp style of spelling appears repeatedly in the assignments of several students, it may provide stronger evidence of an established writing habit. Repeated use of shortened forms, omitted letters, phonetic spellings, or other forms commonly found in WhatsApp communication may therefore suggest that students are transferring some of their informal digital writing habits into formal academic writing.

Overall, Error Analysis provides a useful theoretical foundation for this study because it allows students’ spelling deviations to be treated as meaningful evidence of their developing writing practices. The theory makes it possible to identify, classify and examine spelling errors rather than simply counting them. More importantly, it provides a way of investigating whether forms commonly used in WhatsApp communication appear in students’ formal written English assignments. Error Analysis therefore helps the present study examine the possible influence of WhatsApp social media on students’ spelling in written English assignments.

2.1.3.1 Criticisms of Error Analysis

Although Error Analysis provides a useful way of studying learners’ language problems, it has some limitations. These criticisms are important to the present study because they show why the findings about the influence of WhatsApp on students’ spelling should be interpreted carefully.

One major criticism was raised by Schachter (1974), who argued that Error Analysis focuses mainly on the errors that learners actually produce. It does not show the language forms that learners avoid using. For example, a student who is not sure how to spell a difficult word may avoid using the word altogether and choose an easier one. In this situation, the student's difficulty does not appear as an error in the written assignment. This means that the absence of a particular spelling error does not necessarily mean that the student has no difficulty with that spelling.

Another criticism is that Error Analysis is mainly descriptive rather than predictive. Ellis (1994) explains that the approach is useful for describing and explaining errors after they have occurred, but it cannot always predict the errors that learners will make in the future. This is not a serious problem for the present study because the purpose is to examine spelling patterns that already exist in students' written English assignments. However, it means that the findings should be used to describe existing patterns rather than to predict all future spelling behaviour.

There is also a difficulty in distinguishing between an error and a mistake. In theory, an error reflects a problem in the learner's knowledge, while a mistake is a temporary slip. However, it is not always easy to make this distinction when analyzing written assignments. The researcher may not know whether a student could have corrected a spelling independently if the error had been pointed out. Therefore, a spelling that appears in an assignment cannot always be identified with complete certainty as either an error or a mistake.

Another limitation is that one spelling form may have more than one possible explanation. For example, a student who writes "u" instead of "you" may have learned this form through WhatsApp communication, but the spelling may also reflect a general preference for informal writing. Similarly, a shortened or phonetic spelling may be influenced by digital communication, pronunciation, limited knowledge of English spelling, or several factors at the same time. It can therefore be difficult to identify one single cause for every spelling deviation.

The classification of errors can also create difficulties. Categories such as omission, addition, misformation and misordering are useful for organizing errors, but some deviations may fit into more than one category. A WhatsApp influenced spelling may, for example, involve shortening, omission and informal language at the same time. This means that the researcher must make careful decisions when placing each spelling deviation into a particular category.

Despite these limitations, Error Analysis remains useful for the present study. Its purpose is not to provide a perfect explanation for every spelling problem but to provide a systematic way of identifying and examining patterns in students' written English. By recognizing its limitations, the study can avoid claiming that every nonstandard spelling is directly caused by WhatsApp. Instead, repeated patterns that are commonly associated with WhatsApp communication can be examined as possible evidence of its influence on students' spelling in written English assignments.

2.1.4 Language Transfer (LT)

Linguists have long studied the concept of linguistic expression transfer. Perkins and Salomon (1992) define transfer of learning as the process through which knowledge acquired in one context influences performance in another. Similarly, Xiaoyan Feng (2017) describes transfer as the subconscious application of prior knowledge to produce new responses. In the specific case of linguistic expression, Odlin (1989) explains that transfer refers to the influence of a learner's native linguistic expression (L1) on the acquisition of a new linguistic expression (L2). Both Feng (2017) and Odlin (1989) agree that learners carry over linguistic patterns, rules, and structures from their L1 into their L2, which may result in both facilitation and interference. Lado (1957) and Odlin (1989) further distinguish between positive transfer, where similarities between L1 and L2 lead to correct usage, and negative transfer, where differences result in errors. Since no two linguistic expressions are identical, negative transfer is seen as an inevitable part of second linguistic expression learning.

In the modern era, this concept extends beyond traditional linguistic expression learning into electronic interaction platforms such as the messaging application WhatsApp. The informal nature of the messaging application WhatsApp interaction introduces unique patterns of linguistic expression transfer that affect orthography and written production accuracy. Students, for instance, may transfer abbreviations, acronyms, and emoticons commonly employmentd on the messaging application WhatsApp into academic written production, producing orthography deviations. The platform's quick and casual style also encourages efficiency over accuracy, leading to hastily typed words and reduced proofreading (Tagliamonte & Denis, 2008). This fast-paced environment facilitates culture where standard orthography norms are often neglected.

At the same time, WhatsApp platform use is not purely detrimental. It creates opportunities for exposure to authentic linguistic expression use, exchange with native speakers, and wider cultural exchange (Feng, 2017). However, studies show that informal electronic exchange, while enhancing interaction, often undermines orthography accuracy. For example, research by Abdulkhaliq (2022), Carmen Pérez (2014), and Androutsopoulos (2015) highlights how users incorporate slang, abbreviations, and region-specific dialects into WhatsApp platform messages, reinforcing non-standard orthography patterns. This linguistic flexibility, while enriching, also leads to inconsistencies when transferred into formal contexts.

Furthermore, the diversity of participants in the messaging application WhatsApp groups exposes undergraduates to multiple variations of English, including misorthography and grammatical errors, which may influence their perception of what constitutes “acceptable” English. Yakubu Yunusa and Zaki Muhammad (2021) found that users often adopt abbreviations and fabricated expressions unique to the messaging application WhatsApp culture, which are not easily interpretable outside such contexts. Similarly, Turel et al. (2019) emphasize the dilemma that arises when informal and formal linguistic practices blur, reducing learners’ ability to distinguish between context-appropriate orthography conventions.

In summary, the phenomenon of linguistic expression transfer, when applied to the messaging application WhatsApp-mediated exchange, shows a dual impact: On one hand, it facilitates meaningful interaction; it enhances exposure to English, and allows creative adaptation of linguistic expression. On the other, it risks amplifying orthography errors, reinforcing informal linguistic habits, and weakening learners’ sensitivity to standard linguistic expression norms. The ultimate influence of the messaging application WhatsApp on written English assignments thus depends on factors such as the communicative context, learners’ awareness of accuracy, and their ability to differentiate between informal and formal registers.

2.1.5 Conclusion

WhatsApp platform, as an electronic exchange platform, significantly influences pupils' English orthography in written assignments through the prism of these theories. Error Analysis helps identify systematic spelling patterns arising in students’ written assignments and provides a basis for interpreting their possible relationship with WhatsApp communication. Communication and accommodation theory highlights how students adapt their linguistic expression style in academic composition, often transferring

informal orthography and abbreviations from WhatsApp platform messaging into formal assignments. Language transfer theory explains that the habits and patterns formed in WhatsApp platform chats, including informal orthographies and shortcuts, transfer into students' academic composition, sometimes causing orthography errors.

Thus, the overall conclusion is that WhatsApp platform's impact on undergraduates' orthography in written English assignments is dual-faceted: it can negatively affect orthography accuracy by promoting informal texting habits, yet it can also enhance orthography and vocabulary through increased exposure and practice, depending on how it is integrated into learning system.

2.2 Literature Review

A literature review constitutes a fundamental pillar of academic research, as it provides a systematic examination and critical synthesis of existing scholarly knowledge relevant to a particular research problem. Creswell (2005, p. 79) defines a literature review as "a written summary of journal articles, books, and other documents that describes the past and current state of information, organizes the literature into topics, and documents a need for a proposed study." This definition highlights the dual function of the literature review: first, to map existing scholarship, and second, to identify theoretical, methodological, and empirical gaps that justify the current investigation.

Beyond the mere aggregation of sources, a rigorous literature review enables the researcher to construct a conceptual framework, clarify key variables, and situate the study within ongoing academic debates. In the contemporary electronic era, rapid technological advancement particularly the rise of social media platforms has profoundly transformed exchange practices among pupils. WhatsApp platform, one of the most widely employed instant messaging applications globally, has become deeply embedded in pupils' daily social and academic interactions, including within the Cameroonian context.

While WhatsApp platform offers accessibility, immediacy, and interactive affordances, its informal correspondence style has generated growing concern among linguists and education researchers regarding its influence on undergraduates' written English, especially orthography accuracy in formal academic assignments. Scholars argue that linguistic practices commonly employed on WhatsApp platform such as abbreviations, acronyms, non-standard orthographies,

clipping, and simplified grammatical structures may interfere with undergraduates' mastery of Standard English conventions (Fourie, 2014; Young, 2009). Several empirical studies suggest that frequent and prolonged WhatsApp platform use facilitates the transfer of informal electronic linguistic expression habits into academic written production, resulting in orthography inconsistencies, grammatical errors, and increased use of non-standard forms (Ikram Ullah et al., 2022; Wa Polytechnic, 2006).

Conversely, other scholars contend that engagement with computer-mediated correspondence (CMC) through WhatsApp platform can enhance orthographic awareness, vocabulary development, and exposure to written linguistic expression, particularly when use is pedagogically guided (Wetheijen & Spooren, 2021). Given these contrasting perspectives, this chapter critically reviews theoretical positions and empirical studies on the influence of WhatsApp platform on undergraduates' orthography abilities in written English, with the aim of presenting a balanced, coherent, and contextualized understanding of this evolving phenomenon.

2.2.1 Language use on the messaging application WhatsApp

Social media and the messaging application WhatsApp in particular, employs linguistic expression as a means of establishing connections between users. Frequent use of these platforms allows pupils to create online communities where they can utilize forms of linguistic expression that differ significantly from the standard.

According to Drouin (2011), the constant use of social platforms by youths has led to the development of a highly abbreviated linguistic expression referred to as textese. The use of text messaging by adolescents has grown rapidly in recent years because of more affordable mobile technologies (Skierkowski & Wood, 2012). Consequently, both grammatical and ungrammatical abbreviated words, sentences, and texts appear across standard linguistic expressions, pidgins, and slang, as individuals creatively combine cell-phone terms, abbreviations, emoticons, symbols, and nonstandard grammar (Skierkowski & Wood, 2012). Ling and Baron (2007) note that WhatsApp platform's linguistic expression is characterized by emoticons, abbreviations, initializations, personal pronouns, consonant cluster simplification, acronyms, misorthographys, vowel deletion, and unconventional punctuation. Similarly, Turner (2010) highlights WhatsApp platform

messages' unique linguistic features, such as unusual punctuation, lengthening of vowels and consonants, phonetic orthography, and omission of apostrophes.

Esteron (2021) investigated the impact of social media linguistic expression on academic linguistic expression. She found that 84% of respondents sometimes employed proper abbreviations or short forms on social media, while 65% employed exclamatory orthographies of emotive expressions such as "haha", «huhu", and "wooh". Acronyms, she noted, have become widespread, providing quick and efficient interaction while fostering familiarity among users. Angela (2021) similarly confirmed that social media users communicate in informal linguistic expression that disregards conventional orthography and grammatical norms, which often leads to misorthographys. As Esteron (2021) emphasized, social platforms foster brevity, creativity, and informality, incorporating emojis, acronyms, internet slang, and frequent code-switching (Skierkowski & Wood, 2012). In addition, WhatsApp platform linguistic expression often employs hashtags, mentions, and similar features that enhance interaction (Freequotes@linguistic expressionsunlimited.com).

WhatsApp platform enables its users to form online communities with their own unique expressions and norms. However, Salem (2013) argued that instant messaging has damaging effects on vocabulary, orthography, and grammar, while Mphahlel and Mashamaite (2005) showed that SMS linguistic expression negatively influences undergraduates' proficiency in composition and contextual usage. Sarwat et al. (2021) also reported that most orthography errors and verb misemployment among undergraduates stem from WhatsApp platform usage. Supporting this, Lee Yi Rou et al. (2019) observed a decline in undergraduates' orthography, grammar, and vocabulary due to WhatsApp platform exchange. Furthermore, WhatsApp platform linguistic expression violates Standard English guidelines by incorporating word clippings and abbreviations (Javed et al., 2021; Wilson, 2018). Other scholars (Thamarai et al., 2020; Al-Rahmi et al., 2013) argued that WhatsApp platform's messaging format has made linguistic expression informal and abbreviated, transforming exchange styles. With 90% of youths owning mobile phones and 96% actively texting (Aydin, 2012), the proliferation of electronic jargons has significantly altered vocabulary use.

Communication theorist McLuhan argued that media technologies shape linguistic expression use, as each medium imposes its own linguistic characteristics (as cited in Aydin, 2012). Similarly,

Tannen examined how electronic platforms such as WhatsApp platform affect correspondence, emphasizing that the written nature of messages may lead to misinterpretations. A study by Saraswathy et al. (2014) revealed that the spoken linguistic expression of Malaysian youths has deteriorated from conventional standards due to excessive use of nonstandard social media correspondence. Youths often acquire online linguistic expression through peer imitation, such as using leet instead of elite, which represents a complete departure from conventional usage.

While many scholars (Aydin, 2012; Plester, 2008; Kathleen & Anuhea, 2010; Foster, 2011; Craig, 2003) agree that social media deteriorates pupils' vocabulary and accuracy, others argue that it can facilitate linguistic expression learning. For instance, Rahimi et al. (2018) found that the messaging application WhatsApp enhances vocabulary acquisition, while Kabilan (2010) argued that social media boosts confidence, motivation, and communicative trust. Additionally, WhatsApp stimulates linguistic creativity through emojis, stickers, and other multimedia features, while also enabling cross-cultural exchanges (Yunus & Suliman, 2019). Crystal (2008) countered negative views, suggesting that the messaging application WhatsApp offers innovative linguistic expression practices. Moreover, its group chat feature promotes collaborative learning and interaction among larger networks (Nuuyoma et al., 2020).

Bouhnik and Deshen (2014) described WhatsApp platform as an effective tool for instant interaction and group interaction. In this context, WhatsApp platform Groups (WAGs) are central, offering low-cost messaging, the ability to maintain ongoing conversations, and a sense of trend participation.

Giyatmi et al. (2017) and Baruah (2012) point out that WhatsApp platform enhances organizational correspondence across schools, institutions, and communities. Similarly, Montag et al. (2015) noted that WhatsApp platform is among the most important smartphone applications, supporting both text and voice messaging. Finally, WAGs encourage collective conversations that generate unique vocabularies, some of which may be unintelligible to outsiders.

2.2.2 Trends from WhatsApp platform into Standard English

WhatsApp platform turns out to be one of the most popular social media people use in the world at large and in Cameroon precisely. Dr. Noveen J., Ezzah S., and Mahwish R. (2021), think that most undergraduates nowadays use WhatsApp platform and it has serious impact on their

reading abilities. The researchers listed above acknowledge that WhatsApp platform affects Standard English for sure because undergraduates are increasingly using abbreviations, intentional misorthography, and informal orthographies in their conversations because of their need to speak quickly. Students practice using slang, cut objects, and write incorrect sentences for their formal and academic written productions because of WhatsApp platform's influence. Herring (1999) noticed that technology correspondence has its own unique characteristics including omitting paralinguistic elements, excluding verbal pronouns, making use of emoticons and acronyms to save time. Other characteristics include the following: The creation of misspelt words, blended words, numeral-alphabet mixes and shortening words that destroy the norms of Standard English (Crystal, 2008). After conducting several surveys, Dr. Nuveen et al. (2021) discovered that English norms are being ruined for diverse reasons. Using shortening of words deteriorates the norms of standard English and it was duly proved by 36% of undergraduates who agreed and 42% who strongly agreed. In the same line, 60% of college undergraduates strongly agreed and 28% agreed that shortening lexical items in various ways lead them to make mistakes in their formal paper. It equally highlighted that excessive messaging via WhatsApp platform make undergraduates to become confemploymentd or double-minded while written production their formal paper resulting in orthography and grammar mistake.

2.2.2.1 Abbreviations and acronyms

Angela S. & Maria S. (2021), Ling and Baron (2007) all attested that, WhatsApp platform creates a sense of familiarity and understanding among it users because it is full of words shortening. Khairul Firdaus et al. (2017) studied the use of abbreviations and acronyms from WhatsApp platform linguistic expression on formal English written production and the results were quite interesting. The researcher selected 30 respondents comprising 15 males and 15 females to whom he distributed a questionnaire made up of five questions in order to collect data. He found out that, about 90 % of respondents employmentd WhatsApp platform daily while 10 % of them do not do so. He realized on the same occasion that 66, 7 % of people spent more than 4 hours daily on the app. From all this observations, Khairul (2017) came out with a total of 25 abbreviations and acronyms undergraduates constantly use on WhatsApp platform; it include the following: U (you), HV (have), RN (right now), DOC (documents), UR (your), TQVM (thank you very much), GUDNITE (good night), N (and), TQ (thank you), WC (welcome), WAN (want),

NUM (number), BTW (by the way), BCOZ (becaemployment), TMROW (tomorrow), TAT (that), B4 (before), WANA (want to), TIZ (this), IDK (I don't know), ABT (about), B (be), CN (can), THX (thanks), R(are). In the same view, they notified that 36 % of the abbreviations and acronyms employed in WA by the respondents appear in their formal written production and, based on these findings, the concluded that, using WhatsApp platform on a daily basis and without proper control can result in the inappropriate use of linguistic expression. Though WA acronyms and abbreviations foster the interaction, they can also show a significant impact on undergraduates' written production performance if there is no proper monitoring (Freudenberg, 2009 & Salema, 2013). Other acronyms and abbreviations such as LOL (laugh out loud), BRB (be right back), ATM (at the moment), JGH (just got home), IDK (I don't know), FYI (for your information), OMW (on my way) have become widely employment that they have become part of everyday linguistic expression for many people (Angela S., 2021). It was then concluded by Angela (2021) that, 53 % of people use acronyms in their daily life while 40 % of media users use shortening of words including "msg" instead of "message", "gonna" instead of "going to" and "tnx" instead of "thanks". It is clear that WhatsApp platform linguistic expression violates the norms of Standard English linguistic expression. Thangaraj & Maniam (2015) explain that one of the characteristics of young learners in using written interaction is using colloquial abbreviations and trendy acronyms.

Based on this statement, trendy acronyms imply that undergraduates tend to use this type of word formation to show their level of prestige in using linguistic expression. Moreover, undergraduates regularly used acronyms to shorten the form of words in their processing and composition of simpler and faster versions. They also developed an efficient way of having multiple chats with others through this process. This is in line with Ross (2006) and Mustafa, Kandasamy & Yasin (2015), who state that people are becoming more obsessed with the value of time. In addition, undergraduates' tendency to use trendy acronyms and an obsession regarding time as an invaluable shortcoming during interaction became the main reasons for creating and using an acronym in their written interaction in WhatsApp platform group. Abbreviations that are used in WhatsApp platform may be distinguished into two categories known as initialisms and omissions.

2.2.2.2 Initialisms

Initialisms are words formed from initial letters of words or word phrases. Crystal mentions that people use initialisms for centuries. "The Latin initialism pm (post meridiem 'after midday') is first recorded in English in 1666, NB (nota bene 'note well') in 1673." He further mentions initialisms coined a long time ago like RIP (rest in peace), ETA (estimated time of arrival), ND (no date) or AKA (also known as). To present the most common ones used in the Internet exchange, we made a research based on comparing several websites and books. According several research works, we may present the list of commonly used initialisms on the Internet: BRB (Be right back), AFAIK (As far as I know), ASAP (As soon as possible), TBH (To be honest), WTF (What the fuck), TTYL (Talk to you later), OMG (Oh my god), BTW (By the way), LOL (Laugh out loud), IDK (I don't know), IMHO (In my humble opinion), FYI (For your information).

2.2.2.3 Omitted letters

An initialism is a word, where all the letters are omitted except the first one. Nevertheless, there is also other case, where the word is shortened by omitting the letters from the middle. Crystal further explains that these omitted letters are usually vowels, but it can also be the final, silent consonants or other parts. But he also adds that the letters from words can be omitted in many different ways, e.g. " tonight" as "tnight", tonyt, "tonite", "tonit", "2nt", "2night", "2nyt", "2nite" etc. We can thus say that there is no written rule how to write an omission, the writer makes a decision oneself. We found examples in Crystal's book called Txtng The Gr8 Db8 (2008, pp.46-47), some of them are: tmrw (tomorrow), aftn (afternoon), msg (message), btwn (between), xlnt (excellent), txtng (texting), difclt (difficult), amt (amount).

Aydin (2012) theorized that abbreviated linguistic expression developed on social technological platforms is severely interfering with the vocabulary of undergraduates negatively.

2.2.2.4 Non-standard orthography

According to Crystal, people tend to misspell both unconsciously and deliberately. Nonstandard orthography also includes representations of informal or regional speech. Nonstandard orthography is nowadays employed without any sanction in conversational settings, but since 18th century, it was heavily penalized in traditional composition. Nonstandard orthography does not have to be considered as a lack of education but simply a lack of editorial

revision or typing inaccuracy. It is widely employed to reflect the pronunciation. Examples of nonstandard orthography, which are in the following list were taken from Crystal's book called Txtng The Gr8 Db8 (2008, pp.48-49): Fone (phone), dunno (don't know), luv (love), gonna (going to), thru (through), wanna (want to), sum (some), wassup, sup (what's up), wot (what), gizza, gissa (give us a), ya (you), dat (that), wiv (with), sorta (sort of), Ova (over).

2.2.2.5 Clipping

In linguistics, clipping is the word formation process which consists in the reduction of a word to one of its parts (Marchand, 1969). According to Simanjuntak (2012), clipping is also known as shortening. He continues stating that clipping currently has become a popular word formation; commonly it is used in written production activities as well as in correspondence using WhatsApp platform application. Clipping process happens when a word of more than one syllable is reduced to a shorter form (Yule 2010, p.56). According to Marchand (1969), clipping is a word formation process that consists in the reduction of word to one of its parts. It can also be seen as a process that shortens a polysyllabic word by deleting one or more syllables (O'Grady and Guzman, 2006 p 157). Several authors talked about clipping but the most recent is Hosseinzadeh (2014, p. 19) who divided clipping in four main stages, which are back clipping, fore clipping, middle clipping and complex clipping. A study performed by Ikhsan et al. (2021) testifies that clipping is the most common word formation process employmentd by people on WhatsApp platform. The research was done using a total of 118 words collected from WA and the following results were established: there were 53 words of back clipping (28 %), 16 words of fore clipping (8,7 %), 3 words of middle clipping (1,6 %) and 116 words of complex clipping (61,7 %) so complex clipping is the most employed form of clipping. Ikhsan et al. (2021) also differentiate between the four types of clipping: Back clipping or apocopation is when the beginning of a word is retained for instance "fabulous" becomes "fab", "gasoline" becomes "gas", "websites" becomes "web" and "examination" become "exam". Fore clipping or aphaeresis retains the final part of the word as it is the case of "airplane ‘which becomes "plane» and "telephone" which becomes "phone". In the middle clipping or syncope, the middle of the world is retained; for example, "refrigerator" becomes "fridge", "detective" becomes "tec". The complex clipping on its own include shortening of a compound word by preserving and combining its initial parts as grandmother becomes granma and television becomes teve.

This trend showed a tendency for users to express these alterations fluently as a part of normal speech. To emphasize, users tried to shorten and simplify the words by omitting the existing vowels or tried to omit the first, last, and both first and last syllable of the words. Key to note is user preference to form new expressions that could be pronounced authentically as if already part of original or first linguistic expression practice. This process of clipping would be the leading choice for users in producing new expressions in online written exchange. Clipping is employed in both written and spoken linguistic expression. This is different from abbreviations, which are employed mostly in composition. We use clipped words to change the formality of spoken and written linguistic expression and for simpler and more efficient exchange.

2.2.2.6 Logograms

According to Crystal (2001), logograms refer to "the use of single letters, numerals and typographic symbols [which] represent words, parts of words, or even noises associated with actions". Logograms in texting may be utilized alone or in combinations. Logograms are mostly used for text messaging on WhatsApp platform. Words are reduced using either word representation symbols or symbols whose names sound like a syllable in a word (Ayan, 2020). According to Dr. Tahmeena et al. (2022) And Hona Sterbova (2018), some examples of logograms include the following:

*** B..... Be**

*** C..... See**

*** O..... Oh**

*** R..... Are**

*** 4..... for**

*** 8..... Ate**

*** Y..... why**

*** U..... You**

*** D..... The**

*** b4..... before**

*** 2..... to**

* 2day..... today

* x..... kiss

* 4e..... forever

* gr8..... great

* no1..... no one

* zzz..... sleeping

2.3. Effects of WhatsApp platform

Having been introduced to the masses in 2009, the messaging application WhatsApp is a relatively latecomer to social media. Yet, its growth since then has been rapid (Silver, et al., 2019). With regard to engagement, while there has been anecdotal evidence of the messaging application WhatsApp playing a central role in civic as well as political engagement, negative effects of the messaging application WhatsApp have also been recognized, such as the platform being weaponized (Aizenkot and Kashy-Rosenbaum, 2018) and exposure to falsehoods (Ahad and Lim, 2014).

While Prinsloo (2014) and Nneumann et al. (2018) agreed that WhatsApp platform increases undergraduates' correspondence practices as well as their orthography, Denish Ouko O. & Alfred Akwala (2018) attested that WA is like a drug which when used negatively can cause serious damages to its users especially when they are undergraduates. Oche and Aminu (2010) said that, the excessive use of social media including Facebook and WA results to a massive decline in the academic performance of undergraduates in all learning institutions. Even though some people will blame teachers and educators for undergraduates’ poor performance in orthography, social media are not left out. Angela S. & Maria S. (2021), Ling & Baron (2007) observed that, majority of undergraduates who constantly make use of WA have created and adopted certain practices of composition including slang which help them to create a sense of familiarity and friendship among themselves. This linguistic expression used on WA by learners

is gradually becoming integral to their formal composition skills and it now has direct link with their class assessments as it alters the conventional way of orthography words as required professionally Obi, Adamu, & Sala (2012). According to Crystal (2004), the alteration of the English lexicon is caused by text messaging. He also said that, the use of social networking sites like Facebook, WHATSAPP, Instagram and Twitter has completely transformed how individuals bargain and connect with one another. People develop an informal vocabulary comprised of various irregularities, clipped and blended terms in order to communicate quickly and effectively Crystal (2004).

Dr. Noveen Javed et al. (2021) made researches on the different ways through which WA affects undergraduates' orthography. They used a questionnaire which they gave to fifty undergraduates of Punjab College and from the answers provided, the following conclusions were retained: WA has caused undergraduates' orthography system to be very weak. Similarly, WA acts in such a way that while written production formal papers, undergraduates become confused and double-minded and it results in orthography and grammatical mistakes.

WhatsApp platform's informal linguistic expression is employmentd by pupils in real life situation and it caemployments misunderstandings since it doesn't follow the norms of Standard English. The use of WhatsApp platform by learners affects them particularly males at various levels namely reading, orthography, syntax and grammar (Dr. Tahmeena et al., 2022). WA has peculiar effects on pupils such as media addiction and English alteration hence Fredrick Wilson's (2018) point of view, which says that, WhatsApp platform destroys pupils' linguistic expression skills. Social media generally caemployments a decline in the academic performance of pupils in all learning institutions in the world. Kimberly, Jeong & Lee (2009) assumed that, pupils spend their time in participating in social media activities rather than focusing on their studies and this causes decline in their academic performance.

Sherry Turkle has written extensively about the impact of technologies on human interaction. In her book "Alone together" (2020), she explains how platforms like WhatsApp platform can both connect and disconnect people from one another. In other words, Turkle (2020) saya that, alone together means that people nowadays don't have real connections or make real conversations at all despite being physically together. While they provide a way to stay connected,

Turkle suggests that, excessive use of such platforms can lead to a decrease in meaningful face-to-face interactions.

According to another research carried on by Lydia Ochuole et Al. (2023), pupils' frequency of WhatsApp platform application usage is significantly high. This finding is supported by WhatsApp platform; Facebook Statista (2018) statement that there are over a billion daily active registered subscribers of the WhatsApp platform app globally. WhatsApp platform transmits and receives 55 billion conversations daily. On a typical day, WhatsApp platform receives around 1 billion films and 4.5 billion photos. All over the globe, WhatsApp platform is accessible in sixty distinct linguistic expressions. WhatsApp platform recently introduced new features including two-factor authentication safety, Live calls via video, and a makeover which has rendered it more inviting for people utilizing it when it initially reached one billion users per month.

The outcome of this research is consistent with the finding of Sujit (2018) that WhatsApp platform had a negative influence on educational outcomes as opposed to facilitating better knowledge exchange among learners by rendering interaction simpler and more quickly. Additionally, WhatsApp platform consumes a significant amount of learning duration, which contributes to tardiness issues, undermines sentence organization and spelt words, caemployments learners to lose focus in class, makes it challenging to balance web-based activities like WhatsApp platform and studying, and prevents youngsters from finishing their homework and sticking to their personal learning schedule. The outcome of this investigation agrees with the finding of Golam (2015) that WhatsApp platform has a major negative impact on undergraduates' capacity to acquire knowledge, act correctly, and maintain life as usual. It interferes with study time and keeps them from doing their schoolwork. According to reports, the application in issue is very addictive. Becaemployment of the impact, individuals stop engaging in real-world activities. No one is able to cease talking, responding, or expressing their ideas. This study's finding is supported by Olubiyi's (2012) opinion that teenagers nowadays have become so involved in electronic interaction that many of them spend over twenty-four hours on the Internet.

Several learners have even been seen to constantly be "pinging," "2going," or "the messaging application WhatsApping" when lecturers are lecturing. The energy that should be better spent on education, academic research, and innovation is being squandered due to an obsession with making fresh connections via the Internet while spending much of the day chatting

about unimportant matters. This is so because from observation, most undergraduates get messages from their friends, family and course mates from the the messaging application WhatsApp application. They may not entirely use the the messaging application WhatsApp platform to send and receive relevant academic materials like solutions to assignments, examination question papers or lecture voice notes but may also use it to meet old and make new friends, and send videos, pictures and messages to loved ones.

The finding on the second hypothesis indicates that the usage of WhatsApp platform applications significantly influences undergraduates' academic achievement in Vocational Guidance (BED 4107). The finding of this study is supported by Ijeoma and Tusiima's (2017) finding that social media had a detrimental effect on undergraduate's academic achievement. Many learners face difficulties with schoolwork because of internet-based distractions. It is possible to see how the use of English is impacted by how they make use of social assistance websites in both formal and informal interactions. The reason is due to the requirement to employ concise styles of correspondence whilst messaging on one or more online sites due to a limitation of room along with the need to save money. Many frequently disregard and use identical shorter ways of expression in classes, particularly before examinations, to communicate with their pals because they are familiar with the conversational linguistic expression. They substitute words like "4" for "for," "u" for "you," and "d" for "the," among other things. Any of the above might affect their education.

The finding of this study is consistent with Sharma and Shukla (2016) finding that the messaging application WhatsApp had both positive and negative effects on adolescents. It affects their everyday conduct, attitudes, and learning outcomes. It possesses a potently alluring appeal. The findings showed that youths invest more time using these portable electronics compared to what they do with their loved ones. Notwithstanding the reality that chat rooms have become generally accepted as important learning tools; it seems that undergraduates are squandering time there just for fun rather than learning.

To catch a few old friends or make new acquaintances, individuals spend an extensive amount of their day engaging in online activities. These learners sometimes blame various internet sites for a steady decline in their academic achievements. This suggests that just a tiny portion of learners have knowledge of the possibilities for connections, which electronic sites offer for both

career and learning purposes. The finding of this study agrees with Mohammad and Sonali (2019) finding that the messaging application WhatsApp may speed up and boost exchange, enhancing information flow, intellectual interchange, and relationships. It was found that the messaging application WhatsApp, specifically among higher learning schools, has a seriously detrimental effect on children's behavior, academic performance, and everyday interactions. This result is as reported because most pupils spend valuable time that could have been used to cover book chapters or a whole textbook on the messaging application WhatsApping. The time that should have been used to solve home assignments or research complex topics not understood in class is rather spent chatting meaninglessly with new acquaintances or going through their friends' statutilizations and updates.

According to Ola Takunbo et Al. (2023), there is this notion that people around the globe have been addicted to the internet (Kuss & Lopez-Fernandez, 2016) which has given rise to more pupils using WhatsApp platform social media more often than before. Students prefer to spend their time chatting, watching videos online, and doing online shopping instead of studying or reading their books, which may have a negative influence on their academic performance. According to Karpinski (2012), social media has a negative effect on pupils' achievement in the English Language as pupils tend to use the short form of words instead of orthography out the actual word which may get them used to and hinder their English-speaking and written production skills. Many pupils have, however, lost their written production abilities due to their level of WhatsApp platform social media usage (Kolhar, 2021). According to Ndaku (2013), the use of social media among secondary school pupils has reached high levels and has affected their study time, usage of grammar, word orthography, and academic performance. In addition, Yeboah and Ewur (2014) claimed that WhatsApp platform has an effect on pupils' academic performance.

2.2.3 WhatsApp platform and learners' academic performances

Bowen (2008) is worried about the alarming rate at which most pupils nowadays drop out of school yearly. According to him, many factors can be responsible for this, but the most relevant one is social media. As it was highlighted by Yang (2003), the degree of social media usage fundamentally determines its effects on the user. The majority of high schools lack the required knowledge and qualification to register for higher studies and the reasons are not far from the excessive use or addiction of social media by pupils and youths (Williams, 2008). Englander,

Terregrossa & Wang (2010) posits that, social media and the academic performance of the pupils are contradictory in a sense that, the disadvantages related to its usage are dominant to the advantages. According to them, pupils who use social media such as the messaging application WhatsApp permanently prefer being online rather than engaging in other relevant activities and it impacts on their educational performance. Another inquiry in the field was conducted by Karpinski & Vein. (2009) who explained that, social media users are different from non-users since they create very little or no time for their education. Similarly, Karpinski & Duberstein (2009) concluded that, social media usage and addiction is seen as a distraction and a disturbance to the current generation.

According to Fredrick Wilson (2018), the outcome of a survey by Lenhart in 2010 on social media posited out that about 57%of virtual platform users are learners who fall within the age of 18-29 and most of them have numerous profiles or accounts on several social platforms. Ajewole, Olowu & Fasola (2012) then noticed that, learners have serious issues with academic productivity and this is tributary to the time spent on social media. The point of view is supported by Khan U. (2009) who opined that, active social media users encounter deficit in their school presentation.

Kabilan (2010) came out with the positive aspect of social networking platforms. He said that using social media leads to English proficiency as it facilitates English learning. Craig (2003) & David (2008) concurred that, information sharing on social media which involves typing or texting in some ways contributes to enhance pupils' literateness and master of linguistic expression there by increasing their academic performance. Abdulkhaliq (2022) conducted a research study on WhatsApp platform and he discovered that, WhatsApp platform messages could be such a rich source for creative and spontaneous linguistic expression geared toward expression that is more individual. WA provide us with a unique view into linguistic expression and it's an interesting prototype for thinking about linguistic expression use, the various functions of this variety and how it is used to render different kinds of meaning. Sujit (2018) examined the impact of the web on the educational achievement of learners at Kondigre's Ideal Institute of Management and Architecture. Interviews and questionnaires served as the two main means of data collection. In order to accomplish this, information was gathered from sixty learners pursuing graduate along with bachelor's studies in corporate management using a standardized survey. Frequency counts were used for the data analysis. The research found that WhatsApp platform had an unfavorable

impact on educational outcomes as opposed to facilitating improved knowledge exchange for learners by rendering interaction simpler and more quickly. The investigation further indicates that WhatsApp platform consumes a significant amount of learning duration, which contributes to delay issues, undermines grammar and spelt words, cause learners to lose focus in class, makes it hard to balance electronic pursuits like WhatsApp platform and studying, and prevents youngsters from finishing their homework and sticking with their personal learning schedule.

With a similar spirit, Golam (2015) made an effort to research WhatsApp platform Messenger's effects on undergraduates at Begum Rokeya University in Rangpur, Bangladesh. A questionnaire approach was applied to the study's execution. The poll was carried out using an itinerary of questions. In this study, judgmental sampling was utilized. A poll was employed as the means of gathering data for the research and it was utilized to perform the investigation empirically using 200 participants. The research indicated that WhatsApp platform has a serious detrimental effect on learners, impairing their ability to learn, behave appropriately, and lead normal lives. It disrupts learning time as well as prevents their attention from finishing their homework. The programme in question is reported as extremely addicting. The effect is so strong that people abandon actual practical pursuits. Many of them deteriorate because of internet-related distractions. It is possible that learner's academic achievement is influenced by their usage of social programmes and websites. This is because when messaging on any of such networking sites, there is a necessity to employ shorter styles of expression due to space constraints and to save money. Many frequently lose track and employ identical brief types of expression in schools, particularly while taking examinations, to convey what they want to say to their pals becautilization they comprehend the protocol in the forum as well. Students utilize words like "4" instead of "for", "u" instead of "you", "d” instead of "the", and so on. Each of these factors might have an impact on their educational outcomes.

Ijeoma and Tusiima (2017) looked into the impact of Facebook and WhatsApp platform use on the educational outcomes of high school pupils in Rivers State, Port Harcourt City, Nigeria. The investigation involved 300 senior high school level two learners. Two study questions and accompanying assumptions were part of the study's objectives. The approach known as correlational research was used. The Social Networking Survey and the English Language Achievement Test constituted the two tools utilized to gather the responses. The Digital Media

instrument reliability score was 0.94, while the English Language Achievement Test's score was 0.82. The collected data were analyzed using basic and intricate regression methods. The results showed that WhatsApp platform had a statistically significant value of 0.01 indicating that it had a substantial effect on learners' use of the application on their schoolwork, and because the proportionate value was smaller than the alpha level of 0.05, the null assumption was disregarded.

Additionally, Sharma and Shukla (2016) conducted a sociological investigation to determine the effect of online transmitters, particularly WhatsApp platform, on young people. According to Sharma and Shukla's (2016) study, WhatsApp platform has both beneficial and bad effects on young people. Results indicated that young people devote more hours to these mobile devices than they are actually spending on their families. Whilst Internet forums are now universally recognized as critical instructional tools, it appears that learners have been wasting time on them by having fun instead of studying. People invest a lot of time in web-based actions if they wish to meet up with their current pals or establish new ones. These learners occasionally attribute a consistent drop in their performance to the numerous social media platforms. This demonstrates that just a handful of learners have knowledge of the possibilities for networking that such online media platforms provide for educational as well as professional reasons.

Kuppuswamy and Shankar (2010:1150) claim in their text "the effect of internet social networks on the academic lives of Youth" that social media outlets draw their interest and then redirect it to inappropriate as well as non-educational tasks, including useless chit-chat. On the flip side, it was noted that learners have social ties to one another by exchanging everyday knowledge and having discussions on a variety of subjects. This demonstrates that networking sites are advantageous to learners since they enhance their educational opportunities.

An investigation by Mohammad and Sonali (2019) that looked at how WhatsApp platform affected undergraduates in Surat and Navsari, Gujarat, is also worth mentioning. A structured survey was utilized to gather the responses of 105 participants as part of a method of quantitative investigation. There are a total of 25 items in the survey. The following four components of the data badly affected, beneficial, psychological shift, and essential were retrieved for the factor analysis. The results of the research showed that WhatsApp platform can facilitate quicker and more effective interaction, which improves the flow of data, exchange of thoughts, and interpersonal connections. It was discovered that WhatsApp platform has an enormously

detrimental effect on youngsters and negatively affects their conduct, schooling, and daily life, especially in higher education institutions.

Another research conducted by Ola Takunbo et Al. (2023) investigated the perceived influence of WhatsApp platform social media usage on the academic performance of secondary school pupils and their perception based on gender. This study was performed amongst 200 pupils, of whom 56% were male and 44% were female. The study reveals that the only application that the youth utilizations when they are spending time on their smartphone is WhatsApp platform. This finding agrees with Akomolafe (2019) which shows that most of the pupils are always engaged in social media. The result showed that most pupils use WhatsApp platform social media for assignments and group discussions towards better academic achievement. The results further indicated that the pupils agreed that they were more engaged with assignments that had WhatsApp platform embedded. This also agrees with Dangana's research (2016) which concluded that social media is a special platform that influences pupils' academic performance. Findings on the impact of WhatsApp platform social media on secondary school pupils' academic achievement in the English Language revealed that there are more positive impacts than negative impacts on their studies. The findings, therefore, agree with the result of Petrović et al. (2012). This finding is a clue that secondary school pupils should be encouraged in their use of WhatsApp platform social media for academic purposes to acquire relevant knowledge of the English Language. The findings also showed that WhatsApp platform social media could be used positively to improve the pupils' reading culture. WhatsApp platform social media platform has an intense reaction and this can assist in facilitating the pupils learning. The above study by Ola et al. (2023) showed that social media platform is used by pupils for both academic and non-academic purposes and does not influence negatively pupils' academic performance in the English Language except in the case of addiction. Lydia Ochuole et al. (2023) Conducted a research on the influence of WhatsApp platform on pupils' academic performances and it was realized that The outcome of this research is consistent with the finding of Sujit (2018) that WhatsApp platform had a negative influence on educational outcomes as opposed to facilitating better knowledge exchange among learners by rendering interaction simpler and more quickly. Additionally, WhatsApp platform consumes a significant amount of learning duration, which contributes to tardiness issues, undermines sentence organization and spelt words, cautilizations learners to lose focus in class, makes it challenging to balance web-based activities like WhatsApp platform and studying, and prevents youngsters from

finishing their homework and sticking to their personal learning schedule. The outcome of this investigation agrees with the finding of Golam (2015) that WhatsApp platform has a major negative impact on pupils' capacity to acquire knowledge, act correctly, and maintain life as usual. It interferes with study time and keeps them from doing their schoolwork. According to reports, the application in issue is very addictive. Becautilization of the impact, individuals stop engaging in real-world activities. No one is able to cease talking, responding, or expressing their ideas. This study's finding is supported by Olubiyi's (2012) opinion that teenagers nowadays have become so involved in electronic correspondence that many of them spend over twenty-four hours on the Internet. Several learners have even been seen to constantly be "pinging," "2going," or "WhatsApp platforming" when lecturers are lecturing. The energy that should be better spent on education, academic research, and innovation is being squandered due to an obsession with making fresh connections via the Internet while spending much of the day chatting about unimportant matters. This is so becautilization, from observation, most pupils get messages from their friends, family and course mates from the WhatsApp platform application. They may not entirely use the WhatsApp platform platform to send and receive relevant academic materials like solutions to assignments, examination question papers or lecture voice notes but may also use it to meet old and make new friends, and send videos, pictures and messages to loved ones. Another finding indicates that usage of WhatsApp platform applications significantly influences pupils' academic achievement in Vocational Guidance (BED 4107). In addition, it is supported by Ijeoma and Tusiima's (2017) finding that social media had a detrimental effect on learner's academic achievement. Many learners face difficulties with schoolwork as a consequence of internet-based distractions. It is possible to see how the use of English is impacted by how they make use of social assistance websites in both formal and informal interactions. The reason is due to the requirement to employ concise styles of correspondence whilst messaging on one or more online sites due to a limitation of room along with the need to save money. Many frequently disregard and use identical shorter ways of expression in classes, particularly before examinations; to communicate with their pals becautilization they are familiar with the conversational linguistic expression. They substitute words like "4" for "for," "u" for "you," and "d" for "the," among other things. Any of the above might affect their education. This finding is consistent with Sharma and Shukla (2016) finding that WhatsApp platform had both positive and negative effects on adolescents. It affects their everyday conduct, attitudes, and learning outcomes. It possesses a potently alluring appeal. The findings

showed that youths invest more time using these portable electronics compared to what they do with their loved ones. Notwithstanding the reality that chat rooms have become generally accepted as important learning tools; it seems that pupils are wasting time there just for fun rather than learning. To catch a few old friends or make new acquaintances, individuals spend an extensive amount of their day engaging in online activities. These learners sometimes blame various internet sites for a steady decline in their academic achievements. This suggests that just a tiny portion of learners have knowledge of the possibilities for connections, which electronic sites offer for both career and learning purposes. The finding of this study agrees with Mohammad and Sonali (2019) finding that WhatsApp platform may speed up and boost correspondence, enhancing information flow, intellectual interchange, and relationships. It was found that WhatsApp platform, specifically among higher learning schools, has a seriously detrimental effect on children's behaviour, academic performance, and everyday interactions. This result is as reported becautilization most pupils spend valuable time that would have been used to cover book chapters or a whole textbook on WhatsApp platforming. The time that should have been used to solve home assignments or research complex topics not understood in class is rather spent chatting meaninglessly with new acquaintances or going through their friends' statutilizations and updates.

A growing body of research has examined the impact of the messaging application WhatsApp use on pupils' composition skills and academic performance.

Samina Sarwat et al. (2021), Alrahmi et al. (2013), and others observed that the messaging application WhatsApp usage negatively influences pupils' orthography, grammar, and sentence structure in written English. Simui, Fabian, Mwewa, and Godfrey et al. (2014) further noted that the messaging application WhatsApp can caemployment lack of concentration during lectures, distract pupils from completing assignments, and interfere with private study schedules. The informal and conversational nature of WhatsApp platform has been cited as one of the major contributing factors. Students often adopt informal orthography, slang, abbreviations, and emojis in their exchange, which may spill over into academic written production. Dr. Noveen Javed et al. (2021) concluded that the normalization of such informal linguistic expression leads to consistent errors in formal assignments and written English.

Although the messaging application WhatsApp provides a practical correspondence platform, limitations exist. Gon and Rawekar (2017) observed that lecturers cannot obtain feedback from all

undergraduates simultaneously and may not be able to respond to every question due to time constraints.

However, Gachago et al. (2015) and Cevinkaya et al. (2017) argued that when used appropriately in universities, the messaging application WhatsApp can positively enhance teaching and learning processes. Similarly, Baran (2010) emphasized that the effects of social media depend fundamentally on how users choose to engage with it. In line with this, Choney (2010), and Mehmood and Taswir (2008) highlighted that technologies such as the internet can either positively or adversely influence undergraduate performance depending on the context of use.

Despite these considerations, the extent of the messaging application WhatsApp's impact on orthography and academic written production remains insufficiently established. Oche and Aminu (2010) point out that over-dependence on chatting has led to addictive behaviors among undergraduates, affecting their educational pursuits. Conversely, Wiley (2006) viewed social networking tools as valuable platforms for sharing knowledge and opportunities for learners.

2.2.4 Empirical review

Before the widespread adoption of smartphones and applications like WhatsApp platform, researchers studied the impact of Short Message Service (SMS) on vocabulary learning. Hayati et al. (2013) explored idioms, while Motallebzadeh, Beh-Afarin, and Daliry Rad (2011) focused on collocations. Many of these studies (e.g., Alemi & Lari, 2012) reported positive results compared to traditional teaching methods, although high SMS costs posed a limitation. Consequently, WhatsApp platform emerged as a more sustainable alternative since it is free and multifunctional (Barhoumi, 2015).

Tabe (2018) conducted a study entitled E-Morphology in Cameroon Social Media to investigate the morphological processes used by Cameroonians in online communication. The study adopted a qualitative descriptive research design and analyzed a corpus of 230 electronic messages collected from three communication platforms: e-mail, Facebook, and Yahoo Messenger. The data were examined using linguistic and morphological analysis to identify emerging patterns of word formation in digital communication. The findings revealed fifteen major word formation processes, namely accent stylization, clipping, borrowing, neologism, contraction,

onomatopoeia, substitution of numbers for letters, abbreviations, compounding, conversion, inflection, reduplication, hybridization, blending, slang, and emoticons. Among these, accent stylization, clipping, and borrowing were the most frequently used forms, while emoticons, slang, and blending occurred less frequently. The study found that users mainly employed these linguistic forms to save time, reduce typing effort, facilitate communication, and express creativity in online interactions. Tabe concluded that social media has significantly influenced language use among Cameroonians by promoting non-standard spelling patterns and innovative word formation processes.

Alobwede (2023), guided by Howard Giles' Communication Accommodation Theory, the study adopted a mixed-method approach involving questionnaires administered to 20 students and 7 lecturers, as well as the analysis of 50 students' examination scripts. The findings revealed that social media communication has significantly influenced students' formal writing through the frequent use of texting features. The study further showed that these features often appear in academic scripts, leading to spelling errors, punctuation problems, grammatical inaccuracies, code-mixing, and deviations from Standard English. Therefore, the study concludes that social media has become a major factor contributing to the deterioration.

Research specifically on WhatsApp platform's role in enhancing linguistic expression skills remains limited. One of the earliest studies by Fageeh (2013) investigated the effects of using WhatsApp platform to teach vocabulary to ESL undergraduates in Saudi Arabia. The experimental group, which received regular word lists and shared responses via WhatsApp platform, performed significantly better in posttests than the control group who relied on traditional paper assignments. Similarly, Lawrence (2014) reported that South African undergraduates improved their vocabulary when WhatsApp platform was employed to introduce words before reading exercises, particularly benefiting weaker learners.

Further evidence comes from Turkey, where Basal, Yilmaz, Tanrıverdi, and Sari (2016) found that first-year undergraduates studying idioms through WhatsApp platform achieved higher post-test scores than those taught using conventional classroom methods. However, not all studies supported these findings. For instance, Dehghan, Rezvani, and Fazeli (2017) found no significant difference between WhatsApp platform-aided vocabulary learning and traditional methods among

Iranian EFL teenage learners. The researchers attributed this to distractions, lack of clear conduct rules, and small sample size.

These mixed outcomes suggest that the effectiveness of the messaging application WhatsApp as a tool for vocabulary acquisition is not conclusive, indicating a continued need for further investigations across diverse contexts.

The advancement of mobile technology has profoundly reshaped interaction modes. Crystal (2008) identified variations of mobile text messaging such as SMSing, person-to-person messaging, and mobile messaging. This form of interaction fosters immediacy but also accelerates orthography deviations such as homophones (e.g., "w8"), shortenings (e.g., "uni"), misorthographys (e.g., "dprtmnt"), and stylistic representations (e.g., "plz") (Thurlow, 2003).

Shahzad et al. (2019) argued that technological advancements accelerate linguistic expression change, while Herring (1999) observed that technology-mediated interaction features unique characteristics such as omission of paralinguistic elements, heavy use of acronyms, and reliance on emoticons. Despite concerns that such practices threaten standards of English, some linguists suggest they may also revive creativity in linguistic expression use. For instance, Crystal (2001, 2004) argued that the internet and interaction platforms like the messaging application WhatsApp encourage users to create neologisms and playful linguistic variations, reflecting the diversity of modern societies.

The messaging application WhatsApp itself has become a central medium in this shift. Beyond simple texting, it enables instant messaging, voice and video sharing, file transfers, geolocation sharing, and group correspondence, making it highly popular among undergraduates. While these affordances enhance global interaction, they also accelerate the use of "textese"—a variety of shorthand involving blends of letters, numbers, and symbols. According to Crystal (2001), textese is striking because it represents (i) primitive, unedited written linguistic expression in a raw form, and linguistic versatility among young users who are able to innovate new forms of correspondence.

2.2.5 Conclusion

In conclusion, the existing literature presents a nuanced view of the influence of WhatsApp platform on undergraduates' orthography abilities in written English assignments. Several studies

indicate that WhatsApp platform use does not necessarily harm orthography accuracy, rather, it can enhance orthographic awareness and improve orthography performance in educational contexts. For instance, Verheijen and Spooren's (2023) experimental study with Dutch adolescents found that undergraduates primed with WhatsApp platform correspondence made significantly fewer orthography errors in their subsequent school written production tasks, suggesting a positive transfer effect from social media engagement to formal written production. Similarly, research on EFL learners has shown that frequent interaction on WhatsApp platform supports vocabulary growth and contributes to better orthography and word choice in English written production assignments, as undergraduates benefit from features like spell-check and contextualized linguistic expression practice (Almosa, 2023;).

However, other research highlights challenges linked to WhatsApp platform texting styles, which often involve non-standard orthographic forms and abbreviated linguistic expression that may negatively impact academic written production. In Nigeria, a study by Bukar Baruwa Mohammed (2024) demonstrated that the informal linguistic expression typical of WhatsApp platform texts can lead to increased orthography and punctuation errors in learners' academic written productions, suggesting a need for careful pedagogical intervention to mitigate negative effects. This finding is consistent with concerns raised in earlier literature that the fractured and informal nature of social media linguistic expression might interfere with the mastery of standard English orthography conventions (Thurlow, 2006; Jansen, 2004).

Overall, the literature underscores that the influence of WhatsApp platform on undergraduates' orthography in written English assignments is not inherently detrimental but depends on how the platform is integrated into learning environments. When WhatsApp platform is used as a deliberate pedagogical tool, providing undergraduates with opportunities to write, receive feedback, and engage in contextualized practice, it can enhance orthography skills and motivation to write. Conversely, unstructured or excessive exposure to WhatsApp platform's informal linguistic expression can pose risks to orthography accuracy.

CHAPTER 3: RESEARCH METHODOLOGY

3.0 Introduction

According to Dawson (2019), a research methodology is the primary principle that will guide your research. It becomes the general approach in conducting research on your topic and determines what research method you will use. A research methodology is different from a research method because research methods are the tools you use to gather your data (Dawson, 2019). The chapter bellows highlights key aspects of our topic including the research design, participants, data collection methods, data analysis and of course the ethical consideration.

3.1. Research design

Creswell (2007) defined a research design as a research technique used by a researcher to collect and analyses the data. The research design chosen for this study was the case study research design. This was because the study focused on a specific group, namely Level 1 students of the University of Yaoundé I. The case study design enabled the researcher to examine in depth the influence of WhatsApp on students' spelling in written English assignments within their real academic context. It also allowed the researcher to collect detailed data using different instruments such as written assignment analysis and questionnaires. Therefore, this design was suitable because it provided a comprehensive understanding of the problem within a defined population and setting.

3.2 Participants

The target population of this research comprised all Level 1 students enrolled in the Department of Bilingual Studies at University of Yaoundé I during the 2025–2026 academic year. This population was selected because students at this level are highly engaged in digital communication through WhatsApp while simultaneously adapting to university-level academic writing practices.

Given their frequent exposure to abbreviate and informal online language, these students constituted an appropriate population for examining the potential influence of WhatsApp language on spelling in written English assignments.

3.3. Sample and sampling technique

From the target population, a sample of 192 students was selected for the study through purposive sampling. This non-probability sampling technique was adopted because it allowed the researcher to intentionally select participants who actively use WhatsApp and who regularly engage in written academic activities in English.

The sample was considered representative of the study population because it included students with diverse linguistic and educational backgrounds. The selected participants provided relevant data for identifying recurrent spelling patterns associated with WhatsApp language practices.

3.4. Data collection methods

This study employed two main data collection methods, namely questionnaires and written assignments. The questionnaire was administered to 126 Level 1 students of the Department of Bilingual Studies at the University of Yaoundé I in order to collect information about their use of WhatsApp and their spelling practices. It also helped to identify students' attitudes towards the use of WhatsApp language. In addition, students' written assignments were collected and analyzed to identify spelling errors and determine the extent to which WhatsApp language influenced their academic writing. The scripts were coded according to recurring spelling patterns influenced by WhatsApp language. The use of these two methods enabled the researcher to obtain both self-reported data and actual evidence of students' spelling performance, thus enhancing the validity of the study.

3.5. Data analysis

To analyse the data for this study, the researcher combined quantitative and qualitative analysis based on the two instruments used: the questionnaire and the students' written assignments. First, the questionnaire data were analysed quantitatively by coding the responses and presenting them using descriptive statistics such as frequencies, percentages, and tables or charts. This helped to identify patterns in students' use of WhatsApp, such as how frequently they use the application, whether they use abbreviations, emojis, or shortened spellings, and their perceptions of how WhatsApp affects their writing. The responses were organized in tables and interpreted to show trends among the students. Second, the students' written assignments were analyzed qualitatively through content analysis. The researcher carefully examined the

assignments and identified spelling errors that reflect features commonly used in WhatsApp communication, such as abbreviations (e.g., u for you, b4 for before), omission of letters, phonetic spellings, or informal expressions. These errors were categorized into different types and counted to determine their frequency. Afterward, the results from both instruments were compared and discussed together in order to determine whether there is a relationship between students' WhatsApp usage and the spelling mistakes found in their academic writing. This triangulation of questionnaire data and written assignment analysis strengthens the reliability of the findings and allows the researcher to draw meaningful conclusions about the influence of WhatsApp language practices on students' spelling in formal English writing.

3.6. Ethical consideration

Ethical considerations were strictly observed throughout this study. Participation was voluntary, and informed consent was obtained from all Level 1 students of the Department of Bilingual Studies at the University of Yaoundé I. Students' identities were protected through anonymization and coding of data. Privacy was respected, as no private WhatsApp messages were accessed; participants only provided examples of the type of spelling they commonly use. Permission to collect data was obtained from the department, and all data collected was used solely for the purposes of this research. These measures ensured that the study adhered to the principles of confidentiality, privacy, and respect for participants.

3.7. Chapter conclusion

At the end, this chapter has presented the methodology adopted for the study. It explained the research design, target population, sample size, sampling techniques, data collection instruments, and procedures used in gathering relevant data. In addition, the methods employed for data analysis were described to ensure that the research objectives are adequately addressed. The chosen methodology was considered appropriate because it provided reliable and valid data for the study. The next chapter will focus on the presentation, analysis, and interpretation of the data collected from the field

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

4.0 Introduction

According to John W. Creswell (2018), data analysis and presentation involve organizing, summarizing, and interpreting data in order to answer research questions. Data presentation refers to the organization of data in tables, charts, or figures, while data analysis involves examining and interpreting the data to draw meaningful conclusions. This chapter presents and analyzes the data collected for the study focusing on Level 1 students of the University of Yaoundé I. The data were obtained through questionnaires (quantitative data) and students' written productions (qualitative data).

4.1 Data Presentation

This study adopted a mixed-methods approach, combining both quantitative and qualitative data collection techniques to better understand the influence of WhatsApp on students' spelling in written English assignments.

4.1.1 Presentation of quantitative Data

The quantitative data were collected through questionnaires administered to 126 Level 1 students of the bilingual studies department. The responses obtained are presented using tables and charts to provide a clear overview of the participants' answers.

4.1.2 Presentation of qualitative Data

Qualitative data consist of non-numerical information such as words and sentences that help explain human behavior and experiences. In this study, qualitative data were collected from students' written assignments. A total of 66 students were assessed on a given topic. The data are presented through extracts from students' scripts, grouped according to recurring spelling errors identified in the corpus.

4.2 Data analysis

This section provides an analysis of both quantitative and qualitative data collected in the study.

4.2.1 Quantitative data analysis of questionnaires

This part presents the analysis and interpretation of the data collected through the questionnaire administered to Level 1 students of the University of Yaoundé I. The purpose of this analysis is to examine students' use of WhatsApp and to assess its influence on their spelling in written English assignments. The results are presented according to the different sections of the questionnaire, namely personal information, WhatsApp usage, WhatsApp and spelling, students' opinions, and open-ended questions.

Each result is accompanied by a detailed interpretation aimed at explaining its significance in relation to the objectives of the study. The analysis seeks to identify trends, patterns, and relationships within the data while highlighting the perceptions and experiences of respondents regarding the impact of WhatsApp on their academic spelling. Through this process, the study provides evidence-based findings that contribute to a better understanding of how digital communication practices may influence students' written English.

The quantitative strand of this study consists of the numerical measurement of error features identified in the writing production of L1 learners via WhatsApp electronic communication. Following the analytical framework adopted by AbuSa'aleek (2015), Thurlow & Brown (2003), and Plester et al. (2009), each error was counted and its relative frequency calculated as a percentage of the total corpus of 198 errors. The results are presented in Table 1 and illustrated in Figure 1. This numerical dimension allows for an objective comparison of the distribution of error categories and the identification of the most and least frequent features in the learners' written output.

1- Personal information

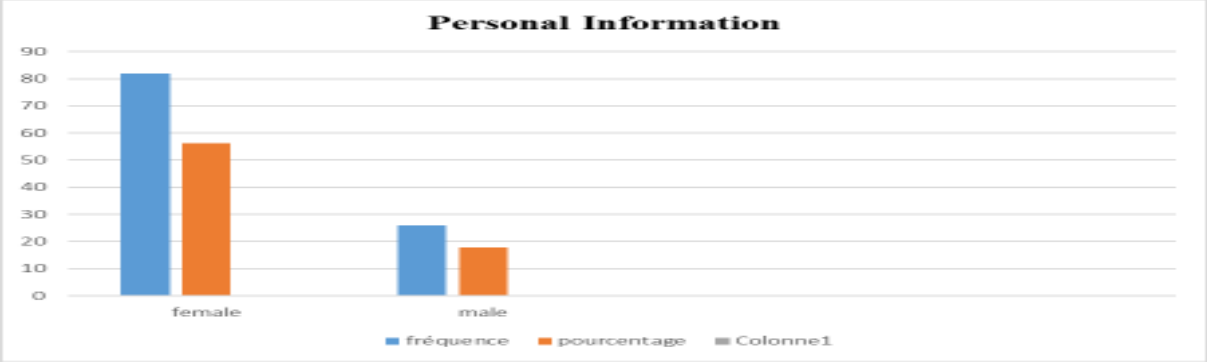


Figure 1: gender distribution of respondents

The predominance of female respondents suggests that the findings of this study are largely influenced by female students' experiences and perceptions. However, the participation of both genders provides a balanced perspective on WhatsApp usage and its impact on spelling. The high female representation may also reflect greater willingness among female students to participate in academic research activities.

2- Age

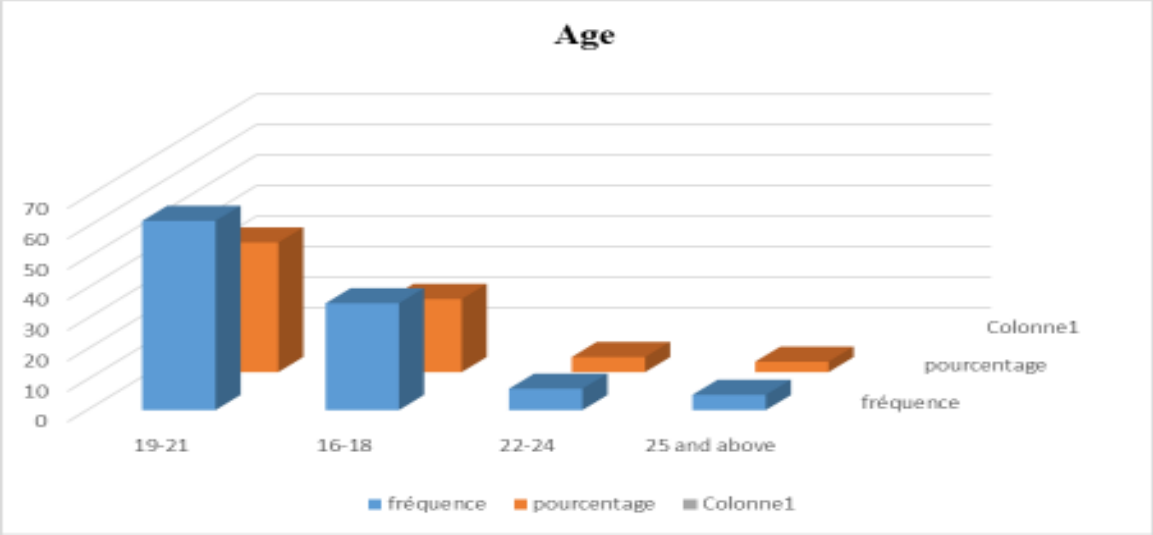


Figure 2: age distribution of respondents

Most respondents were between 19 and 21 years old (42.47%), followed by those aged 16–18 years (23.97%). Only a small proportion were above 22 years.

This result demonstrates that the majority of participants belong to the typical university age group. Individuals within this age bracket are generally active users of social media platforms and digital technologies. Consequently, they are highly exposed to WhatsApp communication patterns that may influence their writing habits.

The age distribution is appropriate for the study because young adults are among the heaviest users of WhatsApp. Therefore, they constitute a suitable population for investigating the influence of social media on academic spelling practices.

3- Do you use WhatsA?

Table 1: respondents' use of WhatsApp

Value	frequency	percentage
yes	109	74.63
no	00	00

Approximately 74.66% of respondents reported using WhatsApp. The result confirms the widespread popularity of WhatsApp among university students. The platform has become an essential communication tool for academic, social, and personal interactions. Since the majority of respondents actively use WhatsApp, they are capable of providing reliable information concerning its effects on spelling and academic writing.

4- Frequency of WhatsApp usage

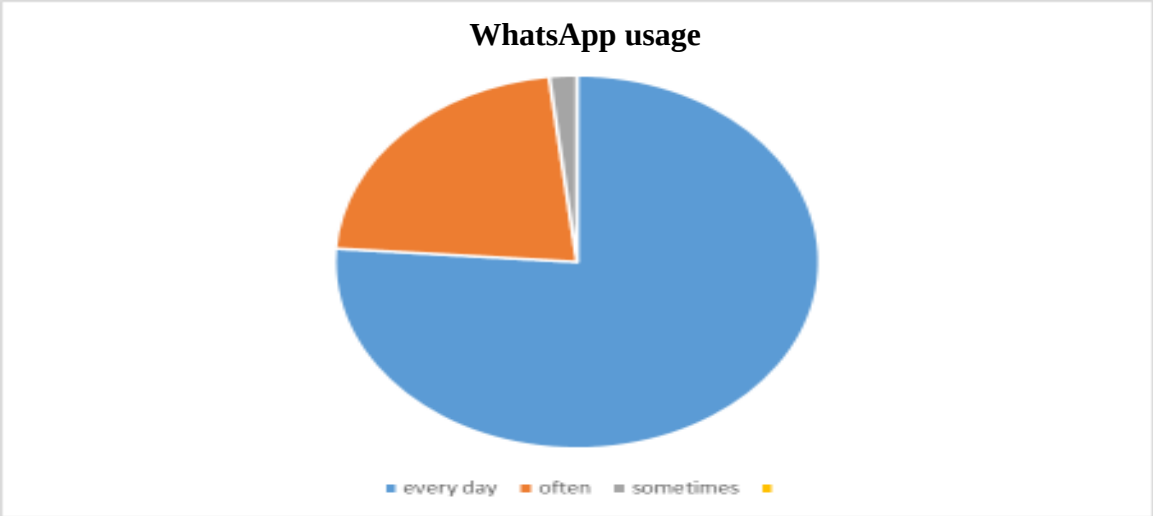


Figure 3: frequency of WhatsApp usage

More than half of the respondents (56.85%) reported using WhatsApp every day. Daily exposure to WhatsApp means that students are constantly interacting with written language in digital environments. Such frequent interaction increases the likelihood that communication habits acquired on WhatsApp may influence formal writing practices. The high frequency of usage suggests that WhatsApp has become deeply integrated into students' everyday lives, making its potential impact on spelling an important area of investigation.

5- How many hours do you spend on WhatsApp daily?

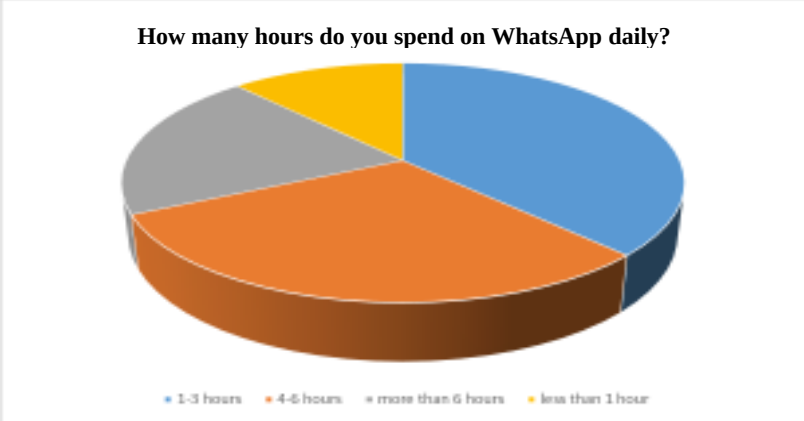


Figure 4: numbers of hours spent on WhatsApp daily

Most respondents spend between one and six hours daily on WhatsApp, while a significant proportion spend more than six hours. The findings reveal a substantial investment of time in digital communication. Extended exposure to WhatsApp increases contact with abbreviations, informal expressions, and non-standard spelling forms. The more time students spend on WhatsApp, the greater the possibility of adopting informal language habits that may eventually appear in academic assignments.

6- What language do you use on WhatsApp?

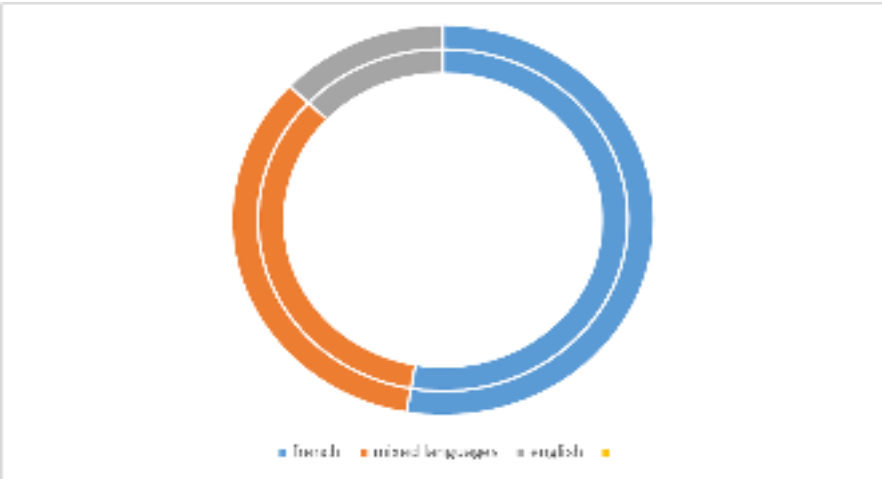


Figure 5: language use on WhatsApp

French was the most commonly used language (39.04%), followed by mixed languages (25.34%) and English (9.59%). This reflects the bilingual and multilingual context of Cameroon. Students frequently switch between languages during communication, which may contribute to spelling interference and code switching. The extensive use of multiple languages may explain some spelling difficulties observed among students, particularly when writing formal English assignments.

7- Do you use abbreviations when chatting on WhatsApp?

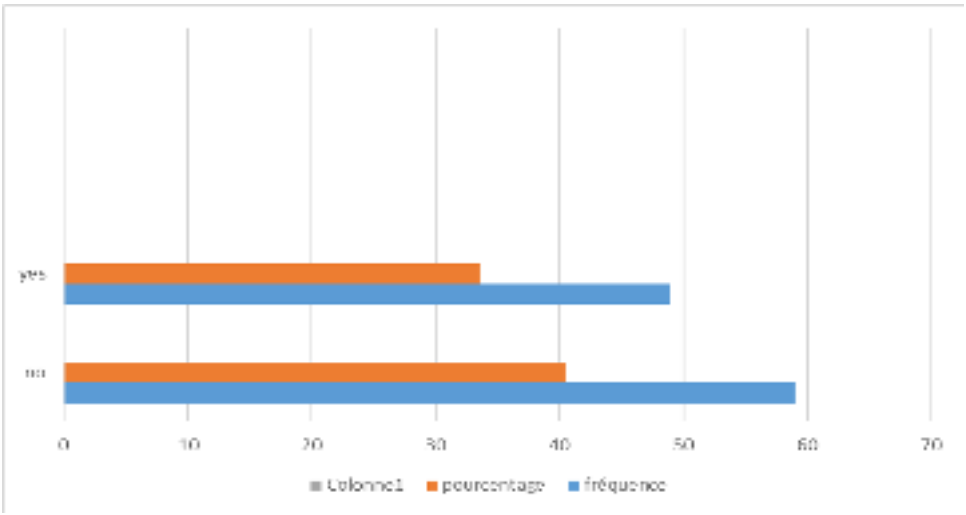


Figure 6: The use of abbreviation

Many respondents admitted using abbreviations during WhatsApp conversations. Abbreviations are an important feature of digital communication because they save time and simplify message exchange. However, repeated exposure to abbreviated forms can influence students' memory of standard spellings. This finding supports concerns raised by many scholars that social media communication encourages linguistic shortcuts that may negatively affect formal writing.

8- WhatsApp and spelling

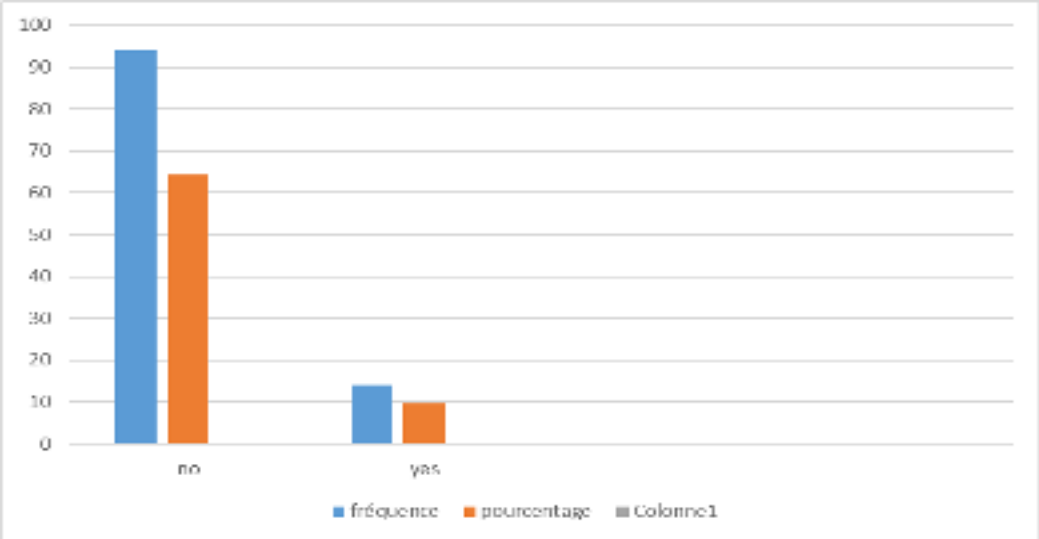


Figure 7: WhatsApp and spelling

More than half of the respondents acknowledged that WhatsApp has not influenced their spelling in English assignments. Moreover, students recognize that there is a relationship between their communication habits on WhatsApp and their academic writing performance. This result directly supports the central premise of the study that digital communication platforms can shape students' spelling practices.

9- Has WhatsApp influenced your spelling in English assignments?

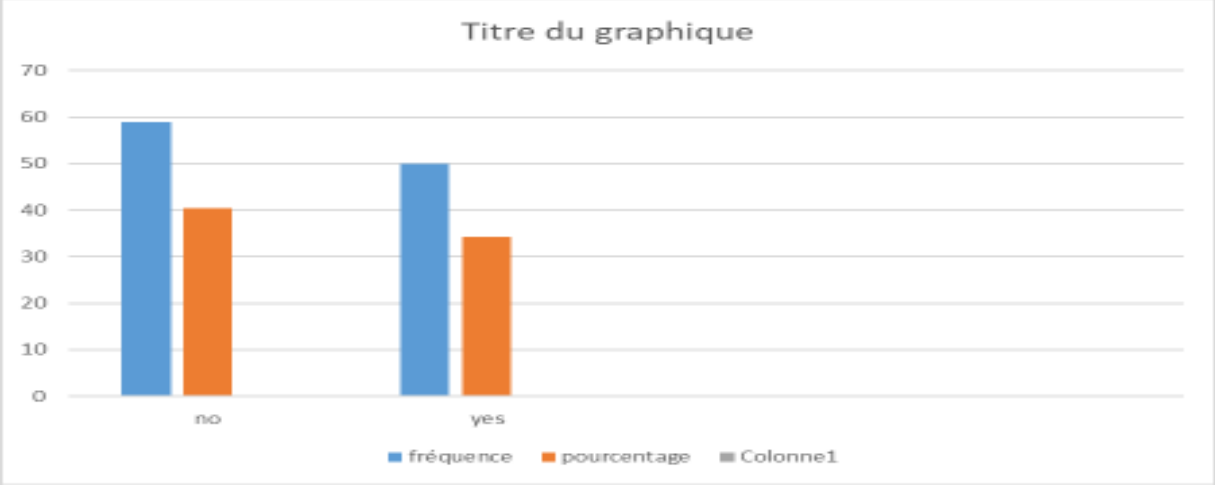


Figure 8: the influence of WhatsApp on spelling

- If yes, how?

Among respondents who acknowledged an influence, most stated that the influence was positive, while others reported negative or mixed effects. The findings suggest that WhatsApp serves both educational and non-educational functions. While it may expose students to new vocabulary and facilitate learning, it may also encourage non-standard writing habits. The dual nature of the findings demonstrates that WhatsApp itself is neither entirely beneficial nor entirely harmful. The outcome largely depends on the user's communication practices.

10- Do you make spelling mistakes in assignments because of WhatsApp chatting habits?

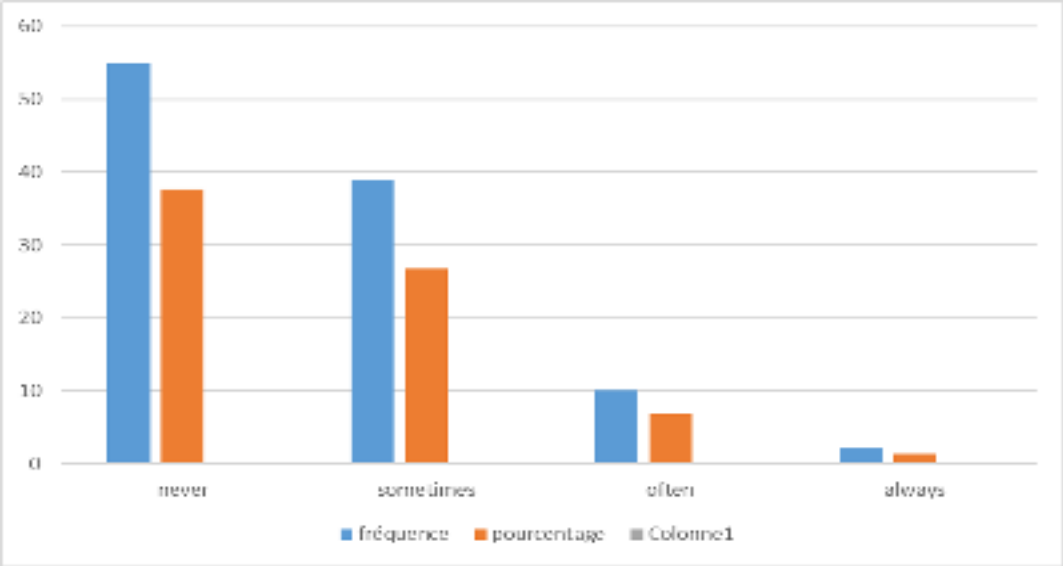


Figure 9: spelling mistakes in assignment

Most respondents indicated that they never or only sometimes make spelling mistakes because of WhatsApp. Students generally possess the ability to distinguish between informal digital communication and formal academic writing. Although the majority reported limited influence, the proportion of students admitting occasional spelling errors suggests that WhatsApp habits can still affect academic writing under certain circumstances.

11- Do you think WhatsApp improves your English spelling.

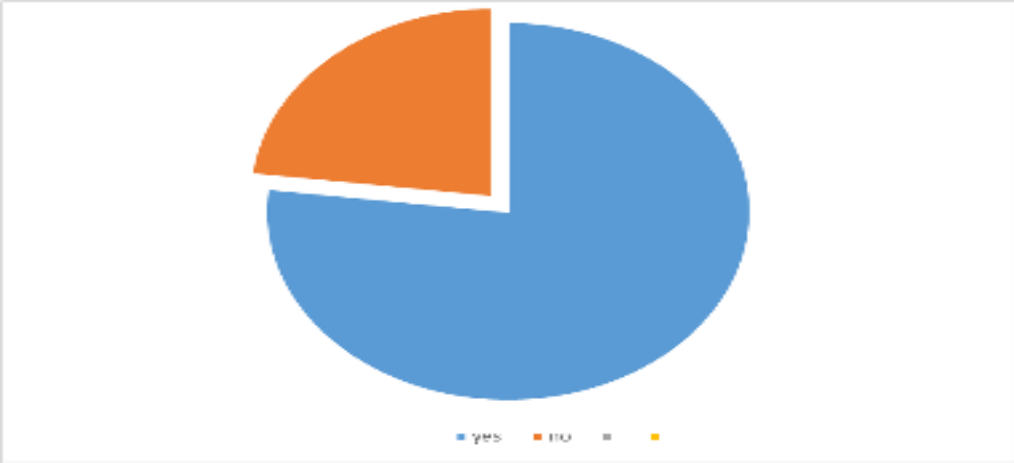


Figure 10: positive influence of WhatsApp on spelling

More than half of the respondents believed that WhatsApp improves their English spelling. Students perceive WhatsApp as a learning tool that helps them discover new vocabulary, practice English, and benefit from predictive text and autocorrect features. This finding highlights the educational potential of WhatsApp when used appropriately and purposefully.

12-Do you think WhatsApp worsens your English spelling?

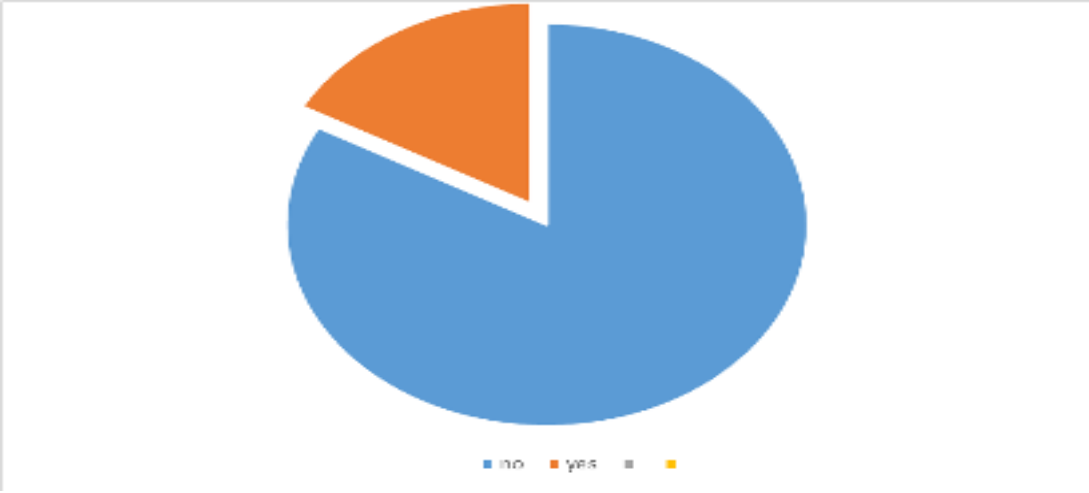


Figure 11: negative impact of WhatsApp on spelling

Most respondents disagreed that WhatsApp worsens spelling. Students generally view WhatsApp positively and do not perceive it as the direct cause of poor spelling. The result suggests

that spelling difficulties are more likely to arise from individual writing habits rather than from the application itself.

13-Students' opinion



Figure 12: students' opinion

The majority of respondents disagreed with statements suggesting that WhatsApp automatically damages spelling ability. Students believe that personal discipline and responsible usage determine whether WhatsApp affects spelling positively or negatively. This finding reinforces the idea that technology is merely a tool whose effects depend on the user's behavior.

14-I find it difficult to switch from WhatsApp language to formal academic English

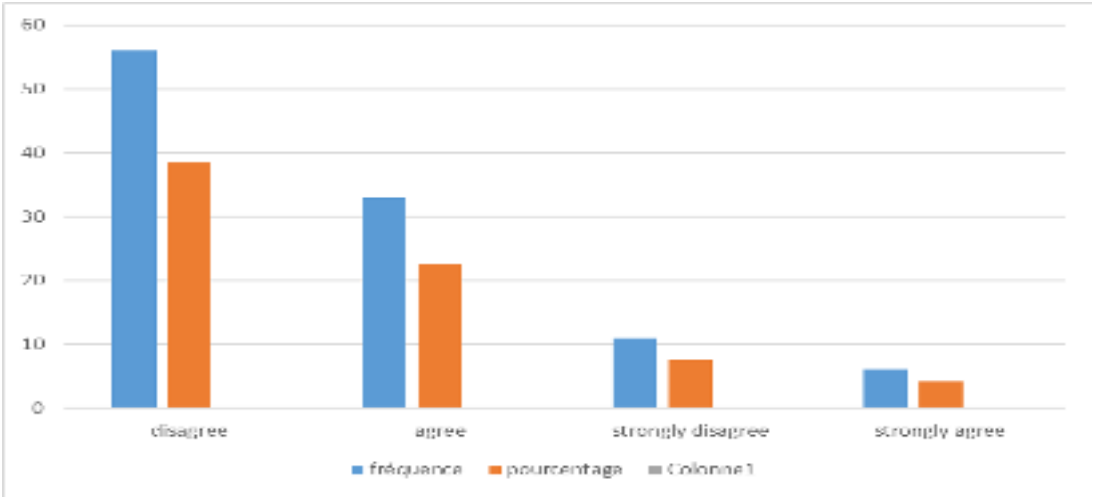


Figure 13: switching from WhatsApp language to formal academic English

Most respondents reported that they do not experience significant difficulty switching from WhatsApp language to formal academic English. Many students are capable of adapting their language according to context and audience. The ability to separate informal and formal registers demonstrates an important level of linguistic competence among the respondents. According to the results, it is clear that many respondents agreed that students should avoid excessive use of abbreviations. Students recognize that overreliance on abbreviated forms may affect spelling accuracy and language proficiency. This awareness is encouraging because it suggests that students understand the importance of maintaining correct spelling habits despite frequent social media use.

The analysis of both the quantitative and qualitative data collected from Level 1 students of the University of Yaoundé I reveals that WhatsApp plays a significant role in students' daily communication and has a noticeable influence on their spelling practices in written English assignments. The findings indicate that the majority of respondents are active WhatsApp users who engage with the platform frequently and for extended periods. Consequently, the linguistic habits developed through WhatsApp communication have the potential to influence students' academic writing.

The analysis of the open-ended responses showed that students commonly use abbreviations and shortened forms such as U, OMG, IDK, Bjr, Stp, and Cc during their WhatsApp conversations. These abbreviations are primarily used to save time, facilitate rapid communication, and make interactions more convenient. However, their frequent use exposes students to non-standard spelling forms and may encourage the development of informal writing habits. As a result, some students may unconsciously transfer these abbreviated forms into formal academic contexts, thereby affecting spelling accuracy and adherence to Standard English conventions.

Furthermore, students' perceptions regarding the influence of WhatsApp on spelling were not uniform. While a considerable number of respondents believed that excessive use of abbreviations negatively affects spelling by encouraging carelessness and reducing attention to correct word formation, others highlighted several positive contributions of WhatsApp. These include increased exposure to written language, acquisition of new vocabulary, opportunities for language practice, and assistance from predictive text and autocorrect features. This divergence of opinions demonstrates that the relationship between WhatsApp use and spelling development is complex

and multifaceted. Therefore, WhatsApp cannot be viewed solely as a source of spelling problems nor exclusively as a tool for language improvement.

The findings also revealed that students are aware of the potential challenges associated with excessive reliance on informal digital communication. Most respondents recommended practical strategies to minimize negative effects while maximizing the educational benefits of WhatsApp. These strategies include reducing the use of abbreviations, reading books regularly, consulting dictionaries, practicing formal writing, using educational applications, and consciously distinguishing between informal chat language and formal academic language. Such recommendations reflect students' understanding that spelling competence can be maintained and improved through conscious effort, self-discipline, and responsible use of technology.

Overall, the study demonstrates that WhatsApp exerts both positive and negative influences on students' spelling habits. On the one hand, the platform can contribute to language development by providing opportunities for communication, vocabulary enrichment, and exposure to written English. On the other hand, excessive use of abbreviations, code-switching, and informal writing styles may negatively affect spelling accuracy if students fail to separate social media language from academic writing conventions. Consequently, the impact of WhatsApp on students' spelling is determined not by the application itself but by the manner in which it is used.

The findings of this study suggest that WhatsApp should not be regarded as a threat to students' spelling development. Rather, it should be viewed as a technological tool whose effects depend largely on users' language practices and level of awareness. When used responsibly and educationally, WhatsApp can serve as a valuable resource for language learning and spelling improvement. However, students must remain vigilant, avoid excessive use of abbreviations, and maintain regular engagement with formal writing activities in order to preserve and strengthen their spelling competence in academic contexts.

4.2.3 Results

The qualitative strand complements the quantitative findings by providing a deeper interpretive dimension. Each error category is defined theoretically and illustrated with authentic examples drawn from the learners' WhatsApp messages. The analysis draws on the theoretical frameworks of Selinker (1972) for interlingual errors, Crystal (2001, 2008) for orthographic and

graphological deviations, Davis & Brewer (1997) for the nature of electronic discourse and Lee (2002) for non-native speaker interaction patterns in digital environments. This interpretive layer aims to explain not merely how frequently each error type occurs, but also what linguistic mechanisms underlie its production, whether rooted in L1 transfer, phonological approximation, morphological confusion, or the informal conventions of instant messaging platforms. Each error was counted and its relative frequency calculated as a percentage of the total corpus of 198 errors. The results are presented in Table. This numerical dimension allows for an objective comparison of the distribution of error categories and the identification of the most and least frequent features in the learners' written output. The following sections present and discuss each error feature identified in the learners' writing production, providing theoretical definitions, frequency statements, and corpus-based illustrations.

4.2.3.1 Substitution in learners' writing production

Substitution refers to the replacement of one letter or sound by another incorrect one within a word, producing a non-standard spelling while the word remains partially recognisable (Thurlow & Brown, 2003).

Substitution accounts for 52 occurrences, representing 26.26% of the total errors identified. The following table illustrates examples of substitution drawn from the learners' WhatsApp messages, together with their standard forms.

Table 2: Illustration of substitution & standard form

Feature of Error	Error Form	Standard Form
Substitution	fild	field
Substitution	bith	with
Substitution	nise	nice
Substitution	frestily	freshly
Substitution	mervellous	marvellous
Substitution	studie	study

4.2.3.2 Omission in learners' writing production

Omission refers to the deletion of one or more letters from a word, resulting in an incomplete form that may affect legibility (Crystal, 2008).

Omission accounts for 44 occurrences, representing 22.22% of the total errors identified. The following table illustrates examples of omission drawn from the learners' WhatsApp messages, together with their standard forms.

Table 3: Illustration of omission & standard form

Feature of Error	**Error Form**	**Standard Form**
Omission	Mathematic	Mathematics
Omission	letter	letters
Omission	surprised	surprising
Omission	requiement	requirement
Omission	univers	universe
Omission	fist	first

4.2.3.3 Addition in learners' writing production

Addition refers to the insertion of one or more superfluous letters into a word, producing a non-standard spelling that deviates from the conventional orthographic norm (Crystal, 2001).

Addition accounts for 28 occurrences, representing 14.14% of the total errors identified. The following table illustrates examples of addition drawn from the learners' WhatsApp messages, together with their standard forms.

Table 4: Illustration of addition & standard form

Feature of Error	Error Form	Standard Form
Addition	bigger	big
Addition	waouh	wow
Addition	hight	high
Addition	bbye	bye
Addition	welcomme	welcome
Addition	verry	very

4.2.3.4 Interlingual error in learners' writing production

Interlingual errors arise from negative transfer of the learner's first language (L1) into the target language, resulting in the direct borrowing or phonological adaptation of L1 lexical items (Selinker, 1972). Interlingual errors accounts for 19 occurrences, representing 9.60% of the total errors identified. The following table illustrates examples of interlingual error drawn from the learners' WhatsApp messages, together with their standard forms.

Table 5: Illustration of interlingual error & standard form

Feature of Error	Error Form	Standard Form
Interlingual error	Bibliotheque	Library
Interlingual error	geographie	geography
Interlingual error	traduction	translation
Interlingual error	departement	department
Interlingual error	selectif	selective
Interlingual error	coin	corner

4.2.3.5 WhatsApp jargon in learners' writing production

WhatsApp jargon refers to platform-specific informal expressions, interjections, and paralinguistic markers used within instant-messaging environments to convey emotion, hesitation, or social bonding (Crystal, 2008). WhatsApp jargon accounts for 11 occurrences, representing 5.56% of the total errors identified. The following table illustrates examples of WhatsApp jargon drawn from the learners' WhatsApp messages, together with their standard forms.

Table 6: Illustration of whatsApp jargon & standard form

Feature of Error	Error Form	Standard Form
WhatsApp jargon	hummm	hmm (hesitation)
WhatsApp jargon	yeah	yes
WhatsApp jargon	na/nah	no
WhatsApp jargon	ekiee	expression of surprise
WhatsApp jargon	ah	interjection
WhatsApp jargon	ahh ok	acknowledgement

4.2.3.6 Abbreviation in learners' writing production

Abbreviations are shortened forms of words or phrases created by omitting letters, widely used in electronic communication for economy of expression (AbuSa'aleek, 2013).

Regarding the corpus, abbreviations accounts for 7 occurrences, representing 3.54% of the total errors identified. The following table illustrates examples of abbreviation drawn from the learners' WhatsApp messages, together with their standard forms.

Table 7: Illustration of abbreviation & standard form

Feature of Error	Error Form	Standard Form
Abbreviation	bby	baby
Abbreviation	bb	bye bye
Abbreviation	cuz	because
Abbreviation	bro	brother
Abbreviation	diff	different

4.2.3.7 Morphological error in learners' writing production

Morphological errors involve incorrect application of morphological rules, including erroneous inflection, possessive marking, or derivational affixation in the target language (Plester et al., 2009).

From the data, morphological errors accounts for 7 occurrences, representing 3.54% of the total errors identified. The following table illustrates examples of morphological errors drawn from the learners' WhatsApp messages, together with their standard forms.

Table 8: Illustration of morphological error & standard form

Feature of Error	Error Form	Standard Form
Morphological error	sudenly	suddenly
Morphological error	attain	attend
Morphological error	lets	let's
Morphological error	pupil's	pupils
Morphological error	it's	its

4.2.3.8 Homophone error in learners' writing production

Homophone errors occur when a word is replaced by another that shares the same pronunciation but differs in spelling and meaning, reflecting phonological confusion in written production (Lyddy et al., 2014).

Homophone error accounts for 6 occurrences, representing 3.03% of the total errors identified. The following table illustrates examples of homophone error drawn from the learners' WhatsApp messages, together with their standard forms.

Table 9: Illustration of homophone error & standard form

Feature of Error	Error Form	Standard Form
Homophone error	no	know
Homophone error	hear	here
Homophone error	new	knew
Homophone error	hole	whole

4.2.3.9 Phonetic error in learners' writing production

Phonetic errors refer to non-standard spellings that approximate the phonological form of the target word based on its pronunciation, resulting in phonetically motivated but orthographically deviant forms (Lee, 2002).

Phonetic error represents 5 occurrences, representing 2.53% of the total errors identified. The following table illustrates examples of phonetic error drawn from the learners' WhatsApp messages, together with their standard forms.

Table 10: Illustration of phonetic error & standard form

Feature of Error	Error Form	Standard Form
Phonetic error	epoustoufly	astonishing
Phonetic error	waouh	wow
Phonetic error	oh waouh	oh wow
Phonetic error	ohh what	oh what

4.2.3.10 Phonetic spelling in learners' writing production

Phonetic spelling refers to the deliberate rendering of a word according to its perceived pronunciation rather than its conventional orthographic form, common in informal digital writing (Thurlow, 2001).

From the study data, phonetic spelling accounts for 5 occurrences, representing 2.53% of the total errors identified. The following table illustrates examples of phonetic spelling drawn from the learners' WhatsApp messages, together with their standard forms.

Table 11: Illustration of phonetic spelling & standard form

Feature of Error	Error Form	Standard Form
Phonetic spelling	sweatie	sweetheart
Phonetic spelling	Minuit	midnight
Phonetic spelling	R'cieve	receive
Phonetic spelling	attain	Attend

4.2.3.11 Informal error in learners' writing production

Informal errors encompass the use of colloquial, non-academic vocabulary that is inappropriate in formal written communication, reflecting register confusion in learners' digital output (Davis & Brewer, 1997).

In our corpus, informal error accounts for 4 occurrences, representing 2.02% of the total errors identified. The following table illustrates examples of informal error drawn from the learners' WhatsApp messages, together with their standard forms.

Table 12: Illustration of informal error & standard form

Feature of Error	Error Form	Standard Form
Informal error	mom	mother
Informal error	hahahahaha	laughing expression
Informal error	hahaha	laughing expression

4.2.3.12 Separation error in learners' writing production

Separation errors occur when a word that should be written as a single orthographic unit is erroneously divided into two or more separate elements (Crystal, 2008).

Separation error accounts for 3 occurrences, representing 1.52% of the total errors identified. The following table illustrates examples of separation error drawn from the learners' WhatsApp messages, together with their standard forms.

Table 13: Illustration of separation error & standard form

Feature of Error	Error Form	Standard Form
Separation error	to day	today
Separation error	good bye	goodbye

4.2.3.13 Clipping in learners' writing production

Clipping refers to the shortening of a word by dropping initial or final syllables while retaining the core meaning, a widespread strategy of linguistic economy in e-discourse (Crystal, 2008).

Clipping accounts for 3 occurrences, representing 1.52% of the total errors identified. The following table illustrates examples of clipping drawn from the learners' WhatsApp messages, together with their standard forms.

Table 14: Illustration of clipping & standard form

Feature of Error	Error Form	Standard Form
Clipping	amphi	amphitheatre
Clipping	cause	because

4.2.3.14 Initialism in learners' writing production

Initialisms consist of the initial letters of a set of words used as an abbreviation, representing one of the most frequently commented features of internet language (Crystal, 2001).

Initialism accounts for 2 occurrences, representing 1.01% of the total errors identified. The following table illustrates examples of initialism drawn from the learners' WhatsApp messages, together with their standard forms.

Table 15: Illustration of initialism & standard form

Feature of Error	Error Form	Standard Form
Initialism	RIP	Rest in Peace
Initialism	bb	bye-bye

4.2.3.15 Slang in learners' writing production

Slang refers to informal words and expressions used among particular groups, considered non-standard in academic or formal communication contexts (Thurlow & Brown, 2003).

In the present corpus, slang accounts for 2 occurrences, representing 1.01% of the total errors identified. The following table illustrates examples of slang drawn from the learners' WhatsApp messages, together with their standard forms.

Table 16: Illustration of slang & standard form

Feature of Error	Error Form	Standard Form
Slang	babe	term of endearment
Slang	bro	brother / friend

4.3. Chapter conclusion

This chapter presented and analyzed the data collected from Level 1 students of the Department of Bilingual Studies at the University of Yaoundé I in order to investigate the influence of WhatsApp on students' spelling in written English assignments. The analysis was based on a mixed-methods approach combining questionnaire responses from 126 students and written productions collected from 66 students.

The quantitative findings revealed that WhatsApp is widely used among students and constitutes an important means of daily communication. Numerous respondents acknowledged using abbreviations during online communication. Some students also recognized that these linguistic practices sometimes influence their formal writing.

The analysis of the written productions provided concrete evidence of the transfer of WhatsApp language features such as emojis, shortened spellings and many others into academic writing. A total of 198 spelling-related errors were identified and classified into different categories. Substitution errors were the most frequent (26.26%), followed by omission errors (22.22%) and addition errors (14.14%). Other categories included interlingual errors (9.60%), WhatsApp jargon (5.56%), abbreviations (3.54%), morphological errors (3.54%), and homophone errors (3.03%). These findings demonstrate that many students unconsciously transfer informal digital writing habits into formal academic contexts.

The results further indicate that although WhatsApp contributes to faster communication and greater exposure to written English, excessive dependence on informal digital language may negatively affect spelling accuracy. Nevertheless, the findings also reveal that not all students are affected in the same way. Some students successfully distinguish between informal communication and formal academic writing and therefore maintain acceptable spelling standards in their assignments.

Overall, the chapter establishes a clear relationship between frequent WhatsApp use and the occurrence of non-standard spelling forms in students' written English assignments. The findings suggest that WhatsApp has a noticeable influence on students' spelling practices, confirming the need for greater awareness of the differences between informal digital communication and formal academic writing.

CHAPTER 5: DISCUSSION OF RESULTS AND FINDINGS

5.0 Introduction

This chapter discusses the results and findings obtained from both the questionnaire administered to Level One students of the Department of Bilingual Studies at the University of Yaoundé I and the analysis of their written English assignments. The discussion is organized according to the research objectives and research questions. The findings are interpreted in relation to the theoretical frameworks underpinning the study, namely Error Analysis, Communication Accommodation Theory, Language Transfer Theory, and Computer-Mediated Communication Theory. Furthermore, the results are compared with previous empirical studies reviewed in the literature in order to establish similarities, differences, and contributions to existing knowledge concerning the influence of WhatsApp on students' spelling in formal academic writing.

5.1 WhatsApp usage among students and its implications for academic writing

One of the major findings of this study is that WhatsApp is extensively used by Level One students of the University of Yaoundé I. The majority of respondents indicated that they use WhatsApp daily, with many spending several hours on the application for social, academic, and personal communication. This finding confirms the widespread penetration of digital communication technologies among university students and demonstrates the central role WhatsApp plays in their daily lives.

The significance of this finding lies in the fact that the frequency of exposure to a linguistic environment increases the likelihood of adopting its language patterns. Since students spend considerable time communicating through WhatsApp, they are repeatedly exposed to abbreviations, clipped words, phonetic spellings, emojis, acronyms, and other forms of informal digital language.

This finding corroborates the works of Church and De Oliveira (2013), Gasaymeh (2017), and Awada (2016), who observed that WhatsApp has become one of the most dominant communication platforms among university students worldwide. Similarly, Ferreira (2020) argues that WhatsApp has transformed communication habits by encouraging rapid and informal exchanges that often differ significantly from conventional academic writing.

The high level of WhatsApp usage implies that students are continuously exposed to informal digital writing practices. Through repeated interaction with peers, these practices may become familiar and may subsequently influence formal writing.

Therefore, the findings suggest that the extensive use of WhatsApp creates conditions that facilitate the transfer of informal spelling habits into academic writing.

5.2 Influence of WhatsApp language on students' spelling habits

The findings revealed that a large proportion of respondents regularly employ abbreviations, contractions, acronyms, and shortened spellings while communicating on WhatsApp. Examples identified include "u" for "you," "b4" for "before," "cuz" for "because," "thx" for "thanks," and "plz" for "please."

This finding demonstrates that linguistic economy is one of the defining characteristics of WhatsApp communication. Users tend to prioritize speed and convenience over orthographic accuracy. Consequently, repeated exposure to such simplified forms gradually shapes students' spelling habits.

The finding supports Crystal's (2008) argument that digital communication encourages the development of textisms, which are non-standard forms of writing designed to increase communication efficiency. Similarly, Asare (2019) observed that students who frequently engage in texting often develop writing habits characterized by shortened forms and unconventional spellings.

Furthermore, the finding is consistent with Communication Accommodation Theory. According to Giles et al. (2007), individuals tend to adapt their communication styles to match those of their social groups. In WhatsApp interactions, students accommodate one another by adopting similar abbreviations and informal writing conventions. Over time, these forms become normalized and may unconsciously appear in formal academic contexts.

This finding therefore demonstrates that WhatsApp is not merely a communication tool but also a linguistic environment capable of influencing students' spelling behaviour.

5.3 Transfer of WhatsApp language into academic writing

Perhaps the most important finding of this study is that features commonly associated with WhatsApp communication were found in students' written English assignments.

The analysis of written productions revealed several categories of spelling errors, including omission errors, substitution errors, abbreviation errors, phonetic spellings, clipping, initialisms, slang expressions, morphological errors, and WhatsApp-specific jargon.

The occurrence of these errors provides concrete evidence that informal language practices developed through WhatsApp communication are transferred into formal academic writing.

This finding strongly supports Language Transfer Theory, which explains how linguistic habits acquired in one context may influence language use in another context. Students who repeatedly employ abbreviated and informal forms on WhatsApp may unconsciously transfer these forms into their academic assignments.

The finding also confirms observations made by Rafi (2010), who reported that frequent texting contributes to spelling inaccuracies in students' formal writing. Likewise, Ali et al. (2017) found that extensive use of social media platforms negatively affected students' writing accuracy because learners often reproduced texting habits in academic contexts.

The present study therefore provides empirical evidence that WhatsApp communication influences students' spelling behaviour beyond the digital environment.

5.4 Discussion of specific categories of spelling errors

A particularly significant contribution of this study is the identification and classification of specific spelling errors associated with WhatsApp usage.

Omission Errors

Omission errors constituted one of the most frequent categories identified in students' assignments. Learners often omitted letters from words, producing forms such as "becaus" instead of "because" and "frend" instead of "friend."

These errors reflect the tendency to shorten words in digital communication. Such simplification is encouraged by WhatsApp's informal nature and emphasis on speed.

The prevalence of omission errors suggests that repeated use of shortened forms may weaken students' attention to conventional spelling rules.

Abbreviation Errors

The presence of abbreviations such as "u," "b4," "thx," and "cuz" in formal assignments constitutes direct evidence of WhatsApp influence.

Unlike other spelling errors that may result from general language difficulties, abbreviation errors can be clearly traced to digital communication practices. Their appearance in academic writing demonstrates the extent to which students sometimes fail to distinguish between informal and formal writing contexts.

Phonetic Spellings

The findings also revealed a substantial number of phonetic spellings such as "gud" for "good" and "nite" for "night."

These forms are based on pronunciation rather than standard English orthography. Their occurrence supports Crystal's (2008) assertion that digital communication often promotes phonological representations of words.

WhatsApp Jargon, Slang, and Informal Expressions

Several scripts contained expressions commonly used in online communication but considered inappropriate in academic writing.

The use of such forms indicates that some students have become accustomed to informal communication styles and experience difficulties adjusting to the requirements of academic discourse.

Collectively, these findings reveal that WhatsApp influences not only individual words but also broader writing habits and language choices.

5.5 Students’ awareness of the influence of WhatsApp

The questionnaire results showed that most students acknowledged that WhatsApp affects their spelling and writing habits. Many respondents admitted that they sometimes use WhatsApp language in their academic assignments.

This finding is particularly interesting because it suggests that students are aware of the problem. However, awareness alone does not appear sufficient to prevent the transfer of informal forms into formal writing.

This situation can be explained by habit formation. Language behaviours that are practiced repeatedly tend to become automatic. Consequently, even when students recognize the inappropriateness of certain forms, they may still reproduce them unconsciously during writing tasks.

The finding highlights the need for educational interventions that go beyond awareness and focus on developing students' ability to switch effectively between informal and formal registers.

5.6 Positive contributions of WhatsApp to language learning

Although the study primarily investigated the negative influence of WhatsApp on spelling, the findings also revealed several positive effects.

Many respondents indicated that WhatsApp helps them: communicate in English more frequently; exchange academic information; learn new vocabulary; participate in group discussions; collaborate on assignments, and receive educational materials from classmates.

These findings support the works of Awada (2016), Bouhnik and Deshen (2014), and Gasaymeh (2017), who emphasize the educational value of WhatsApp in promoting communication, collaboration, and learner engagement.

The findings therefore suggest that WhatsApp should not be viewed solely as a source of spelling problems. Rather, its influence is dual in nature. While it facilitates learning opportunities, it also creates conditions that may encourage the use of non-standard language forms.

This duality confirms Baron's (2010) argument that the impact of technology depends largely on how it is used.

5.7 Implications of the findings for English Language teaching

The findings of this study have important implications for English language teaching at the university level.

First, lecturers should recognize that students increasingly operate within digital linguistic environments that shape their writing habits.

Second, there is a need to explicitly teach the distinction between informal digital communication and formal academic writing.

Third, spelling instruction should focus on helping students identify and eliminate common WhatsApp-induced errors.

Fourth, digital literacy should be integrated into language education so that students learn to adapt their language according to context.

Finally, educators should not discourage the use of WhatsApp entirely but should instead guide students toward responsible and academically appropriate usage.

Overall, the findings demonstrate that WhatsApp exerts a significant influence on the spelling practices of Level One students at the University of Yaoundé I. The influence is visible through the presence of abbreviations, omissions, phonetic spellings, clipping, slang, initialisms, and other informal language forms in students' written English assignments.

The study confirms that frequent participation in WhatsApp communication creates linguistic habits that may be transferred into academic writing. Nevertheless, the findings also reveal that WhatsApp possesses considerable educational potential when used appropriately.

Consequently, WhatsApp should not be regarded as inherently detrimental to academic writing. Rather, the challenge lies in ensuring that students develop the ability to separate informal digital communication from formal academic discourse. The findings therefore support the view that technology influences language use in complex ways and that its educational impact depends largely on users' awareness, linguistic competence, and communication practices.

This chapter discussed the findings obtained from the questionnaire administered to Level 1 students of the Department of Bilingual Studies at the University of Yaoundé I and from the

examination of their written English assignments. The analysis revealed that WhatsApp is deeply integrated into the daily communication practices of students, who use the platform frequently for both social and academic purposes. As a result, students are constantly exposed to informal linguistic forms such as abbreviations, acronyms, clipping, phonetic spellings, emojis, and other non-standard writing conventions.

The findings demonstrated that the frequent use of WhatsApp influences students' spelling habits and contributes to the appearance of non-standard forms in formal academic writing. The analysis of written assignments revealed several categories of spelling errors, including omission errors, substitution errors, abbreviation errors, phonetic spellings, homophone confusion, clipping, slang expressions, and other forms associated with digital communication. These errors suggest that some students unconsciously transfer linguistic features acquired through WhatsApp interactions into their academic work.

Furthermore, the study established that although WhatsApp offers important educational advantages such as increased communication, access to information, collaborative learning, and exposure to English language use, its informal nature may negatively affect spelling accuracy when students fail to distinguish between informal digital communication and formal academic writing. The results therefore confirm that WhatsApp has a noticeable influence on students' spelling practices, particularly among those who use the platform extensively and regularly engage in informal texting habits.

The findings also support the theoretical frameworks adopted in this study. Error Analysis helps identify and interpret systematic spelling patterns in students' written English. Communication Accommodation Theory demonstrates how students adapt their writing styles to conform to the linguistic norms of their peer groups. Similarly, Language Transfer Theory and Computer-Mediated Communication Theory help explain the transfer of informal digital language features into formal academic contexts.

However, the findings also revealed that not all students are equally affected by WhatsApp usage. Some students demonstrated the ability to separate informal online communication from formal academic writing and therefore maintained relatively accurate spelling in their assignments. This suggests that factors such as language proficiency, academic awareness, reading habits, and self-monitoring skills also play a significant role in determining spelling performance. Overall, this chapter has shown that while WhatsApp serves as a valuable communication and learning

tool, its influence on students' spelling cannot be overlooked. The findings highlight the need for greater awareness of appropriate language use across different contexts and emphasize the importance of promoting standard spelling practices in academic writing.

5.8 Conclusion

This chapter discussed and interpreted the findings of the study on the influence of WhatsApp on students' spelling in written English assignments at the University of Yaoundé I. The findings showed that WhatsApp is an important part of students' daily communication and is used for both social and academic purposes. Frequent exposure to the informal language commonly used on the platform creates opportunities for students to develop writing habits that may sometimes appear in their formal academic work.

The study revealed that WhatsApp has a noticeable influence on students' spelling practices. The analysis of the students' written assignments identified different categories of spelling errors, including omission, substitution, abbreviation, phonetic spelling, homophone confusion, clipping, slang, initialisms, and other forms associated with informal digital communication. These findings suggest that some students unconsciously transfer linguistic features from WhatsApp communication into formal academic writing.

However, the findings also demonstrate that the influence of WhatsApp is not entirely negative. The platform provides students with opportunities for communication, collaboration, vocabulary development, exposure to written English, and language practice. Students can therefore benefit from WhatsApp when it is used responsibly and for educational purposes. The major concern arises when students fail to distinguish between informal digital communication and formal academic writing.

The findings further indicate that students are generally aware of the possible negative effects of excessive use of informal WhatsApp language. They recognize the importance of reducing abbreviations, reading regularly, consulting dictionaries, practising formal writing, and consciously adapting their language to the context. This awareness provides an important basis for improving students' spelling and academic writing practices.

The study therefore concludes that WhatsApp should not be considered inherently harmful to students' spelling development. Rather, its influence depends largely on the way students use the

platform and their ability to distinguish between informal and formal language contexts. Appropriate guidance from lecturers, combined with students' conscious effort and regular practice in formal English writing, can help reduce the transfer of WhatsApp language into academic assignments while preserving the educational benefits of the platform. Overall, WhatsApp has both positive and negative implications for students' spelling and academic writing. The challenge is not to discourage its use, but to promote responsible digital communication and strengthen students' awareness of appropriate language use in different contexts.

GENERAL CONCLUSION

This study examined the influence of WhatsApp on students' spelling in written English assignments, with particular reference to Level One students of the Department of Bilingual Studies at the University of Yaoundé I. The research was motivated by the increasing use of digital communication platforms among university students and the growing concern that informal language practices common on WhatsApp may negatively affect formal academic writing.

The study sought to determine how WhatsApp influences students' spelling accuracy, assess the extent of this influence, identify the specific spelling errors associated with WhatsApp usage, and examine the implications of these errors for students' academic performance. To achieve these objectives, a mixed-methods approach was adopted, combining questionnaire data collected from 126 students with an analysis of written assignments produced by 70 students. This methodological triangulation made it possible to obtain both statistical evidence and concrete examples of spelling patterns occurring in students' academic writing.

The findings revealed that WhatsApp is widely used among Level One students and forms an important part of their daily communication practices. Most respondents reported using the platform frequently for social interaction, academic discussions, information sharing, and entertainment. The results also demonstrated that students regularly employ abbreviations, shortened spellings, phonetic forms, acronyms, and other non-standard writing conventions while communicating on WhatsApp.

The analysis of students' written assignments further showed the presence of numerous spelling errors that reflect features commonly associated with WhatsApp communication. These included omission errors, substitution errors, abbreviation forms, phonetic spellings, clipping, homophone confusion, informal spellings, and WhatsApp-specific jargon. Such errors indicate that some students unconsciously transfer informal digital writing habits into formal academic contexts. The study therefore confirms that there is a noticeable relationship between extensive WhatsApp usage and the occurrence of spelling inaccuracies in students' written English assignments.

However, the findings also revealed that the influence of WhatsApp is not entirely negative. A number of students demonstrated the ability to distinguish between informal digital communication and formal academic writing. Furthermore, WhatsApp was perceived by many respondents as a useful educational tool that facilitates communication, information sharing,

collaborative learning, and exposure to English language use. These positive dimensions suggest that the problem lies not in the platform itself but rather in the unregulated transfer of informal language forms into academic writing.

The study therefore concludes that WhatsApp exerts a significant influence on students' spelling practices. While the platform offers valuable opportunities for communication and learning, excessive exposure to informal digital writing conventions can contribute to spelling errors in academic work when students fail to adapt their language to formal contexts. Consequently, students must develop greater awareness of register differences, and educational stakeholders should implement strategies that encourage the maintenance of standard spelling conventions in academic writing.

Ultimately, this study contributes to the growing body of knowledge on digital communication and language learning by providing empirical evidence from the Cameroonian university context. It demonstrates that technological tools can simultaneously serve as educational resources and sources of linguistic interference, depending on how they are used. Therefore, a balanced and pedagogically guided use of WhatsApp remains essential for preserving the quality of students' written English.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

Recommendations to students

1-Students should consciously distinguish between informal communication on WhatsApp and formal academic writing.

2-They should regularly practice standard English spelling through reading academic texts, books, etc.

3-Learners should often proofread their assignments carefully before submitting in order to identify and correct spelling errors.

4-Students should limit or reduce excessive dependence on abbreviations, acronyms, phonetic spellings, and other non-standard forms when communicating on WhatsApp.

5-Learners should make use of dictionaries, grammar guides, and spelling-checking tools to improve their writing accuracy.

Recommendations to teachers and lecturers

Teachers should continuously sensitize students about the differences between digital communication language and formal academic writing.

More classroom activities focusing on spelling development and writing accuracy should be incorporated into English language courses.

Lecturers should provide regular corrective feedback on spelling errors found in students' assignments.

Writing workshops and remedial language programs should be organized to strengthen students' academic writing skills.

Educators should integrate digital literacy instruction into language teaching in order to help students use technology responsibly.

Recommendations to University authorities

The University of Yaoundé I should organize seminars and awareness campaigns on the responsible use of social media for academic purposes.

Academic support centers should be strengthened to provide assistance to students experiencing writing difficulties.

Language enhancement programs focusing on spelling, writing, and academic communication should be promoted within the university.

The institution should encourage the use of educational WhatsApp groups that promote correct language use and academic engagement.

Recommendations to educational policymakers

Digital literacy and online communication awareness should be integrated into university curricula.

Educational policies should encourage the responsible use of social media as a complementary learning tool.

Greater emphasis should be placed on academic writing and spelling instruction in higher education programs.

Universities should develop guidelines on appropriate language use in academic and digital learning environments.

SUGGESTIONS FOR FURTHER RESEARCH

Although this study provides valuable insights into the influence of WhatsApp on students' spelling in written English assignments, several areas remain open for further investigation.

Future studies could examine:

1- The influence of WhatsApp on other aspects of language use such as grammar, punctuation, vocabulary development, and sentence construction.

2- The positive contributions of WhatsApp to language learning, particularly in vocabulary acquisition, collaborative learning, and communication skills development

3-The role of digital literacy training in helping students maintain standard English spelling while benefiting from modern communication technologies.

In conclusion, further research is necessary to deepen understanding of the relationship between digital communication technologies and language development, particularly within multilingual educational contexts such as Cameroon.

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APPENDICES

THE INFLUENCE OF WHATSAPP ON STUDENTS' SPELLING IN WRITTEN ENGLISH ASSIGNMENTS: THE CASE STUDY OF LEVEL 1 STUDENTS OF THE UNIVERSITY OF YAOUNDÉ 1

Appendix 1:

SECTION A: PERSONAL INFORMATION

1. Gender

- ☐ Mle
- ☐ Female

2. Age

- ☐ 16–18
- ☐ 19–21
- ☐ 22–24
- ☐ 25 and above

3. Department

---

4. Do you use WhatsApp?

- ☐ Yes
- ☐ No

SECTION B: WHATSAPP USAGE

5. How often do you use WhatsApp?

- ☐ Every day
- ☐ Often
- ☐ Sometimes
- ☐ Rarely

6. How many hours do you spend on WhatsApp daily?

☐ Less than 1 hour

☐ 1–3 hours

☐ 4–6 hours

☐ More than 6 hours

7. What language do you mostly use on WhatsApp?

☐ English

☐ French

☐ Pidgin English

☐ Mixed languages

8. Do you use abbreviations when chatting on WhatsApp?

☐ Yes

☐ No

SECTION C: WHATSAPP AND SPELLING

9. Do you sometimes use WhatsApp abbreviations in your academic assignments?

☐ Yes

☐ No

10. Has WhatsApp influenced your spelling in English assignments?

☐ Positively

☐ Negatively

☐ Both

If yes, how?

11. Do you make spelling mistakes in assignments because of WhatsApp chatting habits?

☐ Always

☐ Often

☐ Sometimes

☐ Never

12. Do you think WhatsApp improves your English spelling?

☐ Yes

☐ No

13. Do you think WhatsApp worsens your English spelling?

☐ Yes

☐ No

SECTION D: STUDENTS' OPINIONS

14. WhatsApp has affected my spelling in academic writing.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

15. I find it difficult to switch from WhatsApp language to formal academic English.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

16. Students should avoid using abbreviations frequently on WhatsApp.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

SECTION E: OPEN-ENDED QUESTIONS

17. What are the common abbreviations you use on WhatsApp?

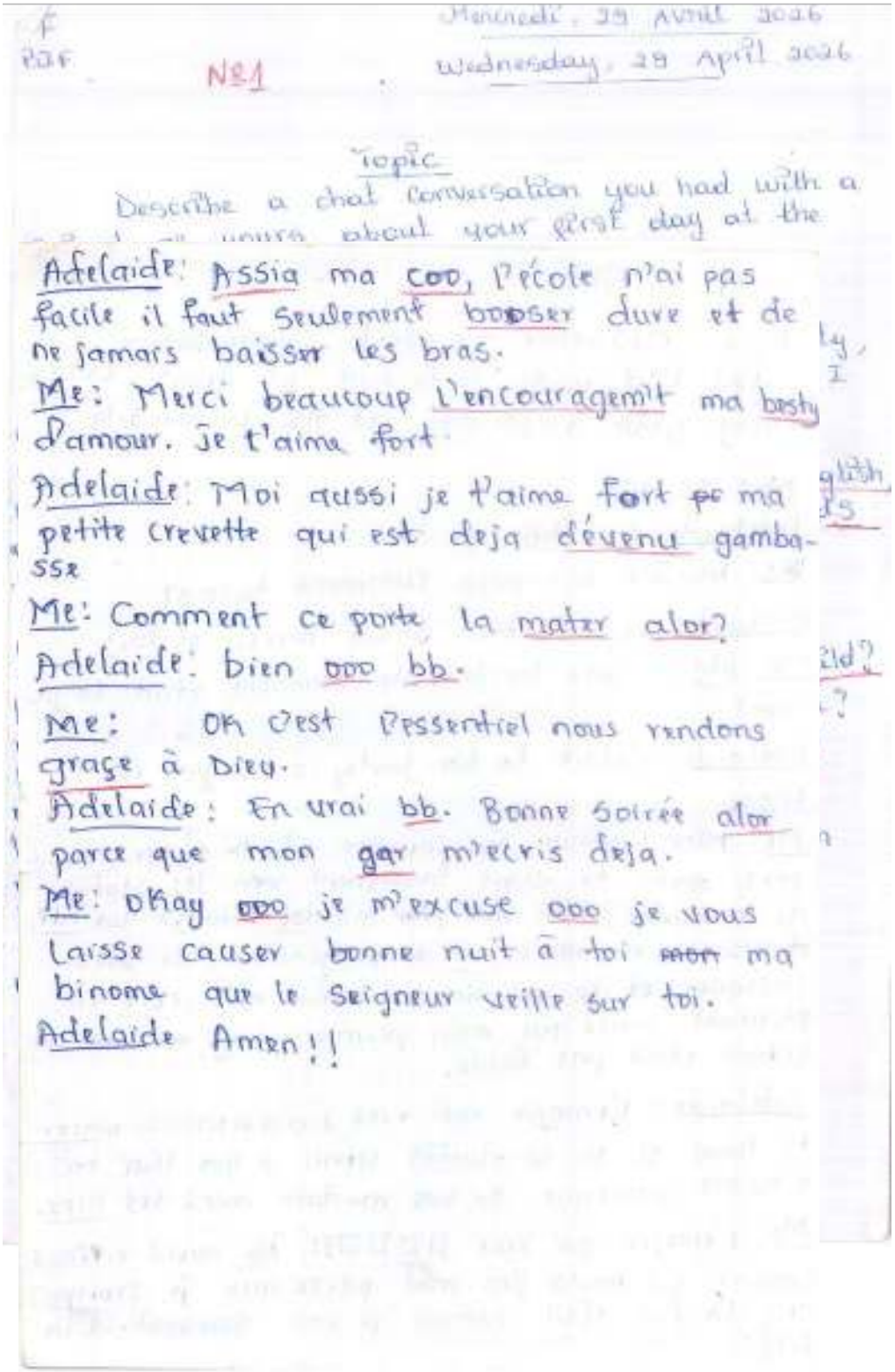
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18. In your opinion, how does WhatsApp affect students' spelling?

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19. What solutions can help students improve their spelling despite using WhatsApp?

Appendix 2:



Mercredi, 29 Avril 2026

FSF N°1 Wednesday, 29 April 2026

Topic

Describe a chat conversation you had with a [illegible] about your first day at the

Adelaide: Assia ma coo, l'école n'ai pas facile il faut seulement booster dure et de ne jamais baisser les bras.

Me: Merci beaucoup l'encouragemit ma besty d'amour. Je t'aime fort

Adelaide: Moi aussi je t'aime fort ~~pe~~ ma petite crevette qui est deja devenu gambasse

Me: Comment ce porte la mater alor?

Adelaide: bien ooo bb.

Me: OK c'est l'essentiel nous rendons grace à Dieu.

Adelaide: En vrai bb. Bonne soirée alor parce que mon gar m'ecris deja.

Me: OKay ooo je m'excuse ooo je vous laisse causer bonne nuit à toi ~~mon~~ ma binome que le Seigneur veille sur toi.

Adelaide Amen!!

F Bif

n°3

My first day at the University

Then was 16 October 2025. I came to the department of French (annex A). Then I say all the classmate. The teacher that I saw was Pr Dosso. He came an give. the program of 1st years on the discipline. He was also quite. He don't have long time an go. He was the lecture teacher who came that day. To continuous he go to say the dialogue of the class to take information refer to the planification program of school.

- Me: Hello My dear girl!
- Deleg: Hello!
- Me: excuse me to disteb you, I am new student, Can you help whith some information about the program cours?
- Deleg: yes!

So she give me all information that I have to

- Me: Thanks you!
- Deleg: you are welcome!

Then I go back home.

F. Elf. no 21

Topic : Describe a chap conversati you had with a friend of yours about your prior fe friend of yours about your first day at the university.

A

Me: Hello !

My friend: Hi! How was your first day you?

Me: Bet I am feling fine and you?

Friend: Fine, thank. How was yours first day in university?

Me: My first day in university was verey bad!

friend: why?

Me: Because at that university is very big. I was confuse. I was late to clame because I was looking for my class. it was very from wrong.

Friend: oh very sorry ! I hop that you no forgdie to the class.

Me: yes I ano.

Friend: See you After.

Me: thanks. See you late.

B1 f sex : f nos

Topic: Describe a chat conversation you had with a friend of yours about your first day at the university.

A - Good morning my dear. How do you do today?
B - Good morning I am doing well and you?
A - Well thank you. You remember our first day at the university?
B - Yes. It was incroyable.
A - We was époustouflé by the construction, like an emphi and all the ether infrastructures.
B - Yes. The university is too big.
A - When we go to do the inscription, the teachers put us in one amphi to help us to do our folder and put it in the envelope to choose our filel.
B - I was happy to do my first adventure in the university.
A - Good after see you later.
B - Yes Good bloye. It was a pleasure.

Male 55
BIA

me: Goodmorning Paul

Paul: Goodmorning my friend, how are you doing?

me: I am fine and you?

Paul: I am fine

me: Great, how was your first day at the university

Paul: It wasn't easy to find my departement but I tried

me: So it wasn't easy like me, my first day was like a movie scene

Paul: (laughing) How can you tell me more about it

me: yes, firstly I was suprise by the number of student I saw that day

Paul: Even me, we were like a colony of ants there

me: (laughing) yes you are right, Those is strange for secondary school coming at the university for the first time

Paul: What about the campus and the lecturers

me: The campus was clean and vast, lecturers presented their selfs to us and student had to present theirselfs in return

Paul: Thats the same way it haffened in my own part

me: I also made new friends and learn university is the beginning of adult life

Paul: yes lecturers gave us many advice on how to code at the University.

me: Great its time for me to read my book, see you later an

Paul: See you later my friend

F
BIA

5/17

Murel : Hi baby girl how are you doing?

Mimo : Im Fine by God's grace thank. Today happed to be my first day in the uniniversity.

Murel: Oh my goodness! so how do you spent your first day at the university?

Mimo: It was very stressful. Just the first day I started hearing strange Names Like printting Course which made me to ask many questions.

Murel : I dont understand you. Can you be more clear?

Mimo: My Lovely friend, the different is that in my selondary school I now things Like my teacher, Copy my notes, my subjects. But here almost all these formal names are no more there.

Murel: Ahh ok I understand you now, the secondary school and the university are two different world. You where surposed to know that even before you could reach there.

Mimo: Year very true if it was the case Like I Couln't be so stressed up as I was today.

Mimo: And also only to find my whole I walk almost all the Campus due to the Largeness of the Campus.

Murel: Yes friend the university is one of the Largest unit of education. This is because it is made up of different branches and courses. So with time you shall be use to

Murel: And also try to be social and Learn how to ask question in order not to stress thoe.

Mimo: Thank you my Love and I hope by following your advices it shall be well.

F BIA 59

Topic: describe a chat Conversation you had with a friend of yours concerning your first day at the University.

Me: cc bb

Adelaide: oui bb

Me: bonsoir ma puce Comment tu vas?

Adelaide: Je vais bien amour merci et toi?

Me: Ah! je suis la Crevette comment etait ta journée?

Adelaide: C'etait la bb juste la fatigue et la tienne.

Me: Mon amour ma journee etait super epuisantes après tu allais Seulement voir les status de la mafer avec ~~ma~~ ~~pho~~ ma tof sur ça que RIP ~~et~~ ensuite tu allais vw le programme de mes obseques et tu ~~vie~~ viendra lévé mon corp en pleurant parce que mon premier day ~~a~~ ~~Puta~~ au School etait pas facile.

Adelaide: l'emojie qui rire 🤣🤣🤣🤣🤣🤣🤣🤣 weeeey la Bami si tu va plustôt venir à ma levé en pleurant parceque tu vas me tuer avec les laps.

Me: l'emojie qui rire 🤣🤣🤣🤣🤣 bb nous rions Comme ça mais j'ai mal parce que je croiyais que la fac etait comme je voir souvent à la télé.

M

BIA L1 51

TOPIC: Describe a chat conversation you had with a friend of yours concerning your first day at the university.

Me: Good morning dear friend.

Friend: Good morning... how are you?

Me: I am fine and you?

friend: Fine to I wish you have started well in the university.

Me: Ofcus although is was very amazing in the begining I met new friends, and I discovered a different environment. Thing were so different as I thought it would be.

Friend: What do you mean?

Me: I mean there is no freedom there... ~~Thing~~ teachers still mark presences and some times they can count for the exams.

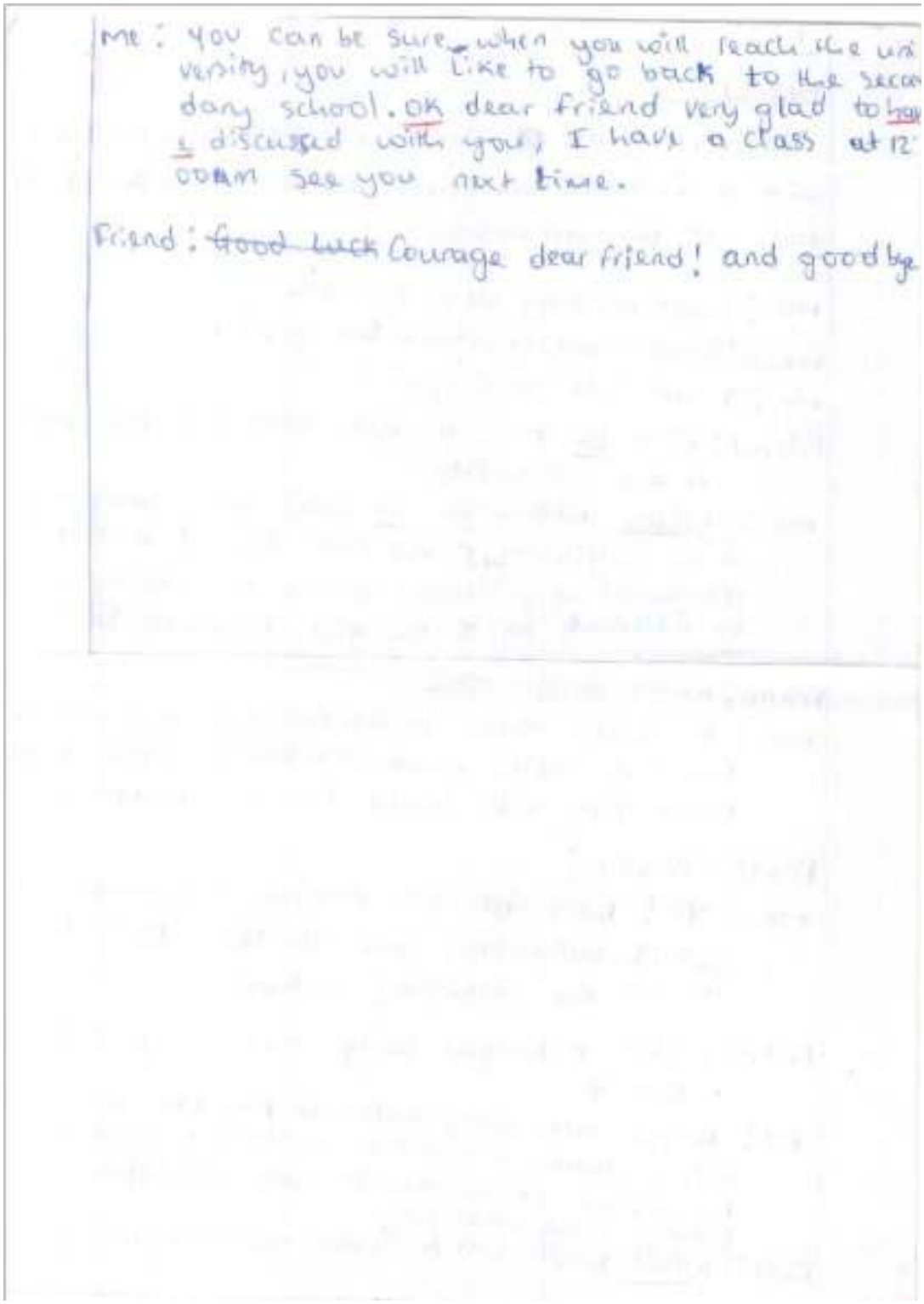
Friend: Really?

Me: Yes! there are still enough attention on hours.. Latecomers are denied to enter as in the secondary school.

Friend: Oh! I thought things were very differen there.

Me: Things are very different too like dressing codes... there is nomore a specific uniform for school students... in some aspects there is liberty in the university.

Friend: Wow! I will like to reach the university one day



Me : You can be sure when you will reach the uni
versity, you will like to go back to the secon
dary school. OK dear friend very glad to hear
& discussed with you, I have a class at 12:
00AM see you next time.

Friend : ~~Good luck~~ Courage dear friend! and good bye

Yaounde

ns4 Wednesday, 29th April 2026.

BIF

F

Topic: Describe a chat Conversation you had with a friend of yours about your first day at the university

My first day at the university of yaounde I was the 13 october 2026. That day, I Came In that university with all my fears, happiness and all those good things that a new student of Nkolbisson; rightly got out of the secondary School Could have. but all things were too diffirent to what I through.

For that my first day, I met some old friend of the secondary school but none of them took my department, there were four on department of Science or my one department were Art. I just Continuous my roads and so far I met somebody who asked me the Art department, I don't know, ever me I'm following the same department'. I Reply for that person. After A long Conversation with that person we finally exchange our number And it was my first friend. that day I was suprised that everybody where either pass in a hurry or focus to something important.

therefore, that day was not what I expected but it was not too bad. I go there with happiness and I come back a few disapointed.

Marvel: Yes all counting on the almighty.

E
BIA L1

58

Topic: Describe a chat Conversation you had with a friend of yours Concerning your first day at the university.

Friend: Hello babe
Me : Hello
Friend: How are you today?
Me : Just there, school can kill me.
Friend: Kill you how? 
Me : We started school just today and we are going at a speed!
Friend: Hahaha, don't mind babe. It will slow down at a moment. Tell me more about your first day in University
Me : Okay. Firstly my University is very big. It is just like the entire Yaounde so when I stepped in it I got lost. I looked for my class till my foot pained me. Like finally I could find the class, I was late so I had to plead with the teacher before entering.
Friend: Massah What a bizarre first day!
Me : Wait it's not all.
Friend: okay tell me more then!
Me : When finally I entered, I stood up for the two first periods.
Friend: Why?
Me: All the places were occupied but later on some of my mates left.

friend: fortunately.
Me: Wait! I'm not done.
friend: Alright! go on.
Me: The first part of the day had passed, We had one hour free so I decided to go to the Canting. When I was going toward the Canting, I discovered that sorry body was looking at me strangely but I never knew what was up. Then a little girl told me that I had dirty my gacon and let me propose that I had worn a white gown. When I turned to look I discovered that My monCes had come to great me. Shame had covered all my body. But I was finally lucky that a gentle guy had given me his pelevar.
friend: You were really lucky. If it hasd been me I don't know, I would had surely fainted
Me: So My first day was just catastraphic
friend: Sorry dear.