

The Influence of Social Media on Language Evolution: A Sociolinguistic Perspective Study on English Language Students at the Faculty of Education, Al-Qusai'ah, Azzaytuna University

■ Mohammed Jamal Amhimmid*

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■ Abstract:

Social media transformed people's means of communication and altered the evolution of the English language in unprecedented manners. The rapid evolution of internet slang, emoticons, abbreviations, and meme language are testaments to the vitality of online communication and its impact on informal and formal language use. The study will employ Labov's sociolinguistic theory to analyze dramatic linguistic change such as mimetic linguistics. The study uses a mixed-methodologies strategy, integrating qualitative and quantitative methods, to investigate the contribution of social media towards the development of the English language. The study demonstrated that social media is a potent linguistic power that influences vocabulary, styles of communication, and even the utilization of formal language. But it encourages innovation and interaction.

● **Keywords:** social media – online communication – linguistics – language.

■ المستخلص:

غيّرت وسائل التواصل الاجتماعي أساليب تواصل الأفراد وأثرت على تطور اللغة الإنجليزية بطرق غير مسبوقة. يُعد التطور السريع للمصطلحات العامية عبر الإنترنت، والرموز التعبيرية، والاختصارات، ولغة الميمات دليلاً على حيوية التواصل عبر الإنترنت وتأثيره على استخدام اللغة في السياقات الرسمية وغير الرسمية. ستعتمد هذه الدراسة على نظرية علم اللغة الاجتماعي للابوف لتحليل التغيرات اللغوية

Assistant Lecturer in the English Language Department - Faculty of Education, Al-Qusai'ah, Azzaytuna University. E-mail: tarhuna.nu@gmail.com

الجذرية، مثل علم اللغة الميمي. تستخدم الدراسة منهجية مختلطة تجمع بين الأساليب النوعية والكمية للتحقيق في إسهام وسائل التواصل الاجتماعي في تطور اللغة الإنجليزية. وأظهرت الدراسة أن وسائل التواصل الاجتماعي تُعد قوة لغوية مؤثرة تسهم في تشكيل المفردات وأساليب التواصل وحتى استخدام اللغة الرسمية، كما أنها تشجع على الابتكار والتفاعل.

الكلمات المفتاحية: وسائل التواصل الاجتماعي - التواصل عبر الإنترنت - علم اللغة - اللغة.

1. Introduction

Social media has transformed how human beings interact and has influenced the evolution of the English language in ways never seen before. Social media platforms like Twitter, TikTok, and Instagram have encouraged linguistic creativity, which has resulted in the emergence of new words, grammar, and styles of discourse (Crystal, 2011). The quick evolution of internet slang, emojis, abbreviations, and meme language shows the dynamic nature of digital communication and how it influences informal as well as formal use of language (Tagliamonte & Denis, 2008). In contrast to traditional linguistic development, which was influenced mostly by literature, education, and face-to-face social contacts, social media is a decentralized linguistic regulator where users can influence language trends (Blommaert, 2018).

Most readily apparent is the contribution of social media to shaping language variation and creativity, particularly among young demographics who are quite involved in producing online communication. Social media promotes code-mixing, translanguaging, and a mixture of global English and indigenous languages, spawning new hybrid linguistic forms (Lee, 2017). Furthermore, Sociolinguistic Theory (Labov, 1972) predicts that language evolves due to social contact, peer pressure, and identification with a community, all of which are inherent components of online communication. Online communities are speech networks wherein new linguistic norms crystallize and spread quickly due to virality and algorithmic reinforcement (Zappavigna, 2012).

Besides, the development of language models and predictive text technologies driven by AI is further shaping English by solidifying some syntactic patterns and lexical choices (Bender & Koller, 2020). Social media

platforms are no longer just places of casual interaction; they are now vibrant locations of language learning and linguistic experimentation that shape both spoken and written English. But these advancements also raise questions regarding the erosion of formal writing skills, grammatical accuracy, and critical thinking in online communication (Hovy & Spruit, 2016).

This study aims to explore the manner in which social media redefines English language development, stimulates linguistic creativity, and resists standard norms. It will examine significant linguistic evolution such as memetic linguistics using Labov's sociolinguistic theory. This study with a sociolinguistic perspective will obtain new understanding into the complex relationship between communication in the digital age and language evolution in the modern era.

2. Literature Review

Tagliamonte and Denis (2008) investigated how digital communication platforms promote language originality, particularly among youth groups. They discovered that social media promotes quick word adoption and grammatical modifications. IM has its foundations firmly planted in the model of modern language. It is based on the same organized heterogeneity (variability) and dynamic, constant processes of language evolution as exist for modern English varieties. In doing so, however, IM is a novel hybrid register synthesizing all of the variants of the speech community, formal, informal, and very vernacular.

Crystal (2011) presented that internet communication enriches rather than undermining linguistic skills by facilitating new types of expression via abbreviations, emoticons, and web slang. Crystal highlights the internet-based language problems that confront us every day, with real examples from his own research and personal interaction with Internet companies. He introduces fresh language study of Twitter, Internet security, and online ads, discusses the Internet's increasing multilingualism, and provides insightful commentary on a wide variety of online activities, ranging from spam to exclamation points. This is a vital overview of a key new topic for students of all levels of English language, linguistics, and new media, with abundant activities and suggestions for further study.

Hughes and Morrison (2014) investigated the effectiveness of a multiliteracies pedagogy and Ning, a web-based social networking website, to develop writer identities in 6th grade English language learners (ELLs) for the purpose of advancing students' confidence and sense of self. of the self, as well as language and literacy competencies. The study interested in finding out if the development of a writer identity and social presence on Ning would mean more face-to-face connections in the classroom and a sense of belonging to the academic learning community that may have been daunting for students before. Using multimodal media and an SNS, students were able to speak freely, showcase their work and selves to others, and make writing tasks more engaging and meaningful. It also provided students with a space to negotiate their beliefs and values. Online interaction with fellow students and negotiation of an English-language identity prompted the students to construct their own voices, ownership of English, and greater social presence in class.

Androutsopoulos (2015) investigated multilingual internet interactions on social media, detailing how English becomes a bridge language in code-mixing practices, resulting in new linguistic hybrids. The analysis, which focuses on four weeks of conversation on profile walls, investigates the participants' linguistic repertoires, language choices for self-presentation and dialogic interaction genres, and multilingual talk performance online. The findings indicate that students' networked multilingual practices are personalized, genre-shaped, and based on a diverse and stratified repertoire.

Milner (2016) investigated the intricate dynamics of meme culture and its strong influence on the reconfiguring of language, more precisely syntax and stylistics of discourse. According to him, repetitive structures of viral language incorporated in memes have a significant role in establishing new grammatical norms. By tracking how certain phrases and structures become viral on social media and online platforms, Milner showed how such linguistic trends do not simply reflect ongoing cultural trends but actually frame and reshape the way people communicate in both everyday and official settings.

Alsaied (2017) determined the relationship between the independent variables (level of social media use, interactivity with peers, interactivity with

teachers, active cooperative learning, and engagement) and the dependent variable (learning performance) of female Saudi students in a sex-segregated educational system. The SM-LP model predicted, with a significant effect size ($R^2 = 67.7\%$), that female Saudi students believed they could potentially improve their learning performance in a sex-segregated education system by engaging in high levels of social media use, stimulating interactivity with peers and teachers, and active collaborative learning and engagement. All path coefficients were statistically significant ($p < .05$), supporting social media's effectiveness as a learning aid. The findings have significant consequences for a sex-segregated educational setting.

Blommaert (2018) mapped the shifting landscape of linguistic authority, positing that it is leaving behind the old institutions such as schools and linguistic academies. The authority is now being assumed by the online world, where language is constructed and reconstructed in a democratic and organic manner. In these online spaces, individuals co-create new words and new grammatical structures, reflecting the dynamism and fluidity of contemporary communication. This shift highlights the function of the internet in creating language development, depicting how everyday activities can mold linguistic norms and practices.

3. Theoretical Framework

3.1 Sociolinguistic Theory (Labov, 1972)

Linguists study language change to understand its mechanisms and causes. They have to decide if a language change has occurred or is occurring. Techniques developed by linguists to document historical and ongoing language change are discussed. Change in progress can be incorrectly diagnosed as a linguistic innovation spreading within a community across generations (generational change), a predictable combination of a variant with a particular life stage (age grading), or both individual and community change simultaneously (Wagner, 2012).

Human languages arise from a combination of universal shared capacities and social interaction among people and groups. Historical linguists, who studied the works of previous generations or civilizations, used a technique

called comparative reconstruction to make educated guesses about how languages evolved over time (Chomsky, 1957). This has shown that much diachronic change has proceeded in linguistic regularity. The establishment of conditioning contexts that support specific types of historical change paved the way for the rule-based approach of synchronic generativist linguistics in the mid- 20th century.

Sociolinguistic Theory (1972), formulated by William Labov, examines how social organization, group identity, and interactional settings affect language variety and change. His work illustrates that linguistic change results from social stratification, peer pressure, and cultural influences. Translating this idea to social media enables us to see how online platforms serve as social environments where new linguistic norms emerge and spread.

Language use and social groups change continuously due to peer pressure and social stratification. Social media spheres like gaming, influencers, and activists create specific linguistic styles, which can be characterized by certain jargon, emojis, and abbreviations. This can be observed in the rise of “Stan culture,” which introduced new words like stan, simp, and cancel to explain group affiliation and social status.

Style-shifting, where speakers shift speech to context, occurs in online speech, as users shift language to platform and audience. Digital covert and overt prestige, such as viral slang and meme-based expressions, authenticate social identity in online subculture.

Discourse communities where there are common norms of language within a group are reflected on social media, as users participate in online discourse communities through hashtags, fandoms, and particular interests. Black Twitter has been especially responsible for developing digital English, as words like woke, shade, and receipts have propagated into wider discourse. Language development is accelerated by social media, with new syntactic structures and words spreading at the speed of light due to viral trends. A few such instances are unfriend, ghosting, and selfie, which have transitioned from internet jargon to mainstream dictionaries, highlighting how online conversation drives language evolution (Labov, 1972).

The study employs Labov's Sociolinguistic Theory (1972) to explore language change through social interaction and research group identity and contextual adaptations. The study uses the framework to explore how modern speech communities on social media work by analyzing the impact of peer pressure and stylistic change and digital norm acceleration on language change

4. Method

This study applies a mixed-methods approach, integrating both qualitative and quantitative methods, to examine the influence of social media on the evolution of the English language. The linguistic evolution measurement method is a questionnaire and content analysis, case studies, and computational linguistics. The study is based on Sociolinguistic Theory (Labov, 1972), which centers on language variation, community influence, and patterns of speech networks, giving a strong theoretical foundation for investigating social media language use. The content analysis has seven samples taken from prominent social media outlets, i.e., Facebook and Twitter. The samples each exhibit a unique perspective on trending matters, with numerous user interaction, posts, and participation measures to reflect the expansive spectrum of thought and discussion that occurs online.

To investigate participants' views regarding the impact of social media on language usage, this study uses a quantitative research approach with a Likert scale questionnaire. The study sample includes social media users who are actively involved in online communication on platforms such as Twitter, Facebook, Instagram, and WhatsApp. Responses were gathered using a random sampling or convenience sampling method. Participants are of different ages, educational levels, and levels of digital literacy, providing a diversified view of social media use of language. The survey was set out to assess numerous factors regarding social media's effect on language such as the use of vocabulary,

formal written words, and how much importance they give to slang on the net. Every question was asked on a Likert scale with 5 points, with respondents checking the agreement level in the following manner: Strongly agree (5 points). Agree (4 points). Neutral (3 points). Disagree (2 points).

Strongly disagree (1 point).

5. Data Analysis and Discussion

5.1 Content Analysis



The tone and style is informal and friendly, simulating everyday speech. Playful and witty, evoking humor and play with secrets, teasing (“Shhhhhh”), and joking hyperbole (“Oh gawd help you”), and playful rhetorical questions to jolt the reader into response. Active listening is demonstrated by reactive messages responding after others.

The dialogue uses conversational terms, informal contractions, and emojis to convey extra tone and playfulness. For instance, the use of “Lol” and “Oh gawd” replicates spoken language, informal contractions (“I’ll” instead of “I will”) and emoji use creates playfulness. The dialogue adapts to weather topics and uses short, snappy responses, light teasing, humor, and playful curiosity to maintain the conversation. The dialogue also follows social media trends, such as short, punchy responses, light- hearted teasing, humor, and

open-ended questions to keep the interest. The text explores the presence of short sentences, elliptical forms, non-standard grammar, and colloquial spelling in a conversation. The text explores semantics and meaning, e.g., humor and pragmatic meanings, and conversational implicature. The text explores sociolinguistic features, i.e., colloquial register and internet talk, acronyms, and emojis. The text explores code-switching and style-switching, i.e., a mixture of standard English and internet talk.



The tweet is conversational and casual as well, with an open-ended informal structure and use of emojis to substitute for the omitted profession. “I still have a chance, so” itself ends in “so,” creating an informal open-ended structure prevalent in social media. The use of the astronaut emoji 🚀 is used to represent the omitted profession visually and get the reader pumped up. The irony in the use of “Not a single astronaut” creates a possibility for astronauts. The answer provides a child’s ambitious career ambitions for humor. The code-switching and lexical blend of “bin lady” and “bad guy” is also apparent, showing a light-hearted mix of everyday and fictional professions. The ampersand (“&”) is typical of casual digital communication.

The tweets are written on the lines of implied humor and meaning, and the first tweet is based on the implied hope of becoming an astronaut by the writer because the astronauts have not been referred to. The reply uses an exaggerated mix of occupations, insinuating that competition is not expected but for humor. Using “so” at the end of the first tweet gives a sense of incompleteness, and the readers are left to infer the end.

The tweets also have syntactic characteristics, as the first tweet has no subject-verb agreement construction at the end, while the response utilizes parataxis in order to give the impression of spontaneity. The inclusion of “you

might have at least part-time competition!” utilizes hedging and minimization in order to reduce the strength of the statement and make the joke less confrontational.

The tweets also have sociolinguistic features such as elliptical structures, code-mixing and using emojis as language. The first tweet does not have a verb, creating a relaxed, spoken tone while the reply makes use of code-mixing and emojis in order to make it more expressive and multimodal. Labov’s models account for social media tweets by imitating verbal speech, expressing social placement in terms of regional vocabulary and markers of identity, and adhering to Labov’s narrative schema, even in brief tweets.

The “Ooppssiiiee” meme uses an exaggerated phonetic misspelling of “Oopsie” to depict casual online speech, a form of paralinguistic communication that simulates tone and emotion in face-to-face communication. This illustrates phonological variation, explaining how people alter spelling to reflect speech patterns and express personality or emotion in written text. The caption expresses regret and social misunderstanding, which falls into Labov’s exploration of narrative evaluation. The response and picture “ALWAYS “ use pragmatic reinforcement to enhance mutual experience and avoid potential negative inferences. This is also consistent with Labov’s concept of evaluation in narrative, where people reinforce meaning through emphasis, tone, and mutual information. The relatable humor of the meme generates a feeling of belongingness among the users who relate to the situation, illustrating Labov’s concept of language as a reflection of identity and social belonging, in which users frame their responses to fit the tone and expectations of online communication.



Labov's principles of language and group identity indicate that people adjust their linguistic style to fit into a group, with emojis being utilized as discourse markers. They shape interpretation, in the same way that stress or pitch would in speech. For example, the laughing emoji in a comment "ALWAYS shows that the user finds the situation funny, while there is no emoji in the original post, which is neutral in tone. Emojis also function as discourse markers, telling the reader how to parse a statement emotionally. They tell readers which part of a statement should be emphasized or how it is supposed to be interpreted.

Emoji patterns of use reflect community norms, in the same way Labov's work on dialect variation across different social groups. Lastly, emojis also act as pragmatic softeners as they soften utterances in social and contextual meaning. For example, the emoji reduces the intensity and makes a comment seem less serious and more teasing. This is also consistent with Labov's research on conversational strategies, where people hedge speech to avoid misinterpretation or social tension. In conclusion, emojis play a crucial role in establishing the meaning and social identity of online speech communities.

Labov's narrative structure, in which an abstract, orientation, problem introduction, evaluation, resolution, and coda are housed, is applied in this tweet, in a repetitive and ironic form. The humor is built in repetitive fashion to develop and finally make a familiar and hyperbolic experience. Labov's rule is that language promotes group membership, and in this case, humor employs internet culture and annoyance to provide the foundation for humor. The absurdist humor is available to a meme culture-aware audience, and the reactions are of



the same lighthearted, exaggerated tone to join in with the group. Labov's research on social identity in language shows that humor, memes, and hyperbolic phrasing build online in-groups.

Labov's linguistic economy theory focuses on how speech becomes shorter and more concise over time. Online communication uses short sentences and verbs in accordance with Labov's linguistic change theory, where online users prefer brevity at the cost of meaning. Overall, Labov's theory of humor, meme, and linguistic change is basic in the construction of online communication and social identity.

Labov's principle of language variation explains how people adjust their language based on social setting, audience, and formality. In informal digital communication, people use shorthand, emojis, and relaxed grammar to enhance conversational flow. In micro-conversations, Labov's narrative framework shows elements of a structured flow, with tension, humor, and resolution. "U r" instead of "You are" (phonetic shortening). "Banglore" instead of "Bangalore" (possible typo or fast typing). Use of emojis to express tone and intent. Casual spelling & punctuation: "What? why~?" uses tilde (~), which is common in digital chat for expressing emotion or playfulness.



The first speaker seeks information but meets resistance, suggesting the second speaker is cautious about revealing details. The conversation ends with a joke, acknowledging the top secret. This aligns with Labov's work on speech as a social tool, where people control what they reveal based on relationships and trust.

In the context of texting, informal language is used, such as using emojis to

express tone and intent, and casual spelling and punctuation. This highlights the importance of language in casual speech and the role of social position and control over information in communication.

Online texting style is characterized by non-formal language, such as abbreviations and non-formal spelling, and replacing “ur” with “your” in rapid texting. This is in line with sociolinguistic guidelines for language variation for informal online communication. Why don’t u reply mesgs? : Use of abbreviations (Y = Why, dnt = don’t, mesgs = messages). “namba 4rm facebk” : Phonetic spelling that diverges from conventional spelling: (namba = number, 4rm = from, facebk = Facebook), indicating informal phonetic typing.”Ur whatsapp number” : Use of “ur” for “your”, which is a feature of swift texting.



Power relations are evident in the interaction, with the initiator initiating contact but demanding response. The second speaker (green texts) controls the conversation by providing short and polite responses, not posing questions to avoid revealing personal information, and ending the conversation firmly with an emoji. This is in line with discourse analysis of conversational control, maintaining boundaries through redirecting or avoiding intrusive questions.

Politeness strategies are used to disengage, using neutral speech to avoid confrontation and ending the conversation with an emoji to soften rejection but remain firm. This maintains politeness theory, which assumes that people use indirect refusal to save face while setting limits. Using neutral tone (“Ooh. okay.lemme save it”) is to avoid confrontation. Ending the conversation with an emoji is a gentle rejection but firm

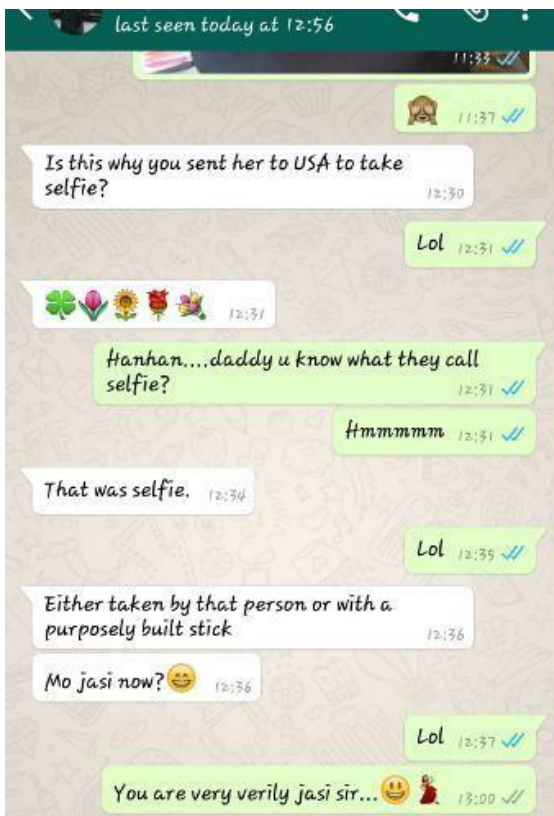
These texts use informal, conversational language, as is popular on instant messaging and social media. For example: "Is this why you sent her to USA to take selfie?" is a light-hearted sarcasm with no formal structure. "Mo jasi now?" using Code-switching (language mixing) is a frequent phenomenon in online multilingual communication.

The text shows the application informal grammar in electronic communication, including shortening forms, omission of auxiliaries i.e: that was selfie" instead of "That was a selfie.", articles, and non- standard spelling. These features are a representation of spoken language in written form and are an imitation of real conversations: i.e "Mo jasi".

Emojis are used as semiotic markers to indicate tone, emotion, and intent, and therefore there is less necessity for explicit words. Emojis can be used to indicate humor, sarcasm, or indirectness, and the conversation becomes more engaging and natural.

is a response to the exchange or a culture reference. suggests humor. Suggests sarcasm or teasing. is a submission or play agreement.

The conversation features quick, concise turns, and the use of "Lol" as a discourse marker along with the lack of punctuation to mimic speech rhythms. The overall text highlights that non-standard grammar and spelling are to be utilized in online chat to maintain an intelligible and engaging conversation.



5.2 Analysis of the Questionnaire

1. Influence of Social Media on Vocabulary Acquisition

Table (1) Influence of Social Media on Vocabulary Acquisition

Response	Count	Percentage
Strongly Agree	10	45.5%
Agree	9	40.9%
Neutral	0	0%
Disagree	3	13.6%
Strongly Disagree	0	0%
Total	22	100%

86.4% of the responses believe that social media sites have a constructive role to play in expanding and enhancing their vocabulary. Most users find that the broad range of content that can be viewed, from articles and discussions to informal conversations and artistic works, exposes them to new words and phrases which they might not encounter through traditional methods. This exposure not only enables the learning of new words but also encourages users to utilize these words in everyday communication, which makes their language more vivid in general.

Use of Internet Slang

Table (2) Use of Internet Slang

Response	Count	Percentage
Strongly Agree	5	22.7%
Agree	4	18.2%
Neutral	6	27.3%
Disagree	7	31.8%
Strongly Disagree	0	0%
Total	22	100%

A large majority of the respondents, that is, 40.9%, reported using internet slang quite frequently while communicating. This indicates a clear acceptance and adoption of contemporary linguistic movements by this group. Conversely, a larger percentage of the respondents, that is, 59.1%, either does not have an opinion about the application of internet slang or is resistant to its application. Such deviation is an indication of a split opinion toward new language customs, and it shows that although a minority embrace the evolving language of the computer age, the majority favors traditional modes of communication or is cautious about the effects of slang on linguistic honesty.

2. Creativity in Language Use

Table (3) Creativity in Language Use

Response	Count	Percentage
Strongly Agree	8	36.4%
Agree	11	50%
Neutral	2	9.1%
Disagree	1	4.5%
Strongly Disagree	0	0%
Total	22	100%

86.4% of the respondents were of the view that social media plays a crucial role in enhancing creativity. The majority of the participants indicated that social media platforms like Instagram, Pinterest, and TikTok are good sources of inspiration that allow users to find diverse forms of language. This digital world encourages a dynamic circulation of linguistic ideas, allowing for users to showcase their own creativity as it is shaped by a myriad of distinct viewpoints from all over the world.

Influence of Social Media on English Usage Globally

Table (4) Influence of Social Media on English Usage Globally

Response	Count	Percentage
Strongly Agree	12	54.5%
Agree	9	40.9%
Neutral	1	4.5%
Disagree	0	0%
Strongly Disagree	0	0%
Total	22	100%

A significant 95.4% of respondents believe that social media platforms are revolutionizing the way English is used and understood today. The influence is taking many shapes, including the application of new words, grammatical changes, and the emergence of unique modes of communication emphasizing conciseness and urgency. The constantly evolving nature of internet language is not only changing the language itself but also the way people think about and engage with it.

Difficulty in Switching Between Informal and Formal Language

Table (5) Difficulty in Switching Between Informal and Formal Language

Response	Count	Percentage
Strongly Agree	7	31.8%
Agree	9	40.9%
Neutral	3	4.5%
Disagree	3	13.6%
Strongly Disagree	0	13.6%
Total	22	100%

A significant 72.7% of respondents say that they are unable to move between informal and formal use of language while interacting on social media. This

incapacity suggests the subtlety of coping with multiple expectations around communication, because individuals will catch themselves having to modify their use of language for multiple purposes, ranging from casual exchange between acquaintances to more formal conversation in work environments or discussion groups. This conflict reveals that most people may struggle with recognizing how to wield a more relaxed, freer speaking voice against a more proper and polished style, even influencing how they interact with others and communicate on the internet.

Adoption of New Words from Social Media

Table (6) Adoption of New Words from Social Media

Response	Count	Percentage
Strongly Agree	9	40.9%
Agree	7	31.8%
Neutral	2	9.1%
Disagree	4	18.2%%
Strongly Disagree	0	0%
Total	22	100%

72.7% of respondents asserted that social media sites are a significant portal to the acquisition of new words. This finding underlines the enormous power that online activism and disseminated material exert in broadening the lexical field, as people are ceaselessly being exposed to various languages, slangs, vocabularies, and terminologies from various posts, comments, and threads.

Social media as a method of Language Change

Table (7) social media as a method of Language Change

Response	Count	Percentage
Strongly Agree	10	45.5%
Agree	8	36.4%
Neutral	2	9.1%

Response	Count	Percentage
Disagree	2	9.1%
Strongly Disagree	0	0%
Total	22	100%

81.9% of the respondents share the opinion that social media plays a key role in defining and transforming the way we communicate today. This indicates overwhelming consensus that platforms such as Twitter, Instagram, and TikTok not only facilitate new forms of communication but also contribute towards defining the language itself, enabling the creation of slang, acronyms, and completely new words and phrases that reflect contemporary culture and fashion.

Integration of Social Media in Language Education

Table (8) Integration of Social Media in Language Education

Response	Count	Percentage
Strongly Agree	11	50%
Agree	6	27.3%
Neutral	3	13.6%
Disagree	2	9.1%
Strongly Disagree	0	0%
Total	22	100%

A significant 77.3% of respondents believe in the usefulness of incorporating social media into academic settings. The highlights greater recognition of the influence of social media to enhance learning processes, foster cooperation among students, and create avenues for effective communication between students and teachers. The integration of websites like Twitter, Instagram, and learning blogs in the curriculum would not only motivate students but also help develop their digital literacy skills so that they are better able to cope with the challenges of the modern world.

The study found that 86.4% of the participants opine that social media facilitates learners in learning words, and 40.9% employ slang very frequently. 86.4% are certain that social media promotes creativity in expression and influences global English usage. Conversely, 72.7% struggle with formality and take words from social media. 81.9% opine that social media accelerates language change, and 77.3% opine that social media ought to be incorporated in language teaching .

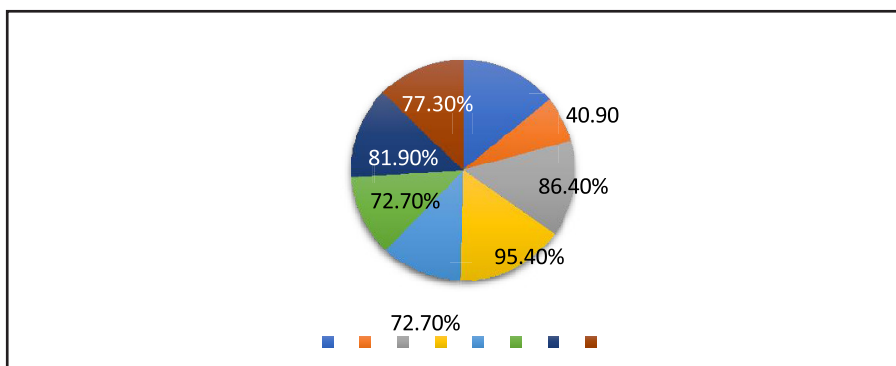


Figure 1: Results of The Questionnaire.

5.2.1. Discussion of The Results of The Questionnaire

The survey analyzed the impact of social media on language use among 22 participants, revealing some noteworthy patterns:

1. 86.4% believe social media aids in learning new vocabulary by providing different types of content.

2. 40.9% are self-reported active users of social media, while 59.1% are neutral or disagree, indicating a generational divide.

3. 86.4% report that social media increases the use of language creativity, personal style, and individuality in writing.

4. As many as 95.4% believe that social media affects the English language by adding new grammatical structures and terminology.

5. 72.7% struggle with shifting from casual to formal language and vice versa.

6. 72.7% consider social media as one of the main sources of new vocabulary.

7. 81.9% consider social media a motivation for change in the language.

8. 77.3% support incorporating social media language into language teaching for enhanced engagement.

The data clearly indicates that social media facilitates the evolution of language through exposure, creativity, community engagement, and trends. The downsides related to formality and language quality aside, the evidence points to undeniable benefits—increased creativity, the expansion of vocabulary, and international communication. These findings suggest the need to modernize approaches to teaching in order to engage with communication techniques that are prevalent online.

6. Conclusion

The study suggests that under the scope of Labov's Sociolinguistic Theory, social media is one of the most fluid and transformative influences on the English language. The findings suggest that variation in language is not only apparent but determined by social relations through identity and interaction with peers within virtual spaces whose group dynamics shape socio-linguistic adaptation. With the help of qualitative content analysis and quantitative survey data, the current research demonstrates that social media serves as a breeding ground for linguistic invention, creation of new words, and expansion of emerging grammatical and discourse conventions. Because communication on the internet is often casual and entertaining, individuals have the opportunity to learn how to express themselves in new ways. Although, it may become more difficult to adhere to formal guidelines of written expression and grammar. Nonetheless, the mixing of different registers and the emergence of new hybrid forms of language colloquially referred to as digital dialects is not a deterioration of language, but rather its development, demonstrating the flexibility and responsiveness of human communication in the contemporary world.

To sum up, the gap between one's formal linguistic competence and digital fluency may be solved if the social media language is accepted as genuine and taught in language classes. Social media is more than just a tool for

communication; it serves a critical role as a living canvas for the ongoing development of language, culture, and society (sociocultural expression) in our technologically advanced world, and this fact needs to be acknowledged.

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