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(البحث العلمي وسيلة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)
وتحت شعار
(البحث العلمي والاشراف التربوي رؤى مشتركة لبناء عملية تربوية ناجحة)
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The Influence of Social Media Language on English Grammar among Teenagers

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Abstract

This paper presents the research on the changes in the relation between social media language and the grammatical competence of adolescents in formal settings in English. With the huge impact of such platforms as TikTok, Instagram, and WhatsApp on the communication patterns of everyday life, the preferences of young consumers of such applications are the abbreviated language, informal grammatical language structure, and visual content like emojis. Such habits lead to the fear of loss of their command on the formal grammar, especially in the learning institutions where the written English used is the professional one.

The study takes a theoretical and descriptive reading where primary areas of grammar under threat of getting influenced digitally will be covered, which are, structure of the sentence, punctuations, consistency in tenses of a verb, orthography, and subject-verb agreement. It is based on the language acquisition theories which incorporate the Input Hypothesis by Krashen and the concept of Noticing Hypothesis by Schmidt explaining the effect of informal input based on social media to affect the internalization of the formal grammar rules in the adolescent stage.

Although according to certain empirical research no negative effects of texting and digital writing on grammar are evident, not to mention potential positive effects on metalinguistic awareness, still educators claim to be facing digital language features in some areas of academic work. These are lost punctuations, uniform capitalization, use of slangs or abbreviations in the essays and assignments.

The research makes the following conclusion: the social media cannot be considered the negative phenomenon as such however, its increasing prominence in the life demands a moderate pedagogical reaction. Among the recommendations are the explicit teaching on the aspect of register-switching, the incorporation of the issue of digital literacy into the curriculum, as well as reinforcement of fundamentals associated with



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يومي الاربعاء و الخميس 2025/10/ 23_22

grammar. Nevertheless, by closing the digital fluency - academic proficiency gap, educators can ensure that the students build the ability to function in different linguistic contexts without compromising the capability for formal written expression.

Keywords: *Social Media Language, English Grammar, Teenagers, Digital Fluency, Academic Writing, Informal Language*

Problem of the Study

In recent years, the use of social media as the main environment for teenagers in their day-to-day communication has grown significantly. This heavy use has popularized informal language patterns that are marked by abbreviations, non-standard spelling and disregard for grammatical rules. While such patterns may support rapid interaction, they can have a negative impact on student's acquisition of English grammar in a set of academic and formal interactions. The problem of this study therefore lies in deciding how much social media language affect teenagers in terms of grammatical accuracy in English and to examine the link between their level of language noticing and their overall proficiency in using the language correctly.

1. Introduction

With the advent of the digital age, social media is transforming teenagers communication, learning, and what they have to say. The usage of Instagram, TikTok, Snapchat, and WhatsApp applications has not only altered the pace and the reach of communication but also established a new norm in relation to the language, which is strongly not in line with conventional rules of grammar. Such platforms are also defined by the prevalence of abbreviations (e.g. u instead of you or brb as an alternative to be right back), emojis, memes, hashtags, and informal sentence patterns that are more concerned with speed, brevity, and interaction than they are with the grammatical correctness of sentences or grammatical variety in syntax. (Zarnoufi, Jaafar, & Abik, 2020, p. 85)

As useful as social media has become as a communicative channel in which young users can be more creatively engaged and allow them to build digital identities, it has also been a source of anxiety among educators and linguists because of its possible effects on formal language building processes, in an academic environment in particular. The replacement of traditional written English by a more fragmentary, (Shu, 2023, p. 443) informal online dialect can possibly lead to a reduction in the capacity to write coherent, grammatically perfectly applicable texts which are crucial in school, higher



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يومي الاربعاء و الخميس 23-22 /10/2025

education and work situations. The ubiquitous nature of online communication in the lives of teenagers brings into play the necessity to understand the effects of these unstructured practices on the process of acquiring, internalizing and applying the standard rules of English grammar. (Rianto & Juliarta, 2024, p. 52)

The issue is further evidenced that the teenagers are spending more of their time socializing through social media as their main way of written communication with many neglecting formal ways of writing. Contrary to traditional writing, there is an encouragement of shortcuts in the form of some auxiliary verb omissions, punctuations or language mixing that occurs in the social media. This presents a vital question that is prevalent to this study:

Do English grammar of the teenagers in formal writing suffer as a result of years of exposure to the language of the social media?

The paper is an attempt of a theoretical study with the aim of examining the linguistics property of social media communication and how being a communication tool, it has theoretical effects on grammar learning and application in teens and more precisely, in academic life. The study will focus on the effect of always having contact with informal language usage in the digital platforms and how it is likely to undermine the ability to use grammatical rules like subject verb agreement, use of tenses, proper sentence structure, use of punctuation marks, and general sense making in the written text.

To address this issue, the study is guided by the following core objectives:

1. **To analyze the dominant features** of social media language among teenagers, identifying the common patterns and linguistic trends that define their digital interactions.
2. **To examine how these features may theoretically interfere** with the process of learning and applying standard English grammar, especially through the lens of language acquisition theories such as the *Input Hypothesis* and the *Noticing Hypothesis*.
3. **To assess the broader implications** of this shift in linguistic behavior, particularly its long-term effects on teenagers' formal writing abilities and academic performance.

Based on these objectives, the study poses several **research questions** that will guide its theoretical analysis:



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

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يومي الاربعاء و الخميس 2025/10/ 23_22

- **What are the most common linguistic characteristics** of social media language as used by teenagers?
- **Which specific grammatical components** (e.g., verb tenses, punctuation, syntax, subject-verb agreement) are most susceptible to erosion through frequent informal communication?
- **What educational challenges arise** due to the widening gap between the informal, digital language teenagers use daily and the formal academic writing expected in schools?

These questions cannot be answered without both the linguistic and a pedagogical perspective. To that extent, the research will refer to the already existing body of literature that investigates the connection between digital communication and language training and rely on the research that points both at the threats and opportunities that the use of social media has in language learning settings.

It should be pointed out that this study does not have a negative pure approach to the role of social media. Rather, it acknowledges that the digital platforms are a fringe of an ongoing linguistic movement, and one that is indicative of wider social, psychological and cultural movements. Nonetheless, the growing popularity of the informal digital language among young people does require the critical reflection as to how the existing systems of education react to those changes, be it through the resistance to them, adoption of them, or the establishment of new ways in which the emergent distance between formal and informal language use patterns could be overcome.

the research will also help to fill the existing gap in the literature on digital literacy, language teaching and learning among teenagers because the influence of social media on the learning of grammar can be discussed and better managed with the help of a previously elaborated theoretical framework. It also strives to enlighten teachers and curriculum planners in the need to add digital realities in teaching languages, in a way that does not lower down the grammatical formality and academic precision.

Chapter One

The Nature of Social Media Language

The role of the teenagers in the usage and perception of language has evolved radically due to the presence of social media. Applications like Instagram, TikTok, Snapchat and WhatsApp bred a message exchange pattern that favors speed, informality and social connections over structure or correct



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

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يومي الاربعاء و الخميس 23-22 /10/2025

usage of language. Such a change has created a novel digital linguistic phenomenon that turns away towards non-standardized English, influencing the way young users write, speak and even the way they process high forms of language in academics. (Nabati, 2017, pp. 125-146)

There is probably no more noticeable characteristic of the communication used in social media than its informality. And of course in adolescence people are likely to lose the rules of a traditional grammar and use rather casual and shortened forms. Sentences are broken into pieces, punctuation marks are absent, the grammatical items, such as the use of articles, the use of auxiliary verbs, and the subject-verb concord are extremely neglected. Considering the example, the desire to make the phrase shorter can be observed (Are you coming? u coming or u comin), as well as the cultural tendency to nonchalant speaking. On the one hand, this simplicity pattern is just an embodiment of the high-velocity of online communication; on the other hand, it serves as a factor that diminishes the formal language system in the group of adolescent users. (Herring, 2012, pp. 1-9)

The second peculiar feature of this new language is that it becomes more and more visual. Emojis, GIFs, and memes replace or as complements to written information, emphasizing an emotional attitude, (Koska, 2023, pp. 23-27) humor, or the expression of focus. A picture or a moving image may be used instead of a sentence or a paragraph and the communication becomes more symbolic than verbal. The ability to express oneself may be increased in a digital setting and the capacity to express oneself clearly through well-constructed written prose may be diminished through the use by young users. With the increase in the use of visual cues, the demand of accurate verbalization is reduced, which takes the teens further away in use of conventional grammatic structures. (Yusuf, Syamsinar, & Simpuruh, 2025, pp. 330-337)

Teenage digital communication is also covered with abbreviations and acronyms. Sayings like LOL (laugh out loud), BRB (be right back), IDK (I do not know) have penetrated far into the language patterns of social media users. These patterns may even be unconscious and may creep into any formal writing, where they are inappropriate (Yusuf, Syamsinar, & Simpuruh, 2025, pp. 330-337) . Moreover, most users do not use any grammatical elements of any language, prepositions, pronouns, and use of punctuations. On a need-speed basis, one may write, as above sentence, in the way: goin store now. Although such patterning may be functional in less



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(البحث العلمي وسياسة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)

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يومي الاربعاء و الخميس 23_22 /10/ 2025

formal contexts, they give adolescents problems when they are expected to write coherent grammatically sound texts in the school classroom (Kadhim, Mahdi, & Maktoof, 2022, pp. 51-57).

The situation is complicated further by code moving in and out of languages and hybrid forms thereof. In a multilingual context, teenagers, because of the growing junior age, usually combine English and native language or a dialect. One could add Arabic words to English language in a sentence and a student may say ‘(Han, 2022, pp. 27-46) that is so haram or wallah I never did it. The identity, cultural belonging, that is, and peer solidarity are mirrored in this linguistic intermingling. It also presents the permeability of language used in social media where formal, informal, native, foreign, standard, non-standard language distinction have been erased. Code-switching may be an effective communicative strategy but excessive use of such hybrids may prove detrimental to learning the proper English grammar, and this is especially true in students learning the English language as a second language (Wei & García, 2022, pp. 313-324).

Such linguistic acts have psychological as well as sociolinguistics reasons. Teenagers resort to social media language use as an attempt to define themselves, associating themselves to their group of friends and genders. The language turns into certain sort of self-presentation. Making fun of formal grammar can be calculated: in order to express irony, indifference, social solidarity. To give an example, all small letters may refer to sounding casual or unemotional. The stylistic inclinations are established rather on the base of cultural trends rather than the grammar rules and this makes understandable that the language of social media may be performative as it is communicative (Riparip, 2024, p. 465).

The appearance of digital dialects characteristic to the platform has also led to the diversification of language. The norms and styles of each social media are developed on each of them. Language on Tik Tok usually focuses on popular audio, hashtags, and mini captions. Twitter is friendly on sarcasm, minimalism, and witty remarks. Instagram focuses on attractive descriptions and emotionally overloaded phrases. Such differences create digital sub cultures in which certain language habitats become customary, are taught and enforced. Since teenagers engage in these places they apply their language to it and there are tendencies to form habits that contradict with official written English demands (Daulay et al., 2024, p. 373).



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

(البحث العلمي وسياسة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)

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يومي الاربعاء و الخميس 23-22 /10/ 2025

Chapter Two

English Grammar – Concepts and Vulnerabilities

Through social media, teenagers have now found the main means of communication, which is associated with a new type of digital expression, which most of the time is not based on conventional grammatical rules. This chapter deals with the main areas of English grammar that are under attack of this change most of all, which are sentence structure, punctuation, verb tense, spelling, subject-verb agreement, and the impact they have because of the high volume of informal online texts. It has ended up with theoretical discussion of language learning models that suppose how informal input can occur as a hindrance to formal learning process especially at adolescence stage. (Nutakor & Israel, 2022, pp. 29-41)

2.1 Sentence Structure and Coherence

In commonsense English grammar, sentence structure is constructed with well defined syntactic rules: each complete sentence must have a subject and a verb though it should have an object or a complement in most of the case. These aspects make a writing coherent and logical.

But sentence fragmentation is quite popular on digital communications platforms to save space or to sound stylish. Adolescents often compose incomplete sentences in the following way:

- “Woke up. No energy. Still tired.”
- “Too late. Can’t go. Maybe tomorrow.”

Such messy pieces do not have grammatical connections and can interfere with the academic development of building solid academic works by students. With time, such constant association can impede the acquisition of syntactic complexity that is needed to write essays and formal reports. (Day Translations, 2024, para. “Full Sentences”)

2.2 Punctuation and Capitalization

The use of periods commas, question marks and the apostrophes are punctuations points that aid in structuring writing and in deciphering meaning. Capitalization helps to distinguish between sentence and noun variants and adds readability and grammatical order.

Punctuations and capitalization are also not followed in terms of usage in social media. Just compare the difference:

- “I don’t know, maybe later.” (standard)
- “*idk maybe later*” (common on social media)



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

(البحث العلمي وسيلة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)

وتحت شعار

(البحث العلمي والاشراف التربوي رؤى مشتركة لبناء عملية تربوية ناجحة)

يومي الاربعاء و الخميس 2025/10/ 23-22

This informal version is practical in a conversational context but compromises the concern about grammatical correctness. Also, teens are more and more inclined to use all lower case in stylistic purposes and find it hard to learn the standard rules of teaching punctuation to write correctly in school practices. (Hang & Nassif, 2023, pp. 256-276)

2.3 Verb Tense Consistency

The verb tenses state whether an action is done in the past, present, or future, and they should be used consistently to be clear in a narrative. Formal writing may cause perplexity or time-line distortion about the improper change of tenses.

The teenagers could disregard tense rules completely on social media. For example:

- “Yesterday I go to the party and it was fun.”
- “He eating and then he leave.”

In either way, there is weak clarity due to tense inconsistency. Informal writing contexts do not support the accuracy of tenses, and with no correctional feedback, adolescents can fail to identify such rules as a mistake.

2.4 Spelling and Orthography

Spelling and orthography makes language written the same as well as being correct. However, social media has promoted the use of phonetic spelling, short cut and developing linguistic word play like:

- “u” instead of “you”
- “cuz” instead of “because”
- “thx” instead of “thanks”
- “tmrw” instead of “tomorrow”

The forms are readily typed but break the rules of normal spelling. They may have the result of prompting fossilization of the wrong forms when uncorrected each time one would say them. This is the case when it comes to second language learners who are yet to master the orthographic rules.

2.5 Subject-Verb Agreement

A subject verb agreement is a major grammatical rule in English where the verb should be in agreement with the subject in number and person. Such errors are not hard to detect and punish in case of academic writing. Examples:

- Correct: *She walks to school every day.*
- Incorrect: *She walk to school every day.*

On social media, users often write:



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

(البحث العلمي وسيلة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)

وتحت شعار

(البحث العلمي والاشراف التربوي رؤى مشتركة لبناء عملية تربوية ناجحة)

يومي الاربعاء و الخميس 2025/10/ 23-22

- “He don’t care.”
- “They was happy.”

Although these forms could reflect the spoken dialect, or could be used as a stylistic gesture, even regular utilization in a written situation undermines grammatical accuracy and internalization of standard forms. (Bacalla et al., 2025, pp. 6446-6453)

2.6 Examples Table: Formal vs. Social Media Grammar

Grammar Feature	Formal English Example	Social Media Equivalent	Grammatical Issue
Sentence Structure	I studied all night because of the exam.	studied all night exam tomorrow	Sentence fragments, missing subject
Punctuation & Capitalization	I’m not sure. Maybe we’ll talk later.	idk maybe we talk later	Missing punctuation, capitalization
Verb Tense Consistency	He arrived at 7 PM and stayed for dinner.	he arrive 7 then stay dinner	Tense confusion
Spelling & Orthography	Please give me your opinion.	plz gimme ur opinion	Informal/phonetic spelling
Subject-Verb Agreement	They are going to the concert tonight.	they is goin concert tonight	Singular/plural mismatch

These are samples of how informality and simplification of digital language are inconsistent with grammar rules of formal writings. Such patterns repeated many times, with no reinforcement of correct forms, can establish a model of inner grammar in learners.

2.7 Theoretical Frameworks: Language Acquisition and Informal Input

Theoretically, the role of the social media language in grammar development could be presented via the use of the prominent models of language acquisition. Among the prominent frameworks, one can mention Krashen Input Hypothesis and Schmidt Noticing Hypothesis.

2.7.1 Krashen’s Input Hypothesis

Stephen Krashen developed an idea that people can acquire language when they hear comprehensible input, the one that is right above their current level



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

(البحث العلمي وسيلة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)

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يومي الاربعاء و الخميس 23/10/2025

(i+1). Nonetheless, in case the greater part of the input is informal or ungrammatical, as happens in the atmosphere of social media, the student might stagnate or learn erroneous constructions.

The input of social media is hardly corrected, hardly structured and frequently contains nonstandard forms. This becomes a risk factor to the teenagers as they might not be exposed to enough grammatically rich input beyond the digital space. (Wagner, Batty, & Galaczi, 2024)

2.7.2 Schmidt's Noticing Hypothesis

Richard Schmidt pointed out the role of conscious awareness of language learning. To internalize, learners have to be in a position to identify linguistic features. The nature of the social media use is to attract rapid unconscious interaction. It hardly compels the users to reconsider buccal correctness.

For instance, if a teenager sees “*she don't care*” repeatedly across comments and captions, but never receives feedback, they may not recognize it as ungrammatical. Over time, incorrect forms become embedded and resistant to correction.

2.8 How Informal Exposure Affects Rule Internalization in Adolescence

Language development is an important stage during adolescence. Although the primary rule of grammar is acquired during early childhood, the adolescence period is crucial to perfecting written skills and particularly, at school. Due to being the most popular way of expression among adolescents, social media occupies most of their language intake in this period.

A number of risks are to become apparent:

Reduced formal exposure: The English composition or language of students reading and writing, mainly on the social media, might lack exposure to grammatically correct language.

Transfer of informal patterns: Incorrect spellings, punctuation habits, or sentence structures may be carried into school writing.

Lack of corrective feedback: Unlike the classroom format, social media also doesn't offer real time grammar reminders and exercises.

Reinforcement of errors through peer repetition: When peers consistently use nonstandard forms, these errors appear normalized.

Without strategic intervention—such as targeted grammar instruction or structured reading programs—teenagers may struggle to unlearn informal patterns or adapt to formal requirements in exams, applications, or professional communication (Schmidt & Frota, 1986, p. 220).



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

(البحث العلمي وسيلة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)

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يومي الاربعاء و الخميس 2025/10/ 23_22

Chapter 3

Theoretical Links Between Social Media Language and Grammar Erosion

Conceptual Connections

The emergence of social media has presented a non-formal, i.e., an informal, use of the language that is absolutely opposite of the language that has to be used in the classroom. Adolescents regularly employ abbreviations, slang, and non-standard syntax (ex. omitting verbs or articles) in a social feeds and texts to be fast and concise. The linguists have noted that the use of this sort of texteme or netspeak often disobeys regular grammar. Teachers fear that such an informal form of register can spill into the formal writing. Theoretically, exposure to informal style of writing online, in multiple instances, might make following the conventional grammatic requirements seem foreign or an option in scholarship.

This concept is based on code-switching theory: as children who were brought up hearing several languages have to develop a skill called the ability to switch a register, intensive use of social media could undermine the ability of the students to master the syntax of situations in case they do not find a clear distinction between the context. In relatively few words, the theoretical relationship is that these kinds of informal digital writing widely practiced may make teenagers accustomed to the loose grammar, so they perform poorly in formal grammar tests. An example of such survey is of teenagers who were examined and found to have difficulties writing academic essays in strict English since they have been used to informal language of social media; this overuse of informal words tones down their knowledge of grammar required in school.

Possible interference is therefore anticipated by theoretical models: provided that online language is rapid, situational, and concise, students are likely to transfer such traits (e.g. dropped particles, non-standard verb forms) into essays and tests, impairing their grammar marks

(Tahir & Hassan, 2021, p. 31).

Empirical Findings and Meta-Analyses

Scientists have researched on whether social media writing is indeed detrimental to grammar. There is mixed evidence so far. There are some large studies providing little to no evidence of harm: Wood, Kemp, and Waldron were able to find no negative correlation between the use of grammatical violation by adolescents when texting and performance on at-test assessment



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

(البحث العلمي وسيلة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)

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يومي الاربعاء و الخميس 23_22 /10/ 2025

in the area of formal grammar. Actually, students, who had played with ungrammatical forms in text messages, were a bit more successful in their written grammar tests. (Wood, Kemp, Waldron, & Hart, 2014, pp. 281-290)

In the same manner, van Dijk et al. used Dutch children and indicated that children who deleted more words in their text messages scored better in a task that involved a grammar task in spoken language. They had a regression analysis through which they found that omitting words in the texting process was highly correlated with a higher score of the grammar skills in the facility task, thus indicating a positive correlation between certain textese elements and grammatical ability. (van Dijk, van Witteloostuijn, Vasić, Avrutin, & Blom, 2016, e0152409)

Overall, these studies concluded that acquaintance with text-based grammar did not damage the grammar development in children, however, on the contrary, it was associated with a higher level of metalinguistic awareness.

According to other studies, however, there are some negative correlations or perception that teachers have seen in decline. As an example, Cingel and Sundar, and Kemp et al. reported that textism (e.g., spelling shortcuts) was linked to lower scores on some written grammar duties, although these effects frequently were small, or confined to older data.

In this case, Chinese EFL learners during focus interviews even admitted that it made them have problems in their classroom English by making them commit what they referred to as the ways of grammar and spelling mistakes all due to time spent in casual situations on social-media writing. Similarly, Rianto and Juliarta brought back the report of Indonesian adolescents that widespread nonstandard SM language is associated with poorer formal writing usage: one teenage student even claimed to regularly omit particles in essays because it is what she is accustomed to when she texts in shorthand. The falling use and subject verb agreement are popular pieces of anecdotal evidence that educators refer to.

Meta-analytically, the situation is not clear also. A meta-analysis of several studies on texting behavior and writing performance of teens has been carried out on a dissertation scale not long ago. In some it was positive, e.g. at least in one study texting frequency was modestly positively correlated with grammar test scores (r approx 0.28), in others there were small negative correlations between grammar and texting. In general, the meta-analysis hinted in support that there were no homogenous negative effects of texting on writing some studies reporting that increased text messaging has yielded



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

(البحث العلمي وسياسة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)

وتحت شعار

(البحث العلمي والاشراف التربوي رؤى مشتركة لبناء عملية تربوية ناجحة)

يومي الاربعاء و الخميس 23-22 /10/ 2025

reversed scores on writing assessments, yet when numerous others failed to report that increased text messaging had an impact on any literacy outcome, in fact reporting a marginal advance on some instances only.

Concisely, meta-analyses fail to discover any significant and persistent impact of digital communication on formal grammar acquisition. Other researchers arrive at the conclusion that the existing studies apply extremely different definitions of the term textese that hinders synthesis. Notably, the bulk of high-quality studies indicate that there is no meaningful loss of the grammar because of social-media language alone; in fact, writing creatively over SMS could heighten children sensitivity to the language rules.

the caution setting in: the majority of researchers appeal to further research. Based on reviews, the subtle effects of informal digital writing are not being tested by broad tests, or that the negative effects may only be seen in subgroups of people (e.g., intensive multitaskers). Meta-analyses of the related subjects (screen time and early language development) all point to the same result-which is that very high media exposure during infancy is correlated with slower language development, with the implication that a long-term risk remains possible should behavior continue in this fashion.

Scholars warn that general, formal grammar knowledge may get destroyed since it does not teach how to use grammar in digital writing, which is more informal. In short, the existing empirical studies remain inconclusive: some report just a hint of negatives, others none or even positives. This conflicting evidence indicates that any hypothesized grammar erosion is just that and still be a hypothesis until some more rigorous meta-analyses are completed.

Digital Fluency vs. Academic Fluency

The social media promotes an informal, fast, and context-specific digital literacy. Online posts and conversations require shortness and interaction: users count on brief phrases, emojis or numerals, and non-formalism to attract the audience. It is a style which values immediacy and personality more highly than precision. Academic fluency on the contrary, is formal, structured and planned. Academic writing (essays, reports, tests) demands the evolution of the ideas that are well organized, coherent, with strong argumentation and following strict rules of grammar and style. At the same time, where social media prefers half sentences and colloquialism (e.g., omg, u r), academic English requires full clauses, good use of punctuation and dignified vocabularies. Some educators sum up that the social-media register of students can be punchy and short compared to scholarly writing which is



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

(البحث العلمي وسياسة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)

وتحت شعار

(البحث العلمي والاشراف التربوي رؤى مشتركة لبناء عملية تربوية ناجحة)

يومي الاربعاء و الخميس 23-22 /10/ 2025

described as longer and long and entails complex ideologies backed by academic references.

Most students will learn both registers in practice, and to be conversant in both. In fact, proficient digital writing can develop a certain metalinguistic expertise; others hypothesize that the subversion of the rules in textese can give a more finely tuned sense of standard syntax, a mastery, e.g., of when a grammatical feature is omitted. However, the skills do not necessarily carryover. In more formal writing, it will involve thoughtful use of rules of grammar that will otherwise be disregarded in an online setting (when the capital letters are not used, phonetic spelling is employed, or run-on sentences are used). Although communication via social media is updated and is usually supplemented by the autocorrect option, scholarly writing is usually reclusive and requires accuracy.

As such, digital fluency is socially enhanced and time, and academic fluency is rational and accurate. Teachers note that teenagers may handle both competently, but shifting between them, especially between the informal and formal contexts, may be difficult. When digital habits are normalized by the students, then they might not find it easy to code switch to the academic principles of grammar. It can influence it especially on people who are given little advice on identifying registers.

Key differences include: (Muangchan et al., 2024, pp. 719-734)

Tone and Style: Social media writing is personal, playful, and often phonetic (e.g., "u", "lol"), whereas academic writing is impersonal, serious, and governed by strict grammar and vocabulary norms.

Length and Structure: Digital messages tend to be short and fragmented (like tweets or captions), while academic writing involves more extensive composition with structured introductions, cohesive development, and clear conclusions.

Grammar and Punctuation: Informal writing frequently omits punctuation and capital letters. By contrast, academic work requires grammatically complete sentences, precise punctuation, and accurate subject-verb agreement.

Audience and Purpose: Social posting is to the colleagues within the immediate and less serious communication, whereas academic writing is to the teachers or other learned people, where clarification, qualification, and reasoning of the thought is anticipated.



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

(البحث العلمي وسياسة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)

وتحت شعار

(البحث العلمي والاشراف التربوي رؤى مشتركة لبناء عملية تربوية ناجحة)

يومي الاربعاء و الخميس 2025/10/ 23_22

These distinctions explain the fact that digital fluency does not necessarily mean academic fluency. There is a variety of norms of each of the registers and unless a student is taught explicitly, he or she can use informal habits in unlikely situations. Therefore, the theoretical issue is that the emphasis on digital fluency may overshadow the practice required in the formal writing and unless educators choose to fill the gap between the two by way of guided learning and consciousness raising, the displacement may occur.

Educators' Concerns: Assessment and Teaching Grammar

Educators and other experts have raised alarm over the influence of the social-media conventions on evaluation and teaching of writing. Several educators also note that digital tools have caused most students to become susceptible to the use of poor grammar in their academic writing in different big scale surveys. An example is that the research on the use of Advanced Placement (AP) teachers in the United States presents the idea that casual textspeak is growing in formal writing. Teachers have been complaining about the emergence of nonstandard usage features of language in student papers, e.g., inappropriate grammar, incorrect spelling, absence of capitalization, etc.

The lack of appropriate usage of punctuations was observed by one of the teachers who added that children do not use capital letters to start a sentence and explained the cause of such inclination by the overuse of text messaging and social networks. Others have alluded to the increased dependency by students on automatic spellchecking devices that diminish attention towards fundamental concepts of grammar. All these observations point to one larger issue: informal digital writing culture might be compromising the uniformity and accuracy required of uniform academic tests.

(Pew Research Center, 2013)

Writing Assessment and Standards

Formal grading and standardized writing tests also presuppose that the students have fully acquired the application of the conventional grammar and the academic style. Nevertheless, most educators are alarmed at the informality of language and grammar use promoted in social media, which they believe affects the academic output of students in a detrimental way. Some surveys report that close to half of the teachers had the feeling that contemporary digital technologies have caused students to become more inclined towards incorporating wrong spelling and grammar in formal work.



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

(البحث العلمي وسياسة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)

وتحت شعار

(البحث العلمي والاشراف التربوي رؤى مشتركة لبناء عملية تربوية ناجحة)

يومي الاربعاء و الخميس 2025/10/ 23-22

Even where the references used to support such claims are anecdotal, there is a general feeling among educators that digital language patterns are developing a kind of cultural hemorrhage into school assignments. Instructors frequently underline that the characteristics that cannot be found in academic work are the usage of lowercase letters as in the case of individual letters like i or use of trendy shortenings. These issues are strongly connected to that of standardization: all academic systems seem to be based on one mutually agreeable level of linguistic standard and any of those modifications (as of using internet language or lacking punctuation) always tend to be classified as wrong.

It has also been found in part of the research that a high frequency of using SMS abbreviations in writing is associated with observable worsening outcomes by students when it comes to performance of formal writing tasks. Although use of social media can contribute to the enhanced vocabulary and creativity, it has been reported as one of the factors that reduce grammatical accuracy in more organized writing processes .(Kemp & Yim, 2022, 104352)

Teaching Grammar in a Digital Age

Educators are changing their course on how to teach grammar in light of these problems. It has become quite often that many teachers need to actually teach students on how they can code-switch between informal and formal registers. This means getting them to understand the contexts in which using an informal language is acceptable (e.g. talking with peers, using social media) and times when this is not possible (essays, reports and exams).

The ability to comprehend the difference between different registers and linguistic codes has been one of the constituent elements of the contemporary literacy education. Realistically, instructors have to use their time to correct such features as absence of capitals, wrong sentence marking, incorrect subject-verb agreement, which can be overlooked when writing informally over email or other online resources.

Concurrently, educators are having to contend with curricular demands and systems of accountability that focus on test scores. The act of writing rubric usually accrues a penalty in case of nonstandard usage meaning that in the event that the students use what is social-media format in their essays like using u instead of you then it is likely to deduct points. In reaction, most teachers encourage the incorporation of digital literacy courses in the



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

(البحث العلمي وسيلة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)

وتحت شعار

(البحث العلمي والاشراف التربوي رؤى مشتركة لبناء عملية تربوية ناجحة)

يومي الاربعاء و الخميس 23-22 /10/2025

curriculum to ensure that students learn to have a balanced view of the time and place to adhere to formal grammar rules.

Some of these interventions involve lesson that compares social-media writing with academic writing and thus making the students aware of the different expectations of the two settings. To give an example, classroom assignments may be dealt with such task as re-writing the text messages into a formal paragraph or consideration of grammatical changes regarding the audience and the purpose . (Araujo, Babino, Cossa, & Johnson, 2018)

Blurred Boundaries and Long-Term Effects

The core point of concerns expressed by teachers hence revolves around the ever so thin distinction between informal and academical writings. Because teenagers dedicate a large percentage of their day to communicating through a screen, either by texting, messaging applications, or social media, the move towards pen-and-paper composition is becoming obsolete. One teacher noted that digital writing seems to students to be less high-stakes due to the ability to revision with ease and the availability of immediate peer response which may lower the resources students invest in being correct in their writing.

It has been cautioned that casual social writing in which people have been known to spend thousands of messages in a single month might push away the chances to develop longer grammatically complex writing. Teachers also decry the fact that classroom teaching has not kept pace with such changes wholesomely. The teaching of grammar has in many cases been downplayed in exchange of more general skills such as fluency in communication but the system seems to lack what it takes to equip the students with the formal requirements of academics and the career field.

Not observing the standard grammar and style conventions in high-stakes situations may depend not only on breaking the rules but also on practical consequences. Although researchers still discuss to what degree the use of social media has a direct negative effect on the grammatical competence, teachers always perceive it as a pedagogical problem. Without an intervention, students are likely to undermine the use of a formal register as prescribed by curriculum expectations.

Discussion

The results of this paper demonstrate the multi-dimensional effect of social media language on grammatical competence among the teens in English. Findings indicated that the noticing skill of grammatical mistakes among the students was moderate to good and this indicates that exposure to the non-



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

(البحث العلمي وسيلة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)

وتحت شعار

(البحث العلمي والاشراف التربوي رؤى مشتركة لبناء عملية تربوية ناجحة)

يومي الاربعاء و الخميس 23/10/2025

standard forms does not fully suppress the students sensitivity to the standard grammar. Rather, the more frequent exposure to informal English on WhatsApp, Instagram, and Tik Tok seems to increase the sensitivity of the students to deviations since they can notice the mistakes even though they sometimes use them in informal situations (Zarnoufi et al., 2020, p. 85; Bacalla et al., 2025, pp. 6446-6453).

The significance between noticing and language proficiency is positive, which is why previous research studies have indicated that increased metalinguistic awareness is correlated with more advanced academic writing and speaking (Shu, 2023, p. 443; Nabati, 2017, pp. 125-146). Yet, there are also a few contradictions: some scholars believe that texting abbreviations and emojis deactivate structural accuracy (Koska, 2023, pp. 23-27; Kadhim et al., 2022, pp. 51-57) but other scholars notice that digital practices may promote creativity and repertoires of translanguaging (Wei and Garccia, 2022, pp. 313-324).

One more important aspect is the role of code-switching. The Facebook and TikTok context evidence indicates that the combination of codes can be used as an expression tool, albeit with the problem of introducing challenges to grammatical accuracy in formal writing (Riparip, 2024, p. 465; Daulay et al., 2024, p. 373). Therefore, the present research highlights the fact that the problem is not just the existence of social media language, but the absence of clear training on how to change registers accordingly. Teachers need therefore to incorporate activities that involve the contrasting of informal and academic registers, such that the students can learn to apply noticing skills to formal use of the language.

Conclusion and Recommendations

This paper has discussed the style of this intricate and changing nature of relationship that exists between social media language and English grammatical skills in teens. Based on a theoretical framework to which empirical studies would verify the arguments, the results show that although creative and expressive means of communication through social media platforms are an engaging and engaging way through which to communicate, the media imposes a set of linguistic practices that do not conform to standard academic grammar. Adolescents frequently develop informal patterns of writing which do not augur well in formal writing-like abbreviations,



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

(البحث العلمي وسيلة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)

وتحت شعار

(البحث العلمي والاشراف التربوي رؤى مشتركة لبناء عملية تربوية ناجحة)

يومي الاربعاء و الخميس 23/10/2025

phonetic spelling, the neglect of the use of punctuations, and a non-standard structure of sentences.

The analysis of the grammar weaknesses has identified such problem areas: structure of the sentences and coherence, punctuation and capital letters, tense consistency, spelling and orthography, and The agreement of subject and verb. The Krashen Input Hypothesis and the Schmidt Noticing Hypothesis are theoretical explanations that provide the plausible alternatives to the features of the formal presentation of grammatical rules internalization being undermined by the unstructured exposure with the help of the digital mediums. Additionally, the argument about the difference in digital fluency (interactive, fast, and those aspects are considered to be personalized) and academic fluency (related to structures, formal, and analytical aspects) supports the necessity of conscious shifts of registers.

The evidence is not completely decisive, as some studies have pointed out a negligible or even a positive effect of using social media on the metalinguistic awareness, however, the concern shown by teachers regarding the observed effects on writing ability of students remain constant. Unregulated informal communication via the digital medium can kill the focus on the correctness of grammar and reduce test scores in examinations that judged by the standards of commonality of language. So the educational issue is not to oppose digital fluency, but to cross it with academic literacy, with conscious pedagogy.

Recommendations

Explicit Instruction in Code-Switching: Schools should incorporate lessons that teach students how to navigate between informal digital writing and formal academic writing. This includes highlighting the structural, stylistic, and functional differences between the two.

Integrated Digital Literacy Programs: Curricula should not isolate grammar from students' digital realities. Instead, teachers can design activities where students critically analyze social media content, translate informal messages into formal language, or examine how audience and purpose shape grammatical choices.

Reinforcement of Grammar Fundamentals: Despite the influence of autocorrect and predictive text tools, grammar instruction should continue to emphasize the importance of accurate syntax, punctuation, and agreement. Regular practice in editing, sentence construction, and formal essay writing is essential.



وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

(البحث العلمي وسياسة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)

وتحت شعار

(البحث العلمي والاشراف التربوي رؤى مشتركة لبناء عملية تربوية ناجحة)

يومي الاربعاء و الخميس 23_22 /10/ 2025

Balanced Assessment Criteria: Educators and testing bodies may consider adopting writing rubrics that assess both fluency and correctness—rewarding creativity and expression, but also maintaining standards of formal grammar where appropriate.

Professional Development for Teachers: As language continues to evolve in the digital age, teacher training should include strategies for managing linguistic change in the classroom. Educators need tools and frameworks to support students in building both digital fluency and academic proficiency.

In conclusion, social media is not inherently detrimental to language learning. When used critically and pedagogically, it can serve as a powerful tool to enhance engagement and linguistic reflection. The key lies in recognizing its influence and preparing students to operate confidently across linguistic contexts—ensuring that digital expression complements rather than compromises academic writing competence.

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وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:
(البحث العلمي وسياسة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)
وتحت شعار
(البحث العلمي والاشراف التربوي رؤى مشتركة لبناء عملية تربوية ناجحة)
يومي الاربعاء و الخميس 23_22 /10/ 2025

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وقائع المؤتمر العلمي الدوري الثاني للمديرية العامة للتربية في بغداد الرصافة الثانية الموسوم:

(البحث العلمي وسياسة حضارية لتطوير العملية الاشرافية والنهوض بالواقع التربوي)

وتحت شعار

(البحث العلمي والاشراف التربوي رؤى مشتركة لبناء عملية تربوية ناجحة)

يومي الاربعاء و الخميس 23-22 /10/ 2025

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مستخلص البحث:

تبحث هذه الدراسة في تأثير لغة وسائل التواصل الاجتماعي على قواعد اللغة الإنجليزية لدى المراهقين، مع التركيز على الأخطاء النحوية والإملائية الناشئة عن الاستخدام المكثف للمنصات الرقمية. هدفت الدراسة إلى قياس مستوى الملاحظة اللغوية لدى الطلبة وعلاقته بكفاءتهم في اللغة الإنجليزية الرسمية. اعتمد البحث منهجاً وصفيًا تحليليًا باستخدام اختبارات للملاحظة وكفاءة اللغة، بعد التحقق من صدق الأدوات وثباتها. أظهرت النتائج أن مستوى الملاحظة اللغوية لدى المراهقين يتراوح بين المتوسط والجيد، مع وجود علاقة ارتباط موجبة بين الملاحظة والكفاءة اللغوية. يشير ذلك إلى أن تنمية الوعي اللغوي يمكن أن يساهم في تحسين الأداء الكتابي والشفهي. أوصت الدراسة بتوظيف لغة التواصل الاجتماعي في أنشطة تعليمية تساعد الطلبة على التحويل الواعي من اللغة غير الرسمية إلى السجل الأكاديمي.

الكلمات المفتاحية: وسائل التواصل الاجتماعي؛ القواعد الإنجليزية؛ الملاحظة اللغوية؛ الكفاءة اللغوية.