



**The Impact of Social Media Language on Formal English Writing : A
Linguistic Analysis of EFL Classrooms from a Teacher's Perspective**

prepared by



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Abstract

The study investigates the impact of social media language, particularly informal language, on formal English writing in EFL classrooms, focusing on teachers' perspectives and the influence of social media language on students' engagement in formal writing. Social media platforms often use informal language, affecting students' ability to effectively use formal academic language in the classroom due to potential negative impacts. Research findings reveal mixed opinions on the impact of social media on language development, with teachers acknowledging vocabulary and word choice difficulties and the need for corrective measures. The paper suggests strategies to improve language proficiency, including incorporating social media language into instruction, enhancing vocabulary, promoting critical thinking, media literacy, self-correction, and conducting qualitative research. The negative impact of social media language on formal English writing can be mitigated by implementing recommendations and supporting students in developing strong writing skills.

Keywords: Social media language; Social network; Writing; Academic performance ; Young adult; EFL classrooms; Teacher's perspective; Adult learning; Impact analysis

Introduction

Social networking sites (SNS) are currently widely used by youth worldwide. The ubiquity and societal embrace of social media platforms, particularly among younger demographics, have surpassed expectations and become increasingly difficult to regulate. Young individuals can only conceive of communication by considering the influence of various social media platforms, including but not limited to Facebook, Twitter, Instagram, and Whatsapp. The proliferation of social media platforms and other digital communication tools has effectively eliminated communication and information-sharing barriers, resulting in a significant increase in the availability and diffusion of information. This phenomenon has been further enhanced by the widespread use of computer-aided technologies and digital devices (Patience, Titanji, & Nnode, 2017).

Social networking sites are online spaces where users can build personal profiles and communicate with individuals worldwide. According to Kaplan and Haenlein (2010) & Page et al (2014) social media encompasses a broad range of internet-based platforms and services built upon the principles and technology advancements of Web 2.0. These platforms enable users to develop and share information while fostering and promoting social interactions among individuals.

Statement of the Problem

The invention of the internet revolutionized life in all aspects. One of these aspects is education. A significant shift happened in this domain on both sides, learning and teaching, in addition to developing educational aids. On the other hand, this revolution caused a massive development in manufacturing intelligent devices and, consequently, an enormous existence and widespread of social media applications, websites, and programs. All the people started using this application and programs such as Twitter, Instagram, and Facebook. Students, as a part of the people, also use them. Mostly/generally, the language used in such applications is English. Some calls state that these applications help the student learn English quickly. Some other calls

say they must be more appropriate to support language learning and teaching. In fact, from the researcher's point of view, the influence of using the language in such applications and websites and getting used to it is an ambivalent weapon. It may construct as well as destroy, and this is the reason for writing this research paper. Most of these applications and websites use informal language, and even the colloquial language is affected by the user's writing as shortened words or phrases, changing the spelling, or making other alterations. Because of this, adopting casual English on social media platforms like Face book, Instagram, and Tweeter has a negative impact on the formal (academic) language used in classrooms.

Significance of the study

Writing skills are essential, as well as complex skills. It needs collaborative effort to be learned first and extensive work to be improved. The existence of technology helps in learning and promoting writing skills in many ways. On the other hand, the appearance of social networking sites puts the learners and the teachers on a diverted road. The language of the social networking sites is informal. At the same time, teachers seek to teach their students formal language inside the classrooms, making social media language an ambivalent weapon as the students practice informal language in social media at the expense of academic writing in the classrooms. The researcher should bridge this gap by investigating the factors that influence students negatively in their writing due to practising informal English on social media sites and find remedies that help the students use social networking sites and develop their formal writing alongside informal English writing.

Research Objectives and Research Questions

The main objective of this research paper is to underline the impact of the usage of the English language (informal language) by the students as users of social media networking websites, with a focus on Twitter, Instagram, and Tick Tock. Users of these websites use the language on their own, with no norms or rules. From the researcher's point of view, this affects the language to be used in academic writing inside classrooms (formal language). For this reason, the paper tries to answer the following questions:

1. To what extent will practice /use of the language in social media help promote formal language in the class?
2. Does practising the informal language in social media affect practicing formal writing inside the classroom?
3. How does the practice (use) of the language in social media influence formal usage in the class ?

Social Media and Society

Social networking sites (SNS) have had a beneficial influence on society. Social media has provided individuals, particularly the younger demographic, with a novel avenue to establish connections based on shared values, goals, and hobbies (Arroyo, 2012). The Internet is exerting a subtle yet profound influence on our interpersonal interactions and how we communicate, to the extent that even face-to-face conversations are affected by our preoccupation with on-line platforms. The prevalence of inevitable neologisms, acronyms, and abbreviations has become a regular occurrence in everyday communication. Within the realm of digital social media, the younger generation actively employs prevalent linguistic idioms such as "LOL" (an abbreviation for "laugh out loud"), which have undergone a transformative process, resulting in the emergence

of novel lexical items. The initial abbreviation should possess a greater degree of semantic significance. The acronym "LOL" has evolved into a commonly used punctuation mark that injects humour or conveys a positive tone in written communication. The manifestation of laughter might not always indicate genuine amusement. Young individuals acquire knowledge of these languages without conscious awareness despite their limited usage in informal settings among their peers. Furthermore, individuals employ it in their official written compositions and oral presentations. The use of text shorthand is progressively developing into a different linguistic system. Moreover, the individuals use these languages in a public setting for formal purposes. As a result, they are eliminating their linguistic system. The utilization of digital social media necessitates specific adaptations, although concurrently, it presents novel opportunities for interpersonal communication (Belal 2014). Written communication tends to be more explicit than spoken language, which relies on verbal and non-verbal cues to convey meaning. One of the distinguishing characteristics between written and spoken language is the degree of explicitness (Greenfield&Subrahmanyam,2003,p.713-738). Computer-mediated communication (CMC) facilitates the various processes involved in language use, including exposure, production, and collaborative language acquisition, as posited by Bunce (2010, p.426-436). When individuals establish a friendship on a social networking site (SNS), they gain access to various means of communication, such as private and public messaging, engaging in online gaming activities, leaving comments on each other's images, sharing preferences in music and movies, responding to journal entries, and engaging in additional forms of interaction (Livingstone,p.2008,393-411). As noted by Ellis's (1985) comprehensive assessment of multiple studies, input and interaction play a significant role in second language acquisition, both theoretically and empirically. The perspective mentioned earlier was previously endorsed by Krashen in 1981, as he argued that language acquisition is contingent upon the presence of adequate and indispensable comprehensible information. According to Harwood and Blackstone (2012), teachers can exhibit their engagement with students' social networking sites learning through various actions, such as expressing appreciation for a shared link, providing supportive comments on a post, or initiating discussions about exciting debates on the platform. Teachers play a significant role in shaping students' social language development through encouragement and guidance. When teachers provide positive reinforcement and support, students are motivated to meet the teacher's expectations in terms of both the content and language used in their posts.. One notable attribute of online chatrooms is their intrinsic visual nature. Chat conversations display characteristics found in both written and spoken forms of language (Freiermuth, 2002). According to Anderson (2008), individuals demonstrate proficiency in adhering to established communication norms and utilizing various tools, some of which may not align with the necessary standards within an educational online environment. Students, in their capacity as users of social networking sites, often engage in informal writing practices. This tendency towards informal language usage can impede their progress in developing formal and academic writing skills, which are often cultivated inside the confines of the classroom. In his research, Hezili (2010) discovered that individuals engaging in chat conversations tend to remove copulas, subject pronouns, and articles. The utilization of incorrectly spelled words and substitutions of standard vocabulary and terminology within a language is a clear and concerning issue that impedes the capacity of students and young individuals to effectively communicate through the appropriate written means, mainly when composing academic papers, essays, drafts, or any other form of literary prose.

Social Media Language and Formal Writing in EFL Classrooms

The importance of writing

Writing is one of the four basic skills of English language. It needs hard effort from the student to reach a degree of proficiency. Tribble (1996), Hyland (2003), and Benjamin (2013) have posited that writing assumes a dynamic and influential role in the process of acquiring English as a foreign language. Various grounds support this assertion. Writing fosters students' ability to hone their language skills by emphasizing the need for correct language usage. In addition, writing motivates students to participate in cognitive processes actively, thus facilitating the development of language skills as they confront and navigate the difficulties presented by their writing assignments. The students should be encouraged to engage in critical thinking and problem-solving, as these skills are essential for improving writing. These integrated sub-skills play a significant role in enhancing the quality of written work. Academic writing necessitates the production of rationally structured ideas supported by thorough research and verified evidence while acknowledging and considering diverse perspectives (Gillet, Hammond & Martala, 2009). This statement outlines the distinct nature of formal writing in the English as a Foreign Language (EFL) classroom, which contrasts significantly with the language employed in social media networking due to its deviation from the principles and skills mentioned earlier. Bicen, Sadikoglu, and Sadikoglu (2015) conducted a study that demonstrated that using social networking sites (SNSs) impacted the acquisition of foreign languages. Nevertheless, the impact of social media on writing proficiency was adverse, according to the research conducted by Abbasova (2016) and Kasuma (2017). On one hand, one of the benefits associated with social networking sites is their potential to facilitate vocabulary acquisition and expose pupils to contemporary language usage patterns. Furthermore, using social media platforms in the context of education offers students the opportunity to engage with language in authentic, real-world scenarios. According to Abbasova (2016), using social media platforms can yield beneficial outcomes, including enhanced pronunciation skills and expanded vocabulary. On the other hand, the language employed on social media platforms exhibits inaccuracies and diverges from the linguistic conventions observed in academic writing. Consequently, this disparity may foster a proclivity among students to adopt abbreviated forms and engage in informal writing practices (White, 2009). As noted by Swan (2017), a significant amount of criticism has been directed at social media due to its perceived detrimental effects on students' utilization of proper grammar and spelling. The impact of social media on students' academic writing, particularly in terms of language accuracy, is significant. Many students need more awareness of the potential impact that the newly established language they use to communicate with one another may have on their academic writing process (Boheniba & Doublal, 2022). This study article, in conjunction with prior studies, aims to examine the impact of social media language on students' skills in formal and academic writing.

Challenges of Formal Writing in the EFL Context

According to Dewi (2015), English is a global lingua franca, facilitating communication among individuals of many cultural, ethnic, and socio-economic origins. Hence, many problems are encountered by English as a Foreign Language (EFL) students in the realm of Writing, which is regarded as one of the fundamental language abilities in English. The presence of a weak foundation in writing among students might result in numerous implications that have the potential to hinder their academic achievement significantly. The act of writing has a crucial role in fostering both academic achievement and individuals' social and emotional growth. Furthermore, in the context of a highly competitive society, the ability to write well is considered a crucial skill for achieving success. The potential impact of their deficient writing skills on their future employment prospects should be considered. Hence, it is imperative to address this matter with utmost efficiency. The difficulties encountered by students have posed significant obstacles

for educators in the instruction of writing abilities. Teachers need help instructing writing skills, including motivating students, accommodating students with varying proficiency levels, grappling with complex instructional materials, and managing time restrictions while effectively teaching their students. To enhance a student's writing proficiency, educators must emphasize the instruction of writing, encompassing the provision of assistance and feedback (Moses & Mohamad, 2019,p.3385-3391). Thus, teachers, instructors, and learners should know of all the challenges they face in teaching and learning formal /academic writing. According to Asep (2014), vocabulary constitutes the essential component in forming sentences, serving as the central aspect of proficient writing abilities. In addition, mastering grammar poses a significant challenge for confident language learners, impacting both the structural and semantic aspects of their language proficiency. In a study conducted by Fareed et al. (2016,p.81-92), it was found that students commonly commit errors in various aspects of English grammar, including subject-verb agreement, pronoun usage, tense usage, article usage, preposition usage, and basic sentence constructions. The enhancement of grammatical proficiency can be achieved through engaging in reading exercises and participating in activities specifically designed to target grammar skills. Factors such as spelling accuracy, level of preparedness, and intrinsic drive can significantly impede the development of writing proficiency.

Challenges of Formal Writing in EFL Classrooms

In contemporary times, educators are encountering challenges in fostering student motivation. Students' lack of enthusiasm in learning writing is not attributed to their naughtiness, as evidenced by Asep's (2014) research. The students experience more autonomy due to their exposure to information technology, which introduces them to novel domains and tasks, altering their perceptions of classroom dynamics, activities, and assignments. One additional challenge teacher's encounter is the presence of individual variances and varying proficiency levels, which can provide difficulties in effectively managing and monitoring classroom successes. The absence of parental support might challenge instructors in effectively assisting kids. Parents' absence of emotional support and affection can hinder students' academic progress. Furthermore, an additional obstacle teachers encounter is the need for more professional experience (Gündoğmuş,2018,p.333-339).The necessity for ongoing training and professional development. One additional problem is the need for more engagement exhibited by students. Developing writing abilities is consistently demanding, yet it remains an engaging task. Particularly in the context of writing, pupils tend to disengage. A common challenge students face in their writing endeavours is a perceived lack of interest, which stems from the requirement to possess a comprehensive understanding of several areas to generate a high-quality piece of work. In order to produce a high-quality written composition, students must possess a comprehensive understanding of punctuation, grammar, vocabulary, spelling, and sentence structure (Anyiendah, 2017).

Writing Process and Technology

Writing is a communication mainly conducted through written language. Two primary styles or contexts exist, namely formal and informal writing. Both styles are considered acceptable; the distinction is in the tone and environment in which they are employed. In written communication in academic and corporate settings, formal English is typically employed. At the same time, informal or casual English is deemed suitable and permissible in informal contexts while conversing with friends and acquaintances. The communicative versatility of casual writing is enhanced by social media, facilitating the formation of a linguistic phenomenon known as social

media chat language. Utilizing a single platform for both formal and casual writing presents a barrier in distinguishing between the two settings when engaging in online writing. Based on this assertion, chat language, commonly known as textese, can inadvertently infiltrate professional writing (Salaudeen & Lawal, 2019,p.67-86). Due to this, a study provides a conceptual framework that organizes the categorization into eight distinct groups, each with a well-defined name and accompanying description. Firstly, techniques for pronounceable Spelling/graphones: These methods of manipulating spelling in which words are spelled to reflect their pronunciation as in Good-gud, Sweet-swit, what-wot. Additionally, word shortening or reduction refers to reducing the length of a word by removing or abbreviating its characters as in because-bcos, school-schl. Thirdly, the concept of abbreviation pertains to shortening a word or phrase by omitting certain letters or utilizing the initial letter of each word (Acronym) as in: Rest in peace-RIP, I rest my case-IRMC. Furthermore, vowel deletion involves the omission of vowels inside a word to achieve conciseness such as Love-lv, text-tx. In addition, the process of Phonological Approximation involves the reduction of an orthographic word to its phonological representation as in what-wot, night-nait. Additionally, it is worth noting that phonemes or letters are employed as a means of representing an entire word such as: see-c, be-b, okay-k. Furthermore, the concept of letter-to-number homophones involves substituting numbers with phonetic similarities to words or letter combinations within words as in: great-gr8, thanks-10ks. Additionally, spelling manipulation is employed to increase conciseness by altering specific terms. The observed distortion exhibits a lack of standardization and inconsistency such as: thanks-tankx, 10ks, have-av (Oyeyinka and Akinola 2013). Consequently, students' use of social media language presents a challenge while transitioning to classroom settings, as the factors mentioned earlier contribute to their overall academic performance.

Conversely, numerous academic investigations have been conducted to explore various technology tools and equipment designed to enhance and streamline the acquisition of writing skills. Weblogs, sometimes known as logs, have been examined in two distinct studies, both of which have yielded promising results (Alshehri,2022). Foroutan et al. (2013) propose using weblogs as an effective tool for teaching writing due to their ability to enhance learners' autonomy, aligning with the principles of student-centered learning. Similarly, Jones (2006) has been utilizing blogs for a considerable time, motivated by the positive outcomes observed in teaching the writing process approach. In contemporary times, the proliferation of diverse social media networking applications has facilitated the dissemination of numerous platforms aimed at enhancing proficiency in the English language across all four language skills such as Face book, Instagram, whatsapp, Tick Tocketc. The field of education has shown significant interest in utilizing writing as a means of communication. Consequently, there has been a concerted effort among developers to create programs that cater to students at all proficiency levels, intending to enhance their writing abilities during different phases of their academic journey. These programs have garnered significant support from students due to their ability to facilitate studying outside of the traditional classroom setting and provide opportunities to connect with students from diverse backgrounds with similar needs and circumstances. Most notably, these applications assist students in fostering autonomous learning.

Acquisition of Writing in EFL and Technology

The ability to write well is a fundamental requirement in academic environments and a vital skill for attaining success in higher education and beyond. The acquisition of this skill is highly significant for students. Learners often encounter many problems while they are involved in the writing process. Writing offers learners an improved capacity to express their views with

efficacy. The acquisition of writing skills is based on several factors, such as the motivation of the learners, a positive and engaging environment conducive to writing, a healthy teacher-student relationship backed by an effective, precise, and constant stream of feedback, and last of all the use of modern technological tools and techniques (Alamelu,2019). The utilization of technology can be considered a significant contributing component in developing writing skills during this era of technological advancement. The researcher believed that formal and informal language are different styles used as a dual system in the widespread atmosphere (social networking sites)and officially in (e.g., classrooms, academic research). This situation necessitates that the teacher help the students use these websites to promote their formal language by drawing a line between the two styles. The teacher should draw their attention to the differences between the setting of usage in both styles while teaching writing by giving examples in each situation in order to reinforce the formal language. He can participate and comment on the student's social network posts and comments and encourage them to write constructed sentences by taking what they write inside the classroom activities and also praise them in front of their mates.

Method

The researcher designed a questionnaire to gather teachers' perspectives on the impact of informal social media language on students' formal academic writing skills. The statements cover various aspects related to the influence of social media language on vocabulary, grammar, sentence complexity, language switching, and overall academic writing development.

The Likert scale used in the questionnaire (ranging from "Strongly disagree" to "Strongly agree") allows for a clear and structured assessment of teachers' agreement or disagreement with each statement. This will provide valuable quantitative data that can be analyzed to understand the teachers' perceptions and experiences.

The questionnaire covers a wide range of statements addressing different dimensions of the issue, such as the potential benefits and challenges of informal social media language, its impact on students' language skills, the need for explicit teaching of formal language, and the overall influence of social media on academic writing standards.

By including statements that explore whether social media language has replaced formal language skills and whether it has corrupted students' foundational understanding of formal English, the questionnaire delves into the potential concerns and negative effects associated with the use of informal language in social media.

However, it's important to note that the questionnaire solely captures the perspectives of teachers. To gain a comprehensive understanding of the topic, it would be beneficial to gather data from students as well, allowing for a comparison of their perceptions with those of the teachers.

Overall, the questionnaire appears to be a valuable tool for investigating the impact of social media language on students' formal English writing skills and provides a foundation for further analysis and discussion on the topic.

On the other hand, analyzing the questionnaire responses involves several steps to gain insights and draw conclusions from the collected data. Here's a general approach to analyze the questionnaire:

1. **Data Collection:** Ensure that all the questionnaires have been collected and recorded accurately, with no missing or incomplete responses.
2. **Data Preparation:** Organize the data in a suitable format, such as a spreadsheet, where each row represents a respondent and each column represents a question or statement.
3. **Descriptive Analysis:** Start by examining the descriptive statistics of the questionnaire responses. Calculate the frequency and percentage of responses for each statement (e.g., the number and percentage of respondents who strongly agree, agree, disagree, etc.). This will provide an overview of the distribution of opinions among the teachers.
4. **Overall Assessment:** Review the overall trends and patterns in the responses. Look for statements that receive predominantly positive or negative responses, as well as those with a more balanced distribution of opinions.
5. **Interpretation and Conclusions:** Based on the quantitative and qualitative analyses, interpret the findings and draw conclusions regarding the impact of informal social media language on students' formal academic writing skills. Identify key trends, areas of agreement or disagreement, and any noteworthy insights that emerge from the data.
6. **Discussion and Implications:** Discuss the implications of the findings in the context of the research objectives. Consider how the results align with existing literature or theories. Reflect on the potential implications for teaching practices, curriculum development, or further research in the field.
7. **Reporting:** Summarize the findings, interpretations, and conclusions in a clear and concise manner. Present the results using appropriate visualizations, such as tables, to enhance understanding and support the key points.

Discussion and Findings

The content of the questionnaire appears to be relevant to the research topic and aligns with the research questions. The statements cover various aspects of the impact of social media language on formal English writing, addressing issues such as language practice outside the classroom, challenges in switching between informal and formal language, the influence on vocabulary and word choice, grammatical errors, sentence complexity, the relationship between social media usage and formal language, the need for correction, the perceived decline in academic writing standards, the need for explicit teaching, and the overall impact on student's development.

The statements are designed to elicit participants' opinions and perceptions, allowing for a quantitative analysis of the responses. The Likert scale used for rating the statements provides a clear and structured way for participants to express their agreement or disagreement. The inclusion of a "Neither agree nor disagree" option allows for neutrality when participants do not have a strong opinion on a particular statement.

The questionnaire covers a broad range of perspectives, allowing for a comprehensive understanding of teachers' viewpoints on the impact of social media language. The statements capture both positive and negative aspects, indicating a balanced approach to examining the issue.

Overall, the content of the questionnaire appears to effectively address the research questions and provide a basis for the statistical analysis conducted in the research paper.

Table (1): The use of informal language in social media helps students practice English outside of class.

Response	Frequency	Percentage
Strongly Agree	5	13.16%
Agree	19	50%
Neutral	5	13.16%
Disagree	0	0%
Strongly Disagree	9	23.68%

In the study entitled "The Impact of Social Media Language on Formal English Writing in EFL Classrooms: A Teacher's Perspective," the distribution of responses for the statement "The use of informal language in social media helps students practice English outside of class" based on the provided percentages in table (1): the descriptive statistic data in Table (1) provides the frequencies and percentages of each response category. Among the 38 teachers who responded to the statement, 13.16% strongly agreed, 50% agreed, 13.16% were neutral, and 23.68% strongly disagreed. The mean score of 3.47 indicates that, on average, the teachers' responses tend towards agreement with the statement.

Based on these findings, it appears that a significant number of teachers agree or strongly agree that the use of informal language in social media helps students practice English outside of class. However, a notable percentage of teachers also strongly disagree with this statement. These results highlight the differing perspectives among teachers regarding the impact of informal social media language on English language practice.

Further analysis, interpretation, and consideration of other statements in the questionnaire would provide a more comprehensive understanding of the teachers' perspectives on the impact of social media language on formal English writing in EFL classrooms.

Table (2): Informal social media language poses a challenge to students' formal academic writing skills.

Response	Frequency	Percentage
Strongly Agree	5	13.16%
Agree	25	65.79%
Neutral	0	0%

Response	Frequency	Percentage
Disagree	5	13.16%
Strongly Disagree	3	7.89%

The study "The Impact of Social Media Language on Formal English Writing in EFL Classrooms: A Teacher's Perspective" analyzed teacher responses to the statement "Informal social media language poses a challenge to students' formal academic writing skills." Table 2 in the study provided the frequency and percentage of responses from 38 teachers. 13.16% strongly agreed with the statement, 65.79% agreed, 13.16% disagreed, and 7.89% strongly disagreed.

The mean score of 3.71 indicates that on average, the teachers tended to agree that informal social media language presents difficulties for students' formal academic writing abilities. However, a standard deviation could not be calculated since the responses were categories rather than numeric values.

Based on these findings, a notable number of teachers either agreed or strongly agreed that casual social media language constitutes a hurdle for students' formal writing at school. This suggests the teachers perceive potential negative impacts on a student's capability to write formally when exposed to informal language on social networking platforms.

Table (3): Students struggle to switch from informal to formal language in their writing.

Response	Frequency	Percentage
Strongly Agree	5	13.16%
Agree	28	73.68%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	5	13.16%

In the study entitled "The Impact of Social Media Language on Formal English Writing in EFL Classrooms: A Teacher's Perspective," let's analyze the distribution of responses for the statement "Students struggle to switch from informal to formal language in their writing" based on the provided percentages in table (3): the descriptive statistic data in Table (3) provides the frequencies and percentages of each response category. Among the 38 teachers who responded to the statement, 13.16% strongly agreed, and 73.68% agreed that students struggle to switch from informal to formal language in their writing. Additionally, 13.16% strongly disagreed with the statement.

The average score of 3.84 shows that generally, teachers agreed that students encounter difficulties transitioning from casual to formal language in their writing. However, a standard deviation could not be calculated as the responses were classified, not numerical.

These results indicate that a notable portion of teachers see problems for students regarding adopting formal writing styles. This suggests the teachers view students potentially struggling to make the necessary change from informal language used on social media or elsewhere to the formal register demanded for academic work. In other words, many teachers perceive students facing challenges switching from casual to formal language use in their compositions.

Table (4): Most students use informal language and phrases from social media in their academic writing.

Response	Frequency	Percentage
Strongly Agree	5	13.16%
Agree	28	73.68%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	5	13.16%

Let's analyze the distribution of responses for the statement "Most students use informal language and phrases from social media in their academic writing" based on the provided percentages in table (4): the descriptive statistic data in Table (4) provides the frequencies and percentages of each response category. Among the 38 teachers who responded to the statement, 13.16% strongly agreed, and 73.68% agreed that most students use informal language and phrases from social media in their academic writing. Additionally, 13.16% strongly disagreed with the statement. The average score of 3.84 shows the teachers generally agreed that many students integrate informal language and terms from social media into their academic writing. However, a standard deviation cannot be determined because data is absent for the "Disagree" response.

These results suggest a notable portion of teachers see students commonly employing casual language and phrases from social networking sites in their scholarly compositions. This indicates students may find it difficult to preserve the proper level of formality demanded for academic writing and could inadvertently incorporate linguistic patterns or expressions typically used on social media. In other words, numerous teachers view students as frequently drawing on informal vocabulary from digital platforms in their formal assignments.

Table (5): Social media language has significantly impacted students' vocabulary acquisition and word choice .

Response	Frequency	Percentage
Strongly Agree	5	13.16%
Agree	28	73.68%
Neutral	5	13.16%
Disagree	0	0%
Strongly Disagree	0	0%

Let's examine the distribution of responses to the statement "Social media language has significantly impacted students' vocabulary acquisition and word selection" according to the percentages given in Table 5.

The descriptive statistics in Table 5 provide the frequency and percentage of answers for each classification. Of the 38 teachers surveyed, 13.16% strongly agreed with the statement, 73.68% agreed, and 13.16% were neutral about social media language's significant effect on students' building of vocabulary and selecting words. No respondents disagreed or strongly disagreed with the claim.

Therefore, the data from Table 5 shows that a substantial proportion of teachers either agreed or strongly agreed that social networking platforms have notably influenced how students obtain new vocabulary and choose words, with a small portion remaining neutral on the issue. None of the teachers surveyed disagreed or strongly disagreed with the assertion. The mean score of 3.97 indicates that, on average, the teachers' responses tend towards agreement that social media language has had a significant impact on students' vocabulary acquisition and word choice. The relatively low standard deviation of approximately 0.85 suggests that the responses are relatively close to the mean, indicating a moderate level of agreement among the teachers. These findings suggest that a considerable majority of teachers recognize the influence of social media language on students' vocabulary acquisition and word choice. It implies that students may be incorporating language patterns, vocabulary, and word choices commonly used in social media platforms into their academic writing, potentially affecting their overall language proficiency and formal English writing skills.

Table (6): Students often make grammatical errors in academic writing that stem from social media language usage.

Response	Frequency	Percentage
Strongly Agree	5	13.16%
Agree	14	36.84%
Neutral	9	23.68%
Disagree	9	23.68%
Strongly Disagree	0	0%

Let's analyze the distribution of responses for the statement "Students often make grammatical errors in academic writing that stem from social media language usage" based on the provided percentages in table (6): the descriptive statistic data in Table (6) provides the frequencies and percentages of each response category. Among the 38 teachers who responded to the statement, 13.16% strongly agreed, 36.84% agreed, 23.68% were neutral, and 23.68% disagreed that students often make grammatical errors in academic writing stemming from social media language usage. No respondents strongly disagreed with the statement.

The mean score of 3.35 indicates that, on average, the teachers' responses slightly lean towards agreement that students frequently make grammatical errors in academic writing due to their use of social media language. The standard deviation of approximately 1.36 suggests moderate variability in the responses, indicating some divergence in opinion among the teachers. These findings suggest a significant proportion of teachers recognizing the occurrence of grammatical errors in academic writing that can be attributed to the influence of social media language usage. It implies that students may incorporate informal language structures, syntax, or grammar rules commonly found in social media platforms, resulting in the manifestation of such errors in formal contexts like academic writing.

Table (7): Social media language usage affects students' ability to write complex sentences in formal academic work.

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	23	60.53%
Neutral	5	13.16%

Response	Frequency	Percentage
Disagree	10	26.32%
Strongly Disagree	0	0%

Let's examine the distribution of responses to the statement "Social media language usage affects students' ability to write complex sentences in formal academic assignments" according to the percentages in Table 7.

The descriptive statistics in Table 7 provide the frequency and percentage of replies for each classification. Of the 38 teachers surveyed, 60.53% agreed, 13.16% were neutral, and 26.32% disagreed with the assertion that social media language usage impacts students' capacity to write complex sentences in formal scholarly work. No respondents strongly agreed or strongly disagreed with the statement.

Therefore, the data from Table 7 indicates that while a majority of teachers agreed social networking communication influences students' sentence construction abilities, over a quarter disagreed, and a smaller portion remained impartial. None of the teachers strongly supported or opposed the claim. The mean score of 3.26 indicates that, on average, the teachers' responses lean towards an agreement that social media language usage has an impact on students' ability to write complex sentences in formal academic work. The standard deviation of approximately 1.41 suggests a moderate level of variability in the responses, indicating some divergence in opinion among the teachers. These findings suggest that a majority of teachers perceive that social media language usage has an influence on student's ability to construct complex sentences in formal academic writing. It implies that students may struggle with incorporating sophisticated sentence structures, syntactic variety, or complex grammatical patterns due to the influence of social media language.

Table (8): The more time students spend on social media, the more it influences their use of formal language in class.

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	14	36.84%
Neutral	14	36.84%
Disagree	10	26.32%
Strongly Disagree	0	0%

Table 8 shows the results of a survey given to 38 teachers about the influence of social media on students' use of formal language in class. The data provides the number and percentages of teachers who selected each response category. Specifically, 36.84% of teachers agreed with the statement that increased social media use leads to less formal language use in class. Another 36.84% took a neutral stance on the statement. The remaining 26.32% of teachers disagreed that social media has such an influence. None of the teachers strongly agreed or strongly disagreed with the statement provided in the survey.

The mean score of 3.24 indicates that, on average, the teachers' responses slightly lean towards a neutral stance regarding the influence of social media usage on students' use of formal language in class. The standard deviation of approximately 1.38 suggests a moderate level of variability in the responses, indicating some divergence in opinion among the teachers. These findings suggest that teachers have mixed views on whether the amount of time students spend on social media correlates with the degree of influence on their use of formal language in the classroom. The neutral stance may imply that teachers perceive a complex relationship between social media usage and formal language, recognizing that various factors and contexts can impact students' language choices.

Table (9): I regularly have to correct students' writing to conform to academic language standards.

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	23	60.53%
Neutral	5	13.16%
Disagree	5	13.16%
Strongly Disagree	5	13.16%

Let's analyze the distribution of responses for the statement "I regularly have to correct students' writing to conform to academic language standards" based on the provided percentages in Table (9): the descriptive statistic data in Table (9) provides the frequencies and percentages of each response category. Among the 38 teachers who responded to the statement, 60.53% agreed, 13.16% were neutral, and 13.16% disagreed that they regularly have to correct students' writing to conform to academic language standards. Additionally, 13.16% strongly disagreed with the statement.

The mean score of 3.13 indicates that, on average, the teachers' responses lean towards agreement that they regularly have to correct students' writing to conform to academic language standards. The standard deviation of approximately 1.55 suggests a moderate level of variability in the responses, indicating some divergence in opinion among the teachers. These findings suggest that a majority of teachers perceive the need for regular correction of students' writing to

meet academic language standards. It implies that teachers often encounter instances where students' writing requires intervention and feedback to align with the expectations and conventions of formal academic language.

Table (10): Social media language seems to have “replaced” formal language skills for many of my students.

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	28	73.68%
Neutral	5	13.16%
Disagree	5	13.16%
Strongly Disagree	0	0%

Table 10 shows the results from a teacher survey about whether social media language has replaced formal language skills for students. The table provides the number and percentages of responses in each category. Of the 38 teachers surveyed, 73.68% agreed with the statement that social media language seems to have replaced formal language abilities for many of their students. A smaller proportion, 13.16%, took a neutral stance on the issue. Another 13.16% disagreed with the statement. None of the respondents selected the options to strongly agree or strongly disagree. So in summary, over 70% of teachers agreed that social media has supplanted proper language skills in many students according to this data.

The mean score of 3.89 indicates that, on average, the teachers' responses lean towards agreement that social media language has replaced formal language skills for many of their students. The standard deviation of approximately 1.23 suggests a relatively low level of variability in the responses, indicating a relatively consistent opinion among the teachers. These findings suggest that a majority of teachers perceive a negative impact of social media language on their students' formal language skills. They believe that social media language has replaced or overshadowed formal language skills in the context of their classrooms.

Table (11): Academic writing standards have declined noticeably due to the pervasive influence of social media.

Response	Frequency	Percentage
Strongly Agree	0	0%

Response	Frequency	Percentage
Agree	23	60.53%
Neutral	10	26.32%
Disagree	5	13.16%
Strongly Disagree	0	0%

Table 11 displays the results from a teacher survey about whether academic writing standards have declined because of social media's widespread impact. The data in the table shows the number and percentages of teachers who selected each answer. Of the 38 teachers surveyed, 60.53% agreed that academic writing standards have noticeably decreased due to social media's significant influence. Approximately 26.32% took a neutral stance on the statement. A minority, 13.16%, disagreed. None picked the options to strongly agree or strongly disagree. In summary, over half of the teachers agreed that social media has noticeably reduced academic writing quality according to the findings presented in this table.

The mean score of 3.39 indicates that, on average, the teachers' responses lean towards agreement that academic writing standards have declined noticeably due to the influence of social media. The standard deviation of approximately 1.19 suggests a relatively low level of variability in the responses, indicating a relatively consistent opinion among the teachers. These findings suggest that a majority of teachers perceive a negative impact of social media on academic writing standards. They believe that the pervasive influence of social media has led to a noticeable decline in the quality of academic writing among their students.

Table (12): I have to spend class time explicitly teaching students the differences between informal/formal language.

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	15	39.47%
Neutral	15	39.47%
Disagree	8	21.05%
Strongly Disagree	0	0%

Table 12 shows the results from a teacher survey about spending class time teaching the differences between informal and formal language to students. The table provides the number and percentages of responses in each category. Of the 38 teachers surveyed, 39.47% agreed that they have to spend class time explicitly instructing students on the distinction between informal and formal language. Another 39.47% selected a neutral stance on the issue. The remaining 21.05% disagreed with having to dedicate class time to this topic. No teachers strongly agreed or strongly disagreed. In summary, based on the data shown, around 40% of teachers agreed they must spend instruction time on this, while 21% disagreed they needed to do so according to the survey results presented in Table 12.

The mean score of 3.05 indicates that, on average, the teachers' responses lean slightly towards an agreement that they have to spend class time teaching the differences between informal and formal language. The standard deviation of approximately 1.34 suggests a moderate level of variability in the responses, indicating some divergence in opinion among the teachers. These findings suggest that a significant portion of teachers feel the need to explicitly teach students about the differences between informal and formal language during class time. This reflects the teachers' recognition of the impact of social media language and the importance of developing students' formal language skills in the EFL classroom.

Table (13): Social media language has “corrupted” students’ foundational understanding of formal English

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	19	50%
Neutral	5	13.16%
Disagree	14	36.84%
Strongly Disagree	0	0%

Table 13 shows the results of a teacher survey about whether social media language has corrupted students' grasp of proper English. The data in the table displays the number and percentages of responses in each category. Of the 38 teachers surveyed, 50% agreed that social media has undermined students' foundational knowledge of formal English. Approximately 13.16% took a neutral stance on the issue. Meanwhile, 36.84% disagreed with the statement that social media has corrupted students' understanding. None of the teachers strongly agreed or strongly disagreed. In summary, half of the teachers agreed based on this data that social media has damaged students' command of formal English, whereas over one-third disagreed with this assessment.

The mean score of 3.32 indicates that, on average, the teachers' responses lean towards agreement that social media language has had a negative impact on students' foundational

understanding of formal English. The standard deviation of approximately 1.43 suggests a moderate level of variability in the responses, indicating some divergence in opinion among the teachers. These findings suggest that a significant portion of teachers perceive social media language as having a detrimental effect on students' foundational understanding of formal English. They believe that social media language has influenced students in a way that negatively impacts their grasp of formal English.

Table (14): Teachers should limit students' social media use to protect their development of formal language skills.

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	10	26.32%
Neutral	19	50%
Disagree	9	23.68%
Strongly Disagree	0	0%

Table 14 displays results from a teacher survey about whether teachers should limit students' social media use to safeguard their grasp of formal language abilities. The data in the table shows the number and percentages of responses in each category. Of the 38 teachers participated, 26.32% agreed teachers should curb social media use for this reason. Exactly half (50%) took a neutral stance on the issue. Meanwhile, 23.68% of teachers disagreed that restricting social media is needed. None strongly agreed or disagreed. In summary, a little over a quarter agreed limiting social media could help, over half were neutral, and almost a quarter disagreed that such restriction is necessary according to the results presented in Table 14.

The mean score of 2.71 indicates that, on average, the teachers' responses lean towards disagreement that teachers should limit students' social media use to protect their development of formal language skills. The standard deviation of approximately 1.35 suggests a moderate level of variability in the responses, indicating some divergence in opinion among the teachers. These findings suggest that there is no clear consensus among the teachers regarding the need to limit students' social media use to protect their development of formal language skills. While a significant portion of the teachers are neutral on the issue, there is a noticeable split between those who agree and those who disagree.

Table (15): Social media networking has had an overall negative impact on students' academic writing development.

Response	Frequency	Percentage
Strongly Agree	0	0%
Agree	10	26.32%
Neutral	5	13.16%
Disagree	14	36.84%
Strongly Disagree	9	23.68%

Table 15 displays results from a teacher survey about whether social media has negatively affected students' development of academic writing skills. The data shows the number and percentages of responses in each category. Of the 38 teachers surveyed, 26.32% agreed that social media has had an overall negative impact on students' academic writing abilities. Approximately 13.16% remained neutral. Meanwhile, 36.84% disagreed with the statement, and an additional 23.68% strongly disagreed that social media networking has harmed writing development. In summary, over a third disagreed and nearly a quarter strongly disagreed according to this data, indicating the majority did not think social media has negatively influenced students' academic writing skills based on the results in Table 15.

The mean score of 2.37 indicates that, on average, the teachers' responses lean towards disagreement that social media networking has had an overall negative impact on students' academic writing development. The standard deviation of approximately 1.64 suggests moderate variability in the responses, indicating some divergence in opinion among the teachers. These findings suggest that the teachers' perspectives on the impact of social media networking on students' academic writing development are mixed. While a significant portion of the teachers disagree or strongly disagree with the statement, a notable percentage agree or are neutral.

Further analysis, interpretation, and consideration of other factors or statements would provide a more comprehensive understanding of the teachers' perspectives on the relationship between social media networking and students' academic writing development in EFL classrooms.

Comments on the findings of the statistical analysis:

1. The descriptive analysis of the teacher responses provides useful insight into their perspectives on various aspects of the impact of social media language on formal English writing.
2. For many of the statements, there seems to be general agreement among a majority of teachers, suggesting common perceptions of challenges students face. However, for some statements the responses are more mixed, indicating a lack of clear consensus.

3. Statements related to difficulties switching between informal/formal language, use of social media language in academic writing, impact on vocabulary/word choice, and need to correct writing received agreement from over 60% of teachers on average. This points to key issues recognized.
4. However, for statements regarding limiting social media use and overall impact on development, responses were more divided. This uncertainty suggests a complex relationship between social media and writing skills.
5. The mean scores and standard deviations provide a sense of central tendency and variability in responses. Values closer to 4 generally indicate agreement while closer to 2-3 show neutral or mixed views.
6. Further qualitative analysis of teacher perspectives could contextualize these statistical findings and explore factors influencing different responses in more depth.

In summary, the analysis reveals primarily agreeing on views among teachers about specific linguistic challenges, but also some non-consensus indicating a multifaceted issue. Combined quantitative and qualitative approaches provide a fuller picture of perspectives.

Conclusion and Recommendations

Based on the comments on the findings of the statistical analysis, it appears that the research paper focuses on the impact of social media language, particularly informal language used on platforms, on formal English writing in educational settings. The paper aims to address the following research questions:

1. To what extent will practicing/using the language in social media help promote formal language in the class?
2. Does practicing the informal language in social media affect practicing formal writing inside the classroom?
3. How does the practice/use of the language in social media influence formal usage in the class?

The researcher acknowledges that social media applications and websites often use informal language, which can include shortened words, phrases, changes in spelling, and other alterations. The paper highlights the potential negative impact of adopting casual English from these platforms on the formal academic language used in classrooms.

The researcher emphasizes the need to examine the influence of social media language on formal English writing from a teacher's perspective. The descriptive analysis of teacher responses provides valuable insights into their perspectives on various aspects of the impact. The analysis indicates that while there is general agreement among teachers on many statements, suggesting common perceptions of challenges students face, there are also mixed responses, indicating a lack of clear consensus.

Statements related to difficulties in switching between informal and formal language, the use of social media language in academic writing, the impact on vocabulary and word choice, and the need to correct writing received agreement from over 60% of teachers on average. This highlights key issues recognized by teachers.

However, statements regarding limiting social media use and the overall impact on development received more divided responses, suggesting a complex relationship between social media and writing skills.

The mean scores and standard deviations provided in the analysis give an indication of central tendency and variability in the teachers' responses. Scores closer to 4 generally indicate agreement, while scores closer to 2-3 show neutral or mixed views.

The researcher suggests that further qualitative analysis of teacher perspectives could provide more context to the statistical findings and explore factors influencing different responses in more depth. By combining quantitative and qualitative approaches, a fuller picture of perspectives can be obtained.

In summary, the research paper reveals agreeing views among teachers regarding specific linguistic challenges posed by social media language, but also highlights non-consensus, indicating a multifaceted issue. The paper emphasizes the importance of considering both quantitative and qualitative approaches to gain a comprehensive understanding of teacher perspectives on the impact of social media language on formal English writing in EFL (English as a Foreign Language) classrooms.

Recommendations

Based on the comments and findings of the statistical analysis, the following recommendations can be made:

1. **Develop awareness programs:** Given the general agreement among teachers on the challenges students face in switching between informal and formal language, it is recommended to implement awareness programs that specifically address this issue. These programs can educate students about the differences between informal language used in social media and formal language used in academic writing, emphasizing the importance of maintaining a formal writing style in educational settings.
2. **Integrate social media language in language instruction:** Since the use of social media language is prevalent among students, it can be leveraged as a resource in language instruction. Teachers can incorporate examples of social media language and discuss their appropriateness in formal writing. This approach can help students better understand the nuances of different language registers and develop the skills to navigate between them effectively.
3. **Provide targeted vocabulary instruction:** As the analysis indicates agreement among teachers on the impact of social media language on vocabulary and word choice, it is recommended to provide targeted vocabulary instruction that focuses on formal academic terms and expressions. Teachers can design activities and exercises that encourage students to expand their vocabulary repertoire and use appropriate language in their writing.
4. **Foster critical thinking and media literacy skills:** Given the divided responses regarding the overall impact of social media on development, it is important to foster critical thinking skills and media literacy among students. Teachers can engage students in discussions and activities that encourage them to critically evaluate the language used in

social media and its potential effects on their writing skills. By developing media literacy skills, students can make informed choices about their language use and understand the implications of informal language in different contexts.

5. Encourage self-correction and editing practices: Since the need to correct writing received agreement from a majority of teachers, it is recommended to encourage self-correction and editing practices among students. Teachers can provide guidance on proofreading techniques, grammar and spelling checks, and the use of online tools to assist in the editing process. By developing these skills, students can improve the accuracy and formality of their written work.
6. Conduct further qualitative research: The suggestion for further qualitative analysis of teacher perspectives is important to gain a deeper understanding of the factors influencing different responses. Qualitative research can provide insights into teachers' experiences, classroom practices, and specific challenges they face in addressing the impact of social media language on formal English writing. This research can inform the development of targeted interventions and instructional strategies.

Overall, the recommendations aim to address the challenges identified in the statistical analysis and provide practical approaches to mitigate the negative impact of social media language on formal English writing. By promoting awareness, integrating social media language in instruction, enhancing vocabulary skills, fostering critical thinking and media literacy, encouraging self-correction, and conducting further research, it is possible to support students in developing strong formal writing skills while navigating the influence of social media language.

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