

Does Exposure to Social Media Language Influence the Spelling Ability of English Language among Mindanao State University – Sulu Senior High School Students?

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ABSTRACT. This research explored how exposure to social media language influences the English spelling proficiency of Senior High School students at Mindanao State University – Sulu. A quantitative method utilizing a descriptive-survey design was employed, allowing for numerical data analysis and the identification of patterns through structured data collection. Descriptive research, as defined by Manjunatha (2019), aims to portray specific characteristics or conditions based on collected data. A total of 100 students from the General Academic Strand (GAS) and the Science, Technology, Engineering, and Mathematics (STEM) strand during the academic year 2024–2025 participated in the study. Findings revealed that most participants were within the 17–18 age bracket, with equal representation in gender, academic strands, and grade levels. Respondents noted that social media occasionally influenced their spelling, particularly through the use of abbreviations and informal expressions, while number-letter substitutions were rarely used. Statistical analysis showed no significant variation in this influence across different demographic groups. A weak but notable association was found between social media engagement and cyber slang usage, and a moderate correlation was observed between the use of cyber slang and its reflection in academic writing. The study concludes that although social media exposure has minimal direct effect on students’ spelling, the frequent use of informal language online can impact the formality of academic work. These findings support the Transactional Affordance Theory, which highlights how user characteristics, environmental context, and platform features collectively shape media outcomes.

KEYWORDS: *Exposure, Social Media, English Language, Spelling*

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Introduction

In today’s digital age, the widespread exposure to social media language among students is increasingly evident. According to Addei and Kokroko (2020), the use of social media has grown significantly in popularity, particularly among younger populations. Rou et al. (2019) describe social media as an online platform that enables communication and interaction through digital devices. Applications like Facebook, Twitter, Messenger, Instagram, YouTube, and Telegram are commonly used by students and exert a notable influence on their daily activities (Asad et al.,

2012). These platforms have become essential tools for academic tasks such as researching, reporting, completing assignments, and collaborating on projects, making social media usage almost unavoidable in students' academic lives (Chavez, J.V., Adalia, H.G., & Alberto, J.P., 2023). Rou et al. (2019) also noted that frequent exposure to these platforms often leads students to adopt informal abbreviations and slang expressions in their communication. This informal variety of English, often called "social media language" or "new English," disregards conventional grammar and spelling rules but is still widely understood among users (Addei & Kokroko, 2020). Examples include writing "luv" instead of "love," "tnx" for "thanks," and using "u" in place of "you." While this new form of English enhances quick and casual communication, it may interfere with students' grasp of standard English, particularly in formal writing contexts (Chavez, J.V., 2022).

Spelling, an essential component of effective writing, is often overlooked in academic assessments despite its importance. Poor spelling skills can hinder writing quality, leading to miscommunication and reduced academic performance. Students may be considered to have weak spelling skills when they consistently misspell words or improperly structure sentences. To improve overall writing competence, it is crucial to reinforce correct spelling habits (Rou et al., 2019). Makhmoor and Ali Hussain (2024) emphasized that spelling reflects one's command of a language's orthographic rules and directly affects the clarity and credibility of written texts. They warned that the growing use of informal language from social media may negatively influence students' spelling, as these casual forms can be transferred to academic writing (Chavez, J.V., 2024).

Similarly, Addei and Kokroko (2020) argued that the increasing use of social media's "new English" has raised concerns regarding its potential to disrupt students' mastery of formal writing conventions. The influence of social media language may also extend to grammar, where students may struggle to transition from informal to formal writing (Adalia, H.G., Chavez, J.V., Hayudini, M.A.A., et al., 2025). Furthermore, research suggests that parents play an important role in reinforcing language skills, particularly through direct support strategies for English learning (Chavez, J.V., Adalia, H.G., & Alberto, J.P., 2023). Parental involvement in academic learning can also influence students' mastery of formal language conventions (Comeros, N.A., Cuilan, J.T., Chavez, J.V., 2024). However, the challenge remains in balancing informal social media language use with formal academic expectations, as noted in studies examining language learning through alternative teaching strategies (Magno, J.M., Indal, R.S., Chavez, J.V., et al., 2024).

Given this context, the current study sought to examine whether exposure to social media language affects the spelling ability of students when writing in formal English. Understanding this influence is important in guiding students to use social platforms responsibly and improve their academic writing. The focus was placed on Senior High School students at MSU–Sulu, who are at a formative stage in developing language proficiency. While many studies have explored how social media affects writing in general (Chavez JV, Cuilan JT., 2024), there is limited research specifically addressing its impact on spelling. This study aims to fill that gap by offering insights into how social media exposure might shape one key aspect of writing—spelling ability.

Research Questions

This study aimed to ascertain the influence of Social Media Language Exposure on the Spelling Ability of English Language among MSU – Sulu Senior High School Students. Notably, the following queries were sought:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 Age;

- 1.2 Gender;
- 1.3 Strand; and
- 1.4 Grade Level?
2. What is the level of influence of Social Media Language exposure on the spelling ability of English Language among MSU – Sulu Senior High School students in terms of:
 - 2.1 Social Media Usage;
 - 2.2 Usage of Cyber slang; and
 - 2.3 Transfer to Academic Writing?
3. Is there a significant difference in the level of influence of Social Media Language exposure on the spelling ability of English Language among the respondents when data are categorized in accordance to their age, gender, strand, and grade level?
4. Is there a significant correlation among the subcategories subsumed under the level of influence of Social Media Language exposure on the spelling ability of English Language among MSU – Sulu Senior High School students in terms of: social media usage, usage of Cyber slang, and transfer to Academic Writing?

Foreign Literature and Studies

Social Media as a Learning Tool. In today's digital world, acquiring knowledge has become more independent and self-driven, largely due to the widespread use of social media and technology. These platforms make information readily accessible, turning social media into an essential tool for learning, knowledge sharing, and networking (McGloughlin & Lee, 2010; Smith, Salaway, & Caruso, 2009; Solomon & Schrum, 2007). Social media, as defined by Dabbagh and Kitsantas (2012), is not just a communication channel but also a platform for social collaboration, networking, and self-expression. It provides an interactive space where users can engage via digital devices such as smartphones, tablets, and computers (Rou et al., 2019). Lakhal (2021) adds that social media allows individuals to communicate and share information globally, offering flexibility in both timing and location.

Popularity and Usage of Social Media Among Students. Platforms like Facebook, Instagram, WhatsApp, and Twitter are widely used by students, who spend significant time engaging in digital interactions. According to Azizi et al. (2019), these social networks, accessed via websites and apps, allow users to communicate through text, images, videos, and posts. The increasing popularity of social networking sites is evident: the number of global internet users grew by 9.1% from 2018 to 2019 (Chaffey, 2019). Most users, especially students, frequently access these platforms for communication (Lakhal, 2021). Rideout & Robb (2018) found that seven out of ten teens checked their social media more than once a day, with some starting as young as 10 years old (Addei & Kokroko, 2020).

Influence of Social Media on Language and Writing. This widespread exposure to social media often influences the way students write, as they may adopt non-standard language forms such as abbreviations, acronyms, and slang. Oko-Epelle et al. (2022) argued that this shift to informal language can be detrimental to students' writing skills, particularly their grammar and spelling. Lakhal (2021) noted that frequent exposure to social media language could compromise students' English language proficiency, especially in academic writing, where formal standards are expected. Overuse of shortcuts like "LOL" for "laugh out loud" or "brb" for "be right back" (Farina & Lyddy, 2011; Makhmoor & Ali Hussain, 2024) contributes to the erosion of formal writing conventions.

Positive Impacts of Social Media on Writing Skills. The impact of social media on writing skills has been debated. On one hand, some studies, like those of Songxabal and Sincubal (2019), show that social media can have positive effects on writing, fostering greater engagement and self-expression. Belal (2014) also found that digital platforms could enhance students' writing abilities by encouraging them to engage in written communication.

Negative Effects of Social Media on Formal Writing. However, other studies highlight the dangers of social media overuse, particularly regarding the deterioration of grammar and spelling. Makhmoor & Ali Hussain (2024) revealed that secondary students who frequently used social media often transferred poor spelling habits into their academic writing, while Iroegbu (2018) observed that heavy social media consumption negatively impacted students' grammar and academic performance. Further research by Oko-Epelle et al. (2022) and Perkins (2013) underscores the risk of students carrying informal language habits from social media into formal contexts, such as academic assignments and exams.

Social Media Language in Academic Writing. Chepkemoi, Situma, and Murunga (2018) found that non-standard language was creeping into students' academic writing, urging students to maintain formal writing standards even in digital spaces. Worku (2022) similarly noted that excessive time spent on social media could harm students' writing skills, especially in formal academic settings. Social media's informal language, which often ignores grammar and spelling conventions, is becoming more prevalent in students' writing, causing concern among educators.

The Role of Abbreviations and Cyber Slang. Studies by Gazi and Çetin (2017) and Ricaforte (2022) demonstrate that social media usage leads to an increase in the use of abbreviations and informal spellings, which negatively affect students' spelling proficiency. In particular, students may begin using incorrect spellings that they encounter on social media, even if these forms are not officially accepted (Wilson, 2018). Additionally, research by Addei and Kokroko (2022) indicated that students exposed to social media language often struggle to distinguish between informal and formal writing styles, leading to confusion and errors in academic writing.

The Impact of Excessive Social Media Exposure on Spelling and Grammar. The rise of social media has drastically changed how students communicate and write, with both positive and negative consequences for their language skills. While it offers opportunities for creative expression and engagement, excessive exposure to informal language online poses significant challenges for students' ability to produce formal, academic writing. As suggested by studies such as Wilson (2018) and Iroegbu (2018), students who frequently use social media may find it increasingly difficult to separate the informal writing they engage in online from the formal writing required in academic settings.

The research highlights the dual nature of social media's influence on students' writing skills. While it offers opportunities for enhanced communication and creative expression, it also presents risks, especially when informal language patterns bleed into academic writing. As social media continues to shape the communication landscape, students must learn to balance its informal nature with the formal expectations of academic writing to avoid the deterioration of language proficiency, particularly in spelling and grammar.

Local Literature and Studies

Emergence and Characteristics of Netspeak in the Philippine Context. The proliferation of social media has introduced a new form of communication known as "Netspeak," characterized by informal language use, including acronyms, abbreviations, and unconventional

punctuation. Gustilo and Dino (2017) conducted a study analyzing online interactions across various age groups and found that Netspeak is not exclusive to the youth; individuals aged 26–50 also employ this informal language in digital communication. The researchers identified common features of Netspeak, such as the absence of punctuation, use of acronyms, and code-switching between languages.

Linguistic Features and Educational Implications of Filipino Netspeak. Building upon this, Salvacion and Limpot (2022) explored the linguistic characteristics of Filipino Netspeak through a combination of discourse analysis and qualitative phenomenological methods. Their study revealed that Filipino Netspeak includes elements like compound words, blends, acronyms, abbreviations, unique orthography, unconventional punctuation, and the use of emojis. Participants also reported that Netspeak facilitates faster communication, though its use in formal settings can lead to unintentional errors in grammar and spelling. Educationally, the researchers noted that while Netspeak aids in engagement and feedback, it may also influence students' writing skills.

Social Media's Impact on Formal English Usage. Esteron (2021) examined the impact of social media on formal English usage among students. The study found that frequent use of social media correlates with the adoption of informal language features such as acronyms, misspellings, and the use of numbers to replace words. These findings suggest that while social media enhances communication, it may also affect students' adherence to formal language conventions.

Grammar and Syntax Awareness through Social Media Exposure. In a similar vein, Francisco and Paragas (2020) investigated how social media usage influences the ability of Grade 7 students to identify morphological and syntactical errors in English. Their research indicated a moderate positive correlation between social media exposure and the students' performance in recognizing syntactical errors, highlighting the dual role of social media in both aiding and challenging students' writing proficiency.

Influence on Spelling Proficiency. Barcena (2016) focused on the spelling proficiency of fourth-year College of Teacher Education students in relation to their social media usage. The study concluded that while students demonstrated satisfactory spelling skills, their frequent use of social media could potentially impact their spelling accuracy, necessitating further attention to spelling instruction.

Informal Writing Habits in Academic Contexts. Ignacio and De Jesus (2021) analyzed texting and chatting styles among Grade 11 students, noting that while these informal communication forms are prevalent, students must distinguish between casual and formal writing contexts to maintain academic standards. The researchers stressed the need to educate students about avoiding casual messaging habits in scholastic writing.

Gender-Based Humor and Its Impact on Language Use. Chavez and Del Prado (2023) examined online gender-based humor, identifying markers of normalization, tolerance, and inequality. Their discourse analysis revealed that such humor often normalizes gender stereotypes and tolerates sexist jokes, which can influence language use and perceptions of gender roles in digital communication.

Discriminatory Practices and Stereotyping in Online Humor. Furthering this, Chavez, Lamorinas, and Ceneciro (2023) explored message patterns in online gender-based humor, highlighting discriminatory practices, biases, and stereotyping. Their study found that such humor often disempowers marginalized genders, reinforcing hierarchical social structures through language.

Language Use in Digital and Online Environments. Cuilan et al. (2024) investigated verbal and non-verbal communication patterns among live online sellers, providing insights into language use in digital environments. Their findings contribute to understanding how language is adapted and utilized in online platforms, relevant to the study of social media language.

Language Preference and Generational Shifts. Lamorinas et al. (2025) examined factors influencing the low preference of Gen Z college students towards the Filipino language. Their study highlighted the dominance of English in digital media and education, reflecting a generational shift in language preference that intersects with the study's demographic focus.

Summary and Rationale for the Present Study. Collectively, these studies underscore the pervasive influence of social media on students' language use. While social media facilitates rapid communication and engagement, it also poses challenges to the development of formal writing skills. Educational institutions must recognize these dynamics and implement strategies to mitigate the negative impacts of informal language use on students' academic writing proficiency. Thus, the present study aims to explore how social media language affects spelling ability among senior high school students at Mindanao State University – Sulu. Identifying this influence will help schools guide students in using social media more productively and ensure they maintain strong spelling and writing skills for academic and professional success.

Methodology

This chapter outlines the essential components that guided the conduct of the study, including the research design, setting, participants, sampling method, tools for data collection, validation procedures, and techniques for data analysis. It also details the systematic steps followed by the researcher in executing and finalizing the investigation.

1. Research Design

This study utilized a quantitative approach through a descriptive-survey design, which focuses on collecting measurable data to describe specific conditions or issues (Manjunatha, 2019). This method was deemed appropriate, as it aligned with the objective of examining how social media language use affects students' spelling abilities, using a structured survey questionnaire to gather responses.

2. Research Locale and Respondents

The research was conducted within the premises of Mindanao State University – Sulu, situated at Capitol Site, Patikul, Sulu. Specifically, the study took place at the Old Biology Department Building of MSU–Sulu.

The participants in this study consisted of 100 Senior High School students enrolled at Mindanao State University – Sulu for the Academic Year 2024–2025. These students were selected from two academic strands provided by the university, namely the General Academic Strand (GAS) and the Science, Technology, Engineering, and Mathematics (STEM) Strand.

Distribution of respondents

No.	MSU-Sulu SHS Students	Frequency
1	STEM-11	25
2	STEM-12	25
3	GAS-11	25
4	GAS-12	25
		Total: 100

3. *Sampling Design*

Purposive sampling was employed in this research, wherein participants were deliberately chosen based on specific characteristics relevant to the study's goals. This method involved the researcher's judgment in selecting individuals who were most capable of offering meaningful insights and information necessary to meet the objectives (Nikolopoulou, 2023). This approach was also used to ensure that all profile subcategories were adequately represented.

4. *Research Instrument*

To gather relevant data, the study employed survey tools, including close-ended checklist questionnaires, aimed at assessing whether social media language exposure affects the spelling ability of MSU–Sulu Senior High School students. The questionnaire, adapted from previous studies by Broñola et al. (2023) and Ricaforte (2022), featured clear response options using Likert scales. It was divided into two parts: the first collected respondents' demographic details, while the second measured the level of social media exposure and its influence on spelling. The first section included eight items on social media usage rated on a five-point scale from "Never" to "Always." The remaining two subcategories each had ten statements, rated from "Strongly Agree" to "Strongly Disagree."

5. *Data Gathering Procedure*

To amass the data required for the study, the following procedures were administered.

1. The letter of permission to launch the research questionnaire was secured from the Dean's Office of Sulu State College Graduate Studies.

2. After acquiring a permission letter from the Dean, the researcher formally sent approval letter to the Director of Mindanao State University – Sulu Senior High School for permission to gather data for research purposes on intended date and time.

3. The approved letter was presented to the respective advisers of different programs and grade levels of MSU – Sulu Senior High School. The researcher proceeded to conduct the survey by launching the questionnaire to the respondents.

4. The researcher retrieved the questionnaire immediately after the respondents have completed the survey. Finally, the researcher analyzed, computed, and interpreted the data gathered to acquire the results of the study.

6. *Statistical Treatment of Data*

The gathered data were organized, calculated, and interpreted using suitable statistical methods. Results were presented in tabular form through the use of percentages and weighted means.

1. Research problem number 1 applied the frequency and percentage to identify the demographic profile of the respondents.

2. Research problem number 2 employed mean and standard deviation to find out the level of influence of social media language exposure on the spelling ability of English Language among the respondents.

3. To determine the significant difference, research problem number 3 utilized t-test when data were categorized in terms of gender, strand, and grade level. It also used Analysis of Variance (ANOVA) when data were grouped according to age.

4. To figure out the significant correlation, research problem number 4 used Pearson Product Moment Correlation (Pearson r) among the subcategories subsumed under the level of influence of social media language exposure on the spelling ability of the respondents.

Results

This chapter outlines the analysis and interpretation of the findings derived from the data collected throughout the study. It offers a comprehensive view of how exposure to social media language may impact the spelling proficiency in English among Senior High School students at MSU – Sulu. The discussion includes an overview of the respondents' demographic characteristics, such as age, gender, academic strand, and grade level. Moreover, it assesses the extent to which social media exposure affects students' spelling abilities, focusing on three key areas: frequency of social media use, engagement with cyber slang, and the application of informal language in academic writing. Lastly, the chapter evaluates the presence of significant relationships and distinctions among these variables based on the learners' demographic classifications.

The results were presented, analyzed, and interpreted according to the appropriate scoring methods and statistical procedures, aligning with the specific research questions addressed in this study.

1. What is the demographic profile of the respondents in terms of: 1.1 Age, 1.2 Gender, 1.3 Strand, and 1.4 Grade Level?

1.1 In terms of Age

Table 1.1 The age distribution of the learner-respondents from MSU-Sulu Senior High School revealed that, among the 100 participants, 29 (29.0%) were 16 years old or younger, 55 (55.0%) were between 17 and 18 years old, and 16 (16.0%) were 19 years old and above. These results indicate that a significant proportion of the students were in the 17–18 age bracket, which aligns with the standard age range expected of senior high school students.

Table 1.1 Demographic Profile of Learner-respondents at MSU – Sulu Senior High School by Age.

Age	Number of respondents	Percent
16 years old and below	29	29%
17-18 years old	55	55%
19 years old and above	16	16%
Total	100	100%

1.2 In terms of Gender

Table 1.2 The gender distribution of the learner-respondents at MSU-Sulu Senior High School revealed that 50 (50.0%) were male, and 50 (50.0%) were female, resulting in a balanced representation of both genders. This indicates an equal distribution between male and female students within the senior high school population at MSU-Sulu.

Table 1.2 Demographic Profile of Learner-respondents at MSU – Sulu Senior High School by Gender.

Gender	Number of respondents	Percent
Male	50	50%

Female	50	50%
Total	100	100%

1.3 In terms of Strand

Table 1.3 the academic strand distribution among the learner-respondents at MSU-Sulu Senior High School showed that 50 (50.0%) were enrolled in the General Academic Strand (GAS), while the remaining 50 (50.0%) were in the Science, Technology, Engineering, and Mathematics (STEM) strand. This indicates an even split between the two strands, suggesting that students at MSU-Sulu have a balanced preference for both the GAS and STEM tracks.

Table 1.3 Demographic Profile of Learner-respondents at MSU – Sulu Senior High School by Strand.

Strand	Number of respondents	Percent
GAS	50	50%
STEM	50	50%
Total	100	100%

1.4 In terms of Grade Level

Table 1.4 The demographic profile of the learner-respondents at MSU-Sulu Senior High School, based on grade level, revealed that 50 (50.0%) were in Grade 11, while the other 50 (50.0%) were in Grade 12. This shows an equal representation from both grade levels, providing a well-rounded perspective from the senior high school students at MSU-Sulu.

Table 1.4 Demographic Profile of Learner-respondents at MSU – Sulu Senior High School by Grade Level.

Grade Level	Number of respondents	Percent
11	50	50%
12	50	50%
Total	100	100%

2. What is the Level of Influence of Social Media Language Exposure on the Spelling Ability of English Language Among MSU – Sulu Senior High School Students in Terms of: 2.1 Social Media Usage, 2.2 Usage of Cyber Slang, and 2.3 Transfer To Academic Writing?

2.1 In the context of Social Media Usage

Table 2.1 The level of influence of social media language exposure on the spelling ability of English among MSU-Sulu Senior High School students was assessed in terms of social media usage. The total weighted mean was 2.5450, indicating an overall response of "Sometimes," with a standard deviation of 0.52720, signifying some variation in the respondents' experiences. This suggests that students were occasionally influenced by social media in terms of their spelling ability.

Among the platforms, Facebook received the highest mean score of 4.11, rated as "Often," indicating frequent engagement by the students with this platform, which may contribute to their spelling habits. Other platforms such as TikTok (3.66), YouTube (3.41), and Instagram (2.80) were rated as "Often" and "Sometimes," respectively, signifying that these platforms were also frequently used and may influence students' spelling. In contrast, WhatsApp was the lowest-rated platform, with a mean score of 1.43, marked as "Never," showing that

respondents rarely used this platform. Similarly, Twitter (1.56), Telegram (1.69), and Snapchat (1.70) had lower mean scores, suggesting minimal use and influence on spelling.

Overall, the findings indicate that while social media exposure had some impact on students' spelling abilities, the extent of this influence varied by platform. Facebook and TikTok were the most influential, while platforms like WhatsApp and Telegram had little effect on the students' spelling practices.

Table 2.1 Level of Influence of Social Media Language Exposure on the Spelling Ability of English Language Among MSU – Sulu Senior High School Students in Terms of Social Media Usage.

	Statements	Mean	S.D	Rating
1	Facebook	4.11	.952	Often
2	Twitter	1.56	1.008	Rarely
3	Instagram	2.80	1.189	Sometimes
4	TikTok	3.66	1.358	Often
5	Youtube	3.41	1.138	Sometimes
6	WhatsApp	1.43	1.018	Never
7	Telegram	1.69	1.042	Sometimes
8	Snapchat	1.70	1.000	Sometimes
Total Weighted Mean		2.5450	.52720	Sometimes

Legend: (5) 4.50-5.00=Always; (4) 3.50-4.49=Often; (3) 2.50- 3.49=Sometimes; (2) 1.50- 2.49=Rarely; (1) 1.00- 1.49=Never

2.2 In the context of Usage of Cyber Slang

Table 2.2 the level of influence of social media language exposure on the spelling ability of English among MSU-Sulu Senior High School students was evaluated in terms of the usage of cyber slang. The total weighted mean was 2.9970, corresponding to a "Partially Agree" rating, with a standard deviation of 0.79194, indicating some variability in the respondents' views. These findings suggested that students somewhat agreed that their use of cyber slang on social media impacted their spelling ability.

The highest-rated statement was, "I use acronyms like 'OTW' instead of 'On the way' or 'TY' instead of 'Thank you' in social media," with a mean score of 3.98, rated as "Agree." This indicated that most respondents frequently used acronyms, which likely influenced their spelling habits. Similarly, the statement, "I use slang such as 'I gotta' instead of 'I got to' or 'I dunno' instead of 'I don't know' in social media," received a mean score of 3.70, also rated as "Agree," reflecting the common use of informal language among students.

In contrast, the lowest-rated statement was, "I combine numbers and letters like '4ever' instead of 'forever' or 'l8r' instead of 'later' when chatting," with a mean score of 2.42, rated as "Disagree," indicating that students generally did not prefer this form of cyber slang. Other statements, such as "I switch words to numbers like '2' for 'to' or '4' for 'for,'" and "I omit vowels in words like 'gvn' for 'given' or 'whn' for 'when' in social media," received ratings of 2.57 and 2.54, respectively, indicating "Partially Agree," suggesting that these forms of cyber slang were used occasionally.

Overall, the results indicated that while students frequently used acronyms and informal slang on social media, their use of number-letter substitutions and vowel omissions was less common. Thus, cyber slang had a partial influence on students' spelling abilities, with its impact varying depending on the specific type of slang used.

- 1) "There is mutual respect between students and teachers.",

- 2) "Students in my classroom feel a sense of belonging and community."
- 3) "My classroom fosters a culture of active learning and engagement."
- 4) "The classroom is well-equipped with the necessary resources and materials for learning."
- 5) "The classroom is well-lit and has adequate ventilation."

Table 2.2 Level of Influence of Social Media Language Exposure on the Spelling Ability of English Language Among MSU – Sulu Senior High School Students in Terms of Usage of Cyber Slang.

	Statements	Mean	S.D	Rating
1	I use acronyms like "OTW" instead of "On the way" or "TY" instead of "Thank you" in social media.	3.98	1.073	Agree
2	I combine numbers and letters like "4ever" instead of "forever", "l8r" instead of "later" when chatting.	2.42	1.191	Disagree
3	I switch words to numbers when chatting such as "2" instead of "to", "4" instead of "for", "8" instead of "ate".	2.57	1.289	Partially Agree
4	I omit vowels in words like "gvn" instead of "given", "whn" instead of "when" in social media.	2.54	1.283	Partially Agree
5	I use slangs such as "I gotta" instead of "I got to", "I dunno" instead of "I don't know" when interacting in social media.	3.70	1.176	Agree
6	I capitalize words to express something forcefully when chatting such as "WAIT!" instead of "Wait!" or "WHY?" instead of "Why?".	3.35	1.274	Partially Agree
7	I change the correct spelling of words like "luv" instead of "love" when chatting.	2.92	1.269	Partially Agree
8	I tend to use homophones as "u r gud" instead of "you are good."	2.82	1.290	Partially Agree
9	I use asterisks to minimize vulgarity of the word like "She is like an idio*" instead of "She is like an idiot."	3.01	1.374	Partially Agree
10	I shorten my sentence to speed up my conversation like "I will Facebook her" instead of "I will send her a message in her Facebook."	2.66	1.416	Partially Agree
Total Weighted Mean		2.9970	.79194	Partially Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Partially Agree; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

2.3 In the context of Transfer to Academic Writing

Table 2.3 the level of influence of social media language exposure on the spelling ability of English among MSU-Sulu Senior High School students was examined in terms of its impact on academic writing. The total weighted mean was 3.5720, corresponding to an "Agree" rating, with a standard deviation of 0.64933, indicating moderate variation in the respondents' perceptions. These results suggested that students generally agreed that exposure to social media language affected their academic writing, particularly in terms of spelling.

The highest-rated statement was, "Social media sites have improved my spelling ability in academic writing," which received a mean score of 4.07, rated as "Agree." This indicated that many students saw social media as a valuable tool for enhancing their spelling skills. Other statements that received high ratings included, "Social media sites help me use correct spelling in my formal writing" (3.89) and "Social media sites assist me in learning to spell unfamiliar words for use in my essays" (3.90), both rated as "Agree." These findings suggest that students recognized the positive impact of social media on their spelling accuracy.

However, the lowest-rated statement was, "Social media sites influence me to use shortened words in academic writing," which received a mean score of 3.00, rated as "Partially Agree." This suggested that although some students may be influenced to use abbreviations or shorthand in academic writing, this practice was not widespread. Similarly, statements like "Social media sites influence me to misspell common English words in writing" (3.21), "Social media sites make me pay less attention to incorrect spelling" (3.47), and "Social media sites make me adopt cyber slang in my writing compositions" (3.46) indicated that while some negative influences were noted, they were only partially acknowledged by the respondents.

Overall, the results suggested that students generally believed that social media positively influenced their spelling ability in academic writing. However, there were indications that negative habits, such as the use of cyber slang, word shortening, and a reduced focus on spelling accuracy, may also develop due to social media exposure.

Table 2.3 Level of Influence of Social Media Language Exposure on the Spelling Ability of English Language Among MSU – Sulu Senior High School Students in Terms of Transform to Academic Writing.

	Statements	Mean	S.D	Rating
1	Social media sites have improved my spelling ability in Academic Writing.	4.07	.742	Agree
2	Social media sites aid me to use the correct spelling in my formal writing.	3.89	.827	Agree
3	Social media sites help me learn to spell words that are unfamiliar to me, so that I can use it in my essays.	3.90	.927	Agree
4	Social media sites make me expose to correct spelling of English words.	3.86	.804	Agree
5	Social media sites make me adopt cyber slangs in my writing composition.	3.46	.999	Partially Agree
6	Social media sites make me confuse of the correct spelling of English words when I write.	3.45	.989	Partially Agree
7	Social media sites influence me to misspell common English words when writing.	3.21	1.131	Partially Agree
8	Social media sites make me pay little attention to incorrect spelling.	3.47	1.068	Partially Agree
9	Social media sites influence me that shortening of words is allowed to use in Academic Writing.	3.00	1.214	Partially Agree
10	Social media platforms make me express better than in conventional way of writing.	3.41	.996	Partially Agree
Total Weighted Mean		3.5720	.64933	Agree

Legend: (5) 4.50-5.00=Strongly Agree; (4) 3.50-4.49=Agree; (3) 2.50- 3.49=Partially Agree; (2) 1.50- 2.49=Disagree; (1) 1.00- 1.49=Strongly Disagree

3. Is there a significant difference in the level of influence of Social Media Language exposure on the spelling ability of English Language among the respondents when data are categorized in accordance to their: 3.1 Age, 3.2 Gender, 3.3 Strand, and 3.4 Grade Level?

3.1 According to Age

Table 3.1 the differences in the level of influence of social media language exposure on the spelling ability of the English language were analyzed according to the respondents' age groups. The table presented the F-values and significance (Sig.) values for the categories of Social Media Usage, Usage of Cyber Slang, and Transfer to Academic Writing. All significance values were above the alpha level of 0.05, indicating that no statistically significant differences existed in the influence of social media language exposure across different age groups.

For Social Media Usage, the F-value was 1.165, with a Sig. value of 0.316, which was not significant. Likewise, for Usage of Cyber Slang, the F-value was 1.125, with a Sig. value of 0.329, also not significant. In the category of Transfer to Academic Writing, the F-value was 0.516, with a Sig. value of 0.598, which again was not significant.

These findings suggest that age does not significantly affect the way social media influences students' spelling ability, whether through social media usage, cyber slang, or academic writing. Consequently, the hypothesis stating, "There is no significant difference in the level of influence of social media language exposure on the spelling ability of the English language among the respondents when data are categorized by age," was accepted.

Table 3.1 Difference in the Level of Influence of Social Media Language Exposure on the Spelling Ability of English Language Among the Respondents When Data are Categorized in Accordance to their Age.

Sources of Variation		Sum of squares	df	Mean Square	F	Sig.	Description
Social Media Usage	Between Groups	.645	2	.323	1.165	.316	Not Significant
	Within Groups	26.871	97	.277			
	Total	27.516	99				
Usage of Cyber Slang	Between Groups	1.408	2	.704	1.125	.329	Not Significant
	Within Groups	60.682	97	.626			
	Total	62.089	99				
Transfer to Academic Writing	Between Groups	.440	2	.220	.516	.598	Not Significant
	Within Groups	41.302	97	.426			
	Total	41.742	99				

Note. * Significant at alpha 0.05

3.2 According to Gender

Table 3.2 the differences in the level of influence of social media language exposure on the spelling ability of the English language were analyzed according to the respondents' gender. The table presented the mean values, standard deviations (S.D.), mean differences, t-values, and significance values (Sig.) for the categories of Social Media Usage, Usage of Cyber Slang, and Transfer to Academic Writing.

For the Social Media Usage category, male respondents had a mean score of 2.523, while female respondents had a mean score of 2.568. The mean difference was -0.04500, with a t-value of -0.425 and a Sig. value of 0.672, which was not significant. This indicated that gender does not significantly influence the impact of social media usage on students' spelling ability.

For Usage of Cyber Slang, male respondents had a mean score of 3.170, while female respondents scored 2.824. The mean difference was 0.34600, with a t-value of 2.228 and a Sig. value of 0.028, which was significant. This suggested that male respondents were more influenced by cyber slang in their spelling ability compared to female respondents.

In the category of Transfer to Academic Writing, the mean score for male respondents was 3.532, while female respondents had a mean score of 3.612. The mean difference was -0.08000, with a t-value of -0.614 and a Sig. value of 0.541, which was not significant. This indicated that gender did not significantly affect the influence of social media on students' academic writing.

The results suggested that while gender did not significantly influence social media usage or its effect on academic writing, there was a notable difference in the use of cyber slang. Male respondents appeared to be more influenced by cyber slang in their spelling compared to female respondents. Therefore, the hypothesis stating, "There is no significant difference in the level of influence of social media language exposure on the spelling ability of the English language among the respondents when data are categorized by gender," was partially rejected.

Table 3.2 Difference in the Level of Influence of Social Media Language Exposure on the Spelling Ability of English Language Among the Respondents When Data are Categorized in Accordance to their Gender.

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Social Media Usage	Male	2.523	.47494	-.04500	-.425	.672	Not Significant
	Female	2.568	.57875				
Usage of Cyber Slang	Male	3.170	.77308	.34600*	2.228	.028	Significant
	Female	2.824	.77999				
Transfer to Academic Writing	Male	3.532	.70027	-.08000	-.614	.541	Not Significant
	Female	3.612	.59852				

Note. * Significant at alpha 0.05

3.3 According to Strand

Table 3.3 the differences in the level of influence of social media language exposure on the spelling ability of English among respondents were examined based on their academic strand. The table presented the mean values, standard deviations (S.D.), mean differences, t-values, and significance values (Sig.) for Social Media Usage, Usage of Cyber Slang, and Transfer to Academic Writing among STEM (Science, Technology, Engineering, and Mathematics) and GAS (General Academic Strand) students.

For the Social Media Usage category, both STEM and GAS students had identical mean scores of 2.545. The mean difference was 0.000, with a t-value of 0.00 and a Sig. value of 1.00, which was not significant. This indicated that there was no difference between STEM and GAS students in the influence of social media usage on their spelling ability.

In the Usage of Cyber Slang category, STEM students had a mean score of 2.922, while GAS students had a mean of 3.072. The mean difference was -0.15000, with a t-value of -0.947 and a Sig. value of 0.346, which was not significant. This suggested that students' academic strand did not significantly affect their use of cyber slang in spelling.

For Transfer to Academic Writing, STEM students had a mean score of 3.512, while GAS students scored 3.632. The mean difference was -0.12000, with a t-value of -0.923 and a Sig. value

of 0.358, which was not significant. This finding suggested that the strand did not significantly influence the impact of social media on students' academic writing.

The results indicated no significant differences in the influence of social media language exposure on spelling ability when categorized by academic strand. Therefore, the hypothesis stating, "There is no significant difference in the level of influence of social media language exposure on the spelling ability of the English language among the respondents when data are categorized according to their strand," was accepted.

Table 3.3 Difference in the Level of Influence of Social Media Language Exposure on the Spelling Ability of English Language Among the Respondents When Data are Categorized in Accordance to their Strand.

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Social Media Usage	STEM	2.545	.47162	0.000	0.00	1.00	Not Significant
	GAS	2.545	.58235				
Usage of Cyber Slang	STEM	2.922	.79161	-.15000	-.947	.346	Not Significant
	GAS	3.072	.79309				
Transfer to Academic Writing	STEM	3.512	.55683	-.12000	-.923	.358	Not Significant
	GAS	3.632	.73107				

Note. * Significant at alpha 0.05

3.4 According to Grade Level

Table 3.4 the differences in the level of influence of social media language exposure on the spelling ability of English among the respondents were analyzed based on their grade level. The table presented the mean values, standard deviations (S.D.), mean differences, t-values, and significance values (Sig.) for the categories of Social Media Usage, Usage of Cyber Slang, and Transfer to Academic Writing among Grade 11 and Grade 12 students.

For the Social Media Usage category, Grade 11 students had a mean score of 2.540, while Grade 12 students scored 2.550. The mean difference was -0.01000, with a t-value of -0.094 and a Sig. value of 0.925, which was not significant. This suggested that grade level does not significantly impact the influence of social media usage on students' spelling ability.

In the Usage of Cyber Slang category, Grade 11 students had a mean score of 2.960, while Grade 12 students had a mean of 3.034. The mean difference was -0.07400, with a t-value of -0.465 and a Sig. value of 0.643, which was not significant. This indicated that there was no significant difference between Grade 11 and Grade 12 students in their use of cyber slang in spelling.

For Transfer to Academic Writing, Grade 11 students had a mean score of 3.626, while Grade 12 students scored 3.518. The mean difference was 0.10800, with a t-value of 0.830 and a Sig. value of 0.408, which was not significant. This suggested that grade level did not have a significant effect on how social media influenced students' academic writing.

Overall, the results showed no significant difference in the influence of social media language exposure on spelling ability when categorized by grade level. Therefore, the hypothesis stating "There is no significant difference in the level of influence of social media language exposure on the spelling ability of English language among the respondents when data are categorized according to their grade level" was accepted.

Table 3.4 Difference in the Level of Influence of Social Media Language Exposure on the Spelling Ability of English Language Among the Respondents When Data are Categorized in Accordance to their Grade Level.

Variables	Grouping	Mean	S.D	Mean Difference	t	Sig.	Description
Social Media Usage	11	2.540	.51038	-.01000	-.094	.925	Not Significant
	12	2.550	.54865				
Usage of Cyber Slang	11	2.960	.70711	-.07400	-.465	.643	Not Significant
	12	3.034	.87426				
Transfer to Academic Writing	11	3.626	.64359	.10800	.830	.408	Not Significant
	12	3.518	.65705				

Note. * Significant at alpha 0.05

4. Is there a significant correlation among the subcategories subsumed under the level of influence of Social Media Language exposure on the spelling ability of English Language among MSU – Sulu Senior High School students?

Table 4. The relationships among the subcategories under the influence of social media language exposure on the spelling ability of English among MSU-Sulu Senior High School students were analyzed through Pearson correlation coefficients (r). These values measured the strength and direction of the associations, with significance tested at an alpha level of 0.01. The degrees of correlation between the subcategories were as follows:

1. A low positive correlation was observed between Social Media Usage and Usage of Cyber Slang ($r = 0.266$, $p = 0.007$), indicating that higher social media usage was weakly associated with increased usage of cyber slang among students. Since the p -value was below 0.01, this correlation was considered statistically significant.
2. A negligible and non-significant correlation was found between Social Media Usage and Transfer to Academic Writing ($r = -0.046$, $p = 0.652$), suggesting that social media usage does not significantly impact students' ability to transfer spelling conventions to academic writing.
3. A moderate positive correlation existed between Usage of Cyber Slang and Transfer to Academic Writing ($r = 0.365$, $p = 0.000$), indicating that students who frequently used cyber slang tended to show a moderate influence of this usage in their academic writing. Since the p -value was below 0.01, this correlation was also considered statistically significant.

The results indicated that while there is a weak but statistically significant correlation between social media usage and the use of cyber slang, social media usage does not have a notable effect on students' ability to apply correct spelling conventions in academic writing. On the other hand, the usage of cyber slang showed a moderate and significant correlation with academic writing. This suggests that students who frequently use cyber slang may be more inclined to incorporate these informal language patterns into their academic work.

Consequently, the hypothesis stating, "There is no significant correlation among the subcategories of social media language exposure on the spelling ability of English among MSU-Sulu Senior High School students" was rejected.

Table 4. Correlations Among the Subcategories Subsumed Under the Level of Influence of Social Media Language Exposure on the Spelling Ability of English Language Among MSU – Sulu Senior High School Students.

Variables		Pearson <i>r</i>	Sig.	N	Description
Dependent	Independent				
Social Media Usage	Usage of Cyber Slang	.266**	.007	100	Low
	Transfer to Academic Writing	-.046	.652	100	Not Significant
	Transfer to Academic Writing	.365**	.000	100	Moderate

Note. **Correlation coefficient is significant at alpha .01

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1 = Nearly Zero; 0.1-0.3 = Low; 0.3-0.5 = Moderate; 0.5-0.7 = High; 0.7-0.9 = Very High; 0.9-1 = Nearly Perfect.

Conclusion

The research study concluded the following:

1. The results revealed that most students were within the typical age range for senior high school learners at MSU-Sulu. Additionally, there was a gender balance among the respondents, as well as an equal distribution between students in the General Academic Strand (GAS) and the Science, Technology, Engineering, and Mathematics (STEM) strand, indicating a balanced preference for both academic tracks. This ensured that the perspectives of all senior high school learners were well-represented.
2. The findings indicated that cyber slang had a partial influence on students' spelling abilities, with the extent of this influence varying depending on the specific type of slang used. Students generally agreed that their use of cyber slang in social media impacted their spelling. Specifically, while acronyms and informal slang were commonly used, number-letter substitutions and vowel omissions were less frequent. Moreover, students believed that social media positively influenced their spelling ability in academic writing, although some negative habits, such as the adoption of cyber slang, word shortening, and reduced attention to spelling accuracy, were also associated with social media exposure.
3. The study found that age did not significantly influence the impact of social media on students' spelling ability, including areas such as social media usage, cyber slang, and academic writing. Similarly, there was no significant difference in the influence of social media language exposure on students' spelling ability based on their academic strand or grade level.
4. The results suggested that while social media usage had a weak but significant correlation with cyber slang usage, it did not have a strong effect on students' ability to apply proper spelling conventions in academic writing. However, a moderate and significant correlation was found between the use of cyber slang and academic writing, indicating that students who frequently used cyber slang were more likely to incorporate informal language patterns into their academic writing.

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