



RESEARCH ARTICLE

Social Media: Theory & Praxis Exploring the Impact of Social Media on Linguistic Changes in English Language

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ARTICLE INFO	ABSTRACT
<p>Received: Dec 30, 2024 Accepted: Feb 13, 2025</p>	<p>Academics frequently commence their examinations of the roots of social media by citing the Bulletin Board Systems (BBS) that appeared in the 1980s. The platform operated as a digital space where users could obtain games and diverse content while interacting with each other. At this point, social media began to impact language structure, including English. The introduction of blogs has ultimately brought many changes in English Language. People can now interact with each other through social media platforms in ways that exceed the technological limitations of conventional telephone communication. The tendency to write about and analyze various events or societal issues has led to the sporadic and spontaneous use of the English language. This paper aims to study how English as a language has been influenced and impacted by social media. It further explores many other important issues, including the growth of social media, the theories that help us understand it, how it has changed languages throughout history and within cultures, how it has caused changes in English language use, how new words are created on these platforms, and the confusion that can arise when people don't know how to properly use English, among other related topics. Social media has significantly influenced the English language, leading to notable linguistic changes. Moreover, this paper studies the historical evolution of social media platforms and how these platforms have historically and culturally transformed the styles of communication and the general usage of the English language.</p>
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INTRODUCTION

Social media has brought many changes in the public and private life of human being. The mission statements of YouTube, X, Facebook and other social media platforms have already mentioned the varying scenario of the media and its new role of blurring the boundaries between private and public of human life. It now widens the scope of using this media for a better and more effective way to express their ideas freely to the fellow citizens. Therefore, the intrusion of social media into individuals' private lives presents significant challenges. It also has led to conflicts, security issues, and the unrestricted expression of biases on the internet. Very soon, the platform enhanced the chances of conflict, along with how the issue of hate was addressed on these internet platforms.

Social media and its impact on languages has become a prominent area of investigation for scholars in recent decades. A recent work by Hafedh and Slim (2019) demonstrates that Facebook, X and others have positively influenced students' overall performance in enhancing language learning skills (Hafedh & Slim, 2019). Some seminal works on social media assert that social media improves the difficulty in using the English language and the development of vocabulary. Rennie and Mason (2008) focus on how social media influence the usage of language and introduce new terms such as Facebook, Snapchat, blogs, and others (Rennie & Mason, 2008).

Over many years, social media has profoundly altered the goals of internet use among people worldwide. The emergence of blogs, Facebook posts, Instagram content, and Tweets has led to a variety of new written forms in the English language. Social media has enabled improved interaction among individuals through a more advanced technological platform than conventional phone conversations. As a result, diverse personalities and viewpoints concerning a specific incident have come to light. The tendency to analyze and evaluate different events or social matters has resulted in an impulsive and somewhat careless use of the English language. Considering that social networking platforms do not offer features like predictive text settings or spelling and grammar options, most average users show minimal concern for the grammatical coherence of their posts. The usage of any language, especially English, on social media platforms illustrates the changing norms of appropriateness in the English vocabulary. The emergence of new terminology, carrying unique meanings in contrast to their earlier counterparts within the same context, has notably altered their interpretation of social media. Terms like "wall," "troll," and "stream" carry distinct meanings, despite their established definitions (Chaudhuri & Sarkar, 2020). Furthermore, the use of informal acronyms like "YOLO" and "FOMO," along with the rise of new terms such as "selfie," "emoji," and "crapectacular," is reshaping the way the English language is viewed and leading to differences in how various generations comprehend social media language (Ghodke, 2021). Social media platforms have given rise to a new generation that has created a varied collection of English vocabulary, impacting traditional usage in society.

LITERATURE REVIEW

The impact of social media among internet users have become a subject of study since its emergence. Scholars like Tapscott and Williams (2010), Tischler (1990), Rheingold (2003), Shirky (2008), Bruns (2009), and many other scholars have conducted thorough examinations of the broad effects of social media in multiple areas of research (Tapscott & Williams, 2010, Tischler, 1990, Rheingold, 2003, Shirky, 2008, Bruns, 2009). Bruns (2009) argues that audiences, regardless of their engagement as viewers, listeners, or readers, had limited influence over their reactions to media content or the channels through which they consumed media in the context of traditional broadcast production methods (Bruns, 2009). According to Bruns (2009), within the modern "networked" framework, internet users seek out new information networks to form their communities (Bruns, 2009). Shirky (2008) argues that social media and other by-products of social media, such as live streaming, have changed every new user into a possible creative content maker and consumer (Shirky, 2008). This change signifies that a once passive audience can now actively collaborate in a many-to-many interaction. Shirky posited that traditional roles and functions, such as gatekeepers, are presently experiencing significant transformation and reversal. The supporters of this change contend that it signifies a notable advancement in democratic principles, along with improved freedom of expression and rights related to production.

In 2023, a study was conducted by Indian et al. (2023) that explored the initial social connections enabled using Facebook (Indian et al., 2023). The authors argued that a growing share of social interactions takes place beyond the limitations of time and space. It was observed in their study that technology allows individuals to engage with each other beyond their immediate physical environments. Intermediate learners use social media to improve social connections by applying the fundamental principles of these networks. Face-to-face interactions fundamentally differ from online social media platforms in terms of social connectivity. They claimed that although social media facilitates specific forms of social interaction, it fails to meet all user requirements. An analysis of eleven studies investigating the relationship between social connectedness and adolescents revealed that teenagers primarily use social media for casual communication (through texting, social networking, and instant messaging) with peers, concluding that social media fosters a sense of belonging among users. Their paper also indicates that adolescents might engage in peer interactions on social media to obtain validation for their opinions and experiences. In their seminal work, Putri and Aminatun (2021) reveal that a considerable number of individuals worldwide engage with the Internet for diverse purposes, driven by the rise in social media's prominence over the last thirty

years (Putri & Aminatun, 2021). Blogs, the early form of social media ultimately led in the creation of various new written forms in the English language. Using more advanced technological methods than traditional phone calls, social media has enhanced communication between individuals. As a result, different personalities and viewpoints regarding a particular incident have come to light. The act of documenting and providing commentary on diverse events or societal issues has resulted in a haphazard and unrefined use of the English language. Chaudhuri and Sarkar (2020) indicate that there has been a transformational shift in selecting English vocabulary (Chaudhuri & Sarkar, 2020). Their work indicates that the introduction of new words in social media has transformed their meanings, as these words carry different implications compared to their original counterparts in similar contexts. As previously noted, numerous investigations have been conducted concerning social media and its impact on languages. Recent advancements in technology reshape not only the daily experiences of individuals but also impact their cognitive frameworks. Davies (2012) argues that social media and other new technologies transform language acquisition into a complex hybrid system, leading to a redefinition of language usage (Davies, 2012). Studies conducted by Dovey (2010) have established that writing is an essential tool in educational and professional contexts (Dovey, 2010). Consequently, it is crucial to guarantee that it stays free from the influences of social media formats, including those present in WhatsApp communications. It is essential to acknowledge that social media and language usage frequently impact the overall framework of a language, especially regarding grammar, spelling, and sentence formation.

The discussion surrounding communication and its processes indicates that various social media platforms have both beneficial and detrimental effects on communication in several areas, such as business, education, information sharing, and other fields (Rieger & Christoph, 2018). Harrison and Thomas contend that the educational consequences of employing social networks in foreign language acquisition deserve considerable discussion (Harrison & Thomas, 2009). Blattner and Fiori (2009) assert that language classrooms can leverage the process of acquiring knowledge within a community (Blattner & Fiori, 2009). They call the process the constructivist approach. Networking through social media platforms represents a process of learning for individuals throughout their lives. Students and educators can leverage social networking services to upload files, videos, images, and various educational resources. Dogoriti and Pange (2010) observed that students have the option to use Facebook either on their own or in conjunction with their instructors as a structured educational resource (Dogoriti & Pange, 2010). Another social science researcher, Estus (2010), opines that usually students use social media for their study purposes in much the same way they do for social interactions (Estus, 2010).

According to Schwartz (2009) the unwillingness of online users for using various social media platforms for educational objectives is because of their unfamiliarity with these resources or apprehensions about safety and privacy (Schwartz, 2009). The widespread nature of social media interactions, marked by written communication commonly referred to as "text speak," underscores the importance of writing skills in today's discussions. Attila (2017) opines that many features, such as logograms, acronyms, and others, helped make better writing skills (Attila, 2017). Lin et al. (2016) have highlighted the importance of strategically designed instructional support and tailored activities for learners to improve the language acquisition journeys (Lin et al., 2016). Scholars such as Thurairaj (2015) explored social media and its impact on academic English (Thurairaj, 2015). The study examined the impact of inconsistent spelling on the language acquisition journey of non-native learners. The results showed that the users' English language skills had no connection with the communication method used on social media. A study indicated that the cohort engaging with motivation through social media platforms exhibited better performance on an English proficiency test than the cohort that participated in face-to-face training (Wamba & Carter, 2016).

RESEARCH METHODOLOGY

This study encompassed both qualitative and quantitative approaches. The study employed document analysis, semi-structured interviews, surveys, feedback, and various other methodologies. The study also used a combination of primary and secondary sources. We conducted interviews with

authors and subject matter experts to enhance our understanding of the subject. The study used both primary and secondary sources, like books, newspaper clippings, magazines, journals, articles from publications that are available in more than one language, and analyses of different surveys and censuses that were relevant to the topics at hand. The literature review we have done to prepare this study entailed an examination of various databases, such as Google Scholar, ERIC and others. We have further elaborated the scope of the study by specifically searching many related terms across each database, such as social media, language learning, social networks, vocabulary learning, vocabulary acquisition, social networking, X, Instagram, Facebook, Snapchat, and others. The field of social media inquiry is relatively nascent and developing swiftly. To make a proper definition of social media, we have also examined Facebook, X, Instagram, YouTube and other numerous social media platforms. It is noted that instead of distributing various forms of information, the fundamental idea of YouTube is to share videos effectively. To create an account on WhatsApp, individuals must have a phone number, and they can only send messages to known people whose phone numbers they are familiar with. You can also view WhatsApp as an instant messaging tool rather than a social media platform.

Theoretical Framework For Social Media

The exchange of memories, experiences, opinions, perspectives, and agendas has evolved to be increasingly seamless and, over time, surprisingly cost-effective. Li and Croucher (2020) find that social media improves our language skills and has become the main mode of communication, and it makes individuals connect in various means (Li & Croucher, 2020). The virtual realm offers a plethora of opportunities for engagement in various activities through social media platforms. While it is believed that social media has a lengthy past, it is fascinating to note that its core structure developed just a few years back. During the 1980s, Bulletin Board Systems (BBS) showcased a growing fascination with this mode of communication, setting the stage for the development of additional platforms in the nascent Internet era. Historically, the platform recognized as the inaugural social media site has been Myspace, founded in 2003. The other two major social media platforms, Facebook and Flickr, launched in 2004, while Twitter and YouTube made their debut in 2005. Since that time, social media have emerged as a significant feature of Internet-related engagement. In addition to this, many other internet-related facilities designed to foster constructive conversation and community involvement led to unforeseen political outcomes. While defining social media, Boyd and Ellison (2007) say that it must be a platform that must incorporate user profiles as a core element for social media sharing to be categorized as a social networking site (SNS) (Boyd & Ellison, 2007).

Identifying social media poses considerable difficulty. It is progressing daily. The historical definition of social media may not correspond with contemporary interpretations. In its early days, people used social media for basic communication tools like email and chat boxes. Today, it has developed to include videotelephony and has advanced even further to virtual chat rooms. A diverse group of scholars has endeavored to express their perspectives on social media. According to Cohn (2011), social media enables connections between individuals, while SNSs enhance those connections even further (Cohn, 2011). Social media creates a digital space that allows user groups to participate in conversations that can occur in real time or at different times. The initial expression of social media is considered a virtual meeting space. Individuals using the internet may participate and acquire games in this virtual meeting space. It has now become increasingly significant as a label for a range of online platforms that enable the creation, storage, and sharing various information through online mode.

The initial idea of social media had certain limitations. It served solely to identify friends and enable their gatherings. In their seminal work based on the US, Boyd and Nicole Ellison (2007) argue that early social media functioned as platforms for individuals to actively engage with 'friends of friends' or, as illustrated by Friends Reunited, to reconnect with acquaintances (Boyd & Nicole Ellison, 2007). Over time, these platforms changed into places for more regular interaction, mostly between people who already knew each other, which made them less focused on broad networking. User input primarily caused this change. When conceptualizing social media, it's crucial to clearly define it and its associated areas. They further call the new media a scalable sociality because it dominates the

space of the conventional communication system (Boyd & Nicole Ellison, 2007). The concept of cyberspace emerged at the same time as social media. This term denotes the digital or virtual space that stands in opposition to the notion of the tangible world. This concept, widely embraced in speculative narratives, portrays the two as clearly delineated 'environments' where individuals 'transcend' the tangible realm to engage in a 'digital immersive experience.' The term social media came into existence alongside various associated concepts, such as social networks (SNS).

Tim Berners-Lee, the creator of the concept and term 'www,' which has now become the standard prefix for nearly all websites, argues that the web was fundamentally designed as an interactive space aimed at enhancing human connection. The advancement of JavaScript and Ajax technologies marked a significant change. The former enabled the development of more interactive web pages, incorporating elements such as animation, video streaming, and form validation. Tapscott and Williams (2010) observe that the platform has progressed from mere browsing, reading, listening, or watching to activities such as peeking, sharing, socializing, collaborating, and primarily producing within loosely connected groups (Tapscott & Williams, 2010). With the emergence of new domains of social interaction, individuals involved in these exchanges are becoming more active on social media. This participation enhances the interactivity of the field through discussions, the articulation of thoughts, and the expression of ideas and creativity (Bruns, 2009). Cohen (2011) argues that the difficulty in defining social media hinders us from reaching a conclusive statement regarding it (Cohen, 2011). Kaplan and Haenlein (2010) have successfully created a classification of social media that highlights interaction, self-disclosure, and diversity. Their typology chart clarifies the range of digital media channels (Kaplan & Haenlein, 2010).

Let's now examine the evolution of social media. At first, it appeared to fulfil only fundamental functions, but later, there was a shift towards more sophisticated and innovative areas. According to Shirky (2008) the role of conventional media has undergone a reversal, after social media has been introduced to the general public, and people now prefer to interact with each other online rather than offline (Shirky, 2008). Bloggs, the first of its kind of social media gained considerable popularity a few years back. Before exploring the emergence of early social media platforms like blogging sites, it is crucial to highlight their importance in sharing relevant and accessible information with society beyond traditional channels. Today, although editors may hush up a story, news can infiltrate public consciousness beyond traditional media channels. Jorn Warden introduced the term "blog" in 1997 to describe the diverse activities that Internet users engage in on the platform. According to Wortham (2007), determining the precise origin of blogging is complex, but it is acknowledged that skilled activists, scholars, and students began creating and sharing online journals with hyperlinks in the early phases of the Internet's evolution, indicating that the medium was employed for digital reflections (Wortham, 2007). The development of technologies that make it easier to create and maintain online content with little technical knowledge has greatly assisted this growth, making it almost universally accessible. The early blogging platforms were WordPress (2003), LiveJournal (1999), and Blogger (1999). These early social media platforms, especially blogging, were important because they could share personal viewpoints with minimal financial resources. The sole expense the blogger faced was a minor internet charge, unlike the significantly greater expenses linked to book publishing. According to Shirky (2008), blogging, often referred to as the mass amateurization of journalism, is because they publish profoundly and influence traditional dynamics in both fields (Shirky, 2008). Social media also acts as an alternative media to the traditional media activities (Kottaparamban, 2024)

Interacting with readers and fellow social media users is a vibrant aspect of blogging; in contrast to traditional print media, blogging enables a dialogue between the writer and the audience, fostering comments and discussions among the author and other participants. Scholars such as Morozov (2011) opine that the blogosphere is filled with xenophobia and nationalism (Morozov, 2011). On the other hand, some argue (Bruns, 2009) that regardless of whether those with ill intentions or good intentions are given power, the overall outcome is an improvement in freedom of speech. In the 1990s, the second phase of social media emerged, leading to the expected social media revolution marked by the launch of the Friendster website in 2000. In just one year, it gathered a community of

three million members, establishing itself as the first platform to reach such a significant level of engagement. In the 2000s, various platforms emerged, each employing unique paradigms of social interaction. LinkedIn (2003) presents an intriguing example: it serves as a platform for professional networking that prioritizes business relationships over personal friendships. Significantly, LinkedIn has maintained this characteristic to the present day. Following LinkedIn, Mark Zuckerberg introduced Facebook. Founded in 2006, Twitter aimed to enhance connected conversations. At the same time, the digital landscape experienced the rise of platforms like Myspace, YouTube, and Google+, which were later accompanied by Instagram, Snapchat, and numerous others.

Definitions for several phrases and words in English language have been undergone tremendous changes after social media became popular among the internet users. Cyberspace is a concept that emerged alongside the growth of social media, yet it has gradually diminished in importance. The line separating the actual from the virtual has notably blurred, leading to a perplexed understanding of cyberspace. Essentially, the Internet no longer exists as a separate and isolated domain; rather, modern Internet-enabled devices have become ubiquitous. The integration of GPS systems in vehicles, internet-connected televisions utilizing Wi-Fi, gaming consoles that support movie streaming and social networking, and smartphone applications that allow for image-based searches through built-in cameras has led to a focus on augmented reality.

At first, the internet was perceived as a unique digital space, able to connect people with specific interests. Concerns arose regarding the emerging types of social interactions enabled by anonymity. This platform identifies the problem of anonymity as an issue of inadequate privacy. Some specific interest groups in the digital space have transitioned to concerns regarding the interplay of different social networks, such as friends, family, and professional connections, within the same platform on Facebook. Social media faces criticism for its connection to mundane daily activities, like painting toenails and having lunch, unlike facilitating some quality content.

Social Media And Language Studies

The act of individuals coming together to partake in dialogue holds importance for them (Coupland, 2000). Participants generally use language manipulation for enjoyment, but it also fosters intersubjective alignment. The collective enjoyment and connection gained from grasping humor enhances the essential sociability important to young people's relationships. The commentary culture present in online media showcases various dimensions of life. This analysis illustrates how social media is evolving to provide a space for free speech, which society recognizes as a fundamental personal entitlement. This consistently leads to the formation of a distinct 'thread logic,' where traditional argument frameworks are enhanced by the incorporation of humor and the common activity called trolling. When we discuss this trolling, it brings up many other related topics, such as racism, sexism, or homophobia. Disrupting a forum with irrelevant questions or simply being annoying does not automatically classify someone as a subcultural troll. Trolling, within a subcultural framework, represents a deliberate action performed by someone who embraces the identity of a troll, showcasing their online persona.

In short, social media platforms now transform the public space into a hypersphere, and it causes online users to write about all their emotional and mundane feelings about all events; it also leads to overlooking the accepted standards of conversation, logical reasoning, and mutual respect. The interplay of these dynamics creates a transformative yet contentious environment, carrying substantial implications for language, reasoning, and societal frameworks. It is also proved that the shift from print to digital media has impacted readers' experiences (Elsadig et al., 2024). Some argue that social media is particularly unstable. In recent years, social media companies have made substantial investments in emerging platforms. Notable acquisitions have taken place: Facebook acquired Instagram and WhatsApp, Twitter obtained Vine (which was later discontinued in October 2016 due to underperformance), and Google secured YouTube. The landscape of social media has evolved from humble local platforms, like Facebook's initial emphasis on Harvard University students, to powerful entities wielding global impact.

In April 2015, the Global Web Index published a study outlining the reasons behind social media usage (GWI, 2015). The foremost reason among the top 10 is clearly "social"—"to stay updated on my friends' activities." Further responses on the list encompass articulating personal viewpoints or private life details, disseminating images or videos, engaging in networking, encountering new people, and participating mainly due to the company of friends—all reflective of notable social incentives. It is crucial to emphasize the second item on the list—"to remain informed about news and current events," which stands apart from the social dimension of "social networking services," as noted in the survey question. The quest for knowledge, extending beyond mere friendships, has emerged as a growing trend among social media users. Users themselves are increasingly recognizing social networks as a repository for materials. A group at SWOCC at the University of Amsterdam also observed this phenomenon.

The University of Amsterdam conducted a study in 2016 that examined a notable shift in consumers' perceptions of social media. Some platforms are perceived as more "informative" and less "social" (e.g., Twitter). The Pew Research Centre in their 2016 study on social find that 62% of individuals in the US obtain their news through social media platforms. The observable trend is clear; in 2012, this percentage stood at 49%. It is somewhat risky to claim that social media platforms are in direct competition with traditional media; however, their impact on the spread of information is considerable. Moreover, they have become a resource for traditional media. Information agencies and journalists establish profiles on Twitter or Facebook not just to convey their messages but also to gather news shared by others who are active on online platforms. Therefore, an independent journalist's content has the potential to reach a surprisingly wide audience. If people perceive the information as inaccurate or completely invented, it could pose significant challenges.

Social Media And Its Impact On English Language

The writing of the respondents could reflect their engagement with WhatsApp in their everyday routines. We also observe that students consistently incorporate the language they use on WhatsApp and other social media into their formal writings. as Emoticons are the new forms of language use which emerged after the introduction of social media. This 'emoticon' represents a developing trend in the usage of language that can evoke excitement, annoyance, or confusion among readers (Young, 2009). In 2006, teachers at the Wa Polytechnic Registry of the Ghana Academic Affairs Department found that students who wrote shorter assignments had a lot of problems, including low-quality work (52%), signs of reading problems (33%), and longer times to grade scripts (19%). These concerns compromise the overall benefits of text messaging. The use of numerals in sending messages on social media has a rather negative impression on grammar and the overall writing skills of learners (Chang, 2012).

Sarfraz (2011) identified a specific error in the collected essays, which could open up new research opportunities in the analysis of mistakes in English writing (Sarfraz, 2011). In 2006, the team at Wa Polytechnic emphasized that educators must consistently discourage the WhatsApp borne terms among learners to improve proficiency in writing formal English essays, which is crucial for academic success and future career opportunities. When participants incorporated WhatsApp language in their essays, the tone appeared overly informal, resulting in diminished reader engagement. Young (2009) argues that certain writing styles are trending towards excessive informality, and it is important to be careful about imitating them (Young, 2009). The findings from the survey conducted with personnel and students at Wa Polytechnic suggest that the use of WhatsApp text messaging could negatively impact student writing skills, indicating that it should be avoided in assignments and exams. The written communication skills of students frequently fall short; therefore, it is essential to focus all efforts on helping learners produce precise and appropriate English across all types of communication. Social media also leads to new forms of literature such as testimonio literature (Kottaparamban, 2023)

Many scholars, such as Fourie (2014), suggest that students who are dependent on social media language negatively affect their ability to improve the language skills. It also impacts their educational achievement (Fourie, 2014). Interestingly, students who engage in excessive use of WhatsApp

recognize that this behavior could be impacting their focus and behavior. Fourie further adds that when students struggle to use proper language in various academic activities, social media impacts students' performance in academic matters. For example, the use of '@' instead of 'at' tells us about the mixing and cross-contamination in the learners' writing. Much research on social media (Baldwin, 2012) proves that this media causes negative effects on language usage, especially continuous spelling errors and inconsistent grammatical usage. Al-Arif (2019) contends that social media provides interactive learning tools, thereby increasing students' enthusiasm for developing English language skills through its application (Al-Arif, 2019).

Impact Of Social Media On English Language: Vocabulary And Emoticons

Laughter indicates an acknowledgement of humor in a moment of verbal creativity. In online communication, emojis play an essential role in expressing playful attitudes and conveying different degrees of emotion. In this type of interaction, the juxtaposition of different emojis could evoke humor. Emojis can demonstrate how others influence them by mirroring each other and serving a shared purpose. This mirroring represents a form of agreement. Print genres, particularly juvenile comics, generate humor either through vocal methods (such as narratorial descriptions and character dialogue) or through graphical components.

Emojis in emails, online chats, text messages, and other social media platforms serve as graphical representations of various forms of communication, whether used independently or alongside verbal interactions. According to Stark and Crawford (2015), emojis, much like emoticons and smiling faces, function as expressive symbols that enhance social interaction within digital networks (Stark & Crawford, 2015). Many scholars suggest that emoticons are essential to text, as they play a crucial role in performing different speech actions (Dresner & Herring, 2010). As exclamation and question marks, emoticons also function as "indicators of illocutionary force. The digital world produces, standardizes, and recreates emojis as commercially viable symbols. Some scholars highlight that a platform called "digital media" employs emojis as data to observe individuals' attitudes and behavioral patterns and uses this information for commercial purposes, such as directing advertisements to specific groups and drawing clients to their platforms. They note that emojis continue to evolve, offering fresh opportunities for emotional expression in the digital space, as well as serving as a valuable tool in the collective creation of culture (Stark & Crawford, 2015). Dresner and Herring (2010) opine that emojis are like emoticons, as essential elements of text (Dresner & Herring, 2010). Emojis function in a shared manner to promote a sense of community through a collective spirit of playfulness. They can serve to direct the recipient in understanding a text in a better way and to differentiate various moods and the level of one's emotion.

A significant number of orthographic errors resulting from WhatsApp usage appear to be common in students' writing, highlighting the advanced technological environment of the 21st century. This study demonstrates how mistake analysis reveals specific writing errors in learners influenced by WhatsApp chatting. To study the trend in English writing skills, the error analysis method is very useful. It functions as a detailed examination of language, and how a new language has been acquired by a learner. Social media, from a historical perspective, can be viewed as a new form of communication. It has only developed in recent decades. We still need to adequately evaluate the implications. Many scholars, such as Zourou (2012) and Golonka et al. (2014), opined that there are ongoing gaps in the academic studies on social media and language acquisition (Zourou, 2012, (Golonka et al., 2014).

According to Nation (2001), the process of acquiring vocabulary is often considered a crucial element in the journey of language learning (Nation, 2001). Spharim (1999) asserts that vocabulary is crucial for non-native English learners to enhance their reading and other language skills (Spharim, 1999). Wilkins (1972) opines that for language acquisition, vocabulary is very important, because without grammar in a language, very little can be borne; without vocabulary, nothing can be expressed (Wilkins, 1972). As we all know, mastering a new language's vocabulary plays a vital role in combining various language skills. In this regard, Grosbeck and Holotescu (2008) say that the integration of different skills (LSRW) allows learners to successfully learn any other new language

(Grosbeck & Holotescu, 2008). The learners can eventually amalgamate this language use in various language contexts. The effectiveness of mastering a new language is somewhat dependent on the processes involved in acquiring vocabulary. Schmitt (2000) argues that different contexts, formats, environments, and scenarios shape the process of vocabulary acquisition. There are many ranges of motivations in using social media, like education, employment, or leisure, leading to a lack of consistent language discourse; the users' goals for engaging with social media create varied contexts for these platforms (Schmitt, 2000). Takac (2008) says that the variety of settings on different social media sites gives users the chance to try out, grow, confirm, and improve their word power in formal and informal settings alike. These different situations, events, and contexts happen more often in SMPs than in more traditional settings and orientations, like schools (Takac, 2008). EFL and ESL learners employ many methods for vocabulary acquisition to enhance understanding, such as placing a label with the word "table" on the actual table. Gu and Johnson (1996) proposed a classification that covers memory, metacognitive, activation techniques, and cognitive (Gu & Johnson, 1996). It was Schmitt (1997) who formulated a method to discover and consolidate strategies (Schmitt, 1997).

CONCLUSION

In this paper, we have tried to define and analyze social media. Now social media has become a crucial factor in social interaction. Modern students are highly familiar with all types of online media, and this media serves as an online platform for sharing information. It could include text, photographs, videos, and various other components. It has become a place for sharing communication technology, enabling individuals to engage in online interactions. The students also use social media to foster social engagement and enhance their educational experiences. Hudson (2017) describes social media as platforms and applications created to facilitate the rapid and efficient exchange of content among individuals in real time (Hudson, 2017).

Learning involves gaining knowledge about a subject or skill through various methods, such as study, experience, and instruction. Acquiring English involves developing skills in the language (Brown, 2010). English proficiency encompasses four key components. They have developed competencies in different skills. Students enrolled in the English Education program are required to demonstrate proficiency in the English language. Gaining expertise in English is crucial for those pursuing a degree in the field. A significant number of students in the English Education Department use technological resources, particularly digital media, for their English studies. Social media encompasses various platforms such as websites, blogs, chat applications, and software tools, serving as content-driven mediums of electronic communication that help people share ideas effectively.

Language serves as a systematic way to express ideas through various means, such as sounds, gestures, symbols, or written forms (Al Jahrami, 2018). This system facilitates the expression of ideas and engagement with others. Communication involves the transfer of information, the dissemination of knowledge, and interaction with individuals. It involves a systematic approach to creating meaning by adding words. As a result, it functions as an effective medium for expressing ideas, concepts, emotions, sentiments, and attitudes (Habermas, 1979). Language is a crucial component in the advancement of civilization. This plays a vital role in today's globalized environment. Many scholars, such as Karpati (2009), Thomas and Harrison (2009), and McBride (2009), suggest that the integration of Facebook into education has the potential to enhance students' interest and motivation while also promoting collaboration among learners of foreign languages (Karpati, 2009), (Thomas & Harrison, 2009), (McBride, 2009). Scholars also argue that language acquisition extends beyond the boundaries of formal education, with significant informal learning occurring outside this setting.

At present, social networking platforms have profoundly impacted our social framework and personal interactions, in addition to influencing education. Research indicates that Facebook, Instagram, TikTok, X, and other social media platforms have made it possible to form a digitally motivated environment in modern education. Social media platforms serve as networking sites that facilitate straightforward interaction and communication between individuals. Social networking has become a global phenomenon, prompting a substantial transformation in the field of linguistic and acquisition of language. The influence of linguistic challenges in WhatsApp on the participants'

academic essay writing was observed. Instead of using short words, the participants formulated phrases using numerals such as 'bf' (before), '2dy' (today), and '1tm' (first time). These numerals demonstrate that the participants incorporated ideas from their outside experiences, such as social media and mobile devices. The casual exchanges on these platforms encourage respondents to adopt and mirror the language used on WhatsApp in their scholarly compositions.

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The authors declare no conflict of interest.

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