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## SOCIAL MEDIA'S IMPACT ON LANGUAGE, IDENTITY, AND EDUCATION: A MULTIFACETED ANALYSIS

**Iqra Batool**

M.Phil Scholar, English Linguistics, Ghazi University, Dera Ghazi Khan, Punjab, Pakistan.

Email: [biqra4829@gmail.com](mailto:biqra4829@gmail.com)

**Asghar Ali\***

M.Phil Scholar, English Language and Literature, ISP Multan, Punjab, Pakistan.

Corresponding Email: [asgharali1414@gmail.com](mailto:asgharali1414@gmail.com)

### ABSTRACT

It has evolved into a more contemporary form of socializing due to social media websites. As more and more people use these sites and spend more time there, online self-representations are gaining popularity. The favored learning strategies of young people utilizing the Internet to study English have evolved. In today's modern classroom, teachers must embrace 'learning tools' to connect with students outside the classroom. As a result of instructors embracing new methods, the teaching-learning process has transformed into one that facilitates student learning. More group projects and less stressful learning settings are essential in the classroom. Through different kinds of social media, people are banding together to build communities. There is no denying the controversy surrounding the usage of social media platforms like Facebook, WhatsApp, and Web Chat. Though millions of individuals across the world use social media on a daily basis, only recently have educators figured out how to incorporate it into the classroom effectively. Thanks to social media, language instructors may maintain global connections with their peers and learn about cutting-edge research in their profession. Not only that, but language instructors may advance in their professions with the use of these online buttons by solving difficulties for their students. In this research, we look at how social media is changing the way English language classes are taught and taken. The findings revealed that Social media influences language acquisition and identity formation.

**Keywords:** Social Media, Personal Identity, Language, Educational change.

### 1. Introduction

Academics studying second languages have been enthralled by the meteoric rise of social media. There have been a lot of studies looking at how social media may be used in the classroom. A growing body of research from a variety of disciplines, points of view, and research methods has produced useful conclusions. Consequently, a comprehensive overview of the studies conducted, their results, and the areas that require more investigation can only be achieved through a synthesis. The two research questions that this review delves into more deeply are (1) the use of social media to improve language abilities and (2) the use of social media to communicate across cultural boundaries. It is well acknowledged that acquiring

linguistic knowledge and cultivating intercultural competence are both components of language learning. Zhou (2021) synthesizes important findings from relevant studies, lays out pedagogical consequences for teachers and students, and suggests theoretical avenues for further study and application in the field. Language usage and identity construction are two areas where social media has a significant impact on our day-to-day lives. In particular, social media have a major impact on communication patterns, the development of languages, and the building of social identities, all of which in turn influence language usage and identity.

Social media platforms allow users to contact and engage with one another, share material, voice opinions, and engage in real-time conversations regardless of physical location or time of day. Social media facilitates communication and connection. Along with answering questions and getting answers to questions asked of other users, users may also aid and receive assistance from other users. Social media is one of several prominent venues for communication and engagement. Technological convergence and digitization have made it possible to transport conventional media to a new medium, data, mass communication, and enabling audio to all occur in the same medium. Social media arose as a direct outcome of web 2.0's capacity to provide two-way data exchange online. Social media's rapid growth and massive reach have changed the way information spreads in ways that need serious thought. Anyone may share anything they want on social media. Modernity has been dubbed the "information age" because of the many ways in which data transmission, sharing, and acquisition have been enhanced by technical developments. Online platforms, mobile communication devices, webcams, video chats, etc., have brought a new dimension to communication and engagement (Gündüz, 2017).

Educators and students have begun incorporating the usage of smart phones and social media into the classroom in recent years. Apps and online technologies make social media usable in a classroom setting. The proliferation of free software applications and online tools has led to an upsurge in student use of social media in university courses. Students have more platforms in their learning via social media-based platforms compared to more conventional classroom settings. More and more, people are turning to social media technologies as a means to supplement their education. The goal of this social media platform is to facilitate more communication and teamwork among university students. Social media technologies with more conventional forms of instruction increases student engagement. Social media platforms have taken care of the major issue by disseminating information to educators. Students' interest in e-learning has grown, and their interest in social networks has been better understood, because these platforms allow them to engage in the educational process through peer-to-peer interaction (Raut & Patil, 2016).

### **Research Gap**

Academic interest in how social media affects language usage and identity construction is on the rise, yet there is a large knowledge vacuum that needs to be filled. In particular, studies that examine the intricacies of how various social media

sites and their features influence language usage patterns and the development of multiple identities are few. Most of the previous research has either made broad assumptions or has only looked at one platform, such as Twitter or Facebook. Nonetheless, linguistic practices and identity constructs may vary among platforms due to their specific features, user demographics, and communication norms. To have a better grasp of how language usage and identity differ in these digital settings, a more thorough comparative study of various platforms is required.

### **The Influence of Social Media on Language Use**

Modern communication is defined by brevity, informality, and creativity; this shift in tone and vocabulary is largely attributable to the rise of social media in the past couple decades (Crystal, 2008). Emojis, acronyms, and online slang are examples of how language is always evolving (McCulloch, 2019). Researchers have been looking at the effects of the Internet on identity formation over the last ten years. The development of personas in anonymous online spaces like bulletin boards, MUDs (Multi-User Dungeons), and chat rooms has been the subject of prior research. Many people's worst inclinations found an outlet in the virtual world, where they could assume a false identity and act out their worst fantasies. Research on how people present themselves in public, non-anonymous settings, such as online dating services, is on the rise. The findings indicate that users' actions in these settings differ from those in other types of virtual communities. It proved that the internet was not a homogeneous place and that people's online personas changed based on the setting. Facebook has been immensely popular among American university students. Our study looks at how students build their identities on this site. Our study's overarching goal is to determine if and how online anonymity impacts identity performance by investigating the variety of claims people make when completing identity tasks. According to Zhao et al. (2008), this type of study might shed light on how people portray themselves online and how they build their identities in this setting.

### **Social Media: Potential Educational Benefits**

In spite of its relative youth, social media has already had a profound impact on the way people use the Internet. Technology has now made its way into almost every industry, including the classroom. For several reasons, both students and educators are making greater use of online social networks. Many people think that social software shouldn't be used in classrooms since it might make kids lose interest in acquiring basic skills and literacy and can even change the dynamic between the classroom teacher and the students (Faizi et al., 2013).

### **The Influence of Social Media on Language Use**

The idea that one's own mind is incapable of storing all information is central to both established academic traditions and common sense. How people engage with social variables influences how they acquire languages. New social media platforms provide a chance for language learners to enhance their language abilities. Without the need for a teacher's direct instruction, students can practice speaking the target language online by joining real-time chats on social media (Dhanya, 2016). The constant

evolution and improvement of social media has had a profound impact on our daily lives, particularly in the areas of visual culture, communication, knowledge exchange, and information delivery. With 2.95 billion active users across all social networks, social media has grown in popularity and accessibility, particularly among the younger demographic. Due to the meteoric rise of social media, the Internet has evolved into a vital medium for human interaction. There was an increase from 43% in 2013 to 69% in 2018 among EU-28 residents aged 16–74 who accessed the internet using a mobile device, such as a mobile phone, laptop, or tablet. Social media encompasses any content-based online communication platforms that facilitate user-to-user information and idea sharing, including but not limited to websites, blogs, chat rooms, computer applications, etc. Social media channels devoted to language learning comprise the largest corpus of these channels (Pikhart & Botezat, 2020).

### **Social Media and Identity Formation**

Users may now discover and share information about themselves or others in a matter of minutes thanks to the proliferation of social media platforms, which range from simple personal websites to extensive mass communication networks. These sites are no longer limited to users with advanced computer skills; anybody from anywhere in the globe may now access them. Not only are social media sites becoming more popular, but users are also devoting more time to them and even using mobile apps to access them while on the move. Users' offline engagement is projected to decline if the amount of time spent on social networking sites continues to expand (Ganda, 2014). People are able to express themselves and create their own identities on platforms like social media. Users build their online identities through language use, profile creation, and interaction with others (Zhao et al., 2008). Besides helping people create groups based on shared interests, views, and experiences, social media also makes it easy for those people to talk to one other and share stories (Marwick & Boyd, 2011).

### **The Inter play between Social Media, Language Use and Identity**

Social media, language usage, and identity all have intricate and mutually beneficial relationships. According to Page (2012), social media platforms are shaped by users' communication practices and identity performances, which in turn impact how language is used and how people perceive themselves. According to studies, more and more people working in the field of communication and social media are worried that they aren't ready for the problems they'll face and that their lack of social media expertise would cause them to encounter several limitations. According to a survey by McKinsey (2013), which included over 3,500 executives, social media technologies are among the most popular methods for corporate communication. The poll indicated that 38% of organizations use social media to communicate with consumers and 50% with external business partners. Executives who see a return on investment (ROI) in social technologies for their companies also see a return on investment (ROI) for their workers, customers, and partners in business (90 percent). Only 6% of executives said they weren't worried about the following risks associated

with social media use: inappropriate content posting, distracted employees, improper sharing of intellectual property, leakage of confidential information, and inappropriate use of the platforms overall. The lack of extensive research on the topic of social media in professional writing courses is a dilemma for educators. The skills, methods, and obstacles that learners need to professionalize their tools and utilize them strategically and effectively can be better identified in this way (Novakovich et al., 2017a).

### **Research objectives**

Examining how social media influences language and identity is the main goal of this article. We shall pursue the following particular aims to attain this broad goal:

1. To check how social media influences linguistic changes.
2. To check what is the association between social media and the formation of personal identity.
3. To check what educational changes and implications related to language practices on different platforms of social media.

### **Research Questions**

1. How have linguistic changes been influenced by the advent of social media?
2. What is the nature of the relationship between social media and the formation of personal identity?
3. What are the educational implications and considerations concerning language practices on social media?

## **2. Literature Review**

According to Ganda (2014), an older form of socializing has given way to a more contemporary one. Because of the increasing number of users and the amount of time spent on these sites, users are creating online personas to engage with them. The impact of online identity feedback on the formation and maintenance of offline identities was the subject of a study that applied Goffman's dramaturgical theory. We used an online Likert-scale survey to find out what people think about social media. Analyzing the data, a regression model looked for correlations between people's offline identities and the feedback they receive online. Although no significant relationships were found, the findings do suggest directions for future research.

Young people's approaches to learning English have been impacted by the widespread availability of the Internet, according to Dhanya (2016). 'Learning technologies' are essential for educators to help their students connect with the real world away from the classroom. Now more than ever, educators play the role of facilitators in the classroom, having embraced innovative pedagogical practices. Teachers should promote more group activities and work to create a classroom atmosphere free of stress. In a variety of ways, people are forming communities through social media. The novelty of platforms like Facebook, WhatsApp, or web chat has also made them divisive. In this global context, where millions thrive on social media, educators are now figuring out how to integrate these platforms into their lessons. Thanks to the various social media platforms, language educators can

maintain global connections with their peers and keep up with the latest developments in their profession. These online buttons can also be used by language teachers to assist their peers, discover answers to their questions, and advance their own careers. This paper explores the ways in which social media impacts the teaching and learning of English as a second language.

The role of social media in the process of English language acquisition among college students was proposed by Pikhart and Botezat (2021). It might be instructive to examine the effects of social media on FLL given its increasing usage, since distance learning has seen a tremendous upsurge due to the COVID-19 pandemics. Combining the psycholinguistic view of social media with the key results of recent studies on its effects on second language acquisition, this study offers a fresh perspective on the topic. This article reviews research articles published in the years 2010–2020 using the Scopus and Web of Science databases. We offer comprehensive summaries of recent studies, assess their significance, compare important data, and suggest avenues for future research in the field of psycholinguistics of second language acquisition. The present generation of college students, known as Generation Z, is the focus of this research, which aims to shed light on their linguistic acquisition processes, specifically in relation to ESL. The pros and cons of using social media for second language acquisition are also covered, along with a future plan for FLL in higher education.

According to Carrier (2019), the English language is evolving at a rate never seen before due to influences from the internet. When compared to earlier linguistic shifts, the rapid dissemination of online-specific slang and jargon—facilitated in large part by social media—was striking. As a culture, we adapt our modes of expression to fit new forms of electronic communication, such as the 140-character limit on Twitter, text message acronyms, and the emojis used by WhatsApp and Messenger. This book delves into these shifts and novel ways of expressing oneself, as well as the ways in which language plays a role in the dissemination of memes, or fast-moving, viral messages. The use of tildes to indicate irony is demonstrated by her example. Thus, it can be said that certain emoji represent actual physical movements in the actual world. Additionally, there will be times when individuals are either extremely careful or extremely meticulous when writing messages in terms of capitalization, punctuation, spelling, etc.

According to Novakovich et al. (2017b), despite the widespread usage of social media by professional communicators, research shows that this topic has not yet made a significant impact in professional writing courses. On top of that, there isn't a solid competency model in the pedagogy for integrating social media practices. Adding insult to injury, students' use of social media as a means of self-expression has been a source of contention in recent years. Hence, teachers need to help students elevate their everyday activities to the level of professional practices that will define their careers. This article presents the initial research questions from a four-year study that will examine: Is there anything that students may run into when trying to elevate their casual social media habits to a more professional level? In

helping people build their professional identities, how can social media platforms work? Learners showed a lot of pushback when professional social media skills were included in the course material. Students felt powerless on social media when they discussed ways to be genuine online. Worryingly, the study also revealed alarming gaps in students' professional practices and their everyday social network behaviors. Thanks to the course intervention and reflexivity, students' beliefs, engagement, insights, and goals about social media usage improved significantly.

The English spoken in Singapore has changed throughout the years, and according to Asagoff (2010), the country is located on "the outer circle of Kachru's model" of three circles. This paper argues that in order to comprehend the evolution of Singapore English, a fresh paradigm is required, one that incorporates cultural factors, economic factors, and individual identities. According to this socio-cultural viewpoint, English is both a global language and a local language in Singapore. Their cultural identity, which is defined by a fluid negotiation between global citizenship and local identity, is compatible with a Singaporean's dual orientation. Compared to other models, especially diglossic models, an examination of Singapore English through the lens of its cultural identities provides a better and more adequate explanation. In this paper, we look at the ways social media can improve education, according to Faizi et al. (2013). A thorough evaluation of these online resources found that social media had many positive effects on education. Students and teachers alike can benefit from the enhanced communication made possible by these web-based applications. These technologies allow for instantaneous interaction between educators and their students. Social media can also be used to encourage student participation.

Social media is playing an increasingly important role in divisive political debates and conflicts, as Zeitzoff (2017) demonstrated. Protesters, politicians, and insurgents have all made use of it as a means of communication. Researchers have also gathered fresh conflict data through social media. To illustrate how social media can escalate conflicts, we will look at four interconnected points. To a large extent, social media has lowered the price of communication. Both the speed and breadth of information dissemination have increased. Academics should study the competitive adaptations and strategic interactions of players as communication technologies evolve. 4. The abundance of new data made available by social media platforms not only provides conflict actors with an essential resource, but also significantly changes the information they have at their disposal, ultimately shaping the conflict itself. Social media, according to oversimplified theories, promotes strife instead of helping or hurting established power structures.

Researchers Marwick and Boyd (2011) found that when people use social media, it's like cramming a bunch of different audiences into one big room. This makes it hard to use the same strategies that work in person to handle diversity. Learn more about the 'imagined audiences' on Twitter and how content creators use them in this probe. Our goal in interviewing participants with varying types of followings was to gain a better understanding of how they target different audiences, conceal subjects,

and stay authentic. Audience management is similar to personal branding and "micro-celebrities" in that it is a method of promoting and changing one's own image. In our model of the networked audience, we presume that people imagine a virtual audience that tweets can evoke by assuming a many-to-many communication. Research on online self-presentation began in the late 1980s, with a primary emphasis on identity construction in anonymous online spaces, according to Zhao et al. (2008). These studies found that people engaged in anti-normative behaviors and played role-playing games online. Identity performance on dating sites and other less anonymous environments has recently been studied by researchers. Identity construction is investigated in this study through the lens of Facebook, a recently developed anonymous online environment. By analyzing 63 Facebook accounts, we find that traditional forms of anonymity are not the same as the identities created in anonymous online spaces. Rather than focusing on their personal identities, Facebook users tend to highlight their consumer and group identities. The article delves into the features and consequences of these identities. Using the concept of imagined communities, Pavlenko and Norton (2007) investigated the link between identity formation and second language acquisition. The agency, motivation, investment, and resistance that a language learner experiences throughout his learning trajectory can be impacted by his membership in imagined communities. This is an example of a postcolonial, global, ethnic, multilingual, and gendered world. We think about the importance of imagined communities as we talk about them in English classes.

In this paper, we take a look at social media as a tool for developing language skills and as a platform for intercultural communication, as revealed by Zhou (2021). The former suggests that social media can help with reading, writing, and speaking as a means of improving language skills; the latter suggests that it can help with intercultural communication and socio-pragmatic abilities and second language motivation. Relationships between social media marketing and the cognitive, emotional, and behavioral attitude components of adolescents were investigated by Duffett (2017). The study also looks at how different demographic variables (gender, age, and population group) and usage variables (length of usage, access, frequency of log-on, and duration of log-on) affect young consumers' attitudes towards social media marketing communications. About 13,000 students from Generation Z (those in South African higher education institutions between the ages of 13 and 18) filled out three surveys that they were asked to do on their own. Using a generalized linear model, the statistical data were analyzed. Each attitude component among adolescents was discovered to be positively related to social media marketing communications, links to purchase funnel. Teens who updated their social media profiles more often had the most positive views towards social media marketing. The study's examination of social media failed to take into consideration the variety of social media platforms that could be studied independently. It would be feasible to undertake comparable studies with other cohorts if one were to be undertaken with Generation Z. Brands and companies should think about how to use and adjust their



strategies in light of the fact that social media marketing communication has altered the hierarchical attitude stages among younger consumers. It is necessary to deviate from conventional wisdom regarding demographics and usage if it wants to attract profitable and technologically sophisticated Generation Z customers. In the beginning, we wanted to see how young consumers' attitudes played out in their thoughts, feelings, and actions. Social media marketing communications improved these attitudes, but only at a decreasing rate, as shown by the purchase funnel model. Since developing nations have paid little attention to social media marketing communications, this study's findings also add to the body of knowledge on attitudes in these regions.

This themed issue of Media and Communication, according to Russmann and Svensson (2017), emphasizes the evolution of visual communication within this online ecosystem and the increasing usage of visual images on social media platforms. Sharing photos is quickly becoming a standard feature of social media for today's youth, since these platforms serve as a central meeting place for young people in the West. In addition to changing the way we interact with one another and our surroundings, this trend towards visuals may also alter how we see and build our sense of identity. This phenomenon poses challenges to researchers on a conceptual, theoretical, and methodological level. According to Zanzotto and Pennacchiotti (2012), language has evolved as a social phenomenon over the course of human history. To adapt to a dynamic environment, words are added, words are dropped, and some words change morphologically and semantically. We are witnessing the beginning of a new era defined by the proliferation of social media and the subsequent transformation of numerous languages. The invention of new words has increased at a rate never seen before on social media. Many examples exist of people from diverse demographics speaking distinct languages, both in terms of the words they use and the meanings they give to the same words based on their unique traits. This study examines the phenomenon of language evolution in social media in order to determine if the "linguistic barrier" can be reduced and, if so, how cooperative techniques can help monitor and control language evolution in the social media age. In this study, we examine the ways in which Twitter's language has changed over time and assess how well cooperative dictionaries, in this case Urban Dictionary, handle such changes. We discover that this approach partially fixes the issue by learning the behavior of new words and expressions. Next, we'll take a look at how new words and phrases can be defined using natural language processing methods.

Language diversity should be a central focus of English language curricula, says Da Rosa (2017). Since speakers construct languages for the purpose of efficient communication, it is reasonable to assume that these languages will undergo processes of variation and change over time. Throughout the course of a lifetime, the speaker gains variation in their grammar via personal experience. Given these presumptions, the purpose of this article is to show why it's important to teach linguistic variety in English classes; doing so may help students develop more

positive attitudes towards different cultures and improve their communication abilities. Androutsopoulos (2015) investigated the consequences of networked multilingualism for theories of multilingualism through the use of a case study. The term "networked multilingualism" describes a style of language use in which speakers are digitally connected to one another and the internet as a whole, rather than operating independently. Digital technology mediates written language, users have limited access to network resources, and they must be orientated to linguistic audiences when working with linguistic resources. This paper's empirical section looks at a sample of Greek-American secondary school students in a German city. The research team used a systematic ethnographic approach, which included collecting data from users' screens, analyzing that data for language patterns, and carefully watching their online activities. Four weeks of discourse on profile walls are the focus of the analysis, which examines linguistic repertoires, language choices, and performance of multilingual talk. Students' networked multilingual practices are unique, genre-shaped, and built on a diverse and stratified repertoire.

A social medium, according to Carr and Hayes (2015), is a place where people can control the flow of information by means of filtering, isolating, and otherwise influencing it. Assuming that they understand social media as an inherent part of current technology, scholars in the field of communication studies fail to agree on a functional or theoretical definition of the term. It has been challenging to develop convincing theories about the uses and impacts of social media due to a lack of a thorough comprehension of how these platforms function. In order to create a precise definition of social media that incorporates these technologies while still being robust enough to remain relevant even in 2035, drawing from previous work in public relations, IT, management theory, and popular journalism, it expands upon current understandings of social media and its subcategories, including social networking sites. After that, it discusses how theories in the future will need to take into consideration the many new aspects, applications, and users of social media. Additionally, it finds and ranks problems associated with the unpredictable nature of social media and communication processes. The principles of communication can be isolated and tested through social media in order to improve human-computer and human-human interaction. This article offers a common framework to support and guide future scholarship and research in the field of communication.

The way our society communicates, operates, and relates to one another over the past 20 years has been fundamentally changed by technology, according to Caffrey (2017). As the boundary between humans and technology continues to diffuse, people's understanding of them and their sense of identity are being enriched by technological features and capabilities that allow them to connect with others. This qualitative study examines the state of the art and theoretical underpinnings of identity construction in order to identify the key features of empirical identity creation that are required for the maturation of the "self." By applying this framework to the study of the relationship between the "self" and technology, we can learn how our modern socio-technical environment affects the time-honored method of

identity formation. The way we interact with technology has an effect on two crucial parts of our identity formation: remembering things and thinking about ourselves. Because of these new standards, which alter our perceptions of ourselves, new forms of communication, interaction, and thought are emerging. Online communities tend to bring out our worst traits and encourage us to be narcissistic by encouraging us to develop a "self" that is ultimately controlled by other people. This makes us feel like we have no control over our lives because the things that used to be inside us now have an outside influence. By engaging in self-reflective practices while using these new online spaces, individuals may regain control over their own experiences.

The term "social media" was first used by AtayoOgidi (2014) to describe online platforms where people can share and receive information. Social networking sites, wikis, and blogs are some of the many platforms where users share, modify, create, and disseminate media; users also interact with one another and share content; and users network with both online and offline friends. These three forms of online communication have a significant impact on how young people construct their sense of self. As they grow and mature, young people go through stages of developing and discovering who they are. Knowing one's place in the universe as a uniquely made human being is essential to the process of coming into one's own identity. The experiences that a person has throughout their lives are the building blocks of their developed identity. Facebook and Twitter, among others, impact each of these stages. Because social media makes the internet a global village where anything goes, unfiltered, it has a chilling effect on young people's sense of self-identity. Regardless of your intentions, this digital continent is at your disposal. Given that social media platforms build an intricate online environment that impacts the sense of self-identity among young people, this study seeks to answer the question: how does social media impact the sense of self-identity among young people? The study used conceptual analysis to define key terms and make sense of the research question.

According to Slim and Hafedh (2019), social media has become an integral part of people's daily lives. Facebook has grown in popularity among young people, particularly students. Research has shown that using Facebook to learn a new language is effective. This study investigates the effectiveness of Facebook-assisted teaching for purpose-specific English language acquisition among students at Saudi Arabia's University of Tabuk. Students were divided into two groups for the purpose of tutoring: Facebook and conventional classroom methods. We conducted interviews to gauge attitudes towards different teaching methods and pre- and post-lesson vocabulary assessments in the two groups. Although Facebook tutoring was well-received, it did not differ significantly from more conventional forms of tutoring. Adults on the autism spectrum may benefit from searching for resources related to the disorder on social media, according to Skafle et al. (2023). There is a lack of understanding regarding the reasons for and experiences with autism-related information searches on social media, despite the fact that these searches are common among autistic individuals. Twelve adults with autism spectrum disorder

(ASD) ranging in age from 18 to 49 participated in semi-structured interviews about their experiences with online autism communities and resources. Three main themes emerged from the data: (1) navigating online personas and discovering one's own identity; (2) using social media as a resource, albeit one with its flaws; and (3) conflicts within online communities for people with autism. Despite the widespread belief that social media is an inaccurate information source, there were insufficient other resources that offered relevant articles. Groups on social media for people with autism did not necessarily foster a feeling of community because members became estranged from one another due to heated debates about treatments and language use. More nuanced and diverse autism information should be available through official health channels on the internet.

More and more, we are sharing our unique life experiences on social media platforms, as Gündüz (2017) explained. Additionally, they mirror our standing in our real-life and online social circles. In different ways, they shape people's social interactions. Nowadays, social networks have a greater impact on society than more conventional forms of media. Social media provides an outlet for human creativity, curiosity, and exploration. Internet communities and their interactions are inspired by real-life agency names, just as real-life agencies provide names. It is critical to comprehend the goals of agencies in order to comprehend group dynamics on social media. Plus, these let people connect with one another, do what they want, and interact with one another; they also let them show themselves to the world and decide how they want to be seen. People have a lot of leeway when it comes to the names they use when communicating online, whether they want to use their real names or a pseudonym. They can also create as many accounts as they want. This study examines the practical aspects of identity construction within the context of social media and virtual communities. The paper delves into "the spiral of transformation" that is making its way from the internet to the real world, while also exploring potential motivations behind people's desires to establish a virtual identity. The study's secondary objective is to investigate online communities' cultural and social norms and characteristics as they manifest on social media platforms.

According to Page (2012), being visible in Twitter's linguistic marketplace is crucial for the social and economic benefits of micro-celebrity and self-branding (Marwick 2010). Bourdieu (1977). The use of a relevant hashtag in a Twitter update can greatly boost the exposure of both the update and its author. This study analyzed the frequency, type, and grammatical context of hashtags using around 92,000 tweets from 100 publicly available Twitter accounts. Companies, famous people, and "regular" Twitter users had their speech patterns compared. It seems like self-branding and micro-celebrity operate on a continuum that both reflects and reinforces offline socioeconomic hierarchies. This research disproves the notion that hashtags are merely "conversational" and demonstrates that not everyone uses them. It also confirms that mainstream media broadcasts include the synthetic personalization (Fairclough, 1989) of corporations and celebrity practitioners.

Social media, according to Osterrieder (2013), now enhances many parts of our lives. Social media platforms such as Facebook, Twitter, YouTube, and many more enable users to post and engage with content online, find others with shared interests, and exchange information. Professionals can't do without it because of its many useful features, such as its capacity to rapidly disseminate and amplify content and to moderate casual conversations. This commentary explains social media, offers suggestions for how to use them, and lists the kinds of scientific content that could be generated by them. This manual will show you the ropes when it comes to creating a social media presence strategically. It gives researchers some pointers on the possible advantages. Furthermore, it exemplifies the effective use of social media within the plant science community. Many scientists avoid social media because they are self-conscious about their computer abilities. Another thing that worries them is coming across as unprofessional. As altmetrics (online engagement with scientific content) track online engagement with scientific content and academic publishing, dissemination, and science communication undergo rapid changes, scientists will need to possess digital literacy skills as part of their toolkit. Almost everyone on the planet uses social media to share their stories and experiences, which shapes how people think about and act when making purchases (Lund et al., 2018).

The use of social media has skyrocketed in the last several years, say Raut and Patil (2016). The educational community as a whole, including students, makes extensive use of social media. Society has benefited from people's use of social media. The Internet makes it easy to access a wide variety of applications and social networking sites, where users can engage in real-time conversation, share and edit media files, and more. Because of its beneficial effects on politics, the economy, and education, the Internet greatly affects our daily lives. Millions of people have developed a pathological obsession with staying abreast of current events through social media platforms such as Twitter, Facebook, and Whatsapp. This has begun to negatively affect our society as time goes on. Online friendships last longer than those that start out in person because people keep in touch even when they can't meet in person. Much of the paper is devoted to talking about the ways social media affects our society as a whole, but whether that's a good or bad thing, we need to figure out how it affects our schools and the youth of tomorrow.

According to Morin et al. (2018), unlike in a typical online experiment, participants are free to engage in conversation with as many partners as they like throughout the game. Gains in both quantitative and qualitative terms are possible. Cultural evolutionists can use game apps for a variety of purposes, including facilitating synchronous communication among big groups of participants, creating realistic transmission chains that minimize information loss compared to linear chains, and studying the impact of partner choice and control on social interactions. We are building an app that simulates the dynamics of language evolution in order to take advantage of these possibilities.

### **3. Methodology**

#### **Research Design**

As part of their research on how social media influences language and identity, students must take search design into account. It provides a high-level framework for answering the research questions. A quantitative research strategy was used to gather data for this investigation.

### **Quantitative Data Collection**

The following strategies were used to acquire quantitative data for the student's research on how social media influences language use and identity.

#### **Online Surveys**

Preston (2009) reported the results of this survey. In order to collect quantitative data from a bigger group of students, a structured questionnaire was created, which includes both open-ended and closed-ended questions. The poll enquired about things like social media habits, favorite platforms, usage frequency, and linguistic practices noticed on these networks. In addition, we asked about language preferences, feelings towards linguistic diversity, and thoughts on how people use social media to form their identities.

#### **Demographic Information**

To look how demographic characteristics like age, gender, culture, and language may impact language use and identification on social media, we gathered demographic information from survey takers.

#### **Data Sampling and Sampling Methods**

To guarantee that a representative sample of schoolchildren was acquired, random sampling procedures were used.

#### **Statistical Analysis**

In order to find trends, patterns, and correlations in the quantitative data, SPSS was employed for analysis. Conclusions and appropriate interpretations of the quantitative data were aided by the statistical analysis.

#### **Data Validation and Reliability**

Thorough data cleaning procedures and meticulous questionnaire design guaranteed the quantitative data's validity and dependability.

#### **Quantitative Data Analysis**

First, descriptive statistics were computed. These statistics include means, frequencies, and percentages. A more complete picture of the interplay between students' social media usage, language usage, and sense of self was emerging as a result of the combination of qualitative and quantitative data. The researcher was able to generalize about the language patterns and identity building on social media of the greater student population based on the data collected through these quantitative methodologies.

## **4. Result**

### **Demographic Information of students (respondents)**

This section discusses the respondent's demographics in depth. This research had 58.8% female participants. Respondents between the ages of 16 and 18 make up 41.2% of the total. Urdu is spoken as a first language by 58.3% of the population. While 33.8% of respondents have educated mothers, 24.3% have educated fathers.

The majority of responders (70.3%) have finished the tenth standard, and a sizable portion (63.5%) is proficient in the English language.

### **Objective1: Linguistic Changes Facilitated by Social Media**

Sixty-five percent of respondents felt that social media has changed the way individuals talk casually. Acronyms and abbreviations used regularly on social networking sites have affected language usage outside of such sites, according to 56.1% of those who took the survey. Social media emojis and emoticons have opened up new nonverbal communication channels in written language, according to 52.7% of respondents. Social media has contributed to the proliferation of informal language features such as slang and colloquial phrases, according to 52% of respondents. As a result of character limits on social media platforms such as Twitter, 54.7% of respondents believe that shorter and more succinct language styles have developed. Social media has encouraged code-switching and borrowing, according to 56.1% of respondents. According to 61.5% of respondents, the use of hashtags on social media platforms has altered the way topics are categorized and discussed. Social media has highlighted linguistic and cultural disparities between regions and cultures, according to 52.7% of respondents. The informal tone of social media communication has altered grammar and sentence structure, according to 60.1% of respondents. Over time, social media has helped build new linguistic standards, according to 55.4% of respondents. According to 55.4% of respondents, most changes in language caused by social media only happen in informal conversations. A majority of respondents (54.1%) believe that social media may have both beneficial and bad effects on people's language and communication skills. The impact of social media on language is indicative of larger societal shifts in how we communicate, according to 60.1% of respondents. According to 62.8% of respondents, the rate of language change and development has been accelerated by social media. Social media has had a significant impact on linguistic alterations in modern communication, according to 56.1% of respondents.

### **Objective2: Relationship between Social Media and Identity Formation**

A majority of respondents (72.3%) believe that social media has a significant impact on how individuals see and portray themselves. Individuals frequently painstakingly design their social media accounts to display particular aspects of their identity, according to 64.9% of respondents. 59.5% of respondents said that social media allows users to explore and experiment with various parts of their identity. Of those who took the survey, 54.1% said that social media interactions can affect how individuals see themselves in real life. 54.7 percent of respondents felt that social media promotes group identification. There may be some influence on people's online identities from the need to keep up with social media trends, according to 57.4% of respondents. A person's cultural, racial, and gender identities can be more openly expressed on social media, according to 52.7% of respondents. The anonymity and distancing nature of social media may give rise to new identities, according to 64.9% of respondents. An overwhelming majority of respondents (60.8%) felt that positive remarks and affirmations posted on social media platforms

may impact people's perceptions of their own identity and value. 59.5 percent of respondents felt that people are more likely to provide more personal details about them on social media than in person. Sixty-3.5 percent of respondents said that social media may lead to a shift in one's identity through the promotion of one's own traits for the sake of popularity. 56.1 percent of respondents felt that the filters and editing tools used by social networking sites would distort users' real identities. When asked if social media encourages users to seek validation from their online networks, 60.8% of respondents said yes. The majority of respondents (56.6%) believe that heavy social media users run the risk of having trouble distinguishing between their online and offline selves. Over half of respondents (58.1%) felt that social media had a major impact on people's identity formation and expression.

### **Objective3: Socio-cultural Impact of Social Media Language Practices**

Language used on social media both reflects and influences shifting cultural values and conventions, according to 69.6% of respondents. Memes and emojis have sparked new forms of expression and communication, according to 66.2% of respondents. Language use on social media has contributed to the globalization of trends and popular culture, according to 63.5% of individuals. "Online slangs are true culture of youth," said 59.5% of the individuals. When asked about the usage of social media to debate political and social problems, 62.2% of respondents said they agree. Hashtags can strengthen social movements, according to 56.1% of poll takers. Language used on social media platforms can spread prejudice and stereotyping, according to 64.2% of respondents. Simplified socio-cultural exchanges have resulted from the brevity demanded by social media, according to 63.5% of respondents. Nearly two-thirds of respondents felt that the combination of text and images in social media posts contributes to the development of group identities and memberships. Sixty-one percent of respondents said that marginalised communities now had a platform to voice their opinions and experiences because to social media. 60% of respondents felt that the prevalence of certain language varieties on social media platforms may lead to a merging of such varieties. The use of linguistic characteristics on social media may influence offline conversation, according to 61.5% of respondents. Sixty-one percent of respondents felt that social media had opened up new spaces for the representation and negotiation of cultural identities. Sixty-five percent of respondents felt that social media had made it harder to distinguish between official and casual language usage. Sixty-one percent of respondents said that, overall, language used on social media had a substantial impact on the development of socio-cultural dynamics.

### **5. Discussion**

Learners and teachers alike should exercise caution when using social media as a language resource, as doing so runs the risk of exposing students to content that is either culturally insensitive or linguistically unsuitable. A diverse range of linguistic repertoires is the consequence, for instance, of individual styles and regional variations in grammatical usage and lexical knowledge. While linguistic diversity helps students see the worth in and legitimacy of other languages, it can also lead to



misunderstandings and mistakes. Educators can help students make the most of legitimate internet resources by showing them how to utilize them correctly. Furthermore, social media platforms do not have the resources to provide cultural content that is suitable for all contexts. A phrase may have a perfectly reasonable meaning in one culture but a deeply hurtful one in another. Students may maximize their social media experience by being mindful of their input and output (Zhou, 2021).

Several global surveys on social media marketing communications have investigated the perspectives of various age groups and sectors. Social media messaging and user-generated had a favorable effect on awareness, namely cognitive reactions (Schivinski & Dabrowski, 2015). Labrecque (2014) found that 380 American participants in three researches had favorable affective and cognitive reactions to connecting with marketers on social media. The survey found that people generally had a good outlook on interacting with brands on social media. According to research by Kabadayi and Price (2014), which surveyed 269 American Millennials, certain personality traits were associated with the frequency of likes and comments on Facebook postings made by both individuals and groups. Based on their actions (purchasing intents), 149 students from Malaysia were motivated to make a purchase by SNAs, according to Tan et al. (2013). Results from a research by Hardwick et al. (2014) on behavioral attitudes about SNA showed that 25 people from the UK had mixed feelings about the topic. The efficacy of social media product placement was investigated in a study conducted by Liu et al. (2015). According to the study, the impacts of social media postings with discreet product placements are similar to those of other types of media. Subtle product placements in visuals have the most beneficial effect on attitudes and behaviors. Despite the fact that the majority of these surveys targeted older generations in developed nations, this study's findings show that young customers have a positive outlook on social media marketing (Duffett, 2017).

Data found in the SM have a formative effect on adolescent self-concepts. From a Christian youth ministry standpoint, Jacober (2014:104) contends that SM influences the process of self-identity formation in young people. This is because SM allows them to witness the identities of others and, in turn, create their own identities, which in turn allows others to reflect on their own. I am attempting to address this subject as my main research objective. Jacober claims that the impact of society in the past is causing identity to change at a far faster rate than in the past. Instead of asking if we use social media, we should be asking how we utilize it and the impact we have via it. According to Qualman (2011), social media use has grown ingrained in our everyday routines. Put simply, Qualman provides a response to my primary study question: "What impact do social media have on the sense of self-identity among young people?" Through an analysis of information dissemination, SM sheds light on how young people stray from their true selves. Discussing how young people should engage with SM takes precedence over whether they should participate with SM at all. The only remaining questions are what and how young people will use social

media, because there's no denying that they will. It provides a public, participatory environment where young people may hang out with friends and make new ones. Some see the SM as the next big thing, replacing places like town squares and malls, as places where young people can connect and have meaningful conversations that can impact each other's sense of self-identity. Thanks to the proliferation of online social networks and other technological resources, today's adolescents are able to communicate and build networks on an infinite scale. Ogidi (2015) argues that young people's self-identity creation is more global than restricted to their own communities, families, and parents since the public has a large effect on this process and the public sphere transcends location.

A person's online persona is shaped by their technological profile as well as their social conventions and attitudes. When interacting with digital spaces, it is important to maintain an acceptable demeanor and act ethically (Ozkan, 2013). Responsible use of tools is essential for creating ethical interactions, as is the ability to critique and comprehend the ethical outcomes of initiatives carried out in interactive environments. According to Ozel and Sert (2014), users are expected to behave in an ethical and cooperative manner while interacting with virtual platforms. The many facets of digital identification can be better understood if they are laid out. The digital commerce and communication components strive to enable economic activity in virtual settings by offering capabilities and technology infrastructure. The significance of interactive environments has grown in tandem with the digitization of communication systems. Digital means of communication, such as email, texting, and mobile phones, have grown in significance throughout the last decade. Similar to how digital literacy has grown in popularity in the modern world, media literacy has also been on the rise in recent years. Consequently, conducting research, learning, and teaching all now necessitate the use of technology. More and more, it's clear that technology is crucial to the educational process, whether for for-profit or non-profit institutions. Additionally, avatars allowed users to converse in digital spaces that need a variety of literacy skills. The importance of acquiring this literacy has grown in recent years due to the prevalence of digital life in people's social experiences. To effectively communicate in digital multiuser environments and build and maintain relationships with other users, it is helpful to have a firm grasp on how one user's avatar conveys information and how one's own avatar can imply things to another user (Sengun, 2014).

Users should be aware that there is an electronic standard for everything from online attitudes to online transactions. Despite the fact that online interactions take place in a virtual space, users' attitudes and actions should not infringe upon the rights and interests of others. One typical way that people hurt the rights and interests of others in the virtual world is via bullying or defamation. Legal regulations are essential for the smooth operation of social life. Internet transaction liability is a part of digital law as it pertains to digital identities. These types of transactions are subject to certain legal and regulatory penalties. You could face criminal charges if you engage in illegal broadcasts, promote or sell products that are prohibited by law, or host

thematic broadcasts that promote or engage in suicide-related activities when using your digital identity for online transactions. While the internet does have its limitations, it is also dynamic and based on people's freedom of expression. There are limits and responsibilities that come with the freedom to express one online. We have the right to voice our ideas and participate in conversations using various online platforms, including social media, forums, and groups, as outlined in these rights and obligations. Regarding your inquiry on the meaning of "digital health," Some aspects of the online world can influence people's physical, mental, and spiritual health, which in turn can have an effect on their overall health. Potentially impacted by these impacts include issues with physical health, stress, introversion, and vision. With the advancement of contemporary technology, the notion of security has become more important. Methods used to safeguard user information are assessed as part of digital security. Never provide your password to anybody when signing up for a social networking account or a virtual environment like a blog, micro blog, or similar platform. Additionally, you shouldn't open attachments from unknown senders. Identity theft becomes a piece of cake when malicious software is attached to emails sent from questionable sources. The first thing you should do is keep your password information hidden. Another crucial step is to use a certified antivirus provider (Ozel, 2011).

Users' digital identities, both created and acquired, serve as certificates in a sense. With authentication, you can be sure that the person you sent an email to has actually received it. A digital identification can serve the same purpose as a traditional identity card in making introductions to new people. According to Gündüz (2017), a person using this digital identity cannot communicate or interact on behalf of its owner. Instead of using digital postcards, people in virtual worlds may simply send regular e-mails to specific addresses; these emails can be read and edited while in transit. If we want to keep prying eyes out of our digital identities and the contents of our emails, we need to encrypt and conceal them before sending them. In big organizations, it is typical for members to be assigned digital IDs by information system technicians. In order to acquire a digital identity for personal use, a certificate manager is necessary (Ozkan, 2013).

Digital tagging and social book marking have grown in significance in the modern social media landscape. Tags are extensively used in both digital and real-world applications. Digital tags give details about the material and link it to people, websites, or locations when visual or other media is shared. People can learn more about the photographs and material they share or even identify which images are shared by utilizing digital tags (Balaman & Karatas, 2012). By including individuals, ideas, thoughts, and trends through digital tagging, the message's scope may be expanded. People may get actively involved in issues by tagging items they post on social media platforms like Facebook and Twitter. As a result, issue follow-up is accessible to a large audience, allowing people with shared beliefs and perspectives to participate. With the help of social media, proponents and detractors of the system are able to voice their opinions on the largest communication platform in the

world. As a result, "real and virtual, real and story, real and lie are intimately entwined" (Erdem, 2012) in the cyber-world, which includes social media. Social media is thought to have its own language, in addition to its own oratory culture. New evidence suggests that oratory practices, which date back to when writing was commonplace, continue to shape our written heritage. "Speaking in public is known as oratory and it has two purposes, one of which is to persuade, the other is to explain" (Ong, last year).

Long postings may be easily written by bloggers, political personalities, and opinion leaders by dividing them into numbered sections. The number of people who see a tweet (1-2-3...) determines its potential reach. Here we see the continuation of the tradition of public speaking. On social media, people may converse with others, both those they know and those they don't, and share the stuff that they like. The thing is, other people can see what you post on social media. The fact that social media is now ubiquitous is widely known (Gündüz, 2017). We conclude that social media significantly influences the language and identity formation of today's pupils based on the data collected from the study questionnaire and when compared to the findings of other researchers. While it does have some positive benefits on kids' learning and daily lives, it also has certain negative repercussions that must be carefully evaluated.

### **Recommendations/Suggestions**

For the benefit of researchers in the future, here are some recommendations:

1. **Online Communities and Subcultures:** Learn more about the ways in which social media subcultures and online groups affect language and self-expression. There is value in delving into the distinctive ways in which these communities develop their identities and use language.
2. **Comparative Analysis with Offline Communication:** Compare the ways people express themselves and the language they use on social media with how they do it in more traditional face-to-face interactions. Differentiating digital-specific phenomena from more general sociolinguistic tendencies can be aided by this.
3. **Algorithmic Bias and Fairness:** Take a look at how social media algorithms might be biased and how it could affect language and identity, especially for under-represented communities. Look for ways to make algorithms less biased and more equitable.
4. **Impact on Mental Health:** In terms of psychological effects, investigate the connection between identity, language usage, and social media. Find out whether there's a correlation between specific language patterns or online behaviors and good or bad effects on mental health.
5. **Policy Implications:** Determine if rules and restrictions concerning language and identity on social media are necessary and, if so, how successful they are. Examine the ways in which the policies of platforms impact the actions and expressions of users' identities.

6. **User-Centered Design:** Work along with UX design specialists to study the effects of social media platform interface design on language choices and identity formation. Provide usability feedback that helps us meet user needs and achieve our objectives.
7. **Psycholinguistic Analysis:** Study how people change their language and construct their identities on social media by using psycholinguistic tools. Some examples of possible methods are verbal priming tests, eye-tracking research, and others.
8. **Comparative Generational Studies:** Compare the language use and identification practices of different generations on social media as part of age-based research. Ask people of different ages how they adjust to new standards of online interaction.
9. **Online/offline Hybrid Identities:** Learn how people combine aspects of their online and offline personas to create a hybrid. Some examples of people who have managed to juggle these identities well may be included below.
10. **AI and Language Use:** Think about how chatbots, virtual assistants, and automated content production are becoming more influential in influencing language use and identity. Examine the effects on users' language choices and self-perception of interactions controlled by AI.

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