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INFLUENCE OF SOCIAL MEDIA ON ENGLISH COMMUNICATION SKILLS: A STUDY ON THE STUDENTS AT SHANTO-MARIAM UNIVERSITY OF CREATIVE TECHNOLOGY

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Abstract

Social networking changed how students discover language and how they become proficient in English. The objective of this study is to examine the effects of social media (viz., Facebook, messenger, Instagram & twitter: X) on the communicative competency of English of the students of Shanto-Mariam University of Creative Technology. More precisely, this research investigates the effects of such websites on students' writing and vocabulary fluency and on the use of slang, abbreviations and emoji. The present study used a mixed-method design approach where quantitative results were obtained through a survey along with qualitative data through open-ended questions. The text analyzes pros and cons of social media in relation to learning English, and offers some useful ideas on how to use these tools when teaching English.

Keywords: Social-media, English communication skills, Language influence, Digital communication, Student language performance.

1. Introduction

Among students in the academic field, instant messaging by social media has been a revolutionary communication tools since the 21st century. The advent of platforms such as Facebook, Instagram, Messenger, and Twitter (X) has significantly altered how young people communicate and use English for both informal and formal purposes. With further expansion of social media trend Mr. Arai believes more student will make use of this as a medium to build their English communication skill without leaving their homes. The purpose of this study is to find the effect of social media on English communication of Shanto-Mariam University of Creative Technology students the challenges and benefits of it as well. In Bangladesh, in higher education when English is a medium of instruction, learners are

required to write in formal English in academic work. But social media promotes casual language use, with slang, abbreviations and emojis and frequently switching between English and Bangla. These practices may inhibit students' capacity to communicate adequately in academic and formal situations. Specifically, this study concerns the question of how social media impacts students' academic writing, speaking skills, and English communication in general. On the one hand, social media enhances student interaction and vocabulary; however, it can cause worries regarding grammatical correctness, tone, and how to differentiate between formal and informal registers. To do so, we have collected mixed-methods data from a survey and subsequent open-ended questions

2.Literature Review:

The use of social media in students' daily life has become an area of considerable development in both language learning and communication practices in general, especially in non-native English-speaking environments. Some studies examined the integration of social media tool into language learning particularly in EFL context. This part of the article is dedicated to existing studies relative to how the social media affects English communication skills, pertaining the positive and negative results.

Social Media and Language Learning

In social networks, learners are exposed to an interactive and dynamical space and get to interact with English in authentic situations. Social media sites like Facebook, Instagram, WhatsApp, and Twitter (X) provide EFL learners with many opportunities to engage in both written and spoken English on a daily basis. According to Aloraini et al. (2021), through social media learners are able to extend vocabulary and to converse with both native and non-native speakers. Such daily exposure to English supports the development of language such as reading comprehension, vocabulary learning and fluency (Aloraini & Cardoso, 2020).

Social media also motivates learners to learn a language. Social media millions offer a safe, non-threatening place for language use, increasing students' confidence and fearless ability to express themselves. This is especially critical in the case of shy or otherwise anxious learners for whom such lessons can be a challenge in a typical classroom environment. According to Maryansyah (2019), in social media the atmosphere was open without any pressure, and they were less nervous and more determined talking using English that made their confident to use the language.

Nevertheless, social media communication is informal, which can pose problems for learners who aspire to get fluent in formal English for educational and career purposes. Social media not only creates space for regular communication in English but it also enables use of informal language such as slang, abbreviations, emojis, among other that may be inappropriate in a formal writing or speaking contexts (Asare et al., 2022). Such habits might have a negative impact on students in terms of applying the correct grammar and forming clear and professional level of English language in their academic assignments, presentations, or interviews (Almushwat & Sabkha, 2023).

3.Gaps in Existing Knowledge

However, as yet, no studies have addressed the influence of social media on the development of English communication skills within the private universities in Bangladesh. Little is known about how the use of social media influences English proficiency among students in local contexts in light of public institutions and the international arena which have received the most of the attention. However, limited studies of how social media integrated into formal language learning in Bangladesh is researched. It is very diallyls researched in education and writing and academic speaking and workplace communication seem largely indifferent to it. Traditionally, studies tend to emphasize the “open” benefits without considering the “dark side” (e.g., slangs, abbreviations, or emojis in formal communication expressed in speech.). It is this gap that this research seeks to fill by investigating how social media affect students’ formal and informal English communication at Shanto-Mariam University of Creative Technology.

4. Research Objectives

- To find out the effect of social media on the usage of English in the students of Shanto- Mariam University of Creative Technology.
- To explore the influence of social media on the communication skills of students.
- To investigate students’ understanding of the impact of social media on their interpersonal and informal communication.

5. Relevance and Importance of the Research

This is significant since the research is based in Bangladesh, and is exploring how social media is redefining how students are learning and using English. The research being conducted is amongst the students of Shanto-Mariam University of Creative Technology and reflects a glimpse of a global phenomenon in local perspective and thus provides insight into how digital communication is affecting in one such aspect of relatable life in the educational domain. How exciting this finding is for students, but it may also be helpful for teachers seeking a happy medium between adopting 21st century writing styles, and maintaining formal standards of language use. It would improve our advice to curriculum developers on the use of English in the workplace (especially the role of social media) and ensure that students are speaking and writing well at the same time as using digital communication appropriately. The research is framed within broader conversations about technology's role in both language and learning in contemporary society by investigating the impact of social media use on English language use among university students

6. Methodology

The study employs a mixed-method research design to comprehensively explore the impact of social media on English communication skills among students at Shanto-Mariam University of Creative Technology. By combining both quantitative and qualitative research methods, the study aims to provide a holistic understanding of how social media usage influences students' language proficiency in both formal and informal contexts.

7. Research Design

This study is based on empirical approach that combine of experimental and exploration method. The research intends to examine the link between English language proficiency and the intenseness of social media exposure through questionnaire and open-ended questions to gather qualitative insights.

The researcher will be able to capture statistical trends alongside student lived experience, thereby offering a rich and nuanced understanding of the phenomenon.

8. Participants

This study is an empirical study using both the exploratory and experimental approaches. A total of 100 students participated in the study. The purpose of the research is to examine the association of using social media and English language skills using questionnaire and open-ended questions as the tool to collect quantitative and qualitative information respectively. By using these various approaches together, the researcher will be able to illuminate statistical trends and students' experiences, yielding a multifaceted picture of the topic.

9. Instruments

The researcher of this research used a questionnaire-based survey which consists of 12 items and 5 items for structured open-ended questions as investigation tool to achieve the goal of the study. The research tool consists of:

- **Questionnaire based survey for students (Appendix):**

The primary tool for quantitative data collection was a structured questionnaire consisting of both closed-ended and Likert scale questions. The questionnaire aimed to capture information about students' social media usage, their perceptions of its impact on their English communication skills, and the extent to which they feel it enhances or hinders their academic language proficiency.

- **Structured Open-ended questions for Selected Students (Appendix):**

Alongside the questionnaire, open-ended questions were applied to obtain qualitative data. These questions provided participants the opportunity to offer narratives and personally reflection on the interplay between social media and English use. The open-ended questions gave further evidence for students' use of social media to practice English and for the difficulties in moving from informal to formal language.

10. Procedure of Data Collection

The data collection process for this study involved several stages, beginning with obtaining permission from the university authorities to conduct research within the Department of English at Shanto-Mariam University of Creative Technology. After receiving. All the data were collected through Google Form.

11. Data Analysis

The analysis of the data for this study was analyzed statistically using mean and standard deviation on the Five-grade Likert Scale (5-GLS), one being coded as “Strongly Agree,” 2

for “Agree,” 3 for “Neutral,” 4 for “Disagree,” and 5 for “Strongly Disagree. The mean scores were interpreted and classified into; Strong Effect for scores between 5-4.21, Moderate Effect for 4.20-3.41, Neutral for 3.40-2.61, Disagreement for scores between 2.60-1.81, and Strong Disagreement for scores between 1.80-1. The outcome of Table 1 demonstrates that items, which are regarding "Social media improves my English writing skills" (mean = 4.25) or "I feel more motivated to speak English" (mean = 4.30), indicate a Strong Effect while those on the informal language practice of break gifts, such as slang and emoji, generated a Moderate Effect (mean = 3.95). Negative and positive signs are used where appropriate the standard deviations showed differing beliefs among members. The data were analyzed by Microsoft Office Word 2016, Office Excel 2016, and SPSS

12. Ethical Contemplations

The researcher established rapport with participants to ensure they felt comfortable and understood the study's purpose. The questions were non-intrusive, and participants were informed that their data would only be used for this research, with a commitment to confidentiality and no publication of student-specific information.

- There were some students who could not participated in the survey as well as the open-ended questions, which also impacted the sample size.
- Not all respondents were familiar with and using the social media platforms under study, which potentially influenced their responses.
- The surveys and open-ended questions on respondents' perceptions were self-rated and may contain potential bias in the responses.
- All respondents were briefed about the purpose of the study and informed that they were free to withdraw their voluntarily consented data at any time.
- Identity of all participants was anonymous and they were safely stored to insure anonymity and confidentiality of participants.
- As the issue of language proficiency and Social Network Sites may be a delicate one, participants were informed that their opinions would not affect their academic record or personal evaluation.

13. Findings

Quantitative Data

The following table presents the mean and standard deviation for each of the items in the questionnaire. The data analysis shows the participants' responses based on a five-point Likert scale, as described earlier.

Statistical presentation and discussion of the survey questionnaire:

Table 1: Mean and Standard Deviation

Items	Mean	Standard Deviation
1. Social media improves my English writing skills.	4.25	0.89
2. I use social media to practice my English daily.	4.10	0.92

Items	Mean	Standard Deviation
3. Social media enhances my vocabulary.	4.15	0.85
4. Social media has improved my English-speaking confidence.	3.85	1.02
5. Social media affects my formal writing negatively.	3.50	1.10
6. Slang and abbreviations in social media affect my academic writing.	3.95	0.95
7. Emojis in social media impact my formal communication.	3.75	1.00
8. I can distinguish between formal and informal English usage.	4.00	0.88
9. Social media has improved my listening comprehension in English.	4.20	0.92
10. Social media helps me write more fluently in English	4.05	0.89
11. Code-switching in social media affects my English proficiency.	3.80	1.05
12. I feel more motivated to speak English because of social media.	4.30	0.90

Item 1- Mean: 4.25 | Most students think that social media help with their writing informal writing. The mild spread demonstrates not everyone feels the same confidence.

Item 2- Mean: 4.15 | Many students express that they use social media so much for English every day. The high mean value is indicative of its systematic function in language use and learning.

Item 3- Mean: 4.15 | The gross mean is indicating the majority of students consider that the social media enhances their vocabulary. A relatively low standard deviation indicates a good overall agreement.

Item 4- Mean: 3.85 | social media tends to increase students ‘confidence of speaking English. But the mixed reactions paint a different picture of how hard the blow really lands.

Item 5- Mean: 3.50 | This is developed average response to social media’s negative effect on formal writing. Some students are hit harder than others.

Item 6 - Mean: 3.95 | Most students believe that social media slang and abbreviations are going to have an impact on academic writing. The variance represents some disagreement in views.

Item 7- Mean: 3.75 | The rating implies that emojis have an average impact on formal communication. Some acknowledge the grip, some don’t.

Item 8- Mean: 4.00 | A high mean score, indicates most of students can differentiate between formal and informal usage in English. Agreement is fairly consistent.

Item 9- Mean: 4.20 | Students tend to agree that social media helps improve listening skills, especially videos and audios. Responses are largely consistent.

Item 10- Mean: 4.05 | This mean suggests a positive perspective towards social media enhancing writing fluency. But that right doesn't apply to all students equally.

Item 11- Mean: 3.80 | Students are moderately concerned about code-switching to influence their English. It's a little debate over just how much of an effect that really had.

Item 12- Mean: 4.30 | The highest mean suggests that students are highly motivated to speak English as a result of social media. Over all, there is very little variety among respondents.

Qualitative Data

- **How has social media influenced your ability to communicate in English in informal settings?**

Most students felt that social media has helped them a great deal to speak informally in English. Many members said the platforms like Facebook, Instagram and X had enabled them to have ongoing conversations with friends that made them more fluent and comfortable in English and everyday use. They also said that the more casual setup of these platforms made them less nervous about making mistakes, which enhanced their confidence.

- **How has social media influenced your ability to communicate in English in formal settings (e.g., academic writing, professional communication)?**

Many other students reported that social media impacted negatively on their formal communication skills. Some reported struggling to adhere to writing standards of the academy or the workplace because they were used to the informal language of social media. The students would use chat speak, acronyms, and emoticons when communicating and that didn't work for formal writing and with coherence and organization. Some students also referred to the practice of code-switching between Bangla and English on social media that resulted in them struggling with writing in academic English fluently.

- **Can you share any specific experiences where social media has helped improve your English language skills?**

Many students said they learned a vast English vocabulary and became more fluent writers on social media. For instance, one student mentioned that engaging with Instagram posts written in English introduced him/her to new phrases or expressions he/she would have never found in textbooks. Another student explained how joining English-language groups on Facebook helped them write thoughts more clearly. Many students also mentioned feeling more confident speaking and writing in English after watching English videos and participating in online discussions.

- **Have you noticed any negative impacts of social media on your English language skills?**

Some students commented that social media use helped their English vocabulary and writing fluidity. One student, for example, pointed out that using English materials on Instagram introduced them to new phrases and words they would not have found in textbooks. Another pupil added that being part of English-language groups on Facebook had improved their

paragraphs and the expression of ideas in writing. A large number of students also expressed that watching English videos and engaging in online discussion helped them gain confidence in spoken and written English.

- **How do you manage the transition between informal language use on social media and formal language use in academic contexts?**

Some students also discussed ways they had to handle the shift from informal to formal language. Some participants stated that they forced themselves to resist the urge to include any slangs or emojis in their schoolwork and attempted to use more formal language in their essays or reports. Others stated that they usually re-read their writing before submission in order to ensure that it satisfies the academic requirements of the type of work required at university. Some students also noted that they consulted teachers and relied on online tools such as grammar checkers to improve their formal prose. However, despite these attempts, a few students reported some difficulty in completely detaching themselves from the informal language structures they had adapted from language use in social media.

14. Discussion

Social media is widely popular among the students, especially in private university students living in Dhaka, Bangladesh that contributes a lot to the improvement of English language proficiency of these students. The research reveals that such as Facebook, Instagram, and Twitter (X) contribute to the high level of students' fluency in informal English and make it difficult to develop the high level of formal English proficiency in academic writing and professional communication. A large number stated that they gained extra confidence for informal chats by using social media frequently.

The casual language of many of these platforms, characterized by slang, short forms, emojis and code-switching between English and Bangla, shapes students' academic writing. So, what can they do to sustain an academic and/or business writing style of essays, reports and email? The tendency to code-switch and code-mix, especially on Facebook and WhatsApp, makes it hard to scale between informal and formal registers of the language.

The results imply the social media is a double-edge sword. But despite being a good way for students to be constantly exposed to a daily dose of English, boosting the breadth and speed of their spoken language, it does not necessarily help them perform better at university. Students find difficult to justify the difference between standard grammar and formal expressions as habits get established due to the influence of Internet.

In order to overcome this challenge, research suggests introducing structured social media assignments to language courses offered at university. For instance, educators can guide their students to join English based discussions and academic activities on social network in order to encourage and reinforce formal language use. Such a balanced strategy may be used to narrow the gap between informal exposure and academic rigor and can ultimately improve students' English communication skills in terms of education.

15. Limitations

- The findings may possibly be affected by the sample size of 100 students in term of

generalizability.

- Only certain platforms (Facebook, Instagram, Messenger, Twitter) were counted, leaving out others such as TikTok, or YouTube.
- The research placed strong focus on informal language, with only a mild examination of formal academic writing.

16. Scope for Further Research

- Long-term effect of social media use on level of English proficiency and the forming of informal language patterns.
- Effect of other platforms, such as TikTok and YouTube, on language learning and communication.
- Investigation on the gender and age differences in the effect of social media on the learning of English.
- Research focusing on practical methods of incorporating social media in language instruction without compromising the formality of the language.

17. Conclusion

This research explored the effect of social network sites on the English communication skill of the students of Shanto-Mariam University of Creative Technology. Results imply that despite social media increasing students' informal language skills, its use also introduces a struggle in terms of formal English literacy, especially when it comes to academic and professional writing. Use of social media for informal English where contribution towards vocabulary, fluency, and self-esteem is positive, however use of slang, abbreviations, and emojis could be the barriers in better academic writing skill. If we are to harness the power of social media for L2 learning, we need to provide learners with structured guidance and digital literacy training so that they are equipped to successfully negotiate between informal and formal language environments. The study reminds us that we should be cautious of integrating social media in language learning without balancing formal communication with academic rigor.

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