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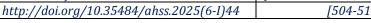www.ahss.org.pk

RESEARCH PAPER

Impact of Social Media Communication on Formal Written English Language: A study at Intermediate Level in Sadiqabad, Pakistan

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ABSTRACT

The main objective of this study is to explore whether frequent exposure to informal online communication affects grammar, vocabulary, coherence, and adherence to academic writing standards. Social media plays a major role in students' daily communication, influencing their language use and writing skills. This study examines the impact of social media on the formal writing of intermediate-level students in Sadiqabad, Pakistan. A quantitative correlational research design was used, surveying 250–300 randomly selected students. Data were collected through a structured questionnaire based on a 5-point Likert scale and a formal writing assessment measuring grammatical accuracy, vocabulary, and coherence. Statistical analysis, including Pearson correlation in SPSS, revealed a significant negative correlation, showing that students with higher social media usage were more likely to use abbreviations, informal structures, and grammatical errors in their academic writing.Excessive social media use can weaken students' formal writing skills by reinforcing informal language patterns. To address this issue, schools should incorporate structured writing exercises focusing on grammar and academic writing. Additionally, teacher training programs should provide strategies to strengthen formal writing skills while acknowledging the evolving digital landscape. Raising awareness and implementing targeted interventions can help students maintain strong academic writing abilities despite the influence of social media.

| **Keywords:** | Social Media, Formal Writing, English Language, Intermediate Students, Quantitative Research, Academic Writing Skills |

Introduction

The active instruments of art, science, and technology are language and communication. Recognizing the broad and specialized uses of language in communication is arguably a necessary ability for any proficient language user. Since language plays a crucial role in communication, it is a fundamental requirement where one might propose to voice their opinions. Communication is the process of engaging the speaker and listener to use the act of delivering and receiving the message or information if language is the source from which thoughts and ideas are delivered. The necessity of excellent communication cannot be overstated, as it is one of the current necessities in today's society to provide clarity and structured functioning. This form has not yet been thoroughly investigated and used.

There are two types of writing modes: casual and formal. Formal writing typically serves as a gauge of one's effectiveness in the workplace applicability across several areas and fields. Formal writing was first introduced to pupils in school through the idea of writing letters to them. Later in life, students use this skill to produce research articles, business proposals, and other types of writing. Formal writing has always been an essential component of a student's life, from sending emails to university instructors about further

chances to submitting leave letters to the principal regarding sick days (Hundarenko, 2020; WassVel& Ng Victor, 2023). One way to strengthen one's command of the language's grammar and structure is through formal writing.

Formal writing, which is sometimes viewed as just a component of the English curriculum, is something that students attempt to complete for grades rather than taking seriously. It is necessary to investigate the cause of this attitude from their point of view (Bronowicki, 2020; Ting &Puteh, 2012).As technology has advanced, typing abilities rather than writing abilities of Attention is being paid to the students. Social media's widespread impact on contemporary communication has generated a lot of curiosity about how it affects formal written English. The purpose of this study is to investigate how language standards in formal writing contexts are impacted by the quick and informal character of social media communication.

Literature Review

Social Media Communication

The definition of "social media" is any application that enables users to communicate and engage with one another; to produce, modify, and distribute new kinds of textual, visual, and audio content and classify, name, and suggest already-existing content types (Selwyn 2012; Muzaffar, et al., 2019). The term "social media" describes a group of online resources and platforms that let people produce, distribute, and engage with the material in real-time. These platforms consist of photo and video-sharing applications like Instagram, microblogging services like Twitter, social networking sites like Facebook, and TikTok, as well as messaging apps like Snapchat and WhatsApp. More than half of the world's population, or over 4.5 billion individuals, use social media regularly, according to the latest figures. Due to its broad use, social media has become an effective medium for communication that affects not just interpersonal relationships but also politics, marketing, and social movements. Therefore, social media refers to the vast array of mobile and Internet-based services that bring people together to interact, communicate, discuss, and share information and ideas in an online community. Students can uniquely complete a well-known exercise thanks to social media. It gives students a direct channel for openly assessing and discussing their school settings, academic rules, courses, instructors, staff, and fellow students in real-time. Virtually invisible, social media speeds across our campuses, carrying the weight of complex jurisprudence and social injustices accrued over decades of student speech (Muzaffar, et al., 2020; Gurcan 2015; Awan, et al., 2018). No one is advocating that we stop using social media because of its potential benefits, and in many respects, the technology is already beyond our capabilities Students today use technology to communicate, and You are severing a crucial connection with students if you claim that Facebook and texting are completely prohibited. Utilizing a range of technologies, technology is used as an online instructor. Social media provides a wealth of material uploading, which opens up new avenues for communication and cooperation. ability to cope, share, and search with ease utilizing online search tools. Communication, according to Ndimele&Kasarachi (2006), is the exchange of messages and information that can influence behavior in either a favorable or bad way.

The Role of Social Media in Modern Education

Today's students use social media to fulfill their educational requirements whenever and wherever there is an internet connection. Dewing (2010). In addition to using social media to organize school activities and contact their professors outside of class, students may also use it to obtain help from their teachers on schoolwork on the weekends, on vacations, and in the evenings to ensure they never fall behind. During school hours, teachers can be promptly contacted by WeChat and cell phone numbers. day, if a kid will be absent, late, or absent from school due to an emergency. The potential risks are too

significant when it comes to the volume of complaints about inappropriate social media engagement. According to Gurman (2015), a student who is having a private relationship outside of class begs for inappropriate behavior to start. Users may not always be polite and considerate of others, as evidenced by the prevalence of profanity, vulgarity, obscenity, and other language that is harassing, disparaging, or otherwise unsuitable for a school setting on these platforms. It was simple for users to see, send, retrieve, or download any content that is hateful, discriminatory, or sexually explicit without permission from a teacher, school official, or even their classmates attending the event. Students may thus agree that they have neither a right nor an expectation of privacy about their use of school technology, and as a result, they may not wish to fully engage (Salam, et al., 2024; Gurman 2015).

Differences Between Formal and Informal English

English is the most commonly encountered and used language on the Internet, and many users utilize it as a lingua franca, or a common tongue among speakers of other languages (Crystal, 2006; Merriam-Webster, n.d.; Sundqvist, 2009,). Even if conventional English usage is undoubtedly present online, the English used most frequently for online communication (such as chat, instant messaging, or email) has its vocabulary, linguistic traits, and syntax. This comprises elements like acronyms, symbols, and abbreviations that are typically connected to informal or colloquial English (Crystal, 2006; Lee,). Although various labels might be used to describe this English dialect, "Netspeak" will be utilized for this study. Despite its name, Netspeak can be used to describe any language use, including reading, writing, speaking, and listening (Crystal, 2006,). There are two distinct English dialects: informal and formal. Each has its syntax, linguistic characteristics, and situational usage (Biber& Conrad, 2009,). Informal language is usually used in contexts when there are private discussions between family, friends, or other intimate connections. Conversely, formal English is typically employed in professional contexts like creating a resume or job application, as well as in educational settings when writing an essay or formal letter (Crystal, 2006).

The Linguistic Characteristics of Informal English

The two styles also differ in their linguistic characteristics, with informal English's linguistic aspects being regarded as non-standard and non-canonical (i.e., structures not found in dictionaries or grammar books) (Radford, 2018, Trudgill, 2002,). Additionally, because they employ non-standard linguistic and grammatical elements, English dialects like Netspeak, textism, and colloquial English are typically seen as examples of informal English. The informal features of Netspeak, for example, include a lack of capitalization, non-standard spelling, acronyms, and abbreviations, in addition to a few characteristics unique to electronic communication (such as smileys or GIFs) (Crystal, 2006,). Instead, formal English emphasizes the application of standardized grammar and linguistics. The phrase can also be used to describe conventional or traditional English, which adheres to archaic vocabulary, grammar, and speech patterns (Crystal, 2006,). In other words, formal English writes out the complete word or phrase instead of using informal elements like contractions or abbreviations. A formal letter is an example of this type of textual structure; it often consists of a formal greeting, the text's main body, and a concluding statement that ends with a formal farewell (Crystal, 2006,). This is not to imply that formal letters are the only writing that would be regarded as formal; if there is a lack of closeness between the correspondents (i.e., strangers), this kind of structure can also be present in emails or direct messages. Furthermore, informal emails and letters might follow a similar format, with less formal and direct welcomes and closing remarks (e.g., name simply or no greeting at all) (Crystal, 2006,). Therefore, to accurately assess if a text is formal or not, the reader must examine its linguistic elements, grammar, and structure to see if they are related.

Comparing Informal and Formal Writing Among Young Adults

According to Biber and Conrad (2009), it would be seen as formal.The Relationship Between "Textism" and Formal and Informal Writing Among Young Adults by Rosen et al. (2010) is one of several studies that have been conducted regarding informal language and its impact on formal language ability. This study examined the connection between informal and formal writing and "textism," or English that has linguistic elements linked to texting and instant messaging. According to the study's findings, regular internet contact improved the caliber of informal writing while having the opposite effect on formal writing (Rosen et al., 2010).

Effect of "Textism" on Young Adults' Language Proficiency

The research conducted by a study by Rosen et al. (2010) involved a sizable sample of Americans between the ages of 18 and 25. Because this specific study was carried out with upper secondary students in Sweden, ages 17 to 18, the results may differ. The individuals' similar yet diverse ages and possible disparities in educational systems are the causes behind this.Additionally, as this study also looks into extramural English and how it might relate to formal and informal English, it's important to quickly discuss at least one of Sundqvist'sresearch on extramural English, specifically: Extramural English Matters: Out-of-School English and Its Impact on the Oral Proficiency and Vocabulary of Swedish Ninth Graders (Sundqvist, 2009). In this comprehensive study, Sundqvist looked into several EE-related topics, including whether EE activities are most popular among ninth-grade Swedish students, whether there are any relationships between EE participants and their oral proficiency, etc.According to the study's findings, some of the most popular pastimes were reading, watching movies, playing video games, watching TV, listening to music, and using the Internet. Furthermore, the findings demonstrated a favorable association between EE and students' oral competence and lexicon. Therefore, the Sundqvist (2009) study will still be utilized as a basis for examining the findings of this study in terms of extramural English and English proficiency, even though it is not the same research topic.

Exploring the Impact of User-Generated Content on Social Media

According to Margaret et al. (2015), web-based or mobile technologies are typically used by these social media platforms that enable the production of user-generated content. According to every description of social media, user-generated content is the norm. These user-generated materials are the focus of this investigation. discussed in writing, along with the repercussions. According to Sateesh (2015), the Internet is a global network of networked computers that reaches billions of users using the TCP/ICP suite of network protocols. It started as a network run by the US Department of Defense that connected academics and scientists worldwide. The internet now connects millions of private users worldwide as a data communication channel. Through a variety of electronic and optical networking technologies, public, academic, and commercial networks are connected through worldwide communications.

The Impact of Spelling Mistakes on Social Media Communication

Alexander's position is supported by Eyisi's perspective. It's not It is worth noting that the majority of spelling mistakes on social media are the consequence of users' incapacity due to a lack of understanding of written English norms, which has led to several interpretations that are not in context. Both the writer and the reader may find these interpretations to be deceptive and embarrassing. According to Safa and Mohammad (2015), spelling is the capacity of the learner to write a word correctly. They also contend that using proper spelling improves the overall caliber of written materials.

Material and Methods

A quantitative strategy is employed in this research to get the controlled responses of the respondents.

Population and Sampling

Population and Sampling data for this study has been provided by the intermediate-level students at three Sadiqabad institutions: MTB College, Aspire Group of College, and Punjab Group of College and teachers. The total population for this study consisted of 300 individuals, including 70 teachers and 230 students from Sadiqabad's instituitions. However, to obtain a more comprehensive dataset, the study included a random sample of 500 volunteers, consisting of 50 teachers and 450 students. A random sampling technique was employed to ensure diversity and minimize selection bias. This expanded sample size enhances the reliability and generalizability of the findings, providing a broader perspective on the impact of social media communication on formal written English.

Research Instrument

In the subsequent study, a questionnaire is employed as a research tool. Its capacity to methodically collect data from a sizable and varied sample has made it the perfect research instrument for investigating the impact of social media communication on formal written English.

Data Collection

To collect data for this study, the intermediate-level students are given a standardized questionnaire to fill out. The purpose of the questionnaire is to gather information about student's social media usage habits, how social media influences their formal writing, and how well-versed they are on linguistic shifts in formal contexts.

Data Analysis

The data has been analysed via SPSS software for observations regarding the effect of social media communication on formal written English. To test the association between social media use and formal writing competency, correlation analysis have been applied. Furthermore, a regression model summary will be employed to establish the relationship among variables.

Limitation/Delimitation

This study was limited to intermediate-level students and teachers in Sadiqabad , focusing only on the impact of social media communication on formal written English. It was also constrained by time, participant availability , and the accuracy of self-reported responses.

Ethics

The study has been conducted under ethical norms. The purpose of the study and the voluntary nature of participation has been explained to the participants. Participants has been asked for their informed consent, guaranteeing that they are aware of their rights, including the freedom to discontinue participation at any moment without facing any repercussions. All written samples and personal data has been anonymized to preserve participant privacy.

Data Analysis

The datat has been analysed through SPSS and presented in the form of graphs by applying ANOVA Test. The analysis of ten items questionnaire has been presented in this section.

Table 1
Social media platforms in formal writing

		Q11	Group
Pearson Correlation	Q11	1.000	.076
	Group	.076	1.000
Sig. (1-tailed)	Q11	.	.095
	Group	.095	.
N	Q11	300	300
	Group	300	300

Table 1presents the Pearson correlation between Q11 (belief that social media platforms have introduced new vocabulary now used in formal writing) and Group (teachers and students). The correlation coefficient (r = 0.076) suggests a very weak positive correlation between the two variables. The p-value (0.095) is greater than 0.05, meaning the correlation is not statistically significant. This indicates that there is no strong relationship between the participant group (teachers vs. students) and their perception of social media's influence on formal vocabulary. The sample size (N) is 300 for both variables.

Table 2
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.076a	.006	.002	1.01198	.006	1.724	1	298	.190

Table 2 presents the regression model summary, where Group is the predictor and Q11 is the dependent variable. The R-value (0.076) represents the correlation between the predictor and the outcome variable. The R-square value (0.006) indicates that only 0.6% of the variance in Q11 is explained by Group, which is an extremely small effect size. The adjusted R-square (0.002) further confirms the minimal explanatory power of the model.The F-statistic (1.724, p = 0.190) suggests that the regression model is not statistically significant at the 0.05 level. This implies that Group does not significantly predict the belief that social media has influenced formal vocabulary usage.

Table3
Formal English Writing

		Q2	Group
Pearson Correlation	Q2	1.000	-.135
	Group	-.135	1.000
Sig. (1-tailed)	Q2	.	.010
	Group	.010	.
N	Q2	300	300
	Group	300	300

Table 3 shows the correlation between Q2 and Group. The Pearson correlation coefficient (r = -0.135) indicates a weak negative relationship, suggesting that differences between groups (teachers and students) have a slight inverse association with their views on how social media influences formal writing tone. The p-value (0.010) is below 0.05, meaning the correlation is statistically significant. The sample size for both variables is 300, ensuring adequate representation.

Table 4
Model Summary

Model	R	Change Statistics

	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.135[a]	.018	.015	.97301	.018	5.511	1	298	.020

Table 4 presents the regression analysis results with Group as the predictor and Q2 as the dependent variable. The model shows a weak relationship (R = 0.135) and explains 1.8% of the variance (R^2 = 0.018), indicating that Group has a minimal effect on Q2 responses. The Adjusted R^2 (0.015) confirms low predictive power. The F-value (5.511, p = 0.020) suggests that the model is statistically significant, meaning the group difference does have a small but meaningful effect on perceptions of social media's influence on formal writing tone.

Table 5
Abbriviations of English on Social Media

		Q3	Group
Pearson Correlation	Q3	1.000	-.034
	Group	-.034	1.000
Sig. (1-tailed)	Q3	.	.276
	Group	.276	.
N	Q3	300	300
	Group	300	300

Table 5presents the correlation between Q3 and Group. The Pearson correlation coefficient (r = -0.034) indicates a very weak negative relationship, suggesting that group differences (teachers and students) have almost no association with perceptions of how social media abbreviations impact formal written English. The p-value (0.276) is much higher than 0.05, meaning the correlation is not statistically significant. With a sample size of 300, these results indicate that group differences do not play a significant role in shaping responses to Q3.

Table 6
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.034[a]	.001	-.002	.80273	.001	.354	1	298	.552

Table 6 provides the regression analysis results with Group as the predictor and Q3 as the dependent variable. The model shows an extremely weak relationship (R = 0.034) and explains only 0.1% of the variance (R^2 = 0.001), with an Adjusted R^2 of -0.002, indicating no meaningful predictive power. The F-value (0.354, p = 0.552) confirms that the model is not statistically significant. Overall, these results suggest that Group has no significant influence on views regarding the impact of social media abbreviations on formal written English.

Table 7
Emojis and emoticons due to social media

		Q4	Group
Pearson Correlation	Q4	1.000	.131
	Group	.131	1.000
Sig. (1-tailed)	Q4	.	.011
	Group	.011	.
N	Q4	300	300
	Group	300	300

Table 7presents the Pearson correlation analysis between the variable Q4 (use of emojis and emoticons in formal writing) and Group (teachers and students). The correlation coefficient (r) is 0.131, indicating a weak positive correlation between the two variables. The significance value (p = 0.011) suggests that this correlation is statistically significant at

the 0.05 level, meaning there is a low probability that this relationship occurred by chance. The sample size (N) for both variables is 300.

Table 8
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.131ª	.017	.014	1.04359	.017	5.240	1	298	.023

Table 8 presents the regression model summary, where Group is the predictor variable, and Q4 is the dependent variable. The R-value (0.131) represents the correlation between the predictor and dependent variable. The R-square value (0.017) indicates that only 1.7% of the variance in the dependent variable (Q4) is explained by the independent variable (Group). The adjusted R-square (0.014) slightly reduces this estimate.

The F-statistic (5.240, p = 0.023) shows that the model is statistically significant, meaning that Group has a significant effect on the use of emojis and emoticons in formal writing, but the effect size is small.

Table 9
Using informal language in writing

		Q5	Group
Pearson Correlation	Q5	1.000	.245
	Group	.245	1.000
Sig. (1-tailed)	Q5	.	.000
	Group	.000	.
N	Q5	300	300
	Group	300	300

Table 09 presents the Pearson correlation analysis between Q5 (comfort level in using informal language in firm writing) and Group (teachers and students). The correlation coefficient (r) is 0.245, indicating a weak to moderate positive correlation between the two variables. The significance value (p = 0.000) suggests that this correlation is statistically significant at the 0.01 level, meaning the relationship is unlikely to be due to chance. The sample size (N) for both variables is 300.

Table 10
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.245ª	.060	.057	.81607	.060	19.108	1	298	.000

Table 10 presents the regression model summary, where Group is the predictor variable and Q5 is the dependent variable. The R-value (0.245) represents the correlation between the predictor and dependent variable. The R-square value (0.060) indicates that 6.0% of the variance in Q5 is explained by Group, which is a small effect size. The adjusted R-square (0.057) slightly reduces this estimate.

The F-statistic (19.108, p = 0.000) confirms that the regression model is statistically significant, meaning that Group has a significant influence on comfort in using informal language. However, the overall explanatory power of the model remains low.

Table 11
Written English structure affected by social media language

		Q6	Group
Pearson Correlation	Q6	1.000	.149

		Group	.149	1.000
Sig. (1-tailed)	Q6	.	.005
	Group	.005	.
N	Q6	300	300
	Group	300	300

Table 11 presents the Pearson correlation analysis between Q6 (perceived adverse effect of social media language on written English structure) and Group (teachers and students). The correlation coefficient (r) is 0.149, indicating a weak positive correlation between the two variables. The significance value (p = 0.005) suggests that this correlation is statistically significant at the 0.01 level, meaning the relationship is unlikely to have occurred by chance. The sample size (N) for both variables is 300.

Table 12
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.149ᵃ	.022	.019	1.03580	.022	6.786	1	298	.010

Table 12 presents the regression model summary, where Group is the predictor variable, and Q6 is the dependent variable. The R-value (0.149) represents the correlation between the predictor and dependent variable. The R-square value (0.022) indicates that 2.2% of the variance in Q6 is explained by Group, which is a very small effect size. The adjusted R-square (0.019) slightly reduces this estimate.TheF-statistic (6.786, p = 0.010) confirms that the regression model is statistically significant, meaning that Group has a significant impact on the perception of social media's adverse effect on written English. However, the explanatory power of the model is quite low.

Table 13
Formal writing about the hashtags on Facebook

		Q7	Group
Pearson Correlation	Q7	1.000	.174
	Group	.174	1.000
Sig. (1-tailed)	Q7		.001
	Group	.001	.
N	Q7	300	300
	Group	300	300

Table 13 presents the Pearson correlation analysis between Q7 (confusion in formal writing due to hashtags used on Facebook) and Group (teachers and students). The correlation coefficient (r) is 0.174, indicating a weak positive correlation between the two variables. The significance value (p = 0.001) suggests that this correlation is statistically significant at the 0.01 level, meaning the relationship is unlikely to have occurred by chance. The sample size (N) for both variables is 300.

Table 14
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.174ᵃ	.030	.027	.98067	.030	9.293	1	298	.003

Table 14 Model Summary: presents the regression model summary, where Group is the predictor variable, and Q7 is the dependent variable. The R-value (0.174) represents the correlation between the predictor and dependent variable. The R-square value (0.030) indicates that 3.0% of the variance in Q7 is explained by Group, which is a small effect size. The adjusted R-square (0.027) slightly reduces this estimate.TheF-statistic (9.293, p = 0.003) confirms that the regression model is statistically significant, meaning that Group has a significant impact on confusion in formal writing due to hashtags. However, the explanatory power of the model remains low.

Table 15
Casual English language on Social Media

		Q8	Group
Pearson Correlation	Q8	1.000	-.105
	Group	-.105	1.000
Sig. (1-tailed)	Q8	.0	.035
	Group	.035	.
N	Q8	300	300
	Group	300	300

Table 15 presents the Pearson correlation analysis between Q8 (use of casual English language on WhatsApp and Facebook) and Group (teachers and students). The correlation coefficient (r) is -0.105, indicating a very weak negative correlation between the two variables. The significance value (p = 0.035) suggests that this correlation is statistically significant at the 0.05 level, meaning there is a low probability that this relationship occurred by chance. The sample size (N) for both variables is 300.

Table 16
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.105a	.011	.008	1.37246	.011	3.301	1	298	.070

Table 16 presents the regression model summary, where Group is the predictor variable, and Q8 is the dependent variable. The R-value (0.105) represents the correlation between the predictor and dependent variable. The R-square value (0.011) indicates that only 1.1% of the variance in Q8 is explained by Group, which is a very small effect size. The adjusted R-square (0.008) slightly reduces this estimate.TheF-statistic (3.301, p = 0.070) suggests that the regression model is not statistically significant at the 0.05 level. This means that Group does not have a significant impact on the use of casual English language on WhatsApp and Facebook.

Table 17
Excessive use of social media increase in shortened words

		Q9	Group
Pearson Correlation	Q9	1.000	-.109
	Group	-.109	1.000
Sig. (1-tailed)	Q9	.	.029
	Group	.029	.
N	Q9	300	300
	Group	300	300

Table 17 presents the Pearson correlation analysis between Q9 (perceived increase in the use of shortened words in formal writing due to excessive social media use) and Group (teachers and students). The correlation coefficient (r) is -0.109, indicating a very weak negative correlation between the two variables. The significance value (p = 0.029) suggests that this correlation is statistically significant at the 0.05 level, meaning that there is a low probability that this relationship occurred by chance. The sample size (N) for both variables is 300.

Table 18
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.109a	.012	.009	1.22643	.012	3.594	1	298	.059

Table 18 presents the regression model summary, where Group is the predictor variable, and Q9 is the dependent variable. The R-value (0.109) represents the correlation between the predictor and dependent variable. The R-square value (0.012) indicates that only 1.2% of the variance in Q9 is explained by Group, which is a very small effect size. The adjusted R-square (0.009) slightly reduces this estimate.The F-statistic (3.594, p = 0.059) suggests that the regression model is not statistically significant at the 0.05 level. This means that Group does not have a significant impact on the perception that excessive social media use has increased the use of shortened words in formal writing.

Table 19
Decline in grammar standards in formal written English by social media

		Q10	Group
Pearson Correlation	Q10	1.000	.067
	Group	.067	1.000
Sig. (1-tailed)	Q10	.	.125
	Group	.125	.
N	Q10	300	300
	Group	300	300

Table 19 presents the Pearson correlation analysis between Q10 (perception that social media contributes to a decline in grammar standards in formal written English) and Group (teachers and students). The correlation coefficient (r) is 0.067, indicating a very weak positive correlation between the two variables. The significance value (p = 0.125) is greater than 0.05, meaning that the correlation is not statistically significant. This suggests that the relationship between Group andQ10 may have occurred by chance. The sample size (N) for both variables is 300.

Table 20
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.067ª	.004	.001	1.05655	.004	1.332	1	298	.249

Table 20 presents the regression model summary, where Group is the predictor variable, and Q10 is the dependent variable. The R-value (0.067) represents the correlation between the predictor and dependent variable. The R-square value (0.004) indicates that only 0.4% of the variance in Q10 is explained by Group, which is a negligible effect size. The adjusted R-square (0.001) further reduces this estimate.TheF-statistic (1.332, p = 0.249) suggests that the regression model is not statistically significant at the 0.05 level. This means that Group does not have a significant impact on the perception that social media has contributed to a decline in grammar standards in formal written English.

Discussion

The central research problem in this study is the effect of social media communication on the formal written English of intermediate-level students and teachers at Sadiqabad, Pakistan. The evidence suggests that frequent use of social media platforms such as WhatsApp, Facebook, and Instagram has a profound impact on the writing pattern of students and teachers, leading to the use of informal language patterns, abbreviations, and non-standard grammar in academic writing.

One of the central problems identified by the research is the increasing tendency of students and teachers to use short forms, slang, and emoticons in formal writing, which has a negative effect on clarity and coherence. The evidence suggests that overuse of social media-driven language norms has a negative impact on proper spelling, punctuation, and grammatical correctness. The shift questions the long-term implications of digital

communication on teachers and students' ability to uphold conventional standards of writing.

The research, however, also identifies some potential benefits of social media in language development. The ease of access of digital platforms encourages more frequent practice of writing and exposure to different forms of linguistic expression, which, when well guided, could enhance vocabulary and creativity. The evidence suggests that while social media can have a negative impact on formal writing, the inclusion of structured language instruction and digital literacy programs in the curriculum can mitigate the negative effect.

Overall, this study highlights the need for a balanced approach to digital communication and academic writing. Teachers must create awareness of the difference between informal and formal writing while availing the benefits of social media for language learning. Future research may explore ways of integrating social media-based learning tools to improve students' formal writing skills while minimizing linguistic distortion risks.

Conclusion

A detailed examination of the study's results reveals the significant impact of social media communication on the formal written English skills of intermediate studentsand teachers inSadiqabad. The findings indicate that increased exposure to digital platforms has led to a decline in students' ability to adhere to standard grammar, punctuation, and formal writing rules. The excessive use of abbreviations, emojis, and casual sentence structures has affected students' academic writing, making it more informal and poorly organized.

The research also highlights the psychological and social factors contributing to this change in language. Most students and teachers associate informal online communication with ease, speed, and social approval, which increases their tendency to adopt informal writing styles even in academic settings.

The findings stress the necessity of systematic interventions to mitigate the adverse effects of social media on students' formal writing. Schools should incorporate digital literacy education and structured writing exercises to help students distinguish between informal and formal communication contexts.

This research is highly relevant for educators, curriculum designers, and policymakers as they address the evolving challenges of language education. The recommendations in the following section aim to bridge the gap between digital communication and academic formal writing, ensuring students develop the strong writing skills needed for academic and professional success.

Recommendations

Based on the findings, it is recommended that educational institutions emphasize formal writing practice within the curriculum to help students distinguish between formal and informal language. Awareness programs should be conducted to highlight the impact of social media on written English. Teachers must be equipped to address this influence in classrooms through updated teaching strategies. Additionally, students should be encouraged to use grammar tools and limit excessive informal communication online to improve their formal writing skills.

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