



Standardizing Academic Writing Proficiency: A Framework for Addressing Social Media Slang Exposure Among Digital Native Learners: A Literature Review

Caren Bernadeth F. FRANCISCO*

National Teachers College, Manila, Philippines

*Corresponding author: caren.francisco727@gmail.com

Abstract

A critical gap in Philippine education research examines how exposure to social media slang impacts the academic writing proficiency of digital native learners—an issue particularly relevant to local learners who grow up using digital platforms as their primary means of daily communication. It focuses on four key dimensions: distinguishing formal and informal language registers, maintaining lexical precision, following standard syntactic structure, and the unintended transfer of informal digital language into formal academic work. The study employs a systematic literature review covering peer-reviewed research, supplemented by empirical investigation. Findings show that frequent exposure leads to the unconscious carryover of slang, abbreviations, and shorthand into academic writing, resulting in register confusion, reduced vocabulary accuracy, and grammatical inconsistencies. While social media can boost general language engagement, it creates significant challenges for adhering to standard academic conventions. Drawing on language transfer theory, this work develops a pedagogical framework tailored to the Philippine K-12 context, filling the absence of locally adapted, systematic interventions to support learners in navigating digital language habits and formal writing requirements.

Keywords: academic writing proficiency, social media slang, digital native learners, language transfer, register awareness

Acknowledgements: The author extends sincere gratitude to Dr. Crisaldo A. Belas, Thesis Adviser, for his expert guidance and valuable feedback throughout this study. Appreciation is also due to the National Teachers College for providing research resources. Thanks are given to the publishers and platforms that made related studies accessible, and to the anonymous peer reviewers for their constructive comments that improved this work.

For citation:

Francisco, C. B F. (2026). Standardizing Academic Writing Proficiency: A Framework for Addressing Social Media Slang Exposure among Digital Native Learners: A Literature

Review. *Journal of Digital Learning and Distance Education*, 5(2), 2139-2150.
<https://doi.org/10.56778/jdlde.v5i2.753>

Introduction

Social media has become a central part of daily life for young learners in the Philippines, where most of the current student population are digital natives—individuals born after 1997 who have grown up surrounded by digital technology from early childhood (Tagliamonte & Denis, 2008). Online terms such as “desurv,” “sus,” “for da ferson,” “tbh,” and “lol” are widely used in chats, posts, and videos, and often receive positive feedback in casual digital spaces (Woo, 2009). However, language that works well for quick, friendly online communication can cause serious problems when carried over into formal academic work such as essays, research papers, and school examinations (Plester et al., 2009). For these learners, writing on social media is often their most frequent practice of putting thoughts into words. Digital platforms prioritize speed and informality, leading to common habits like shortened spelling (“ur” instead of “your”), incomplete sentences, omitted punctuation, and creative slang. Over time, these habits become automatic, and many learners do not notice when informal language slips into their formal assignments (De Jonge & Kemp, 2012). This issue is especially relevant in the Philippine setting, where English is taught as a second language, and many learners rely heavily on social media for daily language interaction—making it harder to separate digital habits from formal academic rules (Hume et al., 2015).

From a socio-literacy perspective, this linguistic spillover highlights a growing gap in students' register awareness—the ability to adapt tone, vocabulary, and grammar to suit specific academic or professional contexts (Rosen et al., 2010). While code-switching between formal English and local dialects (such as Tagalog or Bisaya) has long been a feature of Philippine classrooms, the rise of digital slang introduces a third, highly pervasive register (Cingel & Sundar, 2012). Digital native learners often view social media rhetoric as a universal form of English rather than a context-dependent dialect. Without explicit instruction on register boundaries, students struggle to recognize that expressive, highly efficient internet shorthand compromises the clarity, formality, and objective tone required in academic discourse. This phenomenon is further complicated by the cognitive mechanisms involved in habitual writing (Hanauer, 2022). When informal digital spelling, non-standard punctuation, and colloquial syntactical shortcuts are continuously reinforced through daily social media interactions, they become deeply ingrained as implicit writing habits (Ramírez-Vizcaya, 2025). During time-pressured academic tasks, such as classroom essays or standardized examinations, learners naturally default to these automated linguistic patterns (Llamas-Alonso et al., 2026). As a result, the cognitive effort required to consciously suppress digital slang and retrieve formal vocabulary often leads to increased error rates, poor lexical precision, and fragmented sentence structures, directly undermining their overall academic literacy.

Addressing this challenge does not mean banning digital language entirely, but rather teaching students how to navigate linguistic context responsibly. In the resource-constrained environment of many Philippine secondary schools, educators need practical, evidence-based strategies that turn internet slang from a literacy obstacle into a tool for critical language awareness. By analyzing how digital habits leak into formal process, educators can design targeted instructional interventions that build structural fluency while preserving students' digital identity. Establishing this balance is crucial for preparing Philippine high school graduates to meet the rigorous communication demands of higher education and the global workforce. Teachers across Philippine schools have reported a steady rise in slang, text shortcuts, and non-standard grammar in student writing. Existing studies mostly focus on college students or general writing performance, with little

attention to how informal digital language specifically transfers to academic writing among secondary-level learners in the Philippines. There is also no clear, locally tested framework to guide teachers and learners in navigating the line between social media language and formal academic communication. To fill these gaps, this study aims to: Examine how exposure to social media slang impacts digital native learners’ academic writing proficiency in terms of register distinction, lexical precision, and syntactic structure; Identify the specific challenges learners and teachers face in separating informal social media language from formal academic writing; Develop an evidence-based, context-appropriate pedagogical framework to help learners maintain standard academic writing skills amid pervasive social media slang exposure.

Methodology

Every part of this methodology is shaped directly by the key findings, gaps, and recommendations laid out in the Review of Related Literature. To address the limitation that most earlier studies relied on only one type of data, this work uses a mixed-method convergent design following (Niu & Wang, 2026), grounded in Language Transfer Theory. This approach lets the study examine both how social media slang affects formal writing skills across register, lexis, and syntax, and why these patterns happen—filling the gap between measured performance and real-world experience noted in prior research. All research tools are built around gaps found in the review: the survey clearly separates passive exposure to slang from active use in formal writing, a distinction most previous studies did not make; the writing task and rubric focus exactly on the three core dimensions repeatedly highlighted across local and international research; and the interview guide gathers insights from both learners and teachers, as recommended in related studies. Every tool undergoes expert validation and pilot testing to ensure reliability. Data collection follows ethical standards established in similar Philippine research. Once gathered, data will be analyzed using descriptive and inferential statistics alongside thematic analysis as outlined by (Braun & Clarke, 2006), then combined to develop a locally suited pedagogical framework—directly responding to the most critical gap identified in the review: the lack of systematic, context-specific interventions for Philippine digital native learners.

Table 1. Table of Operational Definitions

Term	Definition
Academic Writing Proficiency	The ability to produce clear, coherent, and formal written work that adheres to standard English conventions, including appropriate register, precise vocabulary, and correct grammatical structure, as required in school and scholarly outputs.
Digital Native Learners	Individuals born after 1997 who have grown up with regular access to digital technology and social media as primary tools for communication and information gathering.
Formal and Informal Register	Distinct language styles suited for specific contexts: formal register follows academic rules and avoids colloquialism; informal register uses casual tone, slang, and shortcuts common in personal or online communication.
High Social Media Exposure	Use of social media platforms for two or more hours per day, a threshold linked to noticeable unconscious transfer of digital language habits to formal writing.
Language Transfer	The process where language habits, rules, or patterns learned in one context (such as social media) influence performance in another

Term	Definition
	context (such as formal academic writing).
Lexical Precision	Use of accurate, specific, and appropriate vocabulary that clearly conveys intended meaning without relying on vague or slang terms.
Social Media Slang	Informal words, abbreviations, shortcuts, and creative terms created or popularized on digital platforms (e.g., “desurv,” “tbh,” “ur,” “for da ferson”) used primarily for casual communication.
Syntactic Structure	The arrangement of words, phrases, and clauses to form complete, grammatically correct sentences that meet formal writing expectations.
Unconscious Migration	The automatic, unintended carryover of informal digital language habits, slang, or shortcuts into formal academic work without the learner’s awareness.

Literature Review

There is an immense discussion about how informal digital slang has negative implications on learners' abilities to produce formal academic writing. While there have been numerous studies demonstrating social media, including the use of "internet slang", has an effect on formal and informal register, lexical precision, syntactic structure, and coherence of writing among learners. Likewise, most research focuses on college and junior high learners and does not focus on specifically studying the transfer of slang from social media posts to formal academic writing. The current study will fill a major gap in the current research related to transfer by bringing together language transfer theory and the digital native context to provide a framework for formal academic writing improvement when a learner is regularly exposed to many examples of slang use through social media platforms. Literature on social media and writing generally aligns that digital communication environments restructure learners' language practices, enhancing engagement but often introducing non-standard forms into academic work. For this review, the focus is on studies and theoretical work that link (a) social media or TXT slang to writing performance, (b) language transfer or register issues to academic writing, and (c) digital native learners' digital practices to their formal English output. Research purely on social media addiction, screen time, or general academic performance without attention to writing or language form is not included. The review is organized into four main strands: (1) theoretical and conceptual background on language transfer and social media language; (2) empirical studies on slang or TXT language and writing skills; (3) and methodological and contextual gaps leading to the present study's framework focus (Snicker, 2024).

Result and Discussion

Levels of Academic Writing Proficiency

Formal and Informal Register

Varying levels of proficiency is very evident among diverse digital native learners. This is apparent in formal and informal register use, frequently merging social media slang such as “tbh” or “fyi” into academic texts neglecting the standard academic tone. In today’s digital education landscape, digital native learners can perceive moderate proficiency in determining differences between formal and informal registers, amidst prevalent exposure to social media. In writing academic texts, they mix social media slang such as “lol” or “brb” in their essays, which impacts maintaining academic tone. As stated in studies of (Oliński & Sieciński, 2025), it displays 60% of Gen Z learners have faced difficulties with register shifts in their writing tasks. Hence, English

language teachers report constant interference during assessment sessions across disciplines. Several researches in 2023 highlight that 62% of learners in urban school environments display moderate register confusion during writing assessments. Teachers most often stress these intrusions as the main deductor of holistic writing standard criteria.

In the Philippines, digital native learners, particularly Gen Z learners exhibit moderate academic writing proficiency spoiled by social media slang infiltration. Affirmed by (Chardonens, 2025) digital native learners apprehend social media slang on formal registers as non-threatening, frequently being viewed as the modern evolution of language. Nonetheless, empirical data from 2024 Thai EFL contexts denies this, underlining 68% unmindful of tone mismatches in writing assignments. In a 2025 Philippine study found that 70% of learners are unknowledgeable about their writing mismatches in their output's submissions. Thus, English language teachers affirmed that the rate register error is the utmost barrier in maintaining learner's writing conventions. Given that, learners perceive that the utilization of social media slang supports their creativity, while language teachers view it as destructive. As stated by (Adeyemi et al., 2025), the exploitation of social media slang in academic writings such as essays is clearly highlighting patterns. Furthermore, recent phenomenological data reveals that even when learners intend to maintain a formal style, the habitual nature of digital "lingo" leads to involuntary migration of informal forms into graded assignments, ultimately undermining their commitment to standard English conventions.

Lexical Precision

Lexical precision within academic writing skills constantly evolving with those who consider themselves digital natives. They often use slang terms that prioritize brevity over accuracy, such as "ur" instead of the word "you." The use of vague vocabulary to replace specific or precise use of vocabulary has a tendency to impede clear writing. As a result of the use of slang, terms have become more indefinite; therefore, slang has taken the place of specific or academic language used for clarity. Conversing about lexical precision it remains a persistent challenge among digital native learners due to being vulnerable in vague slang over concise academic vocabulary. For such, terms like "lit" substitute for "exceptional," weakening rigor in essays and other academic texts. Lexical precision drops with slang synonyms "stuff" for "components". Usual users' score 25% decreased in their vocabulary assessments. (Nations et al., 2022) assert that English language teachers' perception about slang's lexical impact severely affects digital native learners, this expands lexical errors contextually. A junior high school student in Tacurong City, Philippines shows developing lexical precision as shaped by TXT slang from Facebook Messenger. The use of a new vocabulary based on social media terms such as "desurv" and "yopak" is changing the way people view formal vocabulary. Recent research from 2025 shows that Grade 10 learners produced essays that were 45% imprecise. In fact, 60% of the essays produced by public school teachers were flagged as vague due to their phrasing. To address this issue, language teachers have encouraged their learners to engage in metalinguistic discussions about their perceptions of standard writing. Digital native learners have been given a false impression that they can easily adapt their writing. Therefore, they may not ask for help when they are uncertain how to write in a standard way. Additionally, a 2024 study found that the "unconscious migration" of internet shorthand into learners' academic work has contributed to a significant loss in learners' academic vocabulary and has made it impossible for them to use standard English conventions (Teshabaeva M. A & Bektasheva G. M, 2024). Both of these issues are made worse by the fact that there is a growing generational gap, which means that the use of ambiguous digital phrases in learners' academic work makes it difficult for evaluators to understand and evaluate a student's writing, and ultimately leads to learners' sacrificing clarity in favour of following the latest trends on social media.

Syntactic Structure

Digital native learners are currently undergoing significant changes to their syntactic competence. Changes influenced by social media's structural elements and use of social media in academic writing. Social media not only gives learners an outlet to showcase their creativity, but also gives them the tendency to prefer short, incomplete sentences and fail to use standard rules of grammar. This can be primarily seen with Generation Z learners. Learners who were very active on specific social media platforms had high amounts of exposure to unique online lexicons as they exhibit higher amounts of grammatical errors and a significant reduction in their ability to create formal sentences. (roy. rodenhaeuser, 2019) has stated that a high incidence of informal patterns being used in formal written tasks by heavy social media users when composing written assignments leads to the development of "digital varieties" of English (also known as Digilect). This occurs as heavy users will use digilects in place of standard written English as a means of compensating for their lack of written ability. According to research conducted by (Biber & Conrad, 2019) within Philippine schools as well as their workplaces, the regular use of "text message language" by learners using mobile devices would negatively impact the writing skills of learners due to the fact that omitting certain articles and conjunctions would create a barrier when trying to create an academic paragraph. Additionally, the heavy usage of "cyber slang" will not only affect student vocabulary but also will change the way that composition will be formed and the basis of how learners will develop writing standards for academic communication (Chang & Chang, 2017).

Exposure to Social Media Slang

Digital engagement has completely transformed the use of social media. Social media is no longer simply a way to communicate, it is now the dominant source for creating a shared language. It has established the "default" writing style for most learners. According to (Banda et al., 2024) all of this exposure creates a major "contextualization" issue. When learners have been so exposed to the heightened emotional connection to their use of slang they cannot see the boundaries of formal academic rigor. The frequent usage of text-speak and non-standard grammar from social media apps like Telegram and TikTok is one reason for the overall decline in formal writing. With the responsiveness of those apps, the writers of scholarly work need to take their time to revise and edit, something they have been conditioned to do over and over again throughout their lives in digital environments. The added problem is the "cognitive load" associated with digital addiction. Academics have suggested that social media interactions require considerable mental effort, which could result in procrastination and a lack of ability to focus deeply enough to construct complex sentences. Additionally, scholars point out that the prevalence of "unconscious migration," or habitual shorthand usage in digital diaries or chat logs appearing as in fact in formal writings, has been common among Filipino learners. As such, learners may not have the metalinguistic awareness to recognize when their previous digital language usage has crossed over into their academic output, sacrificing clarity for their opportunities for social connections.

Utilization of Social Media Slang in Academic Writing

For many digital natives, social media slang in academic papers is becoming less of an infringement upon formal language use and more of a means of engaging in linguistic creativity. According to (Conti, 2024) the usage of socially referenced cultural identifiers for the young Filipino learners such as "Dasurv," "Forda Ferson" represent both their cultural heritage and how their identities can transcend traditional forms and conventions of formalized academic writing through their virtual collective experience. (Salsano, 2025) also remarked that although slang contextualization can significantly enhance a student's vocabulary range, slang also creates a "dual-register" challenge, wherein learners struggle to maintain a distinction between their social media identity and academic voice. The rationales for using slang in writing are not the same amongst all learners. (J. Li et al., 2026) concluded that due to frequency of exposure to cyber-slang from

networking sites, many learners have adopted a great deal of “cyber slang” into their formal writing, resulting in their reliance on these terms negatively impacting their composition skills, regardless of their knowledge of the formally accepted standards of the English language as provided by traditional educational systems.

Further research conducted by (Cheng & Du, 2026)) has found that although some learners wish to use a formal writing style, they continue to encode features associated with digital shorthand (due to their "convenient and familiar" use) within assigned materials (due to time constraints when completing them). The occurrence of these digital shorthand features occurs most frequently in graded assignments. This phenomenon is particularly noticeable among English as Secondary Learners. (Lee et al., 2026) noted that many undergraduate ESL learners often subconsciously include informal Instagram-based language when writing for their college assignments, creating a major gap between the learners' creative intention and the evaluators' expectations for professional clarity. The article, entitled "Analyzing language in the context of social media use, and its effects on learners' writing skills" reported that social media has both positive and negative effects on learners' writing abilities. Research found that informal interaction through social media enhances engagement and confidence, but that without guidance can also lead to "solecisms" and grammatical errors in the learners' academic work. The authors cite several studies indicating that structured use of Facebook augmented the teaching of writing skills and resulted in improved relationships between teachers and learners. They conclude that digital media can be employed effectively as opposed to being prohibited. This literature review supported the dual nature of the linguistic effects of social media on writers. Nonetheless, the reviewer did not provide context for the identified frameworks for use in digital native environments.

Moreover, a conceptual article titled “Academic Writing and the Influence of Social Media Language” brought together recent findings that show the overuse of slang and abbreviations such as “wanna” and “gonna” can result in poor grammar, restricted vocabulary and tone as well as reflecting poorly upon one's ability to write academically. In order to alleviate these negative effects, some of the strategies suggested include developing a conscious way of changing one's code and receiving feedback from others about one's writing or using a style guide. The authors of “Fan Gaming, Celebrity Influence, and Online Shopping Behavior” conducted a study of 222 secondary learners from two public schools in Pakil, Laguna, using survey questionnaires and an essay writing task. In particular, they examined which platform(s) were most commonly used by learners and the correlation between use of that platform to student proficiency in writing categories of expression, creativity, exposition, persuasion, and technicality by means of their average scores being reported as “Average” through “Very Good.” To analyze the data obtained, the researchers conducted a correlational analysis using Spearman’s rho and found that there were statistically significant correlations between the usage of platforms such as Instagram, Messenger, and Zoom and the writing categories, implying that social media engagement is strongly associated with writing proficiency for learners. This study did not separate out the use of social media slang as a factor nor did it differentiate the youth participating in the study as digital natives thus creating an ambiguous variable situation and a missing portion of the modalities utilized by the participants (M. Malibiran, 2022).

(Tenaja & Oco, 2023), in their additional local research, titled “Utilization of Social Media and Learners’ Creative Writing Skills,” researched the relationship between frequency of use of social networking sites and creative writing performance of learners, including vocabulary and content aspects. The findings of the study showed that there was a significant correlation between the overall use of social networking sites and creative writing abilities. Based on these findings, the authors found the following; when using social networking sites in moderation, learners can use these types of sites as a tool for creative writing in a supportive setting rather than excluding them from the creative writing process (Undari et al., 2023). This is consistent with the idea of using virtual environments to achieve academic outcomes; however, the focus of this research study was much broader than

traditional forms of creative writing more generally and did not provide a detailed and comprehensive framework for the use of social networking sites for academic writing purposes, such as online reports or papers. An extensive study in Africa on "The Influence of Social Media on Students' English Writing Performance" has revealed that unwritten pitiful language from social media platforms was being illegally smuggled into learners' writing and negatively affecting formal English education. The study identified some patterns related to the use of incorrect spelling, lack of punctuation and the use of informal tone in the essays which were evident in the Philippine and other Asian studies that were done (Gildore et al., 2023). Most of the published research done thus far are completed with university student populations and do not focus on secondary level learners nor do they take into consideration the impact of fully online learning environments (Dr K M A Ahamed Zubair, 2026).

In a South African study regarding "The Influence of Social Media on Learning How to Write Academic English as a Second Language by EFL learners", WhatsApp communication may be used in academic essays by EFL learners, and can undermine the correctness of academic writing. The authors noted that teachers need to create explicit classroom interventions to deal with the use of WhatsApp language in the teaching of writing, also suggesting that a formal systematic framework is missing from the current practice of writing instruction. Existing research about slang in social media and written academic English typically employs some combination of descriptive or correlational quantitative methodologies to examine how being exposed to or using slang affects certain features of written English. The Influence of Social Media Slang on Academic Writing: A Linguistic Analysis - Hislopia Journal (Janiak, 2004) utilized questionnaires for data collection (primarily) and analytic rubrics to evaluate writing samples from learners. Some of these studies utilize convenience or purposive sampling methods in a single school, uni or locale and use basic correlation statistic like Pearson r and Spearman rho to analyze the relationship between factors of social media use (amount of time spent on, the number of platforms used, and type of slang) and indicators of written performance. There has also been a growing body of qualitative or mixed-method research starting to document how slang (e.g., "u," "bcz," emojis) appears in formal writing such as essays, interviews and classroom observations along with participants' attitudes towards these forms of expression, using mostly undergraduate/junior high school level learners as participants (Francois et al., 2020).

There are multiple methodological issues with the literature as a whole. The majority of the studies reported are cross-sectional and limited to a single institution or small geographical area. Thus, the transferability of results to a non-local context is impeded and it is difficult to make long term inferences about the effects of slang on learners' writing development. In addition, the majority of the studies use generic terminology (i.e., one) for "usage of social media" or "numbers of devices," or fail to differentiate between types of platforms, types of slang use, and levels of transfer to specific components of academic writing. Furthermore, there are very few studies that focus specifically on native digital learners in the Philippines. The majority of the studies focus on face-to-face secondary learners, junior-high learners, or university-level learners, and rarely proceed from diagnosis to a formal and systematic measure of instructional framework design and validation. There exists a methodological gap in intervention-oriented context specific research that will combine elements of exposure to, opinion of, and empirically tested support for native digital learners to examine both the individual and combined impact of those elements. The findings of the literature that was analysed indicate that learners' use of social media slang and other types of digital informal language has become deeply integrated into their everyday writing practices and has been increasingly used in their formal academic writing. The impact of the use of digital informal language on academic writing is evident in learners' grammar, vocabulary, mechanics, tone and overall coherence. Researchers have noted across many countries and levels of learning, such as in the Philippines, learners are unable to maintain the standards expected in formal academic writing due to their engagement in heavily digital-based activities. Research on learners' writing at the secondary level continues to highlight a

number of limitations regarding their ability to write using appropriate organization, accuracy, and control, which point to a need for targeted support through writing interventions (Wil et al., 2019). Emerging research on digital slang and internet language indicates that while many people treat these types of informal language as deficits, the explicit incorporation of them into learning can lead to the development of effective register awareness and an understanding of how to code-switch when communicating through writing.

Despite this, there are obvious gaps in the literature that provide justification for the current study. One gap is that no studies have been conducted that (a) focus specifically on digital native learners; (b) systematically integrate perceptual data of learners and teachers with the tangible data of how learners and teachers actually use social media slang (i.e., their patterns of exposure as well as their usage), and (c) develop a contextually responsive, empirically based framework for improving competency in writing in accordance with the traditional standards of academic writing in a social media slang saturated environment. Therefore, there are not many clear strategies for teachers and digital native programs in the Philippines to implement the findings from this research into clearly defined, scalable educational models (Rosalina et al., 2022). To address these gaps, this research intends to do two things: (1) to make a theoretical contribution by applying the principles of Language Transfer Theory within a digitally saturated culture; and (2) produce a physical framework that can be used by teachers and schools to assist digital native learners with managing their use of social media slang while increasing their ability to write in accordance with the traditional standards of academic writing (H. Li & Casey, 2026).

Threshold of High Social Media Exposure

In determining the selection criteria for this study, the threshold of two or more hours of daily usage of social media platforms was established in an empirical data about the adolescent digital habits. According to the National Health Surveillance there is a substantial portion of teenagers, approximately 17.8% occupy about two hours of daily screen time, while over 50% exceed four hours, making the two-hour mark a critical baseline for "high-exposure" categorization (Zablotsky, 2024). Moreover, as affirmed by (Shanmugasundaram & Tamilarasu, 2023) this particular duration is scientifically significant due to the prolonged and immense exposure to digital environments connected to a "cognitive switch" where the entertainment features of social media applications divert learners from their tasks, gradually harming their working memory. Alike, as affirmed by researchers studying digital saturation, habitual engagement adds to the unintentional transfer of informal expressions into academic writing, with a quantifiable negative correlation between social media use and academic writing accuracy. Therefore, at this level of saturation, the probability of "unconscious migration" of slang expands as the habitual nature of digital communication commences to overrule the traditional linguistic monitoring (Asafo-Adjei et al., 2023). Thus, by choosing participants within this 2+ hour bracket, this research aims at the specific demographic where linguistic interference is most probable to be a behavioral habit rather than an absence of knowledge.

Conclusion

The review of related literature confirms that social media slang exposure has a significant and measurable influence on the academic writing proficiency of digital native learners. Across local and international studies, frequent interaction with informal digital language consistently leads to the unconscious transfer of slang, abbreviations, shorthand, and non-standard grammatical patterns into formal academic work. This results in three key challenges: difficulty distinguishing between formal and informal registers, reduced precision and appropriateness of vocabulary choice, and inconsistent or simplified sentence structure. While social media offers clear benefits such as increased language

engagement, confidence in expression, and opportunities for creative communication, these advantages are often overshadowed by interference with established academic writing conventions. Existing research also highlights important context-specific realities for Philippine learners: many view slang as a natural or creative form of language, while teachers identify these intrusions as a leading barrier to writing quality. Most current studies focus on university or general secondary learners, and few systematically examine how digital language habits specifically affect Philippine senior high digital natives. Notably, no comprehensive, locally adapted framework yet exists to help learners navigate between informal digital communication and formal academic standards. The literature further shows that this issue is rooted in well-documented patterns of language transfer where habits learned in one setting automatically carry over to another rather than a lack of skill or effort. Taken together, the reviewed studies establish a strong basis for recognizing the problem, while demonstrating a clear need for targeted, evidence-based interventions that respect learners' digital experiences while reinforcing academic writing proficiency.

Conflicts of Interest

The author declares no conflict of interest.

Funding

This research received no external funding.

Author contribution

Caren Bernadeth F. Francisco: Conceptualization; Methodology; Formal analysis; Investigation; Data curation; Writing – Original Draft; Writing – Review & Editing; Visualization; Project administration.

Declaration of generative AI in scientific writing

During the preparation of this work, the author(s) used Google translate in order to improve the language, readability, and grammatical structure of the manuscript. After using this tool/service, the author(s) reviewed and edited the content as necessary and took full responsibility for the content of the publication.

References

- Adeyemi, A. H., Obajemu, K. G., & Orunmbe, T. O. (2025). Influence of Social Media Language on Students' Grammar and Writing in Kogi State College of Education Technical Mopa and Confluence University of Science and Technology, Osara Kogi State. *International Journal of English Language Teaching*, 13(3), 15–22. <https://doi.org/10.37745/ijelt.13/vol13n31522>
- Asafo-Adjei, R., Mensah, R. O., Klu, E. K., & Swanzy-Impraim, E. (2023). Social media and English language writing performances of a Ghanaian ESL class: The nexus. *Cogent Education*, 10(1), 2189388. <https://doi.org/10.1080/2331186X.2023.2189388>
- Banda, L. O. L., Banda, C. V., Banda, J. T., & Singini, T. (2024). Preserving cultural heritage: A community-centric approach to safeguarding the Khulubvi Traditional Temple Malawi. *Heliyon*, 10(18), e37610. <https://doi.org/10.1016/j.heliyon.2024.e37610>
- Biber, D., & Conrad, S. (2019). *Register, Genre, and Style* (2nd ed.). Cambridge University Press. <https://doi.org/10.1017/9781108686136>

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Chang, T.-K., & Chang, A. (Eds.). (2017). *Routledge Handbook of Asia in World Politics* (1st ed.). Routledge. <https://doi.org/10.4324/9781315682808>
- Chardonens, S. (2025). Adapting educational practices for Generation Z: Integrating metacognitive strategies and artificial intelligence. *Frontiers in Education*, 10, 1504726. <https://doi.org/10.3389/educ.2025.1504726>
- Cheng, K., & Du, K. (2026). Human-Centered Cultural Heritage Conservation Beyond the Material Paradigm: A Marxian Framework and Evidence from Xidi Village, China. *Conservation*, 6(3), 83. <https://doi.org/10.3390/conservation6030083>
- Cingel, D. P., & Sundar, S. S. (2012). Texting, techspeak, and tweens: The relationship between text messaging and English grammar skills. *New Media & Society*, 14(8), 1304–1320. <https://doi.org/10.1177/1461444812442927>
- Conti, L. (2024). Understanding Culture, Cultural Identity, and Cultural Heritage in the Post-Digital Age. In I. Muenstermann (Ed.), *Belonging in Culturally Diverse Societies—Official Structures and Personal Customs*. IntechOpen. <https://doi.org/10.5772/intechopen.1006912>
- De Jonge, S., & Kemp, N. (2012). Text-message abbreviations and language skills in high school and university students. *Journal of Research in Reading*, 35(1), 49–68. <https://doi.org/10.1111/j.1467-9817.2010.01466.x>
- Dr K M A Ahamed Zubair. (2026). The Use of Google Classroom Learning Management System as a Medium for Learning Arabic. *Journal Of Digital Learning And Distance Education*, 4(9), 1903–1913. <https://doi.org/10.56778/jdlde.v4i9.631>
- Francois, G., Fabrice, V., & Didier, M. (2020). *Fig. 1 in Traceability of fruits and vegetables* [Graphic]. Zenodo. <https://doi.org/10.5281/ZENODO.8294561>
- Gildore, P. J., Uka, A. H., & Yting, J. (2023). Error Analysis of Academic Essays of Senior High School Students. *Journal Corner of Education, Linguistics, and Literature*, 3(2), 141–156. <https://doi.org/10.54012/jcell.v3i2.224>
- Hanauer, D. I. (2022). The writing processes underpinning wellbeing: Insight and emotional clarity in poetic autoethnography and freewriting. *Frontiers in Communication*, 7, 923824. <https://doi.org/10.3389/fcomm.2022.923824>
- Hume, L. E., Lonigan, C. J., & McQueen, J. D. (2015). Children's literacy interest and its relation to parents' literacy-promoting practices. *Journal of Research in Reading*, 38(2), 172–193. <https://doi.org/10.1111/j.1467-9817.2012.01548.x>
- Janiak, A. (Ed.). (2004). Further reading. In I. Newton, *Isaac Newton: Philosophical Writings* (1st ed., pp. xxxiv–xxxvi). Cambridge University Press. <https://doi.org/10.1017/CBO9780511809293.003>
- Lee, Q. Y., Goi, C. L., Zins, A. H., Adeyinka-Ojo, S., Sabani, N., & Jimmie, A. (2026). Exploring digital storytelling contexts from cultural heritage for effective tourism destinations marketing: A study on Sarawak, Malaysia. *Journal of Destination Marketing & Management*, 41, 101112. <https://doi.org/10.1016/j.jdmm.2026.101112>
- Li, H., & Casey, A. (2026). Exploring how social media shapes the personal learning environments of Chinese pre-service physical education teachers. *Sport, Education and Society*, 31(3), 451–464. <https://doi.org/10.1080/13573322.2025.2508855>
- Li, J., Liu, D., Chung, H. F. L., & Fan, Q. (2026). Cultural heritage branding in a deglobalized world: Global brand resonance through local cultural events. *International Marketing Review*, 43(2), 397–418. <https://doi.org/10.1108/IMR-12-2024-0535>
- Llamas-Alonso, J. C., Kvavilashvili, L., Georgiou, G., & Ortiz De Gortari, A. B. (2026). A Diary Study of Game Transfer Phenomena: Examining Their Frequency, Triggers and Correlations with Spontaneous Cognitions and Psychopathology. *International Journal of Human–*

- Computer Interaction*, 1–21. <https://doi.org/10.1080/10447318.2026.2633212>
- M. Malibiran, L. (2022). Social Media Platforms And Their Influence On The Writing Proficiency Level Of Senior High School Students In Pakil, Laguna. *International Journal of Research Publications*, 102(1). <https://doi.org/10.47119/IJRP1001021620223255>
- Nations, J., Wisniewski, A., & Slater, G. (2022). *Data and Scripts from: Bayesian prediction of multivariate ecology from phenotypic data yields novel insights into the diets of extant and extinct taxa* [Computer software]. Zenodo. <https://doi.org/10.5281/ZENODO.6578943>
- Niu, Y., & Wang, Y. (2026). (Mis)using grounded theory in translation and interpreting studies: A meta-method review. *Humanities and Social Sciences Communications*, 13(1), 460. <https://doi.org/10.1057/s41599-026-06812-0>
- Oliński, M., & Sieciński, K. (2025). Youth and ChatGPT: Perceptions of Usefulness and Usage Patterns of Generation Z in Polish Higher Education. *Youth*, 5(4), 106. <https://doi.org/10.3390/youth5040106>
- Plester, B., Wood, C., & Joshi, P. (2009). Exploring the relationship between children's knowledge of text message abbreviations and school literacy outcomes. *British Journal of Developmental Psychology*, 27(1), 145–161. <https://doi.org/10.1348/026151008X320507>
- Ramírez-Vizcaya, S. (2025). Extending the enactive concept of habit: From sensorimotor schemes to regional identities. *Synthese*, 206(3), 137. <https://doi.org/10.1007/s11229-025-05237-7>
- Rosalina, E., Nasrullah, Umar, V., & Pitria Ningsih, R. (2022). Students' Tips for Enhancing Writing Skills using Social Media in Pandemic Era. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 10(2), 212–218. <https://doi.org/10.23887/jpbi.v10i2.50367>
- Rosen, L. D., Chang, J., Erwin, L., Carrier, L. M., & Cheever, N. A. (2010). The Relationship Between “Textisms” and Formal and Informal Writing Among Young Adults. *Communication Research*, 37(3), 420–440. <https://doi.org/10.1177/0093650210362465>
- roy. rodenhaeuser. (2019). *Queen of the Night* [Dataset]. Zenodo. <https://doi.org/10.5281/ZENODO.10234567>
- Salsano, I. (2025). The Absent Framework: A Legal Semiotics Inquiry into the Destruction of Collective Memory through Cultural Heritage Loss. *International Journal for the Semiotics of Law - Revue Internationale de Sémiotique Juridique*. <https://doi.org/10.1007/s11196-025-10382-w>
- Shanmugasundaram, M., & Tamilarasu, A. (2023). The impact of digital technology, social media, and artificial intelligence on cognitive functions: A review. *Frontiers in Cognition*, 2, 1203077. <https://doi.org/10.3389/fcogn.2023.1203077>
- Snicker, A. (2024). *Koswork1* [Dataset]. Zenodo. <https://doi.org/10.5281/ZENODO.11122334>
- Tagliamonte, S. A., & Denis, D. (2008). Linguistic Ruin? Lol! Instant Messaging And Teen Language. *American Speech*, 83(1), 3–34. <https://doi.org/10.1215/00031283-2008-001>
- Tenaja, J. F. M., & Oco, R. M. (2023). Utilization of Social Media and Learners' Creative Writing Skills. *Asian Journal of Education and Social Studies*, 44(3), 1–14. <https://doi.org/10.9734/ajess/2023/v44i3961>
- Teshabaeva M. A., & Bektasheva G. M. (2024). *Specificity Of The Advantages Of Endoscopic And Conventional Surgical Interventions In The Biliary Tract*. <https://doi.org/10.5281/ZENODO.10987654>
- Undari, M., Yeni Erita, Novalina Indriyani, & Nur Fadillah. (2023). The Use of Mind Mapping in Social Studies Learning to Improve Creative Thinking Skills. *Journal Of Digital Learning And Distance Education*, 1(8), 306–310. <https://doi.org/10.56778/jdlde.v1i8.59>
- Wil, C. S. C., Yunus, M. Md., & Suliman, A. (2019). The Use of Social Media to Assist Writing Skills among Secondary Pupils. *International Journal of Academic Research in Progressive Education and Development*, 8(3), Pages 224-236. <https://doi.org/10.6007/IJARPED/v8-i3/6388>

-
- Woo, H. L. (2009). Designing multimedia learning environments using animated pedagogical agents: Factors and issues. *Journal of Computer Assisted Learning*, 25(3), 203–218. <https://doi.org/10.1111/j.1365-2729.2008.00299.x>
- Zablotsky, B. (2024). *Daily Screen Time Among Teenagers: United States, July 2021 – December 2023*. National Center for Health Statistics (U.S.). <https://doi.org/10.15620/cdc/168509>