

From Casual to Academic: Exploring the Impact of Social Media on Higher-level English Students' Writing Practices

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Abstract

This research performs an investigation into the effects of social media on the academic writing practices of tertiary-level students in the English Department. It explores in a nuanced way rather than differing into conventional methods of observing how informal digital communication and academic standards interact. The study highlights unique insights into the academic discourse of digital literacy. The primary purpose of the study is to evaluate the methods by which digital platforms influence writing standards in an academic setting. By including a mixed-methods approach, the study integrates quantitative data from surveys with the qualitative outcomes of open-ended questionnaire answers. By using random sampling, a total of 118 students from Dhaka International University are selected. The analysis was done by statistical software, whereas thematic analysis was performed by qualitative responses. The results illustrated that while social media can have a negative impact on student's academic writing by using casual language, it can also improve the dynamic language for students of English as a Foreign Language, which improves their academic writing. However, there is a gap in formal writing education. This highlights the need for curriculum changes to bridge the divide between digital informalities and academic formalities.

Keywords: Social Media, Academic Writing, Digital Literacy, English as a Foreign Language, Informal Digital Communication, Formal Writing Standards

1. Introduction

In the era of digitalization, English upheld its position as the world's universal language in the age of digital media, but it has also become the foundation of academic and professional communication worldwide. The present research sets out to critically evaluate how the widespread adoption of digital media, especially social media, reshapes accepted conventions in academic writing. Since English is the most widely used language for digital storage and also a prerequisite for higher education, we explore the complex interactions between informal digital conversations and the strict requirements of formal academic discourse. With the help of this study, we would like to dispel myths about social media's revolutionary influence on scholarly writing and promote a lively conversation about language adaptation in the digital age. Through investigating the ways in which social media platforms impact the transmission and use of information, our aim is to bridge the gap that exists between digital media that are gradually influencing scholarly discourse and traditional writing practices.

2. Literature Review

A research conducted by Sekoai Elliot Nkhi (2023) in “An Investigation into the Impact of Digital Social Media on the Writing and Speaking Skills of Tertiary Level Students in One Institution in Lesotho” revealed that the use of digital social media has a negative impact on writing skills rather than speaking skills of students, as they are used to employ short forms of any words. Also in formal writing, they are lacking grammatical competence with their informal expressions. On the other hand, digital media improves students' speaking proficiency as they used to communicate a lot through digital media.

According to Mustafa, G., Khan, R. M. I., and Abbasi, A. A. in “Impact of Social Media on EFL Writing Learning” (2022) revealed that Facebook, Instagram, WhatsApp provides a positive impact on improving the writing skills of English as a Foreign Language (EFL) learners. Also Facebook or other social media are used as a collaborative tool for group work in tertiary level's students. Also students can provide more relevant examples from social media while writing a paragraph.

In the paper “How Technology Has Influenced the English Language” by Andrea Ferretti (2022) explores that students can exchange information and ideas through social media's comments, posts and tweets. Also they can eradicate their draw back of expressing themselves smartly by using a new English dialect Text- Speak.

Kamila Ghouali and Smail Benmoussat in their paper, “Investigating the Effect of Social Media on EFL Students' Written Production: Case of Third- Year EFL Students at Tlemcen University” (2019) stated that the collaboration of education and technology has offer educators a new way of assessment called: e- assessment. As learners are frequently using digital media as the name of social media, e- assessment tools explore whether the errors of students in academic writing are caused by social media or not. The utilization of social media extensively has resulted in a decline in the writing proficiency of the students, as they mirror their casual expression from social media in their formal writing.

According to David Barton and Sharon McCulloch in “Negotiating Tensions Around New Forms of Academic Writing” (2018), a learner has to be concerned regarding the academic's change of discourse in technological and institutional spaces. Also this research paper explores that hybrid genres of online writing may be seen as an expression of an individual's own identity to practice writing skills but using social media as a platform of expression is unnecessary to some extent and risky as well.

From the perspective of Achmad, Yudi, Wahyudin in their paper “The Impact of Online Peer Feedback on EFL Students Writing at Tertiary Level” (2018), the utilization of Facebook as a platform of peer feedback has enhanced the writing credibility of a student. Through the peer feedback students can comment, criticize, suggest on each other's work to improvise themselves. So here Facebook can be an effective instructional medium that not only improve students' writing skill but also flourish their critical thinking skills.

Belal, A. stated in “Influence of Digital Social Media in Writing and Speaking of Tertiary Level Student” (2014) that the study figures out that digital social media has both merits and demerits on the writing and speaking skills of tertiary level students. The merits of digital social media are that teachers and students can engage themselves in group discussions, exchange ideas, share course materials, and communicate about assignments, which helps students to improve their writing and speaking skills. However, the demerits of social media is, students unconsciously use short forms of words, incorrect grammar, and simple sentences in their formal writing and speaking, which are highly influenced from social media.

The research paper “To Give is Better than to Receive: The Benefits of Peer Review to The Reviewers

Own Writing” (2009) of Lundstrom, K., & Baker, W. explores that the peer review givers who focused solely on reviewing peers writing, made more significant improvement in their own writing skills compared to the receivers. So it clarifies that providing peer feedback on a paper improves writing ability more than learning to use peer feedback to improve writing, especially those who are beginners in academic writing.

3. Methods

3.1 Random Sampling Procedure

The server method is a quantitative research technique that collects data from a selected set of respondents from training knowledge and insights on a range of diverse topics to analyze information by utilizing a questionnaire. With a view towards finishing researchers’ study, 118 students are chosen from DIU. Therefore, the total sample size is 118. For the purpose of this study random sampling techniques have been used.

3.2 Sample Size

Sample size denotes the total number of the population involved for a research work. The total sample size for our present research is 118 (n).

Population size (N) = 1000

Confidence level (Z) = 95%

Margin of error/Confidence interval (E)= 10%

Response distribution = 50%

Ideal sample size = 88

The formula we used:

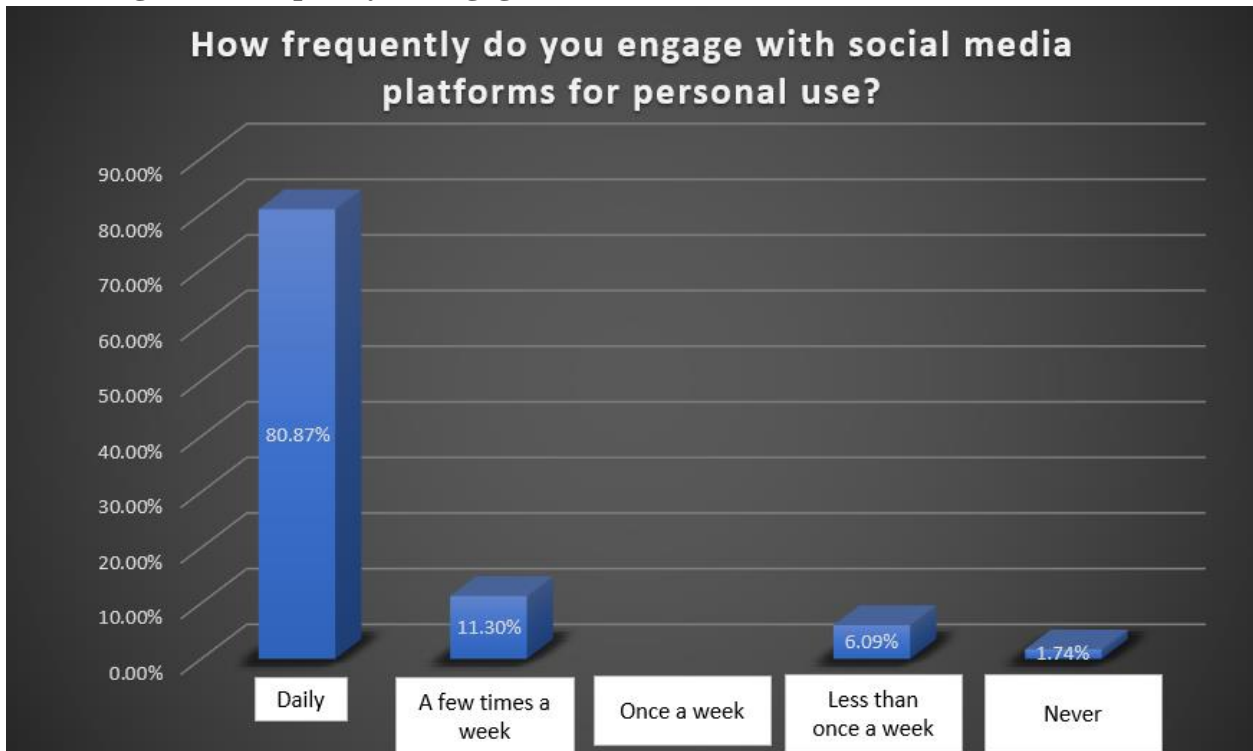
$$n = (N * Z^2 * p * (1-p)) / (E^2)$$

Due to temporal limitations and the absence of students on campus, a sample size of 118 students was chosen. The ideal sample size is determined to be 88; The chosen sample size was a pragmatic solution for managing practical limitations. It is important to bear in mind that larger sample numbers result in increased accuracy. A margin of error of 10% is utilized to strike a compromise between practicality and accuracy. Although a smaller margin of error would have necessitated a bigger sample size, we determined that a 10% selection is suitable for elucidating the goals and constraints of our investigation. A response distribution of 50% indicates an even split, which affects the representativeness of the sample. The representativeness of our study may be compromised by the equal distribution of 50%. Given the equal distribution, it is conceivable that certain responses may not have been fully represented by our participants. This constraint may impact the applicability of our discoveries to the student population of the English Department at Dhaka International University.

3.3 Reports on Survey

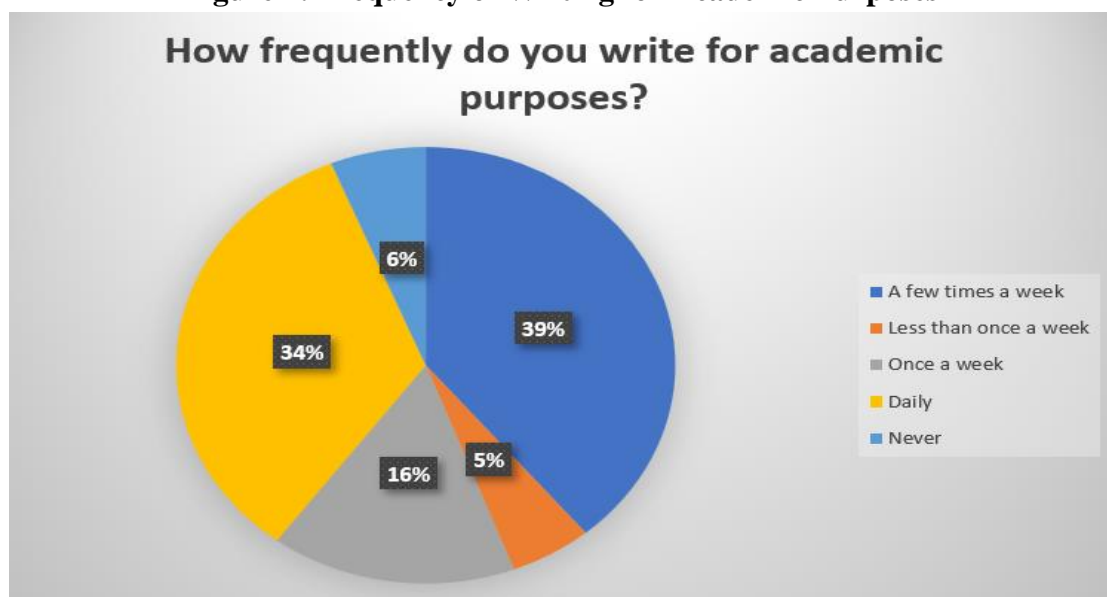
The student questionnaire includes a total of 11 questions for the purpose of completing the survey. The initial inquiry from the researcher’s is, " How frequently do you engage with social media platforms for personal use?" The survey results indicate that 80.87% of the respondents reacted on a daily basis, 11.30% responded a few times a week, and 6.09% replied less than once a week. Only a minuscule fraction of 1.74% said that they never engage with social media usage. None of the participants selected the option of once a week.

Figure 1: Frequency to Engage with Social Media Platforms for Personal Use



Our second question is, “How frequently do you write for academic purposes?”. Regarding this issue, 39% (44 participants) responded with a frequency of a few times per week, 38 respondents, which accounts for a significant proportion of 34%, reported that they answered the survey on a daily basis. 5% of respondents (6 participants) indicated a frequency of less than once per week. Additionally, 16% (18 participants) reported a frequency of once per week. 7 respondents, representing 6% of the total, said "never".

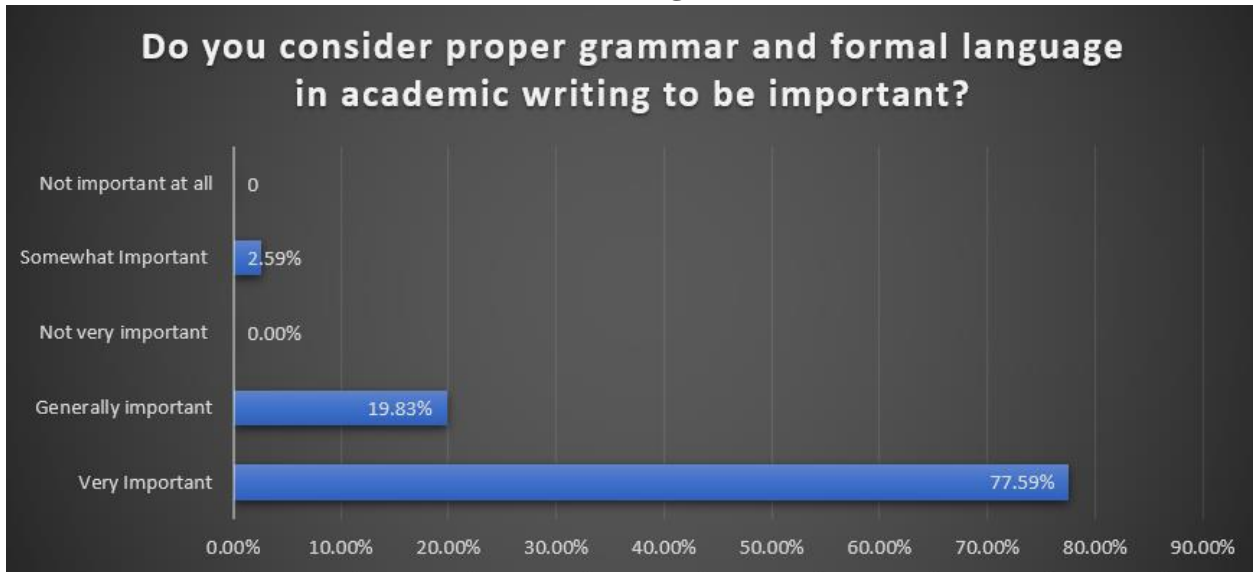
Figure 2: Frequency of Writing for Academic Purposes



Moving to our third question, “Do you consider proper grammar and formal language in academic writing to be important?” The majority of our pupils said that it is of utmost importance in answer to our

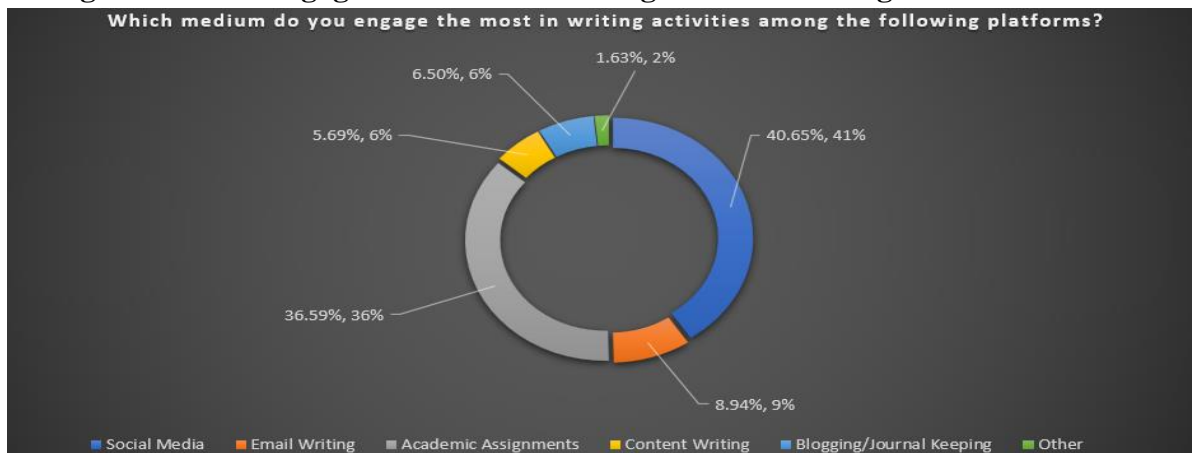
inquiry. A total of 77.59% of the responses, which is equivalent to 90 individuals, deem it to be of utmost importance. A total of 19.83% of the responses, which corresponds to 23 individuals, believe it to be usually essential. Only 2.59% of the respondents consider it to be somewhat essential. Request feedback on items that were deemed of low importance or not essential at all, as these alternatives were not selected by our respondents.

Figure 3: Importance Consideration of Proper Grammar and Formal Language in Academic Writing



Our fourth question is, “Which medium do you engage the most in writing activities among the following platforms?” Regarding the question, 40.65% (50 respondents) of students selected social media as their main platform for writing. Approximately 36.59% (45 responders) of the participants see academic assignments as their main media. 8.94% of the respondents (11 individuals) choose e-mail writing, 5.69% (7 individuals) choose content writing, and 6.5% (8 individuals) view blogging/journal keeping as their primary means of engagement. Only 1.63% (2 responders) selected the option "other," which might be considered insignificant.

Figure 4: Most Engaged Medium in Writing Activities among Various Platforms



Moving to our next question, “Which medium do you engage the least in writing activities among the following platforms?”. Regarding this issue, 35.82% (48 respondents) of students perceive social media as their least utilized platform, whereas 12.69% (17 respondents) of students selected academic tasks, and 20.90% (28 respondents) of students opted for blogging/journal keeping. 12.69% of the students, equivalent to 17 respondents, selected e-mail writing, whereas 6.72% of the students, equivalent to 9 respondents, chose content writing. 4 responders, accounting for 2.99% of the pupils, selected alternative platforms.

Figure 5: Least Engaged Medium in Writing Activities among Various Platforms

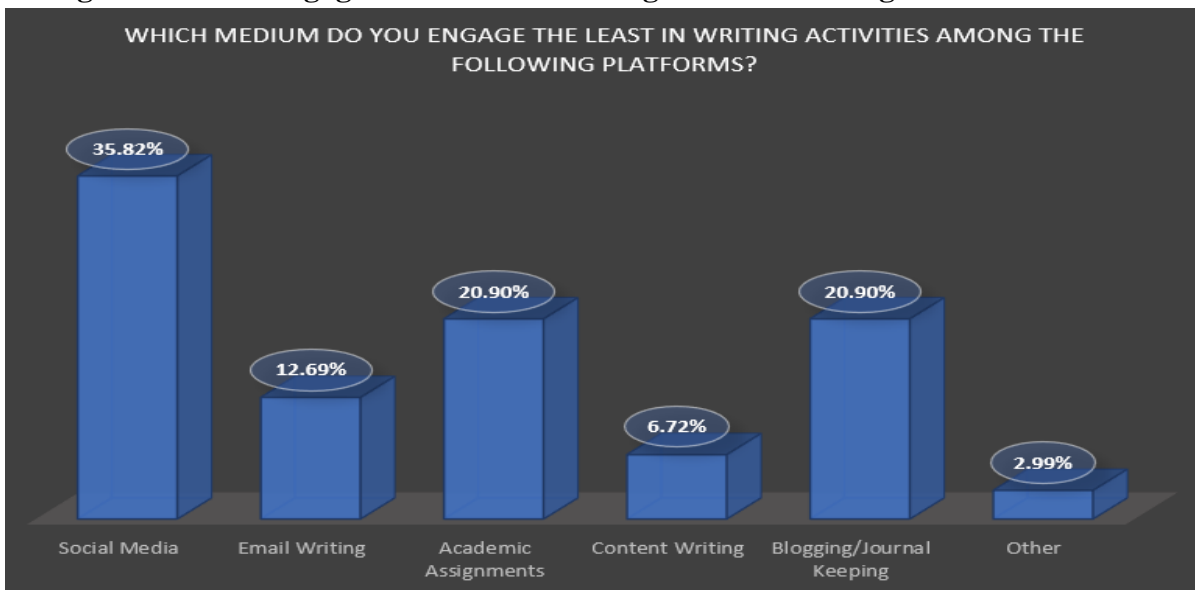


Figure 6: Email Written to the Manager of Modern Restaurant

Sector 17
Vashi
New Bombay

The Manager
Modern Restaurant
Sector 23
Vashi

6 July 2010

Dear Sir / Madam,

I am writing to complain about a meal we had in your restaurant yesterday.

We had booked a table for six but when we arrived there were no free tables and we had to wait for more than 45 minutes to sit down.

From a menu of 12 dishes, only four were available and their quality was poor. The fish, in particular, tasted awful and the waiter was rude when we told him about this.

We have eaten in your restaurant several times in the past but this is the first time we have received such bad treatment. I am not asking for a refund but I would like you to improve the quality of your dishes and service.

Yours faithfully
(Handwritten signature)
Ravi Menon

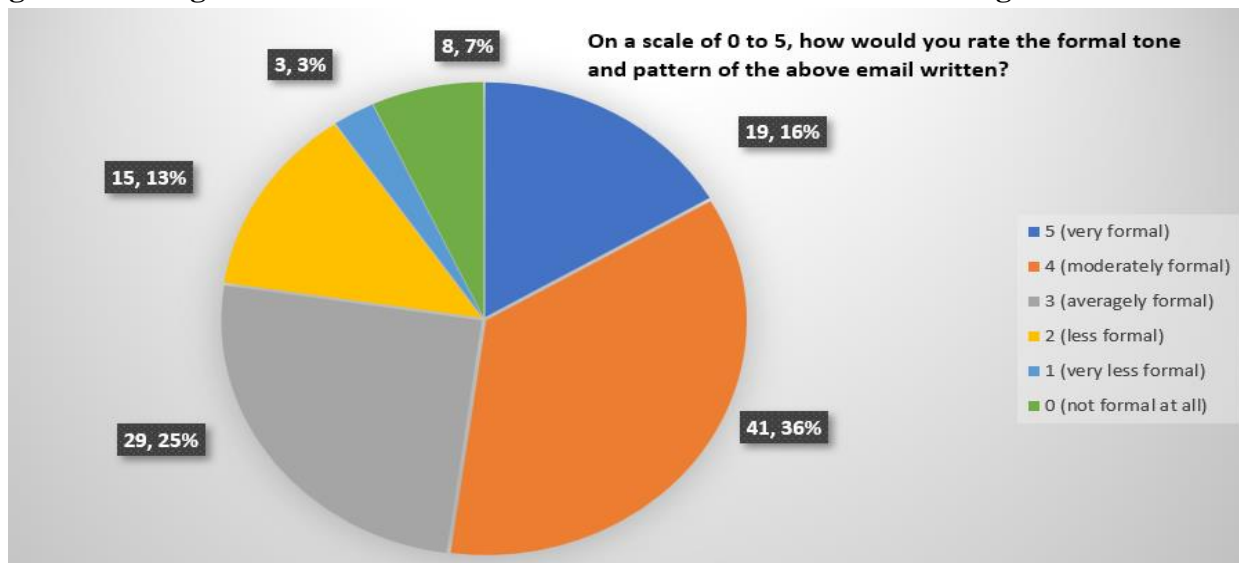
For our next question, “On a scale of 0 to 5, how would you rate the formal tone and pattern of the above content written?”, We have elected to furnish a formal complaint letter. We also provide the letter here. Subsequently, we established a numerical scale ranging from 0 to 5 to assess the ratings provided by our participants.

Table 1: Scale Score to Assess the Questions Asked in Figure 7 and 8

Score	Scale
5	Very Formal
4	Moderately Formal
3	Averagely Formal
2	Less Formal
1	Very Less Formal
0	Not Formal at All

In response to this question, 35.65% of students (41 respondents) rated 4, 25.22% (29 respondents) chose 3, 16.52% (19 respondents) rated 5, and only 6.96% (8 respondents) ranked 0. 2.61% (3 respondents) rated 1.

Figure 7: Rating of the Formal Tone and Pattern of the Email Shown in Figure 6 in a Pie-chart



Our next question is, “On a scale of 0 to 5, how would you rate the formal tone and pattern of the above email written?”. Similar to our prior inquiry, we have included a letter here. Subsequently, we established a numerical scale ranging from zero to five for our pupils to assess and evaluate based on their personal criteria. 17 respondents, (15.18% of students) rated it as a 5. Out of the total number of respondents, 34 individuals, which accounts for 30.36%, ranked it as 4. On the other hand, 18 respondents, equivalent to 16.07%, rated it as 2. Out of the total respondents, a minuscule fraction of 8.93% (10 individuals) gave a rating of 1, whereas just 9.82% (11 individuals) of the pupils gave a rating of 0.

Figure 8: Rating of the Formal Tone and Pattern of the Email Shown in Figure 9 in a Bar-chart

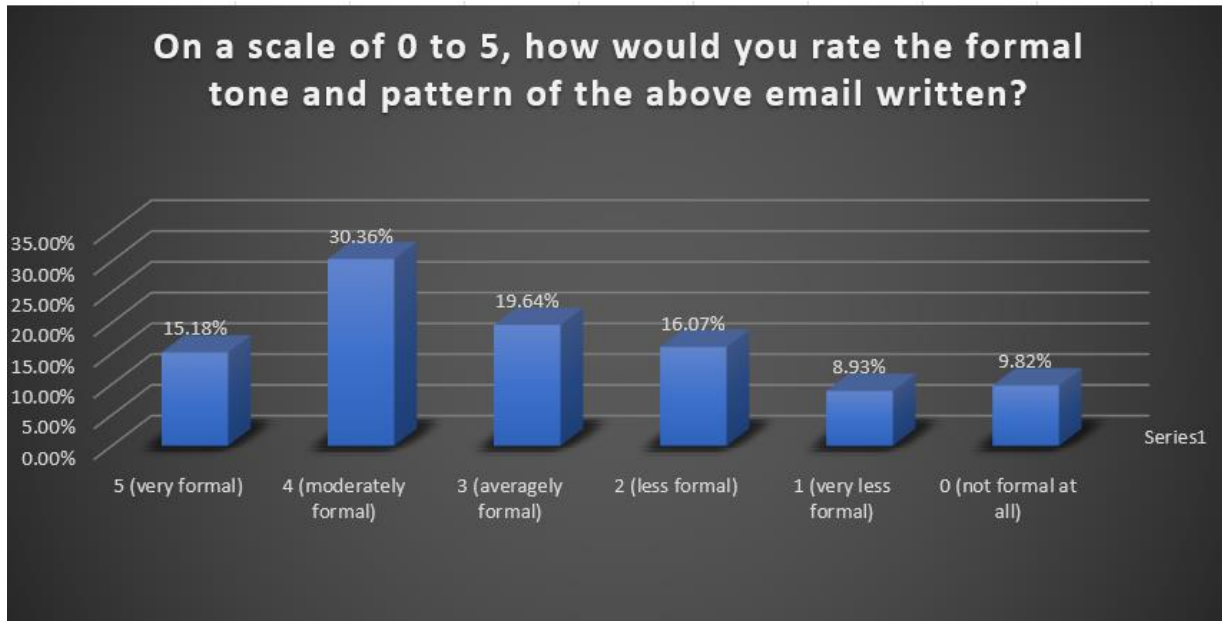


Figure 9: Letter from Julie to Jessie

Kampung Jawa
8, Jalan Kemuning,
Shah Alam,
34567, Selangor.
12 June 201_

Dear Jessie,

How are you my dear friend? I hope you are fit as a fiddle. I am writing you this letter to tell you that I am unable to take part in the music festival this weekends. I have several reasons for this.

First of all, my father is now sick in the hospital. He was diagnosed with dengue fever last Monday. Now, the doctor says he has to stay a few more days in the hospital. My mother is also staying there to look after him.

Also, my final examination is near. I really want to use the time I have to do my revision. I failed my test last month. I want to use this opportunity to get better. I have made a timetable and I want to follow it strictly to achieve my goal.

On the other hand, I do not have spare money to pay for the ticket. I am going to Australia next month. Things are not cheap there. I want to make sure I save enough money to buy some souvenirs back. Of course, I will not forget about yours!

Besides, if I go with you, my mother will be worried. She is already worried about my father. Perhaps I can help out with the cleaning at home so when my dad comes home he will have a comfortable place to rest.

I am sorry Jessie. I hope you understand. If there is another music festival again next year I promise we will go together. Write to me when you have time. I have to go. Mother is calling. See you!

Your friend,
Julie.

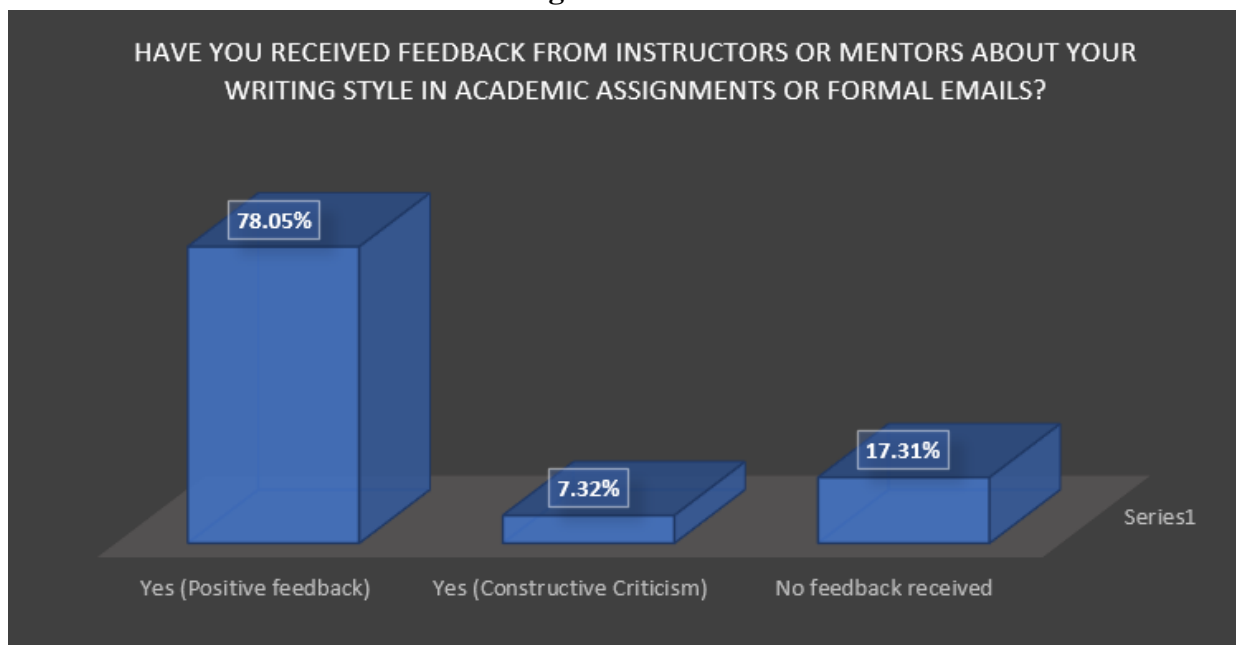
Moving to our next question, “Have you received feedback from instructors or mentors about your writing style in academic assignments or formal emails?”. There were three data options available for us to select for our respondents.

Table 2: Data Options

Yes (Positive feedback)
Yes (Constructive Criticism)
No feedback received

Regarding this question, 78.05% (64 students) of the respondents view positive feedback as a yes, whereas 7.32% (6 respondents) interpret it as constructive criticism. However, 14.63% (12 respondents) perceive it as a lack of feedback received.

Figure 10: Rate of Receiving Feedback from the Instructors or Mentors about Writing Style in Academic Assignments or Formal Email



The high occurrence of favorable feedback could indicate a possible omission in the evaluation process. In educational environments, it is commonly anticipated that students' writing would display a learning curve, which includes mistakes and repetitions that offer opportunities for instruction. Constructive criticism is essential for the academic growth of pupils as it provides clear recommendations on how to improve and increase their writing abilities.

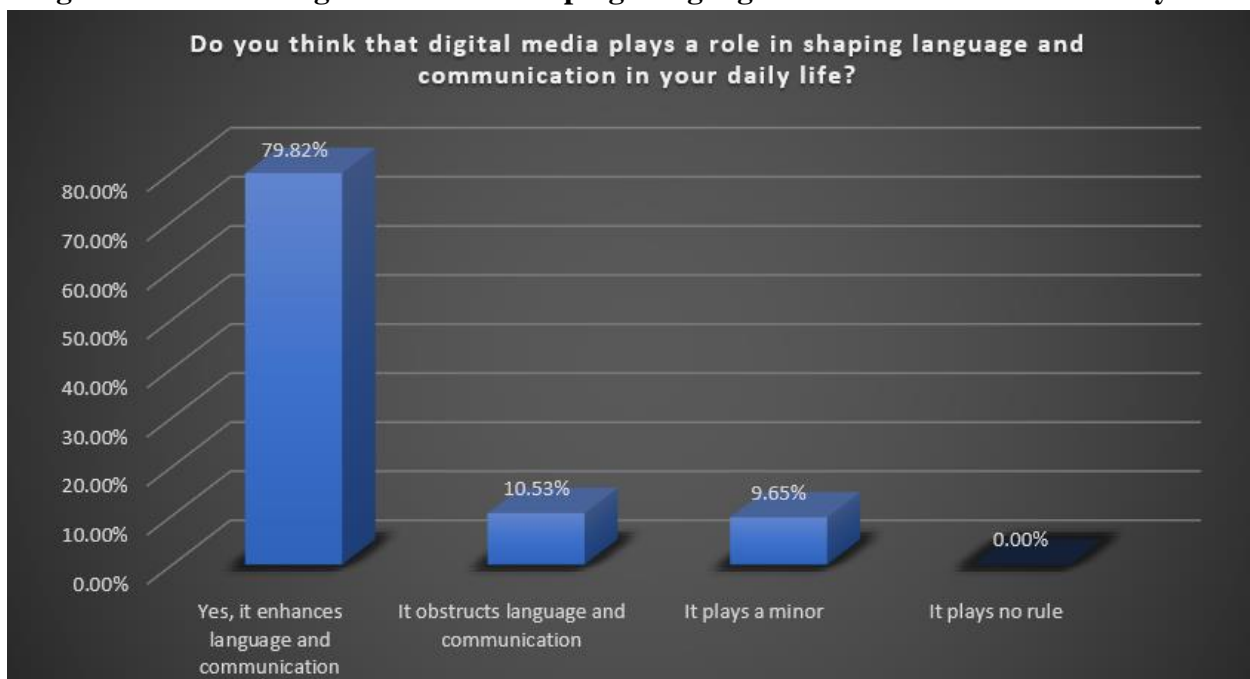
The lack of feedback for a significant portion of pupils is similarly worrisome. Lack of feedback might hinder students from gaining the essential perspectives that contribute to their development as writers and communicators. The absence of evaluative contact may also indicate a failure to implement instructional interventions that could assist in addressing fundamental issues or misunderstandings in writing.

These observations lead to a consideration of the efficacy of the feedback mechanisms currently implemented. They propose the necessity of a stricter and more productive method of assessing writing,

one that guarantees that all students receive the essential assistance needed to promote their academic development and expertise in written communication.

Moving to our next question, “Do you think that digital media plays a role in shaping language and communication in your daily life?”. Regarding this topic, 79.82% (91 respondents) of students believe that it improves their language and communication skills, while 10.53% (12 respondents) think it hinders language and communication. Additionally, 9.65% (11 students) of respondents believe it has a minimal impact. Nevertheless, there is no evidence to suggest that students do not play any part.

Figure 11: Role of Digital Media in Shaping Language and Communication in Daily Life



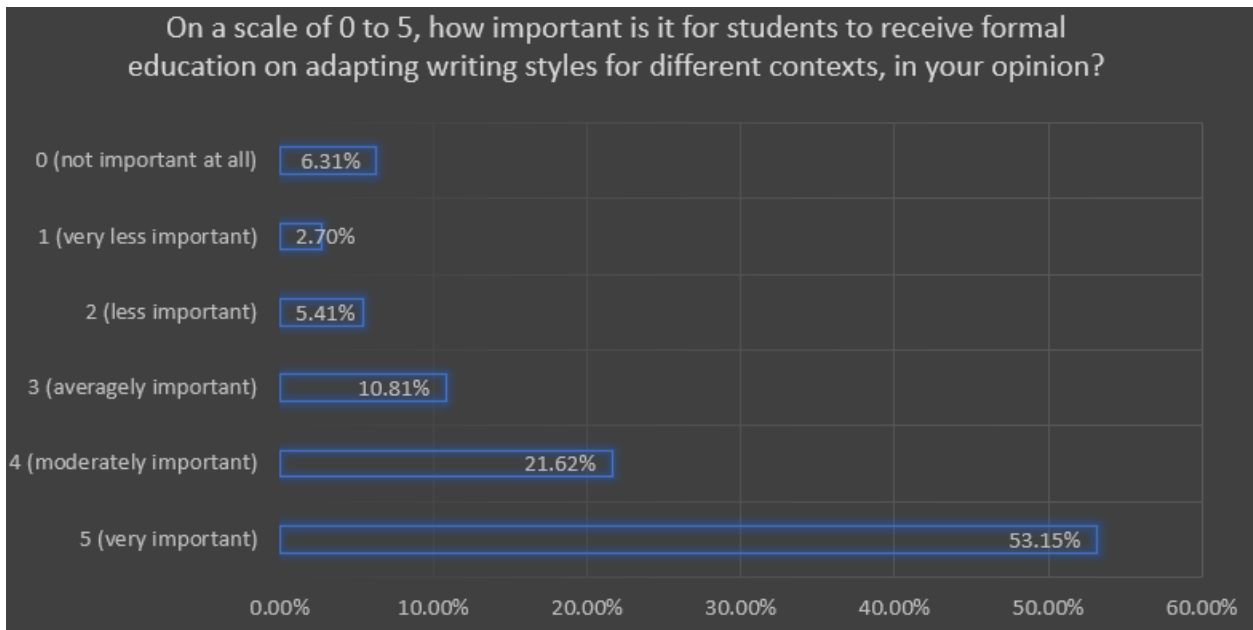
Our final question is, “On a scale of 0 to 5, how important is it for students to receive formal education on adapting writing styles for different contexts, in your opinion?”. In answer to this question, we also used a scale. Let us put it below:

Table 3: Scale Score to Assess the Question Asked in Figure 11

Score	Scale
5	Very Important
4	Moderately Important
3	Averagely Important
2	Less Important
1	Very Less Important
0	Not Important at All

Regarding this question, it received a rating of 53.15% (59 respondents) rated it 5. Out of the 24 replies, which accounts for 26.42%. rated it 4, 10.81% of students (12 respondents) rated it 3. A minuscule fraction of 2.70% (3 individuals) gave it a rating of one, while another 6.31% (7 individuals) evaluated it as zero. 5.41% of respondents (6 students) rated it 2.

Figure 12: Importance of Students Receiving Formal Education on Adapting Writing Styles for Different Contexts



4. Results and Findings

The researchers tackle the research inquiries and specific goals for investigation. They incorporate an analysis of the rationale, scope, and constraints of the study, as well as an assessment of its visibility.

According to the report, 80.87% of students use social media on a daily basis. This signifies the important function it plays in their lives. Therefore, it can be asserted that their writing style is greatly impacted by the writing style commonly found on social media platforms. This effect is evident in their academic work through the utilization of acronyms, emoticons, and informal language. It is imperative for instructors to acknowledge and tackle this influence, assisting pupils in cultivating a more sophisticated writing style when necessary.

Students frequently engage in academic writing. The lack of constructive feedback is significantly failing to produce the desired impact. Approximately 73% of students engage in academic writing on a daily basis or multiple times per week, indicating that academic writing is a regular and ongoing activity.

A significant majority of students, specifically 77.59%, consider appropriate grammar and formal language to be essential for academic writing. Students possess a comprehension of the academic writing criteria. They comprehend the need of concise communication and appropriate formatting to efficiently express their ideas. This comprehension demonstrates a commitment to creating work of superior quality that fulfills academic criteria.

The majority of students are engaged in writing for both social media and academic assignments. The following are the primary forums for student writing activity. Approximately 40.65% of individuals prefer social media as their primary writing medium.

An alarming discovery is that 78.05% of individuals received favorable evaluation from teachers. The absence of critical comments is hindering students' ability to successfully learn and refine their writing style. This indicates a requirement for additional constructive criticism in order to promote development. Instructors can effectively aid students in strengthening their writing skills by offering targeted feedback on areas that need development. Constructive feedback is crucial for enabling students to achieve their

maximum potential in academic writing. It is important for instructors to prioritize providing feedback that is precise, practical, and fosters development. Ultimately, this will result in improved writing outcomes for pupils in the long term.

A significant majority of 79.82% acknowledge that digital media enhances their language and communication abilities. This indicates a clear positive influence. The beneficial influence is ascribed to the capacity to interact with a wide range of information and communicate with individuals from various parts of the globe. Moreover, digital media offers a platform for ongoing study and enhancement of language proficiency.

A significant majority of 53.15% consider formal education to be highly important in terms of changing writing styles, highlighting the necessity for improvements in the curriculum in this specific domain. In addition, survey participants showed a preference for increased opportunities to engage in practical exercises and apply adaptation approaches in educational environments. This emphasizes the disparity between academic knowledge and practical skills required for effective writing adaptation.

5. Recommendations

It is imperative to organize a series of compulsory writing workshops for first-year students. These workshops will specifically address the practical implementation of formal writing rules and the necessary alterations in style when students transition between academic and social media contexts.

Furthermore, the adoption of a methodical technique to deliver thorough feedback is necessary. This may involve additional frequent writing tasks accompanied by thorough evaluations. It will promote a culture of productive critique and incremental enhancement.

In addition, the university authority should assess the current curriculum. It requires updating. An expanded curriculum that encompasses a wider range of writing styles and is in line with real-world situations. This curriculum will promote the investigation of many literary genres.

Moreover, university officials should foster a conducive atmosphere by providing regular feedback on writing structures. The focus will be on grammar, syntax, and form to promote clarity and precision in student writing.

Likewise, instructors should properly arrange their writing lectures. This will guarantee a methodical and effective delivery that is in line with the learning objectives.

Equally important, faculty should prioritize professional development opportunities. Faculty should possess a more profound comprehension of contemporary writing pedagogies and styles.

Specifically, for Bangladeshi students, English is a foreign language, and it serves as the universal means of communication worldwide. Tertiary level students should be consistently encouraged to utilize English on a daily basis in diverse academic settings, in order to foster a hands-on and immersive learning experience.

To this end, promoting the establishment and utilization of specialized academic forums on social platforms, with stringent moderation, will ensure focused engagement with educational material.

Similarly, educators can provide e- assessment systems on social media. For example, on social media, students should be divided into several groups, and they should evaluate each other's writing after being posted. They also provide feedback and criticism in the comment section.

Finally, educational institutions should oversee the participation levels of students on digital platforms and provide tailored advice so that their social media engagements are in line with their academic goals.

6. Discussion

Subsequently, five interrogative questions were included that aimed to provide detailed descriptions. These questions are a variant of concise interview-style questions. Here, students have the opportunity to express their thoughts about the purpose, context, and adaptation of their writing style using their own words. Answering these questions typically requires a time commitment of 5–10 minutes. Due to the open-ended character of these inquiries, they provide us with significant insights.

The first question was, “What is the primary purpose of your writing? (e.g., sharing personal thoughts, academic purposes, professional communication, etc.)” When asked about this topic, the majority of students said that they write in order to express their ‘personal opinions’. The categorizations for the 118 students’ responses to this question’s answers were:

- 52 students mentioned their writing is primarily for academic purposes.
- 30 students write to express personal thoughts or opinions.
- 7 students engage in writing for personal blogs or professional communication.
- 1 student mentioned writing specifically to share poems on social media.
- 1 student indicated they mostly don't write.
- 4 students did not respond to the question.
- 23 responses were unclassified, indicating they might contain unique or less common purposes for writing not captured by the predefined categories.

The majority of pupils are primarily writing for academic purposes. The sample group emphasizes the significance of scholarly writing. A significant number of pupils wrote to express their personal thoughts and perspectives. This indicates that a significant portion of students use writing as a means for personal introspection and communication.

The second question is, “Who do you consider your primary audience when writing in these different contexts? (e.g., friends, classmates, instructors, others)”. In the answer to this question, The categorizations for the 118 students’ responses to this question’s answers were:

- 65 students identified their primary audience as peers or classmates, making it the most common response.
- 24 students specified instructors as their main target audience.
- 8 students focused on other undefined receivers.
- 3 respondents stated that their selection of audience depends on the circumstance, highlighting a nuanced approach.
- 18 responses were unclassified, suggesting that these might require further review for a more detailed understanding or represent unique viewpoints not captured by the predefined categories.

The observation revealed that the majority of students identify their peers and classmates as their main target audience for their work. Instructors are also an essential audience. A small proportion of the pupils concentrated on receivers that were less well defined.

Moving on to the third question, “Do you consider that there is a change of writing style when writing for social media, academic assignments, formal letters to the university, and content writings?” The students responded to this query and the their response’s categorization reveals:

- A total of 78 students have acknowledged a distinct alternation in their writing style when transiting between various contexts, including social media, academic assignments, official letters to the university, and content writings. The prevailing perspective highlights the broad acknowledgement

of the necessity to modify writing styles to meet the distinct demands of various communication mediums.

- A subset of 7 students could not detect any notable modification in their writing style across different writing scenarios, indicating a constant approach to their written communication regardless of the circumstances.
- 33 students provided a more nuanced viewpoint on the subject, demonstrating an ability to recognize tiny variations in writing style and adapt their style based on more specific considerations than the broad categories given.

These observations illustrate the ever-changing quality of writing as a means of communication. Most students prioritize being conscious of curating their writing style to effectively address the diverse needs of different audiences and goals. Furthermore, the inclusion of nuanced opinions enhances researchers' conversation by recognizing that writing style can possess both significance and subtlety.

Our fourth question is, "How do you adapt your writing style when switching between academic and informal contexts? (e.g., use of slang, formal language, emoticons, and abbreviations)". In answer to this question, students answered how they adapt their writing style between academic and informal contexts, the categorization reveals:

- 74 students expressed a significant inclination towards using **formal language** in academic contexts, highlighting their preference for keeping a professional tone in their academic papers. The majority demonstrates a discernible differentiation when transitioning to academic environments.
- 18 students indicated the utilization of **informal language** such as slang, emoticons, abbreviations, or other casual features in informal situations, emphasizing the disparity in their adaptations to writing style.
- 8 students demonstrated a **subtle comprehension** of how to modify their writing style, indicating a purposeful and reflective approach to transitioning between different settings.
- Out of all the students, only 1 expressed **difficulties in comprehending** the question. This could imply that although the concept of style adaptation is generally acknowledged, some individuals may find it challenging to articulate.
- 17 replies were classified as **unclassified**, indicating that they did not fit into the preset categories or offered distinct insights that were not covered by the broad categories.

These findings indicate that students possess a broad understanding of the need to modify their writing style based on the specific circumstances. Academic purposes place a strong focus on the use of formal language. Responses that have not been classified reveal a wide range of techniques and perspectives among students when it comes to adapting their writing style.

Moving to the final question for the interview, "Do you tend to use specific language features more in certain contexts? (e.g., emoticons, acronyms, formal vocabulary, informal language)". In answer to this question, the majority of our students prefer to use formal terminology in diverse circumstances.

An in-depth analysis of the responses uncovers the precise tactics utilized by the students:

- Formal situations necessitate the utilization of exact terminology, well-organized sentences, scholarly language, and strict adherence to citation and referencing conventions.
- Informal situations often prefer a more straightforward and precise vocabulary that includes emoticons, abbreviations, and slang to create a conversational atmosphere.
- In addition to these fundamental categories, students also exhibited proficiency in tailoring their language to the specialized jargon and terminology pertinent to their respective areas, as well as

modifying their language selections according to the background and expectations of the intended audience.

A participant offered a thorough response that explained their unique approach to each situation. This supports the idea that effective communication requires careful consideration of the environment. Some students expressed resistance towards having a clear preference. This indicates that their language usage is not strictly limited to specific characteristics in various situations.

The students' mention of emoticons and formal words highlights their diverse linguistic adaptability in different communication situations. These observations provide a detailed understanding of the elements that influence language use among students in academic and casual settings.

Taken together, the investigation into the complexities of students' writing habits has provided the researchers with a diverse range of linguistic preferences and strategies for adaptation. The use of personal identifiers such as names and student IDs provided us with an additional level of relevance and importance to our study. It establishes a reliable basis for our gathered insights. The five open-ended questions demonstrate aspects of aims, intended audiences, adjustments in style, as well as linguistic elements.

7. Conclusion

In concluding remarks, the researchers have examined and elucidated the data acquired through interviews and surveys. Subsequently, the data is analyzed to derive a coherent interpretation by employing data tables and visual representations such as pie charts, bar charts, and line charts. According to the survey and interview data, it is evident that the students acknowledge the fluid and evolving nature of language and communication. The majority of the respondents also recognize that digital media has a beneficial impact on their ability to acquire and incorporate new language abilities into their daily lives. This research also shows that there is a prevailing inclination towards the use of formal language in academic settings. The students possess a versatile ability to adjust to casual environments. The educational courses can be enhanced by including modules that teach students how to adjust their writing styles for various platforms. By adapting all these ways the respondents will no longer struggle with transitioning between professional and informal writing styles.

8. Limitations

Researchers have focused on conducting interviews and providing questionnaires. The study does not incorporate any assessments for skill level, checklists for the classroom, or interviews with teachers. Furthermore, the investigation is encompassed among the student population of Dhaka International University. The number of responses is also restricted due to time constraints.

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