

**The Language of Social Networks and its Influence on the Daily Discourse of University
Students at the Universidad Industrial de Santander**

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Trabajo de Grado para Optar al Título de Lic. en Lenguas extranjeras con énfasis en inglés

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Universidad Industrial de Santander

Facultad de Ciencias Humanas

Escuela de idiomas

Licenciatura en lenguas extranjeras con énfasis en inglés

Bucaramanga

2023

Dedication

“Not a single one of us here today has done it alone. We are each a patchwork quilt of those who have loved us, those who have believed in our futures, those who showed us empathy and kindness or told us the truth even when it wasn’t easy to hear. Those who told us we could do it when there was absolutely no proof of that. I hope you’ll find your own way to express your gratitude for all the steps and missteps that have led us to this common destination.”

-Taylor Swift’s NYU Commencement Speech.

Acknowledgments

We would like to express our gratitude to Silvia Tarazona, our director, for all of her time and support throughout this process. Thank you for your patience, for believing and for giving us the necessary tools to grow as researchers and to achieve our goals.

To our families Ana Polanco, Jairo serrano, and Nubia Serrano Rangel as well as Maria Tineo and Omar Lizarazo. Along with our friends Lorena Ramirez and Omar Andres Duran. In every step of our life, your love and support have been our greatest strength. We appreciate your pieces of advice, love, hard work, and unfailing faith. Without you, we would not be who we are today. This dedication is a small gesture to express our infinite gratitude. We love you with all our hearts and we will always be grateful to be a part of your life. This is for you.

Table of contents

	Pág.
1. Introduction.....	10
1.1 Justification.....	12
1.2. Objectives.....	14
1.2.1. General objective	14
1.2.2. Specific objectives	14
1.3. Research questions.....	14
2. State of-the-art	15
3. Theoretical framework.....	16
3.1 Social media.....	16
3.2. Language and social media.....	17
3.3. The impact of social networks on young people	19
3.4. Social Media, language and Identity.....	21
3.5. Socio-digital Platforms and Interactions among young people	22
3.6. Digital language emerging from Social Networks.....	22
3.7. Netiquette.....	23
3.8. Digital Migration and Behavior of young people	24
4. Methodology	26
4.1. Type of research.....	26
4.2. Participants.....	27
4.3. Data collection instruments.....	27
4.4. Data analysis procedure	28

5. Findings.....	28
5.1. The main use of social networks among university students.....	28
5.1.1. Communication purposes.....	28
5.1.2. Leisure purposes	29
5.2. Social Networks among university students	30
5.2.1. The most used social networks	30
5.2.2. The most popular social Networks	31
5.3. Social media expressions and communication	31
5.3.1. Expressions from Social Media Used in Everyday Speech	32
5.3.2. Social media expressions and their communicative context.....	34
5.4. Age and the Incorporation of Online Language into Everyday Speech	34
5.2. The Impact of social Media on Language Expression.....	35
5.6. Influence on personality and speech due to social media	37
6. Discussion	38
7. Conclusions and recommendations.....	46
References	50
Annexes.....	63

List of Figures

	Pág.
Figure 1. Changes in social media preferences over time	25
Figure 2. Time spent on social media	29
Figure 3. Students' preferred content.....	29
Figure 4. Favorite social networking site among students'	30
Figure 5. Most used expressions from social networks	32
Figure 6. Age and the Use of online language.....	35
Figure 7. Influence on personality and speech due to social media.....	36

List of annexes

	Pág.
Annex A. Questionnaire Form.....	63
Annex B. Interview Guide	63
Annex C. Informed Consent	64

Resumen

Título: El lenguaje de las redes sociales y su influencia en el discurso cotidiano de los estudiantes universitarios de la Universidad Industrial de Santander*

Autores: Brandon Omar Lizarazo Tineo y Nubia Isabel Serrano Polanco**

Palabras Clave: Redes sociales, online, léxico, lenguaje, cultura, comunicación, internet.

Descripción: El uso de las redes sociales es muy común hoy en día en la vida cotidiana de las personas, especialmente en el caso de los adolescentes y los adultos jóvenes. Dado que las redes sociales son un espacio que permite interactuar a personas de diferentes culturas y contextos, siempre surgen nuevas expresiones que son rápidamente adoptadas por los usuarios, pasando a formar parte de su identidad en línea (Aydin, 2012). De ahí que esta investigación tenga como objetivo explicar cómo el lenguaje de las redes sociales ha influido en el habla cotidiana de los estudiantes universitarios. Se realizó un estudio de métodos mixtos con un enfoque exploratorio. Los instrumentos de recogida de datos fueron un cuestionario y entrevistas semiestructuradas. La información recopilada fue crucial para alcanzar los objetivos principales de la investigación. Para ello, se seleccionaron 15 participantes de la Facultad de Humanidades de la Universidad Industrial de Santander. Los resultados revelaron que los participantes pueden expresarse con mayor libertad y creatividad a través de los medios sociales. En otras palabras, pueden mejorar y hacer más amenas las conversaciones. Además, en las redes sociales, los estudiantes son más propensos que en otras circunstancias a emplear un lenguaje informal, visual y un discurso globalizado. Por lo tanto, la comunicación de los participantes se ve considerablemente afectada por las expresiones de los medios sociales.

* Trabajo de Grado

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Abstract

Title: The Language of Social Networks and its Influence on the Daily Discourse of University Students at the Universidad Industrial de Santander *

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Key Words: Social media, online, lexicon, language, culture, communication, internet.

Description: The use of social networks is very common in people's daily lives today, especially for teenagers and young adults. Since social media is a space that allows people from different cultures and contexts to interact, there are always new expressions that are quickly adopted by the users, becoming part of their online identity (Aydin, 2012). Hence, this research is aimed at explaining how language from social networks has influenced college students' everyday speech. A mixed-method study was conducted with an exploratory approach. The instruments to collect data included a questionnaire and semi-structured interviews. Such information recollected was crucial to achieving the main goals of the investigation. Therefore, 15 participants were selected from the Faculty of Humanities at Universidad Industrial de Santander. Results revealed that participants may be able to express themselves more freely and creatively through social media. In other words, they can enhance and make conversations more enjoyable. Also, on social media, students are more prone, than in other circumstances, to employ informal language, visual language, and globalized discourse. Therefore, participants' communication is significantly impacted by social media expressions since adopting the newest slang and following trends is common among participants, and it can have an impact on their everyday speech, making it more up-to-date.

* Degree Work

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1. Introduction

People's interactions have been affected on a great level due to the introduction of technology in everyday life, from just sitting and listening to the radio or watching TV to talking to people around the world or buying online. Cvjeticanin (2006) mentioned how “Globalization as a process and as an ideology resides in the unprecedented economic, technological and systemic expansion that has embraced the whole planet and tends to interpret it as a market, a set of interactive communication networks and the dominance of only one, capitalist, system of production” (p.5). In other words, technical innovations are linked to socio-economic and cultural concepts, and they influence the lives of people from the moment they are born (Perez, 2004). Nieto Sotelo (2017) stated that “cyber technology is not only a social and revolutionary technique, but also implies flashbacks on themes like social equality, tolerance, liberty, and justice” (p.81). Besides, cultural factors undoubtedly play a significant role in both the spread of language evolution and the resistance to it. Many expressions and words from dialects used by members of minority groups have made their way into the standard English language, such as cool, rip-off, and uptight which come from African American English (Lee, 1999).

The Internet has become a crucial tool for this century, being the only way to access platforms of information and education, it also makes it easier and more active in today's communication. These benefits have also spread through the use of smartphones, where social networks take an important part. According to Miraz et al. (2011), the necessity for mobile internet connectivity to multimedia, internet applications and services has grown over the past few years, rekindling interest among both established and new operators in researching new technologies and

network architectures to provide such services at the cheapest cost for the users. Such new forms of communication and modalities have an influence on education, both directly and indirectly.

On the first hand, the impact is directly due to the big amount of knowledge that can be accessed by the internet, since the web is based on the most valuable resource of the coming millennium - information- everyone must have access to it and use it, the web has become a commodity that everyone must possess to be updated (Bertini et al. 2004). On the other hand, indirectly because schools started to integrate technology into the way students learn to engage their attention and make them more receptive to the class. Ebrahimzad & Alavi (2016) showed that “enjoyment could help students keep up through the sustained, long-term process of language learning by motivating them” (p.18).

Language is an evolving structure in the cultural system of society, and because of that constant evolution is the reason for new words to appear and to be adapted when we communicate with others (Richerson & Christiansen, 2013). Furthermore, when new vocabulary arises, others disappear or become less frequent. Thus, social networks play a crucial part in the design of new vocabulary since they make it easy to interact with other cultures and stimulate the fabrication of new terminology. Besides, Eisenstein et al. (2011) argue that a vast spectrum of linguistic innovations has been seen in computer-mediated communication (CMC), including emojis, abbreviations, and expressive spellings just as lengthening and completely new words. These changes, which have drawn praise from some researchers such as David Crystal in *Language and the Internet* (2011) and criticism from others, open a fascinating new perspective on how language can change at the lexical level.

The present study was conducted at the Universidad Industrial de Santander (UIS), located in Bucaramanga, Santander. The participants selected to take part in the data collection process

were students of academic undergraduate programs at Universidad Industrial de Santander. This research study was developed with the intention to understand the implications of the different lexical variations that emerge in social media when those modifications are implemented in the regular speech of students. For the researchers, it was important to analyze those language alterations and discover the sociolinguistic influence behind them. The world evolves every day and language does it as well, so this was one of the cases where technology works as a bridge for new ways of language adaptation and communication.

1.1 Justification

According to Rainie & Wellman (2012), communication can be done in a more efficient way through social media; additionally, it allows users to create their own identity and that can be reflected in the speaker's speech. As a result, it is critical to analyze the impact of social media identity constructions represented by the new lexicon used to interact in social networks and subsequently transmitted to face-to-face conversation. This included exploring how often it occurs, the situations that allow it to be produced, the context behind it and analyzing if age was a determinant factor.

Additionally, according to Ramírez (2012), social networks are a way for changing oral discourse, which is enriched with iconic and audiovisual language. The author raises the need to take advantage of the characteristics of social networks: immediacy, intuitiveness, and interaction between users in order to contribute to the communication process. Therefore, as communication is currently immediate and constantly changing, social media helps keep evidence of the use of language and its variation in the different spaces people have to socialize.

This study's objective was to examine the influence of social media language and usage on students' informal acts of speech at Universidad Industrial de Santander, and observe how it affected their social interactions. According to the participants' perspectives, this study also looked at new phrases resulting from social applications, their meaning, and how they are applied to a certain context.

1.2.Objectives

1.2.1. General objective

To explore the influence of the language emerging from social networks on the daily acts of speech of university students.

1.2.2. Specific objectives

To identify how frequently university students use language derived from social media in their daily acts of speech.

To determine which are the most popular socio-digital networks used among the community of university students.

To depict the rank of ages in which there is a greater inclination for the use of language derived from social networks in the daily speech of students.

To identify the social contexts in which new lexicons emerge from social media, and to explore the factors that influence the adoption of these new terms.

1.3. Research questions

1. What is the influence of the language of social networks on the daily speech of students of the Faculty of Humanities?
2. Which social networks are most commonly used among university students?
3. How often do students use words or expressions derived from social networks?
4. Is age an influencing factor in the adaptation of social networking language to everyday speech?

2. State of-the-art

The language of social networks has significantly influenced how university students speak on a regular basis (Belal, 2014). Students now have new means of communication, knowledge sharing, and self-expression due to social media sites like Facebook, Twitter, and Instagram (Chopra, 2013). The way that learners use language has changed, as a result, in a variety of ways. Compared to email or face-to-face conversations, social media platforms are frequently perceived as more relaxed and informal settings; slang, acronyms, and other forms of informal speech have become more prevalent on social media as a result (Arroyo, 2012). Due to the visual nature of social media channels, students have begun to use pictures, videos, and emoticons to express themselves; as a result, language on social media is now being used in more inventive and creative ways (Asad et al., 2012). According to Best et al. (2014), The manner that students communicate with one another has also been impacted by social media use, which can be noticed by the way learners from all around the world may easily communicate due to social media sites. Social media may also be an effective tool for teaching. As stated by Hardwood & Blackstone (2012) Students may interact with subject matter professionals, acquire information, and work together on projects via online platforms; as a result, education now takes a more interactive and learner-centered approach. After further analysis of the previous researches in the area applied for this study, it is safe to conclude that college students' daily conversation has been significantly impacted by the language of social networks. Students nowadays have additional avenues for expression, communication, and knowledge sharing thanks to social media. Students' language use has undergone a variety of changes as a result, including an increase in informal language, visual language, and globalized discourse. Since the language of social networks is continually changing,

it is probable that social media's influence on college students' daily conversations will only increase in the years ahead.

3. Theoretical framework

3.1 Social media

Social media “usually refers to any application or technology through which users participate in, create, and share media resources and practices with other users by means of digital networking” (Reinhardt, 2019, p.3). Social media works as a platform where individuals can interact with each other and do various things regarding social interaction among them. This phenomenon creates a whole new world that is worth analyzing. The first social network started in 1995 when Randy Conrads designed the website called classmates.com, the idea behind this site was for Randy to be able to contact his old friends from college and communicate (Anidjar et al., 2009), for almost 30 years ago, that webpage paved the way for the social networks we know today. Additionally, social media is not only used for entertainment purposes but also by corporations as a tool to interact with society, according to Huang-Horowitz & Freberg (2016), “social networks contribute to the creation and maintenance of both their identities and their reputations” (p. 196). Digital media create a range of situations that set aside new tools to explore social aspects and elaborate new realities (Valkenburg & Peter, 2011). Users interact in different areas and create identities according to their preferences, these identities tend to change very often which can result in positive outcomes with harmonious relationships or on the contrary, end up in destructive situations.

Social media has gained popularity as a matter of study in different fields such as finances, communication, and technology to name a few (Hjorth & Hinton, 2019). Regarding communication, the studies mostly concentrated on aspects oriented to the users' experience and privacy protection Bazarova et al. (2013) as well as Benthaus et al. (2016). On the other hand, the economic aspect focused the study of social media to analyze financial outcomes and their impact on companies (Alexander & Gentry, 2014). Additionally, technology studies the possible upgrades and uses for social media to create a more engaging and comfortable experience for the user as well as for new technologies to be implemented Gründer-Fahrer et al. (2018) as well as Misopoulos et al. (2014).

3.2. Language and social media

Language, discourse, text, and social interaction in social media has been studied since the early 90s frequently referred to as linguistically focused Computer-Mediated Communication (CMC) research or Computer-Mediated Discourse Analysis (CMDA), Herring (2004) stated that it has quickly developed into a thriving field which has earned a significant position among the variety of linguistic disciplines with a social conscience, such as discourse analysis, sociolinguistics, pragmatics, among others. Therefore, language and social media research are crucial to the conceptualization and continued development of digital humanities, not just because it shows how essential digital tools are for humanities research but also emphasize how SNS are modifying how people communicate and get information. What brings language and social media researchers together is a desire to comprehend how the availability and use of social media are significantly shaping communication (Tagg, 2020). For example, a wide range of linguistic practices has been studied, from punctuation (Squires, 2012) to online consumer reviews (Vasquéz, 2014). In other words, these studies show evidence of the multiple ways in which social

media is revolutionizing what it implies to be a member of society and specifically the way people interact with one another and negotiate peer interaction.

The emphasis on language and social media has generated debate, on the one hand, early research on social media and language often focused on identifying and describing online varieties in order to examine how the internet was influencing language. Also, these studies mostly focused on English-language variations primarily due to the fact that English-speaking nations were where the Internet and the World Wide Web were created, and other languages or scripts were not initially supported (Pargman & Palme, 2009). On the other hand, according to Hagg (2020):

“(S)ince the publication of Danet and Herring’s *The Multilingual Internet* in 2007, the implicit assumption that the language of the internet is English has been challenged by researchers consciously charging themselves with addressing the linguistic imbalance and recognizing the multilingual nature of the internet” (pp. 4-5).

However, it is noticeable that English remains a lingua franca, online and offline.

One of the most significant changes has been the expansion of user-accessible resources and the opportunity for common users to contribute to cultural items on sites. For instance, Twitter allows users to have public conversations through tweets, retweets, hashtags, and trending topics (Zappavigna, 2012). Besides, “people use all forms of acronyms and neologisms to represent their ideas, opinions, and messages. Acronyms such as BD big deal, BF boyfriend; GF girlfriend, BRB be right back, BTW by the way, HBD happy birthday, JK just kidding, KK cool or okay” (Nwala & Tamunobelem, 2019, p.177), among others. Since the system also is not standardized, the examples mentioned above are able to be portrayed in various ways. As a result, it means that “the linguistic dynamism of the social media is linguistically and communicatively inadequate and makes a meal of mutual intelligibility- a feature of language which makes it possible for people to

share and exchange maximum communication” (Nwala & Tamunobelega, p.177). Recent research on language use online reveals "unprecedented" opportunities for language contact (Androutsopoulos, 2013) because of the ways in which the internet enables communities to go across cultural and geographic boundaries. Scholars have observed a significant amount of creative code-switching, script-mixing, and 'trans-scripting' throughout digital mediums (Androutsopoulos, 2015).

3.3. The impact of social networks on young people

Since their arrival, social media such as Facebook, Myspace, and Twitter, among others, have captured the attention of hundreds of users all around the world (Foon-Hew, 2011). Social networks became one of the most used ways of interaction among young people, they are so immersed in this technological world that practices involving face-to-face contact are getting left behind Boyd (2007) as well as Piscitelli (2010). The reason behind this may be due to the advantages and facilities that these networks offer which allow developing new communities to interact. Haythornthwaite (2005) claims that the purpose of social media is not for individuals to meet new people but for them to be able to create their profiles and online identity which leads to developing new connections among the users.

According to Arnd-Caddigan (2015), technology creates the impression of a company without the implications of physical interaction, which results in the fulfillment of the social needs that people have. She also stated that it is possible to create relationships that are frequent but shallow where the emotional factor is limited to emojis or memes. The problem arises when teens hide behind the flat screen of their devices and do not develop the capacity to relate with others in real life. What makes the problem even stronger is that online relationships may offer them a variety of emotions and feelings that create a pleasant environment for them which is not always

easy to find in real life. In the words of Bennett & O'Donohue (2014). There are studies that show high numbers of use and abuse of social media among young people and teenagers, the reason behind it is the vulnerability in their socio-emotional development. Children and teens exposed to violence, the internet, video games, and social media without supervision are more likely to develop aggressive exchanges with their peers (Browne KD & Hamilton-Giachritsis, 2005). Moreover, there is also a high danger of being exposed to pornography and other sensitive content (Wolak et al., 2007). To discuss some of the biggest risks that teens and children are exposed to while exploring social networks it is worth taking into account their well-being and self-esteem, here one of the biggest threats is cyberbullying. Cyberbullying indicates that social media is used to attack someone with violence, posting and arguing with comments whose aim is to deteriorate someone's confidence and social life. It is usually an expansion of physical bullying (Abufhele & Arab, 2008).

Additionally, it is normal to see words or expressions that are unidentified at the beginning but become part of the vocabulary and contribute to its expansion. Young individuals came up with the trend to use words that originally were created in social media context and use them in their regular speech, relating context to their speech using those words. For example, Eisenstein et al. (2012) collected a significant corpus of geotagged tweets over the span of almost two years to explore this evolution, which included the introduction and adoption of a variety of brand-new terms, such as:

- Bruh: It is another way to spell the word "bro", which is the shorter meaning of brother. It first gained popularity in some southern cities at the beginning of the sample, before spreading across the southeast and eventually reaching the west coast.

- Af: means “as fuck” and it is used in phrases like “I’m bored af”. At first, was found in southern California, then spreads to the southeast until becoming widely popular.
- The emoticon, -_- , starts out being used in a few cities on the east coast before moving to the West toward becoming widely accepted.

3.4. Social Media, language and Identity

People use language to express themselves as they communicate with one another. Identity is usually described as who a person is or as the characteristics that set a person or group apart from others. Norton (2013) stated that identity is how a person perceives their relationship to the community and how that relationship is built across both space and time. Also, can be defined as the social positioning of oneself and others (Bucholtz & Hall, 2010). According to Block (2006) the ongoing narrative that a person interprets, projects, and performs through their attire, movements, behavior, and language is socially defined and self-conscious.

Language use typically reveals the identity of the speaker. Therefore, language can reveal a lot about the speaker or another participant in a conversation. Coulmas (2005) proposes that language is perceived as an identity marker because, as people speak, important information will be revealed, such as age, gender, occupation, personality, and wishes, among others. For example, in a university, students interact frequently, and the previous researcher identified the linguistic features that characterized them. Then, the researcher discovered that students' chats have a typical pattern that helps to identify them. Identity is determined by the context in which language is used. This is due to the fact that a person's language use in one context may significantly differ from their language use in another, creating different identities.

3.5. Socio-digital Platforms and Interactions among young people

Socio-digital platforms are online communities where individuals may communicate and share knowledge (Pfeiffer et al., 2014). This category falls under Internet discussions, multiplayer games, and social media platforms. Socio-digital platforms are being used more often by young people for socializing, learning, and communication (Wok et al., 2012). In addition, Reid et al., (2016) claimed that young individuals may develop their network of friends by connecting with others, exchanging ideas, and working together on projects using social media platforms. The benefits and pleasures hypothesis is another analytical framework that may be applied to comprehend how young people's interactions are affected by socio-digital platforms; According to such hypothesis, people utilize media to fulfill a range of requirements, including informational, social, and entertainment-related demands (Reid et al., 2014). Along with this, socio-digital platforms can improve young people's interpersonal abilities, confidence, and sense of belonging. For example, they can provide young people with opportunities to connect with others who share their interests, learn new skills, and build relationships. However, socio-digital platforms can also have negative impacts on young people's mental health, sleep patterns, and academic achievement (Allen et al., 2014). Finally, in order to comprehend in a deeper approach the long-term effects of socio-digital platforms on young people's development, more study is required.

3.6. Digital language emerging from Social Networks

Simpson (2014) claimed the words we use are influenced by the words we hear and see every day. The language now changes in part as a result of our interactions with technology because so much of the written language we are exposed to now is on the screens of technological devices. The mix of informal, personal interactions and the wide audience provided by social media is a prescription for quick change since the language we use to speak with other people

tends to be more changeable than the language used in formal writing (Esteron, 2021). Also, the number of Social network users has significantly expanded throughout the last five years, particularly among youths and students. On social media, many people have developed Internet slang for interacting and expressing their ideas, claims Aydin (2012). At the same time, Social networking sites are the most widely used type of social media, according to Schonfeld (2010), who mentioned this in an article titled Discourse of Twitter and Social Media, through social media, plenty of users worldwide are able to generate hundreds of different messages. English have become simpler by the use of informal language as influenced by social media, however, the ability to communicate deep thoughts is perhaps eroded (Zappavigna, 2012). Some might think that digital language has decreased literacy skills but according to an article titled Teachers' Emotions in ELT Material Design by Thurairaj et al. (2012), they claimed in the International Journal of Social Science and Humanity, learners do enhance their language and writing abilities since Facebook and Twitter offer engaging communication styles that encourage language acquisition. In the same vein, Abdul Kadir and Zubir (2012) discovered that code-switching happens on purpose rather than due to a lack of competence in language proficiency. Students employed code-switching functions to grab attention, demonstrate empathy, and indicate a change in topic. For example, when someone says “bombastic side eye” grabs people's attention since it is a TikTok trend which means when someone behaves in an uncomfortable manner toward you or others.

3.7. Netiquette

According to Park et al. (2014) Netiquette, or internet etiquette, is a set of rules for polite and appropriate behavior online. It is important to follow netiquette guidelines when using socio-digital platforms, as it can help to create a more positive and productive online environment

(Castillo et al., 2013). Some basic netiquette guidelines include being respectful, honest, and careful about what you post, avoiding spamming and trolling, being aware of the risks, and not sharing personal information (Kumazaki et al., 2011). Additionally, it is important to be aware of the specific netiquette rules for each socio-digital platform. In the words of Elledge et al. (2013) by following netiquette guidelines, can help to create a more positive and productive online environment for everyone. To contribute, research has shown that following netiquette guidelines can have a number of benefits, including increased credibility, trustworthiness, and positive online experiences (Freestone & Mitchell, 2004). For example, a study by the University of California, Los Angeles found that people who follow netiquette guidelines are more likely to be perceived as credible and trustworthy (Hammond & Moseley, 2018).

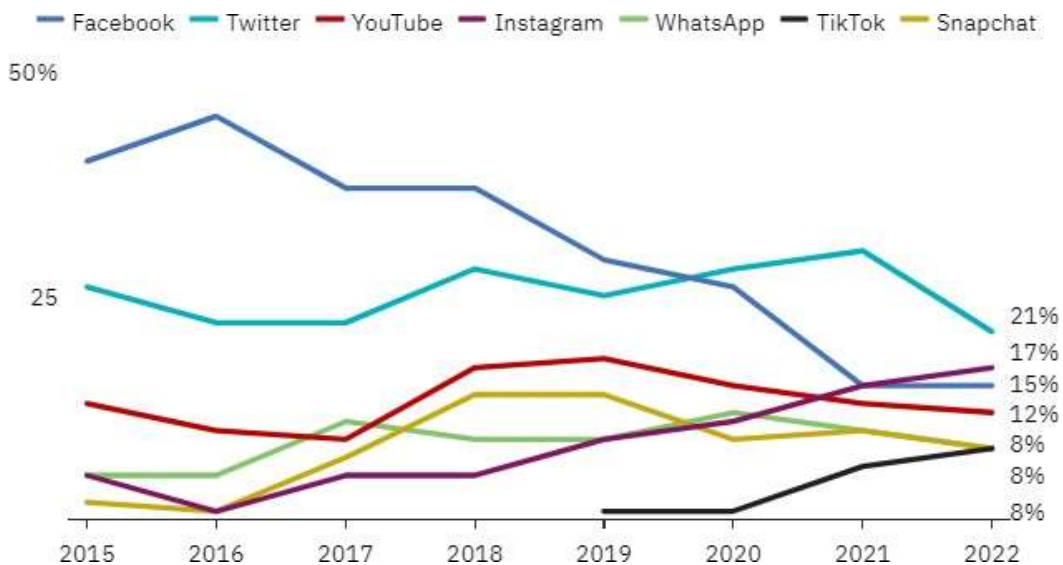
3.8. Digital Migration and Behavior of young people

Early and frequent exposure to technology, which has benefits and drawbacks in terms of cognitive, emotional, and social outcomes, is a significant defining characteristic of recent generations (Immordino-Yang et al., 2012). For entertainment, social interaction, and even emotion management, they primarily depend on technology. As a generation grows up it acquires features that set it apart from earlier generations, such as personality characteristics, work ideals, attitudes, and goals (Smola and Sutton, 2002). Despite social media was there before the arrival of Generation Y (1981), it was not widely used until 2003 (Boyd & Ellison, 2008). According to Krishnamurthy & Dou (2008), at that time social media was mainly used for user-generated content platforms, such as blogs, social networking sites, online review and rating sites, virtual gaming worlds, video-sharing websites, and online communities. It implies that plenty of users engage in social media as consumers rather than contributors (Jones et al., 2004). Although some less active users do eventually start to be more active (Hanna et al., 2011). Compared to older age

groups, social media users between the ages of 18 and 34 are inclined to use social media for interacting with friends, relatives, and coworkers. Additionally, they are more inclined to respect other people's views on social media and feel significant when they offer comments on the companies or goods they use (eMarketer, 2011). Therefore, Park et al. (2009), claim that millennials and Gen Z use social media for knowledge, entertainment, and leisure. Also, Valkenburg et al. (2006) found that they use social media for community building and socializing, as well as for keeping in touch with friends. In other words, Currently, users use their social networks in many ways based on their context or need. For example, American users prioritize entertainment overall (Kim, Y. et al., 2011). In order to show how teens and adults have changed their social media preferences over time, the market research agency Craft collected 72 young people (aged 18 to 30) in Brazil, the UK, and the US for a qualitative study (as cited in Eddy, 2022) in which the following figure is obtained:

Figure 1

Changes in social media preferences over time.



Note: Taken from a qualitative research conducted by the market research agency Craft (as cited in Eddy, 2022).

Therefore, with the introduction of new social networks like TikTok and the sharp increase in popularity among young audiences of older platforms such as Instagram, WhatsApp, or Telegram, the landscape of social media is continuing to change significantly. More visually focused sites as Instagram, TikTok, and YouTube have grown in popularity among some traditional social networks such as Facebook.

4. Methodology

4.1. Type of research

A mixed method research was carried out since it eliminates the limitation of using only specific data collection instruments associated with a particular study design or linking up multiple studies to achieve a common objective (Teddlie et al., 2009). Also, the use of mixed methods research as opposed to sticking with a single method design allows quantitative and qualitative investigations to greatly enhance each other's understanding (Miles & Huberman, 2002). In addition, Jokonya (2016) stated that mixed method research aims to be “complementary (combination of results), developmental (results from one informs the other), initiation (results questions other results), and expansion (where results extend breadth and range of inquiry)” (p.3). Hence, completeness is the goal of mixed methods since it offers a comprehensive understanding of the issue that is not possible with a single approach.

Regarding the nature of the study, an exploratory and descriptive investigation was needed since, on the one hand, exploratory research helped give researchers a better understanding of a

research problem and its context; on the other hand, descriptive research instead of focusing on the why or the how, allowed to understand the phenomenon more thoroughly. As a result, it merely described the topic of the research without explaining why it occurs (Sheppard, 2020).

4.2. Participants

The participants were 15 students from the Universidad Industrial de Santander. All of them were considered under selection criteria, which consist of students enrolled in any undergraduate program belonging to the Faculty of Humanities that wanted to participate voluntarily in the study. There was no limit on the age range, also, all genders were accepted. In addition, it was important for the development of the research that subjects are active users of social media apps.

The students are from different places in Santander which is a positive aspect of the research since that diversity made it possible to have different perspectives based on the participants' context. In other words, it established the ideal setting for examining how people's usage of language from social media influences the type of speech they use in everyday conversation, which is the focus of this study.

4.3. Data collection instruments

The data collection instruments were divided into two phases to achieve the objectives of the study and to obtain consistent results. First, an initial questionnaire was conducted through a google forms format, which took approximately 5 minutes to be answered, in order to know the demographic factors of each participant, their likes, and interests, among other factors. As soon as all the participants answered the questionnaire, the next phase began. Secondly, there was a semi-structured interview with questions oriented to discovering the most used social media, time spent

in the media during the day, and most used expression while texting, among other relevant questions. Each interview lasted between 5 to 8 minutes.

4.4. Data analysis procedure

First, the interviews were transcribed and encoded in order to create emerging categories of data to transform them into useful information and proceed with a content analysis of the information obtained. Then, the content analysis was fundamental to understanding and interpreting the participants' answers about the phenomena to be scrutinised. Moreover, a statistically qualitative analysis was carried out with Google and Voyant tools to examine the corpus obtained from social networks. Finally, a triangulation of the data was made and the results were explained. In the next section, the findings will be discussed and explained in detail.

5. Findings

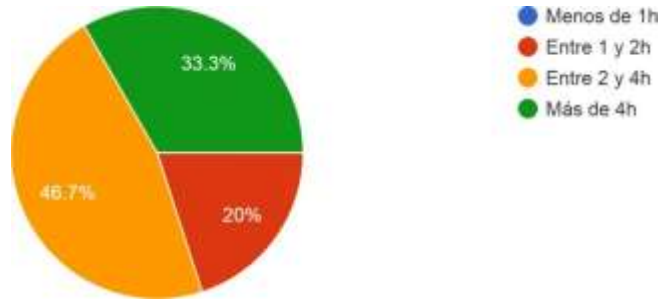
5.1. The main use of social networks among university students

5.1.1. Communication purposes

According to the participants' interviews, all of them use social media on a daily basis to communicate with others. Following their answers, they indicate that whether it is in an academic, professional, or family context, social media platforms are the best tools to have fast and comfortable communication. In addition, some people talk about the pandemic and how it enhanced their use of social media and its importance in their daily lives. Finally, there is a noticeable contrast among participants since most of them used social media just at certain periods of time during the day while others indicated using this platform non-stop during the day, as seen in Figure 2.

Figure 2

Time spent on social media

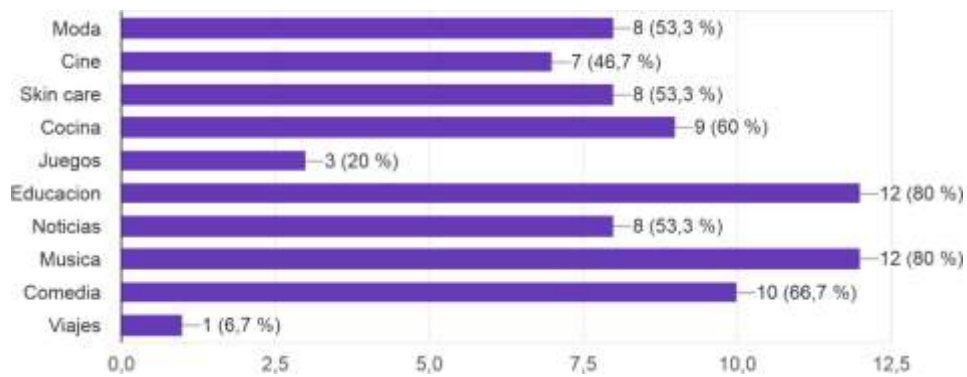


5.1.2. Leisure purposes

Regarding the questionnaire, fourteen participants claimed that they use social media mostly for entertainment purposes, as seen in Figure 3. Education and music are the two main topics. Comedy comes in second place. Cooking-related content is third., followed by fashion, skincare, and news in fourth. Then, the cinema-related stuff is in fifth place. Finally, games and journeys are the least prominent ones.

Figure 3

Students' preferred content



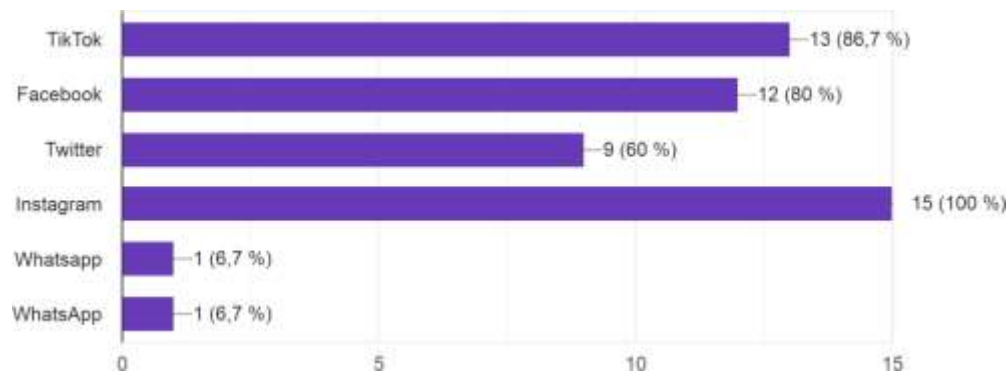
5.2. Social Networks among university students

5.2.1. The most used social networks

On the one hand, according to the questionnaire results, all participants use Instagram as their primary social networking site, followed by TikTok and then Facebook. Being Twitter and WhatsApp the least prominent ones, as seen in Figure 4.

Figure 4

Favorite social networking site among students



On the other hand, the interview strengthened the participants' thoughts on which social network they spend the most time on. For instance, some participants stated that they believe that Instagram is popular because it has the same video format as Tiktok called “Reels” which is entertaining and easy to use. Also, participants mentioned that they liked TikTok because most of the videos are short and the “for your page” section shows videos according to their interests which has very diverse content.

Additionally, it was interesting that WhatsApp received a poor score on the questionnaire even though participants in the interviews emphasized the importance of the use of the app for communication and keeping up to date with current events in their routines. For example, a

participant said that he thinks it is an app that provides several communication possibilities, it is very easy to use and people are continuously checking it, making it more instant than email. You can also share photographs, videos, polls, and documents in addition to written and audio messages. As a result, the participant believes that it provides a wide range of tools that are critical right now for effective communication.

5.2.2. The most popular social Networks

There are some clear trends in the answers to the question, but there are also some differences. The most frequently mentioned social media platform is TikTok, followed by Instagram and Facebook. Although its primary use is for communication rather than content sharing, WhatsApp is also mentioned quite a bit. It's interesting to observe that the replies changed based on the respondents' academic environments. P10 claims that Instagram or Facebook are more common in Law, whereas P11 claims that TikTok is the most popular social network for Bachelor's Degrees in Foreign Languages. This suggests that the demographics and interests of students can affect the popularity of social networks. TikTok is the preferred choice for college students in general. However, Facebook and Instagram are also widely used, and their popularity varies based on the faculty and the interests of the students. Therefore, TikTok, Instagram, and Facebook are the most popular social networks among university students. The relative popularity of these platforms may vary depending on the students' academic interests and personal preferences.

5.3. Social media expressions and communication

Most participants agreed that people in their social group use expressions or terms they learned from social media, the most common are from TikTok, Instagram, and Facebook. In addition, some participants had mixed answers regarding how easy it is for them to communicate

ideas with expressions originated on those social media platforms, some argued that in fact, it is easier for them to express themselves with the vocabulary acquired on social media and that it offers a variety of emotions and ideas that can be shared. The use of social media expressions, according to some participants, does not make communication simpler but rather makes talks more entertaining and enjoyable.

5.3.1. Expressions from Social Media Used in Everyday Speech

The study's participants were questioned about whether they use phrases from social media in their everyday speech. While the responses varied, the majority of participants claimed to often use social media slang, particularly when speaking to friends and family. The participants' most frequent expressions included the following, as seen in Figure 5, where the biggest phrases or words are the most frequently used by participants, while the smallest ones are the least frequently used by them.

Figure 5

Most used expressions from Social Media



The participants also said that when discussing topics connected to social media, such as memes, videos, or trends, they utilize social media expressions more frequently. Thus, to communicate joy, someone might say "XD" when discussing a humorous meme they came across on TikTok. Consequently, as seen on figure 5, participants share the use for some expressions in their social context. For example, it is possible to observe phrases such as “Bombastic side eye”, which means suspicion or disgust. Also, students use the expression “la queso” which means someone else having to put up with the way things are going at the moment. Additionally, “quedé” is also used frequently to indicate shock at an event that is illogical, absurd, or just plain out of place. It may also be used to indicate wonder, fascination, or strangeness. Similarly, participants agreed on the use of “devoraste” used to refer to someone when they did something spectacularly well. Overall, all of those expressions are used in informal context, more specifically, when students are interacting with their social groups and closest friends.

5.3.2. Social media expressions and their communicative context

Participants agreed that informal settings are where social network expressions, often slang and abbreviations, are most frequently used. These situations often involve conversations and chats between friends or acquaintances and frequently take place on specific social media platforms that cater to the prevalent slang of the community where they feel comfortable. Participants highlight the close connection between these expressions and the social dynamics of online interactions, emphasizing how they can be used to build connections, promote a feeling of community, and improve communication within certain online communities. Also, because social network expressions are generally informal, people can express themselves more freely, frequently employing slang, humor, and abbreviations that their intended audience will be familiar with. In addition, Participants are aware that these expressions could be misinterpreted or misunderstood in other, more formal contexts. For example, using such expressions in situations, such as academic presentations or written assignments, that require a neutral and well use of grammar may have negative outcomes. Also, using the expressions in their job context is not considered either to be a good choice. They consider that because social network expressions are inherently informal, they might not adhere to the standards and expectations of formal communication settings such as professional or academic discourse.

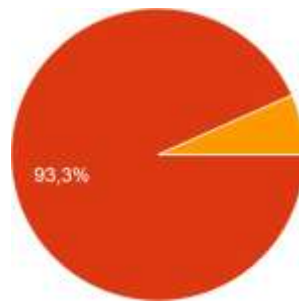
5.4. Age and the Incorporation of Online Language into Everyday Speech

According to the participants' responses, age has a significant impact on how online language is adapted to regular speech. Younger people are more prone than older people to employ internet slang, such as acronyms, abbreviations, and emojis, in their regular speech. This is probably because younger people are exposed to more online language via social media and other digital communication channels. They are therefore more prone to incorporate these novel

linguistic constructions into their ordinary speech. On the other hand, older people might not have had as much exposure to online language, making them less likely to use it in casual conversation. In addition, the questionnaire revealed, as seen in Figure 6, that 93.3% of the participants believe that social media and other digital communication channels expose younger people to more online language.

Figure 6

Age and the Use of online language



5.2. The Impact of social Media on Language Expression

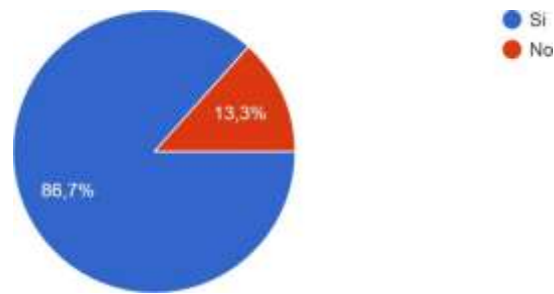
The impact of social media on language expression is complex and there is no agreement on whether it is positive or negative. On the one hand, some participants believe that social media has led to a decline in literacy skills, for example, P8 and P9 both claimed that the expressions acquired from social media, decreased their capacity for expression since it became easier to forget the structure of grammar and instead, they focused on the message they want to share in the shortest way possible. On the contrary, others believe that it has helped people to connect with others more easily and quickly. Ultimately, the impact of social media on language expression is likely to vary from person to person. The way participants write and speak on social media varies depending on

the platform and the audience. For instance, the participants in the interview mentioned how they use more abbreviations and acronyms on Twitter, where there is a character limit, but they may use more emojis and stickers on Instagram, where visuals are more important. Additionally, participants may use a more formal style when writing to a teacher or boss, but they may use a more informal style when writing to friends or family. The changes that participants make to their writing and speaking on social media can have a significant impact on the way they communicate.

On the other hand, the questionnaire showed how the majority of participants believe that the use of social networks has impacted their ability to express themselves verbally, as seen in Figure 7. For instance, participants wrote answers expressing their belief that their speech has changed significantly as a result of their constant exposure to terms and phrases often used on social media platforms. Therefore, constant exposure to these online terms has influenced participants' linguistic choices and resulted in changes to how they interact verbally. Additionally, one specific effect that some participants have noticed is how it affects their capacity to relate to younger people. They have attempted to reduce the generational gap and make their discourse more relatable by including the terminology frequently used by younger people on social media. By employing these phrases, they can build bonds of friendship with younger people, which facilitates easier and more interesting talks.

Figure 7

The Influence of social networks on oral expression



5.6. Influence on personality and speech due to social media

The study's participants had a range of opinions about whether they felt under any pressure to show themselves in a particular manner on social media and whether this had affected the way they communicated. P1, P2, and P12 were among the individuals who claimed they did not feel under any obligation to express themselves in a particular way on social media. They claimed that they spoke on social media in a way that seemed honest and natural to them. Others who took part in the study, including P3, P4, P9, P10, and P14, admitted that they do experience some pressure to promote themselves in a particular way on social media. They claimed that in order to be accepted by others, they felt compelled to adhere to particular standards and expectations. P6, P8, and P15, stated that they felt both pressure and independence when it came to how they presented themselves on social media. They claimed that although occasionally felt the need to adhere to social expectations, they also felt free to express themselves in ways that were particular to them. The participants' opinions on the subject of social media pressure were diverse overall. While some people experienced little to no pressure, others experienced intense pressure. Social media is undoubtedly a potent instrument for self-expression, but for some participants, it can also be a source of pressure.

6. Discussion

The prevalence of social media for communication has witnessed a significant surge in recent years, as indicated by a study conducted by the Pew Research Center. According to their findings from 2022, a staggering 92% of people use social media, with the average user spending over two hours per day engaged on these platforms. Furthermore, the study highlighted the diverse range of purposes for which social media is employed, including staying connected with friends and family, staying informed about current events, and seeking out information (Pew Research Center, 2022). Therefore, to explore this phenomenon further, a group of college students was interviewed regarding their use of social media as a communication tool. All participants acknowledged their daily engagement with social media, emphasizing its role in facilitating communication with both local and international friends and family. Additionally, they expressed their reliance on social media for staying updated on current events and broadening their knowledge horizons.

An intriguing topic that arose throughout the interviews was how the COVID-19 outbreak affected the participants' use of social media. Participants agreed that there has been a noticeable rise in the use of social media for communication. They emphasized using social media in particular to keep in touch with friends and family members they were unable to see in person because of pandemic limitations. According to Yasri & Wiwanitkit (2018), social networks enable quick communication, increase public interaction, and adapt to real-time demands; also, social media platforms are being used as a means of communication and as a tool. Moreover, participants' found comfort in connecting with others who were also navigating the challenges posed by the pandemic. Digging into this idea, Barrios (2022) claimed that the COVID-19 pandemic had a

profound impact on social media usage in Colombia, leading to a notable surge in its adoption. This surge played a crucial role in enabling Colombians to maintain social interactions despite the imposed lockdown measures. Additionally, the pandemic required that companies developed new strategies to engage individuals on social media platforms and provide tools that facilitated the continuation of daily activities, such as remote work. In the words of Arregocés et al. (2021), as Colombia implemented lockdown measures to curb the spread of the virus, physical interactions between people became severely restricted. Consequently, a significant number of Colombians turned to social media to bridge the social divide and remain connected with their friends and family. Social media platforms also emerged as vital sources of pandemic-related information, allowing individuals to stay informed and connect with others experiencing similar circumstances.

The participants also exhibited a variety of daily social media usage patterns. While some people claimed to use social media infrequently for brief times, others claimed to be active on these sites frequently, especially during breaks from work or school. According to Sponcil & Gitimu (2013), young adults use social networking websites to stay connected with friends and family. The most common reason for using social media is to maintain existing relationships. The participants' interviews provided insight into the various uses of social media, including how it helps people interact with one another, keep informed, and deal with the COVID-19 pandemic's consequences. The usage behaviors of the participants were similarly varied, ranging from brief, infrequent involvement to longer sessions during free time.

On the other hand, according to what the participants shared. Distinct patterns emerge alongside notable variations. TikTok emerges as the predominant social media platform, followed closely by Instagram and Facebook. Additionally, it is significant to acknowledge the inclusion of WhatsApp, primarily intended for communication rather than content sharing, as a commonly

referenced platform. The previous statements make a clear contrast among some studies that tried to analyze the most used social media apps. For example, Ortis & Roser (2023) argued that Facebook is the most used app for communication, having 2.4 billion users worldwide in 2019, then followed by Youtube and Whatsapp. Interestingly, the responses exhibit variation based on the respondents' academic environments. Some participants asserted that Instagram or Facebook are more prevalent within the field of Law, while others claimed that TikTok enjoys more significant popularity among bachelor's degree students in Foreign Languages. This observation implies that the demographic composition and interests of students can influence the favorability of social media networks (Lewis et al., 2008)

TikTok stands out as the preferred choice among the participants. In a study conducted by Bhandari & Bimo (2022), Tiktok only gained popularity after its release in 2016 and it has been downloaded more than 2 billion times all around the world, also being more popular among young people due to its trends. TikTok is a platform that is distinguished by its dynamic nature, constantly adding, and altering new features, often at a rapid rate. While its affiliation with music and dance-centered videos may be its most well-known component, the site contains a diverse range of content genres, including entertaining skits, beauty tips, political commercials, and instructional Homemade films. As described by Herrman (2019), TikTok provides users with an abundance of alternatives, such as taking part in contests, engaging with dance memes, producing jokes, and even satirizing these components. In basic terms, TikTok offers an enormous amount of content that responds to a wide range of interests. However, it is important to acknowledge the substantial usage of Facebook and Instagram, whose popularity fluctuates according to the specific faculties and interests of the participants interviewed. Consequently, TikTok, Instagram, and Facebook emerged as the top three social networks favored by them. In addition, the participant interviews

gave further information about their social media activity. Some participants, for example, claimed that they feel Instagram is popular because it features the same video format as TikTok called "Reels," which is amusing and simple to use. Bhandari & Bimo (2022) argued that first impressions suggest that TikTok's specific services are comparable to those of other well-known social media websites and from a functional perspective, it may be considered the most recent iteration of a developing social media trend that has seen the widespread adoption of video-making and sharing in the form of quick-looping videos. Also, TikTok's algorithm defines what sort of video material the user gets exposure to, and watching this content creates almost all of the platform experience. (Bhandari & Bimo, 2022).

However, it is important to remember that the relative popularity of these platforms may vary based on students' academic goals and personal preferences, as indicated by the participants' responses. Furthermore, it was intriguing that WhatsApp obtained a low score on the questionnaire despite the fact that participants in the interviews underlined the necessity of using the app for communication and being up to speed on current events in their daily routines. Some responses, for example, indicated that WhatsApp is an app that gives various communication options, is very easy to use, and users are constantly checking it, making it more immediate than email. In addition to textual and voice communications, you may send images, videos, surveys, and documents. Costa et al. (2022) believed that WhatsApp provides a wide range of tools that are critical right now for effective communication. These findings suggest that the participants' social media usage is influenced by a variety of factors, including the format of the content, the ease of use, and the ability to stay up to date with current events.

Following that, study participants were asked about their use of social media expressions in ordinary conversation. A majority of participants believed that others in their social group use

expressions or terms they picked up from social media, with TikTok, Instagram, and Facebook being the most popular sources. Some participants provided varied responses when asked how simple it is for them to share ideas using expressions created on various social media platforms. In the words of Putri (2022), English major students commonly use different forms of media to improve their English skills, such as videos, lessons, posts, and comments. These materials give them useful information that they can apply to their language development. Moreover, during these learning activities, students may come across a new language that they can quickly incorporate into their daily lives. Some students said that social media terminology allows them to express themselves more easily since it allows them to communicate a wide range of feelings and ideas. Others believed that the usage of social media expressions made talks more engaging and pleasurable rather than simplified communication. According to these findings, the use of social media expressions is a complicated phenomenon that can have both positive and bad consequences on communication. On the one hand, social media expressions can allow users to more simply and artistically express themselves (Boyd, 2010). They can, however, make it more difficult to hold clear and crisp interactions. The study's participants were asked about their use of social media expressions in ordinary conversation. The majority of participants believed that others in their social group use expressions or terms they picked up from social media, with TikTok, Instagram, and Facebook being the most popular sources. Wahyudin & Sari (2018) stated that users of social media apps, like Instagram, have a tendency to migrate their way of expressing themselves in these platforms into their learning context and reflect it through writing. This indicates that social media does have an influence on the self-expression of students, of course, this phenomenon goes along with the time spent by students in such apps and their academic context. As a result, some participants provided conflicting responses indicating how easy it is for them to communicate ideas

using terms developed on such social media platforms. Some claim that social media terminology allows them to express themselves more easily because it allows them to communicate a wide range of feelings and ideas. Others believed that the usage of social media expressions made talks more engaging and pleasurable rather than simplified communication. According to these findings, the use of social media expressions is a complicated phenomenon that can have both positive and negative consequences on communication.

In addition, participants claimed that the way online language is adapted to real speech is heavily influenced by age. According to Thump (2016), young adults and teens often lead the vast majority of the changes to the language. Therefore, this is primarily because social media and other digital communication platforms expose younger people to more online language. For example, Gen Z stands out most since technology has played such a significant role in the way they were raised. It is the first generation to grow up with technological innovations such as smartphones or tablets not as something new to adopt but as an accepted part of daily life (LeDuc, 2019). Also, they are described as being aware of the potential of technology, ready to share their knowledge, and desirous of more human engagement (Maghirang, 2019). As a result, teenagers and young people are more likely to absorb unique language expressions into their everyday speech. Elderly people, on the other hand, may have had less exposure to online language, making them less likely to employ it in casual speech.

Regarding the impact of social media on language expression, Labov (2001) claimed that social network is seen as an important variable in the modification of language, interaction, maintenance, and shift, among other things. According to the results, there is a discussion about whether there is a positive or negative influence. Some participants declared that social media has decreased literacy skills. As reported by Lee (2002) the majority of the coverage of textese in

international reports has been rather negative. For instance, in their formal writing tasks, students are allegedly using textese, according to educators (Barker, 2007). Besides, textese may be having a negative impact on people's use of standard English (Thurlow, 2006). Regardless, other participants strongly disagree with the previously mentioned ideas. Similarly, the linguist David Crystal refutes these claims, arguing that (1) the use of text messages, which need reading as well as writing, would be undesirable and difficult for people with low literacy abilities (Crystal, 2008) and (2) textese only illustrates the fluidity of literacy because shorthand abbreviations were in use long before cell phones (Crystal, 2006). As well, others have proposed that textese may fulfill specific, useful and communicative roles, such as enabling users to employ a 'hybrid register' that combines both formal and informal language (Tagliamonte & Denis, 2008) and giving individuals the freedom to change their tone within the context of a written message (Lewis & Fabos, 2005). At the same time, teens and young adults may also utilize textese for establishing their social connections, as well as to build social identities (Lewis & Fabos, 2005). Consequently, as Crystal (2006) pointed out, the negative headlines given to textese may be exaggerated and unwarranted. For example, there are no substantial, negative connections between the use of textese and conventional assessments of literacy, according to studies conducted in both the United States and the United Kingdom (Plester et al. 2008). In fact, they showed that there are significant and favorable correlations between texting and literacy abilities among British schoolchildren since kids between the ages of 10 and 12 who perform better on text translation exercises and who use more textism in their text messages also perform better on spelling, reading, writing, phonological awareness, and vocabulary tests.

Concerning language variations in social networks. Bauer (2007) defined language as a type of social contract, it is a social truth and it resides in a society rather than an individual.

Therefore, depending on the platform and the target audience, participants' writing and speaking styles differ on social media in order to have certain community rules. Thus, people commonly use shortened forms on Twitter since it has its own set of rules that cannot be broken (Ardini, 2019). In other words, Twitter is unable to include tweets that need to be written extensively. So, in order to communicate the message, it was decided to employ acronyms, such as RT (retweet), DM (direct message), TT (trending topic), and TL (timeline), among others. Cenderamata (2019) revealed that acronyms and abbreviations are the most often used types of abbreviations on social media for a variety of reasons, such as saving time, filling space when speaking, and representing a social group. In order to explain these ideas, many participants agreed with this statement by saying how linguistic conventions frequently foster a sense of community and ease communication among people who have similar interests, ideals, or life experiences. Also, within these networks, acronyms and abbreviations can also be used as inside jokes or cultural allusions, establishing a sense of connection and mutual understanding. For example, “la queso” means, la que soporta, it's a wordplay to state "And the one who supports," and as the phrase implies, it's about another person having to deal with things as they are right now, typically used by the TikTok community. As Zenina (2013) stated that slangs are equal to “passwords” for members of a community.

Finally, social media's impact on speech and identity. According to Ellison & Boyd (2013) what distinguishes "social media" as a category is the socio-technical interactions that emerged when millions of individuals welcomed the technology and used it to communicate, exchange information, and socialize. As reported by Daniel (2011), there has been a remarkable rise in the growth of online communities in the twenty-first century, demonstrating that people are eager to socialize, share things, play games, and collaborate with one another no matter the time or distance involved. Numerous platforms, such as Facebook, Twitter, MySpace, Blogs, Wikis, and LinkedIn,

are becoming more and more popular as tools for daily tasks. Also, the language that relates to a specific social network is a factor that can affect what is said or not on social media (Rebillard, 2011). In other words, any written or spoken discussions on social media, regardless of the format (text, video, audio) influence social media users through all of these discourses, which either promote or discourage them from paying more attention to these features. At the same time, Androutsopoulos (2010) emphasized that geographic remoteness allows for the expression of oneself in a variety of unique ways and it also permits switching between oral and written communication, verbal and visual expression, as well as the use of "spectacles" or the participant's own words. Therefore, "being online makes it easier for people to explore new forms of identities, such as fantasy avatars, and to shift identity or secure multiple identities with relative freedom" (Foresight Future Identities, 2013, p. 25). So, people feel free to express themselves and show their personalities or identities, but as a result, it can generate pressure to want to be accepted or to adopt a new speech to fit in the desired community. According to Baldauf-Quilliatre et al. (2017), this is primarily because a person's identity in a social network is defined in part by the people they accept as "friends." The size of this network is not always under the user's control (for example, Twitter followers). In some critical cases, people may find it beneficial to construct profiles matching a fake identity, whether as a result of harassment, their activist stances, or for any other reason (Boyd, 2011).

7. Conclusions and recommendations

In conclusion, this study investigated the use of social media expressions in the daily discourse of university students. The findings suggest that social media expressions have a

significant impact on the way that students communicate. Students are more likely to use informal language, visual language, and globalized discourse on social media than in other contexts. They are also more likely to interact with each other from all over the world on social media. Besides, students are more likely to use social media to access information, collaborate on projects, and connect with experts in their field. The use of social media expressions can have both positive and negative consequences on communication. On the one hand, social media expressions can allow users to express themselves more easily and creatively. They can also make conversations more engaging and pleasurable. On the other hand, social media expressions can make it more difficult to hold clear and concise conversations. Overall, the use of social media expressions is a complex phenomenon with both positive and negative consequences.

Furthermore, this study also explored the usage of social media platforms among students at the Universidad Industrial de Santander. The findings indicate that TikTok, Instagram, and Facebook are the most favored platforms among this demographic. These platforms are popular due to their dynamic nature, user-friendly interfaces, and the ability to stay updated on current events. Additionally, the study suggests that the popularity of these platforms may vary depending on students' academic objectives and personal preferences. Firstly, it is crucial to acknowledge the prevalent social media platforms among university students. This knowledge can inform the development of relevant educational materials and programs aligned with students' interests. Secondly, it is important to recognize the potential risks associated with social media usage, such as the dissemination of misinformation and cyberbullying. Educators and policymakers should strive to mitigate these risks by educating students about responsible social media practices.

Finally, this study examined the transformation of online language into spoken language. The findings indicate that age plays a significant role in this adaptation process. Young adults and

teenagers are more inclined to incorporate online language into their speech compared to older individuals. This is likely due to their greater exposure to online language through platforms like social media and digital communication channels. It is important to acknowledge that young adults and teenagers are more likely to adopt online language to spoken language. This understanding can inform the development of educational materials and programs designed to the interests of these age groups. Along with this, it is crucial to recognize the potential risks associated with the adaptation of online language to spoken languages, such as a potential decline in writing and speaking proficiency.

The outcomes of this study shed light on the enormous effect of social media language on the everyday speech of college students. Several recommendations for a complete thesis may be made based on these observations. To begin, a comparative analysis between different age groups is advised to investigate differences in language adoption and expression in social networks. This might help researchers better understand how social media language changes and affects people as they grow from adolescence to maturity. Second, a qualitative examination of particular linguistic traits such as neologisms, abbreviations, and emoticons might be done to acquire a greater understanding of the creative and expressive possibilities of social media language. Furthermore, investigating the sociolinguistic implications of social media language in diverse cultural settings would give useful insights into the role of social networks as intercultural communication platforms. Finally, a longitudinal study could be conducted to examine how college students' use of informal language, visual elements, and globalized discourse on social media affects their ability to adapt to formal communication settings in order to assess the long-term effects of social media language on communication skills. Future study can contribute to a

thorough knowledge of the effect of social media language on daily speech among college students by addressing these recommendations.

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Annexes

Annex A. Questionnaire Form

[Link](#)

Annex B. Interview Guide



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Interview

1. ¿Con qué frecuencia utilizas las redes sociales para comunicarte con los demás?
2. ¿A que red social le dedicas más tiempo? ¿Por qué?
3. ¿Las personas de tu grupo social utilizan expresiones provenientes de las redes sociales?
4. ¿Es más fácil para ti el comunicar tus ideas con dichas expresiones? ¿por qué?
5. ¿Usas palabras o frases provenientes de las redes sociales? ¿en cuáles contextos y que tan seguido?
6. ¿Usas expresiones provenientes de las redes sociales en tu habla cotidiana? ¿Cuáles?
7. ¿Consideras que la edad de las personas tiene alguna influencia en la adaptación del lenguaje online en el habla cotidiano? ¿en cuáles rangos crees que afecta más?
8. ¿Qué red social dirías que es la más popular entre los estudiantes de la universidad?
9. ¿Crees que las redes sociales han mejorado o empeorado su capacidad para expresarse a través del lenguaje? ¿Por qué?
10. ¿Has cambiado alguna vez tu forma de escribir o de hablar para ajustarse a las normas de las plataformas de las redes sociales? menciona algunos ejemplos
11. ¿Ha notado algún cambio en el uso del vocabulario o en la estructura de las frases desde el auge de las redes sociales? menciona algunos ejemplos
12. ¿Se ha sentido alguna vez presionado para presentarse de una determinada manera en las redes sociales, y ha influido eso en su forma de comunicarse?

Annex C. Informed Consent

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DOCUMENTO DE CONSENTIMIENTO INFORMADO

El lenguaje de las redes sociales y su influencia en el discurso cotidiano de los estudiantes universitarios de la Universidad Industrial de Santander.

I. INFORMACIÓN

Ha sido invitado(a) a participar en la investigación *El lenguaje de las redes sociales y su influencia en el discurso cotidiano de los estudiantes universitarios de la Universidad Industrial de Santander*. El objetivo de la misma es realizar una exploración del lenguaje de las redes sociales: Facebook, Tiktok, Twitter e Instagram. Usted ha sido seleccionado(a) porque pertenece a la facultad de Ciencias Humanas de la Universidad Industrial de Santander y frecuenta el uso de redes sociales.

Los investigadores responsables de este estudio son los estudiantes Brandon Omar Lizarazo Tineo y Nubia Isabel Serrano Polanco de la Facultad de Ciencias Humanas de la Universidad Industrial de Santander.

Para decidir participar en esta investigación, es importante que considere la siguiente información. Siéntase libre de preguntar cualquier aspecto que no le quede claro:

Participación: Su participación consistirá en ser parte de una encuesta y una entrevista que durará alrededor de ocho minutos, y abarca nueve preguntas sobre opiniones personales acerca de las redes sociales, basadas en sus propias

experiencias. Además, se explorarán sus redes sociales con su consentimiento.

La entrevista será realizada a través de zoom o presencial, como el participante lo desee.

Para facilitar el análisis, esta entrevista será grabada. En cualquier caso, usted podrá interrumpir la grabación en cualquier momento, y retomarla cuando quiera.

Beneficios: Usted no recibirá ningún beneficio económico directo por participar en este estudio. Sin embargo, su participación permitirá generar información para complementar los vacíos de investigación presentes en esta área de estudio.

Voluntariedad: Declara que conoce esta investigación y ha autorizado su participación. Además, tendrá la libertad de contestar las preguntas que desee, como también de detener su participación en cualquier momento. Esto no implicará ningún perjuicio para usted.

Confidencialidad: Todas sus opiniones serán confidenciales, y mantenidas en reserva. En las presentaciones y publicaciones de esta investigación, su nombre no aparecerá asociado a ninguna opinión particular. Garantizamos que su información personal, y las grabaciones de las entrevistas, serán usadas sólo con fines investigativos y no serán divulgadas.

Conocimiento de los resultados: Tiene derecho a conocer los resultados de esta investigación. Una vez que la investigación finalice, se le compartirá el resultado final, por medio de su información de contacto proporcionada.

Datos de contacto: Si requiere mayor información, o comunicarse por cualquier motivo relacionado con esta investigación, puede contactar a los investigadores responsables de este estudio:

Brandon Omar Lizarazo

Tineo

Dirección: Facultad de Ciencias Humanas, Universidad Industrial de Santander

Nubia Isabel Serrano

Polanco

Dirección: Facultad de Ciencias Humanas, Universidad Industrial De Santander.



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Research project
informed consent

FORMULARIO DE CONSENTIMIENTO INFORMADO

Yo, _____, acepto participar voluntariamente en el estudio El lenguaje de las redes sociales y su influencia en el discurso cotidiano de los estudiantes universitarios de la Universidad Industrial de Santander. Declaro que he leído (o se me ha leído) y (he) comprendido las condiciones de mi participación en este estudio.

He tenido la oportunidad de hacer preguntas y han sido respondidas. No tengo dudas al respecto.

Firma Participante

Firma Investigadores Responsables

Lugar y fecha: _____