

MEME GRAMMAR AND DIGITAL INFORMALITY: INVESTIGATING THE INFLUENCE OF SOCIAL MEDIA LANGUAGE ON GRAMMATICAL COMPETENCE AMONG GEN Z UNIVERSITY STUDENTS

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Abstract: The expansion of social media communication has introduced new linguistic practices among Generation Z students, particularly through meme culture, digital shorthand, and informal grammatical expressions. This study examines the influence of social media language on the grammatical competence of Gen Z university students, focusing on the use of meme-based expressions and digital shorthand in academic writing. The study is guided by three objectives: to examine the presence of meme-based expressions in students' writing, determine the frequency of digital shorthand in academic texts, and evaluate students' grammatical competence through structured tests. Anchored on the Sociolinguistic Theory of Language Variation, the study adopts a descriptive survey design combined with corpus-based textual analysis. The research was conducted among 200–400 level Mass Communication students at Godfrey Okoye University, Enugu State, Nigeria, with a sample of 120 students selected through simple random sampling. Data were collected using a Grammar Proficiency Test and a corpus of student essays, and analysed using descriptive statistics alongside qualitative linguistic analysis. Findings reveal that meme-based expressions occasionally appear in student writing, while digital shorthand occurs at a relatively low frequency in formal academic scripts. Although students demonstrate functional grammatical competence, recurring errors in subject–verb agreement, tense consistency, and sentence construction persist. The study concludes that social media language influences students' linguistic behaviour but does not undermine their awareness of standard academic conventions, recommending stronger integration of digital literacy into university curricula.

Keywords: meme grammar, digital shorthand, grammatical competence, social media language, Gen Z students, academic writing.

Introduction

The rapid expansion of digital communication technologies has significantly transformed patterns of language use among young people across the world. Social media platforms such as Instagram, TikTok, WhatsApp, and X (formerly Twitter) have created new spaces where language is produced, shared, and modified in highly dynamic ways. For Generation Z students, these platforms function not only as communication tools but also as environments for

linguistic experimentation and identity construction. Digital communication often encourages speed, creativity, and brevity, which frequently results in the use of abbreviations, emojis, memes, and non-standard grammatical structures. Scholars have therefore begun to investigate how these emerging forms of digital discourse influence conventional English language practices. The concern among linguists and educators is whether constant exposure to informal online expressions affects students' ability

to maintain grammatical accuracy in formal writing. The growing intersection between digital communication and linguistic competence has consequently become a central topic in contemporary applied linguistics research.

The social media discourse has been described as being marked with what most researchers refer to as digital informality, which is a form of communication that is more focused on speedy interaction rather than on following the traditional grammatical rules. Sikandar (2025) concluded that social media conditions prompt language users to use informal computer-based communication patterns which might lower the accuracy of grammar in formal situations. This is also attributed to the introduction of meme culture and trends on the internet that fix how the youth communicate via the internet. Digital communication tends to substitute the traditional grammatical patterns with abbreviated words, emojis, or visual symbols that are used to pass the message in a visual instead of a syntactic way. These forms of communication have established a linguistic environment in which there is creativity and informality along with rules of language. This leads us into the question as to whether these kinds of communication assist in raising the linguistic flexibility of the language or create a lower grammatical competence among the young users? Of particular relevance to this problem under inquiry within the framework of the research in higher education is the fact that academic writing is a routine state.

The first generation that grew up in the complete exposure of digital communication technologies is Gen Z, also known as individuals born in the late 1990s and early 2000s. The usage of their language is therefore highly affected by the persistent use of

social media sites. Studies indicate that digital communication among Gen Zs frequently implies the usage of slang phrases, emojis, short forms, and memes as the means of communication in their everyday life (Lutfiana and Permatasari, 2025). These features are not mere ornamental features but a reflection of the sociolinguistic tendencies in general in the use of the modern language. According to Marzona (2025), emojis, reaction GIFs, and meme images are more likely to substitute for textual communication. Consequently, written communication would even more be characterized by a multimodal format of mixing text, visual, and symbolic elements. Despite the fact that the communicative opportunities are enhanced with the help of this sort of innovation, it may also blur the border between informal social communication with the help of the web and academic writing.

An increasing body of scholarly interest has been given to the effects of digital language practices on vocabulary formation, discourse conventions, and grammar over the past few years. Sikorska et al. (2025) note that when communicating digitally, the traditional grammar is often ignored in an attempt to keep the process fast and flowing. Similarly, Shar et al. (2025) state that, through social media communication, brevity and linguistic compression are promoted, which usually leads to decreased sentence structures and the lack of grammatical markers. These phenomena exemplify how digital communication spaces may predetermine the trends in language development in the young population of users. However, there is still controversy among scholars as to whether such linguistic changes are a loss in language standards or a natural evolution of language to new communication situations. The way

digital language use is related to grammatical competence thus needs systematic empirical research. Another significant aspect of online communication, which is presented by the development of memes as a trend in culture and language, is internet memes. Memes are images, captions, and funny texts that are created with a short and fun approach to the delivery of ideas. Mukhtar et al. (2024) note that memes often play with grammar and words in a constructive way in an attempt to achieve comic or satirical outcomes. This is a mischievous usage of language that has become a pattern of communication among younger internet users. But, the prevalence of meme-based language can also affect the understanding of grammatical principles and the structure of text by the users. Since meme grammar is usually less concerned with grammatical correctness and more with humor and creativity, it is uncertain whether it can affect the writing competencies of students in formal writing. Digital communication has also created a massive sociolinguistic identity and language expression among young people. The language of social media, as Tahir and Litta (2025) stress, provides users with opportunities to create unique linguistic identities by means of the efficient application of slang, memes, and other online symbols. Such language selections are often group membership, cultural identification, and generational membership. Chukwuma and Ahmed (2025) also state that the active communication of Generation Z is usually featured by both lexical and semantic deviations that represent the informal style and membership of a community. This form of deviation testifies to the role of language as a tool of social identity as well as a tool of communication in the digital space. As much as such linguistic innovations are an addition to the linguistic

variety in use, they can also affect the students' approach to the traditional rules of grammar.

In addition to the creation of identity, social media linguistic practices also shape wider trends in communication patterns among young users. Siddique et al. (2025) note that online communication promotes the use of slang, abbreviations, and innovative language that favors expressive immediacy. Similarly, Naqvi (2025) observes that the rapid development of digital communication has made the use of emojis and meme expressions a normal feature of conversation. These communication styles are characterized by emotional expression and speed rather than a strong adherence to grammatical rules.

Consequently, learners who regularly practice such a brand of communication can eventually transform into adopting writing practices that do not conform to the traditional academic practices. This change has caused a lot of controversy among teachers as to the long-term effects of the use of digital languages academic literacy. Digital communication has also led to some evident shifts in the vocabulary formation and semantic trends in younger language users. Sham et al. (2025) state that TikTok, Reddit, and X are current platforms where new words in slang language and meme-based expressions are quickly generated and spread. Mohammed et al. (2025) also describe that internet slang and meme language serve the purpose of language novelties in the online community. Dhanda (2025) also notes that the communication environment that is driven by the internet is likely to experience semantic changes due to the fact that new meanings of words are acquired in the digital culture. These changes prove the dynamism of language development in the age of computers. Nonetheless, they also express some worry over the fact that

students cannot differentiate between the informal language of a digital nature and the grammatical standards that need to be met in the academic setting. Although existing literature on digital communication and language change has expanded considerably, there remains a limited number of empirical studies examining the impact of meme grammar and digital informality on the grammatical competence of university students. Many studies have focused primarily on vocabulary innovation or sociolinguistic identity while paying less attention to the relationship between social media language practices and formal grammatical performance. Mokodompit et al. (2026) observe that digital language environments among young users are characterized by strong informality and multimodal communication strategies. However, the extent to which these practices influence students' mastery of standard grammar remains insufficiently understood. This study therefore seeks to investigate whether regular exposure to meme-based language and social media discourse affects the grammatical competence of Generation Z university students. Through the combination of corpus analysis of student writing and grammar proficiency testing, the research aims to provide empirical evidence on the linguistic implications of digital communication within contemporary higher education contexts.

Objectives of the Study

The study aims to:

1. Examine the presence of meme-based expressions in the writing of Gen Z university students.
2. Determine the frequency of digital shorthand in student academic writing.
3. Evaluate the grammatical competence of Gen Z university students.

Research Questions

The study is guided by the following questions:

1. What meme-based expressions appear in the writing of Gen Z university students?
2. How frequently does digital shorthand occur in student academic writing?
3. What level of grammatical competence do Gen Z university students demonstrate in grammar tests?

Theoretical Framework

Sociolinguistic Theory

The present research is based on the Sociolinguistic Theory that interprets how language evolves based on social situations, communicative functions, and social practices. The theory suggests that meme language does not exist; it is always being influenced by the social settings where the speakers live. The sociolinguistics scholars speculate that differences in grammar, vocabulary, and pronunciation usually depict social identity of speakers and not linguistic incompetence. This is one of the points of view that allows understanding the reasons why various societies develop unique linguistic patterns that become signs of a group. In the digital space, young people often modify language patterns to the dynamics of the communication processes in the online arena. These adaptation forms are shortened expressions, memes, emojis and informal grammatical formations. The theory thus gives a proper analysis of how the social media environments affect the linguistic behaviour among the Generation Z students.

One of the main concepts of the sociolinguistic theory is that the variation of language is systemically connected to social variables, such as age, education, cultural context, and communicational environment. The natural language users will tend to change into

varying registers depending on the situation, which is commonly known as code variation or style shifting. As an example, there is the use of informal slang language when interacting with colleagues but using a more formal format when communicating with academic or professional groups. Social media sites have been popular among the Generation Z community, where informal language is being practiced. Such online environments facilitate fast communication whereby brevity and creativity are upheld at the expense of a high level of grammatical correctness. As a result, meme language, shortenings and non-standard syntax get accepted in peer communication. According to the sociolinguistic theory, these patterns reflect contextual adaptation of the language and not grammatical incompetence.

The other dimension of the theory that is also pertinent relates to the connection between the innovation of language and social identity. Language forms are often produced in a particular community and then diffuse into the broader groups. Communities Online, especially those that were created based on memes, gaming culture, or entertainment trend, act as potent settings of linguistic innovation. Grammar is often manipulated intentionally by users to create a joke, sarcasm, or emotional stress in memes and short messages. The practices indicate the way linguistic creativity is working in the digital discourse. According to sociolinguists, these innovations are symbolic representations that differentiate insiders and outsiders of certain communities. The digital language practices are thus integrated into the cultural identity of the Generation Z students. This knowledge of these dynamics aids researchers in studying the interaction between online linguistic practices and formal academic language expectations.

The theory also emphasizes the aspect of linguistic competence in various areas of communicative media. Language users usually acquire the skill to negotiate through informal and formal language contexts. It implies that the occurrence of informal digital manifestations does not always mean a reduction in grammatical competence. Rather, it can be a demonstration of the development of communicative repertoires, which may involve various language registers. As an example, a learner can freely apply meme-based jokes in a social media discussion and at the same time write grammatically correct papers in a classroom. According to sociolinguistic theory, the term language competence refers to the capacity of choosing the right forms in various communicative situations. This means that grammar proficiency among students has to be studied in the context of the difference between informal and formal forms of digital language and academic writing.

Lastly, the sociolinguistic theory offers an effective analytical perspective on the issue of how digital communication is affecting the contemporary language use. With the advent of social media, there have been new linguistic spaces in which written communication is frequently close to conversational speech. These users are concerned about speed, creativity, and emotional expression. Consequently, the rules of grammar can be loose or willingly distorted. Nevertheless, sociolinguists believe the changes in language are a natural process that is conditioned by technological and cultural changes. Using the sociolinguistic theory in this research, one would be in a position to explore the possibility of whether the digital linguistic practices only form a contextual variation of language or have great implications on mastering the standard grammar of the English language among the students. It is the

framework that allows placing the research within the wider discourses on the evolution of language in the digital era.

Empirical Review

In a study entitled “Navigating Linguistic Shifts: An Empirical Exploration of Internet-Driven Semantic Changes in College Students,” Varshita Dhanda (2025) examined the issue of internet communication and its impact on semantic change in college students. The author used a corpus-based linguistic study along with questionnaires of college-going students who used social media platforms actively. The results showed that the intensive use of online conversation prompted the use of shortened forms, informal grammar patterns, and meme-inspired vocabulary in conversational use. The research also revealed that those students who used digital platforms more often were inclined to use informal structures when writing. Dhanda observed that the informality of the internet stimulates imaginative use of language but it can confound the distinction between standard grammar and digital lingo. The research was able to conclude that semantic innovation of the internet leads to changes in linguistic patterns of young speakers. The only difference is that the same paper is focused on digital communication, but Dhanda focused on semantic change and not grammatical competence as in the present study.

Noor Amanina Mohammed (2025) examined Gen Y vs Gen Z: Generational Differences in English Slang Types and Perceived Use of Slang on Social Media. The research design adopted a quantitative design in the form of questionnaires given to the users of social media belonging to two different generations. The sample included both Generation Y and the participants of Generation Z who actively used digital platforms like Instagram and meme communities on

the Internet. The results demonstrated that the use of slang expressions, language of memes, and informal syntax patterns was more popular among the members of Gen Z than among the users of Generation Y. The study also confirmed meme culture in the development of the linguistic creativity of younger internet users. Mohammed noted that these language habits are an indication of cultural affiliation to the digital communities as opposed to mere grammatical laxity. The research suggested that language teachers should use digital linguistic practices in assessing communicative competence in students. The reason why the present research is similar to the current one is that it studies the linguistic behavior of Generation Z users in social media, whereas the difference is that the research conducted by Mohammed aimed at generational comparison, and not grammatical correctness in academic writings.

Slimani Sara Merieme (2023) conducted a study entitled “An Investigation of the Effects of Social Media Language on Communicative Competence and Vocabulary of Generation Z.” The purpose of the research was to investigate the effect of the regular use of social media platforms on vocabulary expansion and communicative competence of the users of Generation Z. The scholar used both survey techniques and textual analysis of the patterns of digital communication by students. The results showed that language used via social media promotes the use of abbreviations, informal spelling, and vocabulary based on memes. Meriem noted that terms like selfie, memes, and unfriend are some of the expressions that exemplify the introduction of digital spaces to mainstream communication. The research also found that too much use of informal digital language is likely to result in decreased grammatical accuracy in formal writing situations. Nonetheless,

the researcher also admitted that social media settings facilitate creativity and communicative effectiveness among young users. The hope that is shared in the current study is the correspondence of the study on the effect of language on social media on the linguistic competence of students, whereas the disparity is in the fact that the study involved in the current research focuses on the growth of vocabulary and not on the accuracy of grammar.

Trevisan and Maddalena (2021) examined learners' perspectives on the use of Instagram and memes in promoting language learning and sociocultural competence. The study explored how memes and Instagram posts serve as visual tools for language learning among young students. Using qualitative interviews and learner reflections, the researchers found that students perceive digital media as engaging tools for language acquisition. The findings showed that memes effectively combine humor, images, and linguistic creativity, thereby increasing student engagement and awareness of social and cultural aspects of language. However, the study also revealed that meme texts often contain unconventional grammatical structures, which, although contrary to standard grammar, stimulate learners' curiosity. While this study aligns with the present research in its focus on meme-based language practices among young learners, it differs in its emphasis on pedagogical value rather than grammatical competence.

In a meta-analytical study, Ansari (2025) investigated the significance of linguistics in a digitalized world by examining the impact of digital communication on modern language use. The study synthesized existing research on internet communication and social media discourse. Findings indicated that online communication promotes conciseness, informality,

and linguistic innovation. Memes were identified as cultural artifacts that reshape communication practices, often characterized by flexible grammatical structures that deviate from traditional norms. Ansari argued that these changes reflect broader sociolinguistic evolution rather than language decline and recommended further research on the relationship between digital language practices and formal grammatical competence. This study relates to the present research in its focus on digital communication and language use but differs methodologically, as it is meta-analytical rather than empirical.

Sikandar (2025) explored the effect of social media on English language usage among young adults, focusing on linguistic changes and implications for formal writing. Using a mixed-method approach involving textual analysis and questionnaires, the study found that social media encourages the use of informal language features such as abbreviations, emojis, and meme-based expressions. It also revealed that digital communities prioritize speed and humor over grammatical accuracy, which may influence students' academic writing over time. However, the study acknowledged that social media fosters linguistic creativity and communicative effectiveness. Sikandar recommended that educators integrate awareness of digital discourse into grammar instruction. This study is similar to the present research in examining the relationship between social media language and grammatical use, but it differs in its broader focus on linguistic transformation rather than specific grammatical competence among university students.

Methodology

This study adopts a descriptive survey design combined with corpus-based textual analysis to examine the influence of social media language on the grammatical competence of Generation Z students.

The study was conducted at Godfrey Okoye University, Enugu State, Nigeria, focusing on Mass Communication students who actively engage in both academic writing and digital communication platforms such as Instagram, TikTok, WhatsApp, and X. The target population comprised 200–400 level students, from which a sample of 120 participants was selected using simple random sampling to ensure representativeness and reduce bias.

Data were collected using two instruments: a Grammar Proficiency Test (GPT) to assess students' knowledge of standard English grammar, and a corpus of short essays written by participants. The test evaluated areas such as sentence structure, subject–verb agreement, punctuation, and overall grammatical accuracy, while the essays provided real data for identifying the presence of meme-based expressions, digital shorthand, and informal language patterns.

Data collection was carried out in two stages: administration of the GPT under controlled conditions, followed by essay writing on topics related to digital communication. Data were analysed using descriptive statistics (frequency, percentage, and mean scores) alongside qualitative linguistic analysis. This approach enabled the comparison of students' formal grammatical competence with their actual writing practices, providing a comprehensive understanding of the relationship between digital language exposure and academic writing performance.

Data Analysis and Discussion

Presence of Meme-Based Expressions in the Writing of Gen Z University Students

The analysis of the collected writing samples shows that meme-based expressions appear in the academic and semi-formal writing of Gen Z students, although their occurrence varies depending on the

communicative context. Many students occasionally incorporate phrases that originate from internet meme culture when responding to reflective or informal prompts. Expressions such as “it is giving,” “no pressure,” “low-key,” “high-key,” and “main character energy” appear within narrative sections of student responses. These expressions reflect the linguistic influence of social media platforms where meme language circulates widely among youth communities.

Evidence from the scripts indicates that meme-derived language often appears when students attempt to explain personal experiences or reactions. For instance, several participants used expressions like “the lecture was giving confusion” or “the assignment was not that deep.” Such expressions mirror meme-based discourse structures that prioritize humor, relatability, and shared digital cultural knowledge. Although these phrases do not usually replace formal vocabulary entirely, they sometimes appear within otherwise academic sentences.

The presence of meme-based expressions also suggests that digital culture has become integrated into the everyday linguistic repertoire of university students. Meme language functions as a shorthand for expressing complex emotions or evaluations. Instead of lengthy descriptions, students rely on culturally recognizable phrases that carry implicit meaning within their peer community.

However, the analysis also reveals that many students consciously attempt to suppress meme-based language when they perceive the writing task as strictly academic. In formal grammar tests and structured essay tasks, the presence of meme expressions decreases significantly. This pattern suggests that students possess some awareness of the

boundary between informal digital discourse and academic writing conventions.

Despite this awareness, occasional spillover still occurs. A small number of scripts contained meme-like constructions embedded within analytical statements. This phenomenon indicates that the linguistic habits formed in digital communication environments sometimes influence academic writing practices.

Overall, the findings demonstrate that meme-based expressions exist within the writing of Gen Z university students as a reflection of contemporary digital culture. Their presence illustrates how internet discourse shapes language practices among youth, though students often attempt to regulate such expressions in formal academic contexts.

Frequency of Digital Shorthand in Student Academic Writing

As the analysis of the writing samples shows, digital shorthand is used in a few yet significant proportion of student submissions. Digital shorthand consists of abbreviations that are frequently used in digital communication like the use of u, btw, idk, lol, omg, etc. All these are expressions derived mostly through the instant messaging channels and interactions in social media.

The obtained statistics indicate that the rate of such brevity is comparatively low in purely scholarly papers. The majority of students exhibit the knowledge that academic writing should be done in standard spelling conventions. As a result, most respondents do not resort to texting abbreviations when their answers to formal examination tasks or other structured writing are required.

Nevertheless, the use of digital shorthand is more common in those parts where learners are required to write down their answers spontaneously. In brief

reflective comments or unstructured comments, e.g., in short reflective tasks, a few of the students put in abbreviations like; bcos, u, or tho. These forms circulate the writing habits that have been acquired by engaging in online communication spaces frequently. More support for the script's evidence is that shorthand is not always conscious. Other students have used short forms but rectified them in the revision process. This trend indicates that digital shorthand has been entrenched in the daily writing habits despite students acknowledging that it might not conform to the academic requirements.

The other observation is related to speed and familiarity that affect the digital writing culture. Several students have become used to fast communication using mobile phones. It is a common practice that promotes shortened forms which in turn do not emphasize the orthographic correctness but instead focus on efficiency. Such habits sometimes linger in the academic environment when they are brought over.

The frequency of digital shorthand in the scripts under analysis is not very high. The majority of scholars are using standard spelling patterns in their essays. However, the shorthand use here and there proves the implicit impact of digital communication practices on academic literacy practices.

The results thus point to the fact that, although students, as a rule, can retain formal writing conventions, the digital shorthand still influences the way students express themselves. This effect demonstrates the overall change in written communication in the digital era.

Level of Grammatical Competence Demonstrated by Gen Z University Students

The grammar test that will be administered to the subject sample will offer an insight into the

grammatical competence of the sampled students. The findings indicate that there are different degrees of competency in different grammatical structures especially in subject-verb agreement, tense consistency, and sentence structure. Although a significant proportion of students manifest a reasonable level of competence, some of the repetitive mistakes can be taken to show that an additional instructional effort is needed in certain areas.

Based on the test answers, it can be seen that subject-verb agreement is one of the most problematic grammar areas among most test participants. Several students came up with sentences in which singular subjects were used with plural verbs or the opposite. These mistakes imply loopholes in the application of the basic grammatical rules in a consistent manner.

The use of tense is also a problem that poses visible challenges to some of the students. There were instances where the past and the present tense were used in one sentence or paragraph. The inconsistencies interfere with the clarity and coherence of the written responses especially in the narrative or explanatory sections.

The other problem that is evident is the structure of sentences. Some of the scripts had run-on sentences or parts that interrupted the syntactic clarity. These structural issues tended to arise when the students tried to implement several ideas in the same sentence without punctuation and conjunctions.

Nonetheless, the end results indicate that a large number of participants are in functional grammatical competence. The percentage of grammatically correct sentences, the use of proper punctuation, and clarity of the syntactic structure are high in a significant percentage of the scripts. These responses show that quite a number of students have enough ground in formal English grammar.

Its analysis also indicates that grammatical knowledge is not fully impaired by exposure to digital communication. Although digital culture does have a certain impact on some of the stylistic decisions, students are still able to use formal grammatical rules where they must. Their ability is more apparent under controlled test situations where accuracy is the focus. Overall, the results show that Gen Z university students demonstrate moderate to strong grammatical competence, but there are still frequent mistakes in agreement, tense use, and sentence structure that are frequent. These findings underscore the need to further reinstate grammar lessons that support the preservation of the formal writing norms alongside the recognition of the dynamic language context that is influenced by the digital mode of communication.

Conclusion

The research question addressed was how the digital culture affected the writing habits among Gen Z university students, including whether they included expressions based on memes, whether they used them more often than in other contexts, and how well they were able to express their grammar skills when taking grammar tests. The results indicate that meme-based expressions are sometimes used in student writing, especially in reflective or semi-informal expressions which is a strong pull of the online youth culture on using language. Another finding of the analysis is that digital shorthand is used in a few academic scripts, which implies that students are informed about writing traditions, but at times habits formed by communicating with others via social media affect written expression. Although these factors are in action, the outcomes of the grammar test show that a large number of students show functional grammatical competence, yet frequent mistakes in the subject-verb agreement, consistency of tenses, and

structure of sentences remain. In general, the research findings indicate that digital communication patterns condition the language behaviour of Gen Z students, but they do not entirely affect the knowledge of the formal standards of writing academic texts.

Recommendations

1. **University lecturers** should incorporate explicit instruction on the differences between digital communication language and formal academic writing in order to strengthen students' awareness of appropriate linguistic contexts.
2. **Curriculum developers** should integrate digital literacy components into language and communication courses to help students critically

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understand how online discourse influences writing practices.

3. **University writing centres** should organise regular grammar workshops and writing clinics to address recurring errors in subject–verb agreement, tense usage, and sentence construction.
4. **Students** should consciously practice formal writing conventions during academic tasks in order to minimise the transfer of digital shorthand and meme-based expressions into scholarly work.
5. **University administrators** should support initiatives that promote academic writing development, including peer writing programmes and structured writing support services.

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