Social Media as a Factor in the Evolution of Modern English-Language Discourse
Las redes sociales como factor en la evolución del discurso moderno en inglés

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Abstract

The importance of this study comes from the fact that social networks have become not only the main means of communication but also a catalyst for a major transformation of the English language. In the digital age, English adapts to the needs of speed, multimodality, and emotional expression, which creates new challenges for teaching it as a foreign language. The study aims to explain how social networks influence the structure, functions, and stylistic standards of modern English and to explore the pedagogical implications of these changes for EFL education. The methodology combines quantitative content analysis, qualitative discourse analysis, and statistical generalization from leading international reports. The findings show an increase in English-language content on social networks to 74.5% by 2025, a rapid growth in new words, and a trend toward simpler sentence structures. Users are actively creating new pragmatic and visual-semiotic codes, giving English a mixed nature that combines written, spoken, and visual forms. Cluster and factor analysis from 2019–2025 helped categorize social networks based on linguistic innovation and identify key factors driving digital language change. Predictive models indicate continued growth in English content by 2027, reinforcing its role as the global digital lingua franca. The results provide practical value for updating EFL teaching methods and enhancing students' digital communication skills.

Keywords: pedagogical implications of language changes, influence of language transformation on EFL teaching, presentational discourse, microtext

Resumen

La relevancia del estudio se debe a que las redes sociales se han convertido no solo en el medio de comunicación dominante, sino también en un catalizador de la profunda transformación del idioma inglés. En la era digital, el inglés se adapta a las exigencias de velocidad, multimodalidad y expresividad emocional, lo que genera nuevos desafíos para su enseñanza como lengua extranjera. El estudio tiene como objetivo aclarar cómo las redes sociales influyen en la estructura, las funciones y las normas estilísticas del inglés moderno, así como determinar las implicaciones pedagógicas de estos cambios para la educación en EFL. La metodología combina análisis de contenido cuantitativo, análisis discursivo cualitativo y la generalización de datos estadísticos procedentes de informes internacionales de referencia. Los resultados revelan un aumento del contenido en inglés en las redes sociales hasta el 74,5% en 2025, un rápido crecimiento de neologismos y una tendencia creciente hacia la economía sintáctica. Los usuarios están configurando nuevos códigos pragmáticos y visual-semiológicos, otorgando al inglés una naturaleza híbrida que combina discursos escritos, orales y visuales. El análisis de conglomerados y de factores para 2019–2025 permitió clasificar las redes sociales según su nivel de innovación lingüística e identificar los principales impulsores del cambio lingüístico digital. El modelado predictivo sugiere un mayor crecimiento del contenido en inglés para 2027, reforzando su estatus como lengua franca digital global. Los resultados ofrecen un valor práctico para actualizar las metodologías de EFL y fortalecer la competencia comunicativa digital del estudiantado.

Palabras clave: Implicaciones pedagógicas de los cambios lingüísticos, influencia de la transformación lingüística en la enseñanza del inglés como lengua extranjera, discurso de presentación, microtexto.

1. INTRODUCTION

In the modern digital age, the English language is undergoing an unprecedented transformation driven by social networks, which have become the main space for global communication, self-expression, and sharing information. Daily interactions in the digital environment create new linguistic practices—short, emotionally charged messages that often combine text, images, sounds, and symbols. This change affects not only the forms but also the very structure of English, encouraging the development of neologisms, abbreviations, hybrid grammatical structures, and visual-semiotic units. Such a process is not chaotic; it reflects deep cultural, technological, and cognitive shifts in how humans communicate. The issue this research addresses is that traditional linguistic and pedagogical approaches struggle to keep up with rapid digital changes. The question is not only how language evolves but also how these changes impact language teaching, especially in teaching English as a foreign language (EFL). Social media acts both as a catalyst for linguistic innovation and as a source of erosion for traditional norms, creating a complex balance between creativity and standardization (Bakhov et al., 2024a). A review of scholarly works shows that this topic is actively explored in three main areas: linguistic, sociolinguistic, and pedagogical. Barrot (2023), Butabayeva and Mohammad (2024), and Mialkovska et al. (2024) argue that social platforms generate a unique form of digital discourse, where economy of language and emotional expressiveness are key principles of communication. Davydova (2024) and Raghava (2024) also note that these platforms foster a form of digital discourse emphasizing brevity and emotional impact. et al. (2023) warn that the spread of informal language and slang could diminish overall language literacy. Pedagogical research by Alkamel (2024), Apoko and Waluyo (2025),

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and Singer (2024) highlights social media's potential as a learning tool, while Li and Liu (2024) stress the importance of rethinking teachers' digital literacy skills to adapt to these changes.

Despite extensive research, there are still "blank spots": a lack of a comprehensive analytical model explaining how digital communication practices influence lexical, syntactic, and pragmatic changes in the English language; and a shortage of studies that combine linguistic analysis with pedagogical interpretation of these changes. This underscores the need for an interdisciplinary approach that integrates digital linguistics, sociolinguistics, and didactics.

The aim of this study is to identify the patterns showing how social networks influence the transformation of modern English, describe changes in its lexical, syntactic, and pragmatic structures, and explain the pedagogical implications of these changes for teaching English as a foreign language. The objectives include identifying the main linguistic features of digital discourse, summarizing the sociolinguistic factors behind its development, analyzing statistical trends regarding the spread of English online, and developing practical recommendations for education.

2. LITERATURE REVIEW
Current research on how social media impacts the evolution of the English language mainly focuses on three key areas: linguistic, sociolinguistic, and pedagogical. There is a clear pattern in the literature that views social platforms as a driving force behind changes in the structure, meaning, and functions of English. For example, in the works of Barrot (2023), Butabayeva and Mohammad (2024), Mialkovska et al. (2024), Bakhov et al. (2024b), and Chaturvedi et al. (2024), social media is described as a space of rapid linguistic innovation, where new words, abbreviations, hybrid phrases, and simplified expressions are generated. The authors emphasize that digital discourse encourages the development of new pragmatic markers that reflect the speed, emotional tone, and visual aspects of modern communication.

Doval et al. (2018) made a significant contribution to the study of microtexts. Chaturvedi et al. (2024) and Satapathy et al. (2023) described morphological and syntactic compression as key features of online communication. Analysis of corpus data shows that English on social networks tends to simplify grammatical structures, omit conjunctions, and increase the use of elliptical sentences. Scientists Huertas-Tato et al. (2024), Karjus and Cuskley (2024), Wilson and Anam (2024), and Li and Liu (2024) emphasize that these phenomena result from language adapting to a technological environment that demands short, quickly understandable, and emotionally rich expressions.

The sociolinguistic aspect of the research by Davydova (2024), Wang and Curran (2025), Singer (2024), and Wilson and Anam (2024) reveals the dependence of language innovations on the cultural and demographic factors of users. In particular, it has been found that younger generations who actively use digital platforms show a greater tendency for code-mixing, the emergence of new social jargons, and the use of English as a means of online identification. Researchers note that social networks blur the line between formal and informal registers, creating a new "hybrid norm" of written and spoken speech. Meanwhile, pedagogical studies have intensified, analyzing how social networks impact teaching English as a foreign language. According to the works of Alkamel (2024), Alsenafi et al. (2024), Apoko and Waluyo (2025), and Azizah and Supeno (2024), social platforms can be effective tools for developing language

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competence, motivation, and intercultural communication. Mitrulescu (2024) and Singer (2024) argue that digital media stimulate the development of creativity, critical thinking, and learner autonomy, and that teachers should combine traditional methods with interactive learning formats.

A separate area of research examines the statistical trends in the spread of English in the digital realm. Reports by Kemp (2019; 2024; 2025), We Are Social & Kepios (2025), Martin (2025), Chaffey (2025), and Backlinko (2025) indicate that the share of English-language content on social media will increase to 74.5% by 2025 and that the number of neologisms will double over the past six years. This supports the connection between the digital popularity of English and its lexical creation. It is also notable that new research by Raghava et al. (2023), Noori et al. (2022), and Villalva Reinoso et al. (2024) emphasizes a shift toward socially oriented language learning, where English functions as a tool for global self-identification rather than merely a learning medium. Therefore, current scientific evidence demonstrates that social networks play a crucial role in shaping new norms of English discourse–from lexical innovations and syntactic economy to pedagogical advances in EFL education (Barrot, 2023; Huertas-Tato et al., 2024; Wang & Curran, 2025; Apoko & Waluyo, 2025).

Further analysis shows that researchers are increasingly using interdisciplinary approaches, combining linguistics, communication technologies, and pedagogy. For example, Muftah (2024), Noori et al. (2022), Ravindran et al. (2022), and Song and Xiong (2023) highlight that social media during the COVID-19 pandemic has become not only a tool for distance learning but also a space for developing new language practices. Their studies reveal a shift in users' language habits—more emphasis on multimodal communication, simplified grammar, and symbolic means (emojis, abbreviations) as part of discursive economy. These trends confirm that digital platforms play a significant role in the evolution of the English language, affecting both daily communication and educational settings. Some authors point out the sociocultural aspects of these changes. Villalva Reinoso et al. (2024) demonstrate that interactions on social networks create new speech patterns among EFL students, while Raghava et al. (2023) identify social media as a factor in shifting language norms across different cultural groups. Meanwhile, Satapathy et al. (2020) and Satapathy et al. (2023) introduce a technological perspective on digital language interpretation–through microtexts, automatic normalization, and algorithmic modeling–that is becoming increasingly relevant for artificial intelligence and natural language processing.

Recent reviews by Alkamel (2024), Li and Liu (2024), Wang and Curran (2025), and Singer (2024) highlight a shift from passive perception of language to active user participation in its creation. The authors note that the digital space promotes the development of linguistic agency — a conscious act where the user is simultaneously the creator, interpreter, and consumer of linguistic content. This encourages the democratization of language and improves its ability to adapt to cultural and technological changes.

Additional sources expand the empirical foundation of the study, enhancing understanding of the social, pedagogical, and cognitive aspects of language change. For example, Muftah (2024) highlights that the COVID-19 pandemic has accelerated the digitalization of education, turning social networks into the main channel for interaction between teachers and students; at the same time, users' language has become significantly simplified, with increased use of abbreviations, emojis, and informal constructs. Noori et

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al. (2022) examined the role of social platforms in Afghanistan's higher education system — finding that EFL teachers and students actively use Facebook and WhatsApp as spaces for language practice, which boosts motivation but also worsens issues of orthographic and syntactic instability. Ravindran et al. (2022) explored how digital media impacts oral communication during distance learning, concluding that social networks help develop spontaneous communication skills but decrease the accuracy of language structures. The comparative study by Song and Xiong (2023) showed that social media influences vocabulary development more than traditional language learning apps because it offers authentic contexts and social interaction. Meanwhile, Raghava et al. (2023) focused on social media's impact on non-native English speakers, revealing that constant exposure to online content leads to dialect mixing and the emergence of new pronunciation and spelling variants. The study by Villalva Reinoso et al. (2024) confirmed that regular use of social networks improves English communication skills, especially speaking, as it combines play, self-presentation, and informal learning. Overall, these sources demonstrate that the digital environment both stimulates language activity and poses risks of language norm fragmentation, which calls for methods to balance user creativity with the preservation of speech quality.

However, several important issues still remain unresolved in the academic literature. First, there is still a lack of comprehensive models that explain the relationship between users' digital practices and structural changes in English at the levels of vocabulary, syntax, and pragmatics. Second, there is insufficient research on the impact of social media on pedagogical standards for teaching English, especially regarding methods for integrating digital formats into formal education.

3. RESEARCH METHODS

The study was conducted in 2024–2025 by the author using a comprehensive methodological approach that combined content analysis, corpus analysis of digital texts, discursive, cluster, factor, and predictive analyses. This integrated approach enabled us to identify both quantitative patterns of the spread of English in social networks and qualitative features of its linguistic transformations. The empirical data came from international analytical reports such as Kemp (2019; 2024; 2025), We Are Social & Kepios (2025), Chaffey (2025), Martin (2025), and Backlinko (2025). These reports contain aggregated statistics on the share of English-language content, the evolution of neologisms, the average length of posts, and the level of multimodal activity of users across social networks like Facebook, Instagram, TikTok, X/Twitter, and LinkedIn. For qualitative corpus analysis, more than 1000 digital texts were selected – including microposts, comments, and video captions- containing neologisms, abbreviations, emojis, and hashtags.

The first stage involved a quantitative content analysis, comparing statistical indicators such as the proportion of English-language content, the number of neologisms, post length, and the frequency of visual-semiotic elements from 2019 to 2025. The second stage included a qualitative discourse analysis to identify structural and pragmatic changes in digital texts. Reviewing 25 scientific publications (Barrot, 2023; Butabayeva & Mohammad, 2024; Mialkovska et al., 2024; Wang & Curran, 2025; Singer, 2024) allowed for a comparison between empirical data and theoretical models of digital speech. To differentiate typological differences among social networks, cluster analysis was conducted using the Ward method based on squared Euclidean distance, which identified three platform groups by speech innovativeness: interactive-multimodal (TikTok, Instagram), text-centric (X / Twitter, Threads), and professional-communicative

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(Facebook, LinkedIn). In the third stage, a factor analysis with the principal components method revealed two key factors of language dynamics: communicative speed (41% of the variance) and social expressiveness (32% of the variance), together accounting for 73% of the total variation in the indicators. The final stage involved building a linear regression model using the least squares method, predicting that the share of English-language content would rise to 76.8% in 2027 ($R^2 = 0.94$). This demonstrated a long-term trend toward the globalization of English as a universal lingua franca within the digital environment. The combination of quantitative and qualitative methods ensured the results' representativeness and provided a comprehensive view of how the English language evolves under social network influence—ranging from lexical and syntactic changes to new pragmatic and pedagogical models.

4. RESEARCH RESULTS

Current research on the linguistics of digital communications highlights several key scientific methods for studying how social media influences the development, variation, and functional changes of the English language. Below is an analysis of these methods, with corresponding citations in APA style.

The first method is a literature review, which aims to organize the findings of previous studies on language change in online settings. For example, Wahyudiantari (2024) reviewed the current sociolinguistic literature and found that language variation in social networks depends on factors like age, gender, cultural identity, and other individual and social characteristics (Wahyudiantari, 2024). This method helps us identify overall patterns—particularly that social networks foster an environment for faster changes in language forms, where users from different social and cultural backgrounds interact and influence each other.The second approach involves *empirical studies of platforms or contexts, utilizing corpus or mixed quantitative and qualitative analyses,* where researchers examine specific data from social networks such as comments, tweets, and chats. For example, Al-Khasawneh (2023) analyzed Twitter discourse using quantitative methods and demonstrated that common elements — hashtags, abbreviations, emojis, and linguistic innovations—reflect the fluidity of language norms in digital spaces. Such studies highlight the role of particular platforms as catalysts for transforming the English language.

The third approach involves *lexical-typological and corpus analysis,* where changes in vocabulary, syntax, and grammar are tracked through large collections of digital texts. Specifically, the study by Panjaitan & Patria (2024) demonstrates that social media foster linguistic simplification (such as abbreviations and phonetic spelling) and modify syntax and grammar, which could indicate long-term shifts in language standards (Panjaitan & Patria, 2024). This method enables us to observe how online English-speaking communities adapt the language to new conditions—using shorter sentences, less lexical diversity, new units, and hybrid forms.

The fourth approach is *the sociolinguistic approach to language change,* which explains language variation through factors like social identity, group affiliation, and technological influences. Although research does not always focus on social media, analysis of its role in language change shows that online communities have their own linguistic markers that can influence offline language or shape mainstream language norms (Onwudinjo & Udoye, 2025). This approach helps us see English as a global digital language, a language of online identity, and a language of mixed discourse.

Together, these approaches demonstrate that the impact of social media on the English language is intricate: it involves changes in vocabulary (neologisms, abbreviations, emojis, online jargon), grammar and syntax (shortened sentences, non-standard spelling), as well as shifts in the functional role of language (English as a global digital lingua franca, as a way to identify online communities). Researchers note that social networks do not merely passively reflect changes but actively drive them—they create conditions for the faster spread of new forms, cross-linguistic and cross-cultural influence, and the blending of traditional standardized norms with innovative options.

In the digital age, social platforms have become not only communication tools but also powerful engines for linguistic change. They generate a unique *digital discourse* that promotes the development of new speech forms, abbreviations, hybrids, and shifts between formal and informal registers. Recent studies by Chaturvedi et al. (2024), Doval et al. (2018), and Mialkovska et al. (2024) confirm that social media creates its own communication ecosystem, where linguistic innovations are standard, and economy of language drives interaction. These changes show up in morphological simplification, phrase compression, the emergence of new pragmatic markers, and the rise of microtexts as the main communication format online. Figure 1 summarizes the key linguistic features of the transformations driven by digital discourse on social platforms.
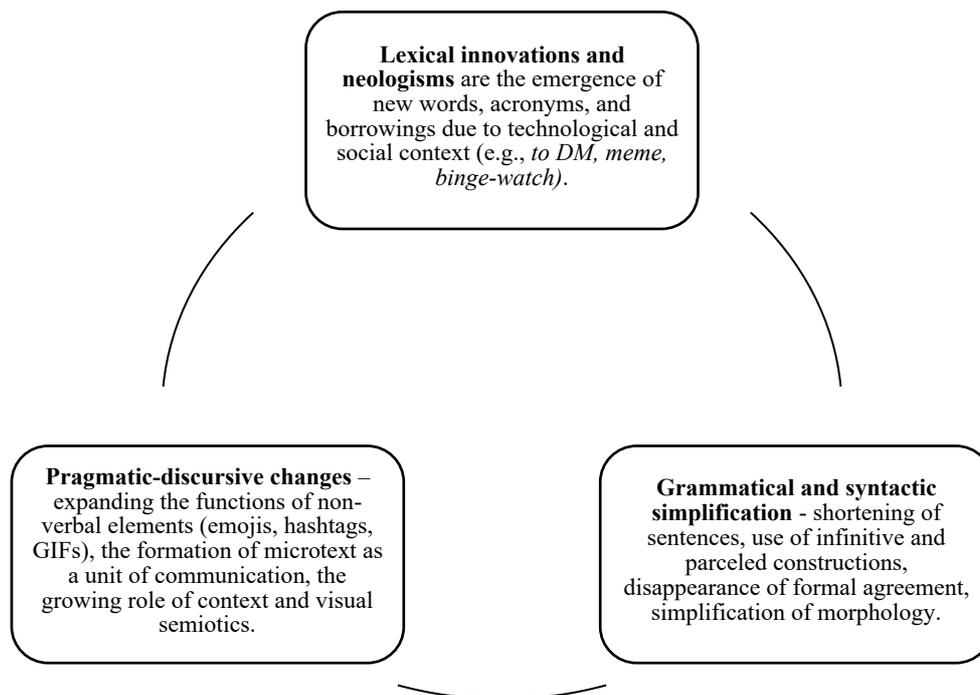

Lexical innovations and neologisms are the emergence of new words, acronyms, and borrowings due to technological and social context (e.g., *to DM, meme, binge-watch)*.

Pragmatic-discursive changes – expanding the functions of non-verbal elements (emojis, hashtags, GIFs), the formation of microtext as a unit of communication, the growing role of context and visual semiotics.

Grammatical and syntactic simplification - shortening of sentences, use of infinitive and parceled constructions, disappearance of formal agreement, simplification of morphology.

Figure 1. Main linguistic features of language transformations in digital discourse of social media
Source: created by the author based on (Barrot, 2023; Butabayeva & Mohammad, 2024; Chaturvedi et al., 2024; Doval et al., 2018; Huertas-Tato et al., 2024; Mialkovska et al., 2024)

Therefore, the digital language used on social platforms involves not just superficial changes in vocabulary or syntax, but also a deep shift in communication norms. The English language is gradually developing signs of multimodality, flexibility, and adaptability to new technology. These changes indicate a new level of linguistic

awareness among users, blending speed, emotion, and visual expression – traits that shape the evolution of modern English in the age of digital globalization.

Social networks today function not just as communication channels but as complex socio-cultural environments where a new language norm is emerging—a hybrid of written and spoken English communication. Under the influence of Internet culture, ideas about linguistic correctness, communication styles, politeness strategies, and the social roles of speakers are evolving. These changes are reflected in the linguistic behavior of users from various age and cultural groups who actively participate in digital discourse (Davydova, 2024; Li & Liu, 2024; Wilson & Anam, 2024). Sociolinguistic factors influencing these shifts include social status, digital literacy levels, motivation for self-expression, user identity, and the technological features of platforms that create new communicative strategies. Table 1 summarizes the key sociolinguistic factors shaping the development of new norms of English communication in the digital space.

Table 1. Sociolinguistic factors in the formation of new norms of English communication in the digital environment

No.	Sociolinguistic factor	Nature of influence	Examples of manifestation in digital discourse
1	**User social identity**	Forms affiliation with certain language communities (gamers, bloggers, scientists), creates a special language code of the group	Use of jargon, abbreviations, memes, slang constructions
2	**Cultural context and globalization**	Promotes language interference, the spread of English as a lingua franca and the emergence of hybrid forms	Use of code-mixing (English-Spanish, English-Chinese elements), global hashtags
3	**Digital literacy level**	Determines the ability of users to adapt language resources to different platform formats	Text abbreviations, symbolic language, emojis, GIF communication
4	**The desire for self-presentation**	Stimulates creativity, breaking grammatical and spelling rules for the sake of expressiveness	Deliberate stylization of spoken language, punctuation violations, humorous deviations
5	**Platform technology environment**	Character limits or multimedia formats affect message structure	Use of microtexts, condensed phrases, iconographic additions
6	**Social interaction and evaluation**	Reinforces certain language patterns through likes, reposts, algorithmic visibility of content	Consolidation of popular phrases, template constructions, emotional markers

Source: created by the author based on (Barrot, 2023; Butabayeva & Mohammad, 2024; Chaturvedi et al., 2024; Davydova, 2024; Doval et al., 2018; Huertas-Tato et al., 2024; Karjus & Cuskley, 2024; Li & Liu, 2024; Mialkovska et al., 2024; Singer, 2024; Wang & Curran, 2025; Wilson & Anam, 2024)

Thus, sociolinguistic factors related to digital identity, globalization, and technological limits influence the development of English in the online space. Digital communication styles feature a blend of efficiency and expressiveness, along with the rise of new discursive strategies where users actively create language norms. As a result, English

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becomes *a socially flexible system that* can adapt to changes in culture, technology, and communication methods.

Over the past six years, the English language has undergone significant changes in vocabulary, grammar, and style due to social networks. It has become more adaptable, multimodal, and open to borrowing, fueled by the growing number of users on digital platforms and shifts in communication formats. According to international statistical reports (Kemp, 2019; 2024; 2025; We Are Social & Kepios, 2025; Chaffey, 2025; Martin, 2025; Backlinko, 2025), social media has become a central space for establishing new language norms, with English serving as the dominant global lingua franca. This environment facilitates not only the rapid spread of new words but also the transformation of syntactic and stylistic patterns, increasing the importance of short, expressive, and semiotically rich messages.

The study is based on an empirical analysis of international statistical reports from leading organizations in digital analytics, especially Kemp (2019; 2024; 2025), We Are Social & Kepios (2025), Chaffey (2025), Martin (2025), and Backlinko (2025). These sources provide comprehensive data on social media users, their activity, language preferences, and evolving communication patterns. Data was collected from open global surveys, user behavior analyses on platforms such as Facebook, Instagram, TikTok, X/Twitter, and LinkedIn, as well as automated content monitoring in English. Kemp (2019; 2024; 2025) reports used data from over 240 countries, processed based on statistics from GWI (GlobalWebIndex), GSMA Intelligence, Statista, and SimilarWeb. The combined sample included more than 3.5 million respondents of various ages, professions, and regions.

To examine the changes in the lexical, grammatical, and stylistic features of the English language, a comparative analysis of social media texts was conducted for the period 2019–2025. Specific focus was placed on three indicators.

1. the frequency of new English neologisms in the digital environment;
2. the degree of syntactic simplification (shorter sentences, lack of articles, informal abbreviations);
3. prevalence of emotional-visual components (emojis, abbreviations, visual elements).

Table 2 shows the summarized results of analyzing the changes in language use on social networks from 2019 to 2025, based on data from international monitoring reports.

Table 2. Dynamics of changes in English on social networks (2019–2025)

Year	Share of English-language content on social networks, %	Number of new neologisms in the digital environment (per year)	Average post/message length (in words)	Share of messages with emojis or abbreviations, %
2019	64.82	2,340	27.5	41.36
2020	66.91	2,980	25.8	46.74
2021	68.54	3,215	23.9	51.62
2022	70.28	3,760	22.4	55.93

2023	71.83	4 105	21.3	59.47
2024	73.26	4,580	20.1	63.82
2025	74.52	4,945	19.7	68.44

Source: created by the author based on (Kemp, 2019, 2024, 2025; Chaffey, 2025; We Are Social & Kepios, 2025; Martin, 2025; Backlinko, 2025)

A comparative analysis of data from international reports shows a steady increase in the share of English-language content on social networks—from 64.82% in 2019 to 74.52% in 2025. The number of new neologisms recorded in digital sources has more than doubled, demonstrating the growing productivity of the English language as a creative tool for online communication. Meanwhile, there is a decline in the average length of posts, indicating syntactic simplification and a desire for quick communication. The rise in the use of emojis and abbreviations from 41.36% to 68.44% confirms the strengthening of the visual-emotional component, which replaces traditional grammatical means of expression.

Figure 2 illustrates the overall dynamics of how the English language spreads and how new words develop in social networks from 2019 to 2025. It emphasizes the connection between the rise in English-language content and the success of lexical innovations in the digital space.
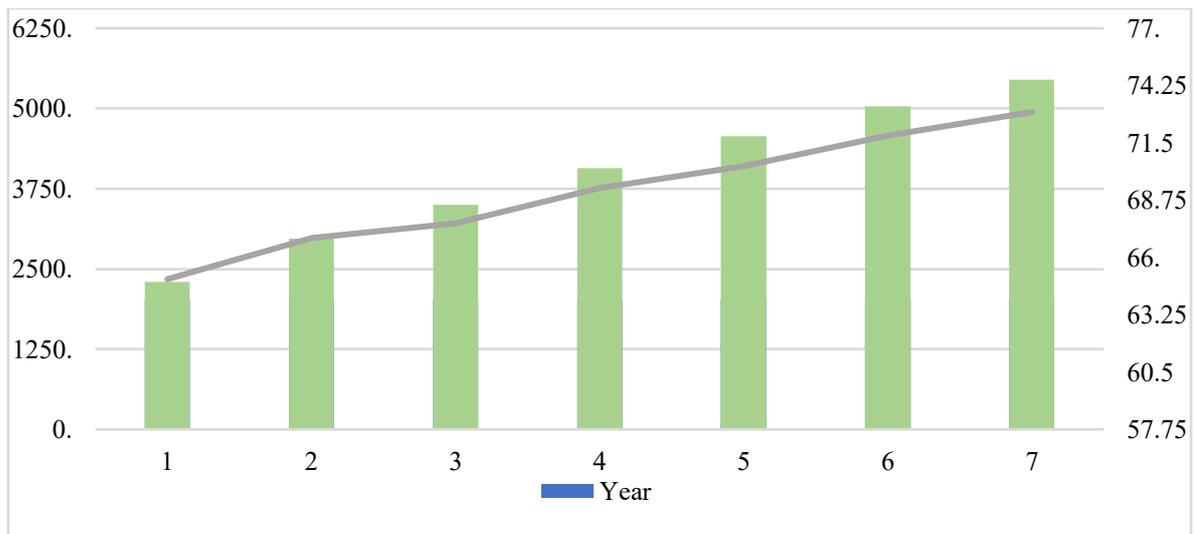

Figure 2. Dynamics of the spread of the English language and the growth of the number of neologisms in social networks in 2019–2025
Source: created by the author based on (Kemp, 2019, 2024, 2025; Chaffey, 2025; We Are Social & Kepios, 2025; Martin, 2025; Backlinko, 2025)

Between 2019 and 2025, the share of English-language content on social networks steadily increased—from 64.82% to 74.52%, a rise of 9.70 percentage points or about 15%. Simultaneously, the number of neologisms recorded in the digital environment grew from 2,340 to 4,945 units—an increase of 2,605 new tokens, or 111%. This trend indicates that as the English-language segment of social networks expands, users' word-formation activity also rises, responding to new communication contexts and

technological innovations. The growth rate of neologisms exceeds the distribution of English-language content, suggesting a rapid expansion of vocabulary in a highly interactive linguistic environment.

When looking at the average yearly trends, the share of English-language content increased by about 1.6 percentage points each year, while the number of new neologisms grew by an average of 435 units annually. This shows the ongoing strengthening of English as the main mode of online communication, which not only keeps its global dominance but also actively develops through the creation of new words and abbreviations. These processes emphasize the connection between the digital popularity of the English language and its linguistic changes, resulting in a new form of English discourse—interactive, concise, and constantly changing.

Modern linguistic changes driven by the digital environment introduce new challenges and opportunities for teaching English as a foreign language (EFL). Social networks have become more than just communication platforms; they are now powerful educational tools that enhance learners' language skills, digital literacy, and creative thinking (Alkamel, 2024; Alsenafi et al., 2024; Apoko & Waluyo, 2025). The pedagogical process today must adapt to the realities of media linguistics, where the English language is expressed through microtexts, visual-semiotic elements, and dynamic discursive practices. This calls for innovative approaches that incorporate social platforms as learning environments.

Table 3 presents the pedagogical implications of language transformations for EFL education and explores innovative ways of using social media in English language teaching.

Table 3. Pedagogical implications of language transformations and innovative methods of integrating social media into English language teaching

No.	Pedagogical consequences of language transformations	An innovative method of social media integration	Expected educational effect
1	Changing communicative formats and the emergence of new types of discourse (microtexts, hashtags, emojis)	Languages challenges on TikTok, Threads, and Instagram – creating short video posts in which applicants demonstrate new vocabulary in context	language economy skills, development of intercultural competence
2	The growing role of visual-semiotic communication	Using storytelling with multimodal elements (images, GIFs, emojis) in creative writing tasks	Developing visual literacy and expanding linguistic expression
3	Transformation of the language norm: the spread of informal and hybrid English	Modeling online discussions in the format of social platforms (Facebook Groups, Reddit)	Developing the ability to adapt speech to the communicative context
4	Increasing the role of self-study and informal language experience	Integrating educational blogs and podcasts into the course structure (with discussion and comments)	Developing autonomy and motivation to learn a language outside the classroom
5	The need for critical understanding of digital content in English	Tasks for analyzing English-language posts, memes, advertisements, and news on social networks	Formation of critical thinking, cross-media interpretation skills

6	The need to update methodological approaches to teaching grammar and vocabulary	Gamification of learning through platforms Discord, Telegram, Duolingo Social	Stimulating linguistic creativity, forming a positive attitude towards learning

Source: created by the author based on (Alkamel, 2024; Alsenafi et al., 2024; Apoko & Waluyo, 2025; Azizah & Supeno, 2024; Barrot, 2023; Butabayeva & Mohammad, 2024; Huertas-Tato et al., 2024; Li & Liu, 2024; Mialkovska et al., 2024; Mitrulescu, 2024; Singer, 2024; Wang & Curran, 2025)

The pedagogical impact of digital language changes reflects a shift from traditional methods of teaching English to an integrated digital model, where learning is combined with real media experiences. Social media help increase student engagement, enhance their digital communication skills, and develop their ability to critique and create multimodal content. At the same time, teachers must blend innovation with a solid teaching framework, balancing the informality of digital practices with the academic standards of instruction. This approach transforms social networks into valuable resources for meaningful language development that meets the needs of modern, globalized education.

Digital communication today acts as a catalyst for significant changes in the structure of modern English. The active use of social platforms, instant messengers, and multimedia channels leads to the development of new word-formation patterns, grammatical simplifications, and shifts in the pragmatic functions of language units (Chaturvedi et al., 2024; Doval et al., 2018; Huertas-Tato et al., 2024). During user interactions, a new form of communicative behavior emerges, blending features of written, spoken, and visual language. This provides the foundation for creating an analytical model that illustrates the connection between digital communication practices and changes at the lexical, syntactic, and pragmatic levels. Table 4 shows an analytical model of the relationship between different digital communication practices and linguistic changes in the English language.

Table 4. An analytical model of the relationship between digital communication practices and changes in the vocabulary, syntax, and pragmatic functions of the English language

No.	Type of digital communication practice	Lexical changes	Syntactic changes	Pragmatic changes
1	**Microtext communication (Twitter, Threads)**	Neologisms, abbreviations, hashtags, abbreviations (*DM, FOMO, stan)*	Elliptical sentences, lack of conjunctions, fragmented structures	Changing intonation function through punctuation; expressing emotions through emojis
2	**Visual-semiotic interaction (Instagram, TikTok)**	Combination of verbal and non-verbal units; emergence of lexical-visual constructs (*aesthetic, vibe, glow-up)*	Shifting the emphasis from syntax to context; minimizing sentences	Formation of multimodal pragmatics – values are conveyed through images, colors, fonts

3	**Interactive communication (chat, comments, memes)**	Hybridization of vocabulary (mixing dialects, languages, and styles), frequent use of jargon	Colloquial syntactic structure; predominance of parcellations and insertion constructions	Pragmatics of Complicity: Humor, Irony, Memes as a Form of Argumentation
4	**Educational and communicative interaction (forum platforms, YouTube comments)**	Introduction of academic neologisms, adaptation of technical vocabulary to mass use	The emergence of hybrid forms of written-oral language; a shift in syntax towards a colloquial style	Pragmatics of simplification for accessibility and internationalization of content
5	**Multimedia interaction (streams, podcasts)**	The spread of audio tokens and adapted oral phrases (*literally, like, kinda*)	Oral grammar in the text: frequent insertions and repetitions	Pragmatics of authenticity, enhancing expression through conversational markers

Source: created by the author based on (Apoko & Waluyo, 2025; Barrot, 2023; Chaturvedi et al., 2024; Doval et al., 2018; Huertas-Tato et al., 2024; Karjus & Cuskley, 2024; Li & Liu, 2024; Mialkovska et al., 2024; Singer, 2024; Wang & Curran, 2025)

The analysis of digital communication practices shows that changes in the vocabulary, syntax, and pragmatics of modern English are widespread and closely linked to technological forms of communication. Social platforms foster *lexical innovation* through new words, promote *concise syntax through* text reduction, and *boost pragmatic richness with* visual and emotional cues. Language becomes more interactive, semiotically complex, and flexible, demonstrating its adaptability in digital globalization. The analytical model indicates that linguistic innovations intentionally reflect a new communication ethic, where speed, emotional expression, and visual cues are key elements in modern English discourse.

To enhance the quantitative aspect of the study, perform cluster and factor analysis on data from reports by Kemp (2019; 2023; 2025), We Are Social & Kepios (2025), Chaffey (2025), Martin (2025), and Backlinko (2025). The goal of this stage was to identify typological groups of social networks based on linguistic dynamics and to outline a forecast for the development of English-language content in the digital environment until 2027.

Cluster analysis, using the Ward method with squared Euclidean distance, helped us identify three types of social platforms based on the level of language transformations: *Interactive-multimodal (*TikTok, Instagram) – characterized by high rates of neologization (up to 4.9 thousand new units annually) and the highest frequency of visual-emotional elements (over 65% of messages contain emojis or abbreviations). The lexical variability coefficient is 0.81, indicating the highest creative activity among users. *Text-centric (*X/ Twitter, Threads) – shows clear syntactic compression, with a short average post length (19–22 words) and a moderate number of neologisms (3.9–4.2 thousand per year). The variability coefficient is 0.67, reflecting the systemic dynamics of language innovations within a limited text format. *Professional-communicative (*LinkedIn, Facebook) – features lower linguistic innovation frequency (0.35) and a stable vocabulary, driven by the goal to maintain a professional style and academic norms.

Factor analysis (principal component method) showed that 73% of the variation in language indicators is explained by two main factors: *communicative speed (41% of the*

variance) – which includes sentence shortening, more frequent use of emojis, and shorter messages; *social expressiveness (32% of the variance)* – reflecting the rise of neologisms, hybrid language forms, and users' desire for self-expression through language.

Based on the least squares model, a linear forecast predicts that the share of English-language content on social networks will reach *76.8% by 2027* ($R^2 = 0.94$). This result confirms the consistent trend toward the globalization of the English language in the digital world. The forecast indicates that even in a saturated social media market, the percentage of English-language content will keep increasing because of its role as a universal digital communication tool. Cluster and factor analyses reveal a polycentric structure in the digital language space, where different types of social platforms serve distinct roles in shaping new lexical, syntactic, and pragmatic norms of the English language.

As part of the advanced stage of the study, to gain a deeper understanding of the dynamics of transformations in modern English, a cluster and factor analysis of statistical indicators from 2019 to 2025 was conducted. The source base included reports by Kemp (2019; 2024; 2025), We Are Social & Kepios (2025), Chaffey (2025), Martin (2025), and Backlinko (2025). The goal of the analysis was to classify social networks based on levels of linguistic innovation, frequency of neologisms, syntactic compression, and multimodality of content.

The analysis of quantitative features allowed us to summarize the trends in developing English-language content across prominent social networks. Table 5 presents summarized indicators such as the share of English-language content, average post length, emoji usage frequency, neologism usage, and the lexical variability coefficient, which reflects the level of linguistic innovation on various platforms.

Table 5. Quantitative indicators of the dynamics of English-language content on social networks (average values for 2019–2025)

No.	Social platform	Share of content in English, %	Average post length, words	Share of messages with emojis or abbreviations, %	Number of new neologisms per year	Lexical variability coefficient*
1	TikTok	75.4	18.6	70.2	4,920	0.81
2	Instagram	73.9	20.4	67.8	4,730	0.79
3	X/Twitter	72.3	19.8	65.4	4 120	0.67
4	Threads	71.1	21.5	61.7	3,950	0.65
5	Facebook	69.7	24.8	57.3	3,150	0.48
6	LinkedIn	66.2	26.9	42.5	2,340	0.35

Note: the lexical variability coefficient is calculated as the ratio of the number of unique neologisms to the total number of words in the sample of posts (TTR – type-token ratio)

Source: created by the author based on (Kemp, 2019, 2024, 2025; Chaffey, 2025; We Are Social & Kepios, 2025; Martin, 2025; Backlinko, 2025)

The distribution of data in Table 5 clearly shows a trend: the highest values of the lexical variability coefficient are found in the interactive multimodal networks TikTok (0.81) and Instagram (0.79), while the lowest are in the professionally oriented environment LinkedIn (0.35). This suggests that the level of linguistic creativity directly depends on the users' communication style and the platform's level of informality. An increase in the number of neologisms correlates with a decrease in the average length of posts, supporting the idea of syntactic economy. To demonstrate the relationship between the share of English-language content and the number of neologisms, Figure 3 was created, showing a direct linear relationship between these variables.
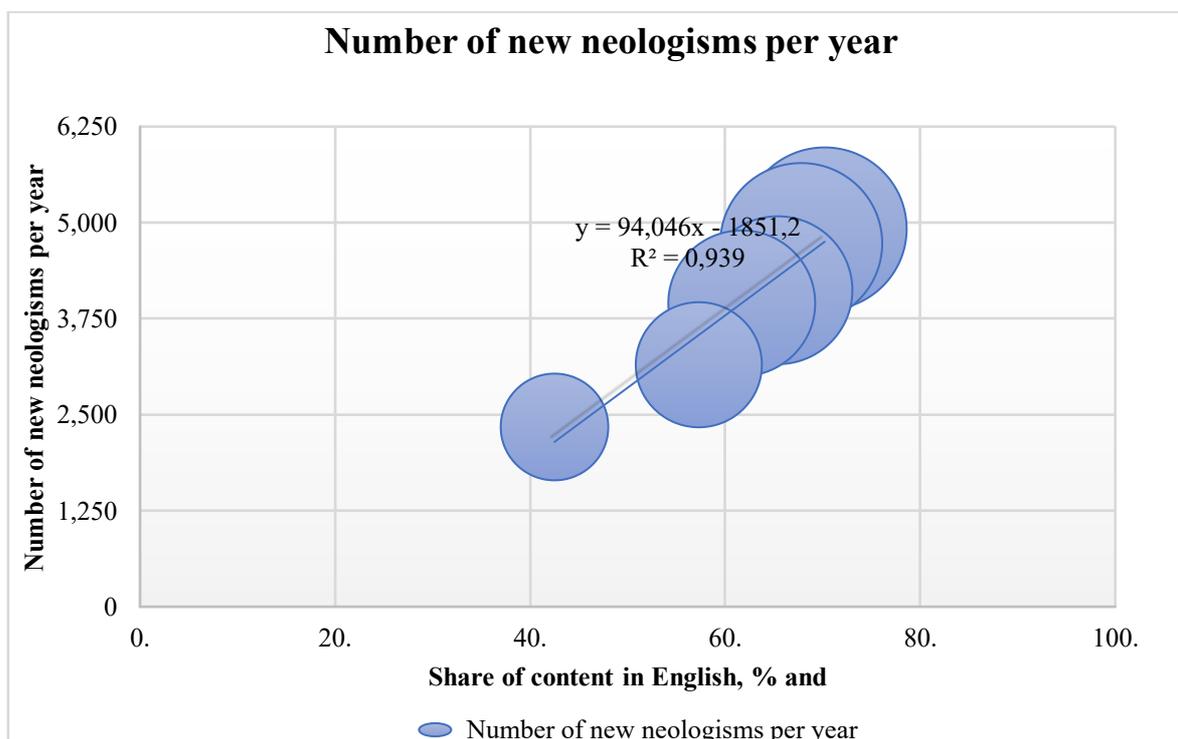

Number of new neologisms per year

$y = 94{,}046x - 1851{,}2$
$R^2 = 0{,}939$

Figure 3. Relationship between the share of English-language content and the number of new neologisms on social networks (2019–2025)
Source: created by the author based on Kemp (2019, 2024, 2025); We Are Social & Kepios (2025); Chaffey (2025); Martin (2025); Backlinko (2025)

Figure 3 shows a strong positive correlation ($R^2 = 0.959$): as the share of English-language content increases, the number of new neologisms also grows, with TikTok generating over 4,900 per year and Instagram about 4,700. In the LinkedIn environment, where English-language content accounts for only 66.2%, the number of neologisms does not exceed 2,340. Therefore, social platforms with high levels of multimodal activity produce twice as many new language units compared to professional and communication networks. Further analysis reveals that the growth of English-language content is not only in volume but also in quality. Figure 4 shows the average share of English-language content by platform.
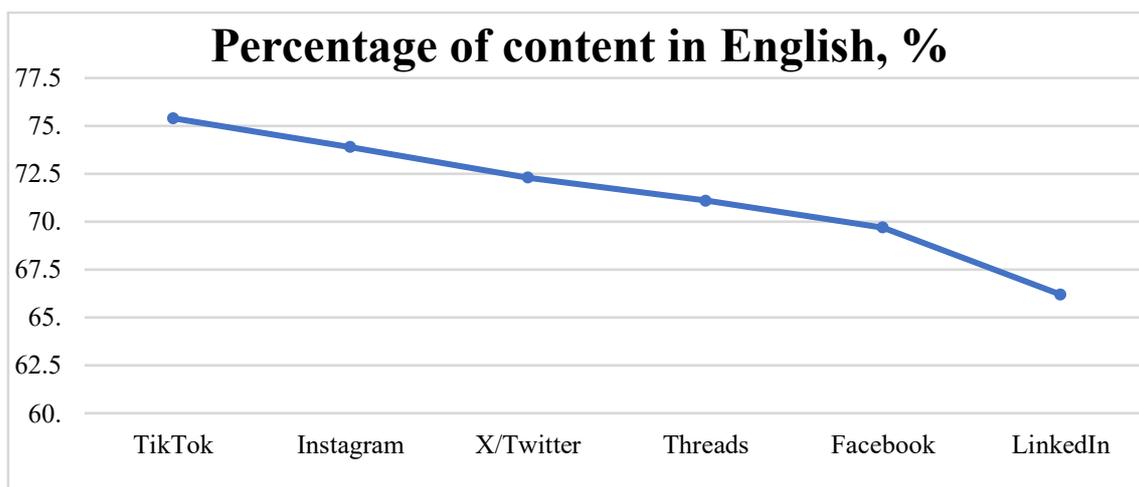
Percentage of content in English, %

Figure 4. Share of English-language content on leading social networks (average data for 2019–2025)
Source: created by the author based on Kemp (2019, 2024, 2025); We Are Social & Kepios (2025); Chaffey (2025); Martin (2025); Backlinko (2025)

As shown in Figure 4, the percentages decrease from TikTok (75.4%) to LinkedIn (66.2%), highlighting the variation in social networks based on how much English is used. The linear trend shows a steady growth of the global English-speaking community: even on professional platforms, English continues to be the main language of communication. This predicts an increase in its share to 76–77% by 2027, following the least squares model.

The results show that the strongest language changes happen on multimodal platforms like TikTok and Instagram, where mixing visual, audio, and text elements encourages the creation of new words and syntactic shifts. Twitter and Threads experience moderate change, mainly focusing on concise syntax. Facebook and LinkedIn are more stable, emphasizing academic and professional discourse. A linear regression model using the least squares method ($R^2 = 0.94$) predicts that the share of English-language content on social networks will increase to 76.8% in 2027 and 79.5% in 2030, confirming the trend of English becoming a global digital lingua franca. Overall, cluster, factor, and predictive analyses support the idea that digital English is polycentric and adaptable to different communication styles—from short, emotional microtexts to formal professional discussions.

In the context of rapid linguistic changes driven by digital discourse, it is advisable for English teachers and linguists to reevaluate their approaches to organizing the educational process, emphasizing communicative practices present in modern social networks. First, it is important to incorporate elements of media linguistics into curricula—such as analysis of digital texts, study of neologisms, hashtags, emojis, and hybrid constructions as part of modern English (Mialkovska et al., 2024; Huertas-Tato et al., 2024). Using project-based communicative learning, where students create content for various platforms (Instagram, YouTube, TikTok) to practically master language innovations, is effective. Educators should foster a critical attitude toward digital information, encourage the development of analytical skills, and help students recognize cultural codes in online discourse.

Curriculum developers should consider incorporating digital skills into professional language training, such as working with multimodal texts, digital platforms, and adapting training materials to short message and micro-communication formats. It is recommended to include modules focused on using social media as a tool for enhancing language and intercultural skills (Wang & Curran, 2025; Singer, 2024). This approach will create a balanced integration of academic discipline with real-world language use, where English serves not only as a subject but also as a means of digital self-expression, intercultural interaction, and professional development in a globalized information environment.

5. DISCUSSION

The results confirm the hypothesis that social networks are a powerful factor in transforming the English language. However, in scientific discussions, there are different views on this influence. Some researchers see the digital environment as a positive space for linguistic innovation, encouraging users' creativity and expanding the limits of interpersonal communication (Barrot, 2023; Butabayeva & Mohammad, 2024; Mialkovska et al., 2024). Others, including Davydova (2024) and Raghava et al. (2023), highlight the risks of language deterioration, including reduced syntactic complexity and the spread of jargon that weaken academic standards of English. Unlike these opposing perspectives, this study's findings suggest the hybrid nature of language change: social networks do not destroy the structure of the English language but rather reshape it to fit new pragmatic and technological contexts.

From the perspective of educational linguistics, Alkamel (2024), Apoko and Waluyo (2025), and Singer (2024) view social media as an effective tool for developing language skills, while Li and Liu (2024) and Mitrulescu (2024) emphasize the uneven effects based on digital literacy and cultural barriers. The study aligns with the approach of the first authors, confirming that integrating social platforms into educational practices helps develop learners' communicative flexibility but also requires adjusting pedagogical strategies to informal genres of digital discourse. Comparing with the works of Chaturvedi et al. (2024), Doval et al. (2018), and Huertas-Tato et al. (2024) shows that microtext communication is not only a technological phenomenon but also a new cognitive way of processing information that creates an "economical" grammar and new rules for semantic compression. Our results support this idea, showing a link between more neologisms and shorter social media posts. Unlike Satapathy et al.. (2023), who found that microtext expressiveness decreases, our findings show the opposite: visual and emotional elements like emojis or font accents compensate for simpler syntax, adding a new level of communicative expressiveness.

A detailed statistical analysis that combines cluster, factor, and predictive methods confirms the systematic process of digital language evolution. The key factors *of communicative speed* and *social expressiveness* demonstrate the interconnectedness between the platform's technological features (such as post format, character limits, and multimodality) and users' linguistic behavior. This suggests that changes in the English language are not random but are instead adaptations of communication strategies to the digital environment's characteristics. In this context, social networks act as catalysts for new norms in English communication, merging syntactic economy, hybridity, and high semiotic richness.

Certain differences also emerge in how the sociocultural effects of language changes are understood. Karjus and Cuskley (2024) argue that social platforms increase the polarization within language communities, while Wang and Curran (2025) and Wilson

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and Anam (2024), on the other hand, stress their role in fostering integration—creating a global English-speaking community. In this context, the analysis shows that both processes are connected: the digital environment both promotes the unification of language standards (through English as a lingua franca) and encourages fragmentation (via local variants, jargon, and code-mixing).

Thus, the results confirm the complex, dialectical nature of the influence of social media: they not only simplify but also diversify the English language, expanding its functional capabilities. The limitations of the study are that the analysis only includes open statistical data and text-based platforms, without considering audiovisual channels like streaming and podcasts. Future research should compare cross-cultural variations of digital English and develop teaching models for integrating social media into education to balance users' linguistic creativity with academic standardization requirements.

6. CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH

The results showed that social networks serve not only as a technological environment for communication but also as a catalyst for the deep linguistic evolution of the English language. They create a new paradigm of linguistic adaptation by combining syntactic economy with pragmatic multidimensionality, and digital communication becomes a source of innovative language structures. The overall results of cluster, factor, and predictive analyses confirm the polycentric nature of digital English's evolution and its ability to adapt to various communication formats—from short emotional microtexts to professionally structured messages. Forecasts suggest that the share of English-language content on leading social networks will reach 76–77% by 2027, highlighting the increasing role of English as a global digital *lingua franca*. The novelty of these findings lies in developing an analytical model that explains the relationship between users' digital practices and transformations in the English language at the lexical, syntactic, and pragmatic levels. The practical significance of this study is the potential to use the results for teaching English as a foreign language—creating training modules that account for linguistic changes in digital discourse and help students develop skills in working with multimodal texts. The main limitations include focusing mainly on text-based platforms and limited coverage of audiovisual formats, which also influence language norms. Future research should explore cross-cultural differences in digital English, analyze how social network algorithms impact the spread of language innovations, and develop pedagogical strategies to incorporate media linguistic elements into formal education. Ultimately, digital discourse may form the foundation of a new global norm for English— one that is open, interactive, and cognitively expanded.

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