

HOW ONLINE COMMUNICATION IS TRANSFORMING ENGLISH GRAMMAR AND SPELLING

Abdusamatova Laylo Abduvoxid qizi

Chirchik State Pedagogical University

**4th year student of the Faculty of Tourism,
Foreign Language and Literature (English).**

Amedova Muyassar Ataxanovna

Supervisor: Teacher of Chirchik State Pedagogical University

<https://doi.org/10.5281/zenodo.15357135>

ABSTRACT

Communication could be the potent tool that enables human interaction. The revolution in information and communication technology has led to easy and free access to a host of social media websites that enable individuals to send and receive messages. Nevertheless, given that the revolution has transformed the information world, it also sabotages effective communication. This research looked into the impact of social media English on students' ability to spell. The researchers asserted that for the students to have effective communication, they need to sustain the practice of clarity in written communication and avoid depending on social media English.

Keywords: Social media English, abridged spellings, English Language, Effect, Undergraduates.

INTRODUCTION

Alassiri (2014) sets that individuals became more submissive on media fulfilling their demands as compared to media that offer as it were a volume. In the event that individuals are happy in that particular medium that offers their demands, they will tend to keep on using that medium. Since the media and social environment provide coverage, the media, thereby, play a major role in its consumers who solely depend on it to conclude satisfaction. Concurring with Asad and Mamun (2012), individuals inhabit the world where innovations are progressing day by day and individuals receive unused information, lifestyles, languages, etc. Social media sites such as Facebook, Twitter, Yahoo Courier, Google Moreover, Instagram, YouTube, Wire, and others dominate amongst youths and influence them to a large extent (Asad and Mamun) (2012). Youths think that social media activities that they undertake may be a trend; in case they adapt to the trend, people will think of them as intelligent. Either way, there's research that suggests the influence of social media on the acquisition of the dialect among young learners. Youths are currently usually connected with others using social media, thereby they are unintentionally or knowingly adhering to the tilt in the acquisition of the dialect.

Hence, Alassiri (2014) had contended in communication skills that spelling may be a type of communication lower than the written communication together requires a set of letters to constitute words, which then form sentences at the time to communicate over a message or exchange meaning. Agreeing with Alassiri (2014), spelling is the choice and action of letters constituting a word. Spelling is primitive in communication since it constructs words that help provide meaning. Redress spelling cannot be overstressed since rectify spelling closes the loop of communication by the inserted meaning in the well-spelt word.

Most of the undergraduates nowadays employ different social media websites to communicate, and poor or less favored spelling appears to be generating the most common

means of communication because it is an informal mode of communication. For occurrence, 'Lol' (Chuck Out Hilarious), 'ILuv U' (I Love You), 'Cum' (Come), 'Hbd' (Happy Birthday), 'Llnp' (Long Life And Prosperity) 'U' (You), Tjn' (In Jesus Name), 'Omg' (Goodness My God), 'Tok 2 Me' (Talk To Me), 'Twimc' (To Whomsoever It May Concern). More examples are 'Winer' (Champion) 'Brb' (I Will Be Right Back), 'Kising' (Kissing), 'Helo' (Hi), and 'Ppl' (People). The concern is that undergraduates who consistently use the shortened technique of writing when online are more prone to develop the same technique in formal writing in the classroom. To this end, social media spelling is increasingly taking over composed communication and by extension jeopardizing students' use of the Standard English dialect. In this manner, this paper analyzed the impact of social media English on the spelling ability of students and the masters and disadvantages of the impact of social media English on the writing ability of students.

STATEMENT OF THE PROBLEM

Communication may be an indispensable tool that human beings utilize to reach out to one another. The revolution in information and communication technology has ushered in effortless and free use of various social media websites that enable users to send and receive messages. Nonetheless, even as this revolution has transformed the world of information, it also sabotages effective communication. Social media communicators use slang that's appealing or interesting to them at random. Many students are familiar with social media, and because they're so immersed in it, they use dialects that appeal to them, one of which is shortened spellings.

Abbreviations used on social media in certain cases can cause the intended messages' meaning to be deformed, hence communication breakdown. Mahmoud (2013) states that some researchers are concerned that abbreviations, reduction of words, and other breaking of linguistic use conventions will cause unintended meaning to standard English, which will lead to communication breakdown in the future. The communication process is distorted when there is a barrier to communication, and the meaning is altogether lost. One of the biggest issues with communication using shortened spellings is the small number of characters per message.

This limitation has influenced most undergraduates' written communication due to having to be summarized to fit into this constraint while making oneself understood on social media. As the usage of social media language is common and susceptible to misinterpretation, there is a necessity to empirically examine the effect of social media English on undergraduates' spelling competence.

OBJECTIVES OF THE STUDY

The objectives of this study are to:

- examine the extent to which Redeemer's university undergraduates use abridged spellings to communicate on social media.
- determine the effect of social media English on the spelling ability amongst Redeemer's university undergraduates
- ascertain the attitude of Redeemer's university undergraduates on using social media English for communication.

LITERATURE REVIEW

Salaudeen and Lawal (2019) investigated the effect of social media on mass

communication students of a private university in southwestern Nigeria's traditional writing skills. A multilevel testing process with purposive, stratification, and add up to population studying was used. Content analysis was used to examine 143 response scripts from a first-year writing course in the Office of Mass Communication. The study found that, as with mass communication undergraduates, social media has neither the comparable all-encompassing negative impact on composing quality like it had for undergrad students. In association with the outcome, other things like composing readiness interplayed to trigger poor composing skill among undergraduates in a university.

Osakue, Oluranti et al. (2018) examined the influence of social media on Nigerian youths' English writing skills. They collected data through 110 copies of a study questionnaire administered to selected students. FGDs of students, in-depth interviews with selected teachers in tertiary institutions, and direct observation by the authors of the problem being studied contributed supplementary data. The think about discovered that most teenagers had embraced an English variety that is not part of the lattice of Standard English (SE) or even the popularly known Nigerian English variety called Pidgin English (PE). The think about also discovered that variations like 'u' instead of 'you' are errors. 'gr8t' rather than 'great,' 'ur/urs' rather than 'your/yours,' and other deviational layouts have infested students' writing consciousness in schools and examinations, producing a segment of 'sense' in informal settings among young people but smelling of sub-literacy in formal. Belal (2014) explored the impact of advanced social media on the writing and speaking of the tertiary level student. The study was conducted at eight private and open colleges in Bangladesh. Sixteen instructors and 160 students were drawn from three open colleges and five private colleges in Bangladesh. The results depicted that advanced social media affects tertiary level students' writing and speaking, with the positive effects dominating the negative effects. The findings confirmed that students and teachers can create group discussions to exchange ideas, exchange class materials, and ask their students about assignments, which improves the students make improvements their writing and speaking skills. However, the findings confirmed that digital social media has a negative impact. Undergraduates unwittingly utilize short-shape words, flawed linguistic use, and sentence shape in their official speech and composition, because of their higher usage of those styles of dialect via sophisticated social networking.

Leman and Adamu (2021) also examined the impact of social media English on the communication systems of Nigerian North-Central Zone university students. The consideration utilized a test sample of 383 students. The results indicated that the students were actively using social media English, even in formal settings. Further research showed that social media English is favored when it comes to communication among the learners. It was also found that the students are heavily dependent to the employment of social media English, which seems to have affected their mode of communication in a negative way. It was seen through the findings that social media English is prevalent among students which if use is not monitored, graduates who are not able to spell accurately or deploy apt English words, even in official contexts, will be generated.

The usage of English language in social media

The application of dialect on social media platforms is characterized by edges of the dialect, to mention a number, of emoticons, acronyms, and lexicon adaptation. Acronym can be an inclusion of dialect that is most frequently used on social media. It is where the initial

letters of different words are merged and spoken as a whole sentence in a shortened way. Tayo, Adebola, and Yahya (2019), maintains that acronyms (a shortened form shaped from starting letters of other words are pronounced as a word) are now prevalent substitutes to whole sentence, e.g., lol (Snicker out loud and TGIF (thank God it's Friday). English Dialect employed on social media could be a compilation that is shown distinctively different from Standard English dialect of ordinary use. Whereas Standard English is syntactic rule based and comprehension-dependent, dialect use on social media is a totality opposite that does not have by any syntactic rules or comprehension. Use of dialects on social media is open to fair any word for use as distant because it creates meaning to the recipient. Overall, dialect usage on the internet is in fact doing some damage to the usage of Standard English dialect because students these days do not take it seriously to write the Standard English as much as they ought to. Tertiary students are supposed to type and remain informed about what is happening around them. All the same, via social media, all this now does not appear to be true. Most tertiary students nowadays spend a lot of their time on online discussion and other frivolities. Other research has indicated that most of the students do not like writing fiction (Imade, Elogie and Ikenwe 2016). Moreover, a number of think abouts have indicated that most understudies graduate from education with lacking composing skills, which they attribute to the poor culture they developed during their college life (Anjugu, 2013). Understudies in most tertiary teach do not acquire the habit of writing, and those who write are doing so seemingly to pass exams (Tahir, Shah, et al. (2021).

METHODOLOGY

Procedure

Center gather discourses were used in this reflect to accumulate key information. This strategy is used to elicit individuals' views and assumptions on specific matters, for example, social media English (Kumar, 1987). Eight group interviews were carried out at Redeemer's college. These eight groups represented each department within the eight resources (Building, Built Natural Considerers, Common Sciences, Fundamental Therapeutic Sciences, Law, Humanities, Administration Sciences and Social Sciences). The departments are Mass Communication, English, Managing an account and Fund, Organic chemistry, Law, Computer Science, Bequest Administration and Respectful Building. There were four members in each group, making a total of 32 respondents. The basis of the center group discussion method was described to the respondents; more precisely, the aims of the consider were described in the presentation sessions. The middle groups were conducted in English and took around 40 -45 minutes.

Measurements

Implementing an organized FGD direct guaranteed each center bunch session conducted after a reliable system. The reference section of the article contains a list of straightforward questions. The meet started with a opening speech by the mediator, in which he inquired about which social media stages the respondents belonged to. This speech suggested to compel everyone talking and give an diagram of how the respondents utilized social media destinations. This was not to be included in the consider. After the opening, an everyday initial on address requested the respondents to allow an example of social media English that they could keep in mind. This address referred to make sure that the respondents knew about the theme of the consider.

Discussion

The primary objective, analyzed the usage of compressed spellings by the respondents to converse on social media, results showed that social media English are common among respondents. Borrowing legitimacy to the findings, Belal (2014) argues that there is a new style of online communication which has emerged with its features. This new form of communication is experienced through the utilization of social media platforms, and it is essentially seen and common among youths. The results of this are also in concurrence with Osakue, Oluranti et al. (2018) that social media English or spellings have a profound impact on their clients; most reliant clients unconsciously exchange it from social phases to formal writings.

Conclusion

Based on the collected and examined in this research work, it can be concluded that a considerable percentage of respondents are addicted to the use of social media English, and it has impacted their spelling capacity. It has negatively influenced their communication skills, and since the English language has been misused, it has also resulted in poor spelling capacity among the students. One may conclude that students' minds differ in utilizing social media for communication from the reality that it consumes less time and is incredibly addictive and interesting. Based on the findings of this reflect on, the analyst prescribed that for effective communication to be achieved among students, they should keep the practice of clarity in their written communication since communication can never be clear through the use of shortened spelling to pass on messages. However, it'll also impact their writing abilities. It is also decreed that students must not depend upon social media English and its supporting spellings as the only means of communication that's time saving and simpler but must realize its negative impact on their writing ability.

References:

Используемая литература: Foydalanilgan adabiyotlar:

1. Alassiri, A. A. (2014). Usage of social networking sites and technological impact on the interaction-enabling Features. *International Journal of Humanities and Social Science*, 4(4), 46-61.
https://www.academia.edu/73742608/Usage_of_Social_Networking_Sites_and_Technological_Impact_on_the_Interaction_Enabling_Features
2. Anjugu, J. N. (2013). Impact of social media on students' academic performance (a study of students of University of Abuja).
https://www.academia.edu/32301127/impact_of_social_media_on_students_academic_performance_a_study_of_students_of_university_of_abuja
3. Arroyo, R. J. (2012). Raymond J. Arroyo: Embracing the culture of a younger generation. Retrieved from http://www.huffingtonpost.com/raymond-jarroyo/embracing-generationy_b_1860345.html
4. Asad, S., Mamun, M. A., and Clement, C. K. (2012). The Effect of Social Networking Sites to the Lifestyles of Teachers and Students in Higher Educational Institutions. *International Journal of Basic and Applied Sciences*, 1(4), 498-510.
5. Awadeh, O. K. A. (2020). The role of social media in improving the academic English

- writing skills of Arab students. *Journal of Content, Community and Communication*. 12(6). 117-126. <http://https://doi:10.31620/jccc>.
6. Belal, A. (2014). Influence of digital social media in writing and speaking of tertiary level student. Department of English and Humanities. BRAC University. https://www.academia.edu/112455271/Influence_of_digital_social_media_in_writing_and_sp_eaking_of_terniary_level_student
7. Cain, J. (2019). Pharmacy students' Facebook activity and opinions reading accountability and e-professionalism. *American Journal of Pharmaceutical Education*, 73(6), 104-123. <https://pubmed.ncbi.nlm.nih.gov/>
8. Турсунов, А. (2022). ЧАҚИРУВГА ҚАДАР БОШЛАНФИЧ ТАЙЁРГАРЛИК МАШИУЛОТЛАРИДА ПЕДАГОГИК ВА ИННОВАЦИОН ТЕХНОЛОГИЯЛАРНИ ҚЎЛЛАШ ВА УЛАРНИНГ ЎЗИГА ХОС ТОМОНЛАРИ. *Science and innovation*, 1(B3), 432-434.
9. Jahongirmirzo, A., & Qizi, P. M. S. (2024). MUSOBAQADAN OLDIN SPORTCHILARNI PSIXOLOGIK TAYYORLASH. *Eurasian Journal of Social Sciences, Philosophy and Culture*, 4(6-2), 73-76.
10. Abdurasulov, J. (2024). HARBIY PEDAGOGIKANING BOSHQA FANLAR BILAN ALOQASI. *Молодые ученые*, 2(6), 48-52.