EXPLORING THE IMPACT OF DIGITAL SLANG ON UNDERGRADUATE ESL LEARNER'S ACADEMIC WRITING AT TERRITORY LEVEL IN HYDERABAD, SINDH

Fiza Pirzada
BS English at National university of Modern Languages..
Email: pfizzafatima@gmail.com

Maria Manjhi khan
BS English at National university of Modern Languages.
Email: mariamanjhikhan@gmail.com

Sourath Seelro
Instructor and Lecturer at National university of Modern Languages..
Email: sourath.seelro@numl.edu.pk

Abstract

This qualitative study examines how Instagram- driven Gen Z slangs influence the academic writing habits of undergraduate students, with a specific focus on difficulties and experiences of ESL (English as a second language) learners. It aims to answer two main questions: Q1: What is the impact of Instagram-based-Gen Z slang on undergraduate students' capacity to adhere to formal academic writing? Q2: What is the perspective of ESL learners about Gen Z slang usage and appropriateness in academic writing? The research involved purposive sample of 50 undergraduate students of public university in Hyderabad, using semi-structured interviews conducted through Google forms. Through thematic analysis, it was found that while most students were aware of academic writing standards, many faced challenges to avoid the usage of informal or slang terms_ particularly those shaped by social media and peer culture. ESL learners reported struggles in switching from formal language required in academic writings and casual language typically of Instagram, though they also exhibited a solid grasp of when and how to use language appropriately. The findings concludes that Instagram serve as both a cultural and linguistic

influence, affecting how students express themselves and sometimes influencing their formal academic writings. The study also points to the role of Instagram slangs on writing patterns and underscore the need for targeted guidance on language registers and code-switching skills. Further this research suggests that educational institutions recognize and adjust to challenge language patterns when creating academic writing support programs, particularly for ESL learners who engage with multilingual and digital linguistics platforms.

***Keywords:** Gen Z slang, social media, Instagram, Academic Writing, Undergraduate students, Informal Language and Code-Switching.*

INTRODUCTION

Language is a means of expressing and conveying ideas and thoughts to others (F. Nasution & Tambunan, 2022). The speaker's intended message can be understood by both the speaker and the listener through the language used, which demonstrates the identity of a nation, that serving as a means of communication and interaction. It also allows people to share opinions and ideas to build social relationships (Alshehri, 2023). Language has a dynamic and evolving nature that demonstrates its importance in human society (Scott-Phillips, 2007)

Furthermore, to convey their ideas and sustain a conversation till their communication goal is successfully achieved, ESL (English as a Second Language) learners need to use communication strategies, those have been considered generally as tools used by second language learners to overcome perceived barriers to achieving particular communication goals (Færch & Kasper, 1983). Among higher education students one of the most influencing factors in their ESL learning is the environment and setting. The classroom plays one of the important roles in influencing ESL learning (Akcay et al., 2015). This statement indicates a crucial problem that many students encounter in learning and particularly communicating the second language, specifically English language. In this way, many secondary learners express their problems related to that and sometimes even acknowledge their inability in learning to speak English (Akcay et al., 2015).

Moreover, English is the language of international communication; however, its global dominance causes not only linguistic and communicative

inequality, but also the feeling of anxiety and insecurity among those who cannot speak the language in a globalized world where English extensively dominates (Tsuda, 2005). Consequently, the ability to communicate in English is now a necessity.

As Generation Z was born between the mid-1990 and early 2010 and it has grown up with the widespread use of digital platforms where social interactions and use are increasingly high (Yadav & Rai, 2017).

The usage of social media can provide insights into how Generation Z engages with digital platforms and how it influences their social English. Thus, increase in usage of Instagram as one of the widely used mediums by several students is potentially evident in their day to day -use of language. This reviewed student's slang words used in their writing and daily communication, that exemplify environments where users engage in concise exchanges of text or video, necessitating briefness and creativity. Hashtags, initially created for content categorization, have evolved into a medium for linguistic innovation, frequently featuring new word forms and slang. They further believe that the shift in trends in society, identity and culture is reflected through the change in language (Manurung, 2022)

Since the 16th century, Slang has existed and was originally used by specific groups (Gen Z) to distinguish themselves from outsiders and to prevent others from understanding their conversations (Lighter, 2001). While, in the 18th century, slang was initially considered a low-class language, but with passage of time it became more widely used in everyday life due to its catchy and easy-to-use nature. For instance, on Instagram the term is "Rip," which stands for "Rest in Peace." Is commonly used to express prayer for someone who has passed away. Same case with the slang of "I don't know" as "idk" which is used to express someone's uncertainty or lack of knowledge about a particular topic. The usage of These slangs has a subsequent impact on academic writing as it is frequently used by the Gen Z students.

The gen z students are highly influenced by the slang language because they are attracted towards multitasking and the shortcuts as well. As the reason behind using slang words and short forms in academics is the shortage of time, and to be more specific, natural, and significant. This highlights the influence of slang (Eble 1996) on the academic writing of the students which results in breaking strict rules between formal and informal

writing.

Furthermore, this study is significant in exploring the use of slang words used by Generation Z on social media, especially on Instagram, and how it negatively affects academic writing of the students. Firstly, this study will be helpful for new learners to pay serious attention to their formal academic writings and in order to avoid the use of slang words/short forms to improve their writing deficiencies. Secondly, this study will also be useful for parents to provide proper guidelines to their children for using technological devices wisely. Additionally, it will lead to innovative new and necessary measures to improve students' academic writing skills.

PROBLEM STATEMENT

Social media has been playing a crucial role for a dominant mode of communication in Pakistan, especially usage of Instagram platform among Generation Z. Although, Generation Z are frequently using the slangs, short forms, abbreviations and informal expression, their digital discourse which highly influence their linguistic patterns. As, particularly in Hyderabad city, where digital awareness is rising among students, there are concerns regarding the potential effects of digital-driven language shifts on academic writing skills.

Consequently, Gen Z's language is influenced by digital slang as Mehmood and Taswir (2013) state that use of slang words affects the student's formal style which influences the student's ability to maintain their academic writing. Thus, many studies have been done on the Gen Z's usage of the slangs on Instagram such as, (Jabeen, 2025), (Saba Tufail, 2024) and (Ary Rahmad Syaputra 1, 2024). These studies highlight the innovation of new slang words, their functions and meaning and spread and adoption of new language styles among the Gen Z's. However, in Pakistan, particularly in the Hyderabad region, any research has been done on the impact of Gen Z's usage of slangs on the student's academic writing. Further, existing research has focused more particularly on the innovation of new slang and their often usage on platforms like Instagram.

Finally, this research aims to analyze the extent to which usage of Instagram slangs by Gen Z' s affects their academic language particularly in Hyderabad, Pakistan. Therefore, by identifying patterns, perceptions, and

potential linguistic shifts, this study will contribute to understanding how social media and usage of current trends of English language shapes academic writing skills in educational contexts.

LITERATURE REVIEW

According to Saussure (1959) language is an essential and a distinct entity that should not be confused with human speech. As, Language works as a collection of necessary conventions and as well as social product of the faculty of speech that has been adopted by society and ensure that every individual to exercise that faculty.

The English language is used globally, providing a medium for communication among those individuals who do not used English as their first languages (L1s). In today's society, English with dominance and power should not be viewed as a language in a isolation, but rather as one permeated with various ideologies and spoke in diverse sociopolitical and sociocultural contexts (Blommaert, 2010; Fang, 2018; Nieto, 2017). Specifically, for the reasons of, political, economic and historical, English gained dominance in Asia in the distant past and it is viewed as an Asian language now (Kachru, 1998; Mahboob, 2009) and embedded in many aspects of people's daily lives. Moreover, the role of English as a global language is increasing around the world. As, the English language in Pakistan is ever considered as it is an official language and also used in military and higher education. Since its birth the English language has influenced the country because it is considered as an elite class language and power is associated with the English language. (Rahman, 2010) found a distinctive Pakistani variety of English that is currently being codified. Although, the Conservative groups who resist English can also be found across the country.

Furthermore, Bauer (1983) found that younger speakers are the vital reason for language evolution, particularly, to innovate a process of new morphological. Thus, Generation Z is propagating the innovations of their language, quickly and widely through Digital platforms (Crystal, 2011). Thus, Kaplan and Haenlein (2010) view social media as internet-based applications which enable users to create and share their content, built on Web technologies. Although, Social networks, such as Instagram, Facebook, and TikTok, are platforms where users can interact and create personal profiles, to share information with others (Puspita & Gumelar, 2014).

Unlike traditional media, which relies on print and broadcast, social media uses the internet to facilitate open participation, quick feedback, and unrestricted sharing of information.

Further, Ajmain (2020) conducted research about effective communication and impacts on generation Z at the time of industrial revolution 4.0 era. Technological innovations have an impact on Gen Z's social communication abilities and language (Syaputra et al., 2024; et al., 2023; Williandani & Mulyadi, 2023; they recommend that in order to teach language to Gen Z you should know their mind set and knowledge about the technology.

In recent studies Chen & Ha (2023) examine Gen Z's use of social media and its effects on global communication. Further, they found that digital and social media significantly influence Generation Z's communication styles and worldview. Although, the "news finds me" has an impact on the passive method of acquiring news which this study demonstrates. According to researchers through OMGC preconference, the usage of social media sites such as Twitter, TikTok, and especially Instagram by Gen Z that shapes their social identity and the perspectives of the world (Karimi & Fox, 2023.)

Additionally, Munro citing Fasola (2012) views slang as a non-standard language consisting of emotionally expressive words used in communication or message, but it is not appropriate in a formal essay'. Moreover, according to Anderson and Trudgill in Habibiloyevna(2021), slang cannot be categorized as a language or a dialect; but rather it can be defined as a linguistic code that shows innovation in language. As, Rezeki&Sagala(2019) defines slang as simply a mode of communication in informal settings.

With the views of Rahman (2010), according to Ferdinand de Saussure the native speaker possesses a complete system of language as a whole knowledge in their brains on an independent level. Thus, to extending Saussure's point, the knowledge of slang is shared by those who are highly active in social media which makes them share a common perspective. His idea of "langue' and 'parole' (underlying language system and individual speech acts) adds to the evolution of slang which serves as the native digital language. Further, this research will contribute to a deeper understanding of language variation and change in the digital era, predominantly the usage

of Instagram effects the academic writing and shape the language use.

Moreover, Butakova (2021) analyses the use of slang and language abilities to paraphrase and make it more communicative by Gen Z effectively. Thus, (Luhulima et al., 2024; Siagian et al., 2023; Wedananta et al., 2023), suggest that their communication is often centered on personal narratives, using slang reflecting structural simplicity and cohesion through repetition. Which highlights Gen Z cognitive framework.

As, (Barseghyan 2013) explains that the students have increasingly miss-used language in university-level research papers as usage of slang such as, (oh my God) as "OMG", "TQ" for (thank you) and "LOL" as (laugh out loud). Currently these slangs have become a permanent part of dictionaries. Thus, this research's aim is to examine that to which extent students are using English slang/short forms in formal situations and their academic writing.

THEORETICAL FRAMEWORK

This study applies two core morphological theories Item-and-Arrangement (IA)and Item-and-Process (IP)to examine the linguistics transformations introduced by Generation Z (Gen Z) within Pakistani English context. Further, these theoretical models help to examine how morphemes function and word formation, providing essential tools for understanding the dynamics of how language evolves. They are specifically relevant for exploring linguistics phenomena like slang, word blending, affixation, and semantic changes.

Moreover, the Item-and-Arrangement (IA) theory, developed by Chomsky and Halle (1956_1965), views words formation as a systematic arrangement of distinct morphemes. This approach emphasizes four core components. First, morpheme inventory, serve as a foundational repository of all morphemes and their meanings. Gen Z's linguistics capability contributes to this inventory by introducing new morphemes, such as "cottage core" (by adding the suffix"-core") and "hangry"(a blend of "hungry" and "angry"). Secondly, the formation of grammatically correct structures is governed by particular rules for combining morphemes. These rules are clearly evident in Gen Z's innovative use of affixation, as demonstrated by terms like "anti-vibe" (using the prefix "anti-") and "de-influencer"(with the prefix "de"). Thirdly, lexical insertion rules specify how these morphemes are placed within syntactic structures, enabling new terms

smoothly integrated newly coined or unconventional words into standard English. Lastly, morphological rules regulate phonological adjustments that occur during word formation. This aspect is specifically relevant to Pakistani English, where regional phonological factors can affect the pronunciation of Gen Z slang terms.

Furthermore, the Item-and-Process (IP) hypothesis, introduced by Newman (1946) and Hockett (1954), emphasis on the dynamic process involved in creating new words. This framework focuses on set of morphological processes, which includes affixation, blending, and reduplication. These methods play a key role for Generation Z's language innovation, as seen in common usage like blending ("hangry), affixation ("vibeify"), and localized usage of reduplication or altered spellings in Pakistani slang. This theory further explains how morphological processes apply to roots or stems through defined rules to create new terms- clearly evident in Gen Z's inovative formations such as "studycore" or "vibes". This word formation depends on an inventory of roots and stem, which in multilingual settings like Pakistan, often merges English with native languages. In results it gives rise to hybrid slang expressions. Thus, this approach bridges the gap between word formation theory and the sociolinguistic consequences of slang use in formal academic institutions by fusing these linguistic theories with research issues that are centered on writing.

RESEARCH QUESTIONS

Q1. What is the impact of Instagram-based-Gen Z slang on undergraduate students' capacity to adhere to formal academic writing?

Q2. What is the perspective of ESL learners about Gen Z slang usage and appropriateness in academic writing?

RESEARCH OBJECTIVES

To investigate the most common effects of Instagram Gen Z slang on the academic writing practices of undergraduate students.

To examine how undergraduate ESL students view the application, suitability, and consequences of using Gen Z slang in academic writing.

RESEARCH METHODOLOGY

With emphasis on ESL students, this study used a qualitative research

approach which was thoroughly followed from Cresswell (2014), to explore how Instagram-based Gen Z-slang affects undergraduate academic writing. Thus, understanding students' perspectives, difficulties, and writing habits in regard to informal digital language was the goal.

PARTICIPANTS AND SAMPLING

Fifty undergraduate students from a private university in Hyderabad, Pakistan, were selected for the target population. Purposive sampling was used to choose participants, and they were selected through careful consideration of their ESL background from a range of academic fields.

DATA COLLECTION

The data was collected through Semi-structured interviews conducted using Google Forms that were used to gather data. Although, the usage of slang in academic writing, its perceived appropriateness, and challenges with code-switching between formal and casual language were all covered in the questions.

DATA ANALYSIS

Responses were analyzed using thematic analysis. Participants' responses were coded anonymously, then thematically divided to support thematic insights. Data was manually coded following an initial familiarization with the replies gathered using Google Forms. Each response was reviewed several times as part of the coding process in order to find recurrent concepts, phrases, or language patterns that were pertinent to the study topics. The codes were organized into more general categories that represented the main topics of investigation: the influence of Instagram as a linguistic environment, the impact on academic writing, and the perspectives of ESL learners.

Table 1: Themes and Subthemes from Thematic Analysis

Main Theme	*Subthemes*	*Description*
1. Impact of Instagram Slang on Academic Writing	*1.1 Reduced Formality in Academic Writing*	*Use of slang lowers academic tone and appropriateness.*

	1.2 Conflict with Academic Standards and Teacher Feedback	*Teacher criticism and institutional rejection of slang in formal assignments.*
2. ESL Learners' Perceptions and Attitudes	*2.1 Awareness of Slang Appropriateness*	*Students recognize slang is unsuitable in formal academic contexts.*
	2.2 Challenges in Code-Switching	*Difficulty shifting between informal Instagram slang and academic English.*
3. Instagram as a Source and Spreader of Slang	*3.1 Instagram as the Primary Platform*	*Instagram identified as the main source of slang learning and exposure.*
	3.2 Influence of Trends, Peers, and Social Media Culture	*Slang usage driven by social influence, peer adoption, and viral content.*

RESULTS AND FINDINGS

This section presents a qualitative study that examined how Gen Z slang from Instagram affected undergraduate students' academic writing, specifically focusing on ESL students in a Pakistani university setting. Thus, Semi-structured interviews were used to collect data, which were then subjected to thematic analysis to reveal trends in usage, perceptions, and linguistic influence. As Three main themes were used in the thematic analysis: how Instagram slang affects writing standards, how ESL learners perceive it, and how Instagram contributes to the spread of slang.

1: Influence of Instagram Slang on Academic Writing Standards

1.1: Reduced Formality in Academic Writing

The consensus among most participants is that Gen Z slang, particularly terminology seen on Instagram, is generally unsuitable for academic writing, which was one of the most consistent findings. Therefore, Slang use

may be detrimental to academic tone, according to twenty-eight participants, particularly (P3, P5, P8, P10, P12, P30 and P50), who expressed a clear preference for preserving formality in their writing.

P3 stated, "No, I never prefer using slang words while attempting a paper."

P5 emphasized, "Academic writing requires formal language, and using slang can make the content look unprofessional."

P8 suggested that students should "keep slang for Instagram but avoid it in academic writing to stay clear and professional."

This group demonstrated a keen understanding of academic etiquette, frequently linking slang to academic immaturity and a lack of seriousness. Although, there was a consensus that coursework, tests, and assignments shouldn't use the casual Instagram communication style.

Therefore, other interviewees admitted that although they personally steered clear of slang, they saw some of their classmates inadvertently use it in academic work.

P10 said, "According to some of my teachers, there are some students who use slang or informal language in every batch or class." In a similar vein, P41 stated, "Students sometimes use slang language in examinations, but most know that slang is not appropriate."

The conflict between students' digital language habits and academic standards is brought to light by these comments. Even, if a lot of students show awareness, social media exposure to colloquial language can occasionally affect written expression, particularly in projects that are informal or under time pressure.

1.2. Conflict with Academic Standards and Teacher Feedback

According to the participants, teachers regularly used corrective feedback to address students' informal language usage. As, two participants (P28 and P33) talked about how their use of slang or abbreviations was noted in their work.

P28 noted, "Yes, but only they criticize for using short forms of words."

P33 reflected, "Once I used casual words in an essay, and the teacher advised me to stay formal and academic. It was constructive feedback."

The line between appropriate digital language and academic standards is reinforced by this feedback loop between students and teachers. Additionally, it implies that a lot of students might use slang without

realizing it until they receive official instruction. It seems that teachers play a crucial role in assisting students in negotiating this border.

2: ESL Learners' Perceptions and Attitudes Toward Slang Usage

2.1. Awareness of Slang Appropriateness

*The vast majority of ESL participants showed that they understood that using Instagram slang in academic settings is inappropriate. Thus, participants (**P1, P2, P4, P13, P19, P26, P27, P34, P38, P39, P43 and P46**) underlined the significance of tone and audience awareness, pointing out that academic writing and social media language need different registers.*

***P1** commented, "I would tell them to keep those two worlds separate and try not to be too chronically online."*

***P13** warned, "They should not use slang in academics because it can affect their grades."*

***P46** advised, "To never use slangs in professional work—it's inappropriate."*

Particularly for ESL students negotiating both linguistic and cultural norms, this degree of metalinguistic awareness is encouraging. Further, these participants aligned their opinions with academic writing standards by demonstrating the capacity to assess the appropriate language depending on context.

*Additionally, a number of people mentioned that Instagram is perceived as a casual, expressive platform. **P4** said, for instance, "Instagram feels more casual and personal." This disparity supports the idea that the platform's language style is inappropriate for academic work even though it is helpful for social connection.*

2.2. Challenges in Code-Switching

*Some participants struggled to switch between professional and casual approaches, even though they were aware of it. Therefore, participants (**P39, P45, P26, and P48**) considered how they or others have struggled with moving between linguistic registers.*

***P45** admitted, "Sometimes I do find it a bit difficult to switch between informal and formal writing styles."*

***P48** added, "Because we are so used to using slang, we find it difficult switching to formal."*

A more upbeat perspective was expressed by P26, who said, "With practice, I'm getting better at switching when needed." "I avoid using short forms and slang in academic writing," said P39, suggesting that some students have found effective ways to deal with this difficulty.

This theme implies that ESL students, who are frequently in multilingual settings, need additional assistance in developing code-switching abilities, particularly when a large portion of their non-academic communication is in digital language.

3. Instagram as a Source and Spreader of Slang

3.1. Instagram as the Primary Platform for Slang Adoption

One important finding is that Instagram plays a major part in exposing students to Gen Z vernacular. Citing reels, memes, captions, and stories, four individuals (P2, P15, P20, P24, P31, P40, P44, and P49) stated that Instagram was their primary source of slang terms.

P2 stated, "I usually learn or pick up new slang expressions from Instagram reels and posts."

P15 remarked, "Instagram is the most popular platform where students learn and adopt such slang terms."

P20 noted, "Most slang words are adopted from Instagram reels."

P49 confirmed, "Students see Instagram as a major platform for learning and spreading slang."

According to this evidence, the digital environments that kids interact with have a significant influence on their language skills. Although, Instagram's casual and visual style promotes quick, creative, and emotive communication, frequently with language that deviates from academic conventions.

3.2. Influence of Trends, Peers, and Social Media Culture

Three individuals (P35, P36, and P41) highlighted how slang is popularized via peer pressure, trends, and influencers:

P35 said, "Trends, peer pressure, influencers, and viral content are the main factors."

P36 elaborated, "Unchecked screen time and easy access to social media, American/Indian society, and Gen Z culture all influence this slang use."

P41 added, "Students use slang on Instagram mainly because their friends do, and they want to fit in."

This demonstrates that slang acquisition is social and cultural in addition to linguistic. Without direction and awareness-raising, it is much more challenging to avoid using Instagram lingo in academic writing since students use it to develop their identities, communities, and sense of social belonging.

DISCUSSION

Most participants agreed that Instagram-derived terminology is not acceptable for academic writing, in line with the formality and clear standards anticipated in higher education. This confirms previous studies that found informal writing habits are influenced by internet communication platforms (Tagliamonte & Denis, 2008). Participants with a strong knowledge of the formal register, such P3 and P5, made it apparent that they rejected slang in academic settings.

Nevertheless, the results also imply that some students do inadvertently include slang or abbreviations into their academic work, especially when taking tests with limited time. According to P9 and P7, instructor feedback was essential in assisting students in differentiating between appropriate and inappropriate use. While maintaining academic standards is aided by this feedback loop, it also emphasizes the need for more detailed register control teaching.

ESL students clearly showed the capacity to assess language depending on context, demonstrating a high degree of knowledge of the inappropriateness of slang in formal writing. P1 to P26 were among the participants who demonstrated a thorough comprehension of the distinction between academic and digital registers. This result is consistent with research that highlights the significance of metalinguistic awareness in writing in a second language (Hyland, 2003).

Instagram has been consistently recognized as the most significant channel for the exposure of slang. Participants like P2, P5, to P10 said that reels, subtitles, and viral material are common sources of new slang phrases. These results support the notion that teenage language development is accelerated by digital media, in addition to reflecting it (Androutsopoulos,2006).

Furthermore, peer pressure and popular content frequently served as social motivators for the adoption of slang. Slang also serves as a social identification identifier among Gen Z students, as P3 and P46 indicated, since the desire to relate to peers and follow online trends plays a significant part in the usage of such language.

CONCLUSION

The study's conclusion provides important new information about how Gen Z lingo from Instagram affects student academic writing practices. The findings indicate that although while the majority of students are aware of the requirements for formal academic writing, social media, especially Instagram, continues to have an impact on how they perceive and use language. Furthermore, the study sheds light on the growing aspect of current language learning process that although undergraduate students, particularly those learning English as a second language, are generally aware of the importance of formality in academic writing, Instagram-based Gen Z slang nevertheless has a significant impact on their language usage. Although most students refrain from using slang in professional writing, occasional usage of short forms or informal language and difficulties with code-switching point to the need for continued instructional help. The data highlights three key findings: Despite students' awareness of academic language standards, Instagram slang continues to permeate writing processes, particularly subtly or informally. Furthermore, the balancing of academic and social language requirements presents additional difficulties for ESL learners. Lastly, Instagram has a significant linguistic impact, influencing students' language and communication habits in both informal and formal contexts.

LIMITATIONS

Despite its insightfulness, this study has a number of shortcomings. As 50 undergraduate students from a single university in Hyderabad participated in the study, which restricts the findings' applicability to larger student groups in other areas or institutions. Thus, the Self-reported answers from semi-structured interviews conducted using Google Forms were used to get the data. Convenient as it was, this approach would have limited the depth of participant responses and increased social desirability bias, where students might have reported their actual conduct instead of what they thought was anticipated. Additionally, the survey only considered student

opinions; opinions from academic staff or instructors were left out, which would have given a more comprehensive picture of how Instagram slang is viewed and dealt with in educational settings. Finally, the lack of real writing samples in the study made it difficult to evaluate the actual prevalence and significance of slang in academic writing.

RECOMMENDATIONS FOR FUTURE RESEARCH

By addressing the limitations of this work, future research can expand upon it. The findings would be more broadly applicable if the sample size was increased and individuals were drawn from various universities and geographical areas. As Institutional responses to digital slang in academic writing may be better understood by taking into account the viewpoints of academic advisors, instructors, and language policy officials. Further, Researchers would also be able to examine and quantify the actual usage, frequency, and effect of slang on academic quality by examining actual student writing examples. Students' writing habits could be monitored over time through longitudinal research, especially when it comes to continued use of digital networks like Instagram. Finally, to ascertain whether some social media platforms have a greater impact on the informal language integration of academic settings, future studies should examine the influence of various platforms, such as TikTok, Twitter, or WhatsApp.

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