

## The Impact of Evolving Vocabulary and the Frequent Use of Abbreviations on ESL Learning Among Secondary School Students: A Field Study at Al-Nasr Secondary School – Raqdalín

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أثر تطور المفردات والاستخدام المتكرر للاختصارات على تعلم اللغة الانجليزية كلغة ثانية لدى طلاب المرحلة الثانوية: دراسة ميدانية في مدرسة الامل الثانوية – رقدالين

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### Abstract

This study investigates the impact of changing vocabulary and the frequent use of abbreviations on English as a Second Language (ESL) learning among secondary school students. It focuses on how digital communication, particularly social media and online platforms, influences students' language use, vocabulary development, and academic writing skills.

The research was conducted using a questionnaire distributed to 51 students at Al-Nasr Secondary School. The findings revealed that most students frequently learn new English vocabulary from digital platforms and use abbreviations to communicate more quickly in informal settings. However, many students are also aware that excessive use of abbreviations can negatively affect their academic writing and grammatical accuracy. The results further showed that students sometimes struggle to distinguish between formal and informal language styles, although they generally recognize the importance of learning correct vocabulary for improving their English proficiency.

the study concludes that while modern digital language enhances students' engagement and vocabulary exposure, it also presents challenges for formal language development. The research emphasizes the importance of guided instruction from teachers to help students balance informal digital communication with accurate academic English usage.

**Keywords:** ESL Learning, English Vocabulary, Abbreviations, Digital Communication, Social Media, Academic Writing, Secondary School Students.

## الملخص

تتناول هذه الدراسة تأثير تغيّر المفردات اللغوية والاستخدام المتكرر للاختصارات على تعلم اللغة الإنجليزية كلفة ثانية لدى طلاب المرحلة الثانوية. وتركز الدراسة على كيفية تأثير وسائل التواصل الرقمي، وخاصة منصات التواصل الاجتماعي والإنترنت، على استخدام الطلاب للغة الإنجليزية، وتنمية مفرداتهم، ومهاراتهم في الكتابة الأكاديمية.

أجريت الدراسة من خلال استبيان وزّع على 51 طالباً في مدرسة النصر الثانوية. وأظهرت النتائج أن معظم الطلاب يعتمدون بشكل كبير على المنصات الرقمية في تعلم مفردات إنجليزية جديدة، كما يستخدمون الاختصارات بشكل متكرر لتسهيل وتسريع التواصل في المواقف غير الرسمية. ومع ذلك، أبدى عدد كبير من الطلاب وعياً بأن الإفراط في استخدام الاختصارات قد يؤثر سلباً على الكتابة الأكاديمية والدقة اللغوية. كما بينت النتائج أن بعض الطلاب يواجهون صعوبة في التمييز بين اللغة الرسمية وغير الرسمية، رغم إدراكهم لأهمية تعلم المفردات الصحيحة في تحسين مستواهم في اللغة الإنجليزية.

وبشكل عام، خلصت الدراسة إلى أن اللغة الرقمية الحديثة تساهم في زيادة تفاعل الطلاب مع اللغة وتوسيع مفرداتهم، لكنها في الوقت نفسه تطرح تحديات على مستوى اللغة الأكاديمية. وتؤكد الدراسة على أهمية دور المعلمين في توجيه الطلاب لتحقيق التوازن بين استخدام اللغة في التواصل اليومي واستخدامها بشكل صحيح في السياقات الأكاديمية.

**الكلمات المفتاحية:** تعلم اللغة الإنجليزية بوصفها لغة ثانية، المفردات الإنجليزية، الاختصارات اللغوية، التواصل الرقمي، وسائل التواصل الاجتماعي، الكتابة الأكاديمية، طلاب المرحلة الثانوية.

## 1. Introduction

Learning English as a Second Language (ESL) has become a dynamic and complex process for secondary school students in the digital age. The study titled “The Impact of Evolving Vocabulary and the Frequent Use of Abbreviations on ESL Learning Among Secondary School Students” examines the intersection between traditional academic English and modern digital communication practices.

Today’s students operate in a dual linguistic environment. On one hand, they are exposed to formal English within classroom settings, and on the other, they frequently engage with informal “digital language” used in social media platforms, messaging applications, and online games. This constant exposure to two different language styles has significantly influenced how students acquire, process, and use English.

With the rapid development of technology, English vocabulary is no longer static or limited to traditional dictionaries. Instead, it is continuously evolving through the introduction of abbreviations, acronyms, and internet slang. Expressions such as “POV” (Point of View), “FR” (For Real), and “ghosting” have become widely used among young people. These forms of language are not only tools for faster communication but also reflect new patterns in thinking and expression among digital-native learners.

This study aims to explore how digital communication influences students’ academic English performance. It focuses on the tension between informal online language and formal academic writing, and how this affects students’ ability to switch between linguistic registers. Ultimately, the research seeks to provide insights that may help educators develop more effective teaching strategies that balance modern digital realities with academic language standards.

### 1.1 Problem Of The Study

The core problem addressed by this research is the observable decline in formal academic writing proficiency among secondary school students which appears to be closely linked to the pervasive influence of **"internet language"**. This issue can be categorized into several key dimensions:

- Contextual Confusion: Students increasingly struggle distinguish between formal academic settings and informal digital platforms leading to the inappropriate inclusion slang and abbreviations in exams and assignments.
- Linguistic Erosion: Over reliance on simplified vocabulary and emojis may weaken students ability employ rich sophisticated and academic English resulting in written work that lacks depth and expressive variety.
- Orthographic and Syntactic Decline: The habitual use of phonetic shortcuts (e.g., "u" for "you", "r" for "are") contributes to a deterioration in spelling accuracy and a growing disregard for standard grammatical structures.
- The Academic-Reality Gap: A disconnect exists between the English taught in schools and the English used in daily life. This disparity can lead students to perceive academic English as obsolete or irrelevant to contemporary experiences.

### 1.2 Research Questions

This study seeks to provide comprehensive answers to the following research questions:

- 1 What are the most prevalent abbreviations and new vocabulary terms currently used by secondary school students in their daily digital interactions?
- 2 How does the frequent use of these digital linguistic forms affect the quality and structure of students academic essay writing?
- 3 What are the perspectives of both students and educators regarding the influence of internet language on the ESL learning process?
- 4 What pedagogical strategies can be implemented to effectively help students differentiate between formal and informal English across various contexts?

### 1.3 Hypotheses

Based on the research problem and objectives To following hypotheses are proposed:

1. There is a significant negative correlation between the frequent use of internet abbreviations and the quality of academic writing among secondary school students.
2. There are statistically significant differences in the perceptions of students and teachers regarding the impact of digital language on English language acquisition.
3. The implementation of targeted instructional strategies can significantly improve students ability to code switch between formal and informal linguistic registers.

### 1.4 Significance Of The Study

This research holds substantial importance as tackles a contemporary issue at the heart of modern education. Its significance is reflected in the following areas:

- Understanding the Digital Generation: The study provides deep insights into how modern students conceptualize and use English moving beyond traditional textbook centric views.
- Empowering Educators: By identifying specific linguistic challenges the research offers teachers a roadmap for developing innovative and engaging teaching methods that address the reality of the digital age.

- **Student Development:** The study helps students recognize the impact of "**screen language**" on academic performance guiding them toward balanced mastery both rapid digital communication and formal academic writing.

### 1.5 Aims Of The Study

The primary objectives of this study are designed to support the academic growth of students and the professional development of teachers:

- **To Identify and Analyze:** To document and categorize most common abbreviation neologisms currently favored by secondary school students.
- **To Measure Impact:** To evaluate the extent which digital linguistic habits influence the structural and stylistic quality of academic writing.
- **To Survey Perspectives:** To explore the underlying motivations for using digital language and its perceived effects from the viewpoints of both learners and instructors.
- **To Propose Solutions:** To develop and suggest practical classroom strategies that enable students to use both "**internet language**" and "**academic English**" accurately and appropriately.

### 1.6 Definition Of Terms

To ensure clarity and conceptual consistency the following terms are defined within the context of this study:

Table 1.1: DEFINITION OF TERMS

| Term                               | Definition in the Context of this Study                                                                                                                              |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ESL (English as a Second Language) | The study or use of English by people whose native language is not English, specifically within a non-English speaking environment.                                  |
| Internet Language/Slang            | A dynamic form of English characterized by abbreviations, acronyms, and informal vocabulary popularized through digital communication platforms.                     |
| Academic Writing                   | The formal style of writing used in universities and scholarly publications, characterized by objective tone, precise vocabulary, and adherence to standard grammar. |
| Abbreviations                      | Shortened forms of words or phrases (e.g., "LOL", "BTW") used to increase the speed of communication in digital contexts.                                            |
| Secondary School Students          | Students typically aged 15-18 who are in the final stage of compulsory education before entering university.                                                         |

### 1.7 Structure Of The Study

This research is organized into five chapters as follows:

Chapter One: INTRODUCTION

This chapter presents the general introduction to the study. It includes the background of the research, the problem statement, research questions, hypotheses, significance of the study, aims, and definition of key terms.

Chapter Two: LITERATURE REVIEW and Theoretical Framework

This chapter reviews previous studies related to the topic. It also presents the theoretical background of ESL learning, vocabulary development, and digital language use, as well as relevant linguistic theories that support the study.

#### Chapter Three: RESEARCH METHODOLOGY

This chapter describes the research design and procedures used in the study. It includes the research approach, population and sample, data collection instruments, and methods of data analysis.

#### Chapter Four: DATA ANALYSIS and Discussion

This chapter presents and analyzes the collected data. It also discusses the findings in relation to the research questions and compares them with previous studies.

#### Chapter Five: CONCLUSION and Recommendations

This chapter summarizes the main findings of the study, presents the conclusion, and provides recommendations for educators and students.

## 2 - Literature Review

### 2.1 Definition Of Vocabulary

Vocabulary refers to the words that a person knows and uses in a particular language. It is considered one of the most important elements in language learning because it helps learners understand ideas and express themselves clearly. Without sufficient vocabulary knowledge, students may face difficulties in reading, writing, speaking, and listening.

According to Nation (2001), vocabulary knowledge includes more than simply knowing the meaning of a word. Learners also need to understand its pronunciation, spelling, grammatical use, and meaning in different contexts. Similarly, Thornbury (2002) states that vocabulary plays a central role in communication because learners with a wider range of vocabulary are usually more confident and effective in using the language.

Cameron (2001) also emphasizes the importance of vocabulary learning for young learners. She explains that vocabulary development supports students' ability to think, communicate, and understand the world around them. For ESL learners, learning vocabulary can be challenging because they must understand not only the meanings of words but also how to use them correctly in different situations.

### 2.2 Changing Vocabulary In Modern English

English is a living language that changes over time. In recent years, these changes have become faster because of technology, the internet, and social media. New words and expressions appear regularly, while some old words gain new meanings or become less common in daily communication.

Technology is considered one of the main reasons behind vocabulary change. Many modern terms such as "selfie," "tweet," and "google" have become widely used in everyday English. Social media platforms have also introduced informal language styles that are commonly used in online communication, especially among young people. These styles are often called "internet language" or "texting language" because they focus on speed and simplicity.

In addition, popular culture, movies, music, and global communication contribute to the spread of new vocabulary across different countries and communities. As English continues to develop, learners are exposed to both formal academic language and informal modern expressions at the same time.

For ESL learners, this situation can sometimes create confusion. Students may find it difficult to distinguish between formal vocabulary used in academic writing and informal vocabulary

used on social media and in daily conversations. Therefore, understanding changing vocabulary has become important for both teachers and learners in modern English education.

### **2.3 Definition Of Abbreviations**

Abbreviations are shortened forms of words or phrases that are commonly used to make communication faster and easier. They are widely used in digital communication, especially on social media platforms, text messages, and online chats. In modern communication, abbreviations have become a common part of everyday language among students and young people.

There are different types of abbreviations. Some are known as acronyms, which are formed from the first letters of several words and pronounced as one word, such as "NASA." Others are called initialisms, where each letter is pronounced separately, such as "LOL" or "SMS." In online communication, students also use shortened forms like "u" instead of "you," "BRB" for "Be Right Back," and "2day" instead of "today."

The widespread use of abbreviations is mainly connected to the need for quick communication. They help users save time and reduce effort while typing messages. However, despite their convenience, many researchers believe that excessive use of abbreviations may negatively affect students' formal writing skills, especially in academic contexts where correct spelling and grammar are required.

### **2.4 The Spread Of Abbreviations Among Students**

The use of abbreviations has become very common among secondary school students, especially with the increasing use of smartphones and social media applications. Students use abbreviations in text messages, online chats, and social networking platforms because they make communication faster and more convenient.

One of the main reasons behind the spread of abbreviations is the influence of digital communication. Applications such as WhatsApp, Instagram, Snapchat, and TikTok encourage short and quick forms of writing. As a result, students become more familiar with informal language and begin to use it frequently in their daily communication.

Peer influence also plays an important role in this phenomenon. Many students use abbreviations because their friends use them regularly, and this creates a sense of belonging within their social groups. Over time, abbreviations become part of students' everyday language habits.

Another reason is convenience. Writing shortened words requires less effort than writing complete sentences, especially during fast conversations online. For this reason, many students prefer using abbreviated forms in informal situations.

However, the continuous use of abbreviations may create problems in academic contexts. Some students find it difficult to separate informal online language from formal school writing. As a result, abbreviations and informal expressions may appear in assignments, exams, and other academic tasks, which can negatively affect writing quality and language accuracy.

### **2.5 The Impact Of Changing Vocabulary On English Learning**

Changing vocabulary and the frequent use of abbreviations can have both positive and negative effects on learning English as a second language. These changes influence the way students communicate, write, and understand the language in different contexts.

On the positive side, modern vocabulary and online language may increase students' interest in using English. Many students communicate daily through social media, online games, and digital platforms, which gives them more exposure to the language. This continuous interaction may help learners become more confident when using English in informal communication.

In addition, abbreviations and modern expressions can make communication easier and faster among students. Learners may feel more comfortable expressing themselves through informal digital language, especially when communicating with friends online. Exposure to online content may also help students learn new vocabulary and become more familiar with common expressions used in modern English.

However, despite these advantages, many researchers argue that excessive use of abbreviations may negatively affect academic language skills. Students who become too dependent on informal language may struggle with formal writing tasks that require correct grammar, spelling, and sentence structure.

Another problem is that students may confuse formal and informal language. For example, some learners may use abbreviated forms such as “u” instead of “you” or “msg” instead of “message” in school assignments without realizing that these forms are not appropriate in academic writing.

Furthermore, relying heavily on informal online language may limit students’ exposure to academic vocabulary. This can affect their ability to understand formal texts, write essays clearly, and express complex ideas correctly.

Based on these points, it can be understood that changing vocabulary and abbreviations can support communication in informal situations, but excessive use may create difficulties in academic English learning if students are unable to separate informal language from formal educational contexts. Bottom of Form

## **2.6 The Impact Of Frequent Abbreviation Use On Students’ Language Skills**

The frequent use of abbreviations and informal online language has a noticeable effect on students’ language skills, particularly in writing, reading, and speaking. Since many students spend a long time communicating through digital platforms, these language habits may gradually influence their academic performance.

### **2.6.1 Writing Skills**

Writing is considered the language skill most affected by the use of abbreviations. Students who regularly use shortened forms in text messages and social media may transfer the same habits into academic writing. As a result, spelling mistakes become more common, especially when students use forms such as “u” instead of “you” or “b4” instead of “before.”

In addition, frequent exposure to informal language may weaken students’ understanding of grammar and punctuation rules. Many online conversations ignore capitalization, sentence structure, and punctuation marks, which can negatively influence formal writing skills.

Another issue is the use of informal style in academic work. Essays and assignments require clear and formal language, but students who rely heavily on abbreviations may struggle to maintain an academic writing style. This can reduce the quality and clarity of their written work.

### **2.6.2 Speaking Skills**

The effect of abbreviations on speaking skills is less direct, but it can still influence communication. Some students become accustomed to using limited or informal expressions in daily conversations, which may reduce the variety of vocabulary they use while speaking English.

In formal situations such as classroom presentations or interviews, students may also experience difficulty choosing appropriate language because they are more familiar with informal online communication than with formal spoken English.

### 2.6.3 Reading Comprehension

Abbreviations may have both positive and negative effects on reading comprehension. On one hand, students who understand internet language can easily follow social media posts, online chats, and informal digital content.

On the other hand, students who rely mainly on simplified online language may face difficulties understanding academic texts that contain formal vocabulary and complex sentence structures. This may affect their ability to analyze information deeply and understand educational materials effectively.

### 2.6.4 Academic Performance

The impact of abbreviations can also appear in students' academic performance. Frequent spelling mistakes, grammatical errors, and weak academic vocabulary may reduce the quality of students' assignments and exam answers.

Teachers often evaluate students based on language accuracy, organization, and clarity of ideas. Therefore, students who cannot separate informal digital language from formal academic writing may receive lower academic results in English subjects.

Overall, excessive use of abbreviations may negatively affect the development of strong academic language skills, especially when students become too dependent on informal communication styles in their daily lives.

### 2.7 Students' Attitudes Toward Modern Vocabulary And Abbreviations

Students have different opinions about the use of modern vocabulary and abbreviations in English communication. However, most secondary school students generally view abbreviations as a normal and useful part of modern communication, especially in digital environments.

Many students prefer abbreviations because they make communication faster and easier. Writing short forms requires less time and effort, particularly when using smartphones and social media applications. For this reason, abbreviations have become a common feature of students' daily online interactions.

In addition, students are strongly influenced by social media and their peers. Since abbreviations are widely used in online conversations, many learners consider them part of modern youth culture. Using this type of language helps students feel connected to their friends and social groups.

Despite this positive attitude, some students are aware that excessive use of abbreviations may negatively affect their academic writing. They may notice spelling mistakes or informal expressions appearing in school assignments. However, many learners still find it difficult to completely avoid these habits because they use digital language frequently in their everyday lives.

Another issue is that some students believe they can easily separate informal online language from formal academic language. In reality, this separation is not always successful, especially when students become highly accustomed to abbreviated forms during communication.

Based on these observations, students' attitudes toward abbreviations appear to be mostly positive due to convenience and social influence, even though there is some awareness of the possible negative effects on academic English skills.

### 2.8 The Role Of Teachers In Controlling Language Use

Teachers play an important role in helping students use English appropriately in different situations. In modern education, students are constantly exposed to informal language through social media and digital communication, which makes the teacher's guidance more necessary than before.

One of the main responsibilities of teachers is to explain the difference between formal and informal language. Students need to understand that abbreviations and internet language may be acceptable in casual online communication, but they are not suitable for academic writing, examinations, or formal classroom tasks.

Teachers should also encourage students to improve their writing skills by focusing on correct spelling, grammar, punctuation, and sentence structure. When students make mistakes related to abbreviations or informal language, teachers should correct these errors and explain the appropriate academic forms.

Another important role of teachers is developing students' academic vocabulary. This can be achieved through reading activities, classroom discussions, essay writing, and exposure to formal English texts. The more students interact with academic language, the easier it becomes for them to separate formal English from informal online communication.

In addition, teachers can use technology positively in the learning process. Instead of completely rejecting digital communication, they can guide students toward educational uses of technology, such as vocabulary learning applications, grammar correction tools, and academic online resources.

Teachers should also raise students' awareness about the importance of formal English for future academic and professional success. Strong language skills are necessary not only for passing examinations but also for university education and future careers.

Therefore, teachers have a major responsibility in helping students develop balanced language skills that allow them to communicate effectively while maintaining appropriate academic language use.

### **3 -Research Methodology**

#### **3.1 Research Design**

This study adopts a quantitative research design using a survey approach for data collection. The quantitative method is suitable for this research as it enables the systematic collection and analysis of numerical data from a relatively large group of participants. This approach helps in identifying patterns, relationships, and the extent of the impact of changing vocabulary and abbreviations on ESL learning. The survey method, through structured questionnaires, was selected due to its efficiency in collecting data related to students' perceptions, attitudes, and self-reported language use.

#### **3-2 Research Setting**

The study was conducted at Al-Nasr Secondary School (ثانوية النصر للتعليم الثانوي رقدالين) in Ragdalin, Libya. This school represents a typical public secondary school where English is taught as a foreign language. The selection of this school was based on its accessibility and its similarity to other secondary schools in the region in terms of curriculum, student background, and learning environment. English is a compulsory subject, and students regularly engage in English language learning activities.

#### **3-3 Population And Sample**

The target population of this study consists of all secondary school students at Al-Nasr Secondary School who are learning English as a Second Language.

##### **3.3.1 Sample Size And Sampling Technique**

A convenience sampling technique was applied to select the participants based on availability and accessibility. A total of 51 students participated in the study. This sample size was deemed appropriate for statistical analysis while remaining manageable within the constraints of time and resources.

### 3.3.2 Sample Distribution

The participants were distributed across three secondary levels as follows:

- First Year Secondary: 31 students
- Second Year Secondary: 10 students
- Third Year Secondary: 10 students

This distribution was intended to capture variation in English proficiency levels and provide a more comprehensive understanding of students' linguistic experiences across different academic stages.

## 3.4 Data Collection Instrument

### 3.4.1 Questionnaire

The primary instrument used in this study was a structured questionnaire designed to collect quantitative data regarding students' use of modern vocabulary and abbreviations and their perceived impact on English language learning.

The questionnaire consisted of four main sections:

- **Demographic Information:** Including participants' academic level.
- **Usage Patterns:** Measuring the frequency and contexts in which students use abbreviations and modern vocabulary (e.g., social media, texting, academic writing).
- **Perceived Academic Impact:** Using Likert-scale items to assess students' perceptions of the influence on grammar, spelling, vocabulary development, and overall English performance.
- **Attitudinal Section:** Examining students' general attitudes toward the use of abbreviations in formal and informal communication.

The instrument was developed based on a review of relevant literature and carefully adapted to fit the local educational context.

## 3.5 Data Collection Procedure

The data collection process was carried out in a structured and ethical manner as follows:

1. Formal approval was obtained from the school administration prior to data collection.
2. Participants were informed about the purpose of the study, and informed consent was obtained to ensure voluntary participation.
3. The questionnaires were distributed to students during regular school hours under supervision.
4. Clear instructions were provided to ensure accurate completion of the instrument.
5. Completed questionnaires were collected immediately to ensure a high response rate and data reliability.
6. All responses were reviewed, organized, and prepared for statistical analysis.

## 3.6 Data Analysis

The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS). Both descriptive and inferential statistical techniques were applied.

- **Descriptive Statistics:** Frequencies, percentages, means, and standard deviations were used to summarize and describe participants' responses and demographic characteristics.
- **Inferential Statistics:** Tests such as correlation analysis, t-tests, and one-way ANOVA were used to examine relationships between variables and to test the study hypotheses. These methods were chosen to determine whether significant differences or relationships exist among the study variables.
- **3.7 Validity And Reliability**
- **3.7.1 Validity**

To ensure content validity, the questionnaire was developed based on an extensive review of related literature on vocabulary change and language learning. Additionally, the instrument was reviewed by specialists in English language teaching to ensure clarity, relevance, and appropriateness of the items in relation to the research objectives.

### • 3.7.2 Reliability

Reliability was tested through a pilot study conducted with a small group of students outside the main sample. This process helped identify unclear or ambiguous items, which were subsequently revised. Internal consistency reliability was measured using Cronbach's Alpha to ensure that the questionnaire items consistently measured the intended constructs.

### • 3.8 Ethical Considerations

The study adhered strictly to ethical research principles, including:

- Voluntary participation without coercion.
- Full informed consent from participants.
- Assurance of confidentiality and anonymity.
- The right to withdraw at any stage without penalty.
- Use of collected data strictly for academic purposes.

### • 3.9 Limitations Of The Study

This study has several limitations that should be considered when interpreting the findings:

- The sample size (51 students) is relatively small and limited to a single school, which restricts generalizability.
- The study relies on self-reported data, which may be influenced by subjective perceptions or bias.
- The research focuses on perceived impact rather than actual linguistic performance.
- Time constraints limited the possibility of expanding the sample or incorporating additional data collection methods such as interviews or language tests.

Despite these limitations, the study provides valuable insights into students' perceptions of modern vocabulary and abbreviation use and their influence on ESL learning in a secondary school context.

## 4 - Results And Discussion

### 4.1 Presentation Of The Results

This section presents the data collected from the students' questionnaire. The results are organized according to each question and include the frequencies and percentages of students' responses. The purpose of this section is to provide a clear picture of students' opinions about modern vocabulary, abbreviations, and their effect on English language skills.

**Table 4.1:** Summary of Questionnaire Results (N=51)

| Question                                                                      | Strongly Agree | Agree      | Disagree   | Strongly Disagree |
|-------------------------------------------------------------------------------|----------------|------------|------------|-------------------|
| Q3: I use English abbreviations (e.g., LOL, BTW, IDK) in daily communication. | 5 (9.8%)       | 15 (29.4%) | 25 (49.0%) | 6 (11.8%)         |
| Q4: I often learn new English words from social media or the internet.        | 35 (68.6%)     | 12 (23.5%) | 3 (5.9%)   | 1 (2.0%)          |
| Q5: Abbreviations help me communicate faster in English.                      | 30 (58.8%)     | 15 (29.4%) | 4 (7.8%)   | 2 (3.9%)          |

|                                                                                |            |            |            |            |
|--------------------------------------------------------------------------------|------------|------------|------------|------------|
| Q6: Using abbreviations affects my ability to write correct English.           | 10 (19.6%) | 20 (39.2%) | 15 (29.4%) | 6 (11.8%)  |
| Q7: I sometimes confuse formal English with informal (internet) language.      | 8 (15.7%)  | 18 (35.3%) | 20 (39.2%) | 5 (9.8%)   |
| Q8: Learning new vocabulary improves my English skills.                        | 40 (78.4%) | 10 (19.6%) | 1 (2.0%)   | 0 (0.0%)   |
| Q9: I find it difficult to understand new or modern English vocabulary.        | 4 (7.8%)   | 12 (23.5%) | 25 (49.0%) | 10 (19.6%) |
| Q10: My teachers encourage me to use correct English instead of abbreviations. | 25 (49.0%) | 20 (39.2%) | 4 (7.8%)   | 2 (3.9%)   |
| Q11: Abbreviations negatively affect my academic writing.                      | 12 (23.5%) | 22 (43.1%) | 12 (23.5%) | 5 (9.8%)   |
| Q12: I can easily switch between formal English and informal language.         | 15 (29.4%) | 25 (49.0%) | 8 (15.7%)  | 3 (5.9%)   |
| Q13: The use of modern vocabulary makes learning English more interesting.     | 32 (62.7%) | 15 (29.4%) | 3 (5.9%)   | 1 (2.0%)   |

## 4.2 Analysis Of The Students' Questionnaire

### 4.2.1 Usage Of English Abbreviations In Daily Communication (q3)

The results related to the use of English abbreviations in daily communication showed different opinions among students. While 9.8% of the students strongly agreed and 29.4% agreed, 49.0% disagreed and 11.8% strongly disagreed. This means that many students do not regularly use English abbreviations in their daily communication. The findings also show that the use of abbreviations differs from one student to another, which may depend on personal interest, level of internet use, or communication habits. These results do not fully support the common idea that all secondary school students frequently use English abbreviations.

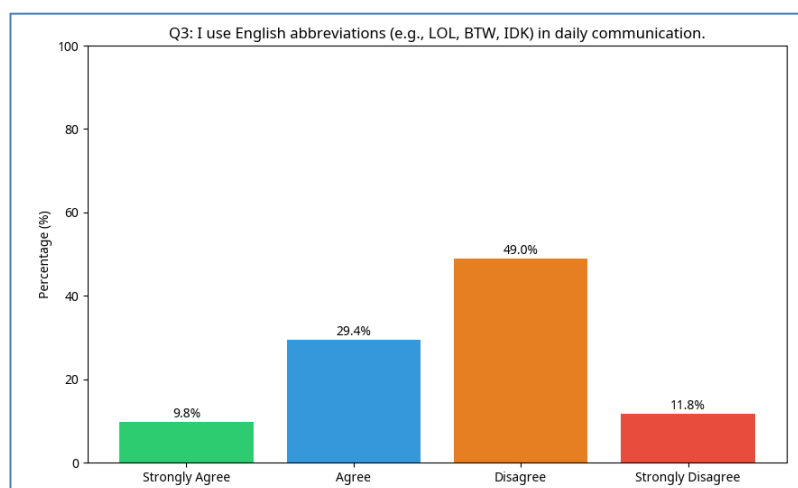


**Figure 1:** Students' Use of English Abbreviations in Daily Communication (Q3)

### 4.2.2 LEARNING NEW ENGLISH WORDS FROM SOCIAL MEDIA OR THE INTERNET (Q4)

The results show that most students learn new English words from social media or the internet. About 68.6% of the students strongly agreed, while 23.5% agreed. This shows that digital platforms play an important role in helping students develop their English vocabulary. Social

media and online content expose students to modern words and expressions that they may not learn in the classroom. These findings are similar to the ideas discussed in Chapter Two about the influence of technology and social media on vocabulary learning (Nation, 2001; Thornbury, 2002).

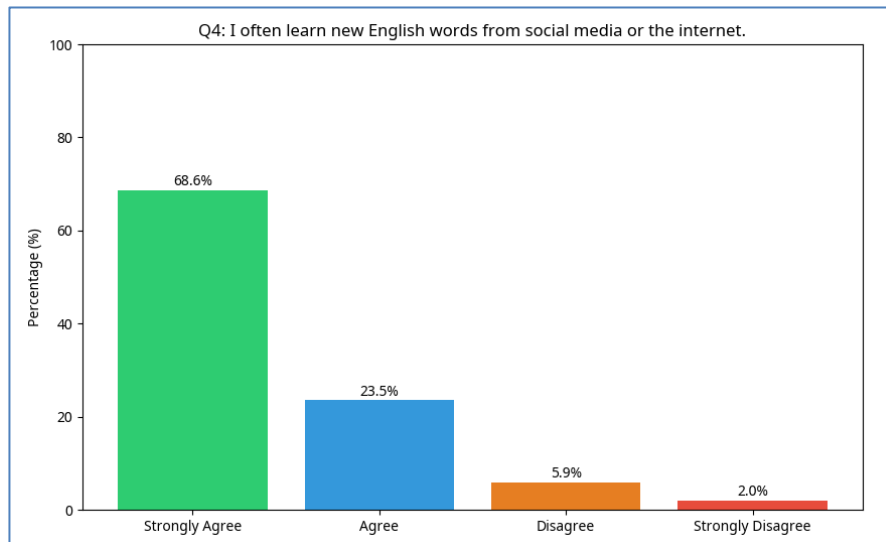


**Figure 2:** Learning New English Words from Social Media or the Internet (Q4).

#### 4.2.3 Abbreviations Help In Faster English Communication (q5)

Most students believe that abbreviations help them communicate faster in English. 58.8% strongly agreed and 29.4% agreed, which shows a clear tendency toward using abbreviations for quick communication. This suggests that students prefer shorter forms of language when chatting or communicating online, especially in informal situations. It also reflects their need for speed and convenience in digital communication. These results are in line with what was discussed in Chapter Two about the usefulness of abbreviations in online communication (Almushwat & Sabkha, 2023).

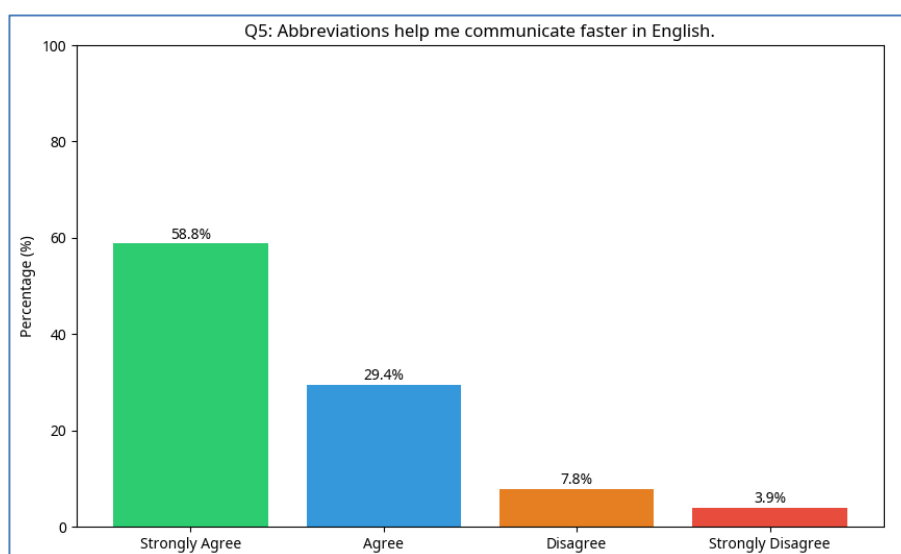


**Figure 3:** Abbreviations Help in Faster English Communication (Q5).

#### 4.2.4 Impact Of Abbreviations On Correct English Writing (q6)

The students' responses about the effect of abbreviations on correct English writing were mixed, but most of them agreed that abbreviations can negatively affect writing skills. 19.6% strongly agreed and 39.2% agreed, while 29.4% disagreed and 11.8% strongly disagreed. This shows that many students are aware that using abbreviations may lead to mistakes in formal writing. It also suggests that students understand the difference between informal writing used online and formal academic writing. These findings support the concerns mentioned in previous studies about the negative impact of texting language on writing accuracy (Hafiz, Balogun, & Muriana, 2019; Chong Pei Lin, 2021).

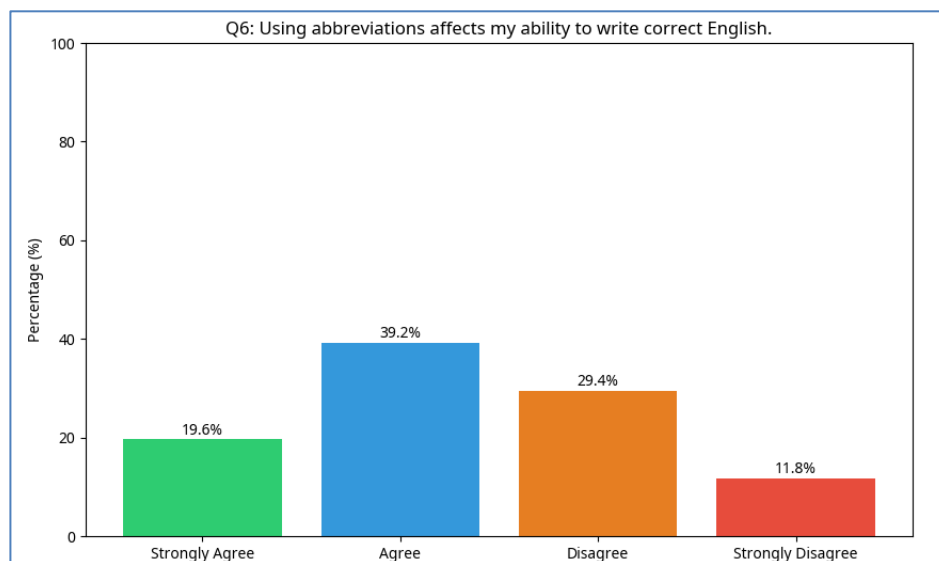


**Figure 4:** Impact of Abbreviations on Correct English Writing (Q6)

#### 4.2.5 Confusion Between Formal And Informal English (q7)

The results show that around half of the students sometimes confuse formal English with informal language used on the internet. 15.7% strongly agreed and 35.3% agreed, which means that 51% of the students experience this issue. This suggests that some students find it difficult to separate everyday online language from formal academic English. As a result, this may affect their writing in school assignments or exams. These findings are similar to what Matias (2023) reported about the difficulties students face in distinguishing between different language styles.

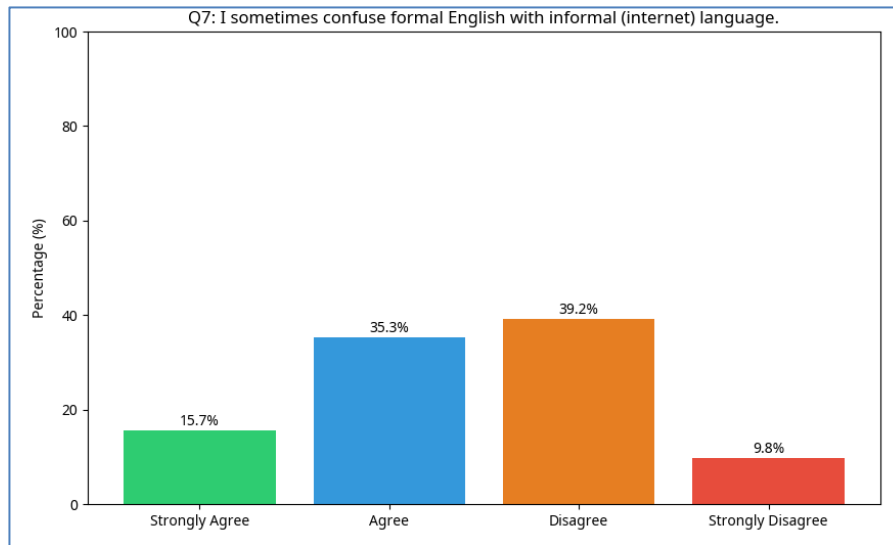


**Figure 5:** Confusion Between Formal and Informal English (Q7)

#### 4.2.6 Learning New Vocabulary Improves English Skills (q8)

The results show that almost all students believe that learning new vocabulary improves their English skills. 78.4% strongly agreed and 19.6% agreed, which indicates a very high level of agreement among the students. This suggests that students are aware of the importance of vocabulary in developing their English language ability. It also shows that they consider vocabulary learning an essential part of improving communication and understanding. These findings are in agreement with the views of Nation (2001) and Thornbury (2002), who emphasized the importance of vocabulary in language learning.

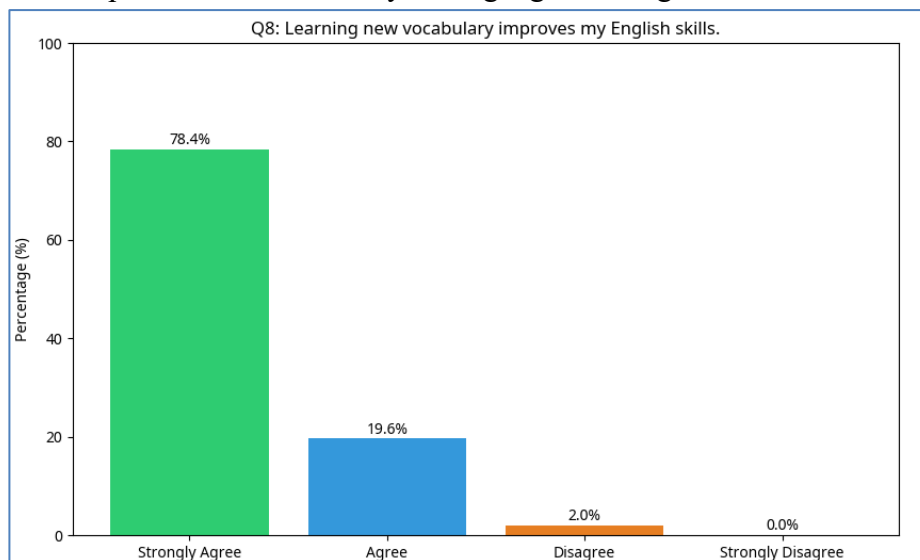


**Figure 6:** Learning New Vocabulary Improves English Skills (Q8).

#### 4.2.7 Difficulty In Understanding New Or Modern English Vocabulary (q9)

The results show that students have different experiences when it comes to understanding new or modern English vocabulary. Some students (31.3%) find it difficult, while a larger group (68.6%) do not face difficulties in understanding new vocabulary. This indicates that most

students are able to adapt to modern English words, although a smaller group still struggles with them. This difference may be related to how much students are exposed to English outside the classroom or the strategies they use to learn new words.

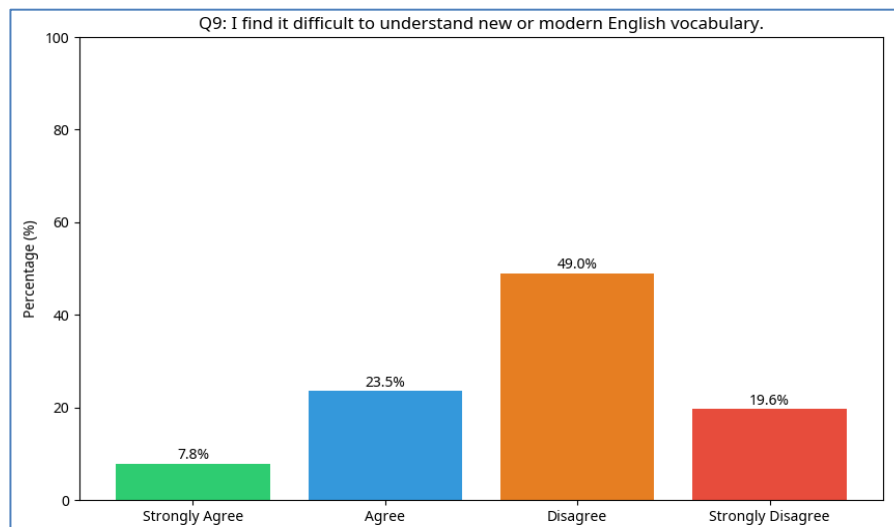


**Figure 7:** Difficulty in Understanding New or Modern English Vocabulary (Q9)

#### 4.2.8 Teachers Encourage Correct English Use (q10)

The results show that most students believe their teachers encourage them to use correct English instead of abbreviations. 49.0% strongly agreed and 39.2% agreed, which indicates a high level of teacher guidance in the classroom. This suggests that teachers play an important role in helping students use formal English and avoid informal language in academic settings. It also shows that teachers are aware of the negative effects of abbreviations and try to reduce their use among students. These findings are consistent with the discussion in Chapter Two about the role of teachers in supporting proper language use.

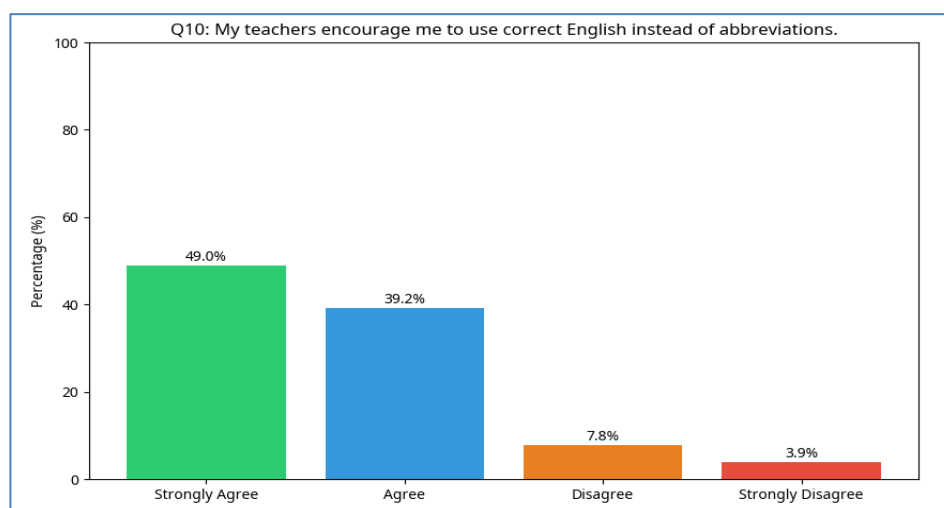


**Figure 8:** Teachers Encourage Correct English Use (Q10)

#### 4.2.9 Abbreviations Negatively Affect Academic Writing (q11)

The results show that most students believe that abbreviations have a negative effect on their academic writing. 23.5% strongly agreed and 43.1% agreed, which indicates that many students

are aware of the problems that abbreviations may cause in formal writing. This suggests that students understand that informal language used in texting or social media should not be used in academic contexts. It also reflects their awareness of the importance of maintaining correct grammar and formal style in writing tasks. These findings are in line with previous studies such as Seelro (2025) and Matias (2023).

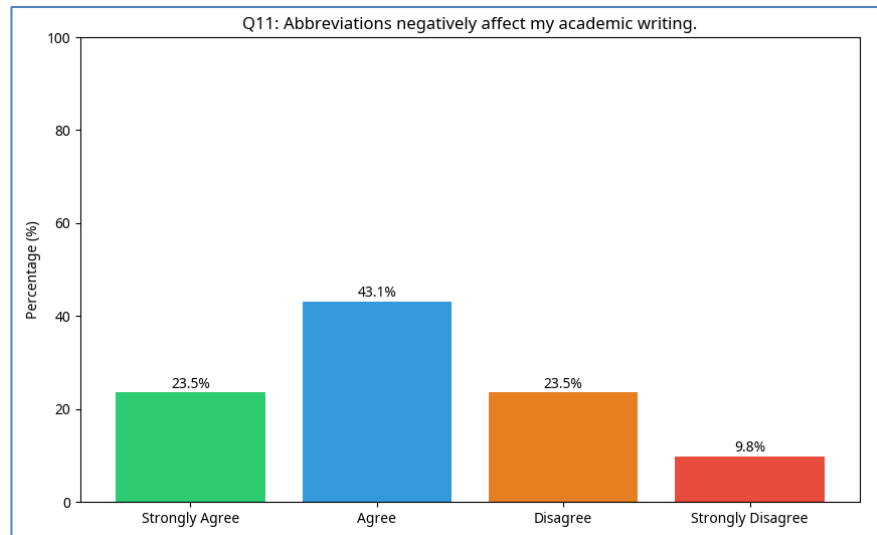


**Figure 9:** Abbreviations Negatively Affect Academic Writing (Q11)

#### 4.2.10 Ease Of Switching Between Formal And Informal Language (q12)

The results show that most students believe they can easily switch between formal English and informal language. 29.4% strongly agreed and 49.0% agreed, which indicates that students feel confident in using both types of language. However, this result should be viewed alongside the findings of Q7, which showed that some students still confuse formal and informal English. This suggests that although students think they can switch between language styles, they may not always apply them correctly in real situations. It may also mean that their understanding of “easy switching” is different from what is expected in academic writing.

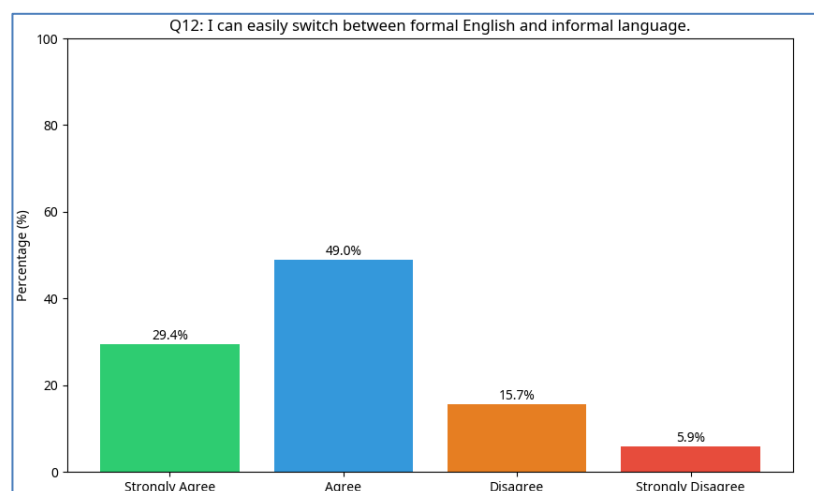


**Figure 10:** Ability to Switch Between Formal and Informal Language (Q12).

#### 4.2.11 Modern Vocabulary Makes Learning English More Interesting (q13)

The results show that most students find that modern vocabulary makes learning English more interesting. 62.7% strongly agreed and 29.4% agreed, which indicates a very high level of positive attitude toward using modern English words. This suggests that students feel more motivated when they are exposed to vocabulary that is used in social media and everyday communication. It also shows that modern language can make English learning more engaging and less boring for students. These findings support the idea discussed in Chapter Two that informal and modern language can increase students' motivation and interest in learning English.

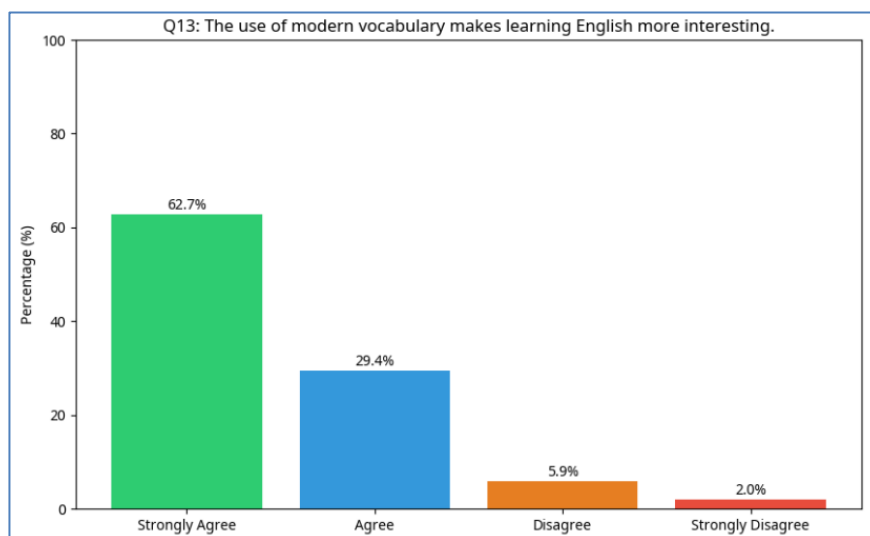


**Figure 11:** Modern Vocabulary Makes Learning English More Interesting (Q13)

#### 4.2.12 Analysis Of Open-ended Questions (q14 & Q15)

The responses to the open-ended questions revealed several common themes. For Q14, students suggested different ways to improve their vocabulary, such as reading books, watching English movies, using dictionaries, and practicing English online. These responses indicate that students are aware of various strategies for vocabulary development beyond the classroom. For Q15, many students stated that the use of abbreviations may negatively affect their learning, particularly in terms of spelling accuracy and formal writing skills. Some students also mentioned that frequent use of informal language can lead to confusion when switching between formal and informal English.

Overall, the responses to the open-ended questions support the findings from the quantitative data, showing both awareness of vocabulary improvement strategies and concerns about the impact of abbreviations on academic writing.

#### 4.3 Analysis Of Classroom Observation

Classroom observation was not included in this study, as the research was mainly based on a student questionnaire to collect data about students' perceptions and attitudes. The focus of the study was to analyze students' opinions regarding changing vocabulary and the use of abbreviations in English language learning.

Future studies may include classroom observation in order to provide a deeper understanding of students' actual language use in real classroom situations.

#### 4.4 Discussion Of The Main Findings

The findings from the questionnaire provide a clear picture of students' attitudes toward changing vocabulary and the use of abbreviations in English language learning. Overall, the results show that students are strongly influenced by digital communication, especially social media, which plays an important role in their exposure to new vocabulary.

One of the main findings is that students frequently learn new English words from social media and online platforms. This indicates that digital environments have become an important source of language input outside the classroom. At the same time, students also believe that modern vocabulary makes learning English more interesting, which shows a positive attitude toward contemporary language use.

However, the results also reveal some challenges. Many students use abbreviations for faster communication, but a significant number of them recognize that this can negatively affect their academic writing. In addition, some students reported confusion between formal and informal English, which suggests difficulties in distinguishing between different language registers.

Despite these challenges, students still show awareness of the importance of vocabulary learning in improving their English skills. Most students also reported that their teachers encourage them to use correct English, which highlights the role of teachers in guiding students toward appropriate language use.

Overall, the findings suggest that while modern digital communication has positive effects on motivation and vocabulary development, it also creates challenges related to formal writing and language accuracy. Therefore, there is a need for balanced teaching strategies that take advantage of students' exposure to modern language while maintaining academic language standards.

## **5 - Conclusion And Recommendations**

### **Conclusion**

This study has shown that English language learning among secondary school students is strongly influenced by the digital age and modern communication tools. While social media and online platforms help students expand their vocabulary and increase engagement with the language, they also create challenges, particularly in academic writing and in distinguishing between formal and informal language.

The study concludes that the main issue is not the use of modern language itself, but rather the lack of guidance in using it appropriately in different contexts. Therefore, the role of teachers is essential in helping students achieve a balance between modern communication practices and academic language requirements.

Ultimately, enabling students to use English effectively in both formal and informal settings is a key goal of modern language education.

### **Recommendations**

#### **1. For Teachers**

- Clearly explain the difference between formal and informal English, using practical examples in class.
- Focus on correcting errors caused by the influence of internet language in students' writing.
- Introduce modern vocabulary in a controlled way to maintain student engagement without harming academic standards.
- Encourage extensive reading of academic texts, articles, and literature to strengthen formal language skills.

- Use educational technology tools such as online dictionaries, grammar checkers, and learning apps to support correct English usage.

## 2. For Students

- Practice separating informal communication from academic writing.
- Focus on improving grammar, spelling, and academic vocabulary.
- Pay attention to teacher feedback and learn from corrections.
- Practice writing in formal English regularly to build confidence and accuracy.

### Questionnaire for Secondary School Students

Dear Student:

This questionnaire is part of a Bachelor's degree graduation project. Its aim is to investigate the impact of evolving vocabulary and frequent use of abbreviations on secondary school students learning English as a second language.

Please answer all questions honestly by ticking (✓) the option that best represents your opinion.

#### Section One: Background Information

Q1: What is your school level?

☐ First Year Secondary

☐ Second Year Secondary

☐ Third Year Secondary

Q2: How would you describe your level in English?

☐ Good

☐ Average

☐ Weak

#### Section Two: Vocabulary Development, Abbreviations, and Learning English

Q3: I use English abbreviations (e.g., LOL, BTW, IDK) in daily communication.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Q4: I often learn new English words from social media or the internet.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Q5: Abbreviations help me communicate faster in English.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Q6: Using abbreviations affects my ability to write correct English.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Q7: I sometimes confuse formal English with informal (internet) language.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Q8: Learning new vocabulary improves my English skills.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Q9: I find it difficult to understand new or modern English vocabulary.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Q10: My teachers encourage me to use correct English instead of abbreviations.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Q11: Abbreviations negatively affect my academic writing.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Q12: I can easily switch between formal English and informal language.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Q13: The use of modern vocabulary makes learning English more interesting.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Open-ended Questions

Q14: In your opinion, how do abbreviations affect your learning of English?

.....

Q15: What suggestions do you have to improve students' use of vocabulary in English?

.....

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### Compliance with ethical standards

#### *Disclosure of conflict of interest*

The authors declare that they have no conflict of interest.

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