**Writing on Social Media and Its Impact on Academic Settings**

Student’s Name

Institution

Instructor

Course

Date

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**Part One**

The selected topic for this research is: *Does writing on social networks or informal context help a student become a better writer in academic settings?* Some of the resources that will be used in this study include:

1. Greenhow, C., & Askari, E. (2017). Learning and teaching with social network sites: A decade of research in K-12 related education. Education and information technologies, 22(2), 623-645.
2. Greenhow, C., & Lewin, C. (2016). Social media and education: Reconceptualizing the boundaries of formal and informal learning. Learning, media and technology, 41(1), 6-30.
3. Songxaba, S. L., & Sincuba, L. (2019). The effect of social media on English second language essay writing with special reference to WhatsApp. Reading & Writing, 10(1), 1-7.

**Part Two: Research Paper**

The advent of technology has enhanced means of communication by breaking the geographical barriers and expanding the use of informal languages to network among individuals. Unlike the traditional periods, interactivity between people is almost instant with the use of social media platforms. The popularity of these media channels is highly attributed to their ease of use since they do not have regulatory measures and criteria on specific rules to follow when interacting. While the lack of rules enhances faster and active communication, it presents pertinent concerns on whether or not students benefit from using these channels of communication in their academic setting. The use of slang, and informal language when communicating through social media platforms results in deteriorating command of grammar and poor writing skills in academic settings.

Communication using social networking platforms and other informal context does not follow grammatical rules and commonly uses informal language. A study carried out by Songxaba, & Sincuba, (2019) reveals that the majority of social media users communicate through short-forms of words, slang and other informal languages. Furthermore, the language used may vary depending on the native language of the individuals communicating. When students engage in these social platforms, they conform to using the slang and shortened words for faster responses in the chats. This creates a gap between the formal language used in academic settings and the one used for social interactions. As a result, it is common to find students using shorter words and slang in professional and formal writing. This shows that the continued use of social networking platforms has a significant impact on writing in the academic context.

Writing on social networks allows students to express their feelings and emotions easily. However, in a formal setting within an academic institution, expressing these feelings is not essential especially in assignments. According to Greenhow, & Askari, (2017), students accustomed to using the social networks for long and who write to these platforms for extended periods fail to consider their emotions when writing formal pieces. The lack of differentiation on context, therefore, inhibits the students to discern the differences between the formal and informal context of writing, and this hinders their ability to improve on their writing skills.

Writing in social media occurs as a short post about an event in the day or a response to other people. These short pieces do not require creativity or complex vocabulary and are often accompanied by images. When students become occasional writers to social media, their creativity is slightly reduced especially since their posts are small and do not require cognitive processes. This affects the writing experience of such students in their future since they are unable to develop competitive pieces due to lower creativity.

Cyberbullying and negative comments on social media content can reduce the confidence of the students and affect their writing in the academic context. Social media is comprised of people with different views and perspectives. When students write on these platforms, they may likely receive negative feedback and critiques that will discourage them. Such bullying may have detrimental impacts on how the learner participates in-class activities. It may affect their creativity and thus impair their writing within the academic context.

Despite the negative critiques and impacts of social media on student’s writing, the networking platforms can offer a conducive environment for these learners to practice and gain better writing skills. According to Greenhow, & Lewin, (2016), the students can learn and develop their skills through reading from other social media posts while using the word recommendations from their social platforms to enrich their content while writing. The social media platforms have a myriad of formal content that can be used as an inspiration by the learners to help them gain more knowledge of vocabulary and structure they can use for formal academic content. Furthermore, the social networks can provide critiques that can help the students to learn about ways they can improve their content and this allows them to be more proficient. However, these platforms are not accurate since they comprise of people from all levels of education and thus cannot be used as a tool for learning. Students, therefore, must take caution of the material they use to inspire their formal writing practices.

In conclusion, the social media platforms have no specific regulations or guidelines on which language should be used in the interaction, which means they are informal and may have detrimental outcomes on student’s ability to write within the academic context. The platforms entice their users to have short paragraphs in response to other people’s posts, which means there is less creativity. The platforms use slang and native languages and thus are not suitable for students to learn about English as the language of choice for their academic preferences. Furthermore, social platforms may contain people with negative views, whose comments may impair the motivation of the students to write creatively. However, the slight chance of critiques that can help the learners improve their language can help to ensure they can write better content in the academic context.

**References**

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