



IMPACT OF MEME BASED LANGUAGE EXPOSURE ON STUDENT'S ATTITUDES TOWARD STANDARD ENGLISH USAGE

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Abstract

The rapid growth of digital media has transformed contemporary communication practices, giving rise to new linguistic forms such as meme based language. This study investigates the influence of meme based language on communication habits, vocabulary development, social interaction, and formal language use among young social media users. Employing a quantitative research design, data were collected through a structured survey administered to 17 respondents. The study examined participants' exposure to memes, engagement with meme culture, use of meme based expressions in everyday communication, and perceptions regarding the impact of meme language on academic writing and language proficiency. The findings reveal that meme based language constitutes a significant component of participants' digital experiences. Respondents reported frequent exposure to memes, high levels of comprehension of meme related expressions, and active engagement through viewing, sharing, and incorporating memes into informal communication. The results further indicate that memes function as an important source of contemporary slang and emerging vocabulary, contributing to linguistic creativity and the circulation of new expressions within online communities. Moreover, participants perceived meme based communication as enjoyable, socially engaging, and effective in strengthening peer relationships and fostering a sense of shared identity. Despite the widespread use of meme language, the findings provide limited evidence of negative effects on formal language practices. Most respondents demonstrated an ability to distinguish between informal digital discourse and formal academic communication, reporting minimal use of meme language in academic writing and little difficulty transitioning between linguistic registers. While participants generally viewed meme based communication positively, a substantial majority acknowledged that excessive reliance on meme language could potentially affect language skills. This finding reflects a critical awareness of both the benefits and limitations associated with informal digital communication. The study concludes that meme based language functions primarily as a complementary communicative resource rather than a replacement for standard language. It enriches informal interaction, facilitates social connection, and contributes to linguistic innovation while exerting minimal influence on formal writing practices. These findings highlight the evolving role of digital communication in shaping contemporary language use and underscore the need for further



research involving larger and more diverse populations to better understand the long term implications of meme based discourse.

Keywords: Meme based language, Digital communication, Social media, Informal language, Vocabulary development, Language variation, Online discourse, Academic writing.

1. Introduction

These days' social media is a part of students' lives. Students use *Facebook, Instagram, TikTok, X and WhatsApp* all the time. These platforms show students all kinds of things they can see online including pictures and videos called memes. Memes are usually funny. They spread really fast on the internet. They often have words, slang and references to things that are popular with young people. Students are using memes to talk to each other in a way. This way of talking is affecting how students speak, write and talk to others. Students like to use phrases from memes when they talk to each other online and in person. Using memes to communicate can be a thing because it can help students be more creative and have more fun when they talk to each other. It can also be a bad thing because it can affect how well students can write and talk in a more formal way. Some teachers and researchers are worried about how memes are affecting the way students learn to use language. Some people think that memes are a thing because they help students learn new words and how to use the internet. Other people think that using memes too much can be a bad thing because it can make it harder for students to write and communicate in a more formal way. So this study is going to look at how memes are affecting students. It wants to see if looking at memes all the time is changing the way students use language how they talk to each other and how well they do in school. This study will help us understand how the internet is changing the way students use language. The study is, about meme-based language. How it affects students. The study is going to look at students and how meme-based language affects them.

2. Literature Review

Internet memes are increasingly recognized as "infectious digital artifacts" and cultural replicators that transmit ideas and behaviors through imitation within digital spaces. As "digital natives," current students—particularly those in Generation Z—subscribe to a participatory culture where memes are an integral part of their everyday media ecology. Mukherjee and Mukherjee (2025) describe memes as multimodal tools that blend text, imagery, and cultural symbols, allowing learners to co-construct meaning and navigate real-world communication. Because memes are deeply rooted in student interests, they serve as a more engaging alternative to traditional, often "tedious" learning materials. Exposure to memes in the classroom significantly influences student psychology by lowering the "affective filter" and reducing the anxiety associated with language acquisition. From a neuro-educational perspective, humorous resources like memes trigger the release of dopamine and serotonin, which are responsible for emotional wellbeing and enhanced student motivation. Teja and Dewandono (2022) found that meme-based materials directly affect the mood of students, making lessons feel more creative and less boring while increasing their interest in the subject matter. Furthermore, because memes provide "low-stakes peripheral input," they create a relaxed, joyful environment that promotes more meaningful learning.

Empirical evidence suggests that meme-based language exposure is highly effective for vocabulary development. Amanda and Hadiyanti (2024) demonstrated through pre- and posttests that creating and sharing memes significantly improved student's ability to recognize and use new words, as the imagery provides a vivid context that aids long-term retention.



Memes are particularly useful for productive learning, helping students transition from merely recognizing a word to correctly applying it within a caption. Beyond vocabulary, memes function as vivid tools for teaching dry linguistic rules; for example, punctuation memes like "Let's eat, Grandma!" versus "Let's eat Grandma!" clarify the critical role of commas through humor more effectively than traditional worksheets. The use of memes represents a broader shift toward "post-method pedagogy," which prioritizes learner autonomy and context-driven instruction over rigid, traditional method. By creating their own memes, students become active content creators rather than passive consumers, fostering a sense of ownership over the language. However, challenges remain regarding the usability and clarity of these resources. While university professors generally value the didactic effectiveness of memes, they often rate their own technical ability to implement them as only "intermediate". Additionally, students have noted that while memes are engaging, they often require supporting aids such as oral or textual explanations—to be fully understood within an academic context.

Internet memes, a term originally coined by Richard Dawkins in 1976 as units of cultural information that spread through replication and imitation, have become central digital artifacts in contemporary culture (Mukhtar et al., 2024; Trevisan, 2021). In the digital age, memes are described as a new type of carrier" for educational content, utilizing visual representations to bridge the gap between formal instruction and student interest (Xie et al., 2020). Characterized as a form of "nonverbal expression" within a postmodern network context, memes are recognized as the primary language and communication tool for Generation Z and Millennials, defining their specific sense of humor and social identity (Trevisan, 2021; Xie et al., 2020).

Research indicates that internet memes frequently and intentionally depart from Standard English norms (Mukhtar et al., 2024). They are characterized by a heavy reliance on vernacular English, slang, jargon, neologisms, and acronyms to convey meaning efficiently (Mukhtar et al., 2024). Intentional Linguistic Errors: A prominent feature is "LOLspeak," often associated with "LOLcats" memes, which utilizes deliberate misspellings (e.g., "teh," "ennyfing") and non-standard verb tenses (e.g., "I haz," "can haz") for comedic effect (Mukhtar et al., 2024). Authenticity and Dialect: While technically ungrammatical, these patterns are noted to be highly beneficial for English language learners (Mukhtar et al., 2024). Exposure to these forms allows students to appreciate the "beauty of real-world English and its dialects," providing an authentic snapshot of language as it is used in daily life and popular culture rather than just in textbooks (Mukhtar et al., 2024).

The integration of memes into educational environments has a demonstrably positive influence on student attitudes toward learning (Raafat, 2023; Sastre-Hernández et al., 2025). Memes serve as a pedagogical tool that introduces humor into the classroom, which helps to reduce stress and student anxiety, making the learning environment feel more "humanized" and less intimidating (Raafat, 2023; Xie et al., 2020). Teachers use memes to "awaken student enthusiasm," transforming traditional grades from cold numbers into vivid feedback that reflects support and expectations (Xie et al., 2020). Quantitative studies at the university level show that a "meme variable" is significantly correlated with higher final grades (Sastre-Hernández et al., 2025). This suggests that when students synthesize course content into memes, they achieve better assimilation and understanding of complex concepts (Sastre-Hernández et al., 2025; Xie et al., 2020). In addition, exposure to meme-based language shifts student focus from strict adherence to formal rules toward functional communication and creative self-expression (Han, 2019, as cited in Raafat, 2023; Purnama, 2017).



In classroom settings where students create memes, researchers often find it effective to disobey strict grammatical rules as long as the meme effectively communicates its intended message (Purnama, 2017). This approach encourages students to view English as a dynamic tool for expression rather than a series of "boring texts" (Raafat, 2023; Trevisan, 2021). Memes foster a sense of community among learners who relate to shared "struggles" or "inside jokes" (Mukhtar et al., 2024; Raafat, 2023). By using "their own language," teachers can break down traditional stereotypes of being cold or alienated, establishing a closer connection with students (Sastre-Hernández et al., 2025; Xie et al., 2020). Implementing memes requires the development of "critical memetic literacy," prompting students to analyze hidden cultural messages, different perspectives, and the "invisible forces" at work in digital society (Harvey & Palese, 2018, as cited in Raafat, 2023; Trevisan, 2021).

2.1 Theoretical framework

This framework is based on two theories: Sociocultural Theory and Multimodal Discourse Theory. Sociocultural Theory, proposed by Lev Vygotsky says that learning happens when people interact with each other and use tools. In this study memes are like cultural tools that help students learn new words, slang and ways of communicating. When students see memes on media they see real language used in a social context, which can help them learn and improve their language skills.

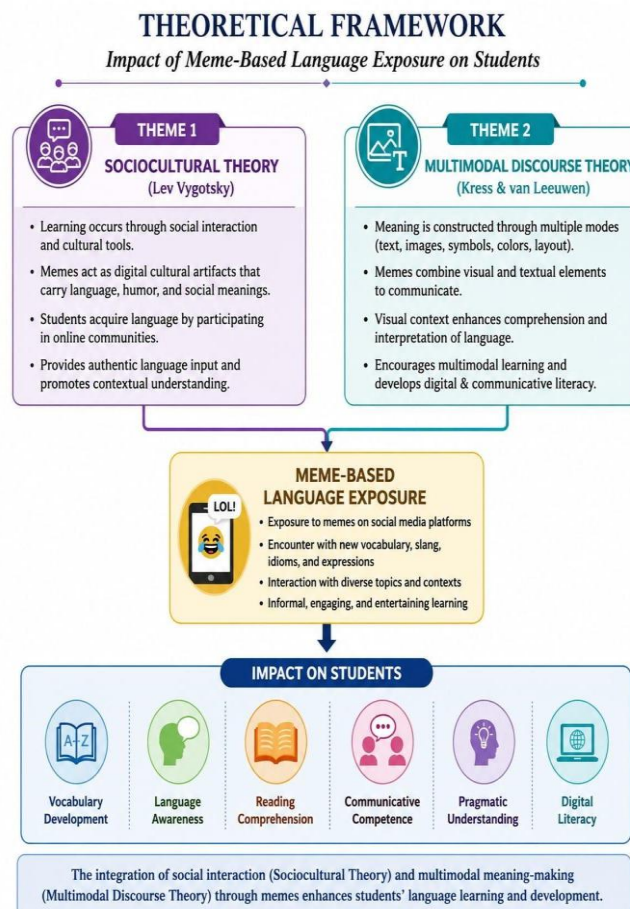


Figure 1. Conceptual Framework

The second theory, Multimodal Discourse Theory, from Gunther Kress and Theo van Leeuwen says that meaning comes from using things like text, images and layout together. Memes use



both pictures and words to get a message across. This helps students understand language better because they see the words and pictures together. As a result using memes to teach language can help students learn vocabulary understand language read better communicates well and be good, at media. Memes can help students get better at language and digital skills. Sociocultural Theory and Multimodal Discourse Theory work well together to explain how memes can help students learn language. Memes are a way to learn language because they are fun and use real language in a social context.

3. Research Methodology

The objective of this project was to examine the impact of exposure to meme-based language on students through the collection of quantitative data via an online survey. The survey's design was descriptive. It focused on examining students' patterns of usage, attitudes about meme-based language, and their perceptions of how this use is affecting them; therefore, independent (manipulated) variables were not included in the survey design. The study population is defined as all students who have been exposed to meme based language via online platforms such as social media, WhatsApp, Instagram, TikTok, etc. The study sample will be drawn from the larger population. A total of 17 students were selected for this study using convenience sampling. Convenience sampling is an example of non-probability sampling because it was selected based on the subjects' accessibility and willingness to participate in the study, due to the time and resource constraints. The data were collected using an online survey developed by the researcher. The online survey consisted of a structured questionnaire with both closed-ended questions (e.g., Likert scale questions and Multiple Choice Questions). The scale questions were used to assess students' exposure to meme-based language and how they perceive the effect that meme-based language is having on their written and verbal communication skills, vocabulary, and academic language use. The surveys were made available to the subjects on the Internet, using Google Forms or via social media platforms (e.g., Facebook, Instagram) where students could voluntarily complete the survey. The subjects' responses to the survey were automatically recorded on a digital format.

4. Data Analysis

Table 1: Meme Exposure and Engagement (Q1–Q5)

Q#	Survey Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q1	I am exposed to meme-based language on a daily basis.	11.8%	41.2%	41.2%	5.9%	0.0%
Q2	I frequently view memes on social media platforms.	35.3%	47.1%	5.9%	11.8%	0.0%
Q3	I understand the language used in memes.	23.5%	41.2%	35.3%	0.0%	0.0%
Q4	I actively share memes with others.	35.3%	23.5%	17.6%	23.5%	0.0%
Q5	Memes are a common part of my online communication.	35.3%	23.5%	17.6%	23.5%	0.0%



It is quite clear from the first five questions that memes have genuinely become part of everyday life for most of the people who took part in this survey. More than half of them said they come across meme-based language every single day, and an impressive 82% reported scrolling through memes on social media on a regular basis. That is a significant chunk of time and mental space being occupied by this kind of content.

What is particularly interesting is that it is not just passive scrolling — people actually understand what they are seeing. Almost two-thirds said they have no trouble making sense of meme language, which tells us this is not some niche internet dialect anymore; it has become widely familiar. On top of that, the majority are actively sharing memes and using them as part of how they talk to people online. Taken together, this paints the picture of a group that is deeply embedded in meme culture — not just occasional viewers, but genuine participants. This matters a lot for the rest of the study, because when we start asking whether memes affect how people speak and write, we are talking about people who are really immersed in this world, not just dipping their toes in.

Table 2: Meme Language Adoption in Daily Communication (Q6–Q10)

Q#	Survey Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q6	I follow pages that post memes regularly.	29.4%	17.6%	17.6%	35.3%	0.0%
Q7	I spend a significant amount of time engaged with memes.	11.8%	23.5%	35.3%	17.6%	11.8%
Q8	I often encounter new slangs through memes.	17.6%	52.9%	17.6%	5.9%	5.9%
Q9	I use words and phrases from memes in my daily communication.	17.6%	17.6%	35.3%	29.4%	0.0%
Q10	Meme-based language has influenced my vocabulary.	23.5%	23.5%	11.8%	41.2%	0.0%

This section starts to reveal something genuinely fascinating, there is a real gap between picking up meme language and actually starting to use it yourself. Even though a good number of respondents do not actively follow dedicated meme pages, an overwhelming 70% said they still pick up new slang words and expressions through memes. That suggests you do not need to be a hardcore meme follower to absorb this kind of language; it just finds its way to you anyway. But here is where it gets interesting. Knowing the language is one thing, using it is another. Less than 36% said they actually drop meme phrases into their everyday conversations, and over 40% felt that memes had not really changed their vocabulary. So while people are clearly learning these words and expressions, many are choosing not to bring them into their regular speech. This passive-versus-active divide is a really important nuance, and it is something the study should explore more deeply rather than treating exposure and adoption as the same thing.



Table 3: Meme Language in Social and Informal Contexts (Q11–Q15)

Q#	Survey Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q11	I use meme language while chatting with friends.	17.6%	41.2%	23.5%	17.6%	0.0%
Q12	I find meme language easier to use than formal language.	11.8%	35.3%	23.5%	17.6%	11.8%
Q13	I sometimes replace formal expressions with meme-based phrases.	11.8%	35.3%	17.6%	23.5%	11.8%
Q14	Meme language makes communication more fun and engaging.	23.5%	58.8%	5.9%	5.9%	5.9%
Q15	I use meme references to express emotions or ideas.	11.8%	35.3%	29.4%	17.6%	5.9%

When it comes to casual, everyday conversations with friends, meme language really starts to come alive. Nearly 59% of respondents said they use it while chatting with friends and close to half find it easier and more natural than reaching for formal language. There is something deeply human about that sometimes a well-known meme phrase just captures exactly what you want to say faster and funnier than any formal expression ever could. The response to the question about memes making communication more fun was about as close to unanimous as you can get in a survey as 82% agreed. That is a remarkable level of consensus, and it signals something important: people are not just tolerating meme language they are genuinely enjoying it as a mode of expression. Nearly half also said they swap out formal phrases for meme-based ones at times, and almost the same number use meme references to put their feelings into words. What emerges from all of this is a picture of meme language as a social glue of sorts — a shared vocabulary that makes talking to your peers feel lighter, warmer, and more connected. It is not replacing language so much as adding a new, very relatable layer to it, at least in informal settings.

Table 4: Impact on Formal Language and Academic Writing (Q16–Q20)

Q#	Survey Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q16	My sentence style has become more informal due to memes.	11.8%	23.5%	17.6%	29.4%	17.6%
Q17	Meme-based language sometimes appears in my academic writing.	11.8%	17.6%	17.6%	29.4%	23.5%
Q18	I find it hard to switch from meme language to formal writing.	11.8%	29.4%	5.9%	35.3%	17.6%



Q19	My use of formal language has decreased over time.	5.9%	11.8%	23.5%	35.3%	23.5%
Q20	Teachers notice the use of meme language in my work.	5.9%	0.0%	17.6%	52.9%	23.5%

If there is one section likely to alarm parents and teachers, it is this one but the data here are actually more reassuring than you might expect. The majority of respondents said memes have not crept into their academic writing, their formal language skills have not noticeably declined, and their teachers have not flagged any meme-related language in their work. On the surface, it looks like most people are doing a decent job of keeping these two worlds separate. About 41% admitted they sometimes find it difficult to flip the switch from casual meme-speak to the kind of formal writing required in school or professional settings. That is not a small number — it represents a real segment of people who are experiencing some friction at the boundary between their informal digital language and their formal academic register. So, most people seem fine, but a meaningful portion are not entirely finding it easy to code-switch. Whether that difficulty has long-term consequences for their writing development is a question that a single snapshot survey cannot really answer, it would need to be -tracked over time to know if these habits are solidifying or staying fluid.

Table 5: Perceived Benefits and Risks of Meme Language (Q21–Q25)

Q#	Survey Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q21	Meme exposure affects my grammar.	5.9%	17.6%	17.6%	41.2%	17.6%
Q22	Meme-based language improves my communication skills.	5.9%	23.5%	29.4%	17.6%	23.5%
Q23	Meme language helps me connect better with peers.	5.9%	58.8%	11.8%	11.8%	11.8%
Q24	Meme-based communication is more effective than traditional language.	11.8%	47.1%	5.9%	29.4%	5.9%
Q25	I believe excessive use of meme language can harm language skills.	41.2%	29.4%	23.5%	5.9%	0.0%

This final section offers one of the most revealing insights from the survey, highlighting respondents' ability to critically evaluate a communication practice they frequently use and enjoy. The findings indicate a generally positive perception of meme language, with 64.7% of participants reporting that it helps them feel closer to their friends, while 58.8% considered it more effective than traditional forms of communication. These responses suggest that meme language functions not only as a source of entertainment but also as a meaningful social and expressive tool that strengthens interpersonal connections among young people. At the same time, the results reveal a notable degree of caution regarding its excessive use. A substantial 70.6% of respondents agreed that overreliance on meme language could negatively affect an individual's ability to communicate effectively. This finding is particularly significant because



it demonstrates that users are not uncritically embracing meme culture. Rather, many participants appear to recognize both its advantages and its potential drawbacks.

The coexistence of these perspectives reflects a balanced understanding of digital communication practices. Participants value meme language for its ability to foster social bonding, enhance expressiveness, and facilitate interaction; however, they also acknowledge the possibility that excessive dependence on such forms of communication may weaken conventional language skills and limit effective expression in formal contexts. This suggests that respondents perceive meme language as beneficial when used appropriately but potentially problematic when it replaces more traditional modes of communication. These findings challenge the assumption that young people engage with digital communication without considering its consequences. Instead, the data indicate a high level of awareness regarding the tradeoffs associated with meme language use. Consequently, any educational or policy initiatives aimed at addressing digital communication practices should build upon this existing awareness rather than assuming that users are unaware of the potential risks. Encouraging balanced and context appropriate communication may therefore be more effective than attempting to discourage meme language altogether.

5. Discussions

The findings of the present study indicate that meme based language has become a prominent feature of respondents' digital communication practices. The survey data demonstrate a high level of exposure to and familiarity with meme culture, suggesting that memes constitute an important communicative resource within contemporary online environments. More than half of the respondents (53.0%) reported encountering meme based language on a daily basis, while an overwhelming majority (82.4%) indicated that they frequently view memes on social media platforms. These findings suggest that meme based discourse has become deeply embedded in the everyday digital experiences of participants and functions as a recurring mode of interaction within online communities. The results further reveal a substantial degree of linguistic competence in interpreting meme based expressions. Approximately 64.7% of respondents reported that they generally understand the language used in memes, indicating that meme discourse relies on a shared repertoire of cultural references, humor, and contextual knowledge. In terms of participation, 58.8% of participants stated that they actively share memes, while an equal proportion reported incorporating memes into their routine online conversations. Interestingly, only 47.0% indicated that they regularly follow dedicated meme pages, suggesting that exposure to meme based content occur primarily through broader social networking activities rather than through specialized meme communities.

One of the most significant findings concerns the role of memes in lexical innovation and vocabulary acquisition. A considerable majority of respondents (70.5%) acknowledged encountering new slang expressions and informal vocabulary through memes. This finding supports the view that memes function as agents of linguistic dissemination, facilitating the circulation of emerging lexical items across digital communities. However, perceptions regarding the influence of memes on personal vocabulary development were divided. While 47.0% believed that meme language had contributed to their vocabulary, 41.2% disagreed. This variation suggests that the linguistic influence of memes may be mediated by individual factors such as frequency of exposure, language proficiency, and patterns of social media engagement. The findings also point to the integration of meme language into everyday informal communication. Approximately 58.8% of respondents reported using meme based expressions when interacting with friends, while 35.2% indicated that they regularly employ meme related



vocabulary in daily conversations. Furthermore, 47.1% perceived meme language as easier to use than formal language, and an equal percentage admitted to occasionally replacing conventional expressions with meme based alternatives. These results suggest that meme language has acquired communicative value within informal contexts where brevity, humor, creativity, and shared cultural understanding are highly valued. The social functions of meme language emerged as a particularly significant dimension of the findings. A substantial majority of respondents (82.3%) agreed that meme based communication makes interactions more enjoyable, highlighting the entertainment value associated with digital humor. Additionally, 64.7% believed that meme language strengthens peer relationships, while 58.9% considered it more effective than traditional forms of communication in certain contexts. These findings indicate that meme language serves not merely as a linguistic phenomenon but also as a social mechanism that facilitates group identity formation, interpersonal bonding, and community engagement within digital spaces.

Despite its widespread use, the study found limited evidence to support concerns regarding the detrimental impact of meme language on formal writing and academic communication. Only 29.4% of respondents reported using meme language in academic work, whereas 52.9% explicitly rejected this practice. Similarly, 41.2% disagreed that they experience difficulty transitioning between informal meme discourse and formal writing conventions, while 58.8% rejected the notion that their formal language proficiency has deteriorated over time. This finding is reinforced by the observation that 76.4% of participants disagreed with the statement that teachers had identified meme language in their academic writing. Collectively, these results suggest that respondents generally possess the ability to differentiate between context appropriate language varieties and to maintain clear distinctions between informal digital discourse and formal academic communication.

The relationship between meme language and grammatical competence was also explored. The majority of respondents (58.8%) disagreed that exposure to meme based language negatively affects grammatical accuracy, indicating that participants do not perceive memes as a significant threat to conventional language structures. Nevertheless, opinions regarding the communicative benefits of meme language were more varied. Although 29.4% believed that meme language enhances communication skills, a considerable proportion of respondents remained neutral or expressed disagreement. This divergence suggests that perceptions of the communicative value of meme language remain subjective and may depend on individual experiences and communicative preferences. Perhaps the most noteworthy finding relates to respondents' awareness of the potential limitations associated with excessive reliance on meme based communication. Although participants generally expressed positive attitudes toward meme language, a significant majority (70.6%) agreed that its excessive use could negatively affect language skills. This finding reflects a high degree of linguistic self awareness among respondents. While they recognize the social, expressive, and communicative advantages of meme language, they simultaneously acknowledge the potential risks associated with overdependence on informal digital discourse. Such awareness suggests that users are not passive consumers of meme culture but are capable of critically evaluating its implications for language use.

Overall, the findings indicate that meme based language functions primarily as a supplementary communicative resource rather than a replacement for standard language forms. It plays a significant role in entertainment, social interaction, identity construction, and peer engagement within digital environments. While meme language contributes to the diffusion of slang and



enriches informal communication, its influence on formal writing practices and grammatical competence appears limited. The results therefore suggest that respondents effectively navigate between informal and formal linguistic registers, employing meme language strategically according to communicative context. At the same time, participants demonstrate an awareness of the potential consequences of excessive use, highlighting the need for a balanced approach to digital language practices.

5. Summary of the Findings

The findings of this study demonstrate that meme based language has become an integral component of participants' digital communication practices. The high frequency of exposure reported by respondents indicates that memes have evolved beyond a form of online entertainment and now function as a prominent communicative medium within contemporary digital culture. More than half of the participants (53.0%) reported encountering meme language on a daily basis, while 82.4% frequently viewed memes on social media platforms. These findings suggest that meme discourse is deeply embedded in everyday online interactions and constitutes a significant aspect of the digital linguistic environment experienced by young users. The data further reveal a high degree of familiarity with meme based communication. Approximately 64.7% of respondents indicated that they generally understand the language employed in memes, suggesting that meme discourse relies upon shared cultural references, contextual knowledge, and collective digital experiences. This level of comprehension reflects the normalization of meme culture within online communities, where users develop the interpretive competence necessary to decode humor, symbolism, and internet specific expressions. The widespread understanding of meme language indicates that it has become a recognizable communicative code among participants.

In terms of engagement, the findings reveal active participation in meme culture. Nearly three fifths of respondents (58.8%) reported sharing memes with others and incorporating them into their regular online interactions. Although fewer respondents (47.0%) reported following dedicated meme pages, the prevalence of meme exposure suggests that meme content circulates extensively through broader social networking activities rather than through specialized online communities alone. Furthermore, 35.3% of participants reported spending substantial time engaging with meme content, indicating that memes occupy a meaningful position within their digital routines. One of the most notable findings concerns the role of memes in lexical development and linguistic innovation. A substantial majority of respondents (70.5%) reported encountering new slang expressions through memes, highlighting their function as vehicles for the dissemination of emerging vocabulary. Memes appear to facilitate the circulation of contemporary linguistic forms by introducing users to new expressions, abbreviations, and culturally specific references. This finding supports the view that digital media platforms contribute to ongoing processes of language change and vocabulary expansion. However, perceptions regarding the extent of this influence varied, suggesting that individual differences in online engagement and language use may shape the degree to which meme language becomes incorporated into personal vocabulary.

The findings also indicate that meme based language has established a presence within informal interpersonal communication. More than half of the respondents (58.8%) reported using meme language in conversations with friends, while 35.2% acknowledged incorporating meme related words and phrases into their daily speech. Additionally, a considerable proportion of participants viewed meme language as more accessible than formal language and admitted occasionally substituting conventional expressions with meme based alternatives. These



patterns suggest that meme language serves important communicative functions in informal contexts where brevity, humor, creativity, and cultural relevance are highly valued. Nevertheless, the presence of neutral and dissenting responses indicates that the adoption of meme language is neither universal nor uniform among participants. The social dimensions of meme based communication emerged as one of the most significant themes within the findings. An overwhelming majority of respondents (82.3%) perceived meme language as making communication more enjoyable and engaging. Furthermore, 64.7% believed that it strengthened connections with peers, while 58.9% considered meme based communication more effective than traditional forms of interaction in certain situations. These findings suggest that memes operate as social resources that promote interpersonal bonding, shared understanding, and group affiliation. Through humor and collectively recognized references, memes create opportunities for social connection and contribute to the formation of digital communities characterized by common experiences and cultural knowledge.

Despite the widespread use of meme language, the findings provide limited evidence to support concerns regarding its detrimental effects on formal language use and academic writing. Most respondents reported that meme based expressions rarely appear in their academic work and indicated little difficulty in transitioning between informal online discourse and formal written communication. Similarly, a majority rejected the notion that exposure to meme language had reduced their proficiency in formal language over time. These findings suggest that participants possess a clear awareness of contextual language use and are capable of adjusting their linguistic choices according to communicative demands. Such adaptability reflects an understanding of register variation, enabling users to maintain appropriate distinctions between informal digital discourse and formal academic communication.

The relationship between meme language and grammatical competence also appears less problematic than commonly assumed. Most respondents disagreed with the view that meme exposure negatively affects grammar, indicating that participants generally do not perceive meme language as a threat to conventional linguistic structures. However, perceptions regarding its contribution to communication skills were more varied. While some respondents believed that meme language enhances communication by increasing expressiveness, relatability, and efficiency, others remained uncertain or disagreed. This variation suggests that the communicative value of meme language is influenced by individual experiences, preferences, and patterns of digital engagement. Perhaps the most revealing finding concerns participants' awareness of the potential risks associated with excessive reliance on meme based communication. This finding demonstrates a notable degree of linguistic self awareness among participants. While they recognize the social and communicative advantages of meme discourse, they also acknowledge the possibility that overreliance on informal digital expressions may limit opportunities to practice more conventional forms of language. Such responses indicate that users are capable of critically evaluating both the benefits and limitations of meme based communication.

The findings suggest that meme based language functions as a supplementary communicative resource rather than a substitute for formal language. It contributes significantly to entertainment, social interaction, identity formation, and linguistic creativity within digital environments. Although memes facilitate the dissemination of slang and enrich informal communication, their influence appears largely confined to casual contexts. Participants demonstrated a strong ability to navigate between informal and formal linguistic registers, indicating that meme language coexists with rather than replaces standard language practices.



At the same time, respondents' recognition of the potential consequences of excessive use highlights the importance of maintaining a balanced relationship between digital communication practices and conventional language norms.

6. Conclusion

This study investigated the influence of meme based language on the communication practices of respondents and explored its implications for informal interaction, language use, and academic communication. The findings demonstrate that meme based language has become a prominent feature of participants' digital experiences, reflecting its growing importance within contemporary online culture. Respondents reported frequent exposure to memes, a strong understanding of meme related expressions, and active engagement with meme content through viewing, sharing, and everyday communication. These patterns suggest that meme based language has evolved into a recognizable linguistic form that contributes to the dynamic nature of digital communication. The study further revealed that meme based language performs important social and communicative functions. Participants generally perceived meme based communication as enjoyable, relatable, and effective in fostering interpersonal connections. The widespread use of meme language in interactions with friends highlights its role in strengthening social relationships, facilitating shared understanding, and reinforcing a sense of belonging within digital communities. In this regard, memes function not only as humorous content but also as cultural resources through which users negotiate identity, express emotions, and maintain social ties. A significant finding of the study concerns the relationship between meme language and formal language practices. Despite participants' extensive engagement with meme based communication, there was little evidence to suggest that it adversely affects formal language use, grammatical competence, or academic writing. Most respondents reported that they rarely employ meme language in academic contexts and indicated that they can effectively distinguish between informal digital discourse and formal communication. This demonstrates a capacity for contextual language adaptation, allowing individuals to navigate different communicative settings while maintaining appropriate linguistic conventions. At the same time, the findings reveal a notable degree of critical awareness among participants regarding the potential consequences of excessive reliance on meme based language. Although respondents largely recognized its communicative and social benefits, much also expressed concern that overuse could negatively affect language skills. This suggests that users are conscious of the need to balance informal digital communication with the continued development and application of standard language practices. Such awareness challenges assumptions that young people engage with digital language forms without recognizing their possible limitations.

Overall, the findings indicate that meme based language serves primarily as a complementary communicative resource rather than a substitute for conventional language. It enriches informal interaction, promotes social engagement, and facilitates the circulation of emerging linguistic expressions, while exerting minimal influence on formal writing and academic communication. The study therefore supports the view that meme language represents an adaptive and context dependent form of digital expression that coexists with, rather than replaces, standard language practices. Given the relatively small sample size of the present study, future research should examine larger and more diverse populations to provide a broader understanding of the linguistic and social implications of meme based communication. Longitudinal studies may also offer valuable insights into how sustained exposure to meme language influences language attitudes, communicative behavior, and literacy practices over time.



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