

Language Use, Learning, and Innovation in Social Media: A Systematic Literature Review of Multilingual Digital Communication

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DOI: <https://doi.org/10.47772/IJRISS.2026.102100197>

Received: 03 September 2026; Accepted: 08 September 2026; Published: 07 October 2026

ABSTRACT

Social media has become a major site for multilingual digital communication, where language is used, learned, transformed, and ideologically negotiated across platforms such as TikTok, YouTube, Facebook, Instagram, WhatsApp, and X/Twitter. This systematic literature review examines the state of research on language use, learning, and innovation in social media by synthesizing 75 selected studies published between 2020 and 2026. Guided by the PRISMA approach, the review identifies five dominant themes: translanguaging, code-switching and multilingual digital repertoires; social media, informal language learning and digital pedagogy; lexical innovation, slang, hashtags, memes and cyberlanguage; computational, corpus-based and language technology approaches; and language ideologies, minority language visibility, digital power and online representation. The findings show that the literature is most concentrated on social media as an informal language-learning and pedagogical space, followed by studies on multilingual digital repertoires and lexical innovation. The review further reveals that social media enables users to combine languages, scripts, emojis, memes, hashtags, and multimodal resources to construct identity, negotiate belonging, and generate new linguistic forms. However, the field remains fragmented across linguistic, educational, technological, and ideological domains. This review contributes an integrated understanding of multilingual digital communication and highlights the need for future research on underrepresented languages, non-Western platforms, algorithmic visibility, digital inequality, and ethical issues in online language practices.

Keywords: Multilingual Digital Communication, Social Media Language, Translanguaging, Lexical Innovation, Digital Language Learning

INTRODUCTION

Social media has become a significant site for multilingual digital communication, where language is used, learned, reshaped, and contested across platforms such as TikTok, YouTube, Facebook, Instagram, WhatsApp, and X/Twitter. The reviewed document shows that studies on social media language are distributed across five major areas: translanguaging and multilingual repertoires, informal language learning, lexical innovation, computational language analysis, and language ideology. These studies indicate that users do not merely communicate online; they creatively combine languages, scripts, emojis, hashtags, memes, images, and local expressions to construct meaning, identity, humour, belonging, and cultural participation.

Although social media has generated growing scholarly attention, research on multilingual digital communication remains fragmented across different disciplinary areas. Some studies focus on translanguaging and code-switching, while others examine informal language learning, slang, memes, hashtags, computational analysis, or digital power. This fragmentation makes it difficult to understand how language use, learning, and innovation operate together in online environments. The document also shows that while most selected studies clearly state their purpose and usefulness, fewer studies explicitly compare their findings with similar work or discuss limitations in detail.

The main research gap lies in the lack of an integrated review that synthesizes multilingual digital communication across linguistic, pedagogical, technological, and ideological dimensions. Existing studies examine specific platforms, languages, communities, or methods, but fewer reviews connect these findings into a comprehensive framework. Therefore, this SLR addresses the gap by systematically analyzing 75 studies and organizing them into five themes to provide a clearer understanding of how social media shapes contemporary language use, informal learning, lexical innovation, computational approaches, and online representation.

Research questions are important to a systematic literature review (SLR). The questions provide the foundation and direction for the entire review process. A well-defined research question ensures that the literature search is exhaustive and systematic, covering all relevant studies that address key aspects of the topic (Kitchenham, 2007). The research questions in this SLR are formulated based on the PICO framework. This framework is a mnemonic style used to formulate research questions, particularly in qualitative research, proposed by Lockwood et al. (2015). PICO stands for Population, Interest, and Context. This SLR is done to answer the four research questions below;

RQ1 How are translanguaging, code-switching, and multilingual digital repertoires practiced and represented by users in social media contexts?

RQ2 How does social media support informal language learning, language development, and digital pedagogical practices?

RQ3 What forms of lexical innovation, slang, hashtags, memes, and cyberlanguage emerge in social media discourse, and how do they contribute to language change?

RQ4 How have computational, corpus-based, and language technology approaches been applied to analyze multilingual and digital language practices on social media?

RQ5 How are language ideologies, minority language visibility, digital power, and online representation constructed and negotiated in social media contexts?

LITERATURE REVIEW

Theoretical Framework - Language Use, Learning, And Innovation In Social Media: A Systematic Literature Review Of Multilingual Digital Communication

Translanguaging Theory by Cen Williams, 1994

Translanguaging Theory, first introduced by Cen Williams (1994) in the context of Welsh bilingual education, provides an important theoretical foundation for understanding translanguaging, code-switching and multilingual digital repertoires. Williams originally used the concept to describe pedagogical practices in which learners alternated between languages for input and output, showing that bilingual language use could support meaning-making rather than interfere with learning. His doctoral work, *An Evaluation of Teaching and Learning Methods in the Context of Secondary Education*, is widely recognized as the early source of the translanguaging concept. In relation to digital communication, this theory helps explain how multilingual users move fluidly across languages, dialects, scripts and semiotic resources when interacting on platforms such as TikTok, Facebook, WhatsApp, Instagram and X/Twitter. Rather than viewing code-switching as random or deficient, Translanguaging Theory frames multilingual practices as strategic, creative and socially meaningful. It supports the analysis of digital repertoires because online users often combine words, emojis, hashtags, images, sounds and local expressions to construct identity, negotiate belonging and communicate effectively across diverse audiences.

Digital Literacies Framework by Dudeney, Hockly & Pegrum, 2013

The Digital Literacies Framework by Dudeney, Hockly and Pegrum (2013) provides a strong theoretical foundation for understanding social media, informal language learning and digital pedagogy. This framework argues that language learning in the digital age should not be limited to traditional reading and writing skills, but should also include the ability to interpret, create, communicate, collaborate and participate through digital platforms. Dudeney, Hockly and Pegrum emphasize that digital literacies are essential because learners now encounter language through multimodal texts, videos, images, hyperlinks, emojis, hashtags, comments and online interactions. Their work also highlights the need to integrate digital literacies into language teaching so that learners can use language meaningfully in real-world digital environments. This theory supports the theme Social Media, Informal Language Learning and Digital Pedagogy because platforms such as TikTok, YouTube, Facebook, Instagram and WhatsApp function as informal learning spaces where learners develop vocabulary, pragmatic awareness, intercultural competence, writing skills and confidence through exposure, interaction and content creation. Thus, the framework helps position social media as both a pedagogical tool and a dynamic language-learning ecology.

Internet Linguistics by David Crystal, 2011

Internet Linguistics, developed by David Crystal (2011), provides a relevant theoretical lens for understanding lexical innovation, slang, hashtags, memes and cyberlanguage in digital communication. Crystal conceptualizes the internet as a distinctive linguistic environment where language is reshaped by online platforms, technological affordances, speed of interaction, audience participation and multimodal expression. In *Internet Linguistics: A Student Guide*, Crystal explains that online communication has generated new areas of linguistic inquiry, including Twitter discourse, online advertising, internet security, multilingual internet use, language change and emerging patterns of digital behaviour. This theory supports the theme by showing how social media platforms such as TikTok, X/Twitter, Instagram, Facebook and YouTube encourage users to create and circulate new lexical items, slang expressions, hashtags, memes, abbreviations, emojis and cyberlanguage. These forms often spread rapidly through repetition, imitation, humour and group participation. Internet Linguistics therefore helps explain how digital spaces function as sites of linguistic creativity, where users adapt language to express identity, belonging, stance, humour and cultural relevance in fast-changing online communities.

Corpus Linguistics by Douglas Biber, 2011

Corpus Linguistics, as discussed by Douglas Biber (2011), provides a strong theoretical and methodological basis for understanding computational, corpus-based and language technology approaches. Biber explains that corpus linguistics enables researchers to study language through large, principled collections of naturally occurring texts, allowing patterns of language use to be identified empirically rather than through intuition alone. In his discussion of corpus-based analysis, Biber emphasizes the value of examining word frequency, collocations, lexical phrases, grammatical patterns and pragmatic features across different texts and registers. This theory directly supports computational and corpus-based studies of digital communication because social media platforms generate large volumes of authentic language data, including tweets, comments, captions, posts, chats and code-mixed texts. Through corpus methods and computational tools, researchers can analyze multilingual practices, sentiment patterns, politeness strategies, transliteration, language identification and lexical variation in online discourse. Therefore, Corpus Linguistics supports this theme by providing systematic procedures for collecting, organizing and interpreting digital language data, while also strengthening the development of language technologies for multilingual and social media contexts.

Critical Discourse Analysis / CDA by Ruth Wodak, 2001

Critical Discourse Analysis (CDA), particularly as developed in Wodak and Meyer's (2001) *Methods of Critical Discourse Analysis*, provides a strong theoretical foundation for examining language ideologies, minority language visibility, digital power and online representation. Wodak's discourse-historical orientation within CDA emphasizes that discourse must be interpreted in relation to social, political, historical and institutional contexts, making it especially useful for analyzing how language practices reflect and reproduce unequal power relations.

CDA is concerned with the ways discourse constructs dominance, discrimination, ideology and social inequality, while also revealing how marginalized groups may resist such forms of power through language. This theory supports the theme because social media platforms are not neutral spaces; rather, they shape whose languages, dialects and identities become visible, legitimized, marginalized or appropriated. Through CDA, researchers can critically examine online representations of minority languages, monolingual ideologies, cyberbullying, racialized language practices, and the unequal circulation of linguistic authority. Therefore, Wodak's CDA offers a valuable lens for understanding how digital discourse both reinforces and challenges language-based power structures in online environments.

Conceptual Framework

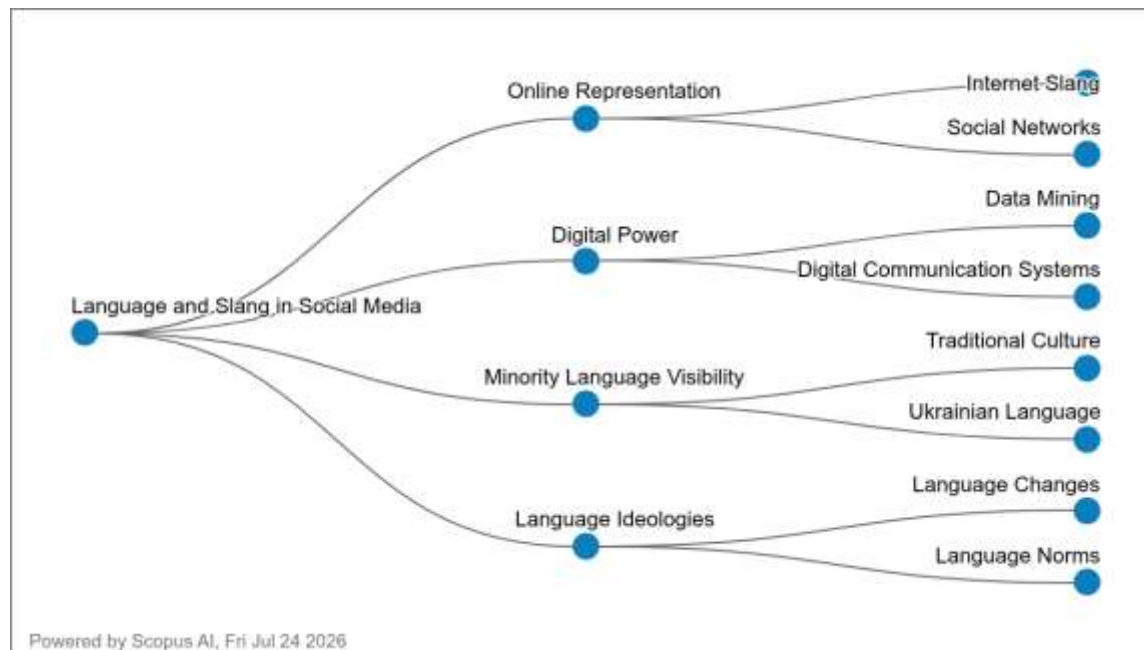


Figure 1 Conceptual framework of the study

The conceptual framework for “Language Use, Learning, and Innovation in Social Media: A Systematic Literature Review of Multilingual Digital Communication” positions social media as a dynamic multilingual environment where language is used, learned, transformed, measured, and contested. As reflected in the diagram, the central phenomenon, language and slang in social media, is connected to online representation, digital power, minority language visibility, and language ideologies. These elements show that digital communication is not merely informal interaction, but a complex space where users construct identities, circulate new linguistic forms, negotiate cultural meanings, and participate in multilingual communication.

This framework is anchored in five theories. First, Translanguaging Theory by Cen Williams (1994) supports the analysis of translanguaging, code-switching, and multilingual digital repertoires by explaining how users flexibly draw on multiple linguistic resources online. Second, the Digital Literacies Framework by Dudeney, Hockly, and Pegrum (2013) supports social media, informal language learning, and digital pedagogy by viewing platforms such as TikTok, YouTube, and Instagram as spaces for language exposure, interaction, and learning. Third, Internet Linguistics by David Crystal (2011) explains lexical innovation, slang, hashtags, memes, and cyberlanguage as products of online linguistic creativity. Fourth, Corpus Linguistics by Douglas Biber (2011) supports computational, corpus-based, and language technology approaches by enabling systematic analysis of large-scale digital texts. Finally, Critical Discourse Analysis by Ruth Wodak (2001) supports the examination of language ideologies, minority language visibility, digital power, and online representation by revealing how social media discourse can reproduce or challenge inequality and linguistic marginalization.

METHODOLOGY

For conducting systematic literature reviews, the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach is a widely accepted standard that guarantees transparency, completeness, and consistency throughout the procedure by Page et al. (2021). guide how to systematically identify, screen, and include studies in their review. In the context of this SLR, the writers involved in this article act as researchers and work together to analyse the articles deemed relevant for the title. Two important databases, Web of Science and Scopus, were used in this analysis because of their wide coverage and robustness.

The PRISMA approach is organized into four key stages: (i) identification, (ii) screening, (iii) eligibility, and (iv) data abstraction. In the identification phase, databases are searched to locate all relevant studies. The screening phase then involves evaluating these studies against predefined criteria to eliminate irrelevant or low-quality research. During the eligibility phase, the remaining studies are thoroughly assessed to confirm they meet the inclusion criteria. Finally, data abstraction focuses on extracting and synthesizing data from the included studies, which is essential for deriving meaningful and reliable conclusions. This structured method ensures that the systematic review is conducted with rigor, leading to trustworthy results that can guide future research and practice. The PRISMA framework lists three main stages for analysis: (i) identification, (ii) screening, (iii) eligibility, (iv) data abstraction and analysis, as well as (v) quality of appraisal.

Identification

In accordance with the PRISMA framework, the identification phase represents a critical starting point in the systematic literature review process, as it is designed to ensure exhaustive coverage of relevant studies while reducing the risk of selection bias. In this study, a structured and comprehensive search was conducted across two leading bibliographic databases, Scopus and Web of Science (WoS), using the keywords “academic writing,” “obstacles,” and “higher institutions.” Table 1 below shows the search string.

These databases were deliberately selected because of their extensive multidisciplinary coverage, stringent indexing criteria, and strong representation of high-quality, peer-reviewed journals. The search process resulted in the retrieval of 224 records from Scopus and 100 records from Web of Science, yielding a combined total of **324** records prior to the removal of duplicates.

The higher number of results obtained from Scopus can be attributed to its broader inclusion of journals and stronger coverage in the social sciences, whereas WoS contributed a more targeted collection of highly cited and methodologically rigorous studies. As shown in Table 1, the identification of **324** records reflects the growing academic interest in writing within higher education and highlights the conceptual diversity of research spanning linguistic, pedagogical, and psychological perspectives. Employing multiple databases enhances the methodological robustness of the review by minimizing database-specific bias and increasing the likelihood of capturing diverse research traditions and geographical contexts.

Additionally, the use of carefully designed search terms ensured sensitivity to terminological variation while maintaining alignment with the review’s objectives. Overall, this transparent and systematic identification process establishes a strong foundation for subsequent screening and eligibility stages, consistent with PRISMA standards and expectations for rigorous, replicable research

Table 1 The search string

Scopus	TITLE-ABS-KEY ((slang OR "informal language" OR "colloquial language" OR "vernacular") AND (LANGUAGE OR "linguistic" OR "communication") AND ("social media" OR "social networking" OR "online platforms" OR "digital communication") AND (English OR "English language"))
WebofScience	TITLE-ABS-KEY ((slang OR "informal language" OR "colloquial language" OR "vernacular") AND (LANGUAGE OR "linguistic" OR "communication") AND ("social media" OR "social networking" OR "online platforms" OR "digital communication") AND (English OR "English language")) Extracted July 2026

Screening

During the screening stage of the systematic literature review, potentially relevant studies were evaluated to ensure their alignment with the four established research questions. This phase focused on refining the initial pool of records by removing duplicates and applying predefined inclusion and exclusion criteria. Following the initial review, **324** publications were excluded for failing to meet the scope and relevance requirements of the study, leaving **101** (Scopus=56; Wos; 45) articles for further consideration, as outlined in Figure 2. The primary inclusion criterion was the type of literature, with priority given to scholarly sources that offer substantive and empirical insights. As a result, materials such as book reviews, book series, meta-syntheses, meta-analyses, conference proceedings, and book chapters not directly related to the core focus of the review were excluded. To ensure consistency and relevance to contemporary academic discourse, only peer-reviewed publications written in English and published between 2020 and 2026 were retained. Additionally, a duplication check led to the removal of 0 repeated records across the databases. This systematic and criteria-driven screening process enhanced the focus and quality of the evidence base, ensuring that only the most relevant and methodologically sound studies progressed to the subsequent stages of analysis.

Eligibility

For the third step, known as eligibility, a total of 75 articles have been prepared. All articles' titles and key content were thoroughly reviewed at this stage to ensure that the inclusion requirements were fulfilled and fit into the present study with the current research aims. Therefore, two reports were omitted because they were not pure science articles based on empirical evidence. Finally, 40 articles are available for review (see Table 3).

Table 2 The selection criterion is searching

Criterion	Inclusion	Exclusion
Language	English	Non-English
Time line	2020 – 2026	< 2020
Literature type	Journal (Article)	Conference, Book, Review
Publication Stage	Final	In Press
Subject Area	Slangs	Besides Slangs

Data Abstraction and Analysis

An integrative analysis was used as one of the assessment strategies in this study to examine and synthesize a variety of research designs (quantitative, qualitative, and mixed methods). To develop themes, the authors carefully analyzed 75 publications for relevant material related to the study's topics. They examined the methodology and research results of significant studies on PIU and mental health in children. The authors collaborated to develop themes based on the evidence presented throughout the study. They kept a log of their data analysis process to document relevant perspectives, analyses, or ideas. The authors ensured consistency in theme design by comparing the results and discussing disagreements between themselves. This expert review phase established the validity of each subtheme by ensuring clarity, importance, and suitability (Refer to Appendix 1).

Quality of Appraisal

According to Kitchenham and Charters (Kitchenham, 2007), the researchers need to assess the quality of the research chosen. The next stage is applying quality asseesment suggested by Abouzahra et al., (2020), which consitst of six questions complying to a scoring procedure for evaluating each criteria. The possible raitngs are

"Yes" (Y) with a score of 1 if the criterion is fully met, "Partly" (P) with a score of 0.5 if the criterion is somewhat met but contains some gaps or shortcomings, and "No" (N) with a score of 0 if the criterion is not met at all.

Table 3 Possible ratings for 6 question by Abouzahra et al., (2020),

No	Question
QA1	Is the purpose of the study clearly stated?
QA2	Is the interest and the usefulness of the work clearly presented?
QA3	Is the study methodology clearly established?
QA4	Are the concepts of the approach clearly defined?
QA5	Is the work compared and measured with other similar work?
QA6	Are the limitations of the work clearly mentioned?

Each writer independently assesses the study according to these criteria, and the scores are then totalled across all experts to determine the overall mark. For a study to be accepted for the next process, the total mark, derived from summing the scores from all three experts, must exceed 3.0. This threshold ensures that only studies meeting a certain quality standard proceed further. The results are shown in Table 4.

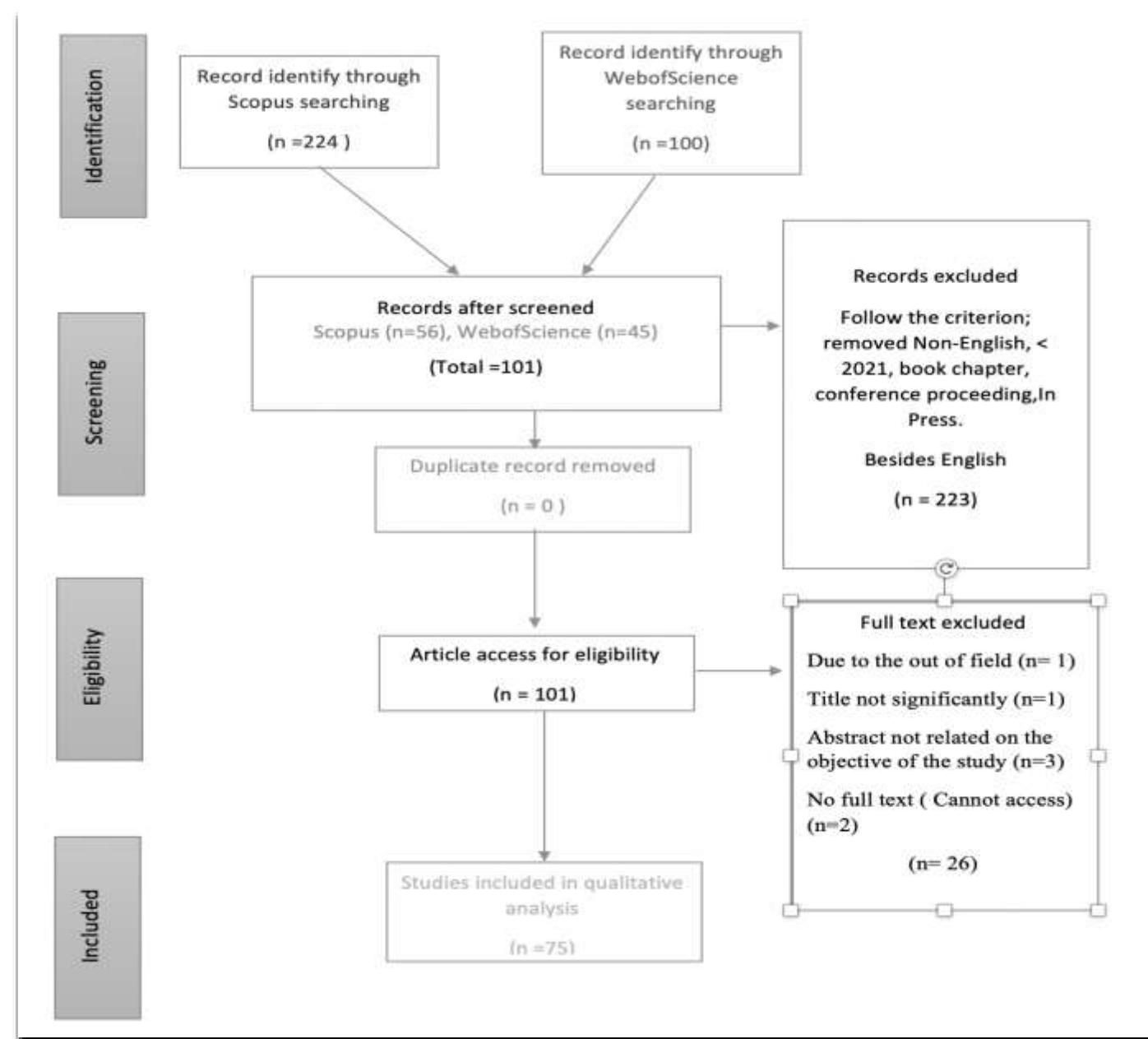


Figure 2 Flow diagram of the proposed searching study (Moher D, Liberati A, Tetzlaff J, 2009)

FINDINGS AND DISCUSSION

Quality of Assessment

Table 4 shows the result of the assessment performance for selected primary studies. The overall quality of the articles is as follows;

- **High quality ($\geq 80\%$):** Majority of studies
- **Moderate quality (60–79%):** Conceptual or descriptive studies
- **Lower quality ($<60\%$):** Primarily survey-only or exploratory abstracts

Table 4 Quality of assessment for the selected 75 documents

Study	Author and Year	Article Title	QA1	QA2	QA3	QA4	QA5	QA6	Total Mark	Percentage (%)
PS1	Zumani & Somlata, 2026	The Linguistic Repertoires of Xhosa-Speaking People in TikTok Videos	Y	Y	Y	Y	N	N	4.0	66.7
PS2	Aslan, 2025	Responding to thank you properly: Mediated metapragmatic repertoires in an English language teaching YouTube video	Y	Y	Y	Y	P	N	4.5	75.0
PS3	Bota, Cojocaru & Paraschiv, 2025	Discourse Strategies in Current-Day Digital Communication. Language-Contact Phenomena in Instagram Reels	Y	Y	Y	Y	P	N	4.5	75.0
PS4	Mialkovska et al., 2024	Contemporary English Media Discourse: Linguistic, Pragmatic, Social and Digital Aspects	Y	Y	P	Y	P	N	4.0	66.7
PS5	Huseynova et al., 2024	The Evolution of the English Language in the Age of the Internet and Social Media	Y	Y	P	Y	P	N	4.0	66.7
PS6	Krasova & Moroz, 2024	Multilingual English Second Language	Y	Y	Y	Y	Y	N	5.0	83.3

Study	Author and Year	Article Title	QA1	QA2	QA3	QA4	QA5	QA6	Total Mark	Percentage (%)
		Students' Voice in Digital Storytelling								
PS7	Zimuto, 2026	Code-Switching in Ndaou TikTok: Multilingualism as Resistance against Linguicide in Ethnic Media	Y	Y	Y	Y	P	N	4.5	75.0
PS8	Lexander, 2021	Polymedia and Family Multilingualism: Linguistic Repertoires and Relationships in Digitally Mediated Interaction	Y	Y	Y	Y	P	N	4.5	75.0
PS9	Saifulloh, Naziroh & Kholis, 2023	English-Arabic Language Contact Phenomena in Social Media as Communicative Learning	Y	Y	P	P	N	Y	3.5	58.3
PS10	Lee & Jang, 2022	I Would Rather Say Fighting: Discursive Analysis of Korean-English Language Exchange Students' Text Messages	Y	Y	Y	Y	P	N	4.5	75.0
PS11	Im, Park & Choe, 2022	Translingual Negotiation Strategies in CMC Contexts: English-Medium Communication in Online Marketplaces	Y	Y	Y	Y	P	N	4.5	75.0
PS12	Simungala, Jimaima & Chikuta, 2022	Indigenous Languages in an Online Space: Translanguaging for Visibilisation of Multilingualism and Multisemiotic Modes	Y	Y	Y	Y	P	N	4.5	75.0
PS13	Liang, 2021	Multilingual and Multimodal Mediation in Online Intercultural Conversations: A	Y	Y	Y	Y	P	N	4.5	75.0

Study	Author and Year	Article Title	QA1	QA2	QA3	QA4	QA5	QA6	Total Mark	Percentage (%)
		Translingual Perspective								
PS14	Ahn & Kiaer, 2021	Pop Culture Words: How Can K-Wave Turn Korean Words into Global, Translingual Words?	Y	Y	P	Y	P	N	4.0	66.7
PS15	Mordvinova, Sadykova & Gololobova, 2021	Lingua-Pragmatic Characteristics of Bilingualism Coverage in Media Discourse of Tatarstan	Y	Y	Y	Y	P	N	4.5	75.0
PS16	Stamou, 2025	What's the Most Beautiful Language in the World?: Avoiding Accusations of Prejudice while Reinforcing Dominant Ideologies in the Mediatization of Multilingualism	Y	Y	Y	Y	P	N	4.5	75.0
PS17	Kircher & Kutlu, 2023	Multilingual Realities, Monolingual Ideologies: Social Media Representations of Spanish as a Heritage Language in the United States	Y	Y	Y	Y	Y	N	5.0	83.3
PS18	Olobia, 2024	Utilizing Social Media in Communicating in English as a Second Language	Y	Y	Y	Y	P	P	5.0	83.3
PS19	Jafari et al., 2024	Language Models for Multi-Lingual Tasks: A Survey	Y	Y	P	Y	Y	N	4.5	75.0
PS20	Baruah, Singh & Sarmah, 2024	Transliteration Characteristics in Romanized Assamese Language Social Media Text and Machine Transliteration	Y	Y	Y	Y	Y	Y	6.0	100.0

Study	Author and Year	Article Title	QA1	QA2	QA3	QA4	QA5	QA6	Total Mark	Percentage (%)
PS21	Rivera & Nurmikari, 2025	Wtf as a Pragmatic Borrowing from English in Finnish and Chilean Spanish Conversations on the Social Media Platform X	Y	Y	Y	Y	Y	N	5.0	83.3
PS22	Nkhi & Mofana, 2026	Social Media and the Integration of Minority Indigenous Languages in Political Participation: Challenges and Prospects	Y	Y	Y	Y	P	N	4.5	75.0
PS23	McLellan, 2022	Malay and English Language Contact in Social Media Texts in Brunei Darussalam and Malaysia	Y	Y	Y	Y	P	N	4.5	75.0
PS24	Morin & Grieve, 2024	The Semantics, Sociolinguistics, and Origins of Double Modals in American English: New Insights from Social Media	Y	Y	Y	Y	Y	N	5.0	83.3
PS25	Gu, Huang & Lin, 2026	Multilingual and Multimodal Digital Communication in the Post-Pandemic Era	Y	Y	P	Y	P	N	4.0	66.7
PS26	Thara & Poornachandran, 2021	Transformer Based Language Identification for Malayalam-English Code-Mixed Text	Y	Y	Y	Y	Y	N	5.0	83.3
PS27	Wang, 2024	Spatial Repertoire, Translingual Creativity, and Identity in Chinese Speakers' Online Intercultural Experience	Y	Y	P	Y	P	N	4.0	66.7
PS28	Liang, 2024	Translingual Play in Networked Socialization for	Y	Y	Y	Y	P	N	4.5	75.0

Study	Author and Year	Article Title	QA1	QA2	QA3	QA4	QA5	QA6	Total Mark	Percentage (%)
		Transcultural Communication: Stylized Performance and Participatory Discourse on YouTube								
PS29	Tri, 2025	Tuesday, the Mistress: English Relocalization by Vietnamese Facebook Users	Y	Y	Y	Y	P	N	4.5	75.0
PS30	Lisnychenko et al., 2022	Facebook Movie-Based Discussions: Bringing Down Intercultural Barriers in English Language Education	Y	Y	Y	Y	P	N	4.5	75.0
PS31	Salomao, 2022	Foreign Language Communication in Virtual Exchanges: Reflections and Implications for Applied Linguistics	Y	Y	Y	Y	P	N	4.5	75.0
PS32	Kusumaningputri, 2024	Negotiating Voices in English as a Lingua Franca: Indonesian Multilingual Identity in English Digital Interactions	Y	Y	Y	Y	P	N	4.5	75.0
PS33	Izazi & Tengku-Sepora, 2020	Slangs on Social Media: Variations among Malay Language Users on Twitter	Y	Y	Y	Y	P	N	4.5	75.0
PS34	Abebaw, Rauber & Atnafu, 2023	Transliterating Latin to Amharic Scripts Using User-Defined Rules and Character Mappings	Y	Y	Y	Y	Y	Y	6.0	100.0
PS35	Nagra et al., 2022	Deep Sentiments Analysis for Roman Urdu Dataset Using Faster Recurrent	Y	Y	Y	Y	Y	P	5.5	91.7

Study	Author and Year	Article Title	QA1	QA2	QA3	QA4	QA5	QA6	Total Mark	Percentage (%)
		Convolutional Neural Network Model								
PS36	Ndlangamandla, 2020	Language Alternation in Online Forums: English Monolingual Normativity and Multilingual Practices	Y	Y	Y	Y	P	N	4.5	75.0
PS37	Gulnazir & Salehuddin, 2022	Investigating Lexical Variation and Change in Malaysian Twitter: A Conceptual Paper	Y	Y	P	Y	P	Y	4.5	75.0
PS38	Koowuttayakorn, 2025	From Tutors to Influencers: Content Types and Micro-Celebrification of English Teaching TikTok Creators in the Thai Context	Y	Y	Y	Y	P	N	4.5	75.0
PS39	David-Toledo & Antes, 2024	A Study on the Usage of Wesh in Parisian French	Y	Y	Y	Y	P	N	4.5	75.0
PS40	Liu, Zhao & Feng, 2026	TikTok Refugees, Digital Migration, and the Expanding Affordances of Xiaohongshu for Informal Language Learning	Y	Y	Y	Y	P	N	4.5	75.0
PS41	Bogetić, 2023	Race and the Language of Incels	Y	Y	P	Y	P	N	4.0	66.7
PS42	Sood, Hua & Hamid, 2020	Cyberbullying through Intellect-Related Insults	Y	Y	Y	Y	P	N	4.5	75.0
PS43	Alkhalidy & Alduhaim, 2026	Stereotypes in Translation: A Comparative Study of English Memes in Kuwaiti, Libyan, and Saudi Arabic Dialects	Y	Y	Y	Y	Y	N	5.0	83.3
PS44	Telep, 2025	“Je Wanda!”: Constructing Afro-Diasporic Identities through Vernacular	Y	Y	Y	Y	P	N	4.5	75.0

Study	Author and Year	Article Title	QA1	QA2	QA3	QA4	QA5	QA6	Total Mark	Percentage (%)
		Styles of Cameroonian French in Digital Media								
PS45	Bergami et al., 2024	A Comparative Study of the Use and Influence of English as a Second Language: Voices from Poland	Y	Y	Y	Y	P	N	4.5	75.0
PS46	Albawardi & Jones, 2020	Vernacular Mobile Literacies: Multimodality, Creativity and Cultural Identity	Y	Y	Y	Y	P	N	4.5	75.0
PS47	Yaseen et al., 2026	English and Identity in the Digital Age: Social Media, Code- Switching, and Linguistic Hybridity among Jordanian Gen Z	Y	Y	Y	Y	P	N	4.5	75.0
PS48	Li et al., 2020	Studying Politeness across Cultures Using English Twitter and Mandarin Weibo	Y	Y	Y	Y	Y	N	5.0	83.3
PS49	Ilbury & Walcott, 2026	Gen Z Language? Y'all Mean AAVE: The Appropriation of African American Vernacular English as TikTok Language	Y	Y	Y	Y	P	N	4.5	75.0
PS50	Brevik & Holm, 2023	Affinity and the Classroom: Informal and Formal L2 Learning	Y	Y	Y	Y	P	N	4.5	75.0
PS51	Shihab Darweesh, 2022	Investigating the Difficulties of Translating Arabic Slang Hashtags into English: A Pragmatics Study	Y	Y	Y	Y	P	N	4.5	75.0
PS52	Hnatyuk et al., 2026	Virtual Space and New Language Practices: Memes,	Y	Y	P	Y	P	N	4.0	66.7

Study	Author and Year	Article Title	QA1	QA2	QA3	QA4	QA5	QA6	Total Mark	Percentage (%)
		Slang, and Lexical Transformations								
PS53	Kim, Chapelle & Sollier, 2024	Online Fan Practices and Informal Language Learning: A Lexical Bundle Analysis of YouTube Comments from BTS Videos	Y	Y	Y	Y	P	N	4.5	75.0
PS54	Cahayon & Genuino, 2023	Degree of Exposure to Internet Slang Language and the Essay Quality of English as a Second Language Learners	Y	Y	Y	Y	P	N	4.5	75.0
PS55	Palacios-Martínez, 2023	Multicultural London English as Perceived by the Press, on Social Media, and Speakers Themselves	Y	Y	Y	Y	P	N	4.5	75.0
PS56	Gulnazir & Zainuddin, 2025	Language Innovation on Social Media: A Case Study of Rizz on TikTok	Y	Y	Y	Y	Y	N	5.0	83.3
PS57	Apridayani & Sompuwet, 2026	Social Media as a Digital Language Learning Ecosystem: An Interpretive Study of Thai Teenagers' English Development	Y	Y	Y	Y	P	Y	5.5	91.7
PS58	Vazquez-Calvo, Duarte-Martí & Zhang, 2024	Commenting on Learning Korean on TikTok and YouTube	Y	Y	Y	Y	P	P	5.0	83.3
PS59	Nasir, Rahim & How, 2023	The Use and Features of Malaysian English Lexemes as Social Media Hashtags	Y	Y	Y	Y	P	N	4.5	75.0
PS60	Mandal & Geedipally, 2025	Examining the Relevance of Social Networking Sites in Enhancing Writing Skills in English among College	Y	Y	Y	Y	P	P	5.0	83.3

Study	Author and Year	Article Title	QA1	QA2	QA3	QA4	QA5	QA6	Total Mark	Percentage (%)
		Students in Hyderabad								
PS61	Safavi, 2026	Cross-Cultural Semiotics of Emoji Use: A Comparative Content Analysis of Hands Pressed Together, Skull, and Peach	Y	Y	Y	Y	Y	N	5.0	83.3
PS62	Khelkhal & Ouahmiche, 2022	The Impact of Internet Celebrities on Algerian EFL Learners' Lifestyle Habits	Y	Y	Y	Y	P	N	4.5	75.0
PS63	Salieva et al., 2025	The Use of English Slang by the Younger Generation across Various Media	Y	Y	Y	Y	P	N	4.5	75.0
PS64	Ilbury, 2020	Sassy Queens: Stylistic Orthographic Variation in Twitter and the Enregisterment of AAVE	Y	Y	Y	Y	P	N	4.5	75.0
PS65	Senguttuvan et al., 2022	Memes to Foster L2 Speaking and Writing	Y	Y	Y	Y	P	N	4.5	75.0
PS66	Cottingham & Rose, 2023	Tweeting Jokes, Tweeting Hope: Humor Practices during the 2014 Ebola Outbreak	Y	Y	Y	Y	P	N	4.5	75.0
PS67	Zitha et al., 2025	Cyberculture as a Catalyst for Verbification in Modern English Formal Discourse	Y	Y	Y	Y	P	N	4.5	75.0
PS68	Meştereagă & Dejica, 2025	Exploring Out-of-Class Contexts in EFL Learning: Romanian High School Students' Perspectives and Practices	Y	Y	Y	Y	P	N	4.5	75.0

Study	Author and Year	Article Title	QA1	QA2	QA3	QA4	QA5	QA6	Total Mark	Percentage (%)
PS69	Calude, Anderson & Trye, 2023	Intensifying Expletive Constructions and Their Use on Social Media: Innovative Functions of the Hashtag #wokeAF in English Tweets	Y	Y	Y	Y	P	N	4.5	75.0
PS70	Siraji, 2025	Exploring How TikTok Contents Drive Student's Motivation for Linguistic Competence in English	Y	Y	Y	Y	P	N	4.5	75.0
PS71	Jagun, 2023	The Influence of the English Language on the Polish Youth Speak	Y	Y	P	Y	P	N	4.0	66.7
PS72	Melnikova et al., 2023	The Examination of English Folklore Limited to the Internet Memes and Languages from Some Most Renowned Social Media Platforms	Y	Y	Y	Y	P	N	4.5	75.0
PS73	Alzahrani, 2025	English Cyberlanguage and Its Implications for Saudi EFL Learners: A Case Study	Y	Y	Y	Y	P	N	4.5	75.0
PS74	Valdivia, 2021	Learning on Social Media: Vernacular Literacy and Academic Literacy in the Digital Production of School Students	Y	Y	Y	Y	P	N	4.5	75.0
PS75	De Wilde, Brysbaert & Eyckmans, 2020	Learning English through Out-of-School Exposure: Which Levels of Language Proficiency Are Attained and Which Types of Input Are Important?	Y	Y	Y	Y	P	N	4.5	75.0

The table presents the quality assessment results for 75 selected studies (PS1–PS75) based on six criteria, namely QA1 to QA6, with total marks and percentages calculated for each article. Overall, the results indicate that most studies achieved a moderate to high quality score, commonly ranging between 4.0 and 5.0 out of 6, equivalent to 66.7% to 83.3%. Many papers received “Y” for QA1 and QA2, suggesting that the study purpose, relevance, and usefulness were generally well stated across the selected literature. However, QA5 and especially QA6 were less consistently fulfilled, indicating that comparison with similar studies and explicit discussion of limitations were often only partly addressed or absent. Two studies, PS20 and PS34, achieved the highest score of 6.0 or 100%, showing that all assessment criteria were fully met. A few studies, such as PS35 and PS57, also scored highly with 5.5 or 91.7%. The lowest score was recorded for PS9, with 3.5 or 58.3%, mainly due to weaker methodological and comparative elements. Overall, the table suggests that the selected articles are generally suitable for inclusion in the SLR.

Table 5 Analysis for themes

Theme No.	Theme Name	Number of Articles	Percentage (%)
Theme 1	Translanguaging, Code-Switching and Multilingual Digital Repertoires	18	24.0%
Theme 2	Social Media, Informal Language Learning and Digital Pedagogy	21	28.0%
Theme 3	Lexical Innovation, Slang, Hashtags, Memes and Cyberlanguage	17	22.7%
Theme 4	Computational, Corpus-Based and Language Technology Approaches	7	9.3%
Theme 5	Language Ideologies, Minority Language Visibility, Digital Power and Online Representation	12	16.0%
Total		75	100.0%

The distribution of articles across the five themes shows that the reviewed literature is mainly concentrated on the pedagogical, multilingual, and lexical dimensions of digital language practices. Theme 2, Social Media, Informal Language Learning and Digital Pedagogy, represents the largest category, with 21 articles (28.0%), indicating that many studies focus on how platforms such as TikTok, YouTube, Facebook, Instagram, and WhatsApp support informal language learning, language development, and digital teaching practices. This is followed by Theme 1, Translanguaging, Code-Switching and Multilingual Digital Repertoires, with 18 articles (24.0%), showing strong scholarly interest in multilingual communication, code-switching, translanguaging, and identity construction in online spaces. Theme 3, Lexical Innovation, Slang, Hashtags, Memes and Cyberlanguage, includes 17 articles (22.7%), highlighting the importance of social media as a site of rapid lexical change and linguistic creativity. Theme 5, which focuses on language ideologies, minority language visibility, digital power and online representation, accounts for 12 articles (16.0%), while Theme 4, on computational, corpus-based and language technology approaches, has the smallest share with 7 articles (9.3%). Overall, all 75 articles (100.0%) are fully categorized across the five themes.

Theme 1 (T1): Translanguaging, Code-Switching and Multilingual Digital Repertoires

Study	Author and Year	Article Title
PS1	Zumani & Somlata, 2026	The Linguistic Repertoires of Xhosa-Speaking People in TikTok Videos
PS3	Bota, Cojocaru & Paraschiv, 2025	Discourse Strategies in Current-Day Digital Communication. Language-Contact Phenomena in Instagram Reels
PS7	Zimuto, 2026	Code-Switching in Ndau TikTok: Multilingualism as Resistance against Linguicide in Ethnic Media
PS8	Lexander, 2021	Polymedia and Family Multilingualism: Linguistic Repertoires and Relationships in Digitally Mediated Interaction

PS10	Lee & Jang, 2022	I Would Rather Say Fighting: Discursive Analysis of Korean-English Language Exchange Students' Text Messages
PS11	Im, Park & Choe, 2022	Translingual Negotiation Strategies in CMC Contexts: English-Medium Communication in Online Marketplaces
PS12	Simungala, Jimaima & Chikuta, 2022	Indigenous Languages in an Online Space: Translanguaging for Visibilisation of Multilingualism and Multisemiotic Modes
PS13	Liang, 2021	Multilingual and Multimodal Mediation in Online Intercultural Conversations: A Translingual Perspective
PS21	Rivera & Nurmikari, 2025	Wtf as a Pragmatic Borrowing from English in Finnish and Chilean Spanish Conversations on the Social Media Platform X
PS23	McLellan, 2022	Malay and English Language Contact in Social Media Texts in Brunei Darussalam and Malaysia
PS25	Gu, Huang & Lin, 2026	Multilingual and Multimodal Digital Communication in the Post-Pandemic Era
PS27	Wang, 2024	Spatial Repertoire, Translingual Creativity, and Identity in Chinese Speakers' Online Intercultural Experience
PS28	Liang, 2024	Translingual Play in Networked Socialization for Transcultural Communication: Stylized Performance and Participatory Discourse on YouTube
PS29	Tri, 2025	Tuesday, the Mistress: English Relocalization by Vietnamese Facebook Users
PS32	Kusumaningputri, 2024	Negotiating Voices in English as a Lingua Franca: Indonesian Multilingual Identity in English Digital Interactions
PS40	Liu, Zhao & Feng, 2026	TikTok Refugees, Digital Migration, and the Expanding Affordances of Xiaohongshu for Informal Language Learning
PS46	Albawardi & Jones, 2020	Vernacular Mobile Literacies: Multimodality, Creativity and Cultural Identity
PS47	Yaseen et al., 2026	English and Identity in the Digital Age: Social Media, Code-Switching, and Linguistic Hybridity among Jordanian Gen Z

The table presents 18 studies categorized under the theme “Translanguaging, Code-Switching and Multilingual Digital Repertoires.” Overall, the studies demonstrate strong scholarly attention to how multilingual speakers use digital platforms to negotiate meaning, identity, culture, and communication through flexible language practices. The articles cover a wide range of online spaces, including TikTok, Instagram Reels, YouTube, Facebook, WhatsApp, X/Twitter, text messaging, online marketplaces, and intercultural digital platforms. Several studies, such as Zumani and Somlata (2026), Zimuto (2026), and Yaseen et al. (2026), focus on TikTok and social media as spaces where multilingual users engage in code-switching, translanguaging, and linguistic hybridity to express identity and resist linguistic marginalization. Other studies, including Lee and Jang (2022), Im, Park and Choe (2022), and Liang (2021, 2024), examine how multilingual and translingual practices occur in interpersonal, intercultural, and computer-mediated communication. The table also includes studies on language contact and relocalization, such as McLellan (2022) on Malay-English social media texts and Tri (2025) on Vietnamese Facebook users. Collectively, these studies show that digital environments allow users to move beyond rigid language boundaries by combining languages, scripts, styles, modalities, and cultural references. Hence, the theme highlights social media as a dynamic multilingual space where digital repertoires are continuously constructed, adapted, and performed.

Theme 2 (T2): Social Media, Informal Language Learning and Digital Pedagogy

Study	Author and Year	Article Title
PS2	Aslan, 2025	Responding to Thank You Properly: Mediated Metapragmatic Repertoires in an English Language Teaching YouTube Video

PS6	Krasova & Moroz, 2024	Multilingual English Second Language Students' Voice in Digital Storytelling
PS9	Saifulloh, Naziroh & Kholis, 2023	English-Arabic Language Contact Phenomena in Social Media as Communicative Learning
PS18	Olobia, 2024	Utilizing Social Media in Communicating in English as a Second Language
PS30	Lisnychenko et al., 2022	Facebook Movie-Based Discussions: Bringing Down Intercultural Barriers in English Language Education
PS31	Salomao, 2022	Foreign Language Communication in Virtual Exchanges: Reflections and Implications for Applied Linguistics
PS38	Koowuttayakorn, 2025	From Tutors to Influencers: Content Types and Micro-Celebrification of English Teaching TikTok Creators in the Thai Context
PS45	Bergami et al., 2024	A Comparative Study of the Use and Influence of English as a Second Language: Voices from Poland
PS50	Brevik & Holm, 2023	Affinity and the Classroom: Informal and Formal L2 Learning
PS53	Kim, Chapelle & Sollier, 2024	Online Fan Practices and Informal Language Learning: A Lexical Bundle Analysis of YouTube Comments from BTS Videos
PS54	Cahayon & Genuino, 2023	Degree of Exposure to Internet Slang Language and the Essay Quality of English as a Second Language Learners
PS57	Apridayani & Sompuwet, 2026	Social Media as a Digital Language Learning Ecosystem: An Interpretive Study of Thai Teenagers' English Development
PS58	Vazquez-Calvo, Duarte-Marti & Zhang, 2024	Commenting on Learning Korean on TikTok and YouTube
PS60	Mandal & Geedipally, 2025	Examining the Relevance of Social Networking Sites in Enhancing Writing Skills in English among College Students in Hyderabad
PS62	Khelkhal & Ouahmiche, 2022	The Impact of Internet Celebrities on Algerian EFL Learners' Lifestyle Habits
PS65	Senguttuvan et al., 2022	Memes to Foster L2 Speaking and Writing
PS68	Meștereagă & Dejica, 2025	Exploring Out-of-Class Contexts in EFL Learning: Romanian High School Students' Perspectives and Practices
PS70	Siraji, 2025	Exploring How TikTok Contents Drive Student's Motivation for Linguistic Competence in English
PS73	Alzahrani, 2025	English Cyberlanguage and Its Implications for Saudi EFL Learners: A Case Study
PS74	Valdivia, 2021	Learning on Social Media: Vernacular Literacy and Academic Literacy in the Digital Production of School Students
PS75	De Wilde, Brysbaert & Eyckmans, 2020	Learning English through Out-of-School Exposure: Which Levels of Language Proficiency Are Attained and Which Types of Input Are Important?

The table presents 21 studies grouped under the theme “Social Media, Informal Language Learning and Digital Pedagogy.” Collectively, these studies show that social media has become an important informal and semi-formal environment for language learning, communication practice, and digital pedagogy. The studies cover a wide range of platforms and contexts, including YouTube, TikTok, Facebook, Instagram, WhatsApp, online fan communities, virtual exchanges, digital storytelling, and out-of-class learning spaces. Several works, such as Aslan (2025), Koowuttayakorn (2025), Vazquez-Calvo, Duarte-Marti and Zhang (2024), and Siraji (2025), highlight the role of TikTok and YouTube in supporting pragmatic awareness, learner motivation, and informal language development. Other studies, including Krasova and Moroz (2024), Lisnychenko et al. (2022), Salomao (2022), and Valdivia (2021), emphasize digital storytelling, Facebook discussions, virtual exchanges, and multimodal production as tools for developing intercultural competence, learner voice, and digital literacy. The table also includes studies focusing on English language development through social media exposure, such as

Olobia (2024), Mandal and Geedipally (2025), Alzahrani (2025), and De Wilde, Brysbaert and Eyckmans (2020). Overall, the studies suggest that social media platforms support vocabulary growth, writing development, speaking confidence, intercultural communication, learner autonomy, and motivation, while also raising concerns about informal language use, distraction, and the need for guided digital pedagogy.

Theme 3 (T3): Lexical Innovation, Slang, Hashtags, Memes and Cyberlanguage

Study	Author and Year	Article Title
PS5	Huseynova et al., 2024	The Evolution of the English Language in the Age of the Internet and Social Media
PS14	Ahn & Kiaer, 2021	Pop Culture Words: How Can K-Wave Turn Korean Words into Global, Translingual Words?
PS33	Izazi & Tengku-Sepora, 2020	Slangs on Social Media: Variations among Malay Language Users on Twitter
PS37	Gulnazir & Salehuddin, 2022	Investigating Lexical Variation and Change in Malaysian Twitter: A Conceptual Paper
PS39	David-Toledo & Antes, 2024	A Study on the Usage of Wesh in Parisian French
PS41	Bogetić, 2023	Race and the Language of Incels
PS43	Alkhalidy & Alduhaim, 2026	Stereotypes in Translation: A Comparative Study of English Memes in Kuwaiti, Libyan, and Saudi Arabic Dialects
PS51	Shihab & Darweesh, 2022	Investigating the Difficulties of Translating Arabic Slang Hashtags into English: A Pragmatics Study
PS52	Hnatyuk et al., 2026	Virtual Space and New Language Practices: Memes, Slang, and Lexical Transformations
PS56	Gulnazir & Zainuddin, 2025	Language Innovation on Social Media: A Case Study of Rizz on TikTok
PS59	Nasir, Rahim & How, 2023	The Use and Features of Malaysian English Lexemes as Social Media Hashtags
PS61	Safavi, 2026	Cross-Cultural Semiotics of Emoji Use: A Comparative Content Analysis of Hands Pressed Together, Skull, and Peach
PS63	Salieva et al., 2025	The Use of English Slang by the Younger Generation across Various Media
PS67	Zitha et al., 2025	Cyberculture as a Catalyst for Verbification in Modern English Formal Discourse
PS69	Calude, Anderson & Trye, 2023	Intensifying Expletive Constructions and Their Use on Social Media: Innovative Functions of the Hashtag #wokeAF in English Tweets
PS71	Jagun, 2023	The Influence of the English Language on the Polish Youth Speak
PS72	Melnikova et al., 2023	The Examination of English Folklore Limited to the Internet Memes and Languages from Some Most Renowned Social Media Platforms

The table presents 17 studies categorized under the theme “Lexical Innovation, Slang, Hashtags, Memes and Cyberlanguage.” Overall, the studies show that social media has become a major site for the creation, circulation, and normalization of new linguistic forms. The articles examine how digital platforms such as TikTok, Twitter/X, Facebook, Instagram, and other online spaces encourage users to produce new words, slang expressions, hashtags, memes, emojis, and cyberlanguage. Several studies focus on English-related lexical change, including Huseynova et al. (2024) on the evolution of English in digital environments, Gulnazir and Zainuddin (2025) on the spread of *rizz* on TikTok, and Calude, Anderson and Trye (2023) on the hashtag #wokeAF. Other studies explore localized and cross-cultural forms of slang and innovation, such as Izazi and Tengku-Sepora (2020) on Malay slang, David-Toledo and Antes (2024) on *wesh* in Parisian French, and Jagun (2023) on English influence on Polish youth language. The table also includes studies on memes, emoji meanings, hashtag translation, verbification, cyberculture, and online folklore. Collectively, these studies suggest that digital communication accelerates lexical creativity by allowing language users to adapt, remix, and spread linguistic forms rapidly

across communities. Thus, this theme highlights social media as a dynamic space for language change, identity expression, humour, cultural reference, and digital participation.

Theme 4 (T4): Computational, Corpus-Based and Language Technology Approaches

Study	Author and Year	Article Title
PS19	Jafari et al., 2024	Language Models for Multi-Lingual Tasks: A Survey
PS20	Baruah, Singh & Sarmah, 2024	Transliteration Characteristics in Romanized Assamese Language Social Media Text and Machine Transliteration
PS24	Morin & Grieve, 2024	The Semantics, Sociolinguistics, and Origins of Double Modals in American English: New Insights from Social Media
PS26	Thara & Poornachandran, 2021	Transformer Based Language Identification for Malayalam-English Code-Mixed Text
PS34	Abebaw, Rauber & Atnafu, 2023	Transliterating Latin to Amharic Scripts Using User-Defined Rules and Character Mappings
PS35	Nagra et al., 2022	Deep Sentiments Analysis for Roman Urdu Dataset Using Faster Recurrent Convolutional Neural Network Model
PS48	Li et al., 2020	Studying Politeness across Cultures Using English Twitter and Mandarin Weibo

The table presents seven studies categorized under the theme “Computational, Corpus-Based and Language Technology Approaches.” Collectively, these studies demonstrate how digital language practices on social media can be examined using computational methods, corpus linguistics, machine learning, transliteration systems, language identification, and cross-cultural language modelling. Several studies focus on multilingual and low-resource language processing, such as Baruah, Singh and Sarmah (2024) on Romanized Assamese transliteration, Thara and Poornachandran (2021) on Malayalam-English code-mixed language identification, and Abebaw, Rauber and Atnafu (2023) on Latin-to-Amharic script transliteration. These studies show the importance of developing language technologies that can process non-standard, code-mixed, and romanized social media texts. Other studies, such as Nagra et al. (2022), apply deep learning models to Roman Urdu sentiment analysis, highlighting the role of computational methods in understanding users’ opinions and emotions in digital discourse. Li et al. (2020) compare politeness across English Twitter and Mandarin Weibo, showing how corpus-based and machine-learning approaches can support cross-cultural communication studies. Meanwhile, Morin and Grieve (2024) use large-scale social media data to examine double modals in American English, demonstrating the value of social media corpora for sociolinguistic analysis. Overall, the table highlights the growing importance of computational and corpus-based approaches in analyzing multilingual, informal, and platform-specific language practices online.

Theme 5 (T5): Language Ideologies, Minority Language Visibility, Digital Power and Online Representation

Study	Author and Year	Article Title
PS4	Mialkovska et al., 2024	Contemporary English Media Discourse: Linguistic, Pragmatic, Social and Digital Aspects
PS15	Mordvinova, Sadykova & Gololobova, 2021	Lingua-Pragmatic Characteristics of Bilingualism Coverage in Media Discourse of Tatarstan
PS16	Stamou, 2025	What’s the Most Beautiful Language in the World?: Avoiding Accusations of Prejudice while Reinforcing Dominant Ideologies in the Mediatisation of Multilingualism
PS17	Kircher & Kutlu, 2023	Multilingual Realities, Monolingual Ideologies: Social Media Representations of Spanish as a Heritage Language in the United States
PS22	Nkhi & Mofana, 2026	Social Media and the Integration of Minority Indigenous Languages in Political Participation: Challenges and Prospects

PS36	Ndlangamandla, 2020	Language Alternation in Online Forums: English Monolingual Normativity and Multilingual Practices
PS42	Sood, Hua & Hamid, 2020	Cyberbullying through Intellect-Related Insults
PS44	Telep, 2025	“Je Wanda!”: Constructing Afro-Diasporic Identities through Vernacular Styles of Cameroonian French in Digital Media
PS49	Ilbury & Walcott, 2026	Gen Z Language? Y’all Mean AAVE: The Appropriation of African American Vernacular English as TikTok Language
PS55	Palacios-Martínez, 2023	Multicultural London English as Perceived by the Press, on Social Media, and Speakers Themselves
PS64	Ilbury, 2020	Sassy Queens: Stylistic Orthographic Variation in Twitter and the Enregisterment of AAVE
PS66	Cottingham & Rose, 2023	Tweeting Jokes, Tweeting Hope: Humor Practices during the 2014 Ebola Outbreak

The table presents 12 studies categorized under the theme “Language Ideologies, Minority Language Visibility, Digital Power and Online Representation.” Overall, these studies examine how language use in digital and media spaces is shaped by power relations, ideological assumptions, social identity, marginalization, and representation. Several studies focus on how multilingualism and minority languages are represented or excluded in public and online discourse. For example, Mordvinova, Sadykova and Gololobova (2021) examine bilingualism in Tatar media discourse, while Nkhi and Mofana (2026) address the limited visibility of minority indigenous languages in political participation on social media. Other studies, such as Stamou (2025) and Kircher and Kutlu (2023), highlight how dominant language ideologies may reinforce prejudice, monolingual norms, or unequal representations of multilingual speakers. The table also includes studies on digital power and online harm, such as Sood, Hua and Hamid (2020) on cyberbullying and intellect-related insults. In addition, studies by Ilbury (2020), Ilbury and Walcott (2026), and Cottingham and Rose (2023) examine the use, appropriation, and cultural meanings of African American Vernacular English in online spaces. Collectively, these studies show that social media is not a neutral platform; rather, it can both increase linguistic visibility and reproduce inequality, discrimination, and ideological control. Thus, this theme emphasizes the sociopolitical dimensions of digital language practices.

CONCLUSION

This systematic literature review on Language Use, Learning, and Innovation in Social Media concludes that multilingual digital communication is a rapidly expanding research area shaped by five interconnected themes: translanguaging and multilingual repertoires, informal language learning, lexical innovation, computational language analysis, and language ideology. The reviewed 75 studies show that social media platforms such as TikTok, YouTube, Facebook, Instagram, WhatsApp, and X/Twitter function as dynamic spaces where users combine languages, scripts, emojis, hashtags, memes, and multimodal resources to communicate meaning and identity. Past studies such as Zumani and Somlata (2026), Zimuto (2026), Lee and Jang (2022), and McLellan (2022) demonstrate how translanguaging and code-switching operate as normal practices in multilingual online interaction. Meanwhile, studies by Aslan (2025), Krasova and Moroz (2024), Apridayani and Sompuwet (2026), and De Wilde et al. (2020) show that social media also supports informal language learning, learner motivation, vocabulary growth, intercultural communication, and digital pedagogy.

The findings also indicate that social media accelerates lexical creativity and language change through slang, hashtags, memes, emojis, cyberlanguage, and localized digital expressions. Studies such as Gulnazir and Zainuddin (2025), Huseynova et al. (2024), Calude et al. (2023), and Izazi and Tengku-Sepora (2020) show that online communities actively create and circulate new linguistic forms. In addition, computational and corpus-based studies such as Baruah et al. (2024), Thara and Poornachandran (2021), and Li et al. (2020) highlight the growing role of language technologies in analyzing multilingual and code-mixed data. The implications of this review are significant for educators, linguists, digital platform designers, and policymakers, as social media should be recognized as both a language-learning ecology and a site of linguistic innovation.

Future research should expand beyond English-dominant contexts by examining underrepresented languages, minority communities, and non-Western digital platforms. More longitudinal, comparative, and mixed-method studies are needed to explore how multilingual digital practices change over time. Future studies should also address ethical issues, algorithmic visibility, digital inequality, cyberbullying, and the representation of marginalized language users in online spaces.

ACKNOWLEDGEMENTS

The authors gratefully acknowledge the invaluable contributions and support of all individuals and institutions involved in the successful completion of this study. The authors also wish to acknowledge the guidance, constructive feedback, and institutional support received throughout the research process.

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