

Students' Social Media Language Exposure to Their Awareness and Use of AI Tools in English

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Abstract—This study, entitled “Students’ Social Media Language Exposure to their Awareness and Use of AI Tools in English” specifically sought to answer the level of social media language exposure in terms of abbreviations, slang expressions, grammar, spelling, and punctuation marks. Also, this study tried to determine the level of students’ awareness and use of English and the significant relationship of students’ social media language exposure to their awareness and use of AI tools in English. The research design used in this study is a quantitative descriptive-correlational research design. This approach tests if there is a significant relationship among variables such as abbreviations, slang expressions, grammar, spelling, and punctuation marks to AI tools in English. The respondents of this study were the sixty (60) college students of Laguna State Polytechnic University from the College of Teacher Education who are currently taking Bachelor of Secondary Education, Major in English. They received a set of questionnaires about their exposure to social media language and their awareness and use of AI tools in English. The findings indicate that social media language exposure influenced the students’ written English in terms of abbreviations, slang expressions, grammar, spelling, and punctuation marks. In using different social media platforms, there are instances where students tend to apply social media language in their formal writing. The study revealed a significant relationship between students’ exposure to social media language and their awareness of AI tools in English. This suggests that students who are highly exposed to social media language tend to have greater knowledge of AI tools. The findings also revealed no significant relationship between students’ social media language exposure and the use of AI tools in English. This indicates that students are knowledgeable about the features of different AI tools; however, social media language exposure does not affect their use of AI tools in English. Therefore, it is recommended that students continue using AI tools in English, especially to enhance their English skills and complete their tasks. However, they should continue using these AI tools, considering the ethical awareness and the responsible attitude of utilizing AI tools. The teachers, particularly English teachers, may integrate advanced and clear discussions regarding social media language and AI tools literacy. In addition, the schools may provide seminars, training, and workshops about the features and proper use of AI tools in an academic context to strengthen the awareness of their staff about AI tools. Lastly, future researchers may conduct a similar study to explore further the relationship between students’ social media language exposure and their awareness and use of AI tools in English. They can also use a larger size, a wider scope, and additional variables to determine the relationship between variables.

Keywords— AI Tools, Social Media Language Exposure, Awareness of AI Tools, Use of AI Tools.

I. INTRODUCTION

In today’s digital era, various social media platforms such as Facebook, Facebook Messenger, Instagram, and X (formerly Twitter) play significant roles in the lives of many individuals. These platforms have become the primary means for individuals to communicate and express their thoughts, feelings, and emotions. Also, it could be a space to post, comment on, or write about things someone wants to share about their principles in life. These platforms are popular not only among the youth but also among people of all ages. However, being hooked on these platforms may expose each individual to the social media language.

As the digital era progresses, the use of language within these online spaces has noticeably evolved. Language continues to change dynamically due to the influence of these virtual environments. Abbreviations, slang expressions, new words, altered spellings, and innovative syntactic structures have emerged as a result of users’ interactions on social media. This occurrence has influenced users to adapt these changes in language in the digital era. The students who are exposed to social media language might use the same language in academic contexts.

As mentioned by Panjaitan & Patria (2024), this digital era contributed to the language evolution. Social media language exposure in abbreviations, altered spelling, and slang expressions has emerged. This evolution might influence the students’ understanding of the English language since most of them are on social media platforms.

In the current phenomenon where the digital era continues, different AI tools have also appeared. Some of the examples of these are ChatGPT, Grammarly, Perplexity, QuillBot, Canva, and Gemini. These tools have different functions that can be utilized by the students. The features of these AI tools are functional in writing, in checking the grammatical structure, in data gathering, or even in doing difficult academic tasks. These AI tools can enhance the students’ ability. It can be their assistant in performing their academic tasks. However, the effectiveness and the usage of the said AI tools may depend on how the students utilize these different AI tools. In addition, the students should be aware of how to apply these AI tools properly and effectively in academic contexts.

To investigate this continuous phenomenon, the researcher explored how social media language exposure is connected to the awareness and use of AI tools in English. Understanding

the relationship between these phenomena is very significant because they play big roles in this modern way of education.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the Students' Social Media Language Exposure to their Awareness and Use of AI Tools in English.

Specifically, it sought to answer the following questions:

1. What is the level of Social Media Language Exposure in terms of:
 - 1.1 Abbreviations
 - 1.2 Slang Expressions
 - 1.3 Grammar
 - 1.4 Spelling
 - 1.5 Punctuation Mark
2. What is the level of AI tools in English in terms of Awareness with regards to:
 - 2.1 Familiarity
 - 2.2 Knowledge
 - 2.3 Functional Awareness
 - 2.4 Ethical Awareness
3. What is the level of AI tools in English in terms of Use with regards to:
 - 3.1 Academic Tasks
 - 3.2 Writing Assistance
 - 3.3 Information Gathering
4. Is there a significant relationship between the Students' Social Media Language Exposure to their Awareness of AI tools in English?
5. Is there a significant relationship between the Students' Social Media Language Exposure to their Use of AI Tools in English?

II. METHODOLOGY

The research design used in this study is a quantitative descriptive-correlational research design. This approach tests if there is a significant relationship among variables such as abbreviations, slang expressions, grammar, spelling, and punctuation marks to AI tools in English. The respondents of this study were the sixty (60) college students of Laguna State Polytechnic University from the College of Teacher Education who are currently taking Bachelor of Secondary Education, Major in English. They received a set of questionnaires about their exposure to social media language and their awareness and use of AI tools in English.

III. RESULTS AND DISCUSSION

This part presents the different results and discusses the results from treating the data gathered in this study. All specific questions in Chapter 1 under the statement of the problem were answered in this chapter, supported by tables. It presents the data gathered about the significant relationship between social media language exposure and Awareness, Use of AI tools in English. In particular, the study sought to address the following:

Level of Students' Social Media Language Exposure

In this study, the level of Students' Social Media Language Exposure refers to Abbreviations, Slang Expressions, Grammar, Spelling, and punctuation marks.

The following tables show the statement, Mean, Standard Deviation, remarks, and verbal interpretation from the perspectives of respondents.

The students find abbreviations in the online posts on social media platforms. The ($M = 4.27$) suggests a very high level of social media language exposure in terms of Abbreviations and is supported with ($SD = 0.66$). Also, choose abbreviations when chatting with their friends on their social media platforms. While the mean is slightly lower ($M = 3.83$) with ($SD = 1.08$), it still indicates the post social media abbreviations in their social communication. (e.g., LOL, OMG, IDK, TYT, JK). The level of social media language exposure in terms of Abbreviations attained a weighted mean score of 4.07 and a standard deviation of 0.81, and was verbally interpreted as high among the respondents.

In summary, the results present that the respondents have a high level of exposure to abbreviations. It says that the respondents are very hooked on considering abbreviations in online communication. This phenomenon might affect the communication practices and writing skills of the students, whether in formal or informal interactions.

Table 1 shows the level of social media language exposure in terms of abbreviations. Also, it displays the statements, mean, standard deviation, and remarks.

Table 1. Level of Social Media Language Exposure in Terms of Abbreviations

Statements	Mean	SD	Remarks
As a student, I...			
...find abbreviations in the online posts on social media platforms.	4.27	0.66	Strongly Agree
...choose abbreviations when chatting with my friends on my social media platforms.	4.15	0.78	Agree
...integrate different abbreviations in online communication.	4.02	0.75	Agree
...post social media abbreviations in my social communication. (e.g., LOL, OMG, IDK, TYT, JK)	3.83	1.08	Agree
...write abbreviations when messaging my classmates and my friends.	4.10	0.90	Agree
Weighted Mean	4.07		
SD	0.81		
Verbal Interpretation	High		

Table 2 shows the level of social media language exposure in terms of slang expressions. Also, it presents the statement, mean, standard deviation, and remarks.

The result was 4.11 as its weighted mean, and its standard deviation was 0.84. This was verbally interpreted as high among the respondents.

The item, "always find slang expressions on social media platforms," obtained the highest mean score of 4.55, while the statement, "always post slang expressions in my online conversations," was lowest mean score of 3.45. It was verbally interpreted as Agree.

These findings indicate that the respondents are highly exposed to slang expressions in social media platforms. They can always encounter slang expressions and apply them in their daily interactions. It says that social media language

exposure significantly influences the respondents' communication practices.

Table 2. Level of Social Media Language Exposure in Terms of Slang Expressions

Statement As a student, I...	Mean	SD	Remarks
...always find slang expressions on social media platforms.	4.55	0.65	Strongly Agree
...choose slang words in online conversations.(e.g. , delulu, legit, bet, charot, lods)	4.17	0.89	Agree
...notice the new slang expressions that are being used in social media posts.	4.32	0.68	Strongly Agree
...always post slang expressions in my online conversations.	3.45	0.93	Agree
...adapt slang expressions because of my exposure to social media language.	4.08	0.89	Agree
Weighted Mean	4.11		
SD	0.84		
Verbal Interpretation	High		

Table 3 shows the level of social media language exposure in terms of grammar. Also, it displays the statement, mean, standard deviation, and remarks.

Table 3. Level of Social Media Language Exposure in Terms of Grammar

Statement As a student, I...	Mean	SD	Remarks
...notice grammatical errors on social media posts.	4.22	0.67	Strongly Agree
...commit grammatical errors when posting online.	3.70	0.91	Agree
...make grammatical errors when I am talking to my friends virtually.	4.00	0.84	Agree
...am affected by my exposure to social media language.	3.95	0.79	Agree
...can identify online posts with grammatical errors.	4.00	0.52	Agree
Weighted Mean	3.97		
SD	0.73		
Verbal Interpretation	High		

The result has a weighted score of 3.97 and a standard deviation of 0.73. This was verbally interpreted as high among the respondents. The statement, "I notice grammatical errors on social media posts," obtained 4.22 as the highest mean score and was verbally interpreted as strongly agree. The statement, "I commit grammatical errors when posting online," was verbally interpreted as agree and received the lowest mean score of 3.70.

In summary, the findings reveal that the respondents are exposed to grammatical variations and errors in social media platforms. They are aware that grammatical errors occur because of their exposure to social media language. This implies that students' social media language affects their grammatical skills of the students.

Table 4 shows the level of students' social media language exposure in terms of spelling. It also indicates the statement, mean, standard deviation, and remarks.

A weighted mean score of 3.64 and a standard deviation of 0.89 was attained in the level of social media language exposure in terms of spelling. It was verbally interpreted as high among the respondents. The statement, "I always

encounter misspelled words in online messages," obtained the highest mean score of 4.10 and was verbally interpreted as agree, while "I am influenced by misspelled words in online platforms" had the lowest mean score of 3.13. It was verbally interpreted as moderately agree.

Table 4. Level of Social Media Language Exposure in Terms of Spelling

Statements As a student, I...	Mean	SD	Remarks
...always encounter misspelled words in online messages.	4.10	0.77	Agree
...observe words with incorrect spelling in my friends' messages.	4.05	0.81	Agree
...execute misspelled words in conversing with my friends.	3.63	0.82	Agree
...am influenced by misspelled words in online platforms.	3.13	0.87	Moderately Agree
...sometimes write misspelled words to message my colleagues easily.	3.27	0.99	Moderately Agree
Weighted Mean	3.64		
SD	0.89		
Verbal Interpretation	High		

These findings indicate that students are too exposed to misspelled words and informal spelling patterns in social media platforms. The respondents always encounter misspelled words in virtual communication, and this phenomenon is commonly observed when they are having interactions with their friends or classmates. It indicates that too much exposure to social media language affects the communication patterns of the students.

Table 5 shows the level of social media language exposure in terms of punctuation marks. The table showed that the attained weighted mean score was 3.79 while the standard deviation was 0.81. This is verbally interpreted as high by the respondents. "I integrate different punctuation marks in online communication and academic writing" got the highest mean score of 4.13, while the statement, "I write punctuation marks repeatedly to form creative posts/ comments" obtained the lowest score of 3.43. This result was verbally interpreted as agree.

In summary, the findings state that the students are highly exposed to the different uses of punctuation marks in social media. The respondents frequently encounter punctuation marks that have different usage compared to formal writing. The findings show that this factor also affects their writing skills in terms of academic writing.

Table 5. Level of Social Media Language Exposure in Terms of Punctuation Marks

Statements As a student, I...	Mean	SD	Remarks
...find incorrect usage of punctuation marks in social media posts.	4.07	0.73	Agree
...integrate different punctuation marks in online communication and academic writing.	4.13	0.75	Agree
...am sometimes influenced by incorrect punctuation marks in my messages.	3.53	0.91	Agree
...can detect the proper use of punctuation marks in online posts.	3.77	0.74	Agree
...write punctuation marks repeatedly to form creative posts/ comments.	3.43	0.81	Agree
Weighted Mean	3.79		
SD	0.81		
Verbal Interpretation	High		

Level of Awareness of AI tools

In this study, the level of Awareness of AI tools refers to Familiarity, Knowledge, Functional Awareness, and Ethical Awareness.

The following tables show the statement, Mean, Standard Deviation, remarks, and verbal interpretation from the perspectives of respondents.

Table 6 shows the Level of Awareness of AI tools in terms of Familiarity. It also presents the statement, mean, standard deviation, and remarks of each item.

Table 6. Level of Awareness of AI tools in terms of Familiarity

Statement	Mean	SD	Remarks
As a student, I...			
...am aware of different AI tools that can be used to enhance English skills.	4.22	0.64	Strongly Agree
...can tell how to utilize different AI tools in terms of its usage.	4.07	0.71	Agree
...can differentiate the functions of different AI tools.	3.70	0.83	Agree
...can identify the AI tools used by students like me.	3.75	0.77	Agree
...know the AI tools that will help me in developing my English skills.	3.88	0.72	Agree
Weighted Mean	3.92		
SD	0.73		
Verbal Interpretation	High		

The weighted score of 3.92 and a standard deviation of 0.73 were the result of the level of AI awareness when it comes to familiarity. It is verbally interpreted as high from the responses of the respondents. "I am aware of different AI tools that can be used to enhance English skills" got the mean score of 4.22 and was verbally interpreted as strongly agree, while "I can differentiate the functions of different AI tools" is the lowest mean score of 3.70 and was interpreted as agree.

The findings indicate that the students have a high level of familiarity with the use of AI tools in English. The responses suggested that they are familiar with the functions of AI tools in enhancing their academic performance.

Table 7. Level of Awareness of AI tools in terms of Knowledge

Statements	Mean	SD	Remarks
As a student, I...			
...am aware of the different AI tools that can be used in education.	4.00	0.74	Agree
...can tell how different AI tools function in different aspects of a student.	3.90	0.77	Agree
...can explain how AI tools help me as a student.	4.03	0.69	Agree
...can identify the limitations of using AI tools.	4.18	0.62	Agree
... am aware of how to use AI tools in my studies.	4.12	0.69	Agree
Weighted Mean	4.05		
SD	0.68		
Verbal Interpretation	High		

Table 7 presents the level of AI tool awareness in terms of knowledge, and a mean score of 4.05 and a standard deviation of 0.68 were attained in this table. It was verbally interpreted as high among the respondents.

The item, "I can identify the limitations of using AI tools," obtained the highest mean score of 4.18, while the item, "I can tell how different AI tools function in different aspects of a

student," received the lowest mean score of 3.90. This item was verbally interpreted as agree among the students.

It tells that the respondents mark a high level of knowledge regarding the use of AI tools in their education. The students are knowledgeable about the functions, usage, and limitations of executing AI tools in their education. This awareness tells that the students have sufficient understanding of applying AI tools in academic contexts.

Table 8. Level of Awareness of AI tools in terms of Functional Awareness

Statement	Mean	SD	Remarks
AI tools give information to enhance my English skills.	3.98	0.68	Agree
AI tools aid as my learning assistant.	3.98	0.81	Agree
AI tools assist in accomplishing my academic tasks, most especially in writing.	3.82	0.75	Agree
AI tools arrange my grammatical structure.	4.08	0.72	Agree
AI tools display features that can explain the lesson.	3.83	0.72	Agree
Weighted Mean	3.94		
SD	0.71		
Verbal Interpretation	High		

The level of awareness of AI tools in terms of functional awareness is presented in Table 8. The weighted score of 3.94 and a standard deviation of 0.71 were presented in this table. It was verbally interpreted as high based on its respondents. The statement, "AI tools arrange my grammatical structure," had the highest mean score of 4.08, with the remarks of agree, while the statement, "AI tools assist in accomplishing my academic tasks, most especially in writing," had the lowest mean score of 3.82. It was remarked as agree.

The weighted score of 3.94 and a standard deviation of 0.71 were presented in this table. It was verbally interpreted as high based on its respondents. The statement, "AI tools arrange my grammatical structure," had the highest mean score of 4.08, with the remarks of agree, while the statement, "AI tools assist in accomplishing my academic tasks, most especially in writing," had the lowest mean score of 3.82. It was remarked as agree.

This suggests that the respondents are aware of how AI tools function in their academic tasks. The respondents believe that AI tools are very functional in assisting and supporting their skills, most especially in English.

Table 9. Level of Awareness of AI tools in terms of Ethical Awareness

Statement	Mean	SD	Remarks
As a student, I...			
...can define the proper use of AI tools.	4.10	0.68	Agree
...am aware that AI tools should be used correctly.	4.55	0.62	Strongly Agree
...read that using the work from AI tools without proper citations is wrong.	4.15	0.95	Agree
...learn that using AI should impose honesty.	4.28	0.62	Strongly Agree
...understand that I should be responsible in using different AI tools.	4.58	0.71	Strongly Agree
Weighted Mean	4.33		
SD	0.71		
Verbal Interpretation	Very High		

Table 9 shows the level of AI tools awareness in terms of ethical awareness. This area attained a weighted mean score of

4.33 and a standard deviation of 0.71. As a result, it was verbally interpreted as very high as the response of the respondents. The item, "I understand that I should be responsible in using different AI tools" got the highest mean score of 4.58. It means that it was verbally interpreted as strongly agree while the item "I can define the proper use of AI tools" had the lowest mean score of 4.10 and it marked as agree based on the response of the respondents.

The findings state that the students are knowledgeable about the proper behavior in using AI tools in their academic tasks or even in using AI tools in other matters. They are aware that using AI tools should possess honesty and they must be responsible in using those AI tools. The result suggests that they consider ethical awareness in utilizing AI tools.

Level of Use of AI Tools in English

In this study, the level of Use of AI tools in English refers to Academic Tasks, Writing Assistance, and Information Gathering.

The following tables show the statement, Mean, Standard Deviation, remarks, and verbal interpretation from the perspectives of respondents.

Table 10. Level of Use of AI Tools in English in terms of Academic Tasks

Statement As a student, I...	Mean	SD	Remarks
...choose AI tools to answer my assignments.	2.67	0.82	Moderately Agree
...am dependent on AI tools in doing my schoolwork.	2.50	0.83	Disagree
...use AI tools in completing my research tasks.	2.58	0.89	Disagree
...always rely on AI tools in doing my school tasks.	2.15	0.92	Disagree
...use AI tools when I encounter difficult topics in my subjects.	3.65	0.78	Agree
Weighted Mean	2.71		
SD	0.93		
Verbal Interpretation	Moderately High		

Table 10 shows the level of use of AI tools in English in terms of academic tasks. The result was 2.71 as the weighted mean score while the standard deviation was 0.93. This was verbally interpreted as moderately high. The highest mean score was the statement, "I use AI tools when I encounter difficult topics in my subjects" with 3.65 while the lowest mean score of 2.15 was the statement "I always rely on AI tools in doing my school tasks."

The findings indicate that the students moderately use AI tools in doing their academic tasks. They utilized using AI tools in their academic context but they do not fully depend their schoolwork in AI tools. This result suggest that AI tools are just an aid in their academic task. Students still try to learn from their own rather than depending fully in AI tools.

Table 11 shows the level of use of AI Tools in terms of Writing Assistance. The level of use of AI tools in terms of writing assistance resulted to a weighted mean score of 3.39 and a standard deviation of 0.79. This result was marked as high from the respondents. The statement "I choose AI tools to check my grammatical structure" received the highest mean

score of 3.80 and marked as agree. The item "I use AI tools to generate ideas when writing essays or compositions", marked as the lowest mean score of 3.12 and was verbally interpreted as moderately agree.

The result says that students highly use AI tools as their writing assistance particular y in the presented indicators; in checking grammar and in enhancing the writing skills. This suggests that using AI tools is essential to assists the writing needs of the students.

Table 11. Level of Use of AI Tools in English in terms of Writing Assistance

Statement As a student, I...	Mean	SD	Remarks
...choose AI tools to check my grammatical structure.	3.80	0.92	Agree
...refer to AI tools to correct my sentence structure, my paragraph making, and my composition content.	3.68	0.70	Agree
...use AI tools to improve my writing tasks, most especially in English.	3.52	0.79	Agree
...use AI tools to generate ideas when writing essays or compositions.	3.12	0.83	Moderately Agree
...often use AI tools to enhance my writing ability.	3.35	0.68	Moderately Agree
Weighted Mean	3.49		
SD	0.79		
Verbal Interpretation	High		

Table 12 shows the level of use of AI tools in English in terms of information gathering. The overall weighted mean of 3.28 with a standard deviation of 0.91 was verbally interpreted as moderately high. The statement "I combine AI tools with other learning resources to expand my knowledge about my lessons and school activities" got the highest mean score of 3.80 and was stated as agree, while the statement "I refer to AI tools when gathering information for research purposes" received the lowest mean score of 2.78, which was interpreted as moderately agree.

Table 12. Level of Use of AI tools in English in terms of Information Gathering

Statements As a student, I...	Mean	SD	Remarks
...choose AI tools to provide information for my academic tasks.	3.15	0.90	Moderately Agree
...refer to AI tools when gathering information for research purposes.	2.78	0.90	Moderately Agree
...explore AI tools to find information quickly.	3.23	0.85	Moderately Agree
...adapt AI tools to find more explanations about a specific topic.	3.45	0.91	Agree
...combine AI tools with other learning resources to expand my knowledge about my lessons and school activities.	3.80	0.90	Agree
Weighted Mean	3.28		
SD	0.91		
Verbal Interpretation	Moderately High		

Significant Relation between the Students' Social Media Language Exposure to their Awareness of AI Tools in English

To test the significant relationship between the Students' Social Media Language Exposure to their Awareness of AI tools in English in terms of Familiarity, Knowledge, Functional Awareness, and Ethical Awareness, they were

tested statistically using Real Statistics Data Analysis Tools using the Pearson Product-Moment Correlation Coefficient.

Table 13 presents the significant relationship between the Students' Social Media Language Exposure to Their Awareness of AI Tools in English. The table shows the Pearson correlation coefficient (r-value), significance value (p-value), and number of respondents.

Table 13. Significant Relationship between the Students' Social Media Language Exposure and their Awareness of AI Tools in English

Students' Social Media Language Exposure		Familiarity	Knowledge	Functional Awareness	Ethical Awareness
Abbreviations	Pearson Correlation	0.285*	0.268*	0.132	0.065
	Sig. (2-tailed)	0.027	0.038	0.315	0.622
	N	60	60	60	60
Slang Expressions	Pearson Correlation	0.294**	0.377**	0.253	0.252
	Sig. (2-tailed)	0.023	0.003	0.051	0.052
	N	60	60	60	60
Grammar	Pearson Correlation	0.085	0.123	0.275*	0.297**
	Sig. (2-tailed)	0.518	0.349	0.033	0.021
	N	60	60	60	60
Spelling	Pearson Correlation	0.316**	0.381**	0.214	0.033
	Sig. (2-tailed)	0.014	0.003	0.101	0.802
	N	60	60	60	60
Punctuation Mark	Pearson Correlation	0.270*	0.293**	0.342**	0.283*
	Sig. (2-tailed)	0.037	0.023	0.007	0.028
	N	60	60	60	60

The table revealed that a significant positive correlation was observed between Students' Social Media Language Exposure to their Awareness of AI tools in English, indicating that students who experienced more tended to achieve higher scores ($r(60) p < .05$). This suggests that increased Social Media Language Exposure is associated with better Awareness of AI tools in English.

In the first indicator of students' social media language exposure which is the Abbreviations, a significant relationship was observed with Familiarity ($r=0.285$, $p=0.027$) and Knowledge ($r=0.268$, $p=0.038$). These findings reveal that students who always encounter abbreviations in different social media platforms have the higher familiarity and knowledge about AI tools in English. However, no significant relationship was found between Abbreviations and Functional Awareness ($r=0.132$, $p=0.315$) and Ethical Awareness ($r=0.065$, $p=0.622$). This results tell that exposure in abbreviations in social media platforms does not affect their AI usage and does not affect their understanding about AI tools.

The significant positive relationships were found with Familiarity ($r=0.294$, $p=0.023$) and Knowledge ($r=0.377$,

$p=0.003$) in terms of Slang Expressions. This indicates that students who are exposed to slang expressions have the capacity to understand the AI utilization. On the contrary, the relationship between Slang Expressions and Functional Awareness ($r=0.253$, $p=0.051$) and Ethical Awareness ($r=0.252$, $p=0.052$) was not significant since the p-values exceeded the 0.05 level of significance.

In the third indicator, which is Grammar, there is no significant no significant relationship was found with Familiarity ($r=0.085$, $p=0.518$) and Knowledge ($r=0.123$, $p=0.349$) while there is significant relationship between Grammar and Functional Awareness ($r=0.275$, $p=0.033$) and Ethical Awareness ($r=0.297$, $p=0.021$). This indicates the awareness of the students in grammatical structure in digital communication helps them to understand and consider ethical consideration in using AI tools in English.

There are significant relationships between Familiarity ($r = 0.316$, $p = 0.014$) and Knowledge ($r=0.381$, $p=0.003$) and spelling. However, spelling was not significantly related to Functional Awareness ($r=0.214$, $p = 0.101$) and Ethical Awareness ($r=0.033$, $p=0.802$). This means that students' social media language exposure in terms of spelling is connected to their awareness and use of AI tools specifically in English.

In terms of punctuation marks, significant relationships were found in all aspects of AI Tools Awareness: Familiarity ($r = 0.270$, $p = 0.037$), Knowledge ($r = 0.293$, $p = 0.023$), Functional Awareness ($r = 0.342$, $p = 0.007$), and Ethical Awareness ($r = 0.283$, $p = 0.028$). These findings suggest that students' awareness in using punctuation marks in social media platforms is associated with their awareness of AI tools regarding familiarity, knowledge, functional, and ethical awareness.

In summary, these results present that Students' Social Media Language Exposure has a significant relationship to Their Awareness of AI Tools in English. The findings indicate that the experience of the students in using social media platforms in the communication process may contribute to their AI tools awareness in terms of familiarity, knowledge, functional understanding, and ethical awareness. Therefore, the null hypothesis stating that there is no significant relationship between Students' Social Media Language Exposure and their Awareness of AI Tools in English is rejected.

Significant Relation between the Students' Social Media Language Exposure to their Use of AI Tools in English

To test the significant relationship between the Students' Social Media Language Exposure to their Use of AI tools in English in terms of Academic Tasks, Writing Assistance, and Information Gathering, the data was statistically analyzed using Real Statistics Data Analysis Tools using the Pearson Product-Moment Correlation Coefficient.

Table 14 shows the significant relationship between Students' Social Media Language Exposure to Their Awareness and Use of AI Tools in English.

The table revealed that a significant positive correlation was observed between Students' Social Media Language

Exposure and their Use of AI tools in English, indicating that students who experienced higher levels of social media language exposure tended to demonstrate greater use of AI tools in English in specific areas ($r(60), p < .05$). This suggests that increased social media language exposure is associated with a higher tendency to utilize AI tools, particularly for information gathering and writing assistance.

Table 14. Significant Relationship between the Students' Social Media Language Exposure and their Use of AI tools in English

Students' Language Exposure	Social Media	Academic Tasks	Writing Assistance	Information Gathering
Abbreviations	Pearson Correlation	0.172	0.079	0.154
	Sig. (2-tailed)	0.189	0.549	0.240
	N	60	60	60
Slang Expressions	Pearson Correlation	0.085	0.122	0.237
	Sig. (2-tailed)	0.518	0.353	0.068
	N	60	60	60
Grammar	Pearson Correlation	0.222	0.167	0.305**
	Sig. (2-tailed)	0.088	0.202	0.017
	N	60	60	60
Spelling	Pearson Correlation	0.243	0.089	0.355**
	Sig. (2-tailed)	0.061	0.499	0.005
	N	60	60	60
Punctuation Mark	Pearson Correlation	0.248	0.260*	0.335**
	Sig. (2-tailed)	0.056	0.045	0.009
	N	60	60	60

In terms of abbreviations, no significant relationship was observed with Academic Tasks ($r=0.172, p = 0.189$), Writing Assistance ($r=0.079, p=0.549$), and Information Gathering ($r=0.154, p=0.240$). This signifies that exposure in abbreviation in social media platforms does not affect the students' use of AI tools in their academic tasks.

In the second indicator, Slang Expressions, expressions showed no significant relationship with Academic Tasks ($r=0.085, p=0.518$), Writing Assistance ($r=0.122, p = 0.353$), and Information Gathering ($r=0.237, p = 0.068$). This result indicates that even when students are exposed to informal online expressions, it does not influence how they utilize the AI Tools in English.

There is no significant relationship with Academic Tasks ($r=0.222, p = 0.088$) and Writing Assistance ($r=0.167, p=0.202$) in terms of grammar. On the contrary, a significant positive relationship was observed between grammar exposure and Information Gathering ($r = 0.305, p = 0.017$). This indicates that the awareness of the students in grammatical structure may support their skill to use AI tools in gathering information.

In terms of spelling, the findings show that there is no significant relationship found in Academic Tasks ($r=0.243, p=0.061$) and Writing Assistance ($r=0.089, p=0.499$). However, spelling showed a significant relationship with Information Gathering ($r=0.355, p=0.005$). The result

indicates that students' social media language exposure in spelling may influence their ability to utilize AI tools in gathering information.

Lastly, the fifth indicator is punctuation marks. The result found no significant relationship with Academic Tasks. However, significant relationships were identified with Writing Assistance ($r = 0.260, p = 0.045$) and Information Gathering ($r = 0.335, p = 0.009$). These findings indicate that awareness in using punctuation marks correctly may lead to students' effective use of AI tools in English most especially in enhancing written outputs and in gathering information.

In summary, the findings indicate that Students' Social Media Language Exposure has a minimal significant relationship in their Use of AI Tools in English. As shown, grammar, spelling, and punctuation mark exposure were connected with students' use of AI tools for information gathering and writing assistance. Therefore, the null hypothesis indicating that there is no significant relationship between Students' Social Media Language Exposure and their Use of AI Tools in English is partially rejected.

IV. CONCLUSION AND RECOMMENDATIONS

The hypothesis stating that "There is no significant relationship between the Students' Social Media Language Exposure to their Awareness of AI tools in English is rejected. It indicates that in terms of AI tools awareness, the students are aware of how different AI tools work, and they are responsible for the ethical use of AI tools in their educational needs. However, even though they are conscious about the functions of AI tools, students moderately use AI tools in their academic needs. They tend to learn on their own and just use AI tools as a learning aid and for additional information only.

Similarly, the research hypothesis states that "There is no significant relationship between the Students' Social Media Language Exposure to their Use of AI tools in English" is also rejected. It appears that social media language exposure is significantly related to the students' use of AI tools in English.

The conclusions and findings of this study yielded the following recommendations:

Students can continue using AI tools in English, especially to enhance their English skills and complete their tasks. However, they should continue using these AI tools, considering the ethical awareness and the responsible attitude of utilizing AI tools.

The Teachers, particularly English teachers, may integrate advanced and clear discussions regarding social media language and AI tools literacy.

The Schools may provide seminars, training, and workshops about the features and proper use of AI tools in an academic context to strengthen the awareness of their staff about AI tools.

The Parents should guide the students in terms of social media and AI tools to ensure that they can monitor their children when using digital communication and digital features in this era.

Future researchers may conduct a similar study to explore further the relationship between students' social media language exposure and their awareness and use of AI tools in



English. They can also use a larger size, and additional variables to determine the relationship between the variables.

International Journal of Linguistics, Literature and Translation, 7(12), 53-57.

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