



THE INTERFERENCE OF SOCIAL NETWORK LANGUAGE IN THE PRODUCTION OF ESSAYS BY HIGH SCHOOL STUDENTS

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SUMMARY

This paper aims to analyze cases of interference of the language of social networks in the production of essays by high school students, since with the introduction of new technologies in the school environment, students' writing in general is influenced by Internet slang. It is noticeable that the 21st century presented us with a new technological perspective with the use of mass media. This advancement provided sociability, organization, information, knowledge, and education. Within this context of the dissemination of Internet access and the possibility of expanding interactions mediated by technologies, it is relevant to take as a starting point for the discussion undertaken here the fact that the uses of language are being redimensioned. In this sense, it is important to highlight that Internet slang is a language widely used today. Because of this, in the process of constructing contemporary writing it is necessary to allow, encourage, and develop students' literacy. The main authors who theoretically referenced the research were: Érica Angelina de Melo, Flávio Passos Santana (2017); Joelma de Moura Santos Araújo (2017); Lidiane Mendes Barbosa (2017);

ABSTRACT

This work aims to analyze cases of interference of the language of social networks in the production of essays by high school students, as with the introduction of new technologies in the school environment, the writing of students in general is influenced by the Internet. It is notable that the XXI century has presented us with a new technological perspective through the use of communication media. This advance provided sociability, organization, information, knowledge and education. In this context of dissemination of Internet access and the possibility of expanding interactions mediated by technologies, it is relevant to take as a starting point the discussion undertaken here, the idea that the uses of language are being resized. In this sense, it is important to highlight that Internetês is a language that is widely used today. Due to this, in the process of construction of contemporary writing it is necessary to allow, promote and develop the literacy of students. The main authors who theoretically referenced the investigation were: Érica Angelina de Melo, Flávio Passos Santana (2017); Joelma de Moura Santos Araújo (2017); Lidiane Mendes Barbosa (2017); Roberto da Silva Júnior and José Ronaldo dos Santos (2014).

INTRODUCTION

Supported by linguistic conventions, human beings seek to communicate through speech and writing or non-verbal language. Over time, the ways of interacting have changed and the possibilities of connection between people have expanded. The revolution

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Digital integrates all the achievements of previous media revolutions and with the emergence of social networks, individuals sought new forms of expression and functional ways to save time when writing.

Communication via the Internet has become one of the most widely used forms of communication in contemporary times, due to its ease of use for exchanging everyday messages as well as for other needs. In this context, the writing of the formal norm that defines right and wrong within grammar begins to be written differently.

The writing used on social networks has characteristics that are very specific to the internet, with resources that make communication more dynamic, a language known as Internetese, with aspects common to the virtual world, which leads people to a new writing model.

With the changes in the general context of virtual writing, there has also been a need to adapt spelling to be used in these new textual genres. These changes are most noticeable in the behavior of young people and teenagers who use the Internet assiduously to communicate. Thus, the use of virtual language has become common, causing Internet slang to transcend the digital sphere and reach the school environment, making it even more difficult to teach and learn the standard language.

For this reason, it is necessary to discuss the use of new technologies in school education and understand their challenges for the teacher's teaching practice through the analysis of bibliographic productions on teaching practice amid technological resources. In this way, this research shows us that the internet is part of young people's lives and also has strong influences on their daily lives.

Thus, in the task of helping students build critical-reflective knowledge, it is important that the school provides approaches within a universe permeated by technology, where the diversity of information and the range of textual genres constantly constructed are notorious and challenging.

Within this context, this work has as its main objective to analyze cases of interference of the language of social networks in the production of essays of high school students. To this end, we use the qualitative approach as a work methodology, which in turn will include bibliographic research and an exploratory study of the essays.

The main authors who theoretically referenced the research were: Erica Angelina de Melo, Flávio Passos Santana (2017); Joelma de Moura Santos Araújo (2017); Lidiane Mendes Barbosa (2017); Roberto da Silva Júnior and José Ronaldo dos Santos (2014).

1. THEORETICAL BASIS

1.1 Human Communication in the Digital Context

As is well known, language is a type of communicative and strictly social instrument. Like everything else in culture, it creates and reveals, in its general contexts, norms and parameters that only the scientific study of language has the ability to formulate. This is why linguistics is extremely important for the social sciences. Behind an apparent absence of rules and social phenomena, there is a regularity in their configuration that is as real as that of physical processes in the mechanical world.

Communication is one of the main functions of language. Through it, people develop, argue, ask questions, teach and instruct others. Language is part of our identity and our culture and is present in our daily experiences.

In this way, language is used as one of the main instruments of communication, and stands out as a unique tool that encompasses different definitions, with broad approaches and complex characteristics. In this sense, Santos highlights that:

Considering language as a means of communication for all speakers in the world, it is necessary to establish certain considerations about it, since it goes far beyond being just an object of use for speakers; it is also an object of power. At first glance, it seems difficult to define or arrive at a concept of what language is. There are several studies on language, since it is a subject of considerable complexity. (SANTOS, 2014, p. 04).

Therefore, language and the entire dimension of language are of great importance to everyone who lives in society, since communication and expression enable human beings to form social relationships. Thus, through these relationships, the individual has direct contact with the world where he or she will be able to learn and transmit values added to the construction and deconstruction of knowledge.

It is known that since the beginning of time, people's lives have been closely linked to the process of communication. As human beings have evolved, their relationships and their ability to communicate have evolved in both verbal and non-verbal language. Thus, language is used as one of the main instruments of communication, and stands out as a unique tool that encompasses different definitions, with broad approaches and complex characteristics.

Thus, with the evolution of writing, communication and textual language, over the years and with changes in society, there have been changes in the understanding of the structures that construct the text, so that human beings, supported by linguistic conventions, have created different ways of communicating with other individuals, accompanied by a diversity of norms and rules that are taught in schools and universities.

According to Costa and Bonfim (2019)

Schools and Universities are the main representatives of formal education, since these institutions are governed by an educational guideline centered on a curriculum, with hierarchical and bureaucratic structures (usually very rigid), determined a priori by government agencies. This rigidity of the school environment, sometimes accompanied by the unpreparedness of teachers to deal with the innovations brought by the internet, ends up harming students' learning. [...] of this In this way, the school appears as "the promoter of standard teaching" [...]. (COSTA and BONFIM, 2019, p. 90).

In this sense, the language taught in schools gives the individual access to a set of standard rules and norms found in the written language that help in the maintenance and teaching-learning process.

However, with the advancement of information technology and the conception of language, the standard norm taught in the school environment has become a concern, especially for teachers, since in digital spaces, several forms of communication and quite diverse textual worlds are found.

Thus, within this context of virtual communication, the world was globalized through internet networks, which were initially created with the aim of obtaining communication between the United States and the Soviet Union, during the Great War. With this, Melo and Santana (2017) explain that:

It is known that, since the beginning of civilization, man has sought to create conditions to better meet and adapt his needs. With the changes in the general context of virtual writing, the need to adapt spelling to be used in these new textual genres also arose. Access has become increasingly frequent among users because, in addition to computers, portable devices such as cell phones and tablets have emerged, which further justify access and ease of use wherever the user is. With these ease of access to the virtual world, new writing behaviors have emerged for individuals who have direct access to these technologies. (MELO; SANTANA, 2017, p. 22).

In this way, the internet has gained space in society in general and is now considered an indispensable means of communication in people's lives. Thus, communication via the internet has become one of the most widely used in contemporary times. Technological advances have made conversations in virtual chat rooms possible, through social networks such as: *facebook*, *messenger*, *twitter*, and, most recently, the *whatsapp*. "Furthermore, it is possible to notice that these resources have brought great benefits to the population, however some concerns also arise among professionals in the field of education when it comes to the writing used in internet media". (MELO; SANTANA, 2017, p. 22).

Therefore, the media revolutions triggered a process of reorganization in the production and reproduction of language. "Thus, with the development of the Internet and the permanent process of computerization that occurs in our society, we can see a

huge amountage (and speed) of information never seen in other times”.
(SCHLOBINSKI, 2012, p. 140).

The influence of social networks on communication is no longer mere entertainment, Since the internet allows news and content of various types to be published in seconds, reaching a large audience at the same speed, this immediacy has directly affected the way people communicate.

In view of this, instant messaging applications, social networks, emojis, abbreviations, new expressions and accelerated audio resources speed up online communication between people in their daily lives.

Thus, it is important to highlight that with the exponential growth of the Internet, unique changes have occurred in the way we communicate. In view of this, “internet language” has become the subject of debate, especially in the school environment, since these changes directly affect individuals' writing. Thus, different explanatory parameters underlie the way people communicate in chat rooms.
(SCHLOBINSKI, 2012).

1.2 Writing in the Virtual Environment

The continuous advancement of virtual experiences present in people's lives, especially in the daily lives of students, especially young people and teenagers, poses a challengediary for the improvement of education professionals. “Given this scenario, the study of linguistics continues to seek to assimilate new communication processes and the emergence of medium-specific languages (networkssocial)”. (RIBEIRO; SANTOS, 2014, p. 01).

Therefore, there is no doubt that we are facing a generation that has naturally captured the advancement of new communication technologies. Therefore, it is common in the context of Nowadays we come across phrases like “where are you?”, “good night”, “are you here?”, “amg, obg, fds” and others, this shows us that users like young students, when using social networks social systems create codes and systems and distinct linguistic norms.

According to Barbosa (2017):

According to the latest survey by the Brazilian Institute of Geography and Statistics (2012), related to the use of computers, cell phones and the internet, the number of users of the world wide web is growing in gigantic proportions, Brazil has around 83 million internet users. Also according to this same survey, more than 1\3 (one third) of these users are young people and teenagers of school age. (BARBOSA, 2017, p. 02).

From this perspective, it is observed that people increasingly use new networks and dating sites. *Instagram and Twitter and Whatsapp* which are programs of conversations, present especially in the lives of young people and teenagers. “But, just as the number of Internet users, a specific language is also growing, which has been attracting the attention of professors and researchers in the field of linguistics and has been the object of study of some theoretical studies”. (BARBOSA, 2017).

In this dialogue, Araújo (2007) highlights that:

In the adolescents' blog, words are abbreviated, reduced, simplified, punctuation is irregular, there is a lack of accentuation, and vowels and consonants are lengthened. This deliberate renunciation of the orthographic conventions of the Portuguese language occurs because the adolescent is already capable of re-describing his/her orthographic knowledge (ARAÚJO, 2007, p. 23).

Therefore, during this period, the Internet slang dictionary was born, considered a revolutionary factor in the language today. This linguistic innovation has provoked considerable discussion, since it is a virtual dictionary that aims to simplify the understanding of terms and expressions used in writing in the virtual environment.

About internet slang, according to Araújo (2017), “internet slang is the language used in social networks, aiming to facilitate understanding and speed of conversation. Whether or not it is a textual genre is not a concern in dialogues held in chat rooms, on Facebook, Skype or on any other social networks”. (ARAÚJO, 2017, p. 18).

Furthermore, Marconato (2012), cited by Araújo (2017), highlights that:

Internet slang is a form of grapholinguistic expression that has exploded mainly among teenagers who spend hours browsing Facebook, chats, blogs and instant messengers in search of interaction. Several studies have been conducted with the intention of clarifying this point. But so far, opinions have not yet pointed to a conclusion. (MARCONATO, 2012 apud ARAÚJO, 2017, p. 18).

Thus, with the creation of internet slang, millions of young students use the internet daily and use a language that, every day, changes the usual way we send messages on social networking sites, chats, emails, online games, etc.

Therefore, Araújo (2017) further states that:

However, in internet language there is enormous creativity, as social media users use mixed language to communicate in the most different ways, such as letters, fonts, colors, letter size, symbols, faces, animations, sets of symbols, all with the same objective: to communicate quickly and efficiently, as human beings opt for simpler actions, without thinking much about their consequences. (ARAÚJO, 2017, p. 18-19).

However, despite not being simplistic or chaotic, many educators still fear the (negative) influence of the internet on Portuguese language teaching, since the goal is to simplify words and texts of the standard language. Therefore, in order to simplify the Portuguese language,

Students who use these social networks eliminate vowels and some letters, since those who use the internet are looking for time and to express themselves quickly. However, this can be a problem, since tests such as the National High School Exam require students to master the standard norm.

In this sense, Barbosa (2017) highlights in Marcuschi's speech that:

The interactions in chat groups are fascinating for two reasons: first, because they 'provide a domain in which we can observe language in its most primitive state'. 'Secondly, because drum groupschats provide evidence of the remarkable linguistic versatility that exists among ordinary people, especially young people'. As a result, what we have, in terms of linguistic, it is an unmonitored written language. Not subject to revisions, purges or corrections. It is a language in its cultural state of reproduction. (MARCUSCHI, 2005 apud BARBOSA, 2017 p. 06).

In this context, it is common for abbreviations, iconography, and emoticons to proliferate in virtual texts, which end up influencing the writing of high school students when writing essays for the National High School Exam. Thus, with the advancement of technologies entering schools, new words and expressions have emerged, many of which do not have an appropriate meaning.

With this, it is certain to observe the disregard for the grammatical norms of the Portuguese language, interfering in the day-to-day learning process in relation to the formal form of Portuguese. There are several errors, such as: changing letters, abbreviating words unnecessarily, changing punctuation, among many others. (ARAÚJO, 2017, p. 13).

In this context, the school, as an environment in which different spheres of activity take place, requires a specific way of working with language. "So each of these spheres therefore requires a particular form of language use, a different genre of speech". (ALMEIDA, 2020, p. 03).

However, the introduction of new technologies into the school environment has also come to be seen as a solution, as it contributes to innovation in teachers' daily work in the classroom and in their teaching plans. For this reason, it is essential that teachers are aware of this new reality and pay attention to the spelling used by students in their daily school routine.

Social networks have their own uses, they create codes and, by definition, a user who communicates between different linguistic norms will know that an email is not written in the same way as a journalistic paragraph, for example. The role of the school, faced with this digital phenomenon, is to remind us that at certain times we must express ourselves more freely, and at others, in a more organized way. It is important that the school values the multiple ways of writing and starts from the point at which students are learning to help them perceive, when necessary, texts with different formal levels that are more complex and structured. (BARBOSA, 2017, p. 02).

For this reason, in the field of language and education, it is important that investigations and research present clearly and objectively how much such technologies are contributing to the teaching process. student learning. "Because the use of communication through the Internet ended up developing the need for its own language, which would satisfy the universe cybernetic" (ARAÚJO, 2017, p. 12).

Therefore, it is of fundamental importance that the school and the teacher are closely familiar with the reality of the digital phenomenon, given that such equipment is a fundamental instrument for the proper functioning of any organization that is up to date with its times.

2. METHODOLOGICAL ASSUMPTIONS

3. The interference of social networks in the Enem essay test

In recent times, different social networks have become popular among Brazilian students. However, the way people communicate via the internet is usually different, which can greatly interfere with their writing and, consequently, with the Enem essay test. This is because the way people write texts, posts and messages on social networks is completely different from the more assertive and formal norms normally required in college entrance exams, such as the National High School Exam (Enem).

According to Vygotsky, "learning is processed in the mind through language. Since verbal thought is the engine of the act of learning, language coordinates the entire process of learning. issuance of new knowledge". (VYGOTSKY, 1993, p.54) Still according to the author, "all knowledge necessarily passes through thought and is governed by language, condenses and is expressed linguistically". (VYGOTSKY, 1993, p.54)

Thus, taking into account Vygotsky's thinking, the language used on social media can directly interfere with the writing of young students who take the Enem exam every year, since they are in contact with virtual language on a daily basis. Furthermore, when taking this factor into consideration, it is correct to state that these interferences occur because students are connected to social media for a long period of time, producing and replicating words and expressions from internet slang.

With the aim of evaluating the performance of students at the end of high school in the three areas of knowledge (languages, codes and their technologies; human sciences and their technologies; natural sciences and their technologies; and mathematics and their technologies), the

National High School Exam (Enem), was created in 1998 and began to be used as a mechanism for access to higher education. (BRAZIL, 2023).

The Enem is applied over two days, with the first day dedicated to the language test and mainly the writing test, which requires the student to write an argumentative essay and propose an intervention for the problem presented.

From this perspective, it is essential that the student, when producing his/her text, demonstrates skill and knowledge of the skills required by the evaluators. Among the 5 skills we highlight “mastery of the standard written language”, which will be The student's knowledge of Portuguese grammar is assessed. Consequently, using the standard norm, being careful with punctuation, spelling and, mainly, agreement is extremely important.

It is also worth mentioning that the student must have a broad knowledge of the world so that he or she can understand the topic and argue about it in a clear and cohesive way. For this reason, it is necessary to use critical thinking and scientific bases in your text, that is, concrete facts that present foundations.

However, we can currently find examples of essays on social media and mass media that deviate from the formal language and skills required by the exam. Thus, as mentioned previously, the internet may be changing students' spelling, especially those who have greater access to social media.

It is common to find quotes and phrases in the structure of texts that are used on social media to influence digital and well-known figures in the digital environment, however, Enem seeks in the evaluation of the essay that the candidate is a readercritical. Therefore, “the internet provides free navigation through hypertexts, making more participatory and creative communication possible, which provides sufficient information for the individual to form their own network of knowledge”. (PIRES; AMARAL, 2011, p. 02). Therefore, the virtual space contributes to the language profile used by students in writing essays.

The use of various symbols, phrases, jargon and abbreviations taken from social networks in the development of Enem essays by students are quickly shared on the networks, and soon become a reason for laughter and jokes among internet users. It is possible to verify that these examples found on the pages, mainly from *Instagram* and *facebook*, are shared as *memes*, and in this way, communicates comically with a large audience.

Regarding the use of memes on social media, it is understood that the internet is so vast and has so much content that *memes* have become a way to select the content that is

more relevant within any context and highlight in a way that countless people are reached by this adaptation. And the cycle is endless, after all, memes are reinterpreted as they spread.

However, it is important to point out that memes have different functions in society. Many of the scenes and situations, despite being satirized, have the function of drawing the public's attention to a subject that deserves to be rethought, and respectively seeking a solution to what may be a problem.

Second, Santos; Souza (2019):

Memes can express everything; feelings, political positioning, indignation, desires, irony, they can present reports, complaints, they can be in the format of other textual genres, such as cartoons, quotes, letters, among many others. There are infinite possibilities for their use. (SANTOS; SOUZA, 2019, p. 80).

Therefore, it is clear that in our society, memes are also seen as a communication bridge that enables conversation and the exchange of opinions between people, and their impact on the linguistic and communicative community is evident in the frequency of communication.

The data constituting this study were collected basically on the internet in a post on the social network (*Instagram*), present on the “student” pagedepression”that currently It is followed by 1.6 million users, including students, university students, teachers and researchers.

The post made on November 14, 2022 on *feednews* from the student depression page on Instagram, which is the target of this research, presents an essay produced by a student who took the National High School Exam (ENEM) in 2022. The essay had with the theme “Challenges for the valorization of traditional communities and peoples in Brazil”.

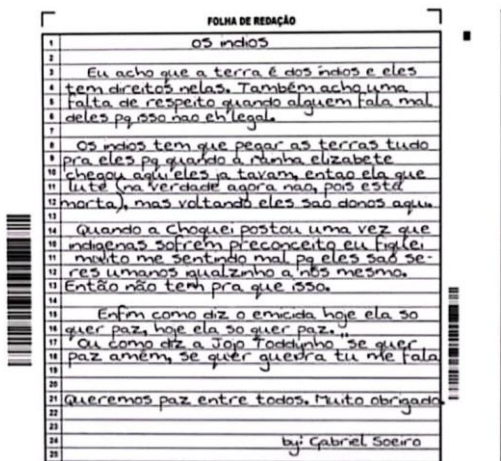
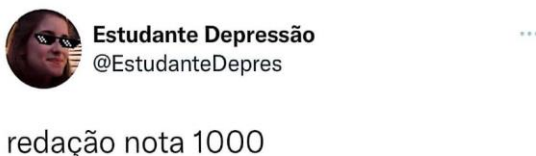
It is important to highlight that only one case of writing collected from the internet will be analyzed, which presents possible cases of interference from the language used on social networks in the writing of essays by high school students.

The virtual environment was chosen as the space for corpus selection, mainly due to the speed and ease of access, as well as the wide opportunity to identify occurrences in different linguistic contexts.

Regarding the methodology, this study was developed following a qualitative analysis and a bibliographical approach, since we based our analysis on a case taken from social networks.

It is possible to observe in the image below that problems related to virtual language were detected in the essay, which makes evident the presence of the influence of social networks in the writing of Enem essays.

Figure 1 - High school student's essay



Source: Student depression page on Instagram

First, it is observed that the student's essay did not present delimitation between the sentences, this reveals a writing in continuous flow, without reflection, presenting loose ideas, which can be related to the structuring of oral speeches without planning. In addition, the following problems can be evidenced: agreement, lack of graphic accentuation, cohesion, spelling errors and the presence of abbreviations that are common in conversations on social networks. However, as mentioned previously, spelling and agreement are some of the skills required in the National High School Exam. Thus, Pires and Amaral (2011) explain that this can mean a problem, [...] in particular Internet slang, which influences writing in everyday school life. (PIRES; AMARAL, 2011, p. 02).

Considering that writing on social media, often trying to resemble speech, is structured in the same way, it is possible to see that in the writing the student uses terms and abbreviations like, **“it's not cool”, “just like us”, “because when”, “they were already there”, “then she should fight”, because they are human beings” and “so there's no point in this”**. Furthermore, the student begins and develops his/her essay in the first person singular, at times, for example, the **“I think the land belongs to the Indians” and “I felt really bad”**. Furthermore, the use of informal language used in chats is noted, which shows the interference of in its production.

In view of this, Ribeiro and Santos (2014) explain that, “everyday use of unconventional writing has adapted students to the production of continuous texts, without correspondence to

formal grammar rules and textual structure similar to what is seen in app chatscaptures of immediate communication". (RIBEIRO; SANTOS, 2014, p. 06).

In Figure 1, another example that is related to the interference of the language used on social networks in Enem essays, is found in the sources and references that the student uses in his text. First, the student presents supposed information about indigenous peoples who suffer prejudice daily. However, the information was taken from a famous gossip page, known for commenting *reality show* on open TV, called "I was shocked". Then, the student uses famous digital influencer "jargon" as a reference from the internet, as an example, from the singer Jojo toquinho, who became known for saying the following phrase: **"If you want peace, amen, if you want war, tell me"** in 2020, while participating in a *reality show*.

Therefore, when paraphrasing well-known figures on social networks in their writing, it is clear that the student's main source of information is limited to the use of their social networking sites, since the construction of their critical-reflective knowledge is within a technological, not scientific, universe. In this sense, Ribeiro and Santos (2014) point out that, "the what we are experiencing is a revolution in dialogue, with this, there is growing concern about the interference of specific written text from social networks and the world of the internet in the school environment". (RIBEIRO; SANTOS, 2014, p. 06).

Finally, it is also clear that the theme of the Enem 2022 essay is based on a controversial and difficult assumption in Brazil. However, the way in which the student's text is constructed without using the standard norm, with jargon and funny quotes, the text begins to be presented as a comic relief, and is therefore shared as a *"meme"*. Furthermore, the text shown in Figure 1 denotes an essay that deserves a score of 1000 for its creativity and mastery of knowledge of the virtual world.

Thus, it is clear that the use of digital technologies has caused changes in the interaction between people and has been influencing, at an accelerated pace, the modes of production, circulation and reception of texts that are produced by students who choose to take the National High School Exam (Enem) to enter higher education. The analysis undertaken showed that the implications of the prototypical uses of language in virtual social network contexts deviate from the norms and standards that are required annually in the test, which can indeed mean a concern in the student's teaching-learning.

4. FINAL CONSIDERATIONS

Throughout the history of various civilizations, language has always been the messenger of personal and social values, translating the worldview of human beings as social beings. Thus, individuals name and characterize the world around them, exercise power over the natural world and the universe of human culture, and record and perpetuate their culture. For this reason, it is essential to understand the new linguistic reality influenced by the digital phenomenon.

In the digital space we find very diverse forms of communication and textual worlds, however the production and reception of text are still built on the classical structures as we know them.

Thus, in the current context, it is necessary to reflect on the implications of the use of technology in the coordination of senses, perceptions and sensations for reading and writing, since interfaces are constructed between the learning subjects, and between these and the information and knowledge present both in school curricula and in the technologies and experiences of their daily lives.

From the results of the analysis of data carried out from bibliographic materials, we found that the continuous use of social networks by students taking the National High School Exam directly influences the writing and construction of dissertative-argumentative texts.

Therefore, this new educational context brings new challenges to the classroom. Given this, it is necessary for teachers and students to learn how to deal with these new social practices in order to work with the different variants of the language.

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