

Survey of Internet Language Use Among Guangxi Primary Students

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Abstract

Purpose: The study aims to investigate the use of internet language among primary school students in Guangxi, focusing on how they learn and use internet slang, its influence on their language habits, and the potential impact on their cognitive and social development. **Approach/Methodology/Design:** The research employs a mixed-method approach, using questionnaires, field research, and interviews to gather data from primary school students across various grades. It focuses on the types of internet slang used, channels of acquisition, and attitudes towards these expressions. **Findings:** The study finds that internet slang is widely used among primary students, particularly in online communication and daily conversations. The most common types include abbreviations, homophones, and numerical expressions. Students primarily acquire internet slang through short video platforms like Douyin and interactions with peers. While many enjoy using internet slang due to its simplicity and trendiness, they are aware of its non-standard nature and potential negative effects on language learning. **Practical Implications:** The study suggests that instead of banning internet slang, educators and parents should guide students to use it appropriately. Emphasizing the importance of standard language education can help mitigate the potential negative impacts of internet slang on students' language development and overall communication skills. **Originality/value:** This research provides valuable insights into the influence of internet language on young learners in the context of rapid technological change. It highlights the balance between embracing modern forms of communication and preserving traditional language standards, offering recommendations for educators and parents to foster a positive linguistic environment.

1. Introduction

With the development of society, internet language plays an increasingly important role in people's communication and interaction. As a form of language that enhances chat efficiency while maintaining humor and wit, internet language has rapidly transcended its online origins, entering everyday life and impacting social norms. The user group of internet language is broad, primarily composed of numerous netizens, which gives its dissemination and usage in the virtual network a high degree of autonomy. However, this autonomy also leads to the mixing of some vulgar vocabulary within internet language, which carries lowbrow information and exists on the fringes of ideology. The widespread dissemination of such vocabulary undoubtedly has a detrimental effect on society, altering social customs and even polluting people's thoughts. Furthermore, many forms of internet language do not conform to the grammatical norms of Chinese. For students learning Chinese, excessive use of internet language can result in the

normalization of incorrect expressions in daily communication, reducing their ability to learn and apply the language. This undoubtedly poses a barrier to the teaching and development of Chinese in our country.

This study focuses primarily on the internet language used by elementary school students. By collecting data through online searches, interviews, and questionnaires, and categorizing the data while comparing it with the language use of other groups, this research analyzes the status, mentality, learning methods, and usage of internet language in daily spoken and written expression among elementary school students. This will provide important insights for understanding and standardizing the language usage of elementary school students.

2.Content and Characteristics of Internet Language

2.1 Definition

Internet language is a new form of language that has emerged with the rise of the internet. In her work "Exploring Internet Language," Tang Meiyong points out that internet language can be divided into broad and narrow definitions. Broadly speaking, internet language includes three categories: first, specialized terms used in the internet context (such as hard drive, memory, etc.); second, special terms related to the internet (such as firewall); and third, the language used for interpersonal communication, which refers to the narrow definition of internet language. This article focuses on the narrow definition of internet language, specifically the expressions used for interpersonal communication in the internet environment.

Depending on the research objectives and classification standards, there are various ways to categorize internet language. Deng Yiru divides internet slang into several types: letter-based, Arabic numeral-based, vocabulary evolution, abbreviation and expansion, sentence-based, and translation-based. Yang Changling classifies internet language according to its combination forms, which include digital combinations, English-Chinese combinations, specific symbolic combinations, letter-based word formations, vocabulary evolution innovations, and internet slang. Zhang Xiuli categorizes internet language based on its origins, which include homophonic words, dialects, pinyin symbols, ideographic symbols, transliterated foreign words, and newly created words. Based on previous studies, the author categorizes internet language into four types: symbolic, homophonic, abbreviated, and semantic.

2.2 Characteristics of Internet Language

Zhao Yiming believes that the Internet has three major characteristics: diverse forms, easy dissemination, and random content.(Zhao Yiming,2023)Firstly, internet language takes many diverse forms. Initially, symbols, letters, and emojis were used to replace traditional written expressions, such as "?" "!" and "emo." As it developed, various forms emerged, including combinations, abbreviations, and changes in meaning. For instance, "3Q" is a phonetic transcription of "thank you" in English. Secondly, internet language is easy to replicate, forming a fixed communication pattern. Youth groups imitate and adapt these phrases, creating and spreading similar expressions to convey subjective feelings. Lastly, the casual nature of internet language is one of its key characteristics. Due to its low level of specialization and fewer normative requirements, users can freely express themselves online. However, this also leads to the emergence of aggressive and vulgar language, negatively affecting the online environment. For elementary school students, who are in the critical period of learning standard language, this casualness may have a negative impact.

2.3 Research Value and Significance

"According to the China Internet Network Information Center, by the end of December 2017, the internet penetration rate had reached 55.8%, with 772 million internet users in China. In terms of age distribution, the majority of internet users are concentrated among the younger generation, with 19.6% aged between 10 and 19, nearly 30% between 20 and 29, and 23.5% aged between 30 and 39. In other words, young internet users between the ages of 10 and 39 account for as much as 73% of the total population." ("Research report on online behavior of Chinese teenagers" 2015) This data shows the increasing trend of younger internet users, and the usage of internet slang among elementary school students is gradually rising.

According to Piaget's theory of cognitive development, elementary school students are in the concrete operational stage (approximately 7 to 12 years old), during which children gradually develop logical thinking abilities but still rely primarily on concrete objects and real-life experiences for reasoning and judgment. In this stage, language learning is not only a tool for communication but also a crucial component of cognitive development. Language serves as the carrier of thought, helping children organize their thinking, express ideas, and understand the world. However, improper internet slang, such as simplified, homophonic, or even vulgar expressions, can confuse their understanding of standard language, weakening the clarity and accuracy of their logical reasoning. Long-term use of such non-standard language may cause incomplete expression and disorganized thinking, affecting their understanding of abstract concepts and, in turn, hindering the further development of their logical thinking skills. Therefore, standardized language education is particularly important at this stage. It is necessary to guide elementary school students in using language correctly, helping them strengthen the connection between language and thinking, and enhancing their cognitive abilities.

Deng Yiru also pointed out that "in the face of the rapid development of the internet in this new era, internet slang tends to distract students, hinder the formation of good language habits, and disrupt the existing language system, presenting new challenges to schools' efforts in quality education and moral education. At the same time, uncivilized and non-standard internet slang also impacts students' language literacy and writing habits." (Deng Yiru, 2021) This paper, through field research and analysis of internet language use among elementary school students, aims to provide a reference for the standardization of language use among this group.

2. Research Methods and Process

3. Research Methods and Processes

3.1 Research Subjects

To validate the construct validity of the scale, this study conducted a questionnaire survey among students from grades one to six at Shijiao Primary School and Fuwu Primary School in Bobai County, Guangxi. A total of 500 questionnaires were distributed, with 429 valid responses received, resulting in an effective response rate of 85.8%, which meets the large sample size criterion in statistics. To ensure the construct validity of the scale, exploratory factor analysis (EFA) was employed. First, the data underwent a Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity to confirm the data's suitability for factor analysis. The KMO value was 0.82, indicating good suitability, and the result of Bartlett's test was significant ($p < 0.01$), suggesting sufficient correlations among the data for factor analysis.

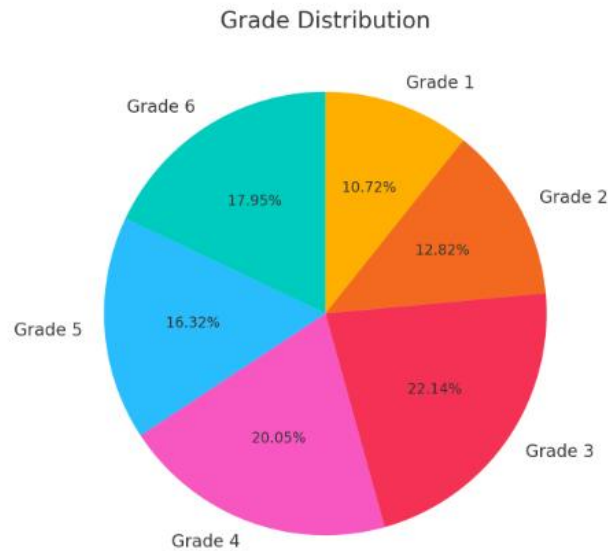


Figure 1: Grade Distribution

In the factor extraction process, principal component analysis (PCA) was used, and the number of factors to retain was determined using the scree plot. The scree plot showed that the eigenvalues of the first few factors were significantly larger, while the eigenvalues of the subsequent factors leveled off, leading to the retention of the first X factors. Subsequently, Varimax orthogonal rotation was applied to optimize the interpretability of the factors and simplify the factor structure. The rotated results indicated that each item on the scale had a high loading (>0.5) on the corresponding factors, with minimal cross-loadings between factors, suggesting that the items were well-clustered into the expected dimensions.

Overall, the results of the factor analysis supported the theoretical structure of the scale, demonstrating that the scale has good construct validity in the context of online language usage among primary school students in Bobai County, thus confirming the scale's reliability and applicability.

Table 1: Gender Ratio Distribution

Options	Subtotal	Proportion
male	227	52.91%
female	202	47.09%
The number of valid answers to this question	429	100%

3.2 Research Methods

3.2.1 Questionnaire Survey Method

The survey combined questionnaires and field research. The questionnaire mainly included the following aspects:

- Types of internet slang used by current elementary school students;
- Channels through which elementary school students acquire internet language;
- The impact of internet language on students;
- Attitudes of elementary school students towards internet language;
- The contexts in which elementary school students use internet language.

3.2.2 Interview Survey Method

We conducted interviews with one student from each grade (grades one to six) to further

understand their attitudes toward internet slang. The interview focused on the following aspects:

- (a) Whether they are familiar with and use internet slang;
- (b) In what contexts they use internet slang;
- (c) Their attitudes toward internet slang.

4. Survey results and analysis

4.1 Usage of Internet Slang

4.1.1 Usage of Different Types of Internet Slang

We used a rating scale to quantify the extent to which respondents use different types of internet slang and internet terms, with a maximum score of five points. A higher score indicates more frequent use. Based on the data collected, we obtained the following results, Here is the translation of the table:

Table 2: Distribution of Internet Slang Usage Types

Category	Examples	Score
Word Abbreviations	Social death, protein, useless, happy b-day	2.13
Homophones	Like this, chicken you're beautiful, take a look, mouse tail juice	2.21
Numbers	3X、9494、88、555	1.96
Overall Usage Level		1.86
Fan Circle Slang	Idol, candy group, cp (couple), fake business	1.83
Game Terminology	Headshot, feed, banned, cheat	1.74
Alphabet Abbreviations	yyds (GOAT), gf (girlfriend), tmd (curse), gg (good game)	1.52

Social constructivism theory holds that language is not only a tool for communication but also a crucial medium for social interaction and cultural construction. Elementary school students, through the use of internet slang, engage in communication and interaction with their peers, and in this process, they gradually build and reinforce their self-identity and social roles within the group. The use of internet slang allows them to integrate into specific group cultures, and by using shared linguistic symbols, students find a sense of identity and belonging within the group. Additionally, language serves as a symbolic marker of social status and relationships in students' daily interactions.

Bourdieu's cultural capital theory further explains this phenomenon. He posits that language, as a form of cultural capital, can be accumulated and transformed into social resources within social relationships. For elementary school students, mastering and using popular internet slang is not just a simple means of communication but also a way to gain peer recognition and accumulate social capital. Those who are proficient in using popular internet slang are more likely to gain acceptance in their peer groups, enhancing their social status and sense of belonging. Therefore, internet slang among elementary school students is not only a linguistic phenomenon but also a form of cultural capital through which they accumulate social capital and continuously consolidate their social identity and sense of belonging within group interactions.

The research results show that the types of internet slang with the highest quantified scores are word abbreviations, homophones, and numerical expressions, with scores of 2.13, 2.12, and 1.96, respectively. On the other hand, fan circle slang, gaming terms, and letter abbreviations scored relatively lower, with scores of 1.83, 1.74, and 1.52. This indicates that elementary school

students prefer to use word abbreviations, homophones, and numerical expressions in their daily communication. This phenomenon can be understood from the perspective of cultural capital. The students' choice of language is not only related to the popularity of the language but also reflects their accumulation of cultural capital within the group. Simple and easily understood abbreviations and homophones are more accessible to students, becoming tools for demonstrating social skills in peer communication.

Moreover, this preference for certain types of language is closely related to the cognitive development level of elementary school students. They begin learning English in the third grade, and before that, their understanding of letter abbreviations is limited, making it difficult for them to use these abbreviations. On the other hand, they start learning mathematics from the first grade, which allows them to more easily understand and use numerical expressions in internet slang. Word abbreviations and homophones align with the natural progression of language learning for elementary school students, making them easier to grasp and use. In contrast, fan circle slang and gaming terms are specific to particular interest groups, and students who do not engage in these activities may naturally have difficulty understanding or using such language. Thus, the use of internet slang among elementary school students reflects not only the spread of language but also the process of accumulating cultural capital.

4.1.2 Channels for Elementary School Students to Acquire Internet Slang

Table 3: Acquisition Channels

Category	Number of People	Proportion
Douyin and other short video apps	354	82.52%
Friends, classmates, and real-life peers	84	19.58%
Weibo and other entertainment media websites	11	2.56%
Official media such as People's Daily	14	3.26%

From the data presented, we can see that the primary channel through which elementary school students acquire internet slang is short video platforms, with platforms like Douyin (TikTok in other regions) being one of the most significant sources of internet slang creation and dissemination in recent years. Due to the formal and precise nature of language used by official media outlets such as People's Daily, they use internet slang less frequently, resulting in a minimal impact on elementary school students. This indirectly indicates that short videos have a substantial influence on students, making it necessary to guide them towards a proper understanding and appropriate use of short video content.

Another notable source is "friends, classmates, and other real-life peers," which also constitutes a significant portion. This shows that the use of internet slang is prevalent among elementary school students, and it plays a role in influencing their communication and expression with one another.

4.1.3 Attitudes Toward Internet Slang

Table 4: Reasons for Using Internet Slang

Reason	Number of People	Proportion
Simple and fun	378	88.11%
Following trends	260	60.61%
Reflecting individuality	63	14.69%
Others	7	1.63%

According to the survey data, a large portion of students use internet slang because it is simple and easy to learn. Elementary school students find enjoyment in using it and view the use of internet slang as a way to stay up-to-date with current trends. The simplicity and fun nature of internet slang are key reasons why it has become popular among this age group. For instance, "88" is used to mean "bye-bye," a novel and simple expression that is easy for young students to grasp and use.

Internet slang often experiences widespread usage in a short period, and since elementary school students are highly imitative, they are more inclined to follow popular trends. Moreover, because elementary school students are still young and their personalities are not fully developed, fewer students chose the option of using internet slang to "express individuality." This suggests that the primary motivation for using internet slang is related to its ease, novelty, and trendiness, rather than as a form of self-expression.

4.1.4 Negative Impacts of Internet Slang

Table 5: Negative Impacts of Internet Slang as Perceived by Elementary School Students

Drawback	Number of People	Proportion
Not standardized	311	72.49%
Unclear expression	103	24.01%
Vulgar content	57	13.29%
Uncivilized	139	32.4%
Others	7	1.63%

In terms of elementary school students' perception of internet slang, the majority acknowledge that it is not standardized. Around 20-30% of students believe that internet slang lacks clarity and civility, while over 10% consider its content to be vulgar. This reflects that, to some extent, internet slang can influence the formation of students' values.

The content presented through internet slang is of mixed quality, and it can shape the value orientation of students. Internet slang serves as a reflection of students' value perceptions, which can, in turn, play a guiding role in their understanding and growth. From the data, it is evident that a significant portion of students have developed negative impressions of internet slang, associating it with vulgarity and a lack of civility. This highlights the potential of internet slang to have a detrimental impact on students' values and behavior.

4.1.5 Usage Contexts

Table 6: Usage Contexts

Context	Number of People	Proportion
Online communication	357	83.22%
Daily conversations	305	71.1%
Writing essays or diaries	41	9.56%
Others	5	1.17%

From the data in Table 6, we can see that the majority of elementary school students use internet slang primarily for online communication, with 357 students, accounting for 83.22% of the total, indicating this preference. Additionally, 305 students, or 71.1%, use internet slang in everyday conversations. Although there may be some overlap between online communication and daily life interactions, this does not significantly affect the overall conclusion: internet slang is predominantly used by students in their daily online and conversational exchanges.

Upon further analysis of Table 7, it becomes evident that very few students use internet slang

in writing assignments such as essays or diaries, with only 46 students, making up 10.73% of the respondents. While this suggests that students do not frequently use internet slang in written forms, it does not necessarily mean that students are opposed to using internet slang in diaries or essays.

Since elementary school students have relatively limited exposure to the internet, modern internet slang has not yet significantly impacted classroom learning or caused many negative effects on teaching activities. However, we should not dismiss the potential influence of internet slang on language classes. The use of internet slang by elementary school students is at a stage of gradual transformation. With proper guidance in daily life and careful attention to language education, teachers and parents can help regulate students' systematic language learning, improving their reading and expression skills, and fostering good language aesthetic abilities.

4.2 Analysis of Significant Differences in Online Language Usage Among Different Student Groups

4.2.1 Grade Differences

Table 7: Grade Differences

Grade	Online Language Usage Frequency	Common Network Abbreviations	Common Network Emojis
Grade 1	1.2	0.8	1.0
Grade 2	1.5	1.0	1.3
Grade 3	2.1	1.6	1.8
Grade 4	2.4	1.8	2.0
Grade 5	3.0	2.5	2.8
Grade 6	3.5	3.0	3.2

In this study, we found significant differences in the frequency and types of online language usage among students of different grades. For instance, senior students (such as those in grades five and six), due to their older age and greater exposure to the internet, used online language more frequently, particularly in terms of network abbreviations and emojis. In contrast, younger students, who are just beginning to engage with online environments, had fewer opportunities to use online language and exhibited lower levels of online language usage. This suggests a significant positive correlation between grade level and students' proficiency in using online language.

4.2.2 Gender Differences

Table 8: Gender Differences

Gender	Online Language Usage Frequency	Common Network Abbreviations	Common Network Emojis
Male	3.2	2.8	2.5
Female	2.8	2.0	3.0

Gender is also an important factor influencing students' use of online language. The study results show that male students use online language, especially gaming terms and network abbreviations, more frequently than female students. This may be because male students are more inclined to participate in online games and interact within online communities, making them more likely to encounter and use these types of online language. On the other hand, female students tend to use emojis and informal language more often in daily conversations. This difference

indicates that gender significantly impacts the usage of certain types of online language.

Since primary school students are not exposed to the Internet to a great extent, modern Internet language does not have many adverse effects on classroom teaching activities, but we can ignore the impact of Internet language on Chinese language classroom. The use of Internet language by primary school students is in a process of quantitative change to qualitative change. (Tan Qun-ying, & Huang Xiu-sheng,2007)If we guide it in daily life and take it seriously in daily Chinese education, through the guidance of teachers and parents, we can standardize the systematic language learning of primary school students, improve their reading ability and expression ability, and promote them to form a good Chinese aesthetic ability, thus cultivating their language application and screening abilities. In this way, primary school students can not only select Internet language with positive energy through their own language screening ability, but also use the positive and beautiful Internet language they have selected in their compositions or diaries with their own language application ability, which in turn promotes their own Chinese writing ability and promotes Chinese education in primary schools.

5.Coping Measures and Strategies

Like any other language, internet slang has its advantages and disadvantages. Currently, some popular internet slang exhibits issues such as low taste, incoherence, word creation without proper context, and mechanical copying. If left unchecked, these issues may negatively impact the learning and teaching of traditional, formal language, ultimately affecting the purity and health of language development. (Xu Hualiang,2009)Teachers and parents should not completely prohibit elementary school students from being exposed to and using internet slang. Instead, they should adopt a guiding approach, helping students understand and properly use internet slang to avoid its negative impact on their learning and development.

5.1 Enhancing Elementary Students' Understanding of the Internet

Many elementary school students use the internet primarily for gaining knowledge or entertainment, lacking the ability to filter language information. Only a small percentage engage in more in-depth exploration and application of the internet. Yang Xia argues that "in the minds of elementary school students, the internet is seen as all-powerful, even 'idolized.' Without the internet, they feel disconnected from their peers in conversations".(Yang Xia,2017)Students should be encouraged to strengthen their understanding of the internet and resist uncivil or vulgar internet slang. Schools should focus on improving students' ability to search for relevant information and filter beneficial content while eliminating irrelevant or harmful information.

5.2 Teachers Need to Improve Their Teaching Skills

As the saying goes, "Every word a teacher says can influence a person's entire life." Teachers, who are responsible for imparting knowledge and solving problems for students, should take an active role in guiding them in the face of negative influences from internet slang. Teachers need to firmly uphold the use of standard language, lead by example, and enforce strict language standards to achieve educational goals. Zhu Xiuliang states, "Elementary school students have not yet fully mastered the correct and complete language system, and being overly exposed to incorrect internet slang will hinder their ability to use standard language correctly".(Zhu Xiuliang,2021)If this misconception becomes ingrained, it can significantly hinder students' language learning in the future. Therefore, it is essential to correct the misuse of internet slang promptly. During Chinese language instruction, teachers should thoroughly assess the impact of

internet slang on teaching, (“On the Influence of Internet Language on Primary School Chinese Education”, 2006) explore the development and content of internet slang, and retain its valuable elements to enhance the effectiveness of language education.

5.3 Parents Should Supervise Children's Internet Use Reasonably

Elementary students generally lack sufficient self-management skills. (Wu Fan, 2019) If parents do not regulate their children's internet access, students will be fully exposed to the online environment, where inappropriate content (e.g., vulgar, violent, or age-inappropriate material) can negatively affect them. Often, parents may be unaware of such exposure. Therefore, parents should strengthen communication with their children, keeping track of their internet usage and guiding them to appropriate content. Additionally, parents should monitor their children's use of internet slang in daily conversations. If they notice vulgar or unhealthy language, they should provide timely guidance. Parents should also model healthy internet usage themselves, setting a positive example for their children.

5.4 Society Should Create a Positive Online Environment

Vulgar internet slang can have a significantly negative impact on elementary school students. In such an environment, students are more likely to absorb inappropriate language. (Yingzi Li, 2016) Therefore, places frequently visited by children, such as schools and youth centers, should actively promote the avoidance of uncivil internet slang. In terms of online management, content should be graded and filtered to block certain inappropriate information from young users. Additionally, adults should be encouraged to reduce the use of uncivil language to minimize its influence on minors. Various departments can organize activities promoting the civil use of internet language, encouraging the use of respectful online expressions. Methods such as posters, bulletin boards, and brochures can also be utilized to increase awareness of civil internet language.

6. Conclusion

Internet slang has already permeated every aspect of elementary school students' lives, and most of them express support and fondness for its influence. In analyzing the impact of different categories of slang, we found that those with lower levels of difficulty are more widely used among this group. Students primarily learn internet slang through the internet and from their peers and friends, and these terms are mainly employed in both online and offline daily communication.

While most students enjoy using internet slang, many also recognize its lack of standardization, and some even acknowledge that certain slang is vulgar or uncivil. As internet slang profoundly influences their development, concerns arise regarding the potential negative impacts. We believe that internet slang should neither be banned nor suppressed. Instead, a collective effort involving families, students, schools, and society is needed to foster a harmonious linguistic environment. Through collaboration across these levels, we can guide students towards healthy and constructive use of internet language, ensuring that its influence remains positive and beneficial to their growth.

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