



## SPELLING, GRAMMAR, AND DIGITAL URBAN LANGUAGE IN TIKTOK CONTENT FROM SPAIN

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### KEYWORDS

*Spelling*  
*Grammar*  
*Effective Communication*  
*Social Media*  
*TikTok*  
*Urban Language*  
*Digital Creators*

### SUMMARY

*This study provides an in-depth analysis of spelling and grammatical errors, as well as expressions from digital urban language not recognised by the Real Academia Española (RAE), on the social video platform TikTok in Spain. The research objectives are to identify the most frequent errors, classify their types, and determine their location within the content. A quantitative, descriptive, and cross-sectional analysis was undertaken using a sample of 700 TikTok videos that were trending over a five-month period. The results indicate that nearly one in four videos (23.9%) contained some form of error, a considerable proportion given that the platform is primarily visual. In total, 167 videos were found to contain 312 errors, most of which were spelling mistakes involving accent marks, primarily located in the descriptive text accompanying the videos.*

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## 1. Introduction

In the digital age, social media has become a fundamental tool for global communication and interaction. These platforms provide diverse formats for sharing information, ranging from short texts on X (formerly Twitter) to videos on TikTok. Within this fast-paced virtual environment, written text remains crucial for the effective transmission of messages. While research examining the fight against disinformation and hoaxes on social media is also relevant (Gallardo-Camacho, et al., 2024), this article concentrates on the formal presentation of online content, focusing specifically on spelling and grammatical accuracy, as well as on the proliferation of digital urban language that challenges the norms of the Real Academia Española (RAE).

Both social media and traditional media bear a dual responsibility to communicate factual information accurately and to educate their audiences. Much of their informative output performs an inherently educommunicative function known as *microlearning* (Melendo-Rodríguez-Carmona and Gallardo-Camacho, 2023). Consequently, they must serve as exemplars of correct Spanish usage.

This article therefore examines the importance of orthography in social media posts on platforms such as TikTok, whose audience is predominantly young (Fernández, 2023): 12–17 years (29%), 18–24 (19%), and 25–44 (27%). Despite the recognised importance of correct spelling, social media poses specific challenges to maintaining linguistic accuracy. One of the principal obstacles lies in character limitations on certain platforms such as X. Spatial restrictions often lead to the omission of letters or words, as well as the frequent use of abbreviations and acronyms, which can negatively affect orthographic precision (De-Jonge and Kemp, 2012, pp. 49–50).

The studies reviewed in this article underscore the importance of maintaining high standards of written expression in digital environments. Spelling constitutes an essential component of written communication, as it ensures that messages are conveyed clearly and accurately. Correct spelling enhances the coherence and effectiveness of communication by preventing misunderstandings and misinterpretations. Within the context of social media, where messages are typically brief and concise, spelling accuracy becomes even more crucial for the efficient transmission of information (Dwivedi et al., 2021).

However, social media users represent a broad diversity of cultures and languages, which often results in a mixture of writing styles and orthographic conventions. Accurate spelling therefore plays a vital role in facilitating mutual understanding among users, regardless of their native language or linguistic competence (Reyna et al., 2018). Furthermore, the use of mobile devices and touch keyboards increases the likelihood of typographical errors, given the ease with which incorrect keys can be pressed (Carroll, 2023). This tendency is particularly evident among younger users, who constitute the primary audience of social media platforms (Iglesias et al., 2023).

Another significant challenge arises from the emergence of Internet language, which incorporates slang, emojis, and acronyms. These elements have become widely accepted in online communication and have profoundly influenced how individuals interact in digital spaces (Gómez-Camacho et al., 2018). Nevertheless, their excessive or unregulated use can foster informality and carelessness in writing, especially in relation to spelling. The continuous evolution of social media and new modes of digital interaction have given rise to emerging orthographic trends. Among these is the strategic use of hashtags and mentions, which can increase a post's visibility and reach. Yet, these elements must be employed judiciously and with thematic coherence to prevent confusion and preserve the intended meaning of the message (Mas Manchón and Guerrero-Solé, 2019).

In recent years, there has been growing awareness of the need to review content carefully before publication on social media. Users increasingly recognise that precise and well-structured writing is essential for maintaining credibility and professionalism in the digital sphere and for

enhancing the communicative impact of a message. High-quality writing contributes to a positive impression and strengthens the author's reputation (García-Avilés et al., 2014).

The development of technological tools such as spell checkers and grammar checkers integrated into social media applications has significantly influenced online writing practices. These automated systems assist users in identifying common spelling and typographical errors, offering opportunities to revise and improve their posts before publication (Llopis Susierra y Andrés Sebastiá, 2020).

However, platforms such as X and Instagram often impose limits on the number of characters or words allowed, which can increase the likelihood of mistakes (Sicilia et al., 2022). Furthermore, the prevalence of automatic corrections and predictive suggestions in modern keyboards and applications may reduce users' awareness of their own spelling accuracy. Social media has also facilitated the rise of digital slang and abbreviations, which contribute to a more informal and relaxed writing style, but can simultaneously undermine adherence to conventional orthographic norms.

This phenomenon has given rise to a new *digital urban language* that is not recognised by the Real Academia Española and constitutes a central focus of this research. Previous studies have described and categorised this digital urban language as *cyberslang* or *digital slang* (Ricaforte, 2022). In Indonesia, Zuraida and Tajudin (2021) analysed words derived from such digital slang in TikTok comments and concluded that its use frequently serves to construct and reaffirm personal identity.

Emojis and emoticons have likewise become ubiquitous across social media, providing a rapid and visually expressive means of conveying emotions or ideas (González-Moreira et al., 2023). Urban or street language has thus found a new arena for development within digital platforms, particularly on TikTok, which has become a catalyst for the creation and distribution of new forms of linguistic expression among young people (Jennings, 2024; Langdon, 2022).

Although emojis and other visual symbols do not directly affect spelling, they influence how messages are communicated and often serve as complements to written words. In pursuit of greater inclusivity, many users adopt forms of language that are not confined to binary gender expressions and that aim to be more neutral and respectful. Certain online trends, such as the excessive use of capital letters or unconventional punctuation, are employed for expressive or emphatic purposes.

Spelling on social media remains a crucial factor in ensuring effective and coherent communication among users (Aguilar et al., 2019). It encompasses the correct application of established writing conventions, including the accurate spelling of words, appropriate use of punctuation, and consistent employment of upper- and lower-case letters (Page et al., 2022). Such precision is essential for conveying information clearly and preventing misunderstanding or ambiguity. Likewise, spelling and grammar in social media contexts involve the proper use of punctuation marks such as full stops and commas, which are vital for structuring sentences and delineating ideas clearly. Encouraging young users to engage thoughtfully with digital writing also involves teaching them to shift effectively between formal and informal registers (Gómez-Camacho et al., 2023). This becomes particularly significant in longer posts, where maintaining clarity is even more essential.

A further aspect of orthographic accuracy in social media communication is the purposeful and coherent use of hashtags and mentions. While these features can enhance a post's visibility and audience reach, they should be employed judiciously and with thematic consistency in order to preserve the intended meaning and avoid confusion. Users should therefore strive to maintain a high standard of written expression, irrespective of the distinctive characteristics of digital communication (Pérez-Rodríguez et al., 2022).

Consequently, spelling and grammar in social media posts remain of paramount importance for achieving effective communication within the digital environment (Gallardo-Camacho et al., 2023). Although certain adaptations in writing style and format may be introduced, the

fundamental principles of orthographic and grammatical accuracy continue to be essential for ensuring coherence and intelligibility among users (Fernández Pedemonte, 2022). This is particularly relevant in a context where even political figures utilise TikTok as a platform for campaigning and voter engagement (Niño Pantoja y Gálvis Ardila, 2022).

### **1.1. Why Are There Spelling Mistakes on Social Media?**

Spelling mistakes are common on social media due to the fast-paced and informal nature of communication on these platforms. Several factors contribute to this phenomenon. As noted earlier, the brevity required by certain platforms, where the number of characters per post is limited, encourages the use of abbreviations or shortcuts to convey messages more efficiently. This haste frequently results in orthographic mistakes (Yus, 2021).

Mobile devices and social media applications also include autocorrect functions and predictive text tools which, although designed to assist users, may occasionally propose inappropriate words or alter the intended meaning of a message (Surkyn et al., 2021). Multitasking and the distractions inherent to social media use further exacerbate this issue, as users often engage in several activities simultaneously while composing messages (Iqbal et al., 2018).

Another relevant factor is the diminished emphasis on linguistic accuracy within informal digital contexts. Unlike formal writing, social media communication typically lacks social pressure to maintain correctness, leading many users to prioritise emotional expression or immediacy over orthographic precision (Kwayu et al., 2021). In addition, informal learning and continual exposure to online writing may reinforce common mistakes and foster poor spelling habits (Sandoval Parra et al., 2015).

Although spelling errors may be tolerated to some degree in the informal environment of social media, it remains essential to recognise that accurate writing and spelling are fundamental in academic and professional contexts (Gil Calderón, 2023). Users should therefore remain attentive to spelling and grammar when communicating online, taking a moment to review their content before publication to prevent conspicuous errors (Villegas Segura, 2022).

In conclusion, the range of spelling and grammatical errors on TikTok and other social media platforms is extensive and influenced by multiple factors. While the colloquial nature of these spaces permits a degree of flexibility in language use, maintaining an appropriate balance is essential to ensure effective communication. This becomes particularly important in more formal contexts, where correct spelling continues to be perceived as a marker of competence and credibility (Rodríguez et al., 2023).

## **2. Research Objectives**

This study proposes one General Objective (GO) and four Secondary Objectives (SO) related to spelling practices on the social media platform TikTok.

General Objective (GO). To determine how written text is employed in Spanish-language audiovisual content on TikTok and to provide an overview of the most frequent errors.

To achieve the General Objective, the following Secondary Objectives have been defined in order to describe the characteristics of such content and to deepen understanding of its main features:

SO1. Identify the most frequent spelling and grammatical errors, as well as instances of digital urban language, on TikTok.

SO2. Define the types of errors most frequently repeated on the platform.

SO3. Quantify the number of errors present in TikTok content.

SO4. Examine whether errors occur within the explanatory text accompanying the video or within the audiovisual content itself, and determine whether the author's verification status (verified by the platform or not) influences this occurrence.

### 3. Methodology

The social network TikTok was chosen because it is one of the most widely used platforms for communication among teenagers, providing a space for the exchange of ideas and reflections. To achieve the research objectives outlined above, a quantitative methodology was employed, based on the observation, collection, and analysis of a sample of TikTok videos ( $N = 700$ ) gathered over a five-month period, from 28 March to 8 June 2023.

In terms of upload dates, 0.74% of the videos (4 videos) date from 2021, 10.57% (74 videos) from 2022, 88.28% (618 videos) from 2023, and 0.74% (4 videos) correspond to videos for which the date was not available.

The selected videos were those appearing as *trending* on TikTok. Ten videos were extracted daily at the same time (6:00 p.m.), using an incognito browser and without being connected to any user account to avoid bias from the researchers' viewing preferences. The extracted videos correspond to the most relevant results that appear under the *Popular* tab. This methodology for extracting viral content on TikTok has previously been employed in research examining the presence of television content on the platform (Gallardo and Maganto, 2022).

We consider that the analysis period, covering videos from five different months, and the sample size ( $N = 700$ ) are sufficient to achieve the objectives established for this study. To determine the errors identified in the videos, three categories were defined: (1) spelling mistakes, referring to accents or words misspelled according to standard orthographic rules; (2) grammatical errors, referring to phrases or expressions that do not comply with the rules of morphology, syntax, or lexicon; and (3) words or uses not recognised by the Real Academia Española (RAE), such as abbreviations like *k* instead of *que*, or the creation of non-existent words.

To determine how spelling-related content is represented on the Spanish-language video-based social network TikTok, and to create an initial overview of the use of spelling and grammar in the production of audiovisual content on the platform, an analysis table was designed that considers the following variables for each video analysed: username, verified user, number of followers, video title, date of creation, duration, number of spelling mistakes in the video, number of spelling mistakes in the video description, misspelt words, incorrect abbreviations, number of video views, number of likes, language, link, date of data collection, and theme.

Firstly, and in line with Objective 1 (SO1), spelling and grammatical errors, as well as expressions and abbreviations corresponding to urban language, slang, or digital slang not recognised by the Real Academia Española (RAE, 2024), are classified. Because these expressions and linguistic uses are not recognised by the RAE, they are also counted as errors. This classification process is complex, as the content must be viewed, collected, and categorised according to the type of error.

To achieve Objective 2 (SO2), the error column was analysed, the results were isolated, and a figure was created showing the types of errors detected according to their frequency ( $N = 700$ ), with spelling errors proving to be considerably more frequent than grammatical errors or those not authorised by the RAE, as will be discussed below. To address Objective 3 (SO3), the frequency of occurrence of the errors was recorded. Finally, Objective 4 (SO4) focuses on analysing where the errors occur, either in the body of the text describing the video or within the video itself. Information was also collected on whether a higher number of spelling mistakes appeared among unverified users, under the assumption that verified users, given their more professional use of social media content, would be expected to exercise greater care regarding spelling accuracy.

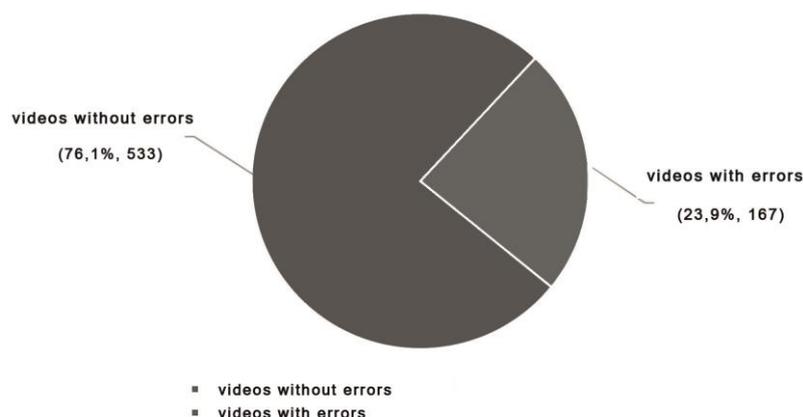
In each case, the coding process, according to the categories outlined above, was carried out collaboratively by all authors. The researchers subsequently recoded a randomly selected portion of the sample to verify the consistency of the variable classification. The inter-coder reliability, measured using the Holsti method (1969), was 0.99 (with 1 representing total agreement).

## 4. Results

### 4.1. Presence and Location of Errors in the Sample Videos

The results indicate that, within the total sample (N = 700), 533 videos (76.1%) contained no errors in either the explanatory text accompanying the video or the visual content itself, whereas 167 videos (23.9%) displayed spelling and/or grammatical errors, as illustrated in Figure 1.

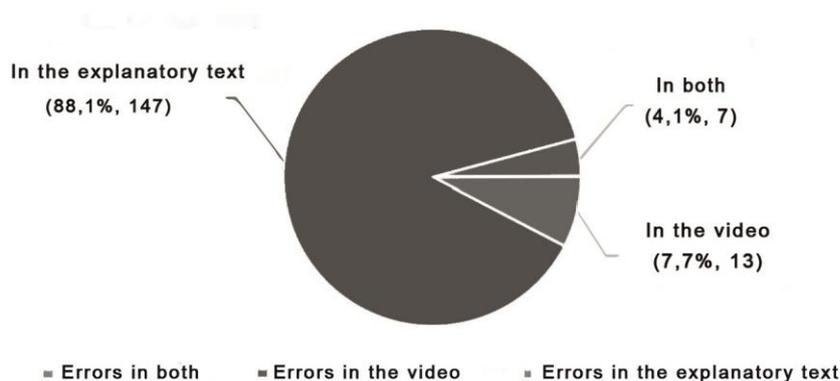
Figure 1. Number of videos without errors



Source: Own elaboration, 2025.

Figure 2 shows that the errors can be categorised according to their location within the publication. Specifically, they appear either in the video content itself (13 videos, 7.7%), in the explanatory text accompanying the video (147 videos, 88.1%), or simultaneously in both the video and the text (7 videos, 4.1%).

Figure 2. Location of errors in videos



Source: Own elaboration, 2025.

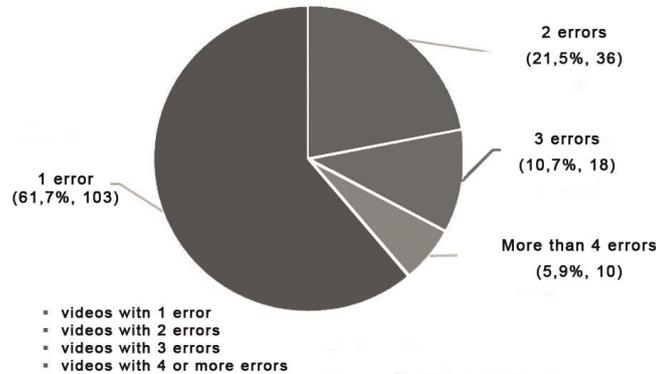
Finally, it can be observed that videos containing errors account for less than 30% of the total sample. Among those with spelling or grammatical mistakes and/or expressions not recognised by the Real Academia Española (RAE), the highest frequency occurs in the explanatory text accompanying the videos.

### 4.2. Number of Errors Detected in the Videos

In this section, we examine the number of errors identified in the analysed videos. As shown in Figure 3, the majority of videos contained a single error (61.7%), which, as indicated in Figure 2, was primarily located in the accompanying explanatory text. Additionally, 21.5% of the videos

exhibited two errors, while 10.7% contained three. It is also noteworthy that 5.9% of the videos displayed more than four errors.

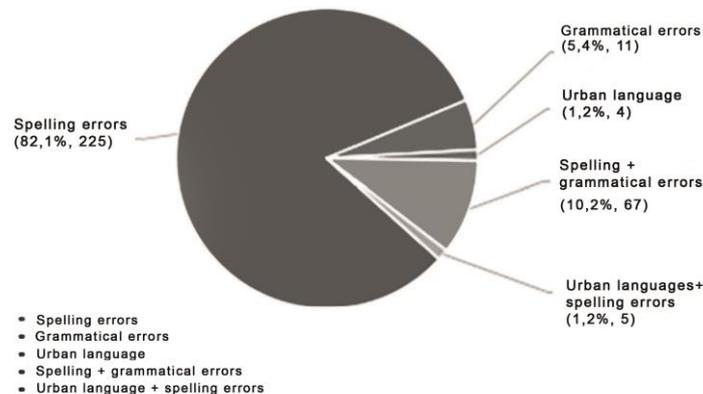
**Figure 3.** Number of errors in videos with spelling and/or grammatical mistakes N=167



Source: Own elaboration, 2025.

Regarding the number of errors detected in the videos, a total of 312 errors were identified across the 167 videos containing spelling and grammatical mistakes or expressions not recognised by the Real Academia Española (RAE). As illustrated in Figure 4, the most recurrent errors appear in videos where spelling or grammatical inaccuracies, or expressions derived from urban or digital slang, were detected. Specifically, 225 spelling errors were identified in 137 videos (82.1%), followed by 67 instances combining grammatical and spelling errors (10.2%). Grammatical errors alone appeared in a smaller subset of nine videos, accounting for 11 errors (5.4%) of the total. In contrast, only two videos (1.2%) contained nine errors associated with urban expressions, alongside spelling errors involving non-standard linguistic forms.

**Figure 4.** Types of errors detected according to the number of errors (N=312)



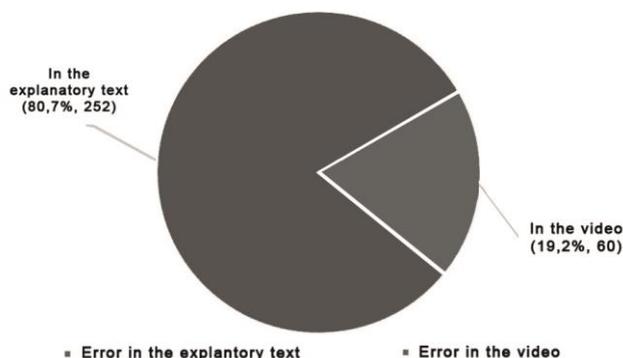
Source: Own elaboration, 2025.

It is important to note that in some cases, different types of errors occur simultaneously. As shown in Figure 4, 17 videos contained a total of 67 combined grammatical and spelling errors. In addition, two videos (1.2%) presented words not recognised by the Real Academia Española (RAE) alongside spelling errors, reflecting instances in which non-standard expressions coexist with conventional orthographic mistakes. Based on the results obtained, it can be concluded that the most frequent errors are not primarily associated with expressions or abbreviations, but rather correspond to conventional spelling and grammatical inaccuracies.

Figure 5 provides a systematic breakdown of the taxonomy of errors according to their frequency. Particularly noteworthy is the predominance of errors within the explanatory

descriptions accompanying the recordings posted on the TikTok platform, which account for 80.7% of the total, compared with 19.2% found in the visual content of the videos themselves. Among the videos containing errors, 7.7% exhibited mistakes in both the visual component and the accompanying text.

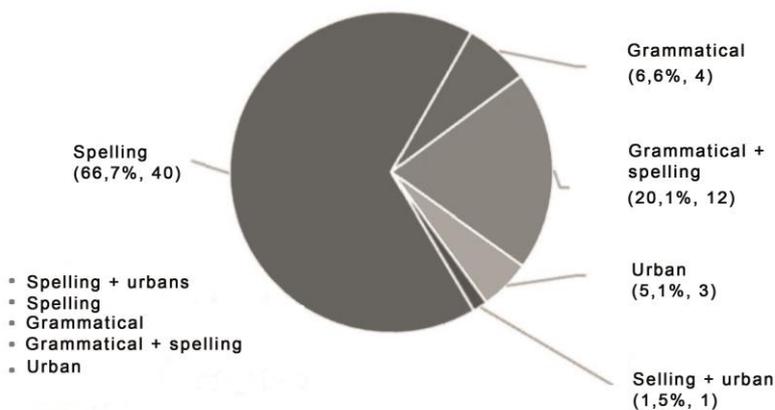
Figure 5. Errors detected in the videos (N=312)



Source: Own elaboration, 2025.

As shown in Figure 6, the most frequent errors in the videos are spelling mistakes (66.7%, N = 40), followed by a combination of spelling and grammatical errors (20.1%, N = 12), and, finally, videos containing urban errors (5.1%, N = 3). Moreover, the majority of errors are spelling mistakes, most commonly occurring as a single error per video (N = 103; 59.8%).

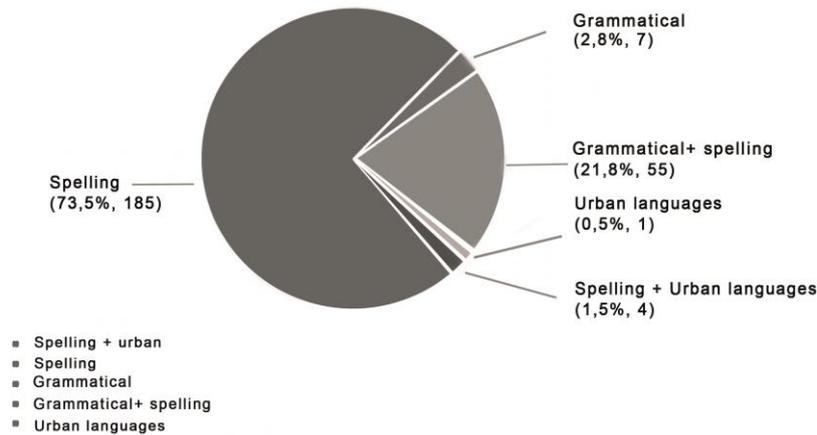
Figure 6. Types of errors in video content (N=60)



Source: Own elaboration, 2025.

Figure 7 shows that spelling errors remain the most frequent type of error in the explanatory texts of the videos (73.5%, N = 185). These are followed by a combination of grammatical and spelling errors (21.8%, N = 55), which are notably more common than errors involving urban terms (0.4%, N = 1).

Figure 7. Types of errors in the explanatory text of the video (N=252)



Source: Own elaboration, 2025.

Examples of spelling errors include *que* instead of *qué* or *mas* without an accent. Among the grammatical errors in the sample, notable instances are *ami* or *mi es para tú*. In terms of expressions from urban language or digital slang not recognised by the RAE, examples include *c4chetadas* and *p3dof1lo*, among others. Focusing on the errors that occur most frequently on TikTok, Table 1 presents those that are repeated between two and five times across all errors (N = 185; see Figure 7).

Table 1. Most frequently detected errors

|                                                                       | Errors repeated between 2 and 5 times                                                                                                                                                                                                       | Errors repeated more than 5 times                                                    |
|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Spelling</b>                                                       | asi (4), como (3), cuanto (3), d (2), Días (2), el (3), escúchame (2), estan (2), farmaceutico (2), k (3), mama (4), más (2), mi (2), para (3), pase (2), porque (2), q (4), quede (2), rompió (2), si (4), sígueme (4), teneis (3), ti (3) | Aquí (5), dia (6), estas (5), esta (5), mas (15), que (9), quien (6), se (5), tu (6) |
| <b>Grammatical</b>                                                    | es para tú (2), Me gustan mucho (2), tú como ami (2), niña juegan con mi amor (4), tú quiere (3), Toy cansado (2), Voy a aser mi castigo (1), yo i su (2)                                                                                   |                                                                                      |
| <b>Digital slang (expressions or terms not recognised by the RAE)</b> | LOL (3), OMG (4), Finde (2), wa (2), chones (2), Laik (4), dm (3), pai (2), darle mg (2), c4chetadas (2)                                                                                                                                    | Tkm (5)                                                                              |

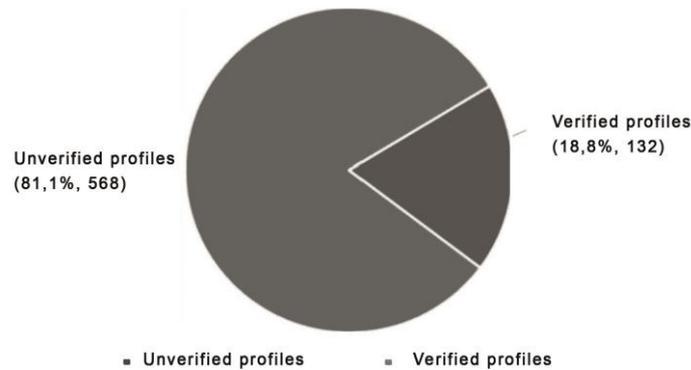
Source: Own elaboration, 2025.

The results regarding the frequency of misused words provide a comprehensive overview of the characteristics of digital writing, with conciseness emerging as its most prominent feature. It is important to emphasise the limited significance of inaccuracies involving words or expressions not recognised by the RAE.

### 4.3. The Authorship of Digital Creators and the Duration of their Videos

Next, the analysis turns to the authorship of videos containing errors and their duration. The first step is to examine the number of videos produced by verified profiles compared with unverified ones, as shown in Figure 8. Verified profiles represent only 18.8% of all videos analysed (N = 700).

**Figure 8.** Number of videos on verified and unverified profiles (N=700)

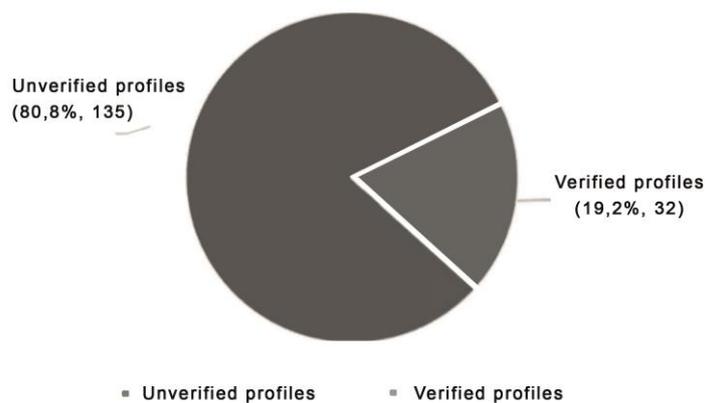


Source: Own elaboration, 2025.

These findings indicate that the highest concentration of errors occurs in videos uploaded by unverified profiles. Most of these profiles publish a single video, followed by those producing between four and seven posts. Only two users stand out with more than eight posts, and they are exclusively within the group of unverified profiles, which generally produce between one and three posts. In other words, the creation of content that achieves visibility on the TikTok platform is not restricted to a small group of authors.

Regarding videos containing spelling or grammatical errors, or expressions not recognised by the RAE, which total 167 videos, it was found that 19.2% are associated with verified profiles (N = 32), while the remaining 80.8% (N = 135) correspond to unverified profiles (see Figure 9). These proportions of verified videos closely mirror those reported in Figure 8.

**Figure 9.** Number of videos with errors on verified and unverified profiles (N=167)



Source: Own elaboration, 2025.

Table 2 presents the percentage of videos with errors according to authorship. Among all videos uploaded by verified profiles (N = 132), 24.2% contain errors, compared with 23.8% of videos produced by unverified profiles (N = 568).

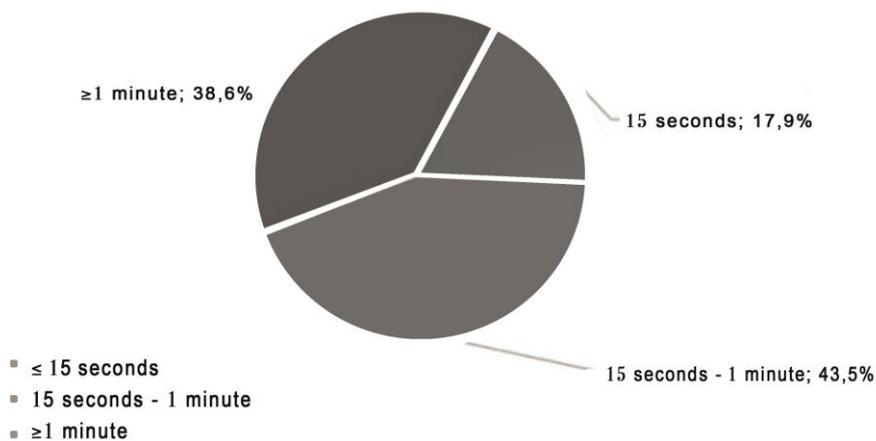
**Table 2.** Weight of errors between videos from verified and unverified authors

| Source of videos                              | % and number | Sample of videos (N=700) |
|-----------------------------------------------|--------------|--------------------------|
| Videos by verified authors with errors        | 24.2%, 32    | N= 132                   |
| Videos by verified authors without errors     | 75.6%, 100   |                          |
| Videos by unverified authors with errors      | 23.8%, 135   | N= 568                   |
| Videos from unverified authors without errors | 76.2%, 433   |                          |

Source: Own elaboration, 2025.

With regard to video duration, as shown in Figure 10, the most common length is between 15 seconds and one minute, representing 43.5% of videos. Videos lasting one minute or longer, including some exceeding ten minutes, account for 38.6%, while those with a duration of less than 15 seconds comprise 17.9%.

**Figure 10.** Video duration (N=700)



Source: Own elaboration, 2025.

A clear correlation exists between profile type and the number of posts, with a directly proportional and significant relationship observed for spelling and grammatical errors in unverified profiles.

## 5. Discussion and Conclusions

These results allow us to fulfil the General Objective (GO), which is to provide an overview, in Spanish, of spelling and grammatical errors as well as urban language or digital slang (expressions not recognised by the RAE) in TikTok videos. The analysis shows that, of the 700 trending videos examined, almost one in four (23.9%; Figure 1) contains some type of error. This figure is notable considering that TikTok is a social network where visual content, such as short videos (Figure 10), predominates over textual content, as is also the case with platforms such as X (formerly Twitter) or WhatsApp. Most errors were identified in the descriptive text provided by users to explain their videos (88.1%; Figure 2). In total, 312 errors were detected across the 700 videos, with spelling mistakes being the most common type (82%; Figure 4) in both the videos and their descriptive texts. Furthermore, the majority of videos (59.8%; Figure 3) contained only a single error.

Regarding the most frequently detected spelling mistakes, the absence of accents is predominant, as shown in Table 1, with examples including *mas*, *que*, *dia* and *tu*. Grammatical errors mainly involve number agreement, as in *me gustan mucho* or *niña juegan con mi amor*, as well as errors of gender and verb tense. Concerning expressions from digital urban language not recognised by the RAE, examples include English abbreviations such as LOL (Laughing Out Loud) or OMG (Oh My God), informal abbreviations such as *tkm* (I love you very much), and modified words such as *p3dof1lo* (paedophile) or *c4chetadas* (slaps).

These findings indicate that content creators predominantly struggle with the correct use of accents, with fewer issues related to grammatical agreement. They also frequently employ expressions not recognised by the RAE, including abbreviations and informal English terms that may have originated in social messaging networks such as WhatsApp. The use of altered words containing numbers, such as *p3dof1lo* instead of *paedophile*, appears to be an intentional strategy by users to circumvent TikTok's filters and sanctions on prohibited words. This practice has become normalised in urban digital language on social media, particularly on TikTok.

Regarding the authorship of these videos, several conclusions can be drawn. First, trending content on TikTok is not monopolised by verified users. In other words, content can go viral regardless of the creator, with the video itself taking precedence. In the full sample (N = 700), only 18.8% of trending videos were produced by verified profiles. Among videos containing errors, 19.2% were created by verified authors. Does this imply that videos by verified users generate fewer errors due to greater professionalism? Examination of Table 2 suggests not. Firstly, verified videos are underrepresented among errors because they constitute a smaller proportion of the sample. Secondly, the percentage of errors in videos by verified authors alone is slightly higher than that in videos by unverified authors, at 24.2% compared with 23.8% (Table 2).

In conclusion, spelling in social media posts is a critical factor in ensuring effective and consistent communication among users. To address current and future challenges, it is essential that users actively review their posts and utilise available technological tools to improve their writing. Moreover, continuous language education should be promoted to encourage the correct use of spelling on social media and across all forms of digital communication. Media organisations generally comply with these standards, producing content that reflects careful language use within their transmedia strategies, albeit with occasional errors (Gallardo-Camacho & Melendo-Rodríguez-Carmona, 2023).

On TikTok, users make the most errors in the area where they are most likely to do so: the video description. This is particularly notable given that visual content takes precedence over text in videos. It should also be noted that TikTok has a substantial proportion of underage users, with 29% aged between 12 and 17 years (Fernández, 2023), who are still developing their proficiency in Spanish.

Spelling on social media is a critical factor in ensuring effective and consistent communication. Young people are developing their own spelling conventions that often depart from traditional rules, reflecting a linguistic evolution adapted to new communicative contexts. Additionally, spell checkers on mobile devices and social platforms influence users' spelling skills, acting as learning tools that can improve spelling in the long term (Figueras-Maz et al., 2021). There is also an

ongoing debate regarding spelling flexibility on social media: some argue that it impoverishes the language, while others consider it a means of enriching language and adapting it to new forms of communication (Zambrano et al., 2025).

Specifically, on TikTok, the prevalence of errors in descriptive text is reinforced by the predominance of visual over textual content, as well as the high participation of young users still acquiring proficiency in Spanish (Muñoz-Gallego et al., 2024). Writing on social media has a dual impact on education: it can promote frequent reading and writing among young people, but it can also introduce spelling errors that may transfer to academic contexts. Future research could analyse the comments on videos, where the incidence of errors may be even higher, and examine the inclusion of text within videos in the form of subtitles.

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