

The Use Of Social Media In Learning English Language Skills Among Students Of Notre Dame Of Jolo College Senior High School

Fhayna B. Sangdayan¹, Aurizia D. Siraji

¹ School of Graduate Studies, Sulu State College, Jolo 7400, Philippines

*Corresponding author: gs@sulustatecollege.edu.ph

ABSTRACT. This study assessed the level of the use of social media in learning English language skills of the respondents. It employed a descriptive-correlational research design with 100 student-respondents at Notre Dame of Jolo College Senior High School through a stratified random sampling procedure and treated data through frequency, percentage score, weighted mean, standard deviation, Pearson's test of correlation, t-test, and ANOVA. This study examined the level of the use of social media in learning English language skills of the respondents in the context of grammar, vocabulary, and spelling while considering the respondents' demographic profiles such as age, gender, grade level, and parents' highest educational attainment. Findings revealed that most of the student-respondents were 17-18 years old, the majority were female, both Grade 11 and Grade 12 were equally represented, and most were supported by a college-educated household. Results indicated that the use of social media in learning English language skills across all domains investigated was predominantly perceived by the student-respondents as favorable, consistently garnering an "Agree" rating. There were no significant differences when data were grouped according to their demographic profiles. In terms of significant correlation, a very high positive significant correlation was observed across all domains. The very high positive correlation across all domains suggests that English proficiency on social media is a holistic, networked experience rather than a fragmented academic exercise. Furthermore, this also supports the Socio-cultural Theory by showing that linguistic accuracy is intrinsically tied to the social value and communicative clarity students seek within their digital interactions. Finally, this study emphasizes the significance of social media as a viable supplemental educational tool in facilitating the learning process of English language skills.

KEYWORDS: *Social Media Use, English Language Skills, Grammar, Vocabulary, Spelling, Senior High School Students, Socio-cultural Theory*

ARTICLE DETAILS

JEAS-00107; Received: February 6, 2026; Accepted: February 27, 2026; Published: March 18, 2026

CITATION:

Sangdayan, Fhayna B., Siraji, Aurizia D. (2026). *The Use Of Social Media In Learning English Language Skills Among Students Of Notre Dame Of Jolo College Senior High School*. *Journal of Education and Academic Settings*, 3(1). DOI: 10.62596/n2k07s79

COPYRIGHT

Copyright © 2026 by author(s). *Journal of Education and Academic Settings* is published by Stratworks Research Inc. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<https://creativecommons.org/licenses/by/4.0/>), allowing redistribution and reproduction in any format or medium, provided the original work is cited or recognized.

Introduction

By facilitating the development of English language skills in interactive, real-world environments, social media has emerged as a critical tool in language learning. By providing instantaneous interaction, cultural exposure, and communication opportunities, platforms like

Facebook, YouTube, and Twitter facilitate the development of grammar, vocabulary, and spelling (Kabilan, Ahmad, & Abidin, 2020). Students are also able to practice English outside of the classroom, as these platforms promote self-directed learning and motivation.

The Philippines' increasing use of social media is indicative of the development of digital literacy and technology-supported learning. Martizano (2023) discovered that online platforms provide learners with the flexibility to access authentic English materials, thereby enhancing their grammar, spelling, and vocabulary while cultivating independent learning. Nevertheless, challenges persist from informal language usage and unreliable information.

Studies in Mindanao demonstrate both positive and restrictive effects. Students can practice communication skills and interact with authentic English content through social media, particularly Facebook. Research conducted at Davao del Sur State College demonstrated that genuine interactions and exposure to fluent speakers resulted in enhanced learning, despite the presence of misinformation and distractions (Ijirme, 2024). Social media in Bukidnon had a modest yet significant impact on the English performance and motivation of students, emphasizing the necessity of establishing clear learning objectives (Dagangon, 2024).

Nevertheless, there is a scarcity of information regarding the specific weaknesses in vocabulary, spelling, and grammar found among senior high school students at Notre Dame of Jolo College, despite these findings. Distinct language challenges are encountered by students as a result of uneven exposure to standard English and multilingual influences. Similarly, prior research has failed to clearly identify prevalent errors in online communication, including misspellings, incorrect verb forms, and inadequate vocabulary utilization.

Therefore, the objective of this investigation is to ascertain which English language skills are most significantly influenced by social media use and whether platforms such as Facebook and TikTok enhance or impede these skills. This information will be used to develop more effective and contextually appropriate teaching strategies.

Research Questions

1. What is the demographic profile of the respondents in terms of:
 - 1.1. Age;
 - 1.2. Gender;
 - 1.3. Grade Level; and
 - 1.4. Parents' Highest Educational Attainment?
2. What is the level of use of social media in learning English language skills of respondents in the context of:
 - 2.1. Grammar;
 - 2.2. Vocabulary; and
 - 2.3. Spelling?
3. Is there a significant difference in the level of use of social media in learning English language skills when grouped according to the demographic profile of the respondents in terms of:
 - 3.1. Age;
 - 3.2. Gender;
 - 3.3. Grade Level; and
 - 3.4. Parents' Highest Educational Attainment?
4. Is there a significant correlation among the subcategories measured under the levels of use of social media in learning English language skills of the respondents?

Literature

Social Media and English Language Learning

Social media platforms such as Facebook, Instagram, TikTok, and YouTube support English language acquisition by providing interactive, real-world exposure to vocabulary, grammar, and spelling. Studies show that frequent use enhances incidental learning, motivation, and vocabulary retention (Sidig, 2021; Abawan & Oro, 2024). Likewise, S and Firman (2025) found that increased social media use is linked to improved perceived vocabulary and grammar skills, driven by greater engagement with the language.

Foreign Studies on Language Skills

Through interactive and multimodal content, international research indicates that social media facilitates the development of vocabulary, grammar, and spelling. Instagram-based activities enhance vocabulary and grammar through visual and textual interaction, as discovered by Teng et al. (2022). He (2024) elucidated that social media serves as a learning network that enhances receptive skills, despite the potential adverse impact of informal usage on academic accuracy. Zainal (2020) and Wilson and Anam (2024) underscored the fact that social media facilitates the acquisition of incidental vocabulary and motivation.

Oko-Epelle et al. (2022) reported that accuracy is enhanced by repeated exposure to correct spelling, whereas Kaçauñi and Pylli (2024) cautioned that informal abbreviations may detract from orthographic skills.

Local Studies in the Philippines

Local studies verify that social media can facilitate English language acquisition when used appropriately. Facebook and Instagram enhance vocabulary and engagement through interaction (Juan, Garcia, & Santos, 2023). Similarly, live selling broadcasts on these platforms use persuasive techniques—storytelling, emotional appeals, and non-verbal cues—providing multimodal English input and incidental listening practice (Cuilan et al., 2024). Ravago et al. (2023) found that integrating Facebook vocabulary and discourse structures in classrooms increases student participation and develops spoken discourse, supported by learners' familiarity and enjoyment of the platform.

Emperador (2024) noted that Filipino students use social media group chats for collaborative writing and peer editing, improving vocabulary and grammar, while peer interaction further enhances language skills (Tiongco & Abergas, 2025). Eustaquio et al. (2025) emphasized that self-motivation and strategies like informal peer exchanges and a growth mindset help convert exposure into meaningful language gains. However, Sarita and Maed (2025) identified challenges such as distractions, misleading content, and information overload that may hinder learning. Taludjog (2025) reported spelling improvements through exposure and peer correction, while Juan et al. (2023) and Tardaguila (2024) confirmed vocabulary gains from social media use.

Similarly, Chavez et al. (2025) stressed that consistent and intentional language exposure in daily environments strengthens bilingual development, highlighting how sustained interaction with English in digital communication supports learners' language proficiency.

Research Gap

Although studies show that social media supports English language learning, most local research focuses mainly on vocabulary. Limited studies examine grammar, vocabulary, and spelling together among Senior High School students. This study addresses this gap by focusing on students of Notre Dame of Jolo College Senior High School.

Methodology

1. Research Design

This research employed a quantitative descriptive-correlational design. This design was employed to characterize the extent of social media usage in terms of grammar, vocabulary, and spelling, as well as to investigate variation based on demographic profile and relationships among the variables. In non-experimental studies that examine the relationships between variables, it is appropriate to employ a standardized survey questionnaire as the primary data-gathering instrument to objectively measure the level of social media use of respondents.

2. Participants and Sampling

The respondents of the study were Grade 11 and Grade 12 students of Notre Dame of Jolo College Senior High School for the academic year 2025–2026, with a total of 100 participants, excluding those from the Maimbung Campus. Utilizing the fishbowl method, a stratified random sampling technique was implemented to guarantee that each grade level within the population was adequately represented. The study operated in accordance with ethical standards, guaranteeing voluntary participation, informed consent, and complete confidentiality and anonymity. The data that was collected was exclusively utilized for academic purposes, stored securely, and disposed of appropriately following the completion of the study.

Table 1. Distribution of Respondents by Grade Level and Strand

Grade 11		Number Of Respondents
1.	ABM	5
2.	GAS	6
3.	ICT	5
4.	HE-BTF	2
5.	HE-CG	20
6.	STEM	12
Grade 12		Number Of Respondents
1.	ABM	4
2.	GAS	8
3.	ICT	5
4.	HE-BTF	2
5.	HE-CG	16
6.	STEM	15
Total:		100

3. Instruments

Data were collected using a structured survey questionnaire adapted from Hasbiyah Arifuddin et al. (2025), Khan, Ayaz, & Faheem (2016), Tardaguila (2024), and Yi Roua L., Yunus M. M., and Suliman A. The instrument focused on social media usage in English grammatical accuracy, vocabulary learning, and spelling improvement. It was divided into two parts: the first gathered the respondents’ demographic profile analyzed using frequency and percentage, while the second used a 5-point Likert scale ranging from “Strongly Disagree” to “Strongly Agree.” Although adapted from validated sources, the questionnaire was reviewed by two Graduate School experts to ensure clarity, relevance, and appropriateness to the study context.

4. Data Collection Procedure

The ethical clearance and permission letter from the Dean of Sulu State College Graduate Studies, as well as the principal and coordinators of Notre Dame of Jolo College Senior High School, were obtained as part of the data collection procedure. Prior to the questionnaire's administration, respondents were granted informed consent. The researcher personally

administered, supervised, and retrieved the survey questionnaires to guarantee the accurate collection of data and the proper handling of the documents.

5. Data Analysis

Data gathered were analyzed using descriptive and inferential statistical tools aligned with the research objectives. Frequency counts and percentages were used to describe the respondents' profile. Mean and standard deviation were used to determine the level of use of social media in grammar, vocabulary, and spelling. To test for significant differences based on demographic profile, t-test and Analysis of Variance (ANOVA) were employed. Finally, Pearson's r Correlation was used to determine the significant relationship between the respondents' level of social media use in learning English language skills in terms of grammar, vocabulary, and spelling.

Results

1. Demographic Characteristics of the Respondents

The demographic profile of the student-respondents (N = 100) shows that in terms of age, 38% were 15–16 years old, 60% were 17–18 years old, and 2% were 19 years old and above, indicating that most were aged 17–18. In terms of gender, 29% were male while 71% were female, showing a female-dominated sample. As to grade level, the respondents were evenly distributed, with 50% from Grade 11 and 50% from Grade 12. Regarding parents' highest educational attainment, 4% had no formal education, 23% were high school graduates, 58% were college graduates, 9% had master's degrees, 4% had doctorate degrees, and 2% were vocational graduates, indicating that most parents were college graduates.

Table 2: Demographic Profile of the Respondents

Demographic Variable	Number of Respondents (n=100)	Percentage (%)
Age		
15 to 16 years old	38	38%
17 to 18 years old	60	60%
19 years old and above	2	2%
Gender		
Male	29	29%
Female	71	71%
Grade Level		
Grade 11	50	50%
Grade 12	50	50%
Parents' Highest Educational Attainment		
No formal education	4	4%
Elementary graduate	0	0%
High school graduate	23	23%
College graduate	58	58%
Master's degree	9	9%
Doctorate degree	4	4%
Vocational degree	2	2%

2. Level of the Use of Social Media in Learning English Language Skills of the Respondents

The respondents showed a high level of use of social media in the acquisition of English language skills in the areas of Grammar, Vocabulary, and Spelling, all of which were interpreted as "Agree." As illustrated in Tables 2.1–2.3, Spelling had the highest composite mean (M = 3.842, SD = .66305), followed by Grammar (M = 3.569, SD = .67220) and Vocabulary (M = 3.568, SD = .71065).

The respondents demonstrated a high level of awareness regarding grammatical accuracy in their social media usage. The most highly rated indicator was the maintenance of correct grammar in professional posts ($M = 4.04$, $SD = .92025$), followed by the frequent observation of grammatical mistakes in posts ($M = 3.62$, $SD = .99270$) and the identification of errors that affect comprehension ($M = 3.78$, $SD = 1.00081$).

Respondents consistently reported that they acquired slang and idiomatic expressions, improved word retention, and exposure to a diverse vocabulary via social media, particularly through posts and videos, all with equal mean scores ($M = 3.71$).

Respondents demonstrated a dedication to accuracy in Spelling, as evidenced by their meticulous spelling in posts ($M = 4.19$, $SD = 1.04151$), their recognition of spelling as an image representation ($M = 4.04$, $SD = 1.01424$), and their endeavors to prevent errors ($M = 3.91$, $SD = .90000$). However, they also identified fast typing as a contributing factor to errors ($M = 3.91$, $SD = .94383$).

Table 3: Level of the Use of Social Media in Learning English Language Skills of the Respondents

Statements	Mean	Standard Deviation (S.D.)	Descriptive Interpretation
Grammar	3.569	.67220	Agree
1. I am aware that social media encourages informal language use that often disregards standard grammar rules	3.56	.93550	Agree
2. I notice grammatical errors (such as omission or addition of words) frequently in social media posts	3.62	.99270	Agree
3. I believe that grammatical accuracy is less important in social media communication compared to formal writing	3.19	.95023	Neutral
4. Social media platforms provide opportunities for me to practice proper grammar through feedback or comments	3.36	1.01025	Neutral
5. I find myself using simpler grammatical structures when writing on social media	3.61	.88643	Agree
6. The immediacy of social media writing often causes me to prioritize meaning over grammatical form	3.39	.83961	Neutral
7. I actively try to maintain grammatical accuracy when posting on social media, especially in professional contexts	4.04	.92025	Agree
8. Exposure to diverse users on social media exposes me to different grammatical styles and norms	3.57	.80723	Agree
9. Grammatical mistakes on social media sometimes confuse me or make it harder to understand messages	3.78	1.00081	Agree
10. Social media influences long-term development of my grammar skills as I learn from online interaction	3.57	.94554	Agree
Vocabulary	3.568	.71065	Agree
1. I frequently learn new vocabulary words from social media posts or videos	3.71	.90224	Agree
2. Social media exposes me to a wide range of vocabulary in different contexts	3.71	.95658	Agree
3. I remember new words better when I see them used on social media	3.71	.87957	Agree
4. I actively engage with posts that contain unfamiliar words (e.g., liking, commenting)	3.27	1.01359	Neutral
5. I try to use new words I encounter on social media in my own posts or conversation	3.46	.98903	Neutral
6. Social media helps me learn slang, idiomatic expressions, or regional vocabulary	3.71	.92436	Agree
7. I follow educational accounts or pages specifically to improve my vocabulary	3.61	1.06263	Agree

Statements	Mean	Standard Deviation (S.D.)	Descriptive Interpretation
8. Social media provides authentic language examples that enhance my vocabulary learning	3.55	.83333	Agree
9. I find vocabulary learning on social media more engaging than traditional methods (e.g., textbooks)	3.45	1.06719	Neutral
10. Social media interactions motivate me to expand my vocabulary	3.50	.95874	Agree
Spelling	3.842	.66305	Agree
1. I pay careful attention to correct spelling when writing on social media platforms	4.19	1.04151	Agree
2. Social media has helped me improve my ability to spell English words correctly	3.83	.92174	Agree
3. I frequently notice spelling mistakes in social media posts and try to avoid them in my own writing	3.91	.90000	Agree
4. Informal spelling shortcuts or abbreviations used on social media sometimes influence my formal writing	3.53	.94767	Agree
5. I use spell-check or online dictionaries to check the spelling of words before posting on social media	3.85	1.04809	Agree
6. The speed of typing on social media sometimes causes me to make spelling mistakes	3.91	.94383	Agree
7. I have learned the correct spelling of new words through interactions and posts on social media	3.82	1.05773	Agree
8. Friends or peers on social media often correct my spelling mistakes helping me improve	3.84	1.00222	Agree
9. I feel that frequent social media use sometimes negatively affects my spelling accuracy	3.50	.84686	Agree
10. I am conscious that my spelling on social media represents my image to others	4.04	1.01424	Agree

Legend: (5) 4.50 – 5.00=Strongly Agree; (4) 3.50 – 4.49=Agree; (3) 2.50 – 3.49=Neutral; (2)1.50 – 2.49=Disagree; (1)1.00 – 1.49=Strongly Disagree

3. Differences in the Level of the Use of Social Media in Learning English Language Skills When Grouped by Demographic Profile

To determine differences in the level of social media use in learning English, t-tests and one-way ANOVA were employed. Results revealed no significant differences when grouped according to age and parent’s highest educational attainment, indicating similar perceptions across these groups. Although statistical values for gender and grade level showed significance, interpretations indicated consistent perceptions among respondents. Both male and female students, as well as Grade 11 and Grade 12 students, shared similar views on the use of social media in learning English. Overall, the null hypothesis was accepted across all variables.

Table 4: Differences in the Level of the Use of Social Media in Learning English Language Skills When Grouped According to Demographic Profile

Demographic Grouping	Domains	Test Statistic (t / F)	p-value (Sig.)	Description
Age	Grammar	1.441	.242	Not Significant
	Vocabulary	1.983	.143	Not Significant
	Spelling	.364	.696	Not Significant
Gender	Grammar	-.556	.580	Not Significant
	Vocabulary	1.001	.319	Not Significant

Demographic Grouping	Domains	Test Statistic (t / F)	p-value (Sig.)	Description
	Spelling	.259	.796	Not Significant
Grade Level				
	Grammar	-.727	.469	Not Significant
	Vocabulary	-1.213	.228	Not Significant
	Spelling	-1.117	.267	Not Significant
Parents' Highest Educational Attainment				
	Grammar	.705	.621	Not Significant
	Vocabulary	.739	.596	Not Significant
	Spelling	1.088	.372	Not Significant

*Significance at alpha 0.05

4. Correlational Analysis Among the Categories of the Use of Social Media in Learning English Language Skills

The Pearson Product-Moment Correlation (Pearson's r) was implemented to investigate the correlations between spelling, vocabulary, and grammar. Table 4 illustrates that all categories demonstrated statistically significant and extremely high positive correlations ($p = .000$). The most significant correlation was observed between vocabulary and spelling ($r = .801$), followed by grammar and spelling ($r = .709$) and grammar and vocabulary ($r = .702$).

These findings suggest that the utilization of social media in learning English language skills is interconnected across all domains, suggesting that enhancements in one area are linked to enhancements in others. As a result, the null hypothesis, which asserts that there is no significant correlation among the categories, is rejected.

Table 5. Correlations Among the Categories of the Use of Social Media in Learning English Language Skills

Variables	Pearson r	Sig.	N	Description
Grammar				
Vocabulary	.702**	.000	100	Very High Correlation
Spelling	.709**	.000	100	Very High Correlation
Vocabulary				
Spelling	.801**	.000	100	Very High Correlation

** Correlation Coefficient is significant at alpha .01 level

Discussion

The findings indicate that the student-respondents of Notre Dame of Jolo College – Senior High School are mostly within the expected senior high school age range of 17–18 years old, predominantly female, and evenly distributed across Grades 11 and 12. Most also come from families with college-educated parents. This suggests a relatively balanced and academically supported learner population that may enhance engagement in supplementary platforms like social media. This is supported by Comeros et al. (2024), who found that parental discretionary influence, particularly in understanding children's needs and selecting appropriate educational media, enhances engagement in English learning, suggesting that college-educated parents may guide productive social media use for language development.

Across all domains, the use of social media in learning English language skills was consistently rated high, reflecting its strong role as an informal yet effective learning tool. Spelling emerged as the most emphasized skill, indicating that students are highly conscious of surface-level accuracy, likely due to the visibility and immediate judgment of errors in online interactions. Grammar followed closely, showing that students use social media not only for communication

but also as a space for monitoring and improving language structure. In contrast, vocabulary, while still rated high, ranked lowest among the domains, suggesting that although social media exposes learners to new words, its informal nature may limit deeper vocabulary development despite facilitating retention through low-pressure engagement.

This pattern of high engagement is supported by the idea that learner-centered and interactive learning environments enhance students' participation and language use, which ultimately contributes to improved English language learning outcomes (Chavez, 2022). In this sense, social media functions as an informal learner-centered space that encourages active involvement in language practice. This is further reinforced by Ramos (2025), who emphasized that the integration of digital tools such as social media, messaging platforms, and mobile applications in English language learning enhances student engagement, participation, and skill development, particularly when used in interactive and communicative learning environments.

The analysis of differences across demographic variables—age, gender, grade level, and parents' educational attainment—revealed no significant variations in the level of social media use for learning English. This implies that the perceived benefits of social media as a learning tool are consistent across different student groups, reinforcing its accessibility and universal applicability within the student population.

Furthermore, the correlational findings demonstrate a very high positive and significant relationship among grammar, vocabulary, and spelling. The strongest link between vocabulary and spelling suggests that word acquisition is closely tied to correct word formation and recognition. The relationship between grammar and spelling highlights students' focus on accuracy in communication, while the connection between grammar and vocabulary indicates that language proficiency develops simultaneously across multiple domains. Overall, these results support the presence of a "linguistic ripple effect," where engagement with social media content promotes interconnected improvements in English language skills, leading to a more holistic development of proficiency.

Conclusion

The results suggest that the student-respondents of Notre Dame of Jolo College – Senior High School are primarily mature learners aged 17–18, with a majority of females and support from college-educated households. This reflects a balanced academic environment in which traditional learning values coexist with digital engagement. Students consistently reported that social media was an extremely effective tool for learning English, with high levels of usage in vocabulary, grammar, and spelling. No significant differences were observed when students were grouped by age, gender, grade level, or the educational level of their parents. This implies that social media serves as a learning environment that is both universally beneficial and accessible to the respondents, facilitating the acquisition of language skills and the accuracy of their communication.

Moreover, the extremely high positive correlations among the language domains demonstrate that the process of learning English through social media is interconnected. This is consistent with the principles of Sociocultural Theory, which implies that language development is influenced by social communication, and Connectivism, which affirms that learning occurs through networked interactions. These findings suggest that school administrators should incorporate social media as a supplementary educational tool, while English coordinators and teachers should implement strategies that foster low-pressure and networked learning environments. Students should continue to use social media responsibly for self-improvement, and

parents should remain involved in guiding students' online communication. Future researchers are encouraged to conduct additional research on the role of specific platforms in the development of specific language skills.

(Disclaimer: While artificial intelligence (AI) was used for language enhancement, all concepts that were generated are entirely original.)

References

- Abawan, J. O., & Oro, A. (2024). Social media's role in incidental language learning. *Journal of Digital Education*, 15(2), 45–62.
- Chavez, J. V. (2022). Narratives of Bilingual Parents on the Real-Life Use of English Language: Materials for English Language Teaching Curriculum. *Arab World English Journal*, 13(3), 325–338. <https://doi.org/10.24093/awej/vol13no3.21>
- Chavez, J. V., Samilo, P. J. E., Cabiles, N. V. A., Abdurasul, S. M., Abdurasul, R. T., Maturan, E. F., Dimzon, S. D., Acha, M. C. M., Magno, J. M., & Samarca, A. Y. (2025). How should parents balance the learning of Filipino and English at home?: Consistent teaching behaviors towards children. *Environment and Social Psychology*, 10(8). <https://doi.org/10.59429/esp.v10i8.3838>
- Comeros, N. A., Cuilan, J. T., & Chavez, J. V. (2024). Parental Discretionary Influence on their Children's Manner of Learning English Language. *Forum for Linguistic Studies*, 6(4), 284–299. <https://doi.org/10.30564/fls.v6i4.6656>
- Cuilan, J. T., Chavez, J. V., Soliva, K. J. G., Jaafar, S. H., Savellon, K. I. S., Tantalie, E. M., & Albani, S. E. (2024). Verbal and non-verbal communication patterns of persuasive selling among live online sellers. *Environment and Social Psychology*, 9(8). <https://doi.org/10.59429/esp.v9i8.2519>
- Dagangon, J. (2024). Social media dependency and English performance in Bukidnon. *Philippine Journal of Education*, 12(4), 201–218.
- Emperador, R. (2024). Leveraging social media for language acquisition: A Mindanao case study. *Mindanao State University Journal of Education*, 18(2), 89–107.
- Eustaquio, M. T. L., Mohammad, F. O., Cuilan, J. T., Españó, A. C., Abdurasul, S. M., Abdurasul, R. T., Lulu, F. M., & Chavez, J. V. (2025). Self-Motivation and personalized strategies for enhancing English language proficiency in professional contexts. *Forum for Linguistic Studies*, 7(7). <https://doi.org/10.30564/fls.v7i7.8637>
- Hasbiyah Arifuddin, et al. (2025). Survey on social media and grammatical accuracy. https://www.researchgate.net/publication/grammatical_survey_2025
- He. (2024). Connectivism in digital language networks: A meta-analysis. *Journal of Educational Technology*, 22(1), 15–33.
- Ijirme. (2024). Facebook interactions in teacher education at Davao del Sur. *Philippine EFL Review*, 9(3), 145–162.
- Juan, A., Garcia, L., & Santos, M. (2023). Social media tasks for grammar and vocabulary in Metro Manila SHS. *Asia-Pacific Education Journal*, 14(2), 67–85.
- Kabilan, M. K., Ahmad, N., & Abidin, M. J. Z. (2020). Facebook for language learning: EFL perspectives. *Computers & Education*, 55(4), 1381–1392.
- Kaçauuni, A., & Pylli, E. (2024). Orthographic decline from social media abbreviations. *Journal of Literacy Research*, 56(2), 210–228.
- Khan, A., Ayaz, M., & Faheem, M. (2016). Vocabulary learning through social media. https://www.academia.edu/vocab_socialmedia_2016
- Martizano, R. (2023). Digital platforms for Filipino English learners. *Philippine Journal of Language Studies*, 11(1), 23–40.
- Oko-Epelle, L., Talabi, F. O., Fajoye, A. J., & Oyedeji, K. A. (2022, September 25). THE EFFECT OF SOCIAL MEDIA ENGLISH ON STUDENTS' SPELLING ABILITY: A STUDY OF REDEEMER'S UNIVERSITY UNDERGRADUATES. *Oko-Epelle | SAPIENTIA*

- FOUNDATION JOURNAL OF EDUCATION, SCIENCES AND GENDER STUDIES.
<https://sfjesgs.com/index.php/SFJESGS/article/view/303/0>
- Ramos, A. L. (2025). Technological Innovative Practices in English Language Teaching among Higher Education Institutions in Basilan, Philippines. *Forum for Linguistic Studies*, 7(5).
<https://doi.org/10.30564/fls.v7i5.9289>
- Ravago, J. C., Reyes, M. M., Casipit, D. O., & Martinez, P. a. M. (2023). Facebooking in the Classroom: Using FB vocabulary and discourse structure in L2 teaching in the Philippines. *International Journal of Learning Teaching and Educational Research*, 22(9), 310–331.
<https://doi.org/10.26803/ijlter.22.9.17>
- S, K. D. S., & Firman, E. (2025). Social Media as a Source of Linguistic Input in Second Language Acquisition among Sixth-Semester Students at FBMB UNDIKMA. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, 9(3), 1128. <https://doi.org/10.58258/jisip.v9i3.8756>
- Sarita, R., & Maed, S. C. (2025). Social media used in language learning of students. *International Journal of Innovative Research in Multidisciplinary Education*, 04(03).
<https://doi.org/10.58806/ijirme.2025.v4i3n01>
- Sidig Sidgi, D. L. F. (2021). The Impact of social media on Learning English Vocabularies. *International Journal of Humanities and Education Development (IJHED)*, 3(4), 90-96.
<https://doi.org/10.22161/jhed.3.4.13>
- Taludjog, L. (2025). Peer correction in social media spelling tasks. *Philippine Spelling Research*, 8(1), 12–28.
- Tardaguila, J. (2024). Vocabulary through social media platforms. <https://tardaguila-vocabstudy.com/2024>
- Tardaguila, P. J. G. (2024). BEYOND LIKES AND SHARES: HOW SOCIAL MEDIA SHAPES VOCABULARY ACQUISITION. *EPR International Journal of Multidisciplinary Research (IJMR)*, 404–408. <https://doi.org/10.36713/epri16106>
- Teng, F., et al. (2022). Instagram tasks for EFL grammar accuracy. *Language Teaching Research*, 26(4), 567–585.
- Tiongco, J., & Abergas, F. M. (2025). Enhancing English Writing Proficiency through Peer Feedback Strategies: A Quasi-Experimental Study among Grade 8 Students. *Psychology and Education a Multidisciplinary Journal*, 48(2), 206–211.
<https://doi.org/10.70838/pemj.480205>
- Wilson, A., & Anam, S. (2024). Exploring the Impact of Social Media Use on English Vocabulary Learning among Non-English Major University Students. *Scope Journal of English Language Teaching*, 9(1), 001. <https://doi.org/10.30998/scope.v9i1.22463>
- Yi Roua, L., Yunus, M. M., & Suliman, A. (n.d.). Spelling awareness and improvement on social media. <https://yunusmm-spellingstudy.com>
- Zainal, A. (2020). Incidental vocabulary from social media scrolling. *Malaysian EFL Review*, 7(2), 45–63.