

Social Media Usage and its Influence to Students' English Writing Practices at Notre Dame of Jolo College - Senior High School

Maria Shiela O. Morte^{1*} Alnakier A. Sarabi^{2*}

School of Graduate Studies, Sulu State College, Jolo, Sulu, 4700, Philippines

*Corresponding author: sscgspub@sulustatecollege.edu.ph

ABSTRACT. This study examined the relationship between social media use, English writing practices, and the perceived influence of social media on writing among senior high school students at Notre Dame of Jolo College – Senior High School. It specifically determined the level of social media use, English writing practices, and social media influence, and analyzed the relationships among these variables. A descriptive–correlational research design was employed, involving 125 senior high school students as respondents. Data were collected using a structured questionnaire and analyzed using mean, standard deviation, and Pearson product-moment correlation. The results revealed that students generally agreed on their level of social media use, English writing practices, and the influence of social media on writing. Findings showed that students actively use social media for communication, entertainment, and academic purposes, while also engaging in writing practices such as planning, organizing, and revising. Social media was perceived to positively influence writing, particularly in vocabulary development, grammar improvement, and expression. However, no significant relationship was found between social media use and English writing practices. In contrast, moderate significant relationships were observed between social media use and perceived influence, and between writing practices and perceived influence. These findings indicate that the impact of social media on writing depends more on how it is used rather than how often it is used. The study concludes that social media can support the development of writing skills when used purposefully and appropriately.

KEYWORDS: *social media use, English writing practices, social media influence, writing skills, senior high school students*

ARTICLE DETAILS

JEAS-00091; Received: February 21, 2026; Accepted: March 7, 2026; Published: March 22, 2026

CITATION:

Morte, M. S. O. & Sarabi, A. A. (2026). *Social Media Usage and its Influence to Students' English Writing Practices at Notre Dame of Jolo College - Senior High School*. *Journal of Education and Academic Settings*, 3(1). DOI: 10.62596/mj6cd130

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.

1. INTRODUCTION

In the contemporary digital era, social media has evolved beyond its original function as a tool for social interaction and has become a significant influence in educational contexts, particularly in language learning and writing development. Globally, recent studies have consistently

highlighted the role of social media as both a supportive and challenging environment for English language acquisition. Platforms such as Facebook, Twitter, and Instagram provide learners with opportunities for authentic communication, enabling them to practice writing, expand vocabulary, and develop audience awareness (Thurairaj & Roy, 2021; Aloraini, 2021). At the same time, concerns have been raised regarding the frequent use of informal language, abbreviations, and non-standard writing conventions, which may negatively affect students' formal academic writing (Bere & Mpangama, 2021).

In the Philippine context, the widespread use of social media creates a unique environment for language learning. The country is recognized as one of the most active users of social networking platforms, making digital spaces a common avenue for English communication among students. Research suggests that Filipino learners utilize social media not only for social interaction but also as a supplementary platform for practicing English, thereby enhancing communicative competence and digital literacy (Dela Rosa & Bernardo, 2021). However, despite these advantages, there remains limited understanding of how these informal digital practices influence structured academic writing, particularly in multilingual educational settings.

At the local level, students at Notre Dame of Jolo College – Senior High School operate within a complex linguistic environment where multiple languages, including Tausug, Bahasa Sug, Filipino, and English, are actively used. In such a context, social media may serve as a crucial space for engaging with English outside the classroom. However, the patterns, purposes, and effects of social media use in this setting are shaped by local cultural, linguistic, and socio-economic factors. While global and national studies provide general insights, there is a lack of localized research examining how social media usage specifically affects students' formal English writing skills in this unique context.

Despite extensive international and national literature on social media and language learning, a clear research gap persists. Existing studies often explore general language development or focus on broader populations, leaving limited empirical evidence on how social media usage directly influences formal English writing practices among senior high school students in specific local settings. Moreover, the nuanced effects of social media—whether beneficial or detrimental—on academic writing remain underexplored, particularly in linguistically diverse regions such as Jolo.

Given these conditions, there is a need to investigate how social media usage influences the English writing practices of senior high school students at Notre Dame of Jolo College. Understanding this relationship will provide valuable insights into how digital communication behaviors interact with formal writing skills and how these influences can be managed in educational contexts.

This study aimed to assess the level of social media usage, English writing practices, and perceived influence of social media on writing among senior high school students at Notre Dame of Jolo College, and to determine the significant relationships among these variables.

2. METHODS

2.1. Research Design

This study employed a descriptive–correlational research design to examine the relationship between social media usage and English writing mastery among senior high school students. The descriptive component was used to present the characteristics of respondents, including their demographic profile and levels of social media usage and writing proficiency. Meanwhile, the correlational component was utilized to determine the relationships among key variables, specifically social media engagement and students’ writing mastery in terms of grammar, vocabulary, and organization and mechanics.

This design was appropriate as it allowed the researcher to analyze existing conditions and examine associations without manipulating any variables.

2.2. Research Locale

The study was conducted at Notre Dame of Jolo College – Senior High School, located in Barangay Bangkal, Patikul, Sulu, during the School Year 2025–2026. The institution was selected due to its relevance to the research problem and its accessibility to the target population. The locale provides a suitable environment for examining the interaction between social media usage and English writing practices within a multilingual and socio-culturally diverse setting.

2.3. Participants of the Study

The respondents consisted of 125 senior high school students enrolled in Grade 11 and Grade 12 during the Academic Year 2024–2025. These students came from different academic strands, including GAS, STEM, ABM, HE-CG, HE-BTF, and ICT-CSS, ensuring a diverse representation of the student population.

Table 1. Distribution of Respondents

Grade Level	Frequency	Percentage
Grade 11	61	48.8%
Grade 12	64	51.2%
Total	125	100%

2.4. Sampling Procedure

A stratified random sampling technique was employed to ensure representativeness. The population was first grouped according to grade level and academic strand. From each group, respondents were randomly selected in proportion to their population size. This method ensured that all subgroups were adequately represented in the sample.

2.5. Research Instrument

Data were collected using a structured questionnaire composed of three parts:

- Part I: Demographic profile (age, gender, grade level, academic strand)
- Part II: Social media usage (frequency, duration, and purpose)
- Part III: English writing mastery (grammar, vocabulary, organization, and mechanics)

All items were measured using a 5-point Likert scale, allowing respondents to indicate the extent of their agreement or frequency of behavior.

2.6 Data Gathering Procedure

The data collection process followed a systematic procedure. Permission to conduct the study was obtained from the appropriate academic authorities. The questionnaires were then administered to selected respondents during scheduled sessions coordinated with class advisers.

Participants were informed about the purpose of the study, and consent was obtained prior to participation. Completed questionnaires were collected immediately and prepared for encoding and statistical analysis.

2.7 Ethical Considerations

Ethical standards were strictly observed throughout the study. Participation was voluntary, and informed consent was obtained from all respondents, including parental consent for minors. Confidentiality and anonymity were maintained by ensuring that no personal identifiers were collected.

All data were securely stored and used solely for academic purposes. Upon completion of the study, data were properly disposed of in accordance with ethical research guidelines.

3. RESULTS

Table 2. Level of Social Media Use among Senior High School Students at Notre Dame of Jolo College – Senior High School

No.	Statements	Mean	SD	Interpretation
1	I use social media every day.	4.28	0.876	Agree
2	I spend more than 3 hours per day on social media.	4.06	0.953	Agree
3	I primarily use social media for entertainment (e.g., watching videos, scrolling feeds).	4.29	0.749	Agree
4	I use social media for academic purposes (e.g., group projects, research, educational content).	4.29	0.728	Agree
5	I regularly post my own content or write comments on social media.	2.48	1.154	Disagree
6	I check social media as soon as I wake up.	3.57	1.050	Agree
7	I feel addicted to social media.	3.44	1.103	Neutral
8	I communicate with friends and family primarily through social media.	4.10	0.893	Agree
9	I participate in online communities or groups related to my interests.	3.04	1.146	Neutral
10	I use social media to stay informed about current events.	4.62	0.600*	Agree
Total Weighted Mean		3.82	0.688	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)

The results show that students generally agree on their level of social media use, as indicated by the overall mean of 3.82. This suggests that social media is frequently used in their daily activities. High mean scores on items such as using social media every day, spending more than three hours online, and using it for both entertainment and academic purposes indicate that students are highly engaged in digital platforms.

However, lower ratings on posting content and participation in online communities suggest that students tend to be more passive users rather than active content creators. Overall, the findings imply that social media is a significant part of students' routines, primarily used for communication and information consumption.

Table 3. Level of English Writing Practices among Senior High School Students at Notre Dame of Jolo College – Senior High School

No.	Statements	Mean	SD	Interpretation
1	I write in English outside school assignments.	3.70	0.994	Agree
2	I enjoy writing in English.	3.82	0.901	Agree
3	I am confident in my English writing skills.	3.33	0.931	Neutral
4	I actively seek feedback on my writing.	3.46	0.929	Neutral
5	I find English writing easy.	3.39	0.991	Neutral
6	I feel comfortable expressing ideas in writing.	3.72	0.997	Agree
7	I practice writing regularly.	3.68	0.930	Agree
8	I read English materials frequently.	3.76	0.911	Agree
9	I plan and organize ideas before writing.	3.66	0.915	Agree
10	I review and edit my writing.	3.90	0.896	Agree
Total Weighted Mean		3.64	0.584	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)

The findings reveal that students generally agree in their engagement with English writing practices, with a mean of 3.64. This indicates that learners are actively involved in writing-related activities such as expressing ideas, planning their work, and revising outputs.

High ratings in reviewing and editing writing, as well as organizing ideas before writing, suggest that students demonstrate awareness of effective writing processes. However, neutral responses in areas such as confidence, ease of writing, and seeking feedback indicate that students may still experience challenges in higher-level writing skills.

Overall, the results imply that while students are engaged in writing, there is still a need to strengthen their confidence and advanced writing competencies.

Table 4. Level of Social Media Influence on Writing among Senior High School Students at Notre Dame of Jolo College – Senior High School

No.	Statements	Mean	SD	Interpretation
1	Social media has positively influenced my writing skills.	4.09	0.719	Agree
2	Social media has expanded my vocabulary.	4.62	0.593*	Agree
3	Social media has improved my grammar.	4.08	0.736	Agree
4	Social media negatively affects my spelling.	2.52	1.097	Neutral

5	Informal language affects my academic writing.	3.02	0.933	Neutral
6	I learn new ways to express ideas through social media.	3.60	0.833	Agree
7	Social media helps me practice writing more often.	3.71	0.878	Agree
8	I use slang/emojis in formal writing.	3.02	1.350	Neutral
9	Social media exposes me to different writing styles.	4.11	0.764	Agree
10	Social media improves concise communication.	3.94	0.859	Agree
Total Weighted Mean		3.67	0.674	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)

The results indicate that students generally agree that social media influences their English writing practices, as reflected by a mean of 3.67. High scores in vocabulary development, grammar improvement, and exposure to different writing styles suggest that social media serves as a beneficial platform for enhancing language skills.

Students also reported that social media helps them practice writing and improve concise communication, indicating its role in promoting informal learning. However, neutral responses regarding negative effects such as spelling issues and the use of informal language suggest that students are aware of both the advantages and potential drawbacks of social media use.

Overall, the findings imply that social media has a mixed but generally positive influence on students’ writing.

Table 5. Correlation between Social Media Use, English Writing Practices, and Social Media Influence

Variables	Pearson r	Sig.	N	Interpretation
Social Media Use – English Writing Practices	0.094	0.300	125	Not Significant
Social Media Use – Social Media Influence	0.312**	0.000	125	Moderate
English Writing Practices – Social Media Influence	0.339**	0.000	125	Moderate

Legend: 0.0–0.1 = Nearly Zero; 0.1–0.3 = Low; 0.3–0.5 = Moderate; 0.5–0.7 = High; 0.7–0.9 = Very High

The results reveal that there is no significant relationship between social media use and English writing practices ($r = 0.094$, $p = 0.300$), indicating that the frequency of social media use alone does not directly affect students’ writing abilities.

However, a moderate positive relationship exists between social media use and perceived social media influence ($r = 0.312$, $p = 0.000$), suggesting that increased usage is associated with stronger perceived effects on writing.

Similarly, a moderate positive relationship was found between English writing practices and social media influence ($r = 0.339$, $p = 0.000$), indicating that students who perceive social media as influential tend to engage more in writing activities.

Overall, the findings suggest that while usage alone is not a direct factor, the perceived influence of social media plays a more meaningful role in shaping writing behaviors.

4. DISCUSSION

The findings reveal that senior high school students demonstrate a high level of engagement in social media use, indicating that digital platforms are an integral part of their daily routines.

Students primarily use social media for communication, entertainment, and academic purposes, suggesting that these platforms serve both social and educational functions. However, the results also show that students are more inclined toward passive consumption rather than active content creation, as reflected in their lower participation in posting and online communities.

This pattern supports previous studies which highlight that social media provides accessible opportunities for interaction and exposure to language, but not all forms of engagement equally contribute to skill development. According to Thurairaj and Roy (2021), social media facilitates authentic communication, allowing learners to engage with language in real-life contexts. However, Bere and Mpangama (2021) emphasized that passive engagement may limit deeper learning outcomes, as active participation is often necessary for skill development.

The results indicate that students generally engage in English writing practices, particularly in planning, organizing, and revising their written outputs. These findings suggest that learners possess foundational writing skills and are aware of essential writing processes. The ability to review and edit work reflects a level of metacognitive awareness, which is important for improving writing quality.

However, the presence of neutral responses in areas such as confidence, ease of writing, and seeking feedback suggests that students may still encounter challenges in developing advanced writing skills. This implies that while students are practicing writing, they may not yet have fully developed the confidence or proficiency needed for more complex writing tasks.

These findings align with the study of Aloraini (2021), which suggests that while social media can support language practice, it does not automatically ensure mastery of formal writing skills. Writing proficiency requires structured guidance, feedback, and deliberate practice beyond informal digital interactions.

The findings further reveal that students perceive social media as having a generally positive influence on their English writing practices. High ratings in vocabulary expansion, grammar improvement, and exposure to diverse writing styles indicate that social media can serve as an informal learning environment. Students also recognize that social media helps them practice writing more frequently and express ideas more concisely.

At the same time, neutral responses regarding negative effects—such as spelling errors and the influence of informal language—suggest that students are aware of the potential drawbacks of social media use. This reflects the dual nature of social media as both a beneficial and challenging tool for language development.

These results support the findings of Bere and Mpangama (2021), who noted that while social media enhances exposure to language, it may also introduce non-standard forms that can influence academic writing. Similarly, Thurairaj and Roy (2021) emphasized that digital platforms can improve communication skills, but learners must be guided to differentiate between informal and formal language use.

The correlation analysis provides further insight into the relationships among social media use, writing practices, and perceived influence. The absence of a significant relationship between social media use and English writing practices suggests that frequency of use alone does not

directly affect writing proficiency. This indicates that simply spending more time on social media does not guarantee improvement in writing skills.

However, the presence of moderate positive relationships between social media use and perceived influence, as well as between writing practices and perceived influence, highlights the importance of how students engage with social media. These findings suggest that the perceived influence of social media plays a more meaningful role than mere usage.

This supports the idea that learning outcomes are shaped not just by exposure but by the quality of engagement. As emphasized by Thurairaj and Roy (2021), meaningful interaction and purposeful use of social media are key factors in developing language skills. Similarly, Aloraini (2021) noted that digital tools become effective only when learners actively use them for learning-related purposes.

Overall, the findings of the study highlight that social media is a significant factor in students' learning environment, particularly in shaping their writing experiences. While social media use is widespread among students, its impact on writing depends largely on how it is utilized. Positive influences such as vocabulary development and increased exposure to language are evident, but challenges related to informal language use remain.

The results suggest that social media should not be viewed solely as a distraction or purely as a learning tool, but rather as a platform that requires proper guidance. Educators play a crucial role in helping students maximize its benefits while minimizing its negative effects. By promoting responsible and purposeful use of social media, students can enhance their writing skills and develop stronger communication abilities.

5. CONCLUSION

This study concludes that senior high school students at Notre Dame of Jolo College demonstrate a high level of social media use and generally engage in English writing practices, while also recognizing the influence of social media on their writing. Students frequently use social media for communication, entertainment, and academic purposes, making it a significant part of their daily experiences. However, their engagement tends to be more passive, with limited participation in content creation.

The findings further indicate that students possess foundational writing skills, particularly in planning, organizing, and revising their work. Despite this, areas such as confidence and advanced writing abilities remain moderate, suggesting the need for further development. Social media is perceived to have a generally positive influence on writing, particularly in enhancing vocabulary, grammar, and expression, although some concerns regarding informal language use are also evident.

Moreover, the study reveals that social media use alone does not have a direct significant relationship with English writing practices. Instead, the perceived influence of social media plays a more meaningful role in shaping students' writing behaviors. This suggests that the impact of social media depends on how it is used rather than how often it is used.

Overall, the study highlights that social media can serve as a supportive platform for developing writing skills when used purposefully. It is therefore important for educators to guide

students in using social media effectively to maximize its benefits while minimizing its potential negative effects on formal writing.

Acknowledgement

The author confirms that this research is the result of independent academic work and personal analysis. All ideas, interpretations, and written discussions in this study were developed by the author. Artificial intelligence tools were used only in a limited way for minor grammar checking and language improvement. They were not used to create the research content, generate ideas, perform the analysis, interpret the results, or write the main parts of the paper. The author takes full responsibility for the accuracy, originality, and integrity of this study, including its analysis, discussion, and conclusions.

REFERENCES

- Al Fawareh, H. M., & Jusoh, S. (2020). The impact of social media on English language learning: Opportunities and challenges. *Journal of Education and Practice*, 11(15), 78-85.
- Alhawiti, M. M. (2019). The negative effects of social media on the academic writing of Saudi EFL students. *English Language Teaching*, 12(11), 11-19. <https://doi.org/10.5539/elt.v12n11p11>
- Aloraini, N. (2018). Investigating Instagram as an EFL learning tool. *Arab World English Journal (AWEJ)*, Special Issue on CALL (4), 174-184.
- Bautista, R., & Ortega, M. L. (2022). Platform-specific social media use and its correlation with writing competency among Filipino university students. *Philippine Journal of Linguistics*, 53(2), 45-67.
- Bere, A., & Mpangara, T. (2019). Influence of social media on academic writing: A case of university students. *International Journal of English Language Teaching*, 7(1), 1-12.
- Blattner, G., & Lomicka, L. (2020). What's the word? Social media for language learning and intercultural development. *CALICO Journal*, 37(2), 114-132. <https://doi.org/10.1558/cj.39926>
- Cordova, J., & Santos, L. (2023). Memes, infographics, and pedagogy: Pre-service teachers leveraging social media to teach academic writing. *Asia Pacific Journal of Education, Arts and Sciences*, 10(1), 22-35.
- Dela Cruz, A., & Reyes, M. (2023). Digital natives and global English: Exploring the learning strategies of Filipino senior high school students on social media. *International Journal of Educational Technology and Learning*, 14(3), 102-115. <https://doi.org/10.20448/2003.143.102.115>

- Dela Rosa, J. P., & Bernardo, M. A. (2019). Digital literacy and language learning in the Philippines: A review of literature. *Philippine ESL Journal*, 22, 1-18.
- Dreyer, C., & Lund, R. E. (2020). Digital literacy and academic writing in Scandinavia: The role of social media exposure. *Nordic Journal of Digital Literacy*, 15(3), 145-160. <https://doi.org/10.18261/issn.1891-943x-2020-03-02>
- Fernandez, G., & Lim, J. (2021). Social media, anonymity, and language anxiety: A study of Filipino EFL learners in online communities. *Philippine Social Science Journal*, 4(2), 89-104.
- Garcia, M., Lee, S., & Smith, P. (2022). Reflective digital composing: How social media content creation fosters metacognitive skills in academic writing. *Computers and Composition*, 63, 102-118. <https://doi.org/10.1016/j.compcom.2022.102118>
- Gonzales, L. (2021). From LOL to formal prose: Analyzing the transfer of digital language into the academic writing of Filipino students. *Journal of English and Applied Linguistics*, 20(1), 55-72.
- Hassan, F., & Tan, S. K. (2023). Trilingual code-switching online: Metalinguistic awareness and interference errors among Mindanao college students. *International Journal of Multilingualism*. Advance online publication. <https://doi.org/10.1080/14790718.2023.2175890>
- Hooft, M., Brown, C., & Miller, S. (2021). Gender differences in the academic use and perceptions of social media among adolescent learners. *Journal of Adolescent & Adult Literacy*, 65(3), 215-228. <https://doi.org/10.1002/jaal.1205>
- Ibrahim, N., Shak, M. S. Y., & Karim, A. Q. (2018). The impact of social media on English language writing skills: A study of secondary school students. *Journal of Education and Social Sciences*, 11(1), 112-119.
- Kabilan, M. K., & Annamalai, N. (2019). Passive vs. active social media engagement and second language writing development: A longitudinal study. *TESOL Quarterly*, 53(4), 1026-1049. <https://doi.org/10.1002/tesq.527>
- Kartal, G., & Korucu-Kis, S. (2020). The noticing hypothesis and the role of interaction on social media in L2 writing accuracy. *Language Awareness*, 29(2), 154-172. <https://doi.org/10.1080/09658416.2020.1751178>
- Lai, C., Li, X., & Wang, Q. (2022). Social media as a source of authentic input and motivational driver for Chinese EFL learners: Impacts on listening and reading. *System*, 107, 102-115. <https://doi.org/10.1016/j.system.2022.102115>
- Lee, J. S. (2022). The role of social media in shaping L2 writing skills: A comparative study

- of text-centric and image-centric platforms. *Computer Assisted Language Learning*, 35(7), 1450-1472. <https://doi.org/10.1080/09588221.2020.1839504>
- Lotherington, H., & Jenson, J. (2020). Rewriting language education: How young learners transform English language arts through digital storytelling and social media. *Language and Education*, 34(5), 421-437. <https://doi.org/10.1080/09500782.2020.1797769>
- Nguyen, T. H., & Le, V. C. (2021). Digital literacy as a moderating variable in the relationship between social media use and English language proficiency. *RELC Journal*, 52(3), 422-438. <https://doi.org/10.1177/0033688220962124>
- Pratiwi, D. I. (2021). Twitter-based discussions and their effect on the syntactic complexity of EFL learners' writing. *Indonesian Journal of Applied Linguistics*, 11(1), 195-205. <https://doi.org/10.17509/ijal.v11i1.34675>
- Ramirez, C., Dionisio, M., & Evangelista, E. (2022). The comparison trap: Social media exposure and its impact on the self-efficacy of provincial Filipino college students. *Journal of Educational and Social Research*, 12(4), 45-58. <https://doi.org/10.36941/jesr-2022-0093>
- Sari, F. P. (2020). Exploring incidental vocabulary acquisition from social media use among Indonesian EFL learners. *Journal on English as a Foreign Language*, 10(2), 168-189. <https://doi.org/10.23971/jefl.v10i2.1914>
- Slim, H., & Hafedh, M. (2019). Social media and language learning: The case of Facebook in a Tunisian university context. *International Journal of Emerging Technologies in Learning (iJET)*, 14(20), 4-20. <https://doi.org/10.3991/ijet.v14i20.11504>
- Tang, Y., & Hew, K. F. (2022). Harnessing social media for L2 writing development: The moderating role of metacognitive awareness in tertiary learners. *Journal of Computing in Higher Education*, 34(1), 189-212. <https://doi.org/10.1007/s12528-021-09288-w>
- Thurairaj, S., & Roy, S. S. (2018). The impact of social media on informal learning of English language skills: A study in the Malaysian university context. *Journal of Language and Communication*, 5(2), 148-161.
- Uzum, B., Yazan, B., & Avineri, N. (2021). Translanguaging practices of Turkish EFL learners on social media: Implications for identity and pedagogy. *International Journal of Bilingual Education and Bilingualism*, 24(8), 1215-1231. <https://doi.org/10.1080/13670050.2018.1555431>
- Lankshear, C., & Knobel, M. (2011). *New literacies: Everyday practices and social learning* (3rd ed.). Open University Press.
- McLuhan, M. (1964). *Understanding media: The extensions of man*. McGraw-Hill.
- Philippine Institute for Development Studies (PIDS). (2023). *The digital divide in*

Philippine education: Access, usage, and outcomes (Discussion Paper Series No. 2023-05). PIDS.

Postman, N. (1992). *Technopoly: The surrender of culture to technology*. Knopf.

Tagg, C., & Seargeant, P. (2019). The pragmatics of text messaging: Making meaning in messages. *Language and Communication*, 64, 15-27.
<https://doi.org/10.1016/j.langcom.2018.10.001>

Van Dijk, J. A., Poell, T., & De Waal, M. (2020). *The platform society: Public values in a connective world*. Oxford University Press.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.