

Social Media and Vocabulary Learning of English Language Learners

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Abstract— In the digital age, social media platforms played an integral part of everyday life. The use of social media influenced human communication, dissemination of information and evolution of learning. In the context of learning, vocabulary development has been confined to formal settings such as classrooms, and textbooks. With the rise of social media platforms, learners are now exposed to a context-driven vocabulary that enriches their language aspect. This study uses quantitative research design. The respondents were composed of 152 English Language learners in a public high school in the Philippines identified using simple random sampling. The results suggested that social media increased the vocabulary learning among English language learners and can be utilized as a tool for instructions of educators. However, further research is necessary to examine what specific features and different forms of social media platforms facilitate vocabulary learning of the learners. Moreover, the researchers suggest future studies must be considered including the gathering of qualitative data to deepen the understanding on how social media impacts the vocabulary learning among high school learners.

Keywords— English language learners, impact social media, vocabulary learning.

I. INTRODUCTION

Social media breaks the barriers from exchanging conversations, learning different languages and sharing information across the world. It has recently become very popular for communicating and sharing ideas. The process of learning vocabulary increased while social media developed in society (Khan et al., 2016). Engaging in varied contexts inside platforms like watching vlogs, following educational pages, reading blogs and comments by some users has helped learners develop their vocabularies. Vocabulary learning is an essential skill in the English Language for communication, comprehension and overall academic success of learners. According to Hirsch (2023), vocabulary knowledge is key to reading comprehension and that students' background knowledge (especially vocabulary) plays a critical role in understanding academic texts. It infers that learner, gained deeper understanding if they have broad knowledge of vocabularies. Educators utilized varied vocabulary learning instructions and it revolves through explicit instructions, textbook based learning, drill and practice and contextual learning.

In this generation, students are more receptive when it comes to the evolving features of social media platforms, such as Facebook, Snapchat and Twitter, help students engage with vocabulary learning. It focuses on how social media facilitates collaborative learning and provides students with exposure to authentic language

use and peer feedback Cheng and Chau (2016). Social media platforms contribute to vocabulary learning of students Almuhanna (2020). It looks at how informal, interactive environments help learners improve both their vocabulary retention and usage in natural contexts. Learners are now exposed to diverse interactions, therefore implies that through social media, learners across the world are given a chance to advance and improve their English language specifically their vocabulary learning. It serves as a tool for a more engaging vocabulary learning, a transition from a traditional vocabulary teaching when it comes to learners.

As Jiang and Yu (2017) mentioned, engaging in social media allowed learners to encounter a wide range of vocabulary in context, thereby improving retention and usage. This highlights the potential benefits of integrating social media into vocabulary learning, particularly in terms of exposure to authentic language use and opportunities for interaction. In line with Boyd (2014) study, social media is more accessible, usable and convenient for users, making it helpful for communication and information exchange. It is essential for learning English since it allows students to practice writing, reading and learning vocabulary by reading new texts and phrases. Frequent repetition of icons and words gained inside platforms allow learners use them daily in their exchange of conversation. Therefore, learning new words and incorporate it in their own personal

engagements and academically. This article will discuss how social media impact vocabulary learning among English Language learners.

II. METHODOLOGY

This study employed a quantitative-descriptive research design to explore the impact of social media to vocabulary learning among Grade 7 English language learners in a public school in the Philippines. Researcher-made questionnaire is utilized to gather data of learners’ vocabulary learning in relation to social media. The questionnaire includes items addressing self-perceived vocabulary improvement, specific vocabulary skills such as understanding meanings in context and applying new words, and challenges encountered while using social media for vocabulary learning.

The population for this study consists of Grade 7 students learning English in a public school in the Philippines. A sample size of 152 respondents was

targeted and identified through simple random sampling. Responses are recorded on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Ethical considerations were observed throughout the study. Parents’ consents are secured as our respondents are still minors. Learners are assured of the confidentiality and anonymity of their responses and participation is voluntary. The survey is conducted with the approval of the Officer-in-Charge, school heads and council adviser. Additionally, results may not generalize beyond the Grade 7 Level or the specific school context.

III. RESULTS

The study explored the impact of social media platforms on vocabulary learning of Grade 7 English language learners in a public school in the Philippines. This scale forms the basis for understanding the data presented in Table II.

Table I. Description of Respondents’ Perceptions of Social Media in Vocabulary Learning.

Mean	Definition
4.21-5.00	Strongly Agree (SA)
3.41-4.20	Agree (A)
2.61-3.40	Neutral (N)
1.81-2.60	Disagree(D)
1.00-1.80	Strongly Disagree (SD)

Table II. Mean Scores and Definitions of Respondents’ Perceptions of Social Media in Vocabulary Learning

Item	Mean	Definition
I use social media platforms (e.g., Facebook, Instagram, YouTube) to learn new words and phrases.	4.10	Agree
I actively engage with posts (e.g., liking, commenting) that contain unfamiliar words.	4.07	Agree
I remember new vocabulary better after seeing it used in social media posts or videos.	2.99	Neutral
I try to use new words I encounter on social media in my own posts or conversations.	3.91	Agree
I engage in conversations on social media (comments, direct messages) in a foreign language to improve my vocabulary.	3.72	Agree
I improve my vocabulary in my first language through social media.	3.44	Agree
I improve my vocabulary in a second or foreign language through social media.	3.27	Neutral
I learn vocabulary faster in social media than traditional methods (e.g., reading books, attending classes).	3.51	Agree
I learn new slang, idiomatic expressions, and regional dialects through social media.	3.89	Agree
I use social media to track and monitor my vocabulary learning progress.	2.69	Neutral
I find that learning vocabulary on social media is fun and engaging.	3.80	Agree
I actively follow English Language learning Vocabularies accounts or pages on social media.	4.15	Agree
I interest in learning new English vocabularies through social media.	3.38	Neutral
I follow hashtags related to learning English Vocabularies on social media platforms.	3.98	Agree
I participate in English Language learning groups or forums on social media.	3.45	Agree
I share or repost English Vocabulary content I find helpful on social media.	4.20	Agree
I use translation tools or features available on social media to learn new vocabulary.	2.94	Neutral

I learn new English vocabularies by participating in challenges, quizzes, or game son social media.	4.15	Agree
I learn English vocabularies related to trending topic or news on social media.	3.30	Neutral
I understand English Vocabularies better through visual content like pictures and infographics on social media.	3.90	Agree
OVERALL MEAN	3.64	Agree

Here are the sample responses in the survey questionnaire:

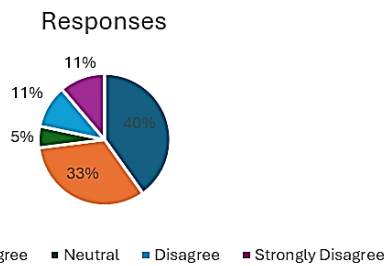


Fig. I. "I find that learning vocabulary on social media is fun and engaging."

Fig. I exhibits that majority of the respondents which is 40 percent of 152 respondents answered "Strongly Agree" among Grade 7 learners that social media is fun and engaging. While students occupy 33 percent of the total data answered "Agree. On the other hand, 5 percent of the respondents answered "Neutral", while 11 percent of respondents answered "Disagree" and 11 percent of the respondents answered "Strongly Disagree". This item has a mean score of 3.80 indicating that most respondents are inclined to agree with the statement.

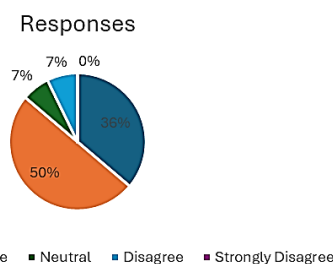


Fig II. "I actively follow English Language learning vocabularies accounts or pages on social media."

Fig.II shows that 50 percent of respondents answered "Agree" which means they follow English learning vocabularies accounts or pages on social media. A total of 36 percent of respondents answers "Strongly Agree". While 7 percent of respondents answered "Disagree" and 7 percent answered "Neutral". This survey item has a mean score of 4.15, it indicates that most respondents tend to agree with the statement.

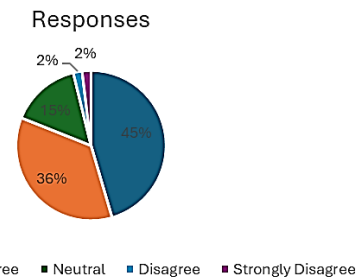


Fig. III. "I share or repost English Vocabulary content I find helpful on social media."

Fig. III illustrates that a significant portion of respondents which is 45 percent strongly agrees that they share or repost English Vocabulary content they find helpful on social media and 36 percent of respondents agree, though less strongly. On the other hand, 15 percent of respondents are indifferent in sharing or reposting English Vocabulary Content while 2 percent of respondents answered, "Strongly Disagree" and another 2 percent of respondents answered "Disagree". It has a mean score of 4.20 which indicates that majority of the respondents agree with the statement.

Overall, Table II shows the mean score of 3.64 which indicates that majority of respondents agree that engaging in social media impact the vocabulary learning of English Language Learners.

IV. DISCUSSION

Based on the result in Fig. I, social media is fun and engaging which also can be used as a tool to motivate learners in an English Class. With a mean score of 3.80 it is evident that a significant proportion of students find social media as an entertaining and engaging platform. Moreover, the result in Fig.I is supported by the study of Valkneburg and Peter (2009) which highlighted how social media is a source of entertainment and enjoyment, through its fun, interactive and engaging elements. Additionally, Bond and Gasser (2011) emphasized how social media's entertainment value -such as engaging content, videos and social interaction keep users entertained and engaged, thus making it an attractive platform for teens.

In Fig.II, 86 percent of respondents agree or strongly agree that they actively follow English language learning accounts or pages on social media. This finding highlights the role of social media in providing learners with accessible and context-specific vocabulary resources. Social media platforms often curate educational content in diverse formats, such as posts, videos, and interactive quizzes, which align with students' interests and support vocabulary development. This is supported by the study of Boyd (2014), social media platforms are designed to be user-friendly, making them highly accessible for students to explore and engage with educational content. Furthermore, Almuhanha (2020) emphasizes that social media offers diverse educational materials, such as posts, videos, and interactive quizzes, which are tailored to learners' interests, thereby promoting vocabulary development. The relatively low percentage of disagreement (7.23%) indicates that most learners recognize the value of such resources, supporting previous research by Almuhanha (2020) that social media fosters informal and self-directed learning. The role of social media is not only as a resource for learning English vocabulary but also as a platform for engagement and community-driven learning.

The responses to the statement in Fig. III, "I share or repost English Vocabulary content I find helpful on social media," highlight the involvement of respondents when it comes to sharing and reposting educational content in social media. With 45 percent of respondents strongly agree, and 36 percent agree, this indicated that the majority are not only using the social media platforms but also shares meaningful English vocabulary content in their timelines. This behavior is supported by the study of Anderson and Dron (2014) where it explored how platforms facilitate the sharing and dissemination of content, including educational materials. Sharma (2021) also highlighted that social media can be used to share vocabulary-rich content, making learning fun and collaborative. It discusses how users, especially learners, actively share vocabulary-related content in the form of posts, hashtags and stories. Results suggested an active involvement among most respondents, which highlights the potential of social media as a collaborative learning environment.

Moreover, the overall mean score of 3.64 illustrates that social media engagement has an impact to the English Language learners' vocabulary learning.

V. CONCLUSION

The study concludes that social media plays a significant role in improving vocabulary learning among students in Grade 7 English Language Learners. The data indicates that most respondents find social media to be both engaging and effective for learning new English words, as evidenced by the positive responses to statements like "enjoying vocabulary learning through social media," "actively following educational accounts," and "sharing vocabulary-related content." The data indicates that social media plays a significant role in improving vocabulary learning among students in Grade 7 English language learners.

The data shows that most of respondents find social media both engaging and effective for learning new English words as reflected in the positive responses to statements such as enjoying vocabulary learning through social media, actively following educational accounts, and sharing vocabulary-related content. These findings suggest that social media provides learners with an interactive and accessible platform to encounter, practice, and retain new vocabulary.

The ability to engage with authentic language use, peer feedback, and diverse contexts on social media contributes to its effectiveness as a vocabulary learning tool. As noted by Cheng and Chau (2016), social media facilitates collaborative learning, providing students with opportunities to engage with authentic language use and receive peer feedback, which enhances vocabulary retention. Though the findings show the possible advantages, they also bring up important issues regarding the proper way to include social media into the classroom. Teachers and administrators should think about how to maximize social media's benefits while minimizing its drawbacks rather than outright prohibiting use in classrooms. For instance, maximizing social media's instructional value could involve integrating it into organized vocabulary exercises and providing advice on how to utilize it effectively.

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