

SOCIAL MEDIA AND ENGLISH PROFICIENCY AMONG SENIOR HIGH SCHOOL LEARNERS

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Abstract : This study has been undertaken to investigate the determinants of stock returns in Karachi Stock Exchange (KSE) using two assets pricing models the classical Capital Asset Pricing Model and Arbitrage Pricing Theory model. To test the CAPM market return is used and macroeconomic variables are used to test the APT. The macroeconomic variables include inflation, oil prices, interest rate and exchange rate. For the very purpose monthly time series data has been arranged from Jan 2010 to Dec 2014. The analytical framework contains.

IndexTerms - Component,formatting,style,styling,insert.

INTRODUCTION

In the globalized world of education, English serves as a primary language of instruction and a fundamental skill for effective communication. It has become an essential tool for learning across various subjects, particularly for senior high school learners who are preparing for higher education and future careers. English proficiency, encompassing reading, writing, listening, and speaking skills, is linked not only to academic success but also to personal growth, employability, and social engagement (Karim et al., 2023).

Within the context of high school education, English proficiency is vital as it allows students to access diverse resources, engage in complex discussions, and excel in various academic activities. In the Philippines, English has long held a prominent role as one of the official languages, alongside Filipino. This status is upheld by Article XIV, Section 7 of the 1987 Philippine Constitution, which designates English as a language of instruction. Executive Order No. 210 further reinforces this by encouraging higher education institutions to adopt English as the primary medium of instruction, emphasizing its importance in equipping learners with language skills needed for global competitiveness.

With the rapid integration of digital technologies in daily life, social media has become a significant part of students' learning environments. Social media platforms like Facebook, Twitter, Instagram, and TikTok have created virtual spaces where learners frequently interact and communicate in English. This constant exposure to English, albeit often in informal and non-standard forms, presents unique opportunities for language learning. Social media platforms enable learners to read, write, and converse in English, often in a more relaxed and interactive context than formal academic settings. Through posts, comments, direct messaging, and multimedia content, learners can encounter new vocabulary, practice grammar, and develop fluency in real-time communication.

However, the impact of social media on English proficiency remains a complex issue. While it offers informal practice opportunities, it can also reinforce non-standard grammar, abbreviations, and slang, which may not align with the formal language skills needed for academic and professional settings. Studies have shown that while exposure to a language is generally beneficial, the type of exposure matters, as informal use may sometimes lead to errors in grammar and usage becoming habitual (Geneleza, 2022). This brings up critical questions: Does social media usage contribute to or hinder the development of formal English proficiency among students? Can the informal language used on social media coexist with or even support academic English learning?

The rise of social media as a powerful tool for communication and socialization has transformed how language is acquired and practiced. According to research, social media's unique, interactive environment can contribute to language development by providing opportunities for both passive and active engagement with the language (Sasan & Rabillas, 2022). In some cases, social media has been found to enhance learners' language skills by encouraging them to experiment with language in a low-pressure setting, which can increase confidence and motivation. Constructivist learning theory supports this by suggesting that students learn better when actively engaged in real-world contexts, which social media can provide.

However, the influence of social media on academic English proficiency, specifically for senior high school learners, remains underexplored. This study seeks to bridge that gap by examining the relationship between social media usage and English proficiency levels among senior high school learners in Pangasinan, Philippines. The investigation focuses on understanding how social media, as an informal language-learning tool, interacts with students' formal education in English and whether it positively or negatively impacts their academic language skills.

Understanding the impact of social media on English proficiency is increasingly relevant given the growing concerns about declining language skills among learners and educators alike. Recent studies have indicated that many high school and college students struggle with complex English tasks, which can hinder their academic performance and future job prospects (Tang, 2022). By examining the role of social media in students' language learning, this study hopes to identify potential ways to leverage social media as a constructive language-learning tool while addressing any negative influences it may have on academic English standards.

The findings of this study may have significant implications for educational practices, as they could help educators understand how to better support learners in balancing informal language use with the acquisition of formal English skills. Insights gained may also inform curriculum design, suggesting how social media might be incorporated into language education in ways that enhance English proficiency while promoting media literacy. Furthermore, this research could serve as a foundation for future

studies examining digital literacy, the evolving nature of language in digital spaces, and the interplay between informal and formal language learning in today's digital age.

In conclusion, this study explores the relationship between social media usage and English proficiency among senior high school learners. By investigating this connection, the research aims to contribute to the field of language education, providing valuable insights into how social media impacts students' language development and identifying strategies that educators can employ to harness its benefits while mitigating its potential drawbacks. This study aims to enhance our understanding of language acquisition in the digital era and provide actionable recommendations for fostering English proficiency in high school education.

NEED OF THE STUDY.

This research was conducted among senior high school learners enrolled in a specific school or district during a particular academic year. It will examine the relationship between the amount of time students spend on social media and their English proficiency levels in reading, writing, speaking, and listening. The study will be limited to these specific parameters and not extend to other subjects or academic performance. In addition, the respondents were selected from 60 senior high school learners, 30 in Grade 11, while 30 in Grade 12.

3.1 Population and Sample

In order to elicit significant results and findings, appropriate statistical tools were employed in the analysis of the data.

For sub-problem no. 1

On the demographic profile of the respondents in terms of a number of social media applications used and time spent on social media per day, the average weighted mean and percentage was used.

$$P = \frac{f}{n} \times 100\%$$

where: p = percentage
 f = frequency
 n = number of cases

For sub-problem no. 2

On the level of proficiency of the senior high school learners in English in terms of reading comprehension; grammar structure; compositional analysis; and listening comprehension, frequency counts and percentages was used based on the categorization reflected below:

$$P = \frac{f}{n} \times 100\%$$

where: p = percentage
 f = frequency
 n = number of cases

Range of Values	Interpretation
75% - 100%	Very Satisfactory
40% - 74%	Satisfactory
0% - 39%	Unsatisfactory

For sub-problem no. 3

On the significant relationship between the time spent on social media and the English proficiency level of the senior high school learners, the Spearman Coefficient Correlation (RHO) was used.

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

Where: ρ = Spearman's rank correlation coefficient
 d_i^2 = difference between the two ranks of each observation
 n = number of observations

For sub-problem no. 4

On the problems encountered by the respondents in using social media, the average weighted mean was used, and a five-point Likert scale and the descriptive equivalent will be used as shown below.

$$AWM = \frac{\sum fx}{n}$$

where: AWM= Average Weighted Mean
 $\sum fx$ = sum of the product of responses and the level
 n = number of respondents

Rating Scale	Point Range	Descriptive Equivalent
5	4.21 – 5.00	Very Serious
4	3.41 – 4.20	Serious
3	2.61 – 3.40	Moderately Serious
2	1.81 – 2.60	Fairly Serious
1	1.00 – 1.80	Not Serious

3.2 Data and Sources of Data

The respondents of the study were the Senior High School Learners of Lyceum Northwestern University.

The sources of data were taken from the analysis of the proficiency level conducted. Based on the analysis of the above results, the researcher proposed intervention measures to address the problems encountered and enhance proficiency level of the learners in English.

3.3 Theoretical framework

The study on social media and English proficiency among senior high school learners was based on the following educational theories: Communicative Language Teaching, Adult Learning Theory, and Socio-cultural Theory.

Communicative Language Teaching. CLT is an approach to language teaching that emphasizes the importance of communication as the primary goal of language learning. In the study context, this theory would highlight the need for senior high school learners to be proficient in English to communicate effectively.

Adult Learning Theory (Knowles, 1980). Adult Learning Theory highlights self-directed and experiential learning, where individuals take control of their learning process based on their interests and needs. In this study, social media serves as a platform for self-paced English learning, encouraging intrinsic motivation and real-world language application.

Socio-cultural Theory (Vygotsky, 1978). Sociocultural theory emphasizes that learning happens through social interaction and is influenced by cultural context. In relation to the study, social media provides learners with opportunities to interact with English speakers, engage with authentic content, and develop language skills through scaffolding and the Zone of Proximal Development (ZPD). Socio-cultural theory plays a role in this research as the study investigates how well senior high school learners utilize social media in enhancing English language proficiency.

RESEARCH METHODOLOGY

This study used the descriptive and developmental method of research to ascertain the proficiency level of Senior High School learners. Descriptive in the sense that questionnaire checklist will be used to gather data. It will be developmental because the researcher will develop intervention measures to address the problems encountered and enhance proficiency level of the learners in English.

Sources of Data

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Table 1
Distribution of Respondents
 N = 60

Strands	No. of Learners	Percentage
STEM	25	36.90
HUMSS	20	35.92
ABM	3	3.88
GAS	2	1.94
TVL	10	21.36
Total	60	100.00

Instrumentation and Data Collection

The main instrument for data collection is an adopted questionnaire and Standardized English Proficiency test that was developed and used by al-Shamrani (2012).

In the process of data collection, the researcher secured a permission to the Managing Director and OIC-Principal of L-NU Urdaneta Campus.

After securing permission from the Managing Director and the Principal, the data collection was implemented during the time of every learner as well as vacant time for those who are not in her class during the second semester, A.Y. 2024 – 2025.

After collecting the data, with the aid of her statistician, she summarized, analyzed, and aided in the interpretation of the results.

IV. RESULTS AND DISCUSSION

This chapter features the presentation of the data, analysis of the data and interpretation of the data gathered in this study. It is discussed in the following order: the demographic profile of the respondents, level of proficiency of SHS learners in English, significant relationship on time spent in social media and English proficiency, problems encountered by respondents in using social media, and intervention measures.

Demographic Profile of Respondents

This section consists of the results of demographic profiles of the respondents. The questions consisted number of social media applications used, and time spent on social media per day. The results were taken using frequency counts (f) and percentage distribution (%).

Table 2 presents the demographic profile of the respondents based on the social media applications they use.

Table 2
Demographic Profile of the Respondents in terms of
Social Media Applications Used
 (N = 60)

Social Media Applications	f	%
Facebook	52	86.67%
Messenger	52	86.67%
Instagram	49	81.67%
TikTok	48	80.00%
YouTube	42	70.00%
Twitter/X	13	21.67%
Discord	7	11.67%
Reddit	3	5.00%
Snapchat	2	3.33%
Netflix	2	3.33%
LokLok	1	1.67%
Telegram	1	1.67%

Among the 60 respondents, the most commonly used applications are Facebook and Messenger, each with a usage rate of 86.67%. Instagram (81.67%) and TikTok (80.00%) also emerged as highly popular platforms among the respondents. On the other hand, YouTube was used by 70.00% of the participants, showing its strong presence as a video content platform. Comparatively, other applications like Twitter/X (21.67%), Discord (11.67%), and Reddit (5.00%) were less frequently used. The least utilized applications include LokLok and Telegram, both at 1.67%, along with Snapchat and Netflix at 3.33%.

The findings suggest that respondents are highly engaged with social media platforms that emphasize communication, entertainment, and visual content. The high usage rates for Facebook, Messenger, Instagram, and TikTok indicate a strong preference for platforms that offer a mix of messaging, social networking, and short-form video content. Meanwhile, the lower usage rates for platforms such as Discord, Reddit, and Telegram may suggest that these apps cater to more niche communities or

specialized interests, which are not as dominant among the respondents. The prominence of YouTube also highlights the continued importance of long-form video content despite the rise of short-form video apps. Overall, these patterns reflect current trends in social media usage, where convenience, entertainment value, and connectivity are key drivers.

The results imply that when targeting this demographic, educational programs, marketing strategies, or communication initiatives would be most effective if integrated with platforms like Facebook, Messenger, TikTok, and Instagram. Since these apps are the most commonly used, information dissemination through them would likely reach a broader audience. Additionally, the heavy use of visual and interactive platforms suggests that multimedia content, such as videos, images, and short-form posts, would be more effective in engaging this group than text-heavy materials. Furthermore, the relatively low engagement with niche apps signals that specialized platforms may not be the best channels for broad outreach unless targeting a very specific subset of users. Thus, for broader impact, efforts should be concentrated on the mainstream and highly visual social media environments favored by the respondents.

Table 3 presents the distribution of respondents based on the number of hours they spend on social media each day. The data reveals that a significant majority of the respondents (43 out of 60, or 71.67%) spend 5 hours or more on social media. This suggests a high level of social media engagement among the group. A smaller portion of respondents spend a moderate amount of time on social media, with 15.00% (9 respondents) using it for 3 to 4 hours daily. Only 13.33% (8 respondents) limit their social media usage to 0–2 hours per day.

This trend indicates that social media plays a prominent role in the daily lives of most respondents, which could have implications for their productivity, mental health, or online behavior, depending on the focus of the study.

Table 3
Demographic Profile of the Respondents in terms of
Number of Hours Spent in Social Media
 (N = 60)

Social Media Applications	f	%
0 – 2 hours	8	13.33%
3 – 4 hours	9	15.00%
5 hours and more	43	71.67%
TOTAL	60	100.00%

Level of English Proficiency of Senior High School learners

This section discusses the results of the English Proficiency test of each learner in terms of reading comprehension, grammar structure, compositional analysis, and vocabulary. Each section of English Proficiency Test is aided with tables for seamless discussions.

Reading Comprehension

The Reading Comprehension Test Result as seen in table 4 indicates that the majority of students (76.67%) are in the "Satisfactory" range (40%-74%), suggesting they have an average grasp of reading comprehension skills. Only 3.33% achieved a "Very Satisfactory" performance, while 20% scored in the "Unsatisfactory" range. This shows a need for improvement in higher-level comprehension skills among learners.

Table 4
Result of Reading Comprehension Test of Senior High School Learners
 (N = 60)

Test Result	f	%
Very Satisfactory (75% - 100%)	2	3.33%
Satisfactory (40% - 74%)	46	76.67%
Unsatisfactory (0% - 39%)	12	20.00%
TOTAL	60	100.00%

The low percentage of "Very Satisfactory" achievers may reflect inadequate strategies in reading instruction, limited reading practice, or lack of engagement with diverse text materials. Despite most learners performing satisfactorily, the absence of excellence in scores could indicate challenges in inferential and critical reading skills.

A related study by Salcedo (2024) emphasizes the importance of interactive reading strategies in improving comprehension skills among secondary learners, where similar trends in satisfactory but not outstanding performance were noted.

Grammar Structure

In the Grammar Structure Test Result, 45% of learners performed at the "Satisfactory" level, while a concerning 35% fell under "Unsatisfactory." Only 20% managed a "Very Satisfactory" rating, signaling a moderate but concerning distribution in grammar mastery. This performance suggests grammar instruction may not be fully effective or consistently reinforced.

Table 5

Result of Grammar Structure Test of Senior High School Learners
(N = 60)

Test Result	f	%
Very Satisfactory (75% - 100%)	12	20.00%
Satisfactory (40% - 74%)	27	45.00%
Unsatisfactory (0% - 39%)	21	35.00%
TOTAL	60	100.00%

The high percentage of learners scoring unsatisfactorily could reflect a lack of foundational knowledge or insufficient grammar-focused instruction. Learners may struggle with applying grammar rules in actual writing or speaking contexts, especially if lessons are overly theoretical or lack practical application.

Almatova (2024) highlights the impact of contextualized grammar teaching on learner performance, showing improved results when grammar is taught in meaningful contexts. Their findings reinforce the need for more integrative grammar pedagogy.

Compositional Analysis

The Compositional Analysis Test Result, as seen in Table 6 reveals that a majority of learners (60%) performed within the "Satisfactory" range, while 26.67% reached the "Very Satisfactory" level, and only 13.33% fell into the "Unsatisfactory" category. This distribution indicates that most learners have a functional grasp of composition skills, including organizing ideas, developing paragraphs, and maintaining coherence in their writing. Compared to grammar and vocabulary, the relatively high performance in this domain suggests that composition may be a relative strength for this cohort.

Table 6

Result of Compositional Analysis Test of Senior High School Learners
(N = 60)

Test Result	f	%
Very Satisfactory (75% - 100%)	16	26.67%
Satisfactory (40% - 74%)	36	60.00%
Unsatisfactory (0% - 39%)	8	13.33%
TOTAL	60	100.00%

This trend could be attributed to consistent exposure to writing tasks in classroom settings or a curriculum emphasizing writing practice. Unlike grammar and vocabulary, which often require rote memorization and technical precision, compositional analysis allows more flexibility in expressing ideas, which may better align with the learners' communication habits and cultural orientation. The lower percentage of students scoring "Unsatisfactory" supports the idea that most learners possess at least basic competencies in structure, coherence, and content development.

Moreover, the higher incidence of satisfactory and very satisfactory results may also reflect the effectiveness of instructional strategies such as guided writing, use of writing rubrics, and feedback-focused activities. Notably, peer evaluation and iterative drafting processes may help learners understand their weaknesses and refine their writing progressively. Such strategies provide scaffolding that enables learners to write with greater clarity, relevance, and purpose, which may explain the stronger results compared to other test components.

Supporting this view, Ng and Rivera (2023) conducted a study demonstrating how structured peer feedback significantly improved students' compositional abilities, particularly in coherence, idea development, and grammar integration within context. Their findings align with the observed performance in this test, suggesting that collaborative and reflective approaches to writing can enhance learner outcomes.

Vocabulary

The Vocabulary Test Result indicates that 60% of learners performed at the "Satisfactory" level, suggesting that over half possess basic vocabulary knowledge necessary for everyday communication. However, a significant portion—13.33%—fell under the "Unsatisfactory" category, which raises concern about their ability to understand and use even common words in context.

Table 7

Result of Compositional Analysis Test of Senior High School Learners
(N = 60)

Test Result	f	%
Very Satisfactory (75% - 100%)	16	26.67%
Satisfactory (40% - 74%)	36	60.00%
Unsatisfactory (0% - 39%)	8	13.33%
TOTAL	60	100.00%

Only 26.67% of learners reached the "Very Satisfactory" level, reflecting a limited number of learners with a strong command of academic or advanced vocabulary. This low percentage suggests that vocabulary enrichment activities may not be sufficiently integrated into instruction or that learners lack independent reading habits that expand word knowledge.

Weak vocabulary affects not only reading comprehension but also impacts speaking and writing fluency. Learners with limited vocabulary tend to struggle with expressing nuanced ideas, understanding complex texts, and participating fully in academic discussions.

A study by Jyot et al. (2023) showed that gamified apps enhanced vocabulary learning and retention, especially among secondary learners. Their findings suggest that incorporating interactive, tech-based tools could significantly improve vocabulary acquisition. Integrating such approaches into classroom practice could help bridge the gap between satisfactory and excellent performance.

Over-all Result

The Overall Test Result indicates that 55% of learners achieved a "Satisfactory" rating, 33.33% reached "Very Satisfactory," and only 11.67% fell into the "Unsatisfactory" category. This distribution suggests that, when assessed holistically, learners demonstrate a relatively balanced proficiency across reading, grammar, composition, and vocabulary. The integrated assessment appears to provide a more comprehensive picture of student capabilities compared to isolated skill evaluations.

Table 8

**Over-all Test Result of English Proficiency of Senior High School Learners
(N = 60)**

Over-all Test Result	f	%
Very Satisfactory (75% - 100%)	20	33.33%
Satisfactory (40% - 74%)	33	55.00%
Unsatisfactory (0% - 39%)	7	11.67%
TOTAL	60	100.00%

One interpretation of these results is that learners may compensate for weaknesses in certain areas by leveraging strengths in others. For instance, a learner with limited vocabulary might still perform well overall due to strong reading comprehension or writing skills. This compensatory effect underscores the value of integrated language instruction. Calafato (2020) found that learners exposed to integrated language instruction exhibited more balanced skill development and higher cumulative test outcomes.

Compared to individual skill tests, the relatively higher percentage of learners achieving "Very Satisfactory" in the overall assessment suggests that performance-based assessments measuring multiple competencies simultaneously may be more effective. Cumming (2024) observed that learners assessed through task-based integrated evaluations performed better than those taking separate skill tests, as they could demonstrate knowledge through contextualized tasks.

Despite the encouraging overall performance, 11.67% of learners in the "Unsatisfactory" category indicate persistent instructional gaps, particularly in grammar and vocabulary. Addressing these gaps requires targeted interventions that focus on weaker areas and build upon learners' strengths. Teng (2025) argue that metacognitive strategy instruction can help learners self-regulate learning across language domains, promoting more consistent and transferable language performance.

Due to its integrated nature, the Overall Test Result reflects a more favorable and accurate picture of learner language ability. While isolated weaknesses remain, many learners exhibit a functional command of English when evaluated holistically. These findings align with current research advocating for integrated language instruction and assessment as a more effective model for developing and measuring proficiency. Future teaching strategies should therefore emphasize cross-skill reinforcement and authentic assessment to sustain and elevate learners' comprehensive language performance.

Significant Relationship Between Time Spent on Social Media and English Proficiency

Researcher investigated the existence of significant relationship between the time spent on social media to the English proficiency of the respondents. This section gives a thorough discussion on the results of Spearman Correlation between the number of hours spent in social media and the English proficiency.

Table 9

**Significant Relationship Between Time Spent on Social Media to
English Proficiency Spearman Correlations**

Profile Variables	Sig (2-tailed)	α	Interpretation
Reading Comprehension	0.3511	0.05	Not Significant
Grammar Structure	0.6854	0.05	Not Significant
Compositional Analysis	0.4116	0.05	Not Significant
Vocabulary	0.0236	0.05	Significant
Over-all Scores	0.7933	0.05	Not Significant

Table 9 examines the Spearman correlation between time spent on social media and English proficiency across five variables. The results are interpreted at a significance level (α) of 0.05.

Only Vocabulary shows a statistically significant relationship with time spent on social media. The rest of the English proficiency components—Reading Comprehension, Grammar Structure, Compositional Analysis, and Overall Scores—do not have significant correlations.

These findings suggest that while social media serves as a potential platform for incidental vocabulary acquisition, it may not provide structured or in-depth learning required for developing higher-order language skills such as grammar usage, reading comprehension, or written composition. The implication for educators is to consider integrating selected and guided social media content into their teaching strategies, particularly for enhancing vocabulary in an engaging way. For policymakers and curriculum developers, this underscores the importance of blending traditional instruction with digital media to capitalize on the informal learning that occurs through frequent social media exposure. Parents and guardians may also interpret these findings as a cue to guide children's social media use in a way that is educationally beneficial rather than purely recreational.

These findings are consistent with existing Philippine research. In the study by Año and Ignacio (2021), titled *The Influence of Social Media on the English Vocabulary of Senior High School Students in Metro Manila*, the researchers found that social media platforms significantly contributed to vocabulary development. However, like the present study, they also observed that this influence did not extend to grammar accuracy or compositional writing. Their findings reinforce the idea that vocabulary is the most affected domain of English proficiency in relation to social media use.

PROPOSED INTERVENTION PROGRAMS

Introduction

In the digital age, learners' frequent engagement with social media has presented both opportunities and challenges to academic development. While these platforms offer rich learning resources, excessive or unstructured use may hinder learners' language proficiency, reading comprehension, and writing skills. Additionally, issues such as distractions, exposure to informal language, and cyber safety concerns further complicate the educational landscape. To address these challenges, a comprehensive set of intervention programs has been developed to harness social media's potential for learning while mitigating its drawbacks.

Based on the research findings presented, the following intervention program is proposed to address the identified problems and enhance the English proficiency of senior high school learners through the effective use of social media.

Objectives

The primary objective of these proposed intervention programs is to promote responsible and purposeful use of digital platforms to support students' academic growth, enhance language and communication skills, and foster a safe and respectful online learning environment.

Area of Concern	Objective	Strategy/Intervention	Person/Group Responsible
Excessive use of social media for non-academic purposes	To channel learners' social media usage toward academic and language development	Launch a "Social Media for Learning" campaign promoting curated English-based content (e.g., educational YouTube, podcasts)	English Teachers, ICT Coordinators
Low grammar and vocabulary proficiency	To improve learners' grammar and vocabulary through interactive online tools	Integrate gamified language apps (e.g., Duolingo, Quizizz) and social media-based word challenges	English Teachers, E-Learning Committee
Lack of critical reading skills	To enhance learners' reading comprehension and critical analysis	Use Instagram/Facebook posts as materials for comment analysis and digital reading comprehension exercises	English Teachers

Limited formal writing exposure	To strengthen composition and academic writing skills	Initiate “Weekly Writing Prompts” posted on class social media groups, with peer feedback sessions	English Teachers, Class Officers
Distractions and multitasking online	To promote focused and intentional media use	Conduct digital literacy workshops on managing screen time and using social media mindfully	Guidance Counselors, ICT Educators
Exposure to non-standard language/slang	To raise awareness of formal vs. informal language use	Facilitate discussions on code-switching and “language registers” using examples from TikTok and Messenger conversations	English Teachers, Student Leaders
Cyberbullying and privacy concerns	To ensure safe and respectful online communication	Implement a “Netiquette and Cyber Safety” module incorporated into English and Media classes	School Administrators, Guidance Counselors

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