

Investigating the Use of Social Media in Learning English Among Senior High School Students

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Publication history:

Received: August 20, 2026

Accepted: September 19, 2026

Revised: September 18, 2026

Published: September 20, 2026

[International Journal of Sustainable and Integrated Studies, Vol. 1, No. 2, pp. 474–482, September 2026.](#)

Abstract

This study investigated the use of social media in learning English among senior high school students in selected schools in Batuan District, focusing on preferred platforms for language practice, the effects of social media interaction on learner confidence, teachers' pedagogical strategies, and implementation challenges. The study was anchored in Constructivism, Social Learning Theory, Community of Practice, Interactionist Theory, and the Input-Process-Output model. A mixed-methods design was employed using survey questionnaires, semi-structured interviews, and focus group discussions involving 354 senior high school students and approximately 20 English educators. Quantitative data were analyzed using frequency counts and percentages, while qualitative data were examined through thematic analysis. Findings showed that Facebook was the most preferred platform among students (45.20%), followed by YouTube (38.70%). Social media supported vocabulary, sentence construction, pronunciation, reading, speaking, communication, authentic language practice, engagement, collaboration, and learner confidence; however, anxiety, fear of judgment, and negative comparison were also reported. Teachers used accessible platforms such as Facebook and Messenger and incorporated visual and interactive content from YouTube and TikTok. Major challenges included limited internet connectivity, inadequate device access, insufficient digital skills, distraction, and unreliable information. The study concluded that social media can support English language learning when accessible platforms are appropriately integrated into instruction and recommended teacher professional development, improved technological access, complementary offline materials, media literacy training, and longitudinal research. The study aligns with SDG 4 (Quality Education), SDG 9 (Industry, Innovation and Infrastructure), SDG 10 (Reduced Inequalities), and SDG 17 (Partnerships for the Goals) through its emphasis on digital learning, infrastructure, equitable access, and stakeholder cooperation. Its sustainability impact encompasses educational, technological, socio-economic, cultural, community, and institutional dimensions by supporting accessible, context-responsive, and sustainable technology-supported English education.

Keywords: Batuan District, Digital Literacy, English Language Learning, Learner Confidence, Pedagogical Strategies, Senior High School Students, Social Media, Sustainability, Technology Integration

1. Introduction

The increasing integration of digital technology into education has expanded opportunities for using social media as a learning environment, particularly in English language education. In the Philippines, recent studies continue to show that social media is embedded in learners' everyday communication and can extend English practice beyond conventional classroom settings. Filipino research has reported both positive and negative effects of social media on English learning, while reviews of language-acquisition research identify communication, collaborative learning, vocabulary development, and extension of learning practice as recurring benefits (Bulnes, 2022; Delos Santos and Ilustre, 2022). For senior high school students, social media may provide accessible spaces for practicing reading, writing, listening, and speaking while interacting with peers and engaging with authentic English content. However, its educational value depends on how students use particular platforms, how interaction influences their confidence, how teachers incorporate these platforms pedagogically, and what technological and instructional challenges constrain their use. These concerns are particularly important in Batuan District, SDO Masbate, where access to technology and connectivity may differ from conditions examined in other educational contexts. Accordingly, this study investigates the use of social media in learning English among senior high school students, focusing on the social media platforms preferred for language practice, the effects of social media interaction on learner confidence, teachers' pedagogical strategies for integrating social media into English instruction, and the challenges encountered in implementation. The study responds to the need for context-specific evidence that can guide the responsible and effective integration of social media into English language education.

The Philippine educational landscape has been influenced by technological development and the increasing presence of social media in students' everyday lives. At Burgos National High School and other selected secondary schools in the Batuan District, social media presents opportunities to enhance engagement, collaboration, and authentic communication in English. Recent Philippine research describes social media platforms as supplemental learning opportunities in English and as pedagogical tools for communication, collaborative learning, vocabulary, and continued practice beyond school (Madrigal, 2022; Delos Santos and Ilustre, 2022). Social media is particularly relevant to language learning because communication is central to both its social and educational functions. In the Philippine context, Bulnes (2022) found that Facebook was the most frequently used platform among Filipino undergraduates and documented both positive and negative perceived effects on English learning. Social media may therefore extend opportunities for language practice beyond the classroom while allowing learners to participate in interactive and familiar digital environments. The present study focuses on senior high school learners enrolled in English subjects in selected schools in the Batuan District and includes the perspectives of senior high school English teachers. It examines social media specifically as a tool for English language learning rather than other language-learning methodologies. This focus recognizes that the educational effects of social media depend not merely on platform availability but also on learner preferences, patterns of interaction, pedagogical use, and contextual constraints.

Recent international literature continues to associate social media with authentic communication, interaction, motivation, collaboration, and language-skill development. Delos Santos and Ilustre (2022) found communication, collaborative learning, vocabulary, and extension of learning practice to be recurring outcomes across reviewed studies. Mohamad et al. (2023) similarly reported improvements in communication, collaborative and self-directed learning, writing, and learning experience in Southeast Asia, while Ardiel (2024) found that social-media interventions were associated with language skills, motivation, self-confidence, communication, collaboration, critical thinking, and self-efficacy. Recent reviews also emphasize learner autonomy, informal learning, and sustained interaction. Mohamad et al. (2023) identified self-directed and collaborative learning as important outcomes of social media use for English learning in Southeast Asia. Berlin et al. (2024), reviewing studies published from 2020 to mid-2024, identified YouTube, Instagram, and WhatsApp among the most widely used platforms for self-directed English learning and described activities such as following educational accounts, watching English videos, and participating in discussions. Different platforms provide different forms of language practice. Hu and Du (2022) explored TikTok in mobile-assisted English language learning, including its possible effects on language proficiency, speaking, motivation, and willingness to communicate. Recent reviews further show that YouTube, Instagram, WhatsApp, TikTok, and other social platforms support multimedia exposure, interaction, vocabulary practice, communication, and engagement when activities are purposefully designed (Mohamad et al., 2023; Singer, 2024; Ardiel, 2024). More recent studies reinforce these patterns across varied settings. Xu and Wu (2022) examined English instruction supported by mobile learning and a social-media tool and found meaningful differences in student engagement and learning outcomes across instructional technologies. Alsenafi et al. (2024) reported that EFL learners used social media for authentic communication, peer collaboration, educational resources, and participation in online communities, while Wati et al. (2024) identified benefits for authentic language exposure, digital literacy, speaking, writing, and active participation alongside implementation challenges. Recent Philippine literature reflects similar findings. Bulnes (2022) reported that Filipino undergraduates perceived both positive and negative effects of social media on English language learning, with Facebook the most frequently used platform. Delos Santos and Ilustre (2022) concluded that social media can support communication, collaborative learning, vocabulary, writing, and continued language practice.

Madrigal (2022) likewise found Facebook and Messenger widely used among Grade 10 learners and described social media platforms as accessible and beneficial supplements for English learning opportunities. Other recent Philippine and regional studies demonstrate the potential of social media across language skills. Martizano (2023) synthesized literature on both positive and negative impacts of social media in English teaching and learning. Olobia (2024) described synchronous and asynchronous social-media communication as a meaningful setting for second-language practice, while Tardaguila (2024) examined social media's role in vocabulary development and motivation among Filipino English majors. These findings indicate that social media can support communication, vocabulary, engagement, and self-directed learning when its use is guided and purposeful. Additional recent Philippine research provides evidence relevant to senior high school learners. Julhamid and Panduga (2024) studied Grade 12 students and found that social media platforms were used to a high degree for improving language-learning abilities. At the same time, recent reviews stress that benefits depend on instructional design, platform selection, learner support, and attention to distraction, technical access, and other implementation challenges (Alkamel, 2024; Ardiel, 2024). Collectively, the literature indicates that social media can support authentic communication, learner autonomy, motivation, collaboration, language practice, and confidence. Nevertheless, educational outcomes depend on the nature of the platform, the learning activity, the level of pedagogical structure, and the context in which social media is used.

Globally, recent research demonstrates that social media can expand language learning beyond conventional classroom boundaries. Reviews published from 2022 onward associate social media with communication, vocabulary, writing, collaboration, self-directed learning, motivation, engagement, confidence, and authentic language practice (Delos Santos and Ilustre, 2022; Mohamad et al., 2023; Ardiel, 2024). A 2025 meta-analysis of 40 primary studies also reported an overall positive effect of social media use on foreign-language learning outcomes, while noting substantial variability across studies (Li et al., 2025). Nationally, recent Philippine studies likewise show educational potential while emphasizing contextualized implementation. Research with Filipino learners has documented frequent use of Facebook and other social platforms, perceived benefits for English learning, communication, vocabulary, and supplemental learning opportunities, as well as possible negative effects that require careful use (Bulnes, 2022; Delos Santos and Ilustre, 2022; Madrigal, 2022). More recent studies involving Filipino learners have examined Grade 12 language-learning skills, second-language communication, vocabulary development, and the relationship between social-media exposure and English proficiency (Julhamid and Panduga, 2024; Olobia, 2024; Tardaguila, 2024; Jabagat and Alcantara, 2024). Locally, the study is situated in Batuan District in Masbate. Batuan is located on Ticao Island and, according to the 2020 census, has a population of 14,610 people. The district includes elementary and secondary schools serving the local community, including Burgos National High School, F. Alindogan National High School, Antonio Lee Llacer Integrated School, Costa Rica Integrated School, and Royroy Integrated School. The geographical information originally presented through maps situates the research site within Masbate Province and identifies Batuan as the specific local setting of the investigation. This setting is significant because technological access, educational resources, and local learner experiences may influence how social media functions as an English-learning tool. Consequently, findings derived from other countries or more technologically advantaged environments cannot automatically represent the experiences of senior high school learners and English teachers in Batuan District.

The study is grounded in complementary theories that explain learning through interaction, participation, observation, and knowledge construction. Constructivism proposes that learners construct knowledge through interaction with their environment and other people. Applied to social media-assisted English learning, students can develop language knowledge through discussion, collaboration, content sharing, and other active learning experiences. Social Learning Theory, proposed by Albert Bandura, emphasizes observation and modeling. Within social media environments, senior high school students may encounter peers, English speakers, and content creators whose language practices can provide models for communication and language acquisition. Community of Practice (CoP), developed by Jean Lave and Etienne Wenger, similarly emphasizes learning through participation in communities where members exchange experiences, knowledge, and resources. Social media can provide such communities for language practice and cultural interaction. Interactionist Theory emphasizes meaningful social interaction in language acquisition. From this perspective, social media can create opportunities for communication, immediate exchanges, feedback, and repeated practice that contribute to spoken and written language development. These theoretical perspectives collectively support the study's emphasis on social interaction, collaboration, observation, engagement, and authentic communication. The researcher's perspective further recognizes social media as a technological environment through which engagement, communication, and interaction may be incorporated into senior high school English instruction. Rather than treating social media simply as a communication tool, the study examines its educational use in relation to students, teachers, instructional activities, and contextual conditions. Conceptually, the study uses the Input-Process-Output (IPO) model. Inputs include the social media platforms used for language practice and relevant instructional and contextual factors. The process covers learner-teacher engagement, pedagogical strategies, formative assessment, interaction, collaboration, feedback, and peer learning. Outputs concern language proficiency, learner confidence, engagement, and motivation. Thus, the framework links available social media resources and instructional

conditions with the processes through which social media is incorporated into English learning and the educational outcomes associated with such integration.

Although recent research has established substantial potential for social media in language learning, several gaps remain. Reviews from 2022 to 2025 synthesize evidence across countries, platforms, and learner groups, but they do not provide direct evidence concerning how social-media-assisted English learning operates within the specific educational circumstances of senior high school learners in Batuan District (Delos Santos and Ilustre, 2022; Mohamad et al., 2023; Ardiel, 2024; Li et al., 2025). A second gap concerns context. Much of the existing literature derives from educational environments outside Batuan District, while the experiences of Filipino ESL learners in this locality have received limited attention. Local educational practices, technological resources, learner behavior, connectivity, and access may influence the effectiveness of social media-assisted learning. Evidence from other contexts therefore requires examination within the realities of the target population. A third gap concerns pedagogical implementation. Recent literature documents educational uses of Facebook, YouTube, Instagram, TikTok, WhatsApp, Messenger, and related platforms, but less is established about how senior high school English teachers in Batuan District select and adapt these tools to available resources and learner needs. Current reviews emphasize that effective integration requires appropriate platform selection, engaging activities, teacher guidance, training, and instructional design rather than social-media use alone (Alkamel, 2024; Ardiel, 2024). Finally, recent literature identifies challenges that require simultaneous examination with potential benefits. Technical access, device and internet limitations, distraction, privacy and information-quality concerns, digital literacy, and pedagogical issues can constrain social-media-supported learning (Alkamel, 2024; Wati et al., 2024; Ardiel, 2024). The study therefore addresses the need for a balanced, localized investigation of both opportunities and barriers. On this basis, the study investigates four interconnected concerns: the specific social media platforms senior high school students prefer for language practice; how interaction through social media affects their confidence; the pedagogical strategies English teachers use to integrate social media into instruction; and the challenges teachers encounter in implementation. This focus enables the study to examine social media not as a single educational intervention but as a context-dependent set of platforms, interactions, instructional practices, and technological conditions.

The study most directly aligns with SDG 4 – Quality Education because it examines how digital and social media environments can support English language learning, student engagement, confidence, and pedagogical innovation. Its emphasis on teachers' instructional strategies, digital literacy, access to educational technologies, and appropriate integration of social media contributes to the broader concern of providing relevant and effective learning opportunities. Recent reviews similarly emphasize purposeful integration, teacher support, and digital access as important conditions for effective social-media-supported English learning (Alkamel, 2024; Ardiel, 2024). The study also relates to SDG 9 – Industry, Innovation and Infrastructure through its attention to digital technologies and the infrastructure necessary to use them for educational purposes. This relationship is particularly relevant because recent literature continues to identify technical access, device availability, internet connectivity, and unequal digital resources as constraints on social-media-supported language learning (Alkamel, 2024; Ardiel, 2024). Examining these constraints helps clarify how technological infrastructure conditions participation in digitally supported education. A further connection exists with SDG 10 – Reduced Inequalities insofar as the study addresses differences in access to devices, connectivity, digital resources, and opportunities for participation. Within the study's educational context, disparities in technological access can translate into unequal opportunities to benefit from social media-based language learning. The study therefore contributes evidence relevant to understanding equitable participation in technology-supported education. Finally, the study has a contextual relationship with SDG 17 – Partnerships for the Goals because effective technology-supported education involves cooperation among learners, teachers, parents, school heads, the Department of Education, policymakers, and communities. The study identifies these stakeholders as important to supporting instructional innovation, teacher development, digital literacy, resource provision, and responsible technology use.

The study contributes principally to educational, technological, socio-economic, cultural, community, and institutional sustainability. From an educational perspective, it examines how familiar digital environments can extend opportunities for authentic English practice, interaction, collaboration, and learner engagement. Recent reviews support the relevance of social media for communication, collaborative and self-directed learning, writing, vocabulary development, motivation, and continued learning beyond formal classrooms (Delos Santos and Ilustre, 2022; Mohamad et al., 2023; Berlin et al., 2024). For technological sustainability, the study highlights the need to match educational innovation with actual technological conditions. Social media-based instruction depends on access, connectivity, digital literacy, appropriate platform selection, and teachers' ability to use technology pedagogically. Recent research identifies technical issues, unequal access, distraction, and the need for teacher and learner support as continuing concerns, demonstrating why sustainable digital education requires attention not only to technological tools but also to equitable and practical access (Alkamel, 2024; Ardiel, 2024). The study also has socio-economic and community sustainability implications because access to digital resources can shape students' opportunities to participate in technology-supported learning. By examining the realities of senior high school students and teachers in Batuan District, the research provides localized evidence that may

assist schools and communities in understanding where resources, support, and teacher preparation are needed. Its relevance to cultural sustainability emerges from social media's capacity to facilitate communication across different social and cultural contexts. Recent studies describe social media as providing access to authentic communication, diverse linguistic resources, online communities, and real-time language use that can expose learners to cultural and communicative variation (Alsenafi et al., 2024; Wati et al., 2024). In English language education, these opportunities can expose learners to diverse communicative contexts while allowing them to participate from their own local setting. Finally, the study contributes to institutional sustainability by generating evidence relevant to English teachers, school heads, education authorities, policymakers, parents, communities, and future researchers. Teachers may use its findings to evaluate instructional strategies; school leaders may consider technology access and professional development; education authorities and policymakers may draw on localized evidence concerning responsible digital integration; and future researchers may examine longer-term outcomes. In this way, the study situates social media-assisted English learning within the broader challenge of developing accessible, context-responsive, technologically supported, and sustainable educational practices for senior high school learners.

2. Material and methods

2.1 Research Design

The study adopted a mixed-methods research design that combined quantitative and qualitative approaches to obtain a comprehensive understanding of social media use in English language learning. The quantitative component used structured surveys to examine students' and teachers' social media usage patterns, preferences, and associated outcomes. The qualitative component employed semi-structured interviews and focus group discussions with learners and educators to explore their experiences, perceptions, attitudes, motivations, and challenges. Integrating numerical and descriptive data provided a holistic perspective on the use of social media in English learning within Batuan District.

2.2 Locale of the Study

The study was conducted in selected schools within Batuan District. The district provided the educational context for examining how senior high school learners and English teachers used social media in English language learning and instruction. The investigation was specifically situated within this local setting to generate findings relevant to English education in the district.

2.3 Respondents of the Study

The respondents consisted of 354 Senior High School (SHS) students enrolled in schools within Batuan District and approximately 20 English educators actively teaching in the district. The students represented different backgrounds, while the participating educators had varied teaching experiences and expertise. Including both groups enabled the study to examine social media use in English learning from learner and teacher perspectives.

2.4 Sample and Sampling Procedure

Stratified sampling was used to obtain a representative sample of the English student population. Students were grouped into strata according to relevant characteristics, such as grade level or school, after which participants were randomly selected from each stratum. This procedure was intended to represent the demographic and educational characteristics of English students across the district. For educators, purposive sampling was employed to select teachers with varied educational backgrounds and teaching experiences relevant to English education. Yamane's formula was used in determining the number of student-respondents.

2.5 Research Instrument

Three instruments were used to collect quantitative and qualitative data: a survey questionnaire, semi-structured interviews, and focus group discussions. The student questionnaire gathered demographic information, including age, role as a learner, and self-described English proficiency level. It also examined preferred social media platforms for language practice, including Facebook, Instagram, Twitter, and YouTube, as well as frequency of use. The teacher questionnaire focused on pedagogical strategies for incorporating social media into the English curriculum and challenges encountered in its implementation. Multiple-choice and open-ended questions were included to obtain quantitative and qualitative information. Semi-structured interviews with selected students and English teachers provided deeper information about experiences and attitudes identified through the survey. The interviews addressed platform preferences, the influence of social media interaction on learner confidence, teachers' pedagogical strategies, and challenges in integrating social media. Their flexible format permitted further probing of participants' responses. The interviews were recorded for accuracy while maintaining confidentiality. Focus group discussions were conducted separately with students and teachers. Student discussions addressed platform preferences and the effects of social media interaction on confidence, whereas teacher discussions examined integration strategies, learner confidence, implementation challenges, and possible solutions. Combining the questionnaire, interviews, and focus group discussions enabled data triangulation, with the survey

providing broad quantitative information and the qualitative instruments providing more detailed accounts of participants' experiences.

2.6 Data Gathering Procedure

The study began by defining the research objectives and reviewing relevant literature to identify knowledge gaps and guide the development of the data collection instruments. A survey questionnaire, semi-structured interview guide, and focus group discussion guide were then prepared to obtain quantitative and qualitative information about social media use in English language learning. Participants were recruited from schools within Batuan District. The study involved 354 English SHS students and 20 teachers, who were provided with consent forms to ensure voluntary participation. Surveys were administered digitally and in person, semi-structured interviews were conducted with a subset of participants, and two focus group sessions were held to obtain collective perspectives on social media use in educational settings. The quantitative and qualitative findings were subsequently synthesized to provide a comprehensive account of social media use in English education. The results were documented and shared with school administrators, teachers, and community stakeholders, and stakeholder feedback and methodological reflections were considered for future research.

2.7 Data Analysis Techniques

Quantitative and qualitative techniques were used to analyze the collected data. Descriptive statistics, particularly frequency counts and percentages, were applied to the survey responses to summarize demographic information and social media platform usage and to identify the most and least preferred platforms among English learners. Yamane's formula was used in determining the number of student-respondents. Qualitative data obtained from interviews and focus group discussions were analyzed systematically to identify patterns, themes, and meanings in participants' experiences. The process involved organizing, coding, categorizing, synthesizing, and interpreting the data. Thematic analysis was used to identify and interpret recurring patterns using a systematic thematic coding process. The quantitative and qualitative findings were then synthesized to provide an integrated understanding of learners' and teachers' experiences with social media in English language education.

2.8 Ethical Considerations

Ethical standards were observed to protect participants' rights and well-being. Before data collection, informed consent was obtained after participants were informed of the study's purpose, the voluntary nature of their participation, and their right to withdraw without penalty. Confidentiality and anonymity were maintained through secure handling of data and nondisclosure of personal information in reports or publications. The researcher also sought to prevent harm or discomfort to participants and adhered to relevant institutional review board guidelines to maintain integrity and transparency throughout the research process.

3. Results and Discussion

3.1 Social Media Use in English Language Learning

3.1.1 Preferred Social Media Platforms for Language Practice

Facebook was the most preferred platform among the 354 student respondents, with 160 students (45.20%) selecting it for language practice. YouTube followed with 137 students (38.70%), while other platforms accounted for 29 students (8.19%), Twitter for 18 (5.08%), and Instagram for 10 (2.82%). Among the eight teachers represented in the platform-use data, seven (87.50%) used Facebook and one (12.50%) used YouTube, while none reported using Instagram or Twitter. Qualitative responses similarly indicated a strong preference for Facebook and YouTube because they were considered reliable, accessible, user-friendly, and versatile. Students particularly valued YouTube for tutorials, grammar practice, and language explanations, while Facebook was considered convenient for communication and information sharing, including access through free data options. TikTok, Twitter, and Instagram were also mentioned, although they functioned mainly as supplementary platforms. The dominance of Facebook and YouTube suggests that accessibility and practical utility strongly influenced platform selection. Facebook supported communication and interaction, whereas YouTube provided audiovisual materials for language practice. This pattern is consistent with recent Philippine research identifying Facebook as a frequently used platform for English learning and with reviews showing that social media supports communication, collaborative learning, vocabulary, and extended language practice (Bulnes, 2022; Delos Santos and Ilustre, 2022). Recent systematic reviews also identify YouTube among the most widely used platforms for self-directed English learning (Berlin et al., 2024).

3.1.2 Effects of Social Media Interaction on Learner Confidence and English Skills

The qualitative findings showed that social media had both positive and negative effects on students' confidence and English language skills. Teachers observed improvements in vocabulary and sentence construction as students encountered and imitated authentic English use online. Students also reported improvements in pronunciation, reading, speaking, and overall communication, with some using foreign influencers as references for developing their skills. Interaction with language-learning groups and foreign English speakers increased confidence, particularly among shy students, while the less formal environment of social media encouraged students to write

and express ideas more freely. Teachers also reported that social media activities increased engagement and could be incorporated into assessment. However, some respondents experienced anxiety, fear of judgment, comparison with others, and frustration when expressing themselves in a non-native language. These findings indicate that social media can function as both a confidence-building environment and a source of anxiety. Recent reviews report benefits for motivation, self-confidence, communication, collaboration, and self-efficacy, while also documenting challenges and negative effects that require careful pedagogical management (Ardiel, 2024; Wati et al., 2024). Philippine evidence similarly indicates that social media can have both positive and negative effects on English learning, reinforcing the importance of guided and purposeful use (Bulnes, 2022).

3.2 Pedagogical Strategies for Integrating Social Media into English Instruction

3.2.1 Use of Accessible Platforms for Language Activities

Teachers primarily adapted accessible platforms such as Facebook and Messenger to the resources and technological conditions of their students. These platforms were used for practical English activities such as journal entries and photo captions based on students' daily experiences. Teachers considered these activities relatable and accessible, particularly for students in rural areas. Their strategies reflected an effort to select technologies that students could realistically access and use for language-learning activities. The use of familiar and accessible platforms indicates that teachers' pedagogical choices were shaped by both instructional objectives and students' technological circumstances. Rather than relying solely on more advanced digital tools, teachers selected platforms suited to students' resources and technological skills. This strategy is consistent with recent Philippine studies describing Facebook, Messenger, and other social media platforms as accessible supplements and pedagogical tools for communication, collaboration, vocabulary, writing, and continued English practice (Madrigal, 2022; Delos Santos and Ilustre, 2022).

3.2.2 Use of Visual and Interactive Social Media Content

Teachers also incorporated visually engaging platforms such as YouTube and TikTok into English instruction. YouTube was considered engaging and relatable, while TikTok offered visually oriented content that could support communication, skill development, and student interest. The findings further indicated that teachers used connected and integrative learning approaches in which social media supported collaboration, interaction, and engagement. These practices show that teachers used social media not only to distribute content but also to create more engaging and student-centered learning experiences. Visually appealing platforms can connect language activities with media familiar to students and provide additional opportunities for communication and interaction. Recent research on TikTok and broader social-media integration highlights motivation, willingness to communicate, multimedia exposure, engagement, and the importance of purposeful activity design and teacher support (Hu and Du, 2022; Singer, 2024; Alkamel, 2024).

3.3 Challenges in Integrating Social Media into English Instruction

3.3.1 Internet Connectivity, Device Access, and Digital Skills

Teachers identified limited internet connectivity and lack of devices as major barriers to integrating social media into English instruction, particularly in rural areas. Some students also lacked sufficient digital skills. Even when gadgets were available, weak signals and unstable data connections restricted access to social media-based learning activities. These conditions reflected unequal access to technological resources and limited teachers' ability to implement digital instructional strategies consistently. The findings demonstrate that the instructional potential of social media depends substantially on technological accessibility. Limited connectivity and device availability create a digital divide in which some learners cannot participate fully in online activities regardless of the quality of the instructional strategy. Recent reviews continue to identify technical access, device and internet limitations, and unequal digital resources as important barriers to social-media-supported English learning (Alkamel, 2024; Ardiel, 2024).

3.3.2 Distraction, Student Engagement, and Information Reliability

Teachers also reported difficulties keeping students focused on educational activities when using social media. Some students went off-topic or were less receptive to online educational activities, while concerns were raised about exposure to fake news and unreliable information. These issues required teachers to remain actively involved in guiding students and managing how social media was used during instruction. These challenges indicate that access alone does not ensure effective social media integration. Teachers must also address distraction, learner participation, information reliability, privacy, and pedagogical management through appropriate planning and guidance. Recent reviews emphasize these implementation concerns and recommend careful platform selection, engaging activity design, training, and support for both teachers and learners (Alkamel, 2024; Ardiel, 2024).

3.4 Overall Pattern of Social Media-Supported English Learning

Overall, the findings showed that Facebook and YouTube were the principal platforms used for English language practice because of their accessibility, familiarity, and educational functions. Social media provided opportunities to develop language skills, authentic communication, engagement, and confidence, although it could also generate

anxiety and fear of judgment. Teachers responded by using accessible platforms for practical language activities and incorporating visually engaging content to encourage participation. However, internet connectivity, device availability, digital skills, distraction, and unreliable information remained significant constraints on implementation. Taken together, the results indicate that social media's contribution to English language learning was closely connected to platform accessibility, the nature of learner interaction, teachers' pedagogical strategies, and the availability of technological resources. Its educational potential was strongest when platforms were accessible and appropriately integrated into instruction, while infrastructural and implementation barriers restricted that potential. These patterns consolidate the study's findings across platform preference, learner confidence, instructional practice, and implementation challenges without separating social media use from the local conditions in which English teaching and learning occurred.

4. Conclusion & Recommendations

The study concludes that social media has considerable potential to support English language learning among senior high school students, particularly through accessible and familiar platforms such as Facebook and YouTube. Facebook was strongly preferred by both students and teachers, while YouTube attracted substantial student engagement but was less frequently incorporated by teachers; other platforms remained underutilized. Social media supported language-skill development, authentic practice, collaboration, engagement, and confidence, although negative comparisons and fear of judgment could adversely affect learners. Teachers addressed differing student resources by using accessible platforms such as Facebook and Messenger and incorporating engaging content from YouTube and TikTok. However, effective integration was limited by inadequate internet connectivity, lack of devices, the digital divide in rural areas, student distraction, and misinformation.

The study recommends providing professional development programs that equip SHS English teachers with the knowledge and skills to use diverse social media platforms effectively, including pedagogical approaches, strategies for managing distractions, and methods for assessing online learning. Efforts should also address the digital divide by improving equitable access to devices and internet connectivity and by providing offline materials that complement online activities. Media literacy training should be integrated into the English SHS curriculum to strengthen critical thinking and help learners address misinformation and negative social comparisons. Future research should examine the long-term effects of social media-based interventions on English proficiency, motivation, and academic outcomes through longitudinal investigation.

The study was limited to 354 senior high school students enrolled in English subjects across four selected senior high schools in Batuan District and included 20 senior high school English teachers, restricting the generalizability of the findings to populations and educational contexts outside the district. It focused specifically on social media in English language teaching and learning and excluded other language-learning methodologies and additional languages. Data were collected within a defined period and therefore may not reflect subsequent changes in attitudes and practices. The study also did not extensively examine platform-specific technical aspects, digital literacy, and other contextual factors that could influence the effectiveness of social media integration.

5. Compliance with ethical standards

The study was conducted in accordance with ethical standards intended to protect the rights, privacy, and well-being of all participants. Participation was voluntary, informed consent was obtained before data collection, and participants were informed of the study's purpose and their right to withdraw at any time without penalty. Confidentiality and anonymity were maintained through the secure handling of collected data and the nondisclosure of personal information in reports or publications. The researcher also sought to prevent harm or discomfort to participants and adhered to relevant institutional review board guidelines to maintain integrity and transparency throughout the research process.

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