



# A PHENOMENOLOGICAL INQUIRY ON THE EFFECTS OF SOCIAL MEDIA TO VOCABULARY ADEPTNESS OF STUDENTS

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## ABSTRACT

*The purpose of this phenomenological inquiry is to explore the influence of social media on the vocabulary adeptness of second-year Bachelor of Secondary Education (BSED) major in English students enrolled in private and local colleges within Davao de Oro Province. The study examines the effects of social media on vocabulary adeptness, encompassing aspects such as spelling, grammar, syntax, and vocabulary usage, guided by three research questions. Thematic analysis reveals the diverse strategies employed by fourteen (14) BSED English students to navigate the linguistic influences of social media, emphasizing intentional efforts, peer collaboration, and a discerning approach to online content. The findings underscore the active role of students in enhancing their vocabulary amid the informal communication style of social media, highlighting the need for educators to recognize these platforms as dynamic resources for vocabulary acquisition. Integrating social media into instructional approaches is suggested to create more relevant and engaging language learning environments, aligning with the digital and linguistic realities of contemporary students. Embracing the positive aspects of social media in vocabulary instruction holds the potential to contribute to more effective and student-centered language learning environments.*

**KEYWORDS:** Vocabulary adeptness, social media, linguistic influences, spelling, grammar, syntax, phenomenological inquiry, thematic analysis, Davao de Oro Province

## INTRODUCTION

Social media always make people's lives different in many ways, such as how they communicate, share information, do business, and learn. However, social media affect individuals' lives, especially students, on how they will utilize social media as an immediate partner in learning and widening their vocabulary. O'Brien (2012), as cited by Lau (2017), surmised that social media has the potential to involve students in educational activities, gain insight into their thoughts during instruction, facilitate the formation of study groups, and enhance the functionality of e-textbooks by integrating social tools to facilitate collaborative purposes.

Thus, social media has become a fundamental component of students' daily existence, often leading them to prioritize it over productive learning activities. This has raised concerns about its detrimental effects on students' vocabulary adeptness. In India, where social media heavily influences youth (Akram & Kumar, 2017), students tend to engage in negative social media behaviors, such as posting irrelevant content on Facebook, mindlessly scrolling through TikTok, and seeking attention on various platforms, which detract from language learning opportunities. Similarly, in Ghana, students allocate more time to social media usage than to academic pursuits (Kolan & Dzandza, 2018), the lack of adequate preparation for exams (Osharive, 2015) and excessive social media use hinder their vocabulary development and overall language proficiency. Malaysian students are also grappling with the adverse effects of social media on their study time, grammar, and spelling proficiency, which subsequently affects their vocabulary skills (Ndaku, 2013). These findings indicate that the excessive use of social media

significantly impacts students' vocabulary adeptness, posing challenges to their language development and academic success.

Meanwhile, in the Philippines, a study conducted by Capulong in 2017 found that a considerable number of students rely on social media platforms and the internet in general to find solutions, indicating a decreased emphasis on acquiring and retaining knowledge. Students who engage in multitasking by browsing social media sites while studying has been shown to have a detrimental impact on academic performance. The interruptions caused by platforms such as YouTube, Facebook, or Twitter significantly impair students' ability to concentrate on their studies. Additionally, when students spend more time on social networking sites, they devote less time to focusing and concentrating on academic-related activities and projects.

Also, based on first-hand observation in Davao de Oro, most students use Facebook to establish friendships and conduct online conversations. The majority of students had negative experiences, such as having less time to study and wasting time on social media networks. Also, there was a significant degree of addiction to the use of social media networks among the student population (Maitem et al. 2017). Excessive use of social media among young people can result in addiction, which can cause them to divert their attention from other critical tasks, such as learning and gaining new knowledge. People become so preoccupied that they become disconnected from society and harm their personal lives.



Furthermore, a review of the existing literature indicates the presence of comparable studies on the impact of social media. For instance, a study conducted by Samari et al. in 2022 revealed that students often experience distractions while studying and tend to allocate their time to engaging with social media platforms instead. In addition, according to Almojuela et al. 2019, students addicted to social media harm their ability to learn and retain academic material. Students who devote more time to social media than to review the topics they've studied in school may develop terrible habits and receive low scores, causing them to feel incapable of achieving their career aspirations. Nevertheless, the researcher was unable to find any study examining how social media affects students' vocabulary adeptness. Furthermore, the scarcity of relevant literature at national and local levels is due to the relatively new issue. Consequently, the researcher is more motivated to conduct the investigation.

In addition, this study carried out as soon as possible because there is a growing problem with their vocabulary adeptness, which contradicts what is anticipated of language learners. Moreover, the outcomes of this study hold considerable importance, as they will serve as fundamental information for improving and evaluating the learning of students and addressing their vocabulary proficiency. The findings of this study will aid universities and colleges in language teaching programs by providing them with valuable, up-to-date, and relevant data to assist in comprehending the phenomenon. Finally, this research study will be showcased at research conferences and undergo rigorous reviews, with the aspiration of publication to reach a wider audience.

### Purpose of the Study

This phenomenological inquiry aims to investigate and understand the impact of social media to the vocabulary adeptness of second-year Bachelor of Secondary Education major in English students in one of the schools in Davao de Oro. Further, this will give light on how these college students deal with the challenges of achieving vocabulary adeptness.

In this phenomenon, the effects of social media on vocabulary adeptness refers to social media's impact on a person's ability to use language effectively and accurately. This can include spelling, grammar, syntax, and vocabulary changes due to the informal nature of social media communication.

### Research Questions

1. What are the experiences of BSED students on the effects of social media to their vocabulary adeptness?
2. How do the BSED students cope with the challenges they encountered on the effects of social media to their vocabulary adeptness?
3. What are the insights of BSED students on the effects of social media to their vocabulary adeptness?

### Theoretical Lens

The research exploration is founded on George Siemens's connectivism learning theory, which is a learning approach that can help learners understand the decisions that are dependent on fast-changing and integrate new theories such as the theory of turbulence, systems analysis, and personality (Siemens, 2004).

Furthermore, connectivism combines historical and contemporary data to provide new interpretations and meanings (Siemens, 2004). Siemens' connectivism learning theory emphasizes the significance of online peer networks, including social media sites and online forums, in facilitating online learning. These platforms enable students to learn through social interaction and collaboration, as well as by gaining insights and perspectives from their peers' personal experiences and viewpoints (Pappas, 2021).

With this, the connectivism learning theory will be utilized in this study's context to unveil and analyze the real-world experiences of students as to the contributing factors and the effects of social media to their vocabulary adeptness. Moreover, connectivism learning theory will also set the path to highlight the abilities and underlying motivation of language learners in confronting the obstacles in acquiring social media-appropriate vocabulary.

Furthermore, this study is also gleaned through Frederic Bartlett's schema theory of vocabulary learning and acquisition. Bartlett's (1932) theory suggests that comprehension occurs when readers integrate their existing knowledge with the information presented in the text. Moreover, a learner's previous knowledge and experiences act as a foundation to assimilate new information from a particular text. This process is known as scaffolding, which supports learners in acquiring new knowledge and skills by connecting them with their pre-existing knowledge. Also, the research carried out by McVee et al. (2005) states that when it comes to the acquisition of new vocabulary, the absence of schema as a result of restricted reading and exposure to the English language presents a significant obstacle for students who are attempting to develop their English vocabulary.

Within the framework of this study, the schema theory serves as a foundation for identifying students' issues in vocabulary acquisition and learning, as well as examining their ability to handle the challenges they face. Also, this theory will be used to explain how these coping strategies help students as they experience new words and how their vocabularies grow, and how they use the words in different contexts. To add, this theory offers essential perspectives on how exposure to social media interaction broadens learners' acquisition and utilization of English language vocabulary in different communication.

Connectivist learning environments provide learners with opportunities to collaboratively construct and share knowledge and can facilitate the development of schema-based mental frameworks, leading to deeper and more meaningful learning experiences (Lai & Law, 2017). This proposition suggests that the integration of connectivist learning methods and schema theory can lead to more effective learning outcomes by leveraging the collective intelligence of a networked community of learners. Lai and Law (2017) argue that connectivist learning environments, which emphasize the creation and sharing of knowledge through participatory media and online networks, can facilitate the construction of mental schemas that are more closely aligned with real-world contexts and experiences. This



can lead to deeper and more meaningful learning experiences that are better retained over time.

## METHODOLOGY

The chosen methodology for this study is qualitative, specifically using a phenomenological approach, which aims to investigate and comprehend the personal experiences, coping strategies, and perspectives of the participants regarding the impact of social media on their vocabulary adeptness. Qualitative research involves an inquiry process aimed at understanding a social phenomenon through developing a complex and complete picture with words (Creswell, 1994). Exploring and comprehending how individuals and communities relate to a social or human situation can be facilitated by qualitative research (Creswell & Creswell, 2018). Mohajan (2018) suggested that qualitative research involves the collection and analysis of data that is not in numerical form and aims to understand social phenomena by examining a particular group and interpreting their context.

This design is applicable to this study since it clarifies experiences, human situations, and challenges. Also, it is the most typical way to acquire information through interviews. All data will be retrieved from the participants' locations. Moreover, this study is qualitative since it will seek to examine and comprehend the experiences of the research participants regarding how social media affects their vocabulary adeptness.

Moreover, this research will utilize a phenomenological approach, a methodology designed to investigate the firsthand experiences of individuals regarding a particular phenomenon (Teherani et al., 2015). In addition, Creswell (2013) explained that the phenomenological approach is a form of qualitative research with the objective of describing the nature of a specific phenomenon. Additionally, Rodriguez and Smith (2018) noted that this approach is effective in comprehending subjective experiences and gaining an understanding of people's motivations and actions. Creswell (2013) also added that this approach is suitable in collecting data (thoughts, opinions, or experiences) among small groups of people.

This study employs a qualitative phenomenological methodology to investigate participants' lived experiences, coping mechanisms, and insights through in-depth interviews. It utilizes numerous scenarios to explore similar experiences from different perspectives, emphasizing unique situations and commonalities. The data collected were contributed to the understanding of how social media affects vocabulary adeptness.

In summary, the selected research methodology for this study is a qualitative approach, specifically employing a phenomenological approach. Qualitative research seeks to comprehend social phenomena by examining a particular group and interpreting their context, using data that is not in numerical form. The qualitative phenomenological approach will be used to investigate participants' lived experiences, coping mechanisms, and insights through in-depth interviews. The study employs purposive sampling to select participants who meet specific criteria, and data will be collected through the conduct of Focus Group Discussions (FGDs) and In-Depth Interviews (IDIs).

Thematic analysis was employed to examine and interpret the collected data. Measures such as member checking were ensured the study's trustworthiness and ethical considerations were consistently addressed throughout the entire research process. Overall, this methodology allows for a comprehensive exploration and understanding of how social media affects vocabulary adeptness, and capturing diverse perspectives among the participants.

## Research Participants

In this study, there were fourteen participants who are second-year English major students from the college institutions in the Province of Davao de Oro. The research involves 14 students, 7 individuals participated in a Focus Group Discussion, while others engaged in In-Depth Interviews. The study adheres to Creswell's (2013) suggestion, as cited in Alase's (2017) work, that phenomenological research should employ data collection methods such as in-depth interviews and focus group discussions. The study's participant count was determined by data saturation, signifying that data collection will persist until no new insights emerge from the interviews or focus group discussions. Therefore, the exact number of participants cannot be predetermined, but the study aimed to ensure that data saturation is achieved through thorough sampling and recruitment of participants.

To conceal the participants' identities, coding in the form of pseudonyms were utilized. Each interviewee was coded and assigned a pseudonym depending on their personality and conduct during the activity. Purposive sampling was employed to select the participants. As per Crossman (2020), this sampling technique is a non-probability approach, where individuals are chosen tailored on the specific characteristics of a population and the research objectives. The researcher chooses the participants for this study to gather pieces of information about the experiences, challenges, and insights of the research participants. To perform the in-depth interview, the researcher integrates a virtual interview using online flat forms such as Google Meet, Zoom, and in-person interview.

The subsequent standards were employed for participant selection for this study: (1) participants must be college students enrolled in a college institution in the Province of Davao de Oro; (2) participants must possess and utilize gadgets such as cell phones and have an active presence or account on social media platforms, and (3) participants must be officially enrolled as second-year English major students.

The study employs specific criteria to select participants, resulting in the exclusion of individuals who do not meet these requirements. Exclusions includes (1) individuals who are not currently enrolled in a local college in the Province of Davao de Oro; (2) those who lack the necessary gadgets or social media presence; and (3) participants who are not officially enrolled as second-year English major students. By establishing clear criteria, the study aims to focus on a particular set of participants who fulfill the defined requirements while acknowledging the potential exclusions.



**Data Analysis**

After the collection of participants' responses during the in-depth and focus group discussion interviews for the qualitative study, the researcher commences the analysis process. Coding is an important step in the qualitative data processing process. The data is broken down into digestible components during qualitative analysis, which the researcher/analyst then reconstructs to create a view of reality. Reviewing the interview transcripts, observational notes, and any other relevant materials can aid in developing preliminary notes, which can be utilized to develop initial themes.

In addition, the gathered data were examined using thematic analysis. Thematic analysis is a valuable method for providing more comprehensive data. It can gather information about the respondents' experiences in a methodical manner. According to Braun and Clarke (2013), thematic analysis is a flexible method employed by qualitative researchers to discern and elaborate on themes derived from interview data. The researcher will employ this method to achieve the study's objectives.

Furthermore, because some replies may be in vernacular or Filipino, the researcher transcribed them into English. Following data transcription, the researcher identifies the generated data

for the study. Participants' identities were strictly kept and confidential by employing name coding or a pseudonym.

The analyst begins analyzing the collected data. Finally, the researcher collects the themes the data analyst developed to further examine and evaluate the generated themes and categories. Additionally, to enhance the data's reliability, the researcher engaged the assistance of a data analyst who is knowledgeable in the subject matter and seek feedback from other researchers. The data analyst reviews and verifies the themes that were initially developed.

**RESULTS**

**Experiences of BSED Students on the Effects of Social Media to their Vocabulary Adeptness**

The Table 1 presents the identified fundamental themes that resulted from a comprehensive analysis. Following an in-depth analysis of the effects of social media on students' adeptness in vocabulary, six prominent themes surfaced: (1) Development of Vocabulary, (2) Acquisition of New Terms and Creative Concepts, (3) Familiarization of New Words, (4) Provision of Accessibility to Educational Materials, (5) Exposure to Informal Language, and (6) Experiencing Difficulty in Vocabulary Learning.

**Table 1**

**Major Themes and Core Ideas on the Experiences of BSED Students on the Effects of Social Media to their Vocabulary Adeptness**

| Major Themes   | Core Ideas   |
|--|--|
| <b>Development of Vocabulary</b>                           | <ul style="list-style-type: none"> <li>• use new words featured in literary arts into written works</li> <li>• strengthen vocabulary by being exposed to a range of linguistic styles</li> <li>• assist in learning, broadening and improving vocabulary</li> <li>• aid in coming up with some novel terms</li> <li>• cover a wide range of interesting vocabulary lessons</li> <li>• easily understood content commonly exhibited in settings</li> </ul>                                  |
| <b>Acquisition of New Terms and Creative Concepts</b>      | <ul style="list-style-type: none"> <li>• acquired new vocabulary and expressions</li> <li>• learned key concepts and usage of contracted and abbreviated words</li> <li>• learned the exact meaning and formation of new words</li> <li>• interacted with experts in the creation of their works</li> <li>• gained knowledge and grasp on popular trending terms</li> <li>• looked up the definitions of new words</li> </ul>  |
| <b>Familiarization of New Words</b>                        | <ul style="list-style-type: none"> <li>• learn new and unfamiliar words and phrases</li> <li>• become familiar with specialized terminology</li> <li>• elaborate new vocabulary words and reading comprehension techniques</li> <li>• introduce novel terms that can be utilized to prompt essay discussions</li> <li>• help to get familiar with different concepts in word usage</li> <li>• understand various linguistic contexts and modify language usage accordingly</li> </ul>      |
| <b>Provision of Accessibility to Educational Materials</b> | <ul style="list-style-type: none"> <li>• expose to authentic English platforms and classroom resources</li> <li>• access to a vast array of resources with an immense range of contents</li> <li>• access online materials that content creators used</li> <li>• expose to language use in real world conversation</li> <li>• provide practical example of how words are used in different contexts</li> <li>• engage in language related contents on some instructional videos</li> </ul> |
| <b>Exposure to Informal Language</b>                       | <ul style="list-style-type: none"> <li>• overuse of shortened word forms informal contractions on social media</li> <li>• employ social media created non-credible english information</li> </ul>  |





|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• use colloquial language that is inappropriate in an academic setting.</li> <li>• learn things that are meaningless, absurd, or even unworthy.</li> <li>• utilizes slang or conyo terms to make others laugh, and some unintentionally adopt it</li> <li>• impede the development of formal vocabulary due to overexposure to informal language</li> </ul>   |
| <p><b>Experiencing Difficulty in Vocabulary Learning</b></p> | <ul style="list-style-type: none"> <li>• difficulty balancing the use of official and casual English</li> <li>• difficulty to grasp high sounding and unfamiliar words</li> <li>• challenged to find the proper vocabulary out of these internet slang, acronyms, and abbreviated language</li> <li>• challenged to maintain a formal and precise vocabulary</li> <li>• difficulty to discern the accuracy and reliability of information</li> <li>• experienced lack of learning focus due to social media addiction</li> </ul> |

**Development of Vocabulary**

The first theme identified that social media is a significant tool for vocabulary enhancement, offering diverse linguistic content and opportunities for collaborative learning. By providing access to new words and encouraging active language use, social media platforms contribute positively to language acquisition. This challenges the perception of social media's negative impact, highlighting its value in fostering linguistic growth and community engagement among learners.

**Acquisition of New Terms and Creative Concepts**

The second theme that emerged is acquisition of new terms. Students turn to social media as a vital resource for mastering new expressions, styles, and vocabulary. This platform not only introduces them to the latest linguistic trends but also aids in understanding and applying new terms accurately. Through social media, learners expand their vocabulary and navigate the nuances of contemporary language use, blending formal and informal expressions to enhance their linguistic proficiency.

**Familiarization of New Words**

The third theme conveyed is familiarization of new words. The journey of familiarizing oneself with new words transcends traditional boundaries through the dynamic and interactive platforms of social media. Social media platforms not only serve as gateways to encountering diverse and specialized terminology but also foster a deeper understanding and application of language in real-world contexts.

**Provision of Accessibility to Educational Materials**

The fourth theme that emerged is provision of accessibility to educational materials. The experiences shared by participants highlight social media's pivotal role in language acquisition, offering a holistic approach to learning that encompasses exposure to authentic platforms, diverse content, and practical usage examples. Through social media, learners gain invaluable insights into the nuances of language employed in everyday conversations and the creative expression of ideas. This dynamic environment fosters a deeper understanding of language mechanics, encouraging active engagement with content that not only informs but also inspires. As we navigate this digital age,

social media stands out as a versatile and impactful resource in the quest for linguistic proficiency and cultural literacy.

**Exposure to Informal Language**

The fifth theme that was conveyed was exposure to informal language. The participants pinned that the widespread exposure to informal language on social media platforms presents a double-edged sword. On one hand, it reflects the dynamic and evolving nature of language, fostering a sense of community and relatability among users. On the other hand, it poses challenges to developing a formal vocabulary, as the pervasive use of slang, contractions, and colloquial language can detract from the ability to communicate effectively in more structured environments. Recognizing and navigating the balance between informal and formal language use is essential for learners to harness the benefits of social media while mitigating its limitations on language development.

**Experiencing Difficulty in Vocabulary Learning**

The sixth theme was experiencing difficulty in vocabulary learning. The statements given by the participants are proof that social media has both positive and negative effects on their vocabulary adeptness. With this, it might be safe to conclude that students should always be careful in using social media platforms. While users are mesmerized by the usefulness it could give, chances are they will also experience undesirable circumstances in the long run.

**Coping Strategies of Students in Facing the Challenges Encountered on the Effects of Social Media to their Vocabulary Adeptness**

The table 2 presents the identified themes and core ideas that resulted from a thematic analysis. After going through the experiences of BSED students on the effects of Social Media on their Vocabulary Adeptness, five (5) themes were developed: (1) Ascertained Context of Words and Grammar Usage, (2) Adaption of Strategies for Vocabulary Improvement, (3) Active Engagement on Activities for Vocabulary Enhancement, (4) Contemplate the material thoroughly and distinctively, and (5) Consideration of Credible Sources of Information.



Table 2

**Major Themes and Core Ideas on the Coping Strategies of Students in Facing the Challenges they Encountered on the Effects of Social Media to their Vocabulary Adeptness**

| Major Themes  | Core Ideas   |
|---|--|
| <b>Ascertained Context of Words and Grammar Usage</b>             | <ul style="list-style-type: none"> <li>• browsed over the internet to figure out word usage and fact check</li> <li>• googled up unknown terms from videos on a digital dictionary</li> <li>• exposed to written contents and scholarly papers</li> <li>• searched the true meaning of unfamiliar words</li> <li>• learned to modify specialized, slang or colloquial terms</li> <li>• checked terms and expressions used in different contexts</li> </ul>                           |
| <b>Adaption of Strategies for Vocabulary Improvement</b>          | <ul style="list-style-type: none"> <li>• applied conceptual usage and word changes</li> <li>• spelling out correctly abbreviated words</li> <li>• used the newly learned words in written outputs</li> <li>• created vocabulary list of key words when watching videos</li> <li>• utilized distinct vocabulary in speech, oral recitation and interesting discussions</li> <li>• being vigilant of the potential biases on social media sites</li> </ul>                             |
| <b>Active Engagement on Activities for Vocabulary Enhancement</b> | <ul style="list-style-type: none"> <li>• engaging in online discussion and language challenge activities</li> <li>• writing and posting articles and vlogs</li> <li>• consulting language forums for vocabulary enhancement</li> <li>• understanding the context and meaning of the words</li> <li>• utilized media platforms to share, interact and teach fellow internet users</li> <li>• engaging in conversations, debates, and linguistic interactive exercises</li> </ul>      |
| <b>Contemplate the material thoroughly and distinctively</b>      | <ul style="list-style-type: none"> <li>• adapting the new things encountered on social media</li> <li>• doing background research and navigating varied posts</li> <li>• examining the content for trustworthy information</li> <li>• critically identifying correct choices of word</li> <li>• figuring out the accuracy of newly acquired vocabulary</li> <li>• employing variety of sources and technological tools</li> </ul>  |
| <b>Consideration of Credible Sources of Information</b>           | <ul style="list-style-type: none"> <li>• using critical thinking and precautions when relying on sources</li> <li>• selecting knowledgeable or influential entities in the relevant field</li> <li>• examining content's creator credentials and history</li> <li>• confirming the knowledge and reputation of writers</li> <li>• working with trustworthy vocabulary sources online</li> <li>• being selective in social media that aligned with language learning goals</li> </ul> |

**Ascertained Context of Words and Grammar Usage**

The first theme that was identified is ascertained context of words and grammar usage. BSED second-year English students utilize social media to deepen their understanding of language, using it to discover new terms and verify their meanings through digital dictionaries and reliable online sources. Their journey highlights the importance of social media in providing personalized and diverse learning experiences, enabling them to apply language in various contexts effectively. This approach to learning showcases the potential of digital platforms to enhance vocabulary and grammar skills in an accessible and engaging manner.

**Adaption of Strategies for Vocabulary Improvement**

The second theme that was adaption of strategies for vocabulary improvement. Relative to participant's responses, the adaptation of various strategies for vocabulary improvement marks a significant shift in how learners engage with language

in the digital age. From the meticulous application of newly acquired words in writing to the strategic creation of vocabulary lists and the thoughtful incorporation of diverse terms in speech, students are effectively broadening their linguistic repertoire. Additionally, their vigilance towards the biases present on social media platforms exemplifies a mature approach to digital literacy. These practices not only enhance vocabulary but also equip learners with the skills necessary to critically assess and utilize information in an increasingly connected world.

**Active Engagement on Activities for Vocabulary Enhancement**

The third theme that was specified is the active engagement on activities for vocabulary enhancement. The digital realm offers a plethora of opportunities for learners to employ coping mechanisms in vocabulary enhancement. Through active engagement in online activities, consulting with peers, and embracing interactive exercises, students overcome challenges in language acquisition. This proactive approach not only broadens their



lexical repository but also equips them with the resilience and adaptability needed in mastering new linguistic territories.

**Contemplate the material thoroughly and distinctively**

The fourth theme that was pointed out is contemplate the material thoroughly and distinctively. The approach of thoroughly and distinctively contemplating material encountered on social media reflects a sophisticated learning process. By assessing the trustworthiness of content, verifying the accuracy of new vocabulary, and judiciously selecting resources, learners are not only enhancing their language skills but also developing critical thinking capabilities essential for navigating the digital age.

**Consideration of Credible Sources of Information**

The fifth theme that was revealed is consideration of credible sources of information. In the quest for credible information sources, participants emphasize the importance of critical thinking and selectivity in using social media for language learning. IDI 06 warns against biases and misinformation, advocating for careful evaluation of content and its creators. BSED second-

year English students highlighted the significance of adapting learning strategies and verifying the reliability of sources to enhance vocabulary. FGD 01 adds that being selective in following social media pages aligned with educational goals is crucial. Together, these mechanisms underscore the need for a discerning approach to online resources, ensuring they contribute positively to language acquisition.

**Insights Drawn from the Experiences of Students on the Effects of Social Media on their Vocabulary Adeptness**

The table 3 presents identified themes and core ideas that resulted from a thematic analysis. After going through the coping strategies of students in facing the challenges encountered on the effects of Social Media to their Vocabulary Adeptness, four (4) themes were developed: (1) Exposure to useful resources and materials to speed up vocabulary acquisition, (2) Gain an immense quantity of new phrases and words, (3) Provide direction on proper vocabulary and grammar usage, and (4) Strategically Harnessing Social Media for Enhanced Language Learning and Vocabulary Building.

**Table 3**

**Major Themes and Core Ideas on the Insights Drawn from the Experiences of Students on the Effects of Social Media to their Vocabulary Adeptness**

| Major Themes  | Core Ideas  |
|---|---|
| <b>Exposure to Useful Resources and Materials to Speed up Vocabulary Acquisition</b>                | <ul style="list-style-type: none"> <li>• Tailoring Social Media Experiences for Academic Growth</li> <li>• Perceiving Social Media as an Opportunity for Language Proficiency</li> <li>• Recognizing Social Media as a Valid Source of Learning Inputs</li> <li>• Diversifying Social Media Feeds for Language Exposure</li> <li>• Engaging with Content that Expands Vocabulary</li> <li>• Understanding Linguistic and Cultural Contexts</li> <li>• Balancing Engagement with Meaningful Content</li> </ul> |
| <b>Gain an Immense Quantity of New Phrases and Words</b>  | <ul style="list-style-type: none"> <li>• Access to a Diverse Range of Terminology</li> <li>• Embracing Slang, Acronyms, and Informal Language.</li> <li>• Keeping Up with Language Trends</li> <li>• Becoming Adept in Utilizing New Vocabulary</li> <li>• Creating Personalized Vocabulary Resources</li> </ul>  |
| <b>Provide Direction On Proper Vocabulary and Grammar Usage</b>                                     | <ul style="list-style-type: none"> <li>• Adaptability to New Linguistic Expressions</li> <li>• Intentional Learning Mindset</li> <li>• Mindfulness in Language Usage</li> <li>• Goal-Oriented Vocabulary Enhancement</li> <li>• Experiential Learning Through Practice</li> </ul>   |
| <b>Strategically Harnessing Social Media for Enhanced Language Learning and Vocabulary Building</b> | <ul style="list-style-type: none"> <li>• Disciplined Social Media Use for Focused Learning</li> <li>• Active Engagement with Educational Content</li> <li>• Practical Use of Social Media for Language Skills Improvement</li> <li>• Engagement in Academic Conversations Online</li> <li>• Understanding and Navigating Language Contexts</li> </ul>   |

**Exposure to Useful Resources and Materials to Speed up Vocabulary Acquisition**

The first theme that emerged is Exposure to Useful Resources and Materials to Speed up Vocabulary Acquisition. This theme entails on the deliberate use of social media and other digital

resources to fast-track language acquisition. By customizing social media interactions for educational purposes, learners can transform these platforms into arenas for academic enhancement, recognizing them as valuable sources of diverse and meaningful language input. This approach not only expands



one's vocabulary but also ensures the practical application of new words, showcasing the effective role of social media in fostering language mastery and enhancing everyday communication.

#### **Gain an Immense Quantity of New Phrases and Words**

The second theme that was provided is Gain an Immense Quantity of New Phrases and Words. Exploring social media provides a vast spectrum of new vocabulary and expressions, as described by participants. While these platforms are treasure troves of linguistic diversity, offering access to idioms, slang, and educational content, they also challenge users with the prevalence of informal language. Nevertheless, the strategic use of social media for news, information, and reading, as highlighted, underscores its value in broadening one's vocabulary and enhancing language proficiency amidst the digital era's complexities.

#### **Provide Direction On Proper Vocabulary and Grammar Usage**

The third theme that emerged is Provide Direction On Proper Vocabulary and Grammar Usage. With the collective insights from participants, they underscore the necessity of deliberate engagement with social media as a means to enhance vocabulary and grammar. By setting specific learning objectives, embracing a variety of educational resources, and maintaining awareness of language use, learners can navigate social media effectively to bolster their linguistic skills. This strategic approach not only fosters language proficiency but also ensures that social media serves as a valuable ally in the pursuit of academic and linguistic excellence.

#### **Strategically Harnessing Social Media for Enhanced Language Learning and Vocabulary Building**

The fourth theme that emerged is to Strategically Harnessing Social Media for Enhanced Language Learning and Vocabulary Building. Adopting social media for language development and vocabulary enhancement demands a thoughtful and methodical strategy. Insights from participants reveal the necessity of judiciously curating educational content and exercising discipline in social media use, underscoring its potential as a beneficial tool in both academic and personal language learning journeys. For instance, the emphasis on scrutinizing the reliability and educational value of content, as highlighted by participants, showcases the importance of quality over quantity in digital learning resources. This strategic engagement with social media, combined with an awareness of balancing informal online language with the formal linguistic competencies crucial for academic success, forms an integrated approach to language and vocabulary building. This collective perspective underscores the importance of a mindful and strategic use of social media as a dynamic resource for enhancing vocabulary and language proficiency.

### **DISCUSSIONS**

The objective of this phenomenological study is to delve into the lived experiences of Second-Year BSED English major students, exploring their coping mechanisms and gain understanding the impacts of social media on their proficiency in vocabulary. Also, this study aimed to unveil the experiences of English

major students on the effects of social media on the vocabulary adeptness from the college institutions in the Province of Davao de Oro.

#### **Experiences of BSED Students on the Effects of Social Media to their Vocabulary Adeptness**

The thematic analysis of BSED students' experiences regarding the effects of social media on their vocabulary adeptness has revealed six overarching themes: (1) Development of Vocabulary, (2) Acquisition of New Terms and Creative Concepts, (3) Familiarization of New Words, (4) Provision of Accessibility to Educational Materials, (5) Exposure to Informal Language, and (6) Experiencing Difficulty in Vocabulary Learning.

#### **Development of Vocabulary**

The thematic analysis indicates that BSED students perceive social media as a significant contributor to the development of their vocabulary. They report encountering a variety of new words and phrases across social media platforms, which they believe has broadened their lexicon and enhanced their linguistic capabilities. This exposure is particularly noted in discussions and content that are rich in literary and academic language.

Graves (2017) underscores the importance of a rich vocabulary in fostering reading comprehension and overall language proficiency. This aligns with the participants' experiences, suggesting that social media can act as a vibrant source of linguistic input, contributing to vocabulary growth in a manner that resonates with the academic literature on language acquisition.

In addition, Coxhead (2018) emphasizes the role of vocabulary adeptness in language acquisition, noting its impact on various aspects of linguistic competence. The breadth of vocabulary encountered by students on social media platforms supports Coxhead's assertion, highlighting social media as an integral tool in the modern vocabulary learning process.

In line with the findings from the thematic analysis, Nation (2019) points out that individuals with a broad vocabulary tend to excel in both academic and professional settings. The participants' acknowledgment of social media as a platform for encountering diverse and advanced vocabulary corroborates Nation's perspective on the pivotal role of vocabulary in effective communication and academic success.

#### **Acquisition of New Terms and Creative Concepts**

Participants highlighted social media's role in facilitating the acquisition of new terms and creative concepts, particularly those not covered in traditional educational settings. They appreciate the informal learning environment social media provides, where they can explore linguistic creativity and contemporary usage.

Schmitt (2020) discusses the dynamic nature of vocabulary acquisition, where learners are exposed to new words in varying contexts. This dynamic is reflected in the participants' experiences with social media, where they encounter and learn new terms organically, reinforcing Schmitt's observations.





Additionally, Folse (2021) argues that strategic word learning behaviors, such as engaging with new terms in context, significantly contribute to vocabulary development. The participants' engagement with creative content on social media platforms exemplifies these behaviors, suggesting a practical application of Folse's theoretical framework.

Furthermore, Milton (2022) emphasizes the importance of making meaningful connections between new words and existing knowledge. The thematic analysis shows that BSED students use social media to make these connections, particularly when encountering creative concepts, aligning with Milton's findings on effective vocabulary learning strategies.

### **Familiarization of New Words**

The analysis reveals that BSED students use social media as a tool for familiarizing themselves with new words, often seeking out definitions and contexts to understand and integrate these terms into their vocabulary. This process of familiarization goes beyond mere exposure, involving active engagement with the language.

Moreover, Laufer & Nation (2019) highlight the importance of both receptive and productive vocabulary skills in language learning. The students' approach to familiarizing themselves with new words through social media mirrors this dual focus, supporting the idea that active engagement with vocabulary enhances learning outcomes.

Further, The work of Boers et al. (2017) on the benefits of encountering vocabulary in context supports the students' strategy of using social media for language learning. By engaging with words in varied contexts, students can better grasp the nuances of language, a method advocated by Boers and his colleagues.

Lastly, Anggrarini (2018) points out that effective vocabulary acquisition often involves repetitive exposure and active use. The thematic analysis reflects this, as students not only encounter new words on social media but also engage with these terms repeatedly, facilitating deeper learning and retention.

### **Provision of Accessibility to Educational Materials**

The findings highlight that BSED students value social media for its accessibility to a wide array of educational materials. Platforms like Facebook, YouTube, and specialized language learning apps have become indispensable tools, providing resources that complement traditional learning environments and cater to individual learning preferences.

In relation to that, Dincer (2020) underscores the role of online platforms in enhancing vocabulary learning, offering avenues for students to engage with educational content beyond the classroom. This perspective aligns with participants' experiences, as they utilize social media to access diverse linguistic resources, demonstrating the practical benefits of Dincer's observations.

Additionally, Mahdi (2018) emphasizes the effectiveness of digital resources in fostering language acquisition. The thematic analysis corroborates this, showing how BSED students

leverage social media as a repository of educational materials, which not only aids vocabulary development but also enriches their overall learning experience.

Also, Shamsan et al. (2021) discuss the importance of educators recognizing the value of digital platforms in language teaching. The participants' reliance on social media for accessing educational materials reflects a broader trend of integrating digital resources into the learning process, echoing Shamsan et al.'s recommendations for educational practice.

### **Exposure to Informal Language**

Participants noted their exposure to informal language on social media, including slang, acronyms, and non-standard grammatical forms. While this exposure is seen as reflective of real-life language use, concerns were raised about its potential impact on formal language skills and academic writing.

Vannestal (2020) discusses the challenges that digital distractions and the prevalence of informal language online pose to language learning. The thematic analysis reveals similar concerns among BSED students, who navigate the influence of social media's informal language on their formal language use, highlighting the relevance of Vannestal's research.

Also, Lam (2017) raises concerns about the erosion of formal writing skills due to the dominance of informal language on social media. This concern resonates with the students' experiences, as they grapple with maintaining academic language standards amid pervasive exposure to informal language, underscoring Lam's cautionary stance.

Similarly, Arend (2019) presents a nuanced view of social media's impact on language skills, suggesting that its effects are not uniformly negative. The thematic analysis supports this complexity, with students acknowledging both the challenges and benefits of engaging with informal language on social media, reflecting the balanced perspective offered by Arend.

### **Experiencing Difficulty in Vocabulary Learning**

The analysis underscores the difficulties BSED students face in vocabulary learning due to the vast and often overwhelming nature of information available on social media. Challenges include discerning the reliability of sources, overcoming the distraction of non-educational content, and integrating new vocabulary effectively.

In fact, Smith (2019) and Johnson et al. (2020) discuss the barriers to effective vocabulary acquisition, including resource constraints and information overload. The thematic analysis echoes these challenges, highlighting the difficulties students encounter in navigating the abundance of information on social media for vocabulary learning.

In addition, Wagner et al. (2018) examine the impact of inadequate vocabulary knowledge on academic performance. The participants' experiences of vocabulary learning difficulties reflect this impact, illustrating how challenges in acquiring vocabulary can hinder comprehension and expression in academic contexts.



Moreover, Fancourt et al. (2022) emphasize the need for targeted vocabulary instruction to mitigate the long-term negative outcomes of vocabulary deficits. The thematic analysis reveals students' struggles with vocabulary learning on social media, underscoring the importance of effective strategies and interventions to support vocabulary development, in line with Fancourt et al.'s recommendations.

### **Coping Strategies of Students in Facing the Challenges Encountered on the Effects of Social Media to their Vocabulary Adeptness**

The exploration of coping strategies employed by students to face challenges encountered in the effects of social media on their vocabulary adeptness has identified five (5) key themes: (1) Ascertained Context of Words and Grammar Usage, (2) Adaption of Strategies for Vocabulary Improvement, (3) Active Engagement on Activities for Vocabulary Enhancement, (4) Contemplate the material thoroughly and distinctively, and (5) Consideration of Credible Sources of Information.

#### **Ascertained Context of Words and Grammar Usage**

Students have recognized the importance of understanding the context and grammatical usage of words encountered on social media, actively seeking out definitions and applications to enhance their comprehension. This strategy not only aids in vocabulary acquisition but also in applying this knowledge in real-world communication scenarios.

Specifically, Graves (2017) underscores the foundational importance of vocabulary adeptness in language proficiency. He argues that grasping the context and usage of words empowers learners to navigate through complex linguistic terrains, mirroring the students' utilization of social media as a rich resource for contextual learning.

In addition, Coxhead (2018) further explores the integral role of vocabulary in language acquisition, suggesting that a vast lexical repository is crucial for effective communication across diverse domains. This insight supports the practice among students of leveraging digital tools to ensure accurate word usage, reflecting a targeted approach to enhancing linguistic competence.

Moreover, Nation (2019) posits that a nuanced understanding of vocabulary is key to proficient language use, impacting reading comprehension and oral communication. This principle is evident in students' strategies for contextualizing new words through digital resources, exemplifying the potential of social media in fostering advanced language skills.

#### **Adaption of Strategies for Vocabulary Improvement**

In their journey toward vocabulary enhancement, students have embraced innovative strategies that extend beyond conventional learning methods. These include the strategic use of social media to encounter and practice new vocabulary, reflecting a nuanced understanding of the dynamic nature of language learning in the digital age.

On the other hand, Schmitt (2020) emphasizes strategic learning behaviors such as the use of mnemonic techniques and extensive reading as pivotal to vocabulary acquisition. This notion aligns with how students utilize social media platforms to immerse themselves in text-rich environments conducive to learning and remembering new words.

Moreover, Folse (2021) discusses the precision and sophistication in language production among proficient vocabulary users, achieved through practices akin to students' engagement with varied and contextually rich digital content. This engagement facilitates a deeper lexical understanding and application.

Further, Milton (2022) highlights the importance of making meaningful connections between new words and existing knowledge. The students' adaptive strategies on social media—such as curating vocabulary-rich feeds and participating in language-based interactions—mirror this approach, showcasing the effective use of digital environments for comprehensive language development.

#### **Active Engagement on Activities for Vocabulary Enhancement**

Students actively engage in various online activities to enhance their vocabulary, utilizing social media as a platform for linguistic exploration and growth. This involvement ranges from participating in discussions to creating content, showcasing a proactive approach to language learning.

Laufer & Nation (2019) stress the significance of active engagement in language practice for vocabulary acquisition. They advocate for immersive experiences that mimic students' interactive use of social media, thereby facilitating deeper linguistic absorption and retention.

According to Nation (2019), the practical application of new vocabulary through writing and speaking activities strengthens language skills. This practice is mirrored in students' engagement with social media, where they actively apply newly learned words in various communicative contexts.

Additionally, Schmitt (2020) posits that varied exposure to language, through activities such as reading and interaction, significantly contributes to vocabulary development. Students' participation in social media discussions and content creation exemplifies this exposure, reinforcing their vocabulary growth through active use.

#### **Contemplate the Material Thoroughly and Distinctively**

In navigating the vast information available on social media, students critically assess and deeply contemplate the material, applying rigorous standards to ensure the accuracy and relevance of the vocabulary they learn. This careful approach underscores the importance of discernment in digital language learning.

Coxhead (2018) underscores the necessity of engaging with content critically to enhance language comprehension and acquisition. This reflects students' practices of scrutinizing social media content for vocabulary learning, ensuring that their sources are reliable and educationally valuable.



Additionally, Graves (2017) highlights the importance of integrating new vocabulary with existing knowledge, a process that requires thoughtful consideration of each new word's meaning and usage. This is akin to students' deliberate approach to engaging with social media content, where they seek to understand and internalize new vocabulary deeply.

Furthermore, Milton (2022) discusses the role of strategic behaviors in effective vocabulary learning, such as the critical evaluation of materials. Students' practices of selectively engaging with content and verifying information align with this approach, showcasing the critical thinking involved in their vocabulary enhancement efforts.

### Consideration of Credible Sources of Information

Recognizing the challenge of misinformation, students emphasize the importance of consulting credible sources when learning new vocabulary through social media. This discerning approach ensures the reliability and academic value of the information they consume.

In addition, Folse (2021) points out that the precision in language use stems from engaging with accurate and authoritative resources. This principle guides students in their selective engagement with credible social media content, highlighting the critical role of source quality in effective vocabulary learning.

Further, Laufer & Nation (2019) stress the necessity of accessing reliable lexical resources for meaningful language acquisition. Students' emphasis on credible sources mirrors this insight, indicating a sophisticated approach to filtering and utilizing digital content for vocabulary enhancement.

Also, according to Nation (2019), effective vocabulary acquisition involves the strategic selection of learning materials. This aligns with students' efforts to identify and engage with reputable social media platforms and content creators, showcasing their commitment to high-quality, reliable language learning experiences.

### Insights Drawn from the Experiences of Students on the Effects of Social Media to their Vocabulary Adeptness

These insights drawn from the experiences of students on the effects of social media on their vocabulary adeptness reveal valuable themes and core ideas, providing insight into the complex nature of this phenomenon. The four major themes - Exposure to useful resources and materials to speed up vocabulary acquisition, Gain an immense quantity of new phrases and words, Provide direction on proper vocabulary and grammar usage, and Strategically Harnessing Social Media for Enhanced Language Learning and Vocabulary Building - offer a thorough insight into the challenges and opportunities posed by social media in the context of language learning.

The strategic insights for accelerated vocabulary growth among second-year BSED students underscore the potential of social media as a catalyst for enhanced language learning. This detailed analysis draws on the experiences and coping strategies

of students navigating the multifaceted landscape of social media, highlighting the deliberate efforts to harness digital platforms for optimal language acquisition.

### Exposure to Useful Resources and Materials to Speed Up Vocabulary Acquisition

The accessibility of educational materials through social media significantly accelerates the vocabulary acquisition process. This theme highlights how students exploit digital platforms to access diverse and enriching linguistic resources, enhancing their vocabulary development efficiently.

Graves (2017) emphasizes the pivotal role of accessible educational resources in language learning. He suggests that the abundance of materials available via social media can dramatically enhance learners' exposure to new vocabulary, thereby facilitating rapid vocabulary growth.

Furthermore, Coxhead (2018) notes that the variety and accessibility of digital resources empower learners to tailor their vocabulary learning experience. This personalized approach ensures that students engage with content that is most relevant and beneficial to their linguistic development.

Additionally, Nation (2019) highlights the impact of exposure to a broad lexical range on vocabulary acquisition. Social media platforms, by providing easy access to a wide array of resources, enable learners to encounter and learn new words and phrases within diverse contexts, significantly enriching their vocabulary.

### Gain an Immense Quantity of New Phrases and Words

Social media platforms serve as a vast repository of language, offering learners exposure to an extensive array of new phrases and words. This exposure is instrumental in broadening learners' lexical repertoire and enhancing their linguistic proficiency.

Schmitt (2020) illustrates how digital environments, including social media, can introduce learners to a wide variety of language expressions. This diversity in linguistic exposure is key to acquiring a robust vocabulary, as learners encounter terms and phrases beyond their immediate learning materials or environments.

Folse (2021) further elaborates on the benefits of encountering new vocabulary in context. Social media, with its dynamic and real-world language use, provides a unique setting for learners to understand how new words function within sentences and conversations, thus enhancing comprehension and retention.

Lastly, Milton (2022) discusses the role of extensive reading and interaction in vocabulary acquisition. Social media, by virtue of its interactive nature, facilitates both these activities, allowing learners to not only discover new words but also to see them applied in a range of contexts, thereby deepening their understanding and usage.

### Provide Direction on Proper Vocabulary and Grammar Usage

Through careful analysis, it has become clear that social media not only facilitates the discovery of new words but also provides guidance on their proper usage and grammatical context.



This dual role assists learners in refining both their written and oral language skills, demonstrating the multifaceted benefits of digital platforms for linguistic development.

Accordingly, Laufer & Nation (2019) stress the significance of understanding the correct usage and grammatical rules surrounding new vocabulary. They argue that true mastery of language goes beyond mere word recognition to encompass the ability to employ words correctly in various contexts. Social media, with its diverse content, serves as a rich resource for encountering words used in real-life scenarios, thereby enhancing learning.

Furthermore, Nation (2019) expands on this notion by highlighting the impact of contextual learning on vocabulary acquisition. He posits that exposure to language in its natural environment significantly aids in grasping the nuanced meanings and appropriate usage of new vocabulary. Thus, the dynamic nature of social media, teeming with authentic linguistic exchanges, aligns perfectly with this pedagogical approach.

Moreover, Schmitt (2020) delves into the cognitive aspects of language learning, suggesting that active engagement with diverse language inputs—such as those provided by social media—enhances understanding and retention of vocabulary. This engagement not only includes reading and listening but also the active application of new words in speaking and writing, further solidified by the interactive opportunities that social media platforms afford.

### **Strategically Harnessing Social Media for Enhanced Language Learning and Vocabulary Building**

The incorporation of social media into educational practices has revolutionized the approach to vocabulary building, making it a more dynamic and interactive process. Students have harnessed the power of digital platforms to enhance their linguistic capabilities, demonstrating that social media can serve as an effective tool for both introducing new vocabulary and reinforcing existing knowledge. The diverse range of content available on these platforms allows for exposure to a wide array of words and phrases, used in various contexts, thereby enriching the students' vocabulary adeptness and overall language proficiency.

Graves (2017) asserts the importance of repeated exposure and active engagement in the development of a rich vocabulary. He suggests that the interactive nature of social media—characterized by constant updates and a plethora of user-generated content—creates an optimal environment for vocabulary learning. This continuous stream of new and varied linguistic information encourages learners to engage with new vocabulary regularly, fostering both acquisition and long-term retention.

Expanding on this, Coxhead (2018) notes the significance of context in the effective comprehension and memorization of new vocabulary. The authentic and diverse contexts offered by social media content—from informal chats to more structured posts—provide learners with practical insights into the usage of words in real-life scenarios. This exposure not only aids in understanding the nuanced meanings of words but also in grasping

their appropriate application, thereby enhancing cognitive linguistic processing.

Nation (2019) elaborates on the complexity of vocabulary learning, emphasizing that mastery goes beyond mere word recognition to include understanding its varied uses across different contexts. Social media, with its rich tapestry of linguistic expressions ranging from casual dialogues to formal articles, presents a unique opportunity for learners. They can delve into the multifaceted nature of language, exploring colloquialisms, dialects, and formal expressions. This varied exposure not only augments their vocabulary but also equips them with the ability to discern and adapt to different linguistic registers, significantly enriching their communicative competence.

### **Implications for Teaching Practice**

On the Experiences of BSED Students on the Effects of Social Media to their Vocabulary Adeptness. The experiences of BSED students regarding the effects of social media on their vocabulary adeptness highlight significant implications for teaching practices. Educators from various programs should recognize the potential of social media as a dynamic and authentic source for vocabulary acquisition. Integrating specific activities or assignments that involve the use of social media platforms can enhance language learning experiences. Instructors should guide students in purposefully navigating online content, developing critical thinking skills to discern reliable information, and promoting responsible language use.

On the Coping Strategies of Students in Facing the Challenges Encountered on the Effects of Social Media to their Vocabulary Adeptness. The Coping Strategies of BSED students in facing challenges related to the effects of social media on their vocabulary adeptness necessitate thoughtful implications for teaching practices. Based on the results, students often encounter unfamiliar words and phrases on social media contents. As a coping strategy, they look it up on the internet to know their definitions and grammar use to they could apply it to their own linguistic expressions. Hence, educators should emphasize the importance of metacognitive strategies, encouraging students to actively engage with language through deliberate reading, exploration of diverse content, and collaborative learning experiences on social media. Incorporating these coping strategies into instructional approaches can enhance vocabulary acquisition and comprehension skills. Additionally, educators should guide students in discerning credible sources, navigating informal language usage, and maintaining a balance between formal and informal vocabularies.

### **Recommendations for Further Research**

Since the nature of any research emphasizes replicability, this qualitative study using phenomenology approach proposes a further look at other aspects of the effects of social media on the vocabulary adeptness of students. The research is only limited to the experiences of second-year BSED English majors of the institutions in Davao de Oro. Thus, it is recommended to conduct this study in a new approach such as interpretative phenomenological analysis that will enhance the understanding of the experiences of the BSED English major students.





In addition, the study has given us good information about how students handle challenges with social media affecting their vocabulary. However, future researchers may delve more into looking at some other important aspects such as how social media affects vocabulary in the long run, like over many months or years. From the study conducted, the length of time was not specified and it would be even more specific if the impact of social media on the vocabulary adeptness of students can have a lasting effect.

Furthermore, the research is so general that it did not cater to all the needed resources that must be included because of time and resource constraints. Hence, future researchers can expand its location to not just in the province of Davao de Oro but can be in Region XI.

Lastly, considering the role of social media literacy interventions in educational settings and their impact on vocabulary enhancement could be a promising area for future research. This would provide practical implications for educators aiming to leverage social media positively in language learning environments.

### Concluding Remarks

This study has provided valuable insights into the coping strategies and experiences of BSED students in dealing with the challenges posed by social media on their vocabulary adeptness. The identified themes shed light on the multifaceted approaches students employ to navigate the linguistic landscape of social media. It is evident that students actively seek ways to enhance their vocabulary through intentional efforts, collaboration with peers, and a discerning approach to online content.

Furthermore, the implications for vocabulary instructional approaches highlight the need for educators to recognize social media as a dynamic and legitimate source for vocabulary acquisition. Integrating specific activities or assignments that involve the use of social media platforms can provide students with opportunities to explore new words, phrases, and linguistic trends. By incorporating social media into lesson plans, educators can leverage this powerful tool to create engaging and relevant learning experiences, aligning with the digital and linguistic realities of today's students. As we move forward, understanding and embracing the positive aspects of social media in vocabulary instruction can contribute to more effective and student-centered language learning environments.

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