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## **Social Media Exposure and English Writing Proficiency of Grade 11 Students in a Philippine Public High School**

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**Abstract.** Social media has become a vital part of people's daily communication activities in all walks of life and had globalized its use, especially to learners. Learners' propensity to social media has come to increasing involvement in the internet cafes. Since its medium of instruction is mainly English, it influences learners' English communication skills, especially in writing. The paper examined the relationship between the extent of exposure to social media and the English writing proficiency of Grade 11 students in a Philippine public senior high school. Using the descriptive research design, data were collected using the self-administered survey questionnaire and analyzed using descriptive and inferential statistics. The results reveal that the respondents demonstrated an average extent of exposure to social media when grouped according to their demographic profiles and an internet connection and were average in their English writing proficiency level. The results also established a slight positive significant relationship between exposure to social media and English writing proficiency. Generally, the paper validates how social media exposure influences English writing proficiency as intervened by the academic language education.

**Keywords.** Language education, English writing proficiency, exposure to social media, Internet connection, descriptive-correlational, Philippines

### **Introduction**

#### **1.1 Background of the study**

Social media, which refers to the cyber communication sites used to share personal messages, information, ideas, pictures, and videos, has become a vital part of the daily communication activities of people from all walks of life, especially for students. The efficiency and convenience of the social media or social networking for business, entertainment, and educational purposes have globalized its use. The vital role of cyber communication from the usual interpersonal chatting to news reporting, instructional video viewing, and call center servicing, has made it an essential part of the school curricula.

Online learning is now a necessary strategy in classroom instruction. Although the schools provide computers and other facilities for their audio-visual rooms, the Department of Education has encouraged teachers to bring their laptops and projectors for their classroom activities. Their penchant for digital technology has engaged the students in instructional activities that require the use of the internet. According to Towner (2009), "Facebook networking and social communication capabilities can benefit both the instructor and the

students by tapping into a greater number of learning styles, providing an alternative to the traditional lecture format, creating an online classroom community and increasing teacher-student and student-student interaction." Andrews and Drennan (2009) added that educators should be fully trained and guided as to how to integrate social media sites into their subjects, and they should find out more information on possible adverse effects of the social media as an innovative way of trying to engage students and improve their English proficiency.

The proliferation of Internet cafés has increased the number of people involved in cyber communication for family matters, for entertainment, for business, or for instructional materials. Many students spend their free time in Internet cafés not only for research work but also for email, online chatting, Facebook, YouTube, and video games. Those who do not have internet connection go to free Wi-Fi zones which are available in some specific school areas, fast food chains, and restaurants. Since the medium of social media is mainly English, its influences on students make students make it an important factor in the development of the English communication skills of students. Educators consider it imperative to find out the extent of their influence especially on their written communication skills.

### **1.2 Statement of the Problem**

The purpose of this study was to determine the relationship between the extent of exposure to social media and the level of English writing proficiency of Grade 11 learners of Quezon National High School in the Division of San Carlos City, Negros Occidental during the Academic Year 2016-2017.

### **1.3 Objectives**

- a. Explore about the propensity of students for cyber communication and the possible positive and negative effects of their exposure to social media to their level of English writing proficiency.
- b. Compare the extent of exposure to social media of Grade 11 students of Quezon National High School I according to their demographic profile and internet connection.
- c. Compare the Level of English writing proficiency of Grade 11 students of Quezon National High School according to their demographic profiles and internet connection.
- d. Determine the relationship between the extent of exposure to social media and the level of English writing proficient of Grade 11 students of Quezon national High School..

### **1.4 Research Questions**

1. What is the extent of exposure to social media of Grade 11 learners when they are taken as a whole and grouped according to age, sex, and internet connection (with cellphone/computer)?
2. What is the level of English writing proficiency of Grade 11 learners when they are taken as a whole and grouped according to age, sex, and internet connection (with cellphone/computer)?
3. Is there a significant difference in the extent of exposure to social media of Grade 11 learners when they are grouped according to age, sex, and internet connection (with cellphone/computer)?
4. Is there a significant difference in the level of English writing proficiency of the Grade 11 learners when they are grouped according to age, sex, and internet connection (with cellphone/computer)?
5. Is there a significant relationship between the extent of the exposure to social media and the level of English writing proficiency of the Grade 11 learners?

### **1.5 Hypothesis**

The following hypotheses have been formulated in this study.

1. There is no significant difference in the extent of exposure to social media of the Grade 11 learners when they are grouped according to age, sex, internet connection (with cellphone/computer)?
2. There is no significant difference in the level of English writing proficiency of the Grade 11 learners when they are grouped according to age, sex, internet connection (with cellphone/computer)?
3. There is no significant relationship between the extent of the exposure to social media and the level of English writing proficiency of the Grade 11 learners?

### **1.6 Theoretical Background and Related Literature**

This study is anchored on Walther's social information processing theory (SIP), Vygotsky's social development theory, and Emig's process theory of composition. The Social Information Processing theory is an interpersonal communication theory developed by Joseph Walther (1992), explaining "how people get to know one another online, without nonverbal cues, and how they progress and manage relationships in the computer-mediated environment." The theory states that online relationships, which may take more time to develop than traditional face-to-face (FTF) relationships, may demonstrate the same relational dimensions and qualities as FTF relationships once they are established. Walther claims that although computer-mediated communication (CMC) is a restricted medium because it may lack the richness and complexity of relational messages and social context cues, users can utilize it effectively to develop close relationships. Like face-to-face communication, there is an "opportunity for sufficient exchange of social message and relationship growth" with CMC. The term Social Information Processing (SIP) includes not only those communications that occur through computer-mediated formats like instant messages, e-mails, and chats but also the other forms of text-based interaction such as text messaging. The communities organized by the social media through the growing number of websites are large-scale examples of SIP. Some famous networking sites that facilitate this process are Facebook, Twitter, Instagram, and Yahoo and Google mail engines.

The Social Development Theory of Vygotsky (1962) emphasizes that social interactions and communications influence learning process. It states that learning takes place through the interactions students have with their social environment. A learning environment is created through the students' discussion and collaboration with other people. Vygotsky believed that "culture is the primary determining factor for knowledge construction," so the skills and abilities are shaped by the social environment. Moreover, "language is the tool that promotes thinking, develops reasoning, and supports cultural activities like reading and writing." Thus, knowledge construction involves instructional strategies that develop communication skills. Learning occurs within a social context that includes "collaboration on real-world problems or tasks" by using the language, skills, and experiences of individuals.

Another basis of this study, which connects social media exposure and writing proficiency, is Emig's (1989) as cited by the local study of Bautista (2012), Process Theory of Composition which studies and focuses on writing as a process rather than a product. According to Emig, the writing process involves "exploring the craft of writing using the writer's interests, language, and techniques." They consider "what people respond to and what they do not." Classroom writing activities involve peer work where students themselves are "teaching, reviewing, brainstorming and editing." Writing is a process where the writer engages the people around him.

Information and Communication Technology (ICT) has explored knowledge on interpersonal communication. According to Asemah and Edegoh (2012), social networking sites are used by many people to interact with old and new friends, real or internet friends. The world has been changed rapidly by the evolution of computer technology which is considered as the best medium to explore the vast area of knowledge.

Oluwatoyin (2011) asserts that with the rise of online communities, interpersonal communication has shifted from the face-to-face models of interaction to a more digital approach to establish and maintain relationships. Computer technology has demonstrated that online interaction is significantly different from physical interaction in many ways, but it simulates real-world human interaction where people, places, and events are experienced and eventually promotes and establishes interpersonal relationships.

Kaplan and Haenlein (2010) describe social media as “a group of Internet-based applications” allowing the “creation and exchange of User-Generated Content.” They consider the social processes (self-presentation and self-disclosure) and Social presence as the main characteristics of social media. There are three levels of social presence: the first, which constitutes blogs and collaborative projects (low social presence), allowing only simple exchange; the second, which includes content communities and social networking sites such as Facebook (medium social presence), both text-based communication, enabling sharing of content, pictures, etc.; and the highest level, which constitutes virtual social worlds and game worlds (high social presence). Blogs and social networking sites score high when it comes to social process, as both are more focused on self-disclosure and self-presentation.

According to Sun (2010) as cited by Lairea et. al (2012), in writing in and outside the classroom, on various topics, for different purposes, and with the variety of styles, “Social media could offer the ultimate learning platform.” He concludes that allowing students to use social media “to share their thoughts and progress in writing” with an audience, often leads to greater levels of motivation.” Also, Sun asserted that “CMC increases the learner’s language exposure and production, and, more importantly, improves language-learning attitude, as anxiety reduces, and motivation grows and encourages autonomous and cooperative learning.” His study showed that blogs give the learner the opportunity to upload and share information and offer great learning practices, enhancing learner autonomy; they could “constitute an active task-based environment that prompts authentic, purposeful language use, and enhancement of writing proficiency in foreign languages.”

Martin and Dowson (2009) stated that with social networking sites in the classroom, an interaction that promotes “quality relationship, connectedness, modeling positive behaviors” and sharing information” can take place. Aside from interpersonal relationship skills, many other skills such as sentence construction, pronunciation, and comprehension can also be developed. Merchant (2012) describes how students and teachers use the social networking sites (SNSs), also called social media through the following approaches: “learning about social networking sites (understanding the knowledge, skills, dispositions and learning involved); learning from SNSs (understanding and appreciating the kinds of learning social networking sites can support); and learning with SNSs (making use of the students existing SNSs to support and extend curriculum-based work).”

The study of Junco, Heibergert, and Loken (2011) on examining the link between “social media and student engagement” and “social media and grade”, revealed that those students with more exposure to social media specifically on Twitter sites had higher performance ratings than those with less exposure. Students and professionals found Twitter and Facebook sites very useful because they can discuss any materials, organize group chats or study groups, connect with friends and classmates, and post some information related to their



jobs and classes. According to Gao, Luo, and Zhang (2013), Twitter enabled students to extend their discussions outside of their classes, to be updated with the news, and to be connected with professionals in their fields. However, some Twitter users do not like the limitation of characters they post because they are “forced to form.”

Moreover, Wise et. al (2011) suggest that by understanding the link between student’s achievements and engagements, could identify how student performance could be developed through enhancing their participation, specifically in social networking sites. According to the study of Helou and Ab. Rahim (2011) on the influence of social networking sites on student’s academic performance, the majority of SNSs have a positive impact on their academic performance despite the fact that their addiction to the social networking sites is mainly for socialization and not for educational purposes.

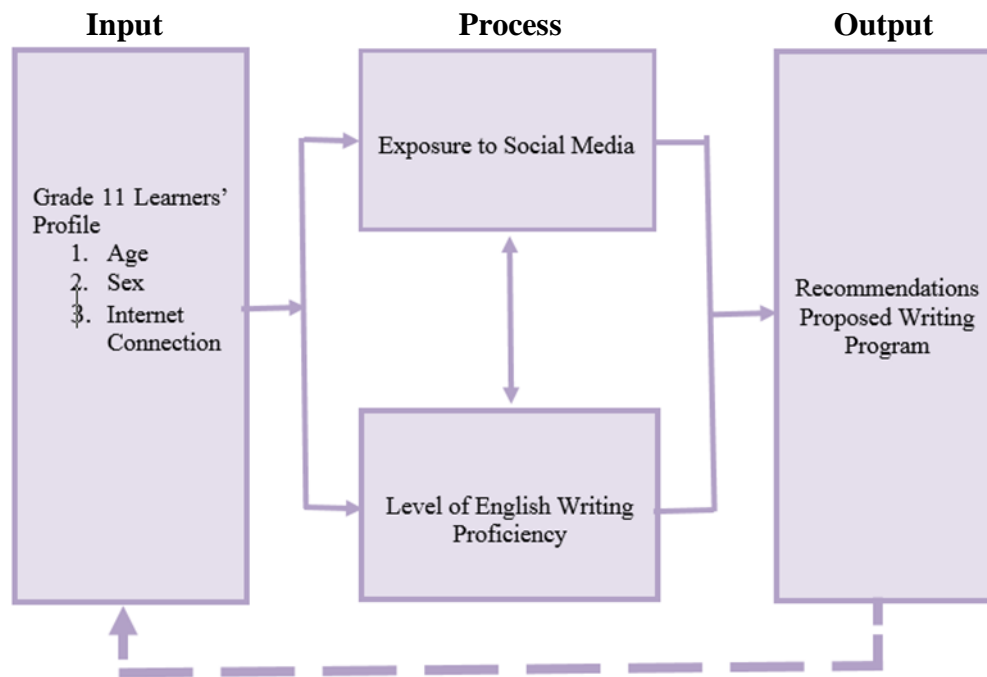
Adesope et.al (2015) contends that social media can benefit both students and faculty. Social media allows students to experience increased engagement and interest, giving them some ownership of their education. Adesope cited several researchers on the impact of social media on teaching and learning. Blankenship (2011) opines that the faculty can use social media to spur creativity in the teaching of their subject. Interactive social media and community-based tools (Skype, Twitter, Facebook, YouTube, Blogs, Wikis, Blackboard, and Moodle) are becoming more and more dominant in the classroom. The study of Hung and Yuen (2010) reveals that social networking sites used for academic purposes have shown positive results as students interact outside of the classroom and therefore, these social networking sites assist in the learning process for building community. The study of Mc Carthy (2010) found out that blending the real and virtual worlds, inside and outside of the classroom has shown to increase peer to peer and academic engagement, especially for first-year students.

In a related study, Miyazie and Anderson (2010) focused on the impact of online teaching tools on learning outcomes and students’ perception of online writing. The findings showed a positive effect on the language learning progress; more particularly; the research revealed a positive attitude towards the use of Web 2.0 (wikis, blogs, and forums) as teaching tools and towards using writing styles.

Nanghwai et al. (2014) noted that a lot of students lack good research skills, a requirement for graduation, as manifested by their lack of ability to use the library, online and field work sources. Students usually turn to the social media for research, but most often, they forget their purpose of going online and instead, explore their social networking site updates. Nanghwai et al. cited studies on the advantages and disadvantages of social media. Farzana, Mushahid and Mahe (2010) found out that most of the university students use social media for making friends and rarely for research work. The findings of the study of Oluwatoyin (2011) showed that most of the Facebook users from the Lagos State University could not get the cumulative grade point average (CGPA) above 3.50 because they spent a large part of their time on social media than on their schoolwork. The study of Ajewole and Fasola (2011) revealed similar findings; the majority of the students in Oyo State spend more time on social media at the detriment of their studies. On the other hand, other studies showed that using social media sites not only re-engage learners with their studies but also enhance their academic performance. Onyeka et al. (2013) and Ogedebe et al. (2012) agree that the frequent use of social media sites has no adverse effect on the academic work of students.

### **1.7 Schematic Diagram of the Framework of the Study**

Below is the schematic diagram of the framework of the study that shows the variables used through the input, process, and output (IPO) system.



**Figure 1. Schematic diagram of the Framework of the study**

The researcher used the IPO System for the explanation of the research diagram of the study. The first block is the Input which presents the learner's profile which includes age, sex and internet connection.

The second block is the Process which states the determination of the significant relationship between the exposure to Social Media and the English writing proficiency level.

The third block is the Output which presents the recommendations and the proposed writing program/modules.

The rationale behind introducing the Input, Process and the Output is to provide the necessary framework to fully comprehend how the research study actually evolved.

### **1.8 Scope of the Study**

This study used a Descriptive-Correlational design. A Descriptive-Correlational research design presents a general approach to research that focuses on assessing the covariation among naturally occurring variables, and its goal is to identify predictive relationships by using correlations or more sophisticated statistical techniques (McGraw-Hill, 2000).

It is descriptive in manner because it determines the extent of the exposure to social media and the level of English writing proficiency of the Grade 11 learners.

It is correlational in manner because it defines the relationship of the exposure to social media and the level of English writing proficiency of the Grade 11 students. The study also focused on the demographic profile of the Grade 11 learners.

By this design, the possible results of the problems of the study have obtained and determined.

### **1.9 Significance of the Study**

The study could be beneficial to the following.

**Students.** The redesigning of the English instruction program may integrate online and classroom learning experiences will benefit the students because they will be more motivated and inspired to learn considering their propensity for social media. The teaching-learning process will be more engaging and will be geared towards the learner-centered approach.

**English instructors.** The results of the study may provide them an insights and recommendations that will help them redesign their English instruction program to allow the integration of online learning with focus on the writing skills of the students.

**School administrators.** The results of the study will guide the administrators as well as the curriculum planners in their policies, decisions, and programs for the enhancement of the English instruction which necessitate the provision of computer and other audio-visual facilities and free Wi-Fi zones. These provisions will lessen the outside exposure to social media of the students which may also expose them to risks or make them develop bad study habits once the study will have a positive result. The proper utilization of their budget from their Maintenance and Other Operating Expense (MOOE) be then properly observed.

**Parents/Guardians.** The awareness of the parents of the results of this study will help them understand the needs of their children when it comes to the use of the social media. Their guidance will lead the learners to the appropriate use of computer technology to address their academic, social, and recreational needs and at the same time prevent the abusive and destructive use of the social media.

**ICT experts.** From the results of this study, the information and computer technology experts may determine how they may help and play a big role in the classroom instruction where the teachers and the learners productively and enjoyably use social media to enrich learning experiences. Their expertise will guide the teachers and learners on the proper way to use computer technology and integrate social media in the design of their English lessons and activities.

**Future researchers.** The related literature and the results of this study may motivate them to conduct further related studies that would require more variables like teaching strategies and provision of school facilities.

### **1.10 Definition of Terms**

For a thorough understanding of the study, the following terms are defined conceptually and operationally.

**Age.** Conceptually, it refers to the length of time during which a being or thing has existed; length of life or existence to the time spoken of or referred to or a period of human life, measured by years from birth, usually marked by a certain stage or degree of mental or physical development and involving legal responsibility and capacity (Merriam-Webster dictionary).

It is defined operationally as an independent variable for the present study. It refers to the chronological age of the respondents since birth either younger or older.

**Exposure.** Conceptually, it is the state of being exposed to or in contact with something. It refers to the revelation of an identity or fact, especially one that is concealed or likely to arouse disapproval or the condition that makes available an opportunity to learn or experience new things (Cambridge dictionary).

Operationally, it refers to the periods the students are involved in social media or social network not only to the internet connection provided in school during their classes in ICT and outside school settings such as café's, restaurants, and homes.

**Extent.** Conceptually, it is the area covered by something or the degree to which something has spread; the amount of space or surface that something occupies (Merriam-Webster dictionary).



Operationally, this term is used to determine the degree of exposure to social media of the Grade 11 learners of this study.

**Internet connection.** Is conceptually refers to a a satellite internet connection is an arrangement in which the upstream (outgoing) and the downstream (incoming) data are sent from or to a computer through a satellite. Each subscriber's hardware includes a satellite disc antenna and a transceiver (transmitter/receiver) that operates in the microwave portion of the radio spectrum (Cambridge dictionary).

This term is operationally defined as one of the variables in the study which refers to the computer or cellphone internet connection the learners used.

**Sex.** Conceptually, it refers to the range of characteristics distinguishing between male and female (Merriam-Webster dictionary).

Operationally, it is defined as one of the variables to classify the learners as female and male.

**Social media.** The term refers to the forms of communication (as web sites for social networking and micro-blogging) through which users create online communities to share information, ideas, personal messages, and other content (as video) (Merriam-Webster Online Dictionary, 2014).

It is defined operationally as the social networking sites utilized by the learners for academic, social, and recreational purposes such as facebook, twitter, you tube and others.

**Writing proficiency.** Conceptually, it refers to the ability to send a message to someone or to give an information or express thoughts or feelings through well-chosen words, phrases, or sentences. It is the manner of putting all the information that are needed on a document or recording information in the memory of a computer (grammar.yourdictionary.com).

It is operationally defined in this study as one of the variables measured by determining the writing proficiency levels of the participants according to the scores they obtained in the test.

## **Methodology**

### **2.1 Research Design**

This study utilized the Descriptive-Correlational design. A Descriptive-Correlational research design represents a general approach to research that focuses on assessing the covariation among naturally occurring variables and its goal of descriptive-correlational research is to identify predictive relationships by using correlations or more sophisticated statistical techniques (McGraw-Hill, 2000).

To examine the distribution and relationship among variables, a normative survey method was used. This method is purported to determine relationship between the extent of exposure of social media and the level of English writing proficiency of Grade 11 learners. The descriptive-correlational research design was deemed best and appropriate to be used.

### **2.2 Participants**

The participants of the study were the students who were officially enrolled in the four sections of Grade 11 learners of Quezon National High School in the Division of San Carlos City during the Academic Year 2016-2017. The samples of the study, determined by utilizing the Raosoft.com online calculator, were 110 out of 149 officially enrolled Grade 11 students of Quezon National High School.

The table shows the four sections of the participants with the number of officially enrolled students and how they are computed and taken as random.

### 2.2.1 Table 1

<i>Participants of the body</i>		
<b>Section</b>	<b>N</b>	<b>N</b>
Maxwell	36	27
Newton	37	27
Einstein	38	28
Dalton	38	28
	<b>149</b>	<b>110</b>

Moreover, participants were taken from the sample using the stratified random sampling in determining the sample size of each stratum.

### 2.2.2 Table 2

<i>Demographic Profile of the Participants</i>		
<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
18 years old and above	35	31.8
below 18 years old	75	68.2
<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Male	51	46.4
Female	59	53.6
<b>Internet Connection</b>	<b>Frequency</b>	<b>Percentage</b>
Computer Connection	9	8.2
Cellphone Connection	101	91.8
<b>Total</b>	<b>110</b>	<b>100</b>

The table shows the profile of the learner-participants in terms of age, sex and internet connection. About age, the data revealed that 35 (31.8 %) out of the 110 participants are aged 18 years old and above. There are 75 (68.2%) who are aged below 18 years old, and they are most of the population sample. Moreover, the age level that indicates the population sample of the participants of this study has the age of maturity level appropriate for Grade 11 Learners in which the common age as the center of measurement is 16-17 years old.

In terms of sex, the results showed that 51 (about 46.4 %) out of the 110 participants that constituted the population sample are males while the remaining 59 (about 53.6) are females. Furthermore, data revealed that there are more females than males who were participants in the study.

About the internet connection, the data reflected that 9 (about 8.2%) used the computer connection and 101 (about 91.87) that comprises the majority of the learner-participants used the cellphone connection.

## 2.3 Measures

There were two sets of instruments used in the study, one is the researcher-made questionnaire which consists of two parts, the demographic profile and the extent of exposure to social media of Grade 11 learners, and the other is the researcher-made 40- item questionnaire which consists of the English writing proficiency.

The following guides were used to interpret the responses of the respondents.

### 2.3.1 Table 3

Equivalent of the Rating Scale that Determined the Extent of Exposure to Social Media

Statistical Scores	Verbal Interpretation	Verbal Description
5	Always	Every day at least 2 hours or more
4	Often	Every other day at least 2 hours or more
3	Sometimes	Every twice a week at least 2 hours or more
2	Seldom	Every once a week at least 2 hours or more
1	Never	None at all

### 2.3.2 Table 4

*Equivalent of Rating Scale that Determined the Level of English Writing Proficiency*

Statistical Scores	Verbal Interpretation
5	Very High
4	High
3	Average
2	Low
1	Very Low

The questionnaire was subjected to a content validation by the experts in the field of this study.

Validity refers to the ability of the test to measure what it intends to measure (Best, 2005). Content and face validation was used to establish the validity of the researcher-made questionnaire. The items were examined and analyzed as to simplicity of terms used and as to whether the items solicited the needed answer to the problem of the study.

The questionnaire was validated by the six jurors who were experts in the field of the English language and educational management. They were requested to go over the items and make corrections, suggestions, and recommendations to improve the test instrument. Moreover, the criteria used by the jurors were the nine-item set by Good and Scates. The jury rated the content and face validity of the research instrument. The values of the validity index are a.) for the extent of exposure to social media the value is 4.44, which means that the survey questionnaire is rated as very good, and b.) for the English writing proficiency is 4.77, which means that the questionnaire is also very good.

Reliability is the extent to which a test yields the same result on repeated trials. It refers to the degree of consistency, accuracy, stability, dependability and predictability of the research instrument or procedure (Sevilla et. al, 2007).

In this study, reliability was established through the following process. For the extent of exposure to social media, after the administration of the test the data were tabulated and subjected to Cronbach alpha formula. The reliability rating was 0.776 reflecting that the instrument was reliable while for the English writing proficiency, after the administration of the test, the data were scored, tabulated, and subjected to Kuder-Richardson 21 formula. The reliability rating was 0.751 reflecting that the instrument was reliable.

## 2.4 Data Gathering

Permission was asked from the Schools Division Superintendent and then, from the School Principal and the Schools Division Supervisor. After their approval, the researcher then reproduced the questionnaires for administration.

The researcher personally administered the survey instrument to the pupils of the four sections of the Grade 11 learners in the school and personally retrieved.

## 2.5 Data analysis.

This study used the descriptive, comparative, and correlational schemes.

1. For questions 1 and 2, which aimed to determine the extent of exposure to social media and the level of English writing proficiency of Grade 11 learners, the descriptive analysis was used.
2. For question 3, to determine the significant difference in the extent of the exposure of social media of Grade 11 learners when they are grouped according to variables, the comparative analysis was used.
3. For question 4, which aimed to determine the significant difference in the level of English writing proficiency of Grade 11 learners when they are grouped according to variables, the comparative analysis was used.
4. For question 5, which aimed to determine the relationship between the extent of exposure to social media and the level of English writing proficiency among Grade 11 learners of Quezon National High School in the Division of San Carlos City during the Academic Year 2016-2017, the relational analysis was used.

## 2.6 Statistical treatment.

This study used two statistical tools. For question 1, to determine the extent of exposure to social media of Grade 11 learners when they are taken as a whole and grouped according to variables, the Mean was used.

### 2.6.1 Table 5

*Interpretative Scale that Determined the Extent of Exposure to Social Media*

Mean Scale	Interpretation
4.21 – 5.00	Very high extent of exposure
3.41 – 4.20	High extent of exposure
2.61 – 3.40	Average extent exposure
1.81 – 2.60	Low extent exposure
1.00 – 1.80	Very low extent exposure

For question 2, to determine the level of the English writing proficiency of Grade 11 learners when they are taken as a whole and grouped according to variables, the Mean was used.

### 2.6.2 Table 6

*Interpretative Scale that Determined the Level of English Writing Proficiency*

Mean Scale	Interpretation
4.21 – 5.00	Very high level of writing proficiency
3.41 – 4.20	High level of writing proficiency
2.61 – 3.40	Average level of writing proficiency
1.81 – 2.60	Low level of writing proficiency
1.00 – 1.80	Very low level of writing proficiency

For the question 3, to determine if there is significant difference in the extent of exposure to social media of Grade 11 learners when they are grouped according to age, the Independent sample t – test for means was used. To determine if there is significant difference in the extent of exposure to social media of Grade 11 learners when they are grouped according to sex, the Independent sample t – test for means was used. To determine if there is significant difference in the extent of exposure to social media of Grade 11 learners when they are grouped according to the internet connection, the independent sample t – test for means was used.

For the question 4, to determine if there is significant difference on the level of English writing proficiency of Grade 11 learners when they are grouped according to age, the Independent sample t – test for means was used. To determine if there is significant difference on the level of English writing proficiency of Grade 11 learners when they are grouped according to sex, the Independent sample t-test for means was used. To determine if there is significant difference on the level of English writing proficiency of grade 11 learners when they are grouped according to internet connection, the Independent sample t-test for means was used.

For question number 5, to determine the significant relationship between the extent of exposure to social media and the level of English writing proficiency of Grade 11 learners, the Pearson Product Moment Coefficient of Correlation was used.

## Results and Discussion

This chapter presents the results of this research investigation, the analyses and the corresponding interpretation of the data gathered and the implications of the study.

**Table 7**

*Exposure to social media of Grade 11 learners when they are taken as a whole and grouped according to Age, Sex and Internet connection*

Age	M	SD	Interpretation
Older (18 years old and above) (n=35)	3.27	0.508	Average extent
Younger (below 18 years old) (n=75)	3.17	0.556	Average extent
Sex	M	SD	Interpretation
Male (n=51)	3.13	0.497	Average extent
Female (n=59)	3.27	0.573	Average extent
Internet Connection	M	SD	Interpretation
Computer Connection (n=9)	3.43	0.344	Average extent
Cellphone Connection (n=101)	3.18	0.552	Average extent
<i>Whole (n=101)</i>	<i>3.20</i>	<i>0.541</i>	<i>Average extent</i>

Table 7 presents the average extent of exposure to social media of Grade II learners when they are taken as a whole. The mean extent of the older group (M=3.27, SD=0.508) is slightly higher than the mean extent of the younger group (M=3.17, SD=0.556), but both groups have an average extent of exposure to social media. The results agree with those of the studies of Poelihuber and Anderson (2011) as cited by Kamnoetsin (2014) which reveal that college students between the ages 18-24 are more frequently engaged in social media, where Facebook and YouTube are commonly used, than the other younger age groups. As it is commonly observed, the social media serves more participants from the older group most probably because they have more access to internet connection and also because, compared with the younger



group, they have more academic, social and recreational needs which the social media can easily satisfy.

The mean extent of male participants ( $M=3.13$ ,  $SD=0.497$ ) is lower than the mean extent of the female participants ( $M=3.27$ ,  $SD=0.573$ ); however, both groups of participants have an average extent of exposure to social media. Although the male learner-participants, “to an extent,” got the lower exposure than the female group, both groups manifested an average extent of exposure to social media. The findings confirm those of the studies of Junco (2011) and Sponcil and Gitimu (2012) which reveal that using a free technology and integrating it into learning and teaching is a good idea for both male and female learners. The researcher believes that engaging the class in online assignments and activities would increase active classroom participation and performance of both male and female students.

Lastly, the mean extent of participants with computer connection ( $M=3.43$ ,  $SD=0.344$ ) is higher than that of the participants with cellphone connection ( $M=3.18$ ,  $SD=0.552$ ); however, both groups have an average extent of exposure to social media. The mushrooming of Internet cafés near the schools and universities has given the students without access to computers the chance to use the social media for various purposes such as research work, email, online chatting, YouTube, and Facebook. Only a few students have cell phones or laptops with internet connections, so they go to free Wi-Fi zones in schools, malls, and restaurants or to internet cafés. Asemah and Edegoh (2012) assert that social networking sites are used by many people to interact with real or internet friends and to explore the wide area of knowledge.

**Table 8**

*English writing proficiency of Grade 11 learners when they are taken as a whole and grouped according to Age, Sex and Internet connection*

Age	M	SD	Interpretation
Older (18 years old and above) (n=35)	19.97	6.119	Average level
Younger (below 18 years old) (n=75)	20.52	5.866	Average level
Sex	M	SD	Interpretation
Male (n=51)	19.76	6.498	Average level
Female (n=59)	20.85	5.388	Average level
Internet Connection	M	SD	Interpretation
Computer Connection (n=9)	21.44	6.654	Average level
Cellphone Connection (n=101)	20.25	5.883	Average level
Whole (n=110)	20.35	5.925	Average level

The level of English writing proficiency of Grade 11 learners is average when they were taken as a whole. The mean level of writing proficiency of older participants ( $M=19.97$ ,  $SD=6.119$ ) is lower than the mean level of writing proficiency of younger participants ( $M=20.52$ ,  $SD=5.866$ ); however, both age groups have an average level of English writing. It is most likely that the older members of the class may lag a little behind the younger ones regarding academic performance like writing proficiency because some of these older students may fall under the categories of drop-out or failure, while the younger group are mostly regular students who pass their subjects. According to Harley and Wang (1997) as cited by the local study of Solis et.al (2013), “although the internal process of acquiring a second language has not been shown to differ for children and for adults, the circumstances in which learning takes

place vary with age and may lead to differential success for learners;” Also cited is Ausubel (1964) who, on the other hand, claims that “adults have a much greater vocabulary which assists them in learning the L2, along with being able to make conscious grammatical generalizations.”

Moreover, the male participants have a lower mean level of English writing proficiency ( $M=19.76$ ,  $SD=6.498$ ) than the female participants ( $M=20.85$ ,  $SD=5.388$ ), but both sexes have an average level of English writing proficiency. The results confirm the researcher’s observations that the female students have a more positive feeling about language and writing than the male students. According to Jensen III (2015), differences in male and female learning capabilities may be mainly due to culture, but science suggests a biological basis for many of these differences which may not be absolute, but which tend “to skew according to one’s sex.” “The female brain is geared slightly more toward language. The frontal and temporal areas of the cortex are larger in females than in males. These brain areas are thought to influence language skills; they mature in girls about six years earlier than in boys.” Some studies found no significant difference between girls and boys in English language achievement. There are studies confirming the average level of writing proficiency for both boys and girls. As cited by the local study of Solis et. al (2013), Jegede (1994) found out that there was no significant gender difference in the English language academic achievement and motivation among the high school students in Nigeria. Both boys and girls at the secondary school level were equally capable of mastering English depending on their level of achievement and motivation.

Finally, when the participants are grouped according to the internet connection, the participants with computer connection ( $M=21.44$ ,  $SD=6.654$ ) have a higher mean level of English writing proficiency than the respondents with cellphone connection ( $M=20.25$ ,  $SD=5.883$ ) still, both groups have an average level of English proficiency. Teachers have been grateful to online researching and chatting because they have done their homework and other classroom activities more productive and enjoyable if computers and other gadgets are used wisely by learners. Web sites which can lead them to their lessons and assignments can easily be accessed, so it follows that the English proficiency of the users is also enhanced in the process of improving the skills in using computer technology. In the local study of Mascuñana (2012), she asserts that educational leaders must teach 21st-century skills to make learning relevant and responsive to the needs of the times. Her study used the Partnership for 21st-Century Skills (P21) Learning Framework which advocates for 21st-century readiness for the students to compete in a globalized economy that demands innovation. The Framework includes the development of information, media, and technology skills along with the development of learning and innovation capabilities and life and career skills.

**Table 9**

*Significant difference in the extent of exposure to social media of Grade 11 learners when they are grouped according to Age, Sex and Computer Connection*

	18 years old and above	below 18 years old	df	t-value	p-value
Age	3.27 (0.508)	3.17 (0.556)	108	0.908	0.366
Sex	Male 3.13 (0.497)	Female 3.27 (0.573)	108	-1.351	0.180
Internet Connection	Computer Connection 3.43 (0.344)	Cellphone Connection 3.18 (0.552)	108	1.327	0.187

Note:  $p > 0.05$ . There was no significant difference.

Table 9 shows that there is no significant difference in the extent of exposure to social media of Grade 11 learners when they are grouped according to age [ $t(108) = 0.908$ ,  $p=0.366$ ], sex [ $t(108) = -1.351$ ,  $p = 0.180$ ] and computer connection [ $t(108) = 1.327$ ,  $p = 0.187$ ] at 0.05 level of significance. The null hypothesis that there is no significant difference in the extent of exposure to social media of the Grade 11 learners when they are grouped according to age, sex, internet connection (with cellphone/computer) is henceforth accepted. The slight difference in the mean scores considering the variables of age, sex, and the Internet connection does not significantly change the findings that all the participants have an average extent of exposure to social media. This result implies that the learners need to be given activities that will require the use of online resources and provided the necessary facilities such as computers and free Wi-Fi zones. According to Barral (2010) as cited by the local study of Solis et.al (2013), “social networking is used as a communication and collaboration tool of choice in business and higher education.” Learners can chat with each other to find out answers to the questions related to their assignments and at the same time maintain their collaborative spirit as a team and as friends.

**Table 10**

*Significant difference in the level of English writing proficiency of the Grade 11 learners when they are grouped according to Age, Sex and Internet connection*

	18 years old and above	below 18 years old	Df	t-value	p-value
Age	19.97 (6.119)	20.52 (5.866)	108	-0.451	0.653
Sex	Male 19.76 (6.498)	Female 20.85 (5.388)	108	-0.955	0.342
Internet Connection	Computer Connection 21.44 (6.654)	Cellphone Connection 20.25 (5.883)	108	0.579	0.564

Note:  $p > 0.05$ . There was no significant difference.

Table 10 shows that there is no significant difference in the level of English writing proficiency of the Grade 11 learners when they are grouped according to age [ $t(108) = -0.451$ ,  $p = 0.653$ ], sex [ $t(108) = -0.955$ , 0.342], and internet connection [ $t(108) = 0.579$ ,  $p = 0.564$ ] at 0.05 level of significance. Hence, the null hypothesis that there is no significant difference in the level of English writing proficiency of the Grade 11 learners when they are grouped according to age, sex, and internet connection (with cellphone/computer) is accepted. These findings indicate that, regardless of these variables, the same level of classroom English instruction blended with online learning enables them to acquire a higher level of writing proficiency. According to Thorne (2003), as cited by Grgurović (2011) blended learning is a combination of face-to-face and online instruction. Graham (2006) as cited by Banditvilai (2016), defined “blended learning systems” as learning systems that “combine face-to-face instruction with computer mediated instruction.” as cited by Banditvilai (2016). The findings from the study of Banditvilai (2016) show that online practice enhances the four language learning skills as well as autonomous learning and learner motivation.

**Table 11**

*Significant relationship between the Extent of the exposure to social media and the level of English writing proficiency of the Grade 11 learners*

Relationship	N	r-value	p-value
Exposure to Social Media * English Proficiency	110	.317**	0.001

Note: \*\*  $p < 0.05$ . There is a significant difference at 0.05 level of significance.

Table 11 illustrates that there is a slight positive relationship between the extent of the exposure to social media and the level of English writing proficiency of the grade 11 learners [ $r(110) = 0.317$ ,  $p = 0.001$ ] at 0.05 level of significance. Therefore, the null hypothesis that there is no significant relationship between the extent of the exposure to social media and the level of English writing proficiency of the Grade 11 learners is rejected. The same positive findings are in the study of Hung and Yuen (2010) as cited by Adesope and Ogan (2015) which reveals that social networking sites assist in the teaching-learning process. Moreover, the study of McCarthy (2010) shows that peer to peer and academic engagement is increased by blending the real and virtual worlds, inside and outside of the classroom. The study of Miyazie and Anderson (2010) as cited by Lairea et. al (2012) also showed a positive effect of online teaching tools on the language learning progress. However, the findings of the study of Oluwatoyin (2011) revealed that most of the Facebook users from the Lagos State University could not get the expected cumulative grade point average because they used more of their time on social media than on their classroom tasks.

## Conclusions

Based on the findings, the study reveals an average extent of exposure to social media of Grade 11 learners when they are taken as a whole. Both the older and younger groups have an average extent of exposure to social media, although the older group has a little higher exposure. The male and the female participants have an average extent of exposure to social media even with the female group having a little higher exposure. More participants are exposed to computer connection than to cellphone connection, but the extent of exposure to social media is still average.

The level of English writing proficiency of the learners is average when they are taken as a whole. The writing proficiency of the younger participants is higher than that of the older participants but the level for both groups is still average. The female participants have a higher level of English writing proficiency than the male participants, but the level for both groups is also considered average. Finally, the participants with the internet connection have a higher level of English writing proficiency than those with cell phone connection, but the level for both groups is also statistically average. Age, sex, and internet connection do not affect the average extent of exposure to social media and level of English writing proficiency of the learners. The extent of the exposure to social media is slightly related to the level of English writing proficiency of the learners.

## Recommendations

Considering the average extent of exposure to social media of the Grade 11 learners, the school administrators should enhance and enrich the computer facilities of the school to meet the needs

of the students in their academic, social, and recreational activities. The provisions of the school will lessen the learners' exposure to internet cafés after their classes.

The curriculum planners and the teachers must regulate and optimize the students' use of the social media by integrating into their objectives and lessons the activities that require online resources and the ways to make use of these resources to improve their academic performance at the same time enjoy the benefits of the internet.

The English teachers must equip themselves with laptops and internet connections to make up for whatever deficiency in the provisions the school may experience so that the learners who cannot afford cell phones and computers can also avail of the benefits of online learning.

The teachers must also teach the fundamental ethical aspects in the use of the social media. This knowledge will help prevent abusive and offensive communications which are prevalent in the social media nowadays. They must be prudent and give extra cautions to advice students on choices of their on-line materials.

The English teachers must not only teach all the grammar rules but also focus on the common grammatical errors used in the social media.

The parents or guardians must see to it that their children are guided in the use of their computers and other gadgets, so that they will be properly utilized for educational purposes and, at times, for recreational and social purposes. Their guidance will prevent the abusive exposure to social media of their children.

Future researchers must try to do more research work related to English proficiency and exposure to social media to enrich the related literature and to provide more data that would be used by curriculum planners in redesigning English proficiency enhancement programs.

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