

Communicative Abilities of Pupils as Enhanced by Social Media

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Abstract. This study aimed to determine the communicative abilities of pupils as enhanced by social media. The researcher applied the descriptive-correlational design and considered the 854 Grade 1 pupils in public and private schools as the respondents of the study. The researcher utilized a standardized questionnaire in communicative abilities of pupils as enhanced by social media. She employed the percent, weighted mean, multiple regression analysis, and Mann-Whitney U Test for treating the data. The study revealed that the communicative abilities of pupils in English was enhanced due to the following factors: (a) the parents educational level are college graduate, (b) the learners frequently visited social media sites; "YouTube", "Facebook", and TikTok", (c) the learners frequently view television/ YouTube videos with parental guidance. Moreover, it was revealed that the parents' and learners' profile is significantly related to the level of ability in communicating in English. The study also found out that the parents' and teachers' perceptions on the learners' level of ability in communicating in English is significantly different. The study came to the conclusion that pupils' proficiency in English was improved by parents' educational background, the language used at home, watching both educational and non-educational videos, and using social media under parental supervision.

Keywords: Social media; Grade 1 pupils; Learner's profile; Communicative abilities.

1.0 Introduction

Learning a language starts within the comfort of a home. Parent's involvement in teaching the English language serves as a step towards promoting literacy and communication among children. Given that English is the world's standard language, children should be given the opportunity to learn it at a young age. Although learning a language is influenced by social environments such as home, school, and community, with the advent of technology and the Internet nowadays, children are exposed to large quantities of English language through social media.

All generations, including the youngest members of society, use social media, which has emerged as a significant communication tool. As ICT is incorporated into classrooms more and more, social media is changing the way that primary pupils learn. Additionally, youth utilize social media as a continuation of their offline and in-person interactions to have fun, establish and maintain relationships, share and find hobbies, explore identities, and strengthen family ties. Gulzar et al. (2022) affirms that social media can be utilized for a wide range of activities, such as emailing, speaking, learning, exchanging knowledge, and messaging. So far, social media provides authentic learning experiences even outside the halls of the classroom (Aljarrah et al., 2022) because it provides the audience with more exposure to socializing among friends, families, teachers, and even English native speakers (Yunus et al., 2019). Although the most used social media among teenagers is Facebook, YouTube is the most used social media among kids according to Pew Research Center survey. It was found that children used YouTube for entertainment such as watching videos.

Armstrong (2022) revealed that 83% of children ages 3-17 use YouTube. YouTube is a useful audiovisual resource for pronunciation practice since it offers sound in addition to recordings or movies (Andini & Zaitun, 2022). The language that learners frequently hear in the videos aids in their practice of accurately pronouncing English words. These examples come in well-crafted audio and visual compositions that appeal to the learners' interests, which is why they want to watch them again and over again (Purwanti, 2022). Other studies have looked at learning words to languages by watching movies on television and even videos online through YouTube and other media, and having access to these encourages kids to learn a foreign language, even if it isn't frequently used around them (Al-Nofaie, 2020).

Furthermore, watching educational programs in YouTube like Dora the Explorer, Blue's Clues, and Arthur is beneficial to children who are between 6 and 30 months old in terms of acquiring greater vocabulary as well as higher expressive language scores. In addition, the child's exposure to social media helps learners improve their comprehension and communication in English since these videos or programs are English-based in content.

Movies, videos, and online games, whether educational or non-educational, are available at the click of a button, and English-speaking countries dominate the production of the most famous content (Chavez et al., 2023). Research conducted in Iran by Ebadi et al. (2023) demonstrates that children's acquisition of the English language is significantly influenced by their engagement in activities within the home environment, such as watching movies and videos. This study emphasizes that the primary source of English language learning extends beyond the conventional domains of home and school to include the expansive realm of online platforms. Notably, social media emerges as a pivotal resource for language acquisition in contemporary contexts.

Studies caution parents about the drawbacks of digital media, but some educational TV shows or websites are valuable (Radich, cited in Futral, 2018). Research often looks at college students' speaking abilities related to social media (Mufta, 2022). This study focuses on Grade 1 pupils, examining their exposure to social media and their parents' educational background and home language, which may affect their speaking skills. While some studies focus on social media's role in academic writing (Ceniza, 2023), this one looks at how it impacts English communication skills at a young age.

2.0 Methodology

2.1 Research Design

The research design is descriptive- correlational and comparative survey. It identified the profile of the parents in terms of educational attainment, family income, and language used at home; and described the profile of the learners in terms of social media sites most visited, time spent on using social media, frequency of television viewing, and viewing of social media with parental guidance, and presented the level of ability of the learners in communicating in English. Furthermore, the study could be considered as comparative since the teachers' and parents' perceptions of the children's ability to speak the language were compared.

2.2 Research Participants

The respondents of the study were the 854 Grade 1 pupils belonging to private and public schools in Dumaguete City, Negros Oriental, Philippines. There were 1,139 Grade 1 pupils and 75% of them which is 854 were taken as samples. Using systematic sampling technique, every 2nd pupil in the list was the respondents.

2.3 Research Instrument

The researcher made use of a standardized questionnaires for the parents and teachers. The questionnaire is standardized because the indicators on communication abilities is based on the performance standard for Grade 1 under Oral Language Domain of the K-12 English Curriculum Guide. Part I of the parents' questionnaire consists of the disclosure statement that serves as adequate evidence of informed consent by the participants. Part II covers the profile of the parents. Part III covers the profile of the learners. Lastly, Part IV of the parents' questionnaire is the identification of the learners' ability to communicate in English. On the other hand, the second questionnaire is for the teachers of the learners. It consists of two parts: the first part is the disclosure statement, and the second part is the identification of the learners' ability to communicate in English.

2.4 Data Gathering Procedure

The researcher observed proper protocols in gathering the data. A letter requesting permission to conduct the study is addressed to the Schools Division Superintendent of Dumaguete City, and to the Administrators of the Private Schools with the endorsement of the university's dean of the graduate school. The request was delivered to the school principals and the appropriate pupil advisers after being signed and authorized. The researcher discussed the significance of the study and its objective with the teachers and parents during distribution. After the respondents answered to the questions, the questionnaires were collected. The results were totaled, analyzed, and interpreted using MS Excel and Megastat software.

2.5 Ethical Considerations

Throughout the course of the study, research ethics was upheld. The Ethical Committee of Foundation University Research Office was consulted for ethical approval. Furthermore, prior to the study's execution, informed consent was obtained from each participant. The right to self-determination, secrecy, and anonymity, as well as the advantages and dangers of the study, were clearly emphasized and explained to the respondents.

3.0 Results and Discussion

3.1 Profile of the Parents

In Terms of Educational Attainment

Table 1. shows the data on the profile of the parents in terms of educational attainment. As shown in the table, 33% of the mother's and 30% of the father's educational attainment falls under "college graduate". These findings indicate that the majority of the respondents are college graduates. Furthermore, the data reflect the percentage of the mother and father's educational attainment. The mothers' educational attainment for "college graduate" had a percentage of 31.50, and "master's degree" had "1.52" which will sum up to 33%, while the fathers' educational attainment for "college graduate" had 28.69 and "master's degree" had 1.87, both of which can be sum to 30%.

Table 1. Descriptive statistics of the profile of the parents in terms of educational attainment (n = 854)

Educational Attainment	Mother		Father	
	Frequency	Percentage	Frequency	Percentage
Elementary Level	61	7.14	66	7.73
Elementary Graduate	40	4.69	31	3.63
High School Level	96	11.24	105	12.29
High School Graduate	187	21.90	194	22.72
College Level	188	22.01	197	23.07
College Graduate	269	31.50	245	28.69
Master's Degree	13	1.52	16	1.87
Total	854	100.00	854	100.00

The findings showed that majority of the respondents are college graduates. Educational attainment is one of the factors that affect children's language learning in English because parental influence is significant in the family, and learning a foreign language may be influenced by their parents to a greater or lesser extent (Zhou, 2020). As such, prior studies have shown that environmental factors like parents having completed more schooling are more likely to provide their children with greater possibilities to become proficient in the English language (Le et al., 2018). Thus, the educational background of parents has a big impact on what their kids will learn in the future. Indeed, an educated parent can make a substantial contribution to their child's learning process, particularly when it comes to learning English. It can be supposed that parents who have higher education are better able to converse in English and actively assist with their child's academic work.

In Terms of Monthly Income

Table 2 presents the profile of parents in terms of monthly income. It shows that 58% of them have a "low income" classification for a family of five. It has been estimated that a family of five needs at least PhP 9,520 per month to meet their basic food requirements (Philippine Statistics Authority, 2018). The data in Table 1.2 further reflect the percentage of the parents' family income. The results indicate that the income cluster "poor" had a percentage of 18.62, while the "low income" had 38.99, which can be sum up to 58%.

Table 2. Descriptive statistics of the profile of parents in terms of monthly income (n = 854)

Income Cluster	Range	Frequency	Percentage
Poor	Less than ₱9,520	159	18.62
Low Income	Between ₱9,520 – ₱19,040	333	38.99
Lower Middle Income	Between ₱19,040 – ₱38,080	195	22.83
Middle Income	Between ₱38,080 – ₱66,640	125	14.64
Upper Middle Income	Between ₱66,640 – ₱114,240	34	3.98
Upper Income	Between ₱114,240 – ₱190,400	1	0.12
Rich	At least ₱190,400	7	0.82
Total		854	100.00

This displays that most of the learners' family belongs to low income classification. The Philippines is a developing nation that has high rates of low levels of both education and poverty. Despite public schools' poor academic standing, a lot of low-income families send their kids there because of free education (Garcia & de Guzman, 2020). On the one hand, Alam (2018) asserted that parents can engage tutors to help their kids do better in English if they have a bigger family income. Those with poor wages usually find it difficult to provide a stable home environment for their children that fosters learning. A secure family can be able to give more, particularly in the case of schooling demands.

In Terms of Language Used at Home

Table 3 illustrates the data in terms of language used at home. Data reveal that 87% “always” used Cebuano, 40.28% “sometimes” used English, and 11.12% “seldom” used Tagalog. Based on the data, Cebuano has a verbal description of “always”, which implies that most of the respondents used Cebuano language when communicating with their children.

Table 3. Descriptive statistics of the profile of the parents in terms of language used at home (n = 854)

Language Used at Home	Mean	Verbal Description	Percentage
English	3.31	Sometimes	40.28
Tagalog	2.34	Seldom	11.12
Cebuano	4.56	Always	87.47

Legend: 4.21 – 5.00 Always, 3.41 – 4.20 Frequent, 2.61 – 3.40 Sometimes
1.81 – 2.60 Seldom, 1.00 – 1.80 Never

It was found out that most of the respondents used Cebuano language when communicating with their children. People in the Philippines speak 183 different languages, making it a linguistically diverse nation. According to the country's constitution, regional languages must be taught as auxiliary languages in the areas where they are spoken, with English and Filipino serving as the official languages (Official Gazette, n.d.). In particular, Eberhard et al. (2019) concedes that there are 15,900,000 Cebuano speakers in the Philippines, the majority of whom reside in the regions of Central Visayas, Southern Leyte, and Northern and Southern Mindanao. Besides, Dreisbach and Demeterio III (2020) reported 9,125,637 individuals identified as ethnically Cebuano in the 2016 Philippine Statistics Authority census, with the Cebuano language serving as their mother tongue. Since local languages in the Philippines are spoken in the neighborhood and at home, and the respondents are more fluent in the vernacular, then it is safe to say that they have always spoken the Cebuano language at home.

3.2 Profile of the Learners

In Terms of Social Media Site Most Visited

Table 4 portrays the profile of learners in terms of the social media sites most visited. As shown in the table, YouTube is the most “frequently” visited social media site (59.60%), followed by YouTube Kids (46.49%), then Facebook (44.73%), and TikTok (36.65%). As revealed, these four social media sites are the most visited by the learners, YouTube, YouTube Kids, Tiktok, and Facebook, respectively.

Table 4. Descriptive statistics of the profile of the learners in terms of social media site most visited (n = 854)

Social Media Sites	Mean	Verbal Description	Percentage
1. YouTube	3.85	Frequent	59.60
2. YouTube Kids	3.44	Frequent	46.49
3. Tiktok	3.01	Sometimes	36.65
4. Facebook	3.12	Sometimes	44.73
5. Messenger	3.15	Sometimes	45.32
6. Roblox	2.32	Seldom	20.61
7. Instagram	1.61	Never	7.61
8. Twitter	1.36	Never	2.93
9. Pinterest	1.35	Never	2.81
10. Viber	1.35	Never	3.16

Legend: 4.21 – 5.00 Always, 3.41 – 4.20 Frequent, 2.61 – 3.40 Sometimes
1.81 – 2.60 Seldom, 1.00 – 1.80 Never

This depicts that YouTube is the most visited social media site by the learners. In recent years, children and their families all across the world have become increasingly familiar with YouTube and YouTube Kids. According to Temban et al. (2021), children have been watching videos online on these two sites. YouTube is by far the most popular and often frequented website among kids. To be specific, Armstrong (2022) revealed that 83% of kids between the ages of 3 and 17 use it. Moreover, Temban et al. (2021) stated that YouTube is an entertaining software for children that offers a world of learning opportunities.

In Terms of Time Spent in Using Social Media

Table 5 demonstrates the profile of the learners in terms of time spent using social media. The data show that in non-educational videos, PAW Patrol is “sometimes” watched by the learners (34.19%), followed by “Masha & the Bear” (28.34%). In terms of educational videos, “Kids Learning Tube” is “sometimes” watched by the pupils (30.21%). The data also reveal that a portion of the respondents’ time is spent exploring the different educational and non-educational programs. Hence, it indicates that the learners spent a greater amount of time using social media.

Table 5. Descriptive statistics of the profile of the learners in terms of time spent in using social media (n = 854)

Social Media Sites	Mean	Verbal Description	Percentage
Educational Videos			
1. Ted-Ed	2.03	Seldom	10.42
2. SciShow Kids	2.02	Seldom	10.42
3. BrainPOP	2.00	Seldom	9.72
4. Bright Side	2.17	Seldom	11.59
5. Art for Kids Hub	2.32	Seldom	14.75
6. T-Series Kids Hut	2.14	Seldom	12.88
7. Netflix Jr.	2.35	Seldom	19.67
8. Alphablocks	2.36	Seldom	20.37
9. Kids Learning Tube	2.61	Sometimes	30.21
Composite	2.22	Seldom	15.56
Non-Educational Videos			
10. Rugrats	2.22	Seldom	21.66
11. Blue’s Clues & You	2.60	Seldom	27.52
12. PAW Patrol	2.98	Sometimes	34.19
13. Sponge Bob Square Pants	2.73	Sometimes	24.71
14. Peppa Pig	2.74	Sometimes	27.52
15. Sesame Street	2.23	Seldom	17.56
16. Masha & the Bear	2.71	Sometimes	28.34
Composite	2.60	Seldom	25.93

This shows that in terms of non- educational video, PAW Patrol is sometimes watched by learners and Kids Learning Tube is also sometimes watched by them for educational videos. Nowadays, watching (or using a screen) has become a typical early childhood pastime. Children between the ages of two and five often watch television or videos for three (3) hours longer each day (Gunarti et al., 2023). In the study of Futralan (2018), it was discovered that children who watch and listen to various educational TV and digital media programs may mimic the words,

phrases, and short sentences they hear. In the same manner, Makananise and Madima (2020) also pointed out that imitation helps students become more proficient.

In Terms of Frequency of Television and Social Media Viewing with Parental Guidance

Table 6 reflects the profile of the learners in terms of frequency of television and social media viewing with parental guidance. The data show that learners “frequently” view television and social media sites with parental guidance. As shown, 69.44% of the learners “frequently” view television/ YouTube videos and 60.77% “frequently” view social media sites both with parental guidance. This suggests that parents see parental mediation as a crucial component of their child's media exposure.

Table 6. Descriptive statistics of the profile of the learners in terms of frequency of television and social media viewing with parental guidance (n = 854)

Social Media Sites	Mean	Verbal Description	Percentage
1. Social Media Sites	3.67	Frequent	60.77
2. Television/ YouTube Videos	3.93	Frequent	69.44

This reveals that learners view television and social media “frequently” with parental guidance. This suggests that even while many children are adept tech users even at a young age, the respondents see parental mediation as a crucial component of their child's media. One reason for watching with kids is that co-viewing activities can give kids' media usage a social context and give parents the chance to scaffold, that is, support or encourage their kids' learning process through media sailing (cited in Gunarti et al. 2023). Another is that, adult mediation of older preschoolers' television viewing can improve the children's acquisition of academic and prosocial skills as emphasized by Strouse et al. (2018). It appears that older children's increased screen time, both instructional and co-viewing, benefits the language development of younger children. It implies that continuing to use screens in a moderate way is advisable. For that reason, parental mediation is essential to enable parents to oversee, manage, or interpret media content for their kids.

3.3 Ability of the Learners to Communicate in English as Perceived by the Parents and their Teachers

Table 7 reflects the level of ability of the learners in communicating in English as perceived by the parents and their teachers. The data reveal that the parents perceive the learners’ ability to communicate in English as “satisfactory,” while the teachers perceive it as “fairly satisfactory.” Furthermore, this finding shows a slight difference between the parents’ and teachers’ perceptions.

Table 7. Ability of the learners to communicate in english as perceived by the parents and their teachers (n=854)

The child can communicate in English...	Parents		Teachers	
	Mean	VD	Mean	VD
1. in responding to expressions such as greetings, leave takings, gratitude, apology, asking permission, and offering help.	3.93	S	3.29	FS
2. when using common expressions and polite greetings (Please, May I, Excuse me).	3.93	S	3.20	FS
3. My child can follow one-to-two step English directions.	3.76	S	3.19	FS
4. when asking simple question.	3.75	S	2.83	FS
5. when they talks about topics of interest (likes and dislikes).	3.62	S	2.95	FS
6. in relating their activities or responsibilities at home.	3.59	S	2.77	FS
7. 10. My child can give one-to-two step English directions.	3.58	S	2.70	FS
8. when telling details about people, places, and things.	3.54	S	2.80	FS
9. when talking about their personal experiences.	3.52	S	2.83	FS
10. when talking about stories heard (when and where it took place, the characters and some important details of the story).	3.52	S	2.86	FS
Composite	3.67	S	2.94	FS

Legend: 4.21 – 5.00 Very Satisfactory (VS), 3.41 – 4.20 Satisfactory (S), 2.61 – 3.40 Fairly Satisfactory (FS)
1.81 – 2.60 Poor (P), 1.00 – 1.80 Very Poor (VP)

Table 7 reveals that parents and teachers have different perceptions on the ability of learners to communicate in English. Aouad and Bento (2019) emphasized that for pupils to grow, parent-teacher contact must be regular because learners cannot succeed under the guidance of a teacher alone. Parents’ support is needed in the child’s education aspect. According to conventional wisdom, children's initial teachers of literacy are their parents. Parents are the individuals that the kids reside with. Since kids spend more time with their parents than with their

teachers, parents are more aware of their children's strengths and shortcomings. The teachers are the children's second parents and their primary goal is to teach children the necessary life skills. Consequently, indirect communication and a lack of teamwork are common causes of perception gaps between parents and teachers. For example, while parents were generally less engaged, teachers tended to organize less activities for parent involvement. Thus, open communication and cooperative connections between the parent and the teacher ensures alignment between classroom and home, allowing support to a child's development.

It can also be observed from the data that the indicator on responding to expressions such as greetings, leave-takings, gratitude, apology, asking permission, and offering help got the highest rating from both parents and teachers. This means that the pupils are seen to have the ability to respond appropriately to polite expressions. The study of Llorica and Sosas (2023) disclosed that Filipinos are always known to be submissive, polite, and respectful when speaking with the elderly. Similarly, Etikawati et al. (2023) noted that politeness is one of the elements defining kids' communication abilities. All in all, children's understanding of social norms or etiquette is a component of politeness and they could utilize manners in communicating at their age, such as being courteous while speaking with teachers, asking permission politely, and refraining from using harsh words.

3.4 Relationship Between Variables

Relationship Between the Profile of the Parents in Terms of Educational Attainment and Family Income and the Ability of the Learners in Communicating in English

Table 8 indicates the data in identifying the relationship between the parents' profile in terms of their educational attainment and family income and the learners' ability to communicate in English. Using Multiple Linear Regression Analysis, it is revealed that the F-test significance or overall p-value (0.000) is less than the level of significance (0.05). This finding guarantees the rejection of the null hypothesis and provides an idea that some of the profile variables can be predictors of the learners' ability to communicate in English.

Table 8. Analysis of the relationship between the profile of the parents in terms of educational attainment and family income and the ability of the learners in communicating in english (n = 854)

Variables	Coefficients	SE	t Stat	P-value
Intercept	1.882	0.070	27.020	0.000
Mother Ed. Attainment	0.113	0.020	5.805	0.000
Father Ed. Attainment	0.151	0.020	7.687	0.000
Family Income	0.000	0.000	11.288	0.000
R = 0.6819				
R ² = 0.4650				
adjusted R ² = 0.4632				
F-ratio = 246.30				
p-value = 0.000 (significant)				
Level of significance = 0.05				

The above data further show that the educational attainment of the mothers ($p = 0.000$) and fathers ($p = 0.000$) of the learners and their family income ($p = 0.000$) are significantly related to the learners' ability to communicate in English. This signifies that these variables can predict the learners' ability to communicate in English. All positive coefficients illustrate that parents who are educated and have enough family income tend to have learners who can better communicate in English. Several studies have revealed that a parent's level of education and income do have a significant impact on the child's personality. The parents' ability to assist their children with their early education has an impact on the level of the latter's expertise in their specific field. Moreover, Davis-Kean et al. (2021) put out the idea that parent education levels serve as a foundation for children's academic achievement in a way that is indirect and takes into account both the parents' expectations for and beliefs about their kids as well as the mental stimulation that parents offer both inside and outside the home. The knowledge, abilities, and values of children are significantly influenced by their parents' education. In addition, Gabrielli et al. (2022) affirms that children of parents with higher and intermediate socioeconomic status (SES) are exposed to a more conducive learning environment at home.

Relationship between the Profile of the Parents in Terms of Language Used at Home and the Ability of the Learners in Communicating in English

Presented in Table 9 are the data in identifying the relationship between the parents' profile in terms of the language used at home and the learners' ability to communicate in English. Employing the Multiple Linear

Regression Analysis, it is revealed that the F-test significance or overall p-value (0.000) is less than the level of significance (0.05). This finding allows the rejection of the null hypothesis, meaning one of the explanatory or independent variables is a significant predictor of the learners' ability to communicate in English. Moreover, evaluating the regression output reveals that the utilization of the English language at home ($p = 0.000$) is a significant predictor of the learners' ability to communicate in English. This further connotes that the more the English language is utilized at home, the better the ability of the learner to speak the language.

Table 9. Analysis of relationship between the profile of the parents in terms of language used at home and the ability of the learners in communicating in english (n = 854)

Variables	Coefficients	SE	t Stat	P-value
Intercept	2.037	0.164	12.396	0.000
English	0.462	0.021	22.074	0.000
Tagalog	-0.021	0.022	-0.961	0.337
Cebuano	-0.046	0.026	-1.782	0.075
R = 0.6303				
R ² = 0.3973				
adjusted R ² = 0.43951				
F-ratio = 186.75				
p-value = 0.000 (significant)				

Learning a language starts within the comfort of a home. In fact, parent involvement in English language teaching serves as a brilliant step towards promoting literacy and communication among children. There is a notion that English has been regarded as a global language, which urges parents to guide their children to be inclined toward English (Chavez et al., 2023). Similarly, the results of the study of Zhang et al. (2021) indicated that various home factors (e.g., family demographics, home literacy activities, language use, and parents' beliefs and motivations) were positively associated with young Asian children's English language abilities, literacy skills, phonological awareness, and interest in learning English.

Meanwhile, the utilization of Tagalog and Cebuano is not a significant predictor of the learner's ability to communicate in English (all p-values $> \alpha = 0.05$). In this regard, it is challenging for a child to understand and speak English when they are always exposed to their mother tongue at home. Correspondingly, Ju et al. (2023) found that emergent bilinguals whose parents speak a language other than English (native) more often at home during the former's kindergarten years began with poorer English reading proficiency but made more progress than kids whose parents speak in their native tongue less often. This goes to show that if the child is exposed to the target language, then it is easier for him or her to learn a second language. Thus, exposure is the key element of learning a language (Dagohoy, 2023).

Relationship between the Profile of the Learners in Terms of Social Media Site Most Visited and Their Ability in Communicating in English

Table 10 displays the data in identifying the relationship between the learners' profile in terms of social media sites most visited and their ability to communicate in English. The data show that the overall F-test is significant ($p = 0.000 < \alpha = 0.05$), an indication that some of the visited sites are related to their ability to communicate in the English language. Evaluating each of the p-values, one can see that visiting YouTube Kids ($p = 0.000$), Messenger ($p = 0.000$), Roblox ($p = 0.000$), and Instagram ($p = 0.024$) is positively related to the learners' ability to communicate. However, visiting Facebook ($p = 0.000$) has negative correlation with the learners' ability to converse in English. This finding implies that there are social media apps that help improve children's English language communication skills.

This indicates that some of the visited sites, YouTube Kids, Messenger, Roblox, and Instagram are related to their ability to communicate in the English language. This finding implies that there are social media apps that help improve children's English language communication skills. While Arulchelvan et al. (2019) believe that social networking is said to be the finest resource for learners to learn English and that certain features of social media help users acquire new information, improve their English proficiency, and quickly learn about current events, still Madigan et al. (2020) take the position that learning language acquisition using screens can be a passive or sedentary habit because children who are exposed to screens are not participating in verbal dyadic exchanges that facilitate language learning and communication.

Table 10. Analysis of the relationship between the profile of the learners in terms of social media site most visited and the their ability in communicating in english (n = 854)

Variables	Coefficients	SE	t Stat	p-value
Intercept	2.822	0.106	26.540	0.000
YouTube	0.010	0.013	0.731	0.465
YouTube Kids	0.107	0.023	4.595	0.000
Tiktok	-0.045	0.025	-1.806	0.071
Facebook	-0.129	0.033	-3.911	0.000
Messenger	0.109	0.031	3.545	0.000
Roblox	0.106	0.022	4.732	0.000
Instagram	0.082	0.036	2.257	0.024
Twitter	-0.079	0.050	-1.573	0.116
Pinterest	-0.030	0.045	-0.665	0.506
Viber	0.032	0.040	0.792	0.428
R = 0.3070				
R ² = 0.0943				
adjusted R ² = 0.0835				
F-ratio = 8.773				
p-value = 0.000 (significant)				

Meanwhile, there is no significant relationship found between the learners' frequency of watching YouTube, TikTok, Twitter, Pinterest, and Viber and their ability to communicate in English. All their p-values are greater than the level of significance (0.05), which connote that changes in the frequency of visiting and watching these social media sites and the shifts in their ability to communicate are not significantly related. Moreover, this implies that the ability of the child to communicate in English is not only dependent on the frequency of viewing and watching social media.

Relationship between the Profile of the Learners in Terms of Time Spent in Using Educational Videos and Their Ability in Communicating in English

Table 11 describes that the overall F-test is significant ($p = 0.000 < \alpha = 0.05$). The regression output exposes that the learners' time spent on using educational videos like T-Series Kids Hut ($p = 0.018$) and Netflix Jr. ($p = 0.000$) is significantly and positively related to their ability to communicate in English. However, the learners' time spent watching Art for Kids Hub ($p = 0.033$) was found to be significantly and negatively related to their ability to communicate in English. The result also depict that the time spent on watching other educational videos like Ted-Ed, SciShow Kids, BrainPOP, Bright Side, Alphablocks, and Kids Learning Tube does not relate to how they communicate in English (all $p\text{-value} > \alpha = 0.05$). This result implies that there are social media apps or videos that do not promote children's language learning especially when it is not appropriately scaffolded by an adult or parent.

Table 11. Analysis of the relationship between the profile of the learners in terms of social media site most visited and their ability in communicating in english (n = 854)

Variables	Coefficients	SE	t Stat	p-value
Intercept	2.943	0.078	37.916	0.000
Ted-Ed	0.018	0.034	0.520	0.603
SciShow Kids	0.019	0.040	0.465	0.642
BrainPOP	0.033	0.040	0.843	0.400
Bright Side	-0.005	0.035	-0.137	0.891
Art for Kids Hub	-0.065	0.030	-2.141	0.033
T-Series Kids Hut	0.074	0.031	2.381	0.018
Netflix Jr.	0.088	0.024	3.588	0.000
Alphablocks	-0.001	0.025	-0.048	0.962
Kids Learning Tube	0.009	0.021	0.436	0.663
R = 0.2248				
R ² = 0.0505				
adjusted R ² = 0.0404				
F-ratio = 4.989				
p-value = 0.000 (significant)				

This data exposes that the learners' time spent on using educational videos like T-Series Kids Hut, and Netflix Jr. is significantly and positively related to their ability to communicate in English. According to Guzelyurt and Arslan (2023), children are becoming more adept at expressing themselves, interacting with their classmates, and

standing up for their rights. Not to mention that children's learning is aided by the use of technological instruments because of their flexibility, portability, and easy accessibility. These skills are developed through the use of technology, according to Gunindi (2022). However, it is believed that kids who stay at home during the pandemic are more likely to use technology to access a variety of content, some of which may be harmful to them (Aral, Aysu & Kadan, 2020). Although technology aids in children's access to knowledge and practice, excessive and unrestrained use of technology has a detrimental impact on a child's development (Guzelyurt & Arslan, 2023). Moreover, children who use technology excessively also have access to violent, inappropriate, and potentially dangerous content (Gökler & Turan, 2020).

On the other hand, time spent on watching other educational videos like Ted-Ed, SciShow Kids, BrainPOP, Bright Side, Alphablocks, and Kids Learning Tube does not relate to how they communicate in English (all p -value $> \alpha = 0.05$). This result implies that there are social media apps or videos that do not promote children's language learning especially when it is not appropriately guided by an adult or parent.

Relationship between the Profile of the Learners in Terms of Time Spent in Watching Non- Educational Videos and Their Ability in Communicating in English

Table 12 divulges that the overall F-test is significant ($p = 0.000 < \alpha = 0.05$). The regression output discloses that the learners' time spent watching non-educational videos like Blue's Clues and You ($p = 0.015$) and PAW Patrol ($p = 0.026$) is significantly and positively related to their ability to communicate in English. On the other hand, time spent on watching other non-educational videos like Rugrats, Sponge Bob Square Pants, and Sesame Street does not relate to how the learners communicate in English (all p -value $> \alpha = 0.05$). This implies that there are certain non-educational programs/ videos that does not promote language learning, all the more because they are not educationally-designed programs.

Table 12. Anaysis of the relationship between the profile of the learners in terms of time spent in watching non- educational videos and their ability in communicating in english (n = 854)

Variables	Coefficients	SE	t Stat	p-value
Intercept	3.033	0.083	36.734	0.000
Rugrats	0.042	0.026	1.577	0.115
Blue's Clues & You	0.069	0.028	2.430	0.015
PAW Patrol	0.067	0.030	2.224	0.026
Sponge Bob Square Pants	0.050	0.030	1.668	0.096
Peppa Pig	-0.082	0.028	-2.920	0.004
Sesame Street	0.018	0.027	0.684	0.494
Masha & the Bear	-0.056	0.025	-2.244	0.025
R = 0.2337				
R ² = 0.0546				
adjusted R ² = 0.0468				
F-ratio = 6.982				
p-value = 0.000 (significant)				

The data above discloses that the learners' time spent watching non-educational videos like Blue's Clues and You and PAW Patrol is significantly and positively related to their ability to communicate in English. Guzelyurt and Arslan's (2023) came to the conclusion that technology gadgets can be beneficial. For instance, children's educational films on YouTube can be a helpful resource for improving early English language ability (Kilag et. al., 2023). For example, the Blue's Clues program improves kids' early phonological awareness, language, and communication skills (Toy World- the business magazine, 2022). On the contrary, Sahriana et. al. (2018) argued that technological devices also have drawbacks that may have an impact on kids' development and growth. According to Subedar and Yates, as mentioned by Papadamou et. al. (2019), while most toddler-oriented content is harmless and actually enjoyable or instructional, recent publications have emphasized the trend of improper content targeting this demographic. In spite of presenting kid-related topics (e.g. cartoons, animation movies, etc.), there have been frequent uploads of media deemed inappropriate for specific audiences. These videos often contain disturbing, violent, sexual, or other inappropriate scenes, making them inappropriate for children (Papadamou, 2021).

Relationship between the Profile of the Learners in Terms of Viewing Social Media and TV/ YouTube with Parental Guidance and Their Ability in Communicating in English

Table 13 presents the relationship between the profile of the learners in terms of viewing social media and TV/ YouTube with parental guidance and their ability in communicating in English. As shown, the overall F-test is significant ($p = 0.000 < \alpha = 0.05$). The regression output also reveals that the learners' time spent on viewing and watching social media, TV, and YouTube with parental guidance is significantly and positively related to their ability to communicate in English (all p -values $< \alpha = 0.05$). This means that the higher the guidance of the parents to their children is, the more is the ability of the latter to communicate.

Table 13. Analysis of the relationship between the profile of the learners in terms of viewing social media and tv/ youtube with parental guidance and their ability in communicating in english (n = 854)

Variables	Coefficients	SE	t Stat	p-value
Intercept	2.500	0.089	28.045	0.000
Social Media Sites	0.084	0.028	2.988	0.003
Television/ YouTube	0.126	0.031	4.065	0.000
R = 0.3132				
R ² = 0.0981				
adjusted R ² = 0.0959				
F-ratio = 46.265				
p-value = 0.000 (significant)				

The data reveals that the learners' time spent on viewing and watching social media, TV, and YouTube with parental guidance is significantly and positively related to their ability to communicate in English. This means that the higher the guidance of the parents, the more is the ability of the children to communicate well in English. According to Spencer (2023), the American Academy of Pediatrics advises parents to interact with media technology alongside their young children, due to the following: first, parents who watch videos with their kids would be able to teach them more, including expanding their English vocabulary to include terms like alphabets, numbers, colors, and body parts (Imaniah et al. 2020); second, scaffolding by parents, teachers, or caregivers while young children use YouTube can aid with digital literacy; and third, parental mediation is thought to be a crucial component in promoting children's interactions with new media, according to Vygotsky's theory of child development and his idea of the proximal development zone (cited in Neumann & Herodotou, 2020). Therefore, it is an advantage when young children and parents use media together.

8.0 Conclusion

The study proved that the parent's educational background, language used at home, and family income are contributory to the learner's level of ability in communicating in English. It is also verified that learners' exposure to educational and non- educational programs in television and social media apps can enhance their ability to communicate in English. Moreover, parental guidance is also necessary when children are expose to television and social media at a younger age to help children better understand and think about what they see and learn on screen. This way, parents are able to connect and explain the information the children received. Vygotsky's idea of the Zone of Proximal Development emphasizes this claim.

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This work has a sole author. Her adviser evaluated and approved the completed manuscript.

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The author declared that, in terms of this work, she had no conflicts of interest.

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