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Literacy Links: Unraveling the Tapestry of Social Media as Platform in Learning Filipino and Engagement

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ABSTRACT

This comprehensive exploration delves into the transformative role of social media in Filipino language education, particularly at the elementary level. The review spans various dimensions, analyzing the widespread adoption and diverse use cases of social media platforms in the Philippines, where 76.01 million users represent 82.4% of the population. The demand for language learning resources globally, with 1.5 billion actively seeking to learn Filipino, highlights the potential of social media as an innovative educational tool. The study emphasizes the need for strategic integration of social media into the curriculum to enhance engagement, foster collaborative learning, and provide real-world applications of language concepts.

The recommendations presented focus on professional development, digital literacy training for educators, and the establishment of clear guidelines and best practices. Encouraging community building and collaboration through social media platforms is suggested to create supportive networks among educators, learners, and parents. The importance of ongoing research and evaluation to assess the impact of social media integration on learner engagement, academic performance, and emotional well-being is underscored. The review concludes by emphasizing the dynamic role of social media in shaping the future of Filipino language education, offering not only engagement and motivation for learners but also a platform for resource sharing, professional development, and community building among educators.

Keywords: social media, literacy learning, students engagement

INTRODUCTION

In recent years, the landscape of education has undergone a profound transformation, driven by technological advancements and a growing recognition of the need for innovative teaching methods to engage learners and enhance their learning outcomes. This transformation has been primarily instigated by remarkable advances in technology and a growing awareness of the pressing necessity for inventive pedagogical approaches that can captivate learners and substantially improve their educational achievements (Mynbayeva, Sadvakassova, & Akshalova, 2017). These changes are nothing short of revolutionary and are reshaping the way the education sector thinks about teaching and learning.

Central to this educational revolution is the advent of cutting-edge technology, which has disrupted traditional teaching to explore innovative avenues for captivating and empowering learners. Among the most promising breakthroughs in the realm of educational technology is the utilization of social media (Smith, 2018). These applications ingeniously blend the captivating elements of gameplay with rich educational content, providing learners with immersive and interactive learning experiences that are not only educational but also enjoyable (Dichev & Dicheva, 2017).

Social media platforms have emerged as the primary means of communication and connection in today's interconnected world. These digital platforms have revolutionized the way people communicate, interact, and share information, becoming an integral part of daily life. It encompasses a diverse array of online platforms and applications that enable users to create, share, and interact with content in various formats, including text, images, videos, and more (Alhabash & Ma, 2021).

These platforms serve as virtual spaces where individuals and communities can express themselves directly, engage in discussions, and build relationships across geographic boundaries. Social media plays a central role in disseminating news, entertainment, and educational content, making it a powerful tool for information dissemination and knowledge sharing (Kwak & Kim, 2017).

In the realm of learning Filipino lessons, while traditional classroom settings offer valuable face-to-face interactions and lab experiences, the integration of social media platforms, like Facebook, Twitter, Instagram, and YouTube, opens doors to enrich the learning process. These platforms provide versatile tools for educators to connect with learners, share resources, facilitate discussions, and cultivate a collaborative learning environment social media platform offer accessible channels for learners to ask questions, seek clarification, and engage in meaningful dialogues about Filipino lessons. Teachers can utilize these platforms to disseminate updates, announcements, and supplementary resources, creating a dynamic learning environment that extends beyond the physical classroom (Casey & Evans, 2015).

Chang and Chen (2021) underscore that social media offers a plethora of benefits for Filipino language learners. Constant exposure to authentic Filipino in diverse forms, including text posts, comments, images, videos, and audio recordings, can significantly improve vocabulary acquisition, listening comprehension, and cultural understanding. Additionally, interactive features like polls, quizzes, discussions, and collaborative activities foster an engaging and dynamic learning environment, enhancing motivation, engagement, and a sense of community among learners (Li & Fu, 2020).

Furthemore, Lu & Shao (2018) highlighted that social media platforms offer personalized learning experiences. Learners can curate their learning journey by following specific accounts, joining relevant groups, and accessing learning materials tailored to their individual interests and learning goals. This accessibility and affordability make social media a particularly valuable resource for learners with limited access to traditional learning materials or financial constraints. In the same vein, social media also plays a significant role in developing essential communication skills which is essential in learning Filipino. The platform encourages communication and interaction through comments, replies, and direct messages, providing learners with ample opportunities to practice their writing and speaking skills in a real-world context (Maramba & Wiburg, 2017).

The utilization of social media platforms in learning Filipino lessons represents a dynamic shift in education (Gray & DiLoreto, 2016). By leveraging the power of social media, educators can enhance communication, encourage collaboration, streamline assessment, and feedback, and provide access to diverse learning resources. However, the responsible use of social media in education necessitates addressing privacy and security concerns and ensuring inclusivity (Higgin, 2022). As the educational landscape continues to evolve, the integration of social media into Filipino instruction offers new opportunities to engage learners, foster collaborative learning, and inspire a deeper appreciation for the subject.

DISCUSSIONS

The world of communication and information access has undergone a dramatic transformation with the advent of social media. As of January 2023, over 4.76 billion individuals actively engage with social media platforms worldwide, representing a staggering 59.4% of the global population (Statista, 2023). This widespread reach underscores the immense potential of social media as a language learning tool.

The Philippines boasts a staggering 76.01 million social media users, representing 82.4% of the population. Filipinos rank second globally in average daily social media usage, clocking in at 3 hours and 43 minutes. Facebook, Messenger, YouTube, Instagram, and TikTok reign supreme as the most popular platforms. Notably, social media plays a significant role in learning, with 86.8% of learners using it for research, communication, and entertainment. Over half access educational content directly, while 40.5% participate in online learning communities and 37.9% connect with teachers and classmates. This widespread adoption and diverse use cases highlight the potential of social media to revolutionize education in the Philippines. (World Bank, 2023)

In the same vein, the demand for language learning resources and innovative methods is evident, with an estimated 1.5 billion people actively seeking to learn Filipino lessons globally, according to the British Council (2023). Studies reveal that a significant majority of the learners actively use social media platforms, with Facebook, Instagram, and YouTube being the most popular choices (Huang et al., 2020). This widespread adoption presents a unique opportunity to integrate social media into the learning journey of Filipino.

Social media has transitioned from being primarily associated with leisure and entertainment to playing a significant role in education. Educators have increasingly recognized its potential for professional development and knowledge-sharing. Platforms like Facebook, Twitter, Instagram, YouTube, and LinkedIn have become powerful tools for educators, transforming the way they interact with learners and disseminate information (Kilpatrick, 2023). It's no longer just the traditional classroom setting that defines learning; the educational boundaries have expanded into the digital realm, providing new opportunities for engagement, interaction, and innovation (Schleicher, 2020).

The integration of social media into the realm of education represents a significant transformation in how educators acquire and disseminate knowledge. Educators have increasingly recognized its potential for professional development and knowledge-sharing (Harvey and Hyndman, 2018). McNamara et al. (2021) also corroborate this trend, emphasizing the growing importance of social media in the education sector. One specific area within education where the impact of social media is concrete is teaching Filipino lessons.

Beyond fostering teacher-student interactions, social media facilitates peer engagement, discussions, peer review, and group projects, nurturing collaborative learning (Hollister et al., 2022). Choices made in content selection and interaction strategies wield a profound influence on engagement levels and learners' depth of comprehension in the subject. The incorporation of social media empowers educators to craft dynamic and interactive learning environments (Seo et al., 2021).

In modern education, social media platforms play a pivotal role by providing educators access to a vast reservoir of educational resources. These platforms enable teachers to establish personalized learning paths, connect with colleagues globally, and stay updated on the latest developments in education (Willbold, 2016). This integration of social media bridges traditional pedagogical methods with learners' evolving digital preferences, ensuring that presented material is not only pertinent but also captivating, thereby capturing learners' attention, and fostering active participation (Center for Social Impact Communication, n.d.).

Goodyear et al.'s (2014) study sheds light on the transformative impact of social media on professional development and learning in physical education. It highlights how social media platforms have evolved into vibrant communities of practice, facilitating educator connections, collaborations, and ongoing professional growth. These platforms offer a novel and effective approach to professional learning, providing accessibility, immediacy, and inclusivity

to expand networking and collaboration possibilities. The study also underscores the potential for social media to enhance pedagogical practices in physical education through innovative teaching strategies and the swift dissemination of best practices.

Kurniati et al. (2019) emphasize social media's transformative role in education, particularly in physics learning. The prevalence of smartphones for educational purposes, along with the frequent use of social media applications, underscores the increasing importance of digital platforms in the learning process. The preference for chatting media suggests that interactive, real-time communication features are highly valued by learners, facilitating discussions and collaborative learning. This research underscores the dynamic role of social media in physics education and highlights its potential to bridge geographical and temporal boundaries. It also initiates a discussion on the need for guidelines and best practices to ensure that social media's impact on learning remains positive and productive.

One study emphasizes the pervasive role of social media networks in the lives of teacher candidates. These platforms serve as channels for daily communication and are acknowledged for their pedagogical value in education (Chen, 2022). The evolving relationship between social media networks and education is brought to the forefront, emphasizing the necessity for a well-informed and proactive approach to address potential psychological effects of social media on learners' emotional states.

Educational institutions are progressively harnessing diverse social media platforms to enrich the learning experience. Websites and blogs serve as interactive platforms for effective student-educator communication (Lin & Hsieh, 2020; Chawinga, 2017). Moreover, platforms like Facebook and Twitter, with their dedicated groups and hashtags, are being employed to manage and deliver educational content, facilitate discussions, and disseminate critical information (Rinaldo et al., 2021). Additionally, educators are increasingly utilizing YouTube's potential as an engaging educational medium to provide learners with informative and interactive learning experiences (Orús et al., 2016).

While social media presents numerous advantages in teaching Filipino, it also comes with challenges and considerations, as noted by Alvarez (2020) and Santiago et al. (2021). These include accessibility, distractions, privacy concerns, information overload, and digital literacy. To maximize the benefits and overcome these challenges, educators are encouraged to follow best practices.

Resource sharing among public school teachers on social media platforms is a collaborative endeavor that enriches the teaching and learning experience (Ansari and Khan, 2020). It provides a treasure trove of educational materials, including educational articles, research papers, lesson plans, multimedia content, and interactive simulations (Rogayan, 2019). Resource sharing offers numerous benefits, such as enhancing teaching materials, fostering a sense of community, and benefiting learners by increasing engagement and comprehension (Higgin, 2022). The extent of resource sharing and interaction levels on social media is influenced by factors like digital literacy, pedagogical training, access to resources, student preferences, and specific learning objectives (Haleem et al., 2022).

Social media platforms are more than just tools for educators; they serve as dynamic platforms for resource sharing, professional development, and content creation. They enable educators to tailor their professional development, collaborate within professional learning communities, and share their teaching experiences. These platforms facilitate access to professional development courses, the showcasing of skills, and curation of educational materials, making them invaluable resources for teachers (Antinluoma et al., 2021). Educators also leverage platforms such as WordPress, Blogger, and YouTube to create content and share their insights and teaching strategies, providing valuable resources and inspiration for their peers (Gray & DiLoreto, 2016).

McNamara et al.'s (2020) study delves into the utilization of social media by adapted Filipino teachers. Over 50% of these educators reported using social media platforms to acquire educational research materials and found advantages in knowledge sharing and networking. This study highlights how social media serves as a valuable tool for educators to facilitate the advancement and progress in acquiring knowledge. The study by Cheung et al. (2021) evaluates the accessibility and inclusivity of social media in Grade 7 Mathematics education. It emphasizes the varied dimensions explored to assess the extent to which these platforms cater to the accessibility and inclusivity needs of learners. The results suggest a positive development in terms of accessibility but reveal disparities in inclusivity, indicating the need for greater attention to inclusivity in app development.

The study by Tantarangsee et al. (2017) examines the types of social media platforms frequently used by faculty members and the functions accomplished through social media-based activities in teaching and learning. Faculty members frequently use platforms like Line, websites, and YouTube, mainly for content retrieval, presentation, and communication, highlighting the pivotal role of social media in modern education. Alenezi's (2022) research explores the diverse ways in which learners employ social media platforms within the Kuwaiti context, showing its potential as a facilitator of various aspects of the learning experience.

Social media platforms such as Instagram are creatively employed by educators to promote engagement and information sharing among learners and even parents. This approach fosters open lines of communication, making assignments and classroom experiences more accessible through visual media (Duggan et al., 2015; McCann et al., 2022). Furthermore, social media facilitates discussions, insights from peers, and the formation of new communities, allowing learners to engage in meaningful discourse at any time and from any location (Wallace, 2013).

The extent of engagement and interactivity between teachers and their learners on social media is another critical factor in the utilization of these platforms. The degree to which teachers encourage and facilitate interaction profoundly impacts the learning experience. High interaction levels involve active engagement with learners, initiating polls, quizzes, and facilitating collaborative activities. There is a strong emphasis on fostering a sense of community and interactivity within the online classroom. Understanding the frequency of usage and platform preference provides valuable insights into the impact of social media on teaching practices.

The advent of social media has ushered in a transformative era in public school education, redefining assessment practices and making them more dynamic and responsive (Barrot et al., 2021). Interactive quizzes, real-time discussions, peer-driven discourse, and peer assessments all contribute to higher engagement and active participation (Alawadhi & Abu-Ayyash, 2021). The immediacy of social media responses facilitates timely intervention, and rich forms of feedback enhance comprehension. Effective feedback fosters a positive learning environment (University of South Carolina, 2020).

Ansari and Khan (2020) investigate the impact of social media on learners' academic performance and engagement in higher education. The study reveals that the utilization of online social media for collaborative learning significantly impacts interactivity among learners and fosters learners' creativity, dynamism, and research-oriented inclinations. It also highlights the substantial influence of interactivity with instructors, peers, and active involvement in online knowledge sharing on learners' academic performance. Bal and Biçen (2017) examine learners' perspectives on the use of social media in education. The findings indicate that learners attribute a significant role to social media in facilitating effective learning, enhancing motivation, and streamlining communication with educators. Social media platforms contribute positively to learners' academic achievements and promote a student-centered approach to education.

Alshuaibi et al. (2018) investigate student engagement as a mediator between social media usage and academic performance in college learners in Malaysia. Cognitive engagement serves as a mediator in the relationship between social media usage and academic performance, suggesting that social media fosters cognitive engagement in learners, positively impacting their academic performance. Another study by Chen and Xiao (2022) explores the potential effects of extensive social media use on learners' emotional well-being, emphasizing the importance of recognizing and addressing the interplay between social media and learners' emotional states in the educational context. This study underscores the need for a nuanced approach to student support, acknowledging both the positive and negative facets of social media's influence on learners' emotional states.

The review emphasizes the transformative impact of social media on teaching and learning, particularly in the context of Filipino lessons education. The adoption of online learning methods, including social media-based learning, accommodates diverse student needs and promotes self-regulated learning. This approach aligns with the concept of leaving no student behind, ensuring inclusivity and equitable learning environments (Chawinga, 2017; Broadbent & Poon, 2015). The dynamic use of social media platforms contributes to enhancing learners' engagement and participation in the teaching and learning process, a critical factor in the domain of Filipino lessons education.

Within the realm of teaching Filipino elementary lessons, social media platforms offer numerous advantages. They empower educators to incorporate visual aids such as diagrams, animations, and simulations, rendering these intricate concepts more understandable and memorable. Social media effectively bridges the chasm between theory and real-world application (Abba et.al, 2019). According to Zhang (2020), platforms like YouTube and TikTok provide opportunities for crafting short, engaging videos that illustrate experiments, elucidate concepts, or even offer quick Filipino trivia.

The benefits of employing social media for elementary pupils learning Filipino are multifaceted. First and foremost, these platforms provide a natural environment for engagement and motivation (Chang & Chen, 2020). Children, who are already drawn to socializing online, find learning through these channels inherently enjoyable. The integration of Filipino language lessons into the social media context taps into this existing interest, making language learning a more exciting and motivating experience for elementary students (Lim & Hew, 2017).

Furthermore, social media platforms offer an authentic space for language use. Students can engage in real-world communication, exposing them to colloquial language, slang, and various language registers that may be absent in traditional classroom settings. This exposure contributes to a more well-rounded language learning experience, preparing students for the practical application of their language skills in diverse contexts (Churchill, Gibson, & Burgoyne, 2016).

The prospect of enhancing Filipino language learning for elementary pupils through social media holds great promise. The benefits, including increased engagement, authentic language use, cultural awareness, and multimedia learning, make it a compelling avenue for educational exploration. Alenezi (2022) contends that by addressing challenges through careful planning, collaboration, and a balanced approach, educators can harness the potential of social media to create dynamic and effective Filipino language learning environments that resonate with the needs and interests of elementary students.

In the teaching of Filipino instructions, educators can share news articles, videos, and examples of how Filipino lessons concepts are applied in various industries and technologies, illustrating the relevance of the subject (Chang & Chen, 2020). Collaborative projects among learners are enabled through social media platforms, promoting teamwork and problem-solving skills. Social media allows for instant feedback and discussion. Learners can ask questions, share their thoughts, and seek clarification in real time, promoting active engagement and deeper understanding. Educators can curate and share a wide range of resources on social media, fostering a culture of continuous learning (Broadbent & Poon, 2015).

Beyond these benefits, social media platforms serve as a vast repository of educational resources, allowing educators to craft personalized learning paths, connect with colleagues on a global scale, and remain abreast of the latest educational developments (Willbold, 2016). These platforms play a pivotal role in the formation of professional learning communities, offering a space for collaborative problem-solving, resource sharing, and ongoing support (Antinluoma et.al, 2021). Educators can tailor their professional development and share their teaching experiences via social media. They gain access to development courses, showcase their skills, and curate educational materials. Moreover, educators create content on platforms such as WordPress, Blogger, and YouTube to share their experiences, insights, and teaching strategies, providing resources and inspiration for fellow teachers (Gray & DiLoreto, 2016).

`The study by Haşıloğlu et.al (2020) explores the use of social media among Filipino teachers within an educational context and its impact on learners, parents, and colleagues. It reveals the complex dynamics surrounding the use of social media in educational settings, particularly among Filipino teachers. While social media platforms offer promising avenues for teachers to engage with learners and collaborate with colleagues, significant concerns and

challenges persist. The study by Mardiana (2016) emphasizes the influence of social media on various aspects of social life and extends its sphere of influence to education. It reveals trends among teacher candidates, indicating that social media networks are viewed as pedagogically valuable tools.

The study by Gikas and Grant (2017) assesses the content coverage of social media and its alignment with curricula in the context of Filipino education. It reveals varying levels of content coverage, with some apps aligning well with grade-level curricula while others focus on a narrow range of topics. Van Eck (2016) explores the effectiveness of social media platforms in fostering interactivity and engagement among learners, highlighting the positive influence of interactive elements on student motivation and learning outcomes. Domingo's (2019) case study delves into the impact of social media on numeracy learning among Grade 4 learners, showing improvements in learners' literacy skills, positive shifts in attitudes toward Filipino, and increased motivation through the use of social media.

CONCLUSIONS

In conclusion, the literature review illuminates that the integration of social media into the realm of education, particularly in the context of Filipino language learning, signifies a transformative shift in teaching and learning practices. The dynamic nature of social media platforms has not only expanded the boundaries of education but has also provided educators and learners with unprecedented opportunities for engagement, collaboration, and innovation. The widespread adoption of social media in the Philippines, with its 76.01 million users and diverse usage patterns, emphasizes its potential to revolutionize the landscape of education in the country. The demand for language learning resources globally, with 1.5 billion actively seeking to learn Filipino, further accentuates the need for innovative approaches, and social media emerges as a promising avenue to meet these demands.

The multifaceted impact of social media in education is evident in its role as a facilitator for professional development, collaborative learning, and resource sharing among educators. Platforms such as Facebook, Twitter, and YouTube have evolved into powerful tools that bridge traditional pedagogical methods with the evolving digital preferences of learners. The studies reviewed highlight the transformative potential of social media in various educational contexts, from physics learning to professional development in physical education. However, challenges such as accessibility, distractions, and the need for digital literacy must be addressed to maximize the benefits of social media in education.

The future of Filipino language education, particularly at the elementary level, holds great promise with the integration of social media. Beyond the inherent engagement and motivation that social media provides for young learners, its potential to bridge theory and application, offer authentic language use, and facilitate collaborative projects underscores its significance. The challenges identified, such as the need for careful planning and addressing privacy concerns, call for a balanced approach to harness the full potential of social media in Filipino language education. As educators continue to explore and refine their strategies, social media stands as a dynamic tool that has the potential to shape the future of education in the Philippines and beyond.

RECOMMENDATIONS

To optimize the benefits of social media in Filipino language education, educators and institutions should strategically integrate these platforms into the curriculum. This involves designing lesson plans that incorporate social media tools to enhance engagement, foster collaborative learning, and provide real-world applications of language concepts. Additionally, educators should explore the diverse functionalities of platforms like YouTube and TikTok for creating visually appealing and informative content that aligns with Filipino language lessons. By carefully aligning social media use with educational objectives, educators can create a dynamic and enriching learning experience.

Recognizing the evolving role of educators in the digital age, it is crucial to invest in professional development programs that focus on enhancing digital literacy skills. Educators should be equipped with the knowledge and skills to navigate social media platforms effectively, ensuring responsible and purposeful use. Workshops, online courses, and collaborative training sessions can empower educators to harness the full potential of social media in the classroom. This emphasis on continuous learning is essential to keep educators updated on emerging trends, technologies, and best practices in integrating social media into language education.

Given the potential challenges associated with social media use in education, it is imperative to establish clear guidelines and best practices. Educational institutions should develop comprehensive policies that address issues such as privacy concerns, information overload, and potential distractions. These guidelines should also emphasize the importance of creating a positive and inclusive online learning environment. Educators and students alike can benefit from a framework that outlines ethical behavior, responsible use, and the balance between social and educational interactions on these platforms.

Social media platforms provide a unique opportunity to foster a sense of community among educators, learners, and parents. Creating dedicated groups, hashtags, or online communities can facilitate resource sharing, collaborative problem-solving, and mutual support. Educators can leverage these platforms to share successful teaching strategies, discuss challenges, and celebrate achievements. Such collaborative efforts can contribute to a supportive network that enhances the overall teaching and learning experience in Filipino language education.

To gauge the effectiveness of social media integration in Filipino language education, there is a need for ongoing research and evaluation. Educational institutions, in collaboration with researchers and practitioners, should conduct studies to assess the impact of social media on learner engagement, academic performance, and emotional well-being. These evaluations can inform continuous improvement in teaching methodologies, platform selection, and content creation. By actively participating in and contributing to the research community, educators can ensure that their social media practices align with evidence-based approaches, ultimately benefiting the broader landscape of Filipino language education.

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