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## **SOCIAL MEDIA PLATFORMS (SMPS) AS SUPPLEMENTAL LEARNING OPPORTUNITIES IN ENGLISH**

**Helen B. Madrigal**

*Doctor of Philosophy in Educational Management  
Graduate School, Emilio Aguinaldo College, Manila, Philippines  
[hbmadriral.mnl@eac.edu.ph](mailto:hbmadriral.mnl@eac.edu.ph)*

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### **Abstract**

*This study determines the accessibility level and benefits of Social Media Platforms (SMPs) as supplements for students' learning opportunities in the new normal. A Mixed method was utilized. The participants of the study were the randomly selected fifty (50) Grade 10 students. Data were gathered using a survey questionnaire. Results revealed that SMPs are accessible in terms of the availability of gadgets, internet connectivity, and time. Respondents accessed SMPs using their mobile phones and laptops and spent more than 8 hours accessing SMPs using mobile data connections. Respondents always use Facebook and Messenger, often use YouTube, TikTok, and Instagram, and sometimes use other SMPs. They considered SMPs significant, effective, and beneficial in accessing learning opportunities such as updated with their assignments, learning tasks, announcements, and supplementary materials. The accessibility level implies that students are digitally equipped with knowledge in using the platforms and this shows possibilities of using SMPs in the new normal. It is recommended that SMPs be utilized in crafting activities in New Normal English Program to supplement learning opportunities among students while properly monitored and regulated by parents and teachers. Future studies may look into the use of SMPs in various levels of literacy and educational contexts.*

## **Keywords**

Social Media Platforms (SMPs), New Normal, Learning Opportunities, English Program

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## **1. Introduction**

Social media platforms have become an integral part of people's lives nowadays especially during this time of this pandemic. These provide communication, education, and entertainment while everyone stays and works at home. These have become the demand amidst COVID -19.

Education in the Philippines continues with observance of health protocol. This is stated in Order No. 12 of the Department of Education which emphasized the learning continuity plan in basic education. They reviewed and worked on the competencies, production of materials, training of teachers, and different programs and projects aligned in the new normal. Thus, distance learning has been implemented through TV/Radio-based instructions, modular distance learning, and online distance learning.

There are many changes in the educational system due to the tremendous effects brought by the COVID-19 pandemic. It has been challenging for teachers, school administrators, and parents to meet the learning needs of learners as they adhere to the guidelines, policies, and practices in adapting to the new normal. There are situations beyond control and most routines that have been done in the past school years are restricted or no longer practiced.

One of the common problems during this time of pandemic is how to extend help to those students who need support from their teachers. Nowadays, teachers are obnoxious about how to teach the students since it was implausible to conduct face-to-face classes. Hence, teachers and school administrators shall vehemently think of how to align the existing English program and activities in the new normal so that students will be given attention and continuously enjoy the help they deserve.

There are tremendous changes in the way teachers teach and students learn because they are surrounded by different kinds of gadgets and maximized social media platforms. Indeed, many institutions have reviewed, reformed, and applied technology in communicating and dealing with students.

The only way to communicate and reach out to students in this new normal teaching and learning system is through social media. With this, teachers would deliver instructional support,

particularly those students who are enrolled in modular distance learning. However, there are many factors to consider in using digital platforms such as the accessibility and availability of gadgets, internet connection, and the protection of the students in using digital platforms.

There are indeed different laws that would protect digital users. As stated by Brutas, K. (n.d.) in the Foundation of Media Alternatives (FMA), the 1987 Philippines Constitution, Data Privacy Act of 2012 which includes Cybercrime Prevention Act of 2012 and Republic Act No. 9779 provide everyone's right to privacy while they are using social media platforms (SMPs). These laws would protect digital users like learners from any risk in using digital tools and platforms.

Furthermore, it is also noted that Social Media Platforms (SMPs) have issued age restrictions in which ages 13 and above are only allowed to use the platforms, (Childnet International, 2018). This shall be considered to determine who is qualified to use the SMPs and rigid supervision and monitoring shall be implemented.

### **1.1. Related Literature**

Okekeokosisi, O. & Obi, M. (2019) stated in their study the advantages of using social networking sites. These have a great impact on quality education as they offer opportunities to innovate teaching strategies and approaches to make learning interesting and engaging and prepare learners to respond to 21<sup>st</sup>- century demands.

The study of Harrati, N. et al. (2017) revealed that online technology has been considered by many educational institutions in the delivery of courses. They have been interested in understanding, adapting, and embracing the great opportunities that online technology could offer to enhance teaching quality.

Nguyen, C. (2014) had shown support for the use of social media technology in the delivery of teaching to enhance the academic performance of learners. These would conveniently bring communication and information through various platforms.

Likewise, the usefulness and essentiality of using social media platforms through the use of different technologies have been emphasized in the study of Yagsi, N. (2015). Educators were forced to use social media platforms like Facebook, Messenger, YouTube, and the like to reach out to students in distance learning.

Ansari, J. & Khan, N. (2020) revealed that collaborative learning using social media had a significant impact on the interaction among teachers and peers and on the learners' engagement and academic performance.

Mardiana, H. (2016) found the positive and negative implications of social media. It is used to deliver content, engage students and educators, and to bringing learning opportunities among students. Mardiana, H. (2016) and Isaksson, S. (2020) emphasized the positive impact of social media on students' motivation and confidence.

Furthermore, in the article of Sawahel, A. (2020), she confirmed that when social media is properly managed and used, it could promote alternative platforms and social learning, and be used as a communication tool for academic purposes.

The related literature above emphasized the benefits of using different social media platforms to make learning effective and engaging especially in this time of the pandemic. However, in the present study, it emphasizes the necessity of determining the accessibility level and benefits of SMPs among the participants since they were enrolled in the modular distance learning and their main reason why they had chosen such modality during the enrollment period is that they had problems in terms of availability and affordability of gadgets and internet.

## **1.2. Theoretical Framework**

This study is anchored on the principle of Theory and Practice of Online Learning by Anderson T. & Elloumi, F. (2004), which emphasized the existence and significance of online learning: First, it describes the different digital tools appropriate in providing academic needs of students. Second, it develops varied techniques and strategies of interactions and communication among teachers and learners. Third, it would deliver quality learning as it is learner-centered and focused on knowledge and assessment. Through online learning, teachers would engage students in varied activities that are flexible to students' learning styles. Further, students would be more participative in doing the activities online.

This theory is practical, timely, and appropriate during this pandemic in which students and teachers are attending distance learning. Thus, teachers should not apply the old or traditional teaching to teach students who are digitally inclined. They shall be equipped and become a digital adult that could give the technological demand of the learners.

## **1.3. Research Problem**

This research focused on the following research problems:

- What is the accessibility level of social media platforms (SMPs) to Grade 10 students under Modular Distance Learning?
- How do the Grade 10 students in English classes access social media platforms?
- What is the commonly used social media platform?
- How often do the respondents access social media platforms?
- What are the benefits of using social media platforms as assessed by the respondents?

#### **1.4. Significance of the study**

The results of this research are significant to policy-makers in the Department of Education in implementing policies and plans that would strengthen the utilization of social media platforms (SMPs) in teaching and learning in the new normal. Second, this would guide the curriculum planner to include social media platforms in the curriculum and train teachers to be fully equipped and motivate teachers to use social media platforms (SMPs) in teaching and exposed themselves to the different features of varied SMPs. Third, teachers would utilize SMPs to offer learning opportunities to students. Fourth, students would be motivated and inspired to engage themselves in learning in the new setting.

#### **1.5. Research Output**

The result of this study is the basis of crafting a New Normal English Program (NNEP) that focused on activities, strategies, and approaches using social media platforms (SMPs) to engage students and provide learning opportunities to them.

### **2. Methodology**

The participants of the study were the fifty (50) Grade 10 students enrolled under modular distance learning from handled sections of the researcher in a public school in the Division of Antipolo City, Philippines. Their ages range from 14 years old and above, qualified for the age restriction in using social media which is 13 years old and above. They were selected using random sampling. Data gathered were treated using a mixed method. The survey questionnaire was used to gather data from the respondents. This consists of two parts. The first part focused on the accessibility and effectiveness of SMPs. The benefit of the SMPs based on the experiences of the respondents was considered in the last part of the questionnaire. The data

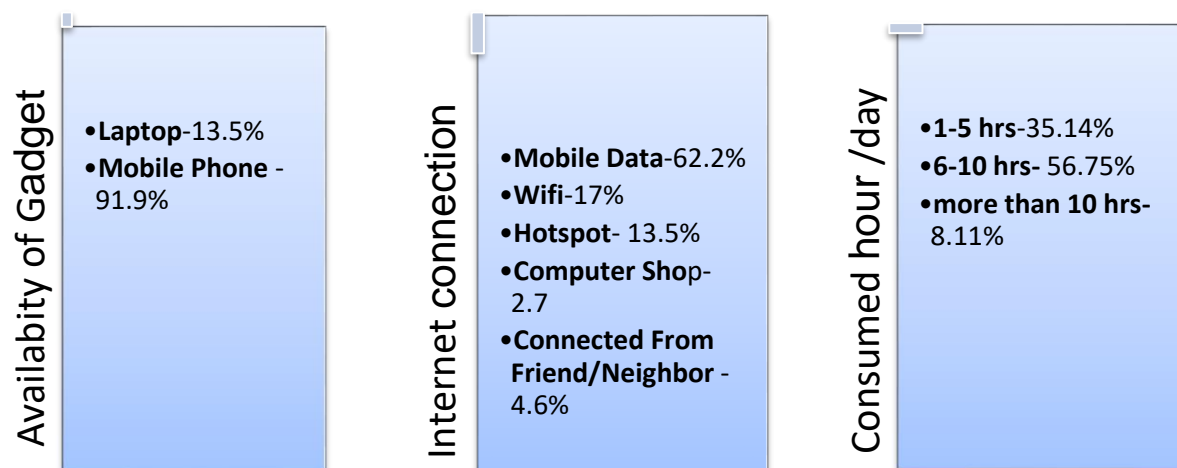
were gathered using different platforms like google form, printed materials, phone calls, video chat, and face-to-face.

The survey questionnaire was validated by the experts consisting of two (2) Doctor of Philosophy of Education (Ph.D.) major in English students who are presently enrolled at Emilio Aguinaldo College and two Master Teachers (MT) in English. The researcher sought approval from the Division Supervisor and Superintendent. Data were gathered observing ethical considerations by giving informed consent to the study participants.

### **3. Results and Discussion**

The following results are manifested on the gathered data.

#### **3.1. Accessibility Level of Social Media Platforms**



**Figure 1: Accessibility Level of Social Media Platforms**

*(Source: Survey on Social Media Platforms (SMPS) as Supplemental Learning Opportunities in English)*

Figure 1 shows that 91.9% of the students are using a mobile phone and 13.5% have a laptop to access SMPs. 62.2 % of them are using mobile data while 27% of them are having internet Wi-Fi. 13.5% of the respondents are using hotspot and 4.6% is connected to their neighbor or friends while 2% of them need to go to a computer shop to keep connected in SMPs. It is noted that most of the students are consuming 6 to 10 hours a day in front of their gadgets accessing different SMPs.

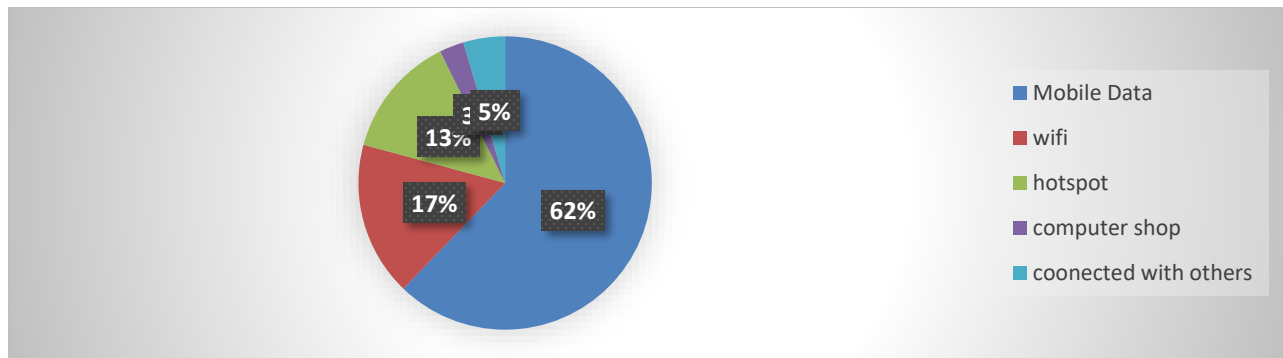
The data reveals that social media platforms (SMPs) are accessible in terms of the availability of gadgets, internet connection, and the number of hours the students are consuming in using different platforms. Students could highly have accessed Social Media Platforms (SMPs) and were digitally equipped with knowledge in using the platforms. Most of them have chosen modular distance learning yet it is obvious that they still find ways to access different social media platforms to keep updated with the announcement of their teachers, access assigned learning tasks, and submit their outputs. Based on the experience and observation of the researcher, most students in the old normal have their cellphones which were intended to communicate with friends and relatives and get entertainment through different applications. Hence, their cellphones could be useful in the new normal which is not only intended for entertainment but educational purposes as well. It is noted that most of the students are consuming more than 8 hours a day accessing SMPs and this shall be addressed. Since there is an accessibility level of using the SMPs, teachers must offer learning opportunities with the use of the different platforms to augment the performance of students in the new normal. Maximizing the use SMPs using their cellphones and internet connection for educational purposes would improve their academic performance.

Using different platforms is the only way to get in touch with students nowadays. Hence, it is vital to determine the accessibility level of gadgets and internet connections before adopting any of these platforms. However, students without internet and cellphones or laptop in the modular distance learning shall receive an alternative in which they could access materials and submit outputs like the implementation of Sitio Kiosk where they could receive and surrender their learning materials.

The finding of the study is supported by Okekeokosisi, O & Obi, M. (2019), which stated the positive impact of using social media to innovate education and provide students with quality learning.

Thus, since there is a high accessibility level in using SMPs among Grade 10 students, there is more possibility that using SMPs as tools to extend learning opportunities to students would offer a great chance of gaining knowledge through distance learning.

### **3.2. Ways on how the respondents access SMPs**



**Figure 2:** *How Respondents Access Social Media Platforms*

*(Source: Survey on Social Media Platforms (SMPS) as Supplemental Learning Opportunities in English)*

Figure 2 shows that 62% of the respondents use mobile data connections while 17% have internet Wi-Fi at home. The 13 % use hotspot while 3% need to go to a computer shop to keep updated. 5% of them connect with their friends and relatives.

It reveals that most students use mobile data connections since most of them are using cellular phones. Students always stay connected using a mobile data connection as the easiest way to be connected to buy load with freebies to maximize the use of SMPs. Students without cell phones go to the computer shop to communicate with their teachers, classmates, and friends and keep themselves updated with the announcement. Some are also connected using Wi-Fi and can easily access SMPs. Others are using hotspots and connecting with friends and relatives

It implies that students have shown interest in social media platforms although it involves financial matters. As shown, all students have the means to access SMPs. Hence, school administrators and teachers should implement the use of SMPs by using each platform in doing learning activities. Further, this is the basis in crafting a New Normal English Program

Ali, G. (2018) stated the importance of interaction between a teacher and student. It revealed that excessive use of the internet would lessen the instructional needs of students from their teachers, hence, would affect their academic performance. Thus, it suggested that policymakers should look into designing approaches and strategies that would still strengthen the relationship of the teachers and their students and set limitations to students in using the internet.

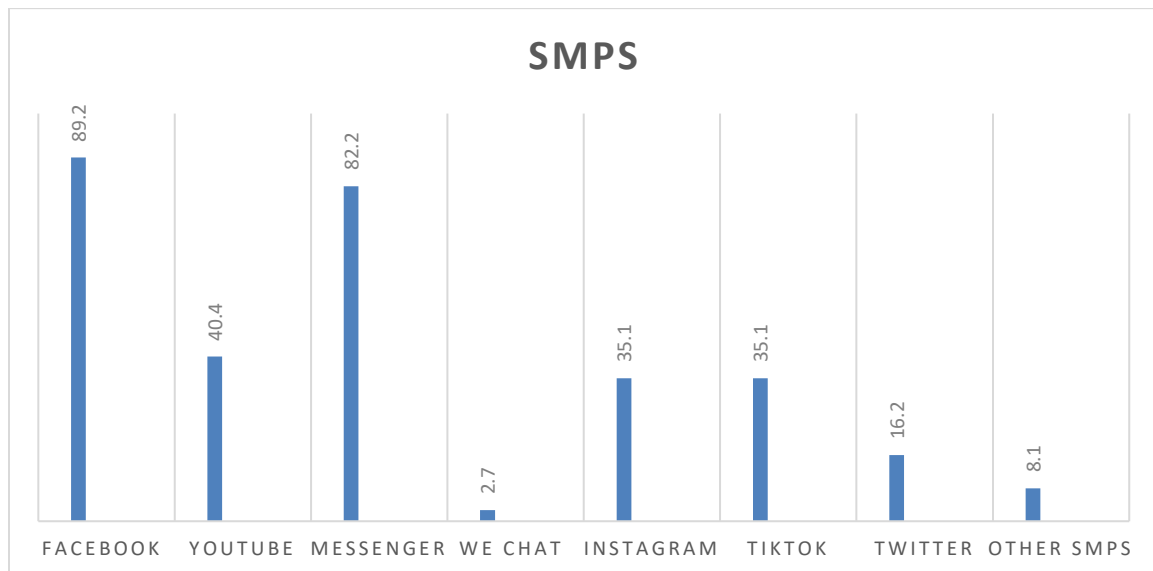
Chanboulapha, S. & Islam, R. (2012) mentioned in their study that internet usage has a positive relationship with students' learning as higher of using the internet and higher of grade. It found out that the use of technology and students' learning in a developed country is higher than



in a developing country. Thus, they ensure that internet usage is a positive relationship with students' learning.

The first study provides ideas that the use SMPs would give a distance between the teacher and learner. It is because the learner is dependent on the internet connection. However, the second study appreciates internet usage for bringing students into self-learning. Moreover, the purpose of using SMPs to deliver teaching mentioned in both studies would help this research.

### 3.3. Commonly Used Social Media Platforms



**Figure 3: Commonly Used Social Media Platforms**

*(Source: Survey on Social Media Platforms (SMPS) as Supplemental Learning Opportunities in English)*

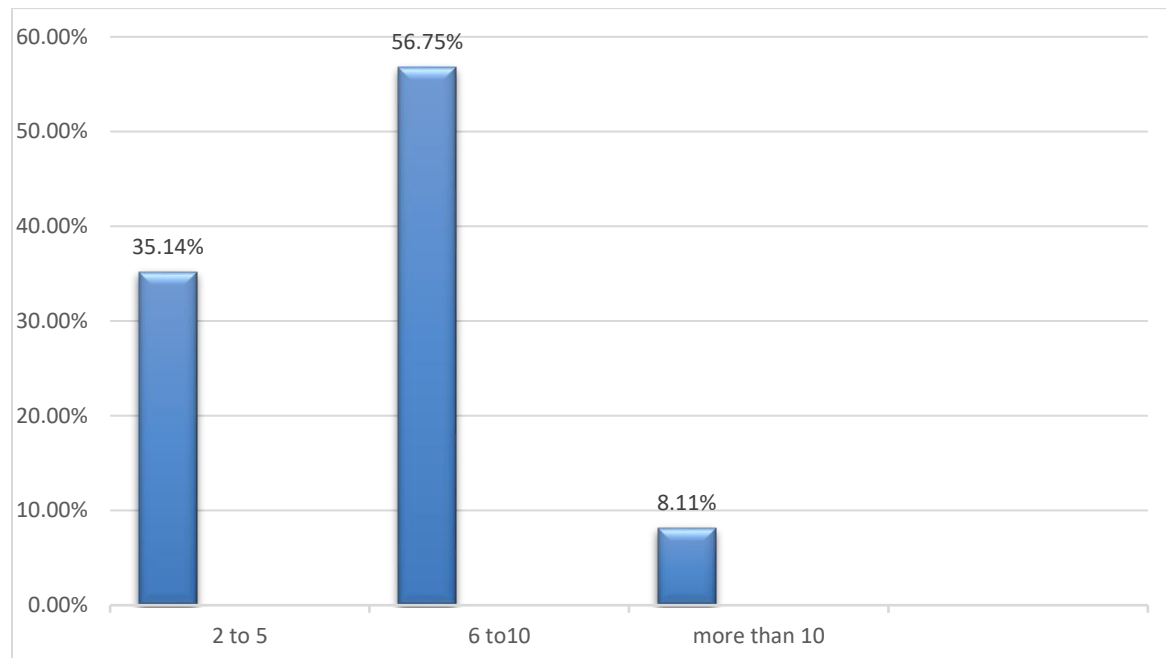
As shown, 89.2% of students are using Facebook, 82.2 % of them are using Messenger. 40.4 % of the students are using YouTube, 35.1% of them are using Instagram and Tiktok. Some are also using Twitter, We Chat, and other SMPs with the means of 16.2, 8.2, and 2.7.

Respondents revealed that they always use Facebook and Messenger, they often use YouTube, Tiktok, and Instagram, and sometimes use other SMPs. It shows that Facebook and messenger are more accessible than the other SMPs. It implies that these platforms used by the

students would guide teachers on what they use in extending learning opportunities to learners. SMPs like Facebook and messenger have many features to offer to students even within an internet connection. They could access the copy of the learning materials through a chatbot or “automatic online reply” in which students could ask questions about the lesson or activities. It is an opportunity for students to keep updated and engaged with the most commonly used SMPs.

The findings of the study are supported by Nguyen, C. (2014), which stated the most accessible social media platforms, their significance in distance learning, and the opportunities they will give to both teachers and learners. Yagci, T. (2015) revealed the increasing demand for mobile technologies’ integration in education and social media platforms accessible to teachers and students.

### **3.4. Number of Hours per day in using SMPs**



**Figure 4: Number Of Hours Per Day In Using SMPs**

*(Source: Survey on Social Media Platforms (SMPS) as Supplemental Learning Opportunities in English)*

As shown, 56.75% of the students are consuming 6 to 10 hours accessing SMPs. 35.14% have been consuming 2-5 hours per day. 8.11% are consuming more than 10 hours.

The data reveals that most of the students are consuming their time accessing SMPs. It implies that most of them are not only using SMPs for educational purposes but other matters. It is alarming to know that students spend most of their time on the internet. Thus, teachers and

parents should monitor for they are only supposed to use at least 1 to 2 hours since they are in modular distance learning. Furthermore, parents and teachers should supervise and monitor the students when they use the internet and access different platforms.

It is stated in the article of Very Well Family that it is the responsibility of the parents to set limits in using a mobile phone and accessing the internet to their children. The importance of setting rules in using technology for children would guide them to be responsible digital users. Give a specific time when to use a mobile phone and access SMPs, the do's and don'ts, appropriate social media applications to visit, and how to react or communicate properly using social media.

The 2015 survey conducted by AVG Technologies found that most children felt neglected when their parents spent most of their time using their smartphones, particularly during meals or family time. Furthermore, research has shown that using digital devices has effects on the mental health of an individual. Hence, students, teachers, and parents should be aware of the proper use of SMPs and become responsible users.

The articles above suggest that utilizing SMPs shall be coupled with strict rules and regulations to maintain good mental health while enjoying the learning opportunities offered in the new learning system. Since the participants are from Grade 10 who are ages 15 and above, the age restriction settled by the SMPs is within the required age. However, to ensure the age of the learners, teachers should still countercheck the age of the students through their birth certificates.

Childnet International (2015, April) advised that children should wait at the required age before they engage in social media. It would protect them from any risks that they might encounter in using the technology. However, some young people declare fake age and expose themselves to sites not suited to their age. Hence, these teachers and parents should pay attention to this matter.

### **3.5. The Benefits of Using Social Media Platforms**

The following responses of the participants are presented by theme based on the question: *What are the benefits of SMPs?*

#### **Theme 1: Students are updated**

Most students get into SMPs to keep updated with the news, announcement, assignments and activities provided by the teachers. This is revealed in the following responses: Respondent 1

said, “*Updated sa lahat ng nangyayari at sa mga gawain sa school at nakatutulong ito para sa aking pag aaral dahil dito ako kumukuha ng impormasyon*” (To keep updated to all activities and it is helpful for my studies for this is where I get information.). This is supported by Respondent 2 who mentioned, “*Nauupdate sa mga important information about school at mga nangyayari sa bansa/paligid.*” (To be updated with the information about the school and what is happening in our country or in our surroundings). Likewise, Respondent 3 said, “*Makakatulong ito sa pamamagitan ng pagtatanong sa mga kaklase na gumagamit din ng social media ng mga kailangang gawin kung hindi alam kung ano o paano.*” (It is helpful through asking my classmates who are using also social media of what need to do if I do not know what to do or how to do it). Moreover, Respondent 4 mentioned “*Malaking tulong din ito sa pamamagitan ng pag send ng mga pictures ng module na hindi ko nakuha sa aking guro.*” (It is a big help by sending pictures of module which I was not able to get from my teacher.). Furthermore, 14 from the respondents have similar responses express in different ways but they mean the same theme.

The responses above reveal that students have used SMPs to keep updated. Being updated with the assigned tasks is helpful to them to engage themselves in the new system of education and cope with challenges they encounter while doing their learning tasks at home.

### **Theme 2: Use SMPs to Search**

Students are using SMPs to make a research on topic they hardly understood. Respondent 5 mentioned, “*nakakatulong ito para malaman namin ang ibang mga hindi pa nalalaman sapag search sa google.*” (It is helpful to know what we do not know through doing a search from google). Likewise, Respondent 6 said, “*nakukuha ko dito ang mahahalagang salita na wala sa libro*” (I can get from here important words which I cannot find from the book.). This is also supported by Respondent 7 who said, “*May magandang maidudulot Kung may kailangang iresearch para sa mga aralin.*” (There is a good benefit if there is a need to search for the lesson.). Seven (7) from the respondents have similar answers expressing the same theme.

The responses above reveal that SMPs is helpful for them for they rely on them when lessons/topic seemed difficult and challenging for them. SMPs are indeed useful for them to know what they do not understand since they are not allowed to go to the library to research

### **Theme 3: Entertainment /Communication**

Students are using SMPs for entertainment/communication. Responses are as follows: Respondent 8 said, “*Nakaka entertain.*” (It is entertaining). Respondent 10

mentioned, *“Nagagawa ko ng maayos ang aking Gawain at nagkaroon ako ng komunikasyon sa mga pamilya ko at sa mga kaibigan kung nasa malalayo.”* (I can do my activities properly and communicate with my relatives and friends who are living far.) Similar answer was provided by Respondent 9 who said, *“magkaroon ng maayos na ugnayan sa kapwa o maging sa malalayong kamag-anak, at nagiging libangan ko din Ang mga Ito kapag ako at nagpapahinga.”* (there is a good interaction with fellow or relatives who are living in a far place and this will also serve as entertainment while taking a rest.)

The responses of the participants reveal that SMPs are utilized for entertainment and communication. It implies that another way to get rid of being bored with the assigned learning tasks done at home, they accessed SMPs for this purpose. Moreover, these students have often used SMPs for entertainment and communication before the pandemic, and still, they cannot get away from this routine.

They have found many benefits of SMPs as being updated with the news, assignment, learning tasks, announcements, and supplementary materials. These would help them cope with the new learning system.

They considered SMPs significant and helpful in accessing learning opportunities in the new normal to keep updated and engaged in different English programs and activities provided by their English teachers. Social media platforms (SMPs) serve as agents in addressing learning gaps brought by Covid-19.

The findings are supported by Ogunduyile, A. (2013) and Cakir, I. (2015). They stated the usefulness and benefits of technology in the teaching and learning process. Although they both focused on mobile technologies while the present study is on the accessibility of SMPs, they found that mobile technology helps access SMPs to make distance learning effective and engaging.

### **3.6. Summary of Findings**

- The SMPs are accessible based on the availability level of gadgets, internet connections, and the number of hours that students are consuming in the SMPs.
- Most learners access SMPS using their cellular phones and mobile data connections. Most of them are consuming more than 6 hours accessing SMPs.
- Students acknowledge the benefit of SMPS for they are updated with the announcement, school requirements and tasks, and current events.

- Students use SMPs to update, research, and entertainment.
- Learners were not properly guided and supervised by their parents and teachers while using the SMPs.

#### **4. Conclusions**

- SMPs are highly accessible to students because they have the devices like cellphones and laptops. They can connect through mobile data, hotspot, Wi-Fi, or even through free data.
- Students are digitally knowledgeable in accessing and using social media because they have been used to it before the new normal.
- Students considered SMPs significant and helpful in accessing learning opportunities in the new normal to keep updated and engaged in different English programs and activities provided by their English teachers.
- Social media platforms (SMPs) serve as agents in addressing learning gaps brought by Covid-19. However, the respondents were not supervised by their parents while they used the SMPs.
- SMPs are helpful to access learning materials, keep updated with the announcement of teachers, and submit their output without hassle.
- SMPs serve as supplements for students' learning opportunities in the New Normal. These could make learning easy and more effective while students are at home doing independent learning.
- The result of the study provides a concept to future researchers related to the positive and negative effects of social media on providing learning opportunities among learners.
- SMPs are limited only to learners who are 13 years old and above.

#### **5. Recommendations**

- Teachers may maximize the use of platforms that are accessible to students. They should think of strategies to provide learning opportunities to students using SMPs.
- Teachers, parents, and administrators should consider strict rules and regulations in using SMPs. Thus, they may agree on an hour or day the students will use their gadgets and

access SMPs for educational purposes only. Moreover, they should consider age restrictions in using SMPs.

- Teachers may use accessible SMPs based on the data gathered to reach out to students whatever platforms they are using.
- Teachers should be digital users like their students. Hence, they should attend training about the use of technologies.
- School heads may provide training to encourage teachers to use Social Media Platforms.
- The teacher should provide a hard copy of the learning materials for those who do not have any means to connect and access SMPs.
- Development of plans and activities in the English program in the new learning system should consider SMPs.
- Conduct activities for the New Normal English Program (NNEP) to supplement learning opportunities among students while monitored and regulated by parents and teachers.
- Future studies shall look into the use of SMPs in various levels of literacy and educational contexts.

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**APPENDICES**  
**Questionnaire**

**Name: (OPTIONAL)** \_\_\_\_\_

**Part 1.**

**Directions: Please check the appropriate box/boxes that correspond/s to your answer.**

**A. Availability of Gadget**

What gadget do you use for your online class?

<input type="checkbox"/>	cellular phone/cellphone
<input type="checkbox"/>	laptop
<input type="checkbox"/>	tablet
<input type="checkbox"/>	desktop
<input type="checkbox"/>	Others, specify: _____

**B. Internet Connectivity**

Do you have the internet at home?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If **Yes**, how do you connect to the internet for your online class?

	Broadband Internet (DSL, wireless fiber(Wi-Fi), satellite)
	Mobile data
	Hotspot
	Computer Shop/café
	Other places outside the home with internet connectivity (library, barangay, neighbor, relatives
	Others, specify: _____

### **C. Number of hours per day in using SMPS**

How often do the respondents access social media platforms?

	Less than one (1) hour
	One (1) to five (5) hours
	Six (6) to ten (10) hours
	More than ten (10) hours

### **D. Benefits of using social media platforms(SMPs)**

Interview Question:

What are the benefits of using social media platforms?