

Scroll to Learn: Effect of Facebook Reels on the Vocabulary Development of Grade 7 Students

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Index Terms:

facebook reels, vocabulary development, quasi-experimental, Cebu

Abstract. This study examined the effect of Facebook Reels on the vocabulary development of Grade 7 students at Maguikay National High School during the first semester of School Year 2025–2026. Facebook Reels are short-form video clips that users can create, share, and discover on the Facebook platform, typically lasting up to 90 seconds. These videos often present information in an engaging and visual format that may help learners encounter and remember new words. Vocabulary development, on the other hand, refers to the process of acquiring and expanding the words a person understands and uses in communication. The study aimed to determine whether exposure to Facebook Reels significantly improves students' English vocabulary skills. A quasi-experimental research design was employed, utilizing a pre-test and post-test approach. The participants of the study consisted of sixty-three (63) Grade 7 students selected by the researchers. The research was conducted at Maguikay National High School located in G.K. Sudlon, Maguikay, Mandaue City, Cebu, Philippines. Two-page standardized vocabulary tests were used as the primary research instruments to measure the students' vocabulary development before and after the intervention. The instrument was tested for reliability using Cronbach's alpha, which obtained a value of 0.79, indicating acceptable internal consistency. The collected data were analyzed using appropriate statistical tools to determine the significant difference between the pre-test and post-test scores. The findings revealed that there was a significant difference in the students' vocabulary performance after exposure to Facebook Reels. Based on the results, the study concludes that Facebook Reels can serve as an effective instructional tool in enhancing the English vocabulary skills of Grade 7 students.

Introduction

Facebook Reels were short-form video clips that users could create, share, and discover on the Facebook platform, often lasting up to 90 seconds. They typically included music, audio, effects, and various editing tools, making the content engaging and entertaining. Reels were designed to encourage creativity and boost visibility through Facebook's algorithm, which promoted them in users' feeds and the Reels tab. According to El Mrassni (2023), the emergence of the second generation of web pages led social media to provide users with a virtual, interactive environment. It succeeded in attracting users across age groups and occupied a large share of users' time and attention, regardless of geographical, ethnic, political, or economic differences. Each user could independently participate in shaping the environment and the structures of others. This study aimed to identify social responsibility through the use of social media, specifically Facebook, and to explore how users used the platform.

Vocabulary development was the process of acquiring and expanding the words a person understood and used in communication. It played a critical role in language proficiency, reading comprehension, and overall academic success. This

development occurred through various methods, including reading, conversation, and explicit instruction. According to Erim Kizildere (2025), parents mostly engaged in animation and, less frequently, in substitution and role enactment during play at both time points. At 14 months, parents' animation input concurrently contributed to infants' receptive vocabulary knowledge beyond parents' overall language input. This relation did not hold for parents' substitution and role enactment.

The researchers observed that many Grade 7 students spent more time on Facebook Reels than on activities that improved their vocabulary. This constant exposure to short-form content affected their ability to retain and apply new words in class. According to Susilawati et al. (2019), students who used Facebook as a learning tool showed significant improvement in vocabulary mastery compared to those taught traditionally. This indicated that social media could support vocabulary growth if used educationally. However, when used only for entertainment, it tended to hinder learning. 74

Internationally, social media platforms such as Facebook Reels and Instagram Shorts have gained attention as informal learning tools. According to Loc and Kim (2022), short-form videos can enhance vocabulary development by exposing learners to authentic language use in an engaging format. Alshahrani (2019) also emphasized that multimediarich environments improve language retention because learners can connect words to real-life visuals and contexts. However, Junco (2012) warned that excessive use of social networking sites may reduce students' focus and limit their ability to process academic vocabulary effectively. These studies show that while Facebook Reels has the potential to support vocabulary learning, it requires structured use to prevent distraction and cognitive overload.

Nationally, Reyes and Gonzales (2021) conducted a study titled "Social Media Consumption and Language Skills Among Filipino Teens," which revealed that Filipino students often encounter new vocabulary through platforms such as Facebook and YouTube. However, they also noted that unregulated exposure to social media content often results in a shallow understanding of terms and inconsistent retention. Bautista (2019) further stressed that while digital tools can complement classroom learning, teachers must guide students in filtering educational content to maximize language acquisition. This highlights that Facebook Reels may aid vocabulary development, but its effectiveness largely depends on how it is integrated into formal education. Locally, Ramirez (2023), in his study "Influence of Social Media Reels on Academic Focus and Language Development of Junior High Students in Mandaue City," found that students who frequently watched Facebook Reels became more familiar with conversational and trendy vocabulary but struggled with academic and formal language use. Similarly, Dela Cruz (2022) observed that learners in Cebu City showed mixed outcomes. While some improved in recognizing new words from social media, others developed reliance on informal expressions that hindered classroom performance. These findings suggest that local learners benefit from Facebook Reels if content is curated for educational purposes, but without proper guidance, it could negatively affect their vocabulary growth.

Exploring the gap in existing research, it was evident that while many studies discussed the role of social media in learning, few specifically examined Facebook Reels. Most of the existing literature has emphasized platforms such as TikTok, Instagram, and Facebook, leaving Reels underexplored. The effectiveness of Facebook Reels as a shortvideo tool for vocabulary acquisition was still largely unstudied. Previous studies highlighted how social media influences engagement and motivation, yet they rarely examine its direct impact on vocabulary growth. In particular, the use of short-form video content for structured language learning had not been thoroughly investigated. Furthermore, there was limited research that directly involved Grade 7 students in the Philippine context. This gap highlighted the need for studies that assessed how Facebook Reels could support vocabulary development among young learners. Thus, this study aimed to evaluate the effectiveness of Facebook Reels as a tool for vocabulary acquisition. Specifically, it explored how short-form video content influenced vocabulary growth among Grade 7 students in Maguikay National High School. By focusing on this underexplored platform, the study sought to contribute new insights into the role of social media in language learning. Thus, this study aimed to evaluate the effectiveness of Facebook Reels as a tool for vocabulary acquisition. Specifically, it explored how short-form video content influenced vocabulary growth among Grade 7 students in Maguikay National High School. By focusing on this underexplored platform, the study sought to contribute new insights into the role of social media in language learning.

Statement of the Problem

This research examined the effect of Facebook Reels on the vocabulary development of Grade 7 students at Maguikay National High School during the first semester of S.Y. 2025–2026. The results served as the basis for recommendations. Specifically, this study answered the following questions:

1. What is the pre-test scores of the students in English vocabulary?
2. What is the post-test scores of the students after using Facebook Reels?
3. Is there a significant difference between the pre-test and post-test scores of the students?
4. Based on the results, what recommendations could be proposed?

Statement of the Hypotheses

At the 0.05 level of significance, the following hypotheses were tested:

H₀: There is no significant difference in the use of Facebook Reels in the Vocabulary development of Grade 7 students.

H₁: There is a significant difference in the use of Facebook Reels in the vocabulary development of Grade 7 students.

Methodology

Statement of the Problem This research examined the effect of Facebook Reels on the vocabulary development of Grade 7 students at Maguikay National High School during the first semester of S.Y. 2025–2026. The results served as the basis for recommendations. Specifically, this study answered the following questions: 1. What is the pre-test scores of the students in English vocabulary? 2. What is the post-test scores of the students after using Facebook Reels? 3. Is there a significant difference between the pre-test and post-test scores of the students? 4. Based on the results, what recommendations could be proposed? **Statement of the Hypotheses** At the 0.05 level of significance, the following hypotheses were tested: H₀: There is no significant difference in the use of Facebook Reels in the vocabulary development of Grade 7 students. H₁: There is a significant difference in the use of Facebook Reels in the vocabulary development of Grade 7 students.

Research Design

This study employed a quasi-experimental design to examine the effect of Facebook Reels on vocabulary development among Grade 7 students. According to Cook and Campbell (1979), a quasi-experimental design involves testing a hypothesis by comparing groups that were not randomly assigned but were still subjected to an intervention, allowing researchers to observe cause-and-effect relationships in natural settings. In this study, students were exposed to educational Facebook Reels designed to enhance their vocabulary learning. Researchers measured students' vocabulary growth using pretests and posttests to evaluate the intervention's effectiveness. According to Creswell (2014), quasi-experimental designs were useful when true randomization was not feasible, and researchers aimed to evaluate the effectiveness of an intervention. Statistical methods, such as mean comparisons and t-tests, were used to analyze changes in vocabulary performance before and after the intervention. The independent variable was the use of Facebook Reels as a learning tool, and the dependent variable was students' vocabulary growth. This research design was particularly suitable for evaluating digital learning strategies in real classroom settings, where full control over participant assignment was limited but meaningful insights into learning outcomes could still be obtained.

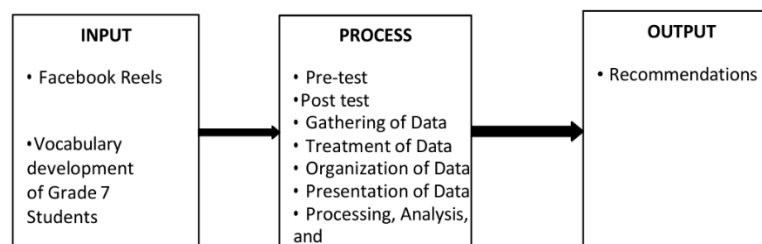


Figure 2. Flow on “Scroll to learn: Effect of Facebook Reels on the Vocabulary Development of Grade 7 Students”

Research Subject

The respondents of this study were 63 Grade 7 students of Maguikay National High School during the school year 2025–2026. They were selected through purposive sampling because they were at a crucial stage in which vocabulary development was necessary for their academic success. Since many of these students were active users of Facebook Reels, they were suitable participants in examining how this platform influenced vocabulary growth. The responses from these 63 students provided the basis for analyzing the effect of Facebook Reels on the vocabulary development of Grade 7 learners.

Research Environment

This study was conducted at Maguikay High School, located in G. K. Sudlon, Maguikay, Mandaue City, Cebu, Philippines 6014. The school was established in September 2007 and has served as a public secondary educational institution in the community. It comprised several academic buildings, including two main structures that accommodated both junior and senior high school students. Maguikay High School was selected as the primary research site because it provided access to

Grade 7 students, the target participants for this study. The school had several dedicated faculty members, including both junior and senior high school teachers, who supported various academic and extracurricular programs. Data collection was conducted on the school premises using a researcher-developed questionnaire and activity-based tools. These included vocabulary card games and selected Facebook Reels to assess and compare their effects on students' vocabulary development. The study used a structured data-gathering procedure: participants engaged in the assigned interventions and then completed a survey. This allowed the researchers to collect individual-level data on vocabulary growth from students' responses and performance throughout the study.

Research Instruments

This study used researcher-developed pretest and posttest questionnaires to assess vocabulary development among Grade 7 students following exposure to Facebook Reels. The questionnaires were designed to assess students' understanding, recognition, and correct usage of target vocabulary words relevant to their grade level. Each questionnaire consisted of multiple-choice and matching-type items to provide a comprehensive evaluation of the students' vocabulary knowledge. The items were developed based on the Department of Education's Grade 7 English curriculum guide to ensure content validity and alignment with learning competencies. To establish reliability, the instrument underwent expert validation by English teachers and a pilot test with a group of non-participant students, after which necessary revisions were made. The instrument served as both a pretest to determine the baseline vocabulary level and a posttest to measure improvement after the interventions. According to Creswell (2014), researcher-made instruments were effective tools for collecting data tailored to specific study objectives, especially when standardized tests were unavailable or inappropriate for the research context.

Research Procedure

This study, "Scroll to learn: Effect of Facebook Reels on the Vocabulary Development of Grade 7 Students", involved a total of 192 Grade 7 students. The procedure followed systematic steps to ensure reliability, validity, and accuracy of the gathered data.

Phase 1. Approval of the Transmittal Letters and the Multiple choices Questionnaire
Phase 2. Identification of the Research Setting and Subjects.

Phase 3: Data Collection

Steps in Conducting "Scroll to Learn: Effect of Facebook Reels on the Vocabulary Development of Grade 7 Students"

1. **Secure Approvals and Validate Instruments**
Researchers ask the adviser or coordinator to approve letters and validate the pretest, posttest, and Facebook Reels content before conducting the study.
2. **Identify the Setting and Participants**
The study was conducted at Maguikay National High School, with 63 Grade 7 students purposively selected as respondents.
3. **Pilot Test the Instruments**
A pilot test is given to non-participant students to ensure the instruments are clear, reliable, and valid before the main study.
4. **Prepare Materials and Consent**
Researchers prepare questionnaires, Reels lesson content, and consent forms, ensuring that ethical guidelines and informed consent are followed.
5. **Administer the Pretest**
All respondents answered the pretest to measure their vocabulary level before exposure to Facebook Reels.
6. **Conduct the Intervention**
Students are exposed to selected Facebook Reels with equal lesson scope and time to ensure fairness in the study.
7. **Administer the Posttest**
After the intervention, the posttest is given to the students to measure any improvement in their vocabulary.
8. **Retrieve and Tabulate Data**
All answer sheets are collected, checked for completeness, and tabulated for analysis.
9. **Apply Statistical Treatment**
Data are analyzed using reliability tests and statistical tools, such as the t-test, to determine significant differences at the .05 level.
10. **Interpret Results and Report Findings**

Results are interpreted, conclusions are drawn, and recommendations are prepared for teachers, students, and other stakeholders.

Distribution Section

The researchers distributed the test papers to all 63 students. Clear instructions were provided, and consent forms were explained to ensure voluntary, informed participation.

Survey Period

The activities and test administration were carried out within the agreed schedule. Before distributing the instruments, the researchers explained the objectives and procedures to ensure accurate responses and minimize confusion.

Retrieval Phase

After participants completed the activities and tests, the researchers systematically collected the completed answer sheets. The responses were checked for completeness before proceeding to the next phase.

Tabulation and Tallying Phase

Once all data had been collected, the researchers organized, tabulated, and tallied the results of the pretest and posttest. The scores were then analyzed to determine the effectiveness of Facebook Reels in enhancing vocabulary development.

Statistical Treatment of Data

The main statistical analysis in this study was the t-test, which was used to determine whether there was a significant difference between two related sets of scores. Mukhlif and Challob (2021), in their study *Enhancing Vocabulary Knowledge among Secondary School EFL Students by Using Facebook*, highlighted that Facebook as a learning tool could significantly improve vocabulary knowledge when measured through pretest and posttest designs. Their findings showed that students exposed to Facebook-based instruction performed better in vocabulary acquisition compared to those taught through traditional methods. In the present research, the t-test was used to determine whether there was a statistically significant improvement in students' pretest and posttest vocabulary scores, thereby demonstrating the effect of Facebook Reels on vocabulary development in Grade 7 students.

Pilot Testing

A pilot test served as a trial run for the main study, allowing the researcher to identify potential challenges in the research instruments, data collection procedures, and analysis methods. This preliminary investigation helped refine the study design, particularly by improving the clarity, length, and relevance of the questionnaire and other tools. According to Hassan, Schattner, and Mazza (2016), pilot testing played a crucial role in enhancing the validity and reliability of the study by uncovering any issues before the actual implementation. It also provided evidence on whether the questions were understandable and whether the instructions were clear to the respondents. The pilot test findings emphasized the importance of refining instructions, improving question clarity, and addressing potential low response rates to ensure the success and accuracy of the full-scale study.

Cronbach's Alpha

A statistical tool called Cronbach's alpha is used to evaluate the internal consistency or reliability of a set of scale or test items. This is regarded as a standard measure of reliability, especially for surveys and tests using Likert-type scales. According to Tavakol and Dennick (2011), Cronbach's alpha assesses how closely related a set of items are as a group, thus helping to verify the instrument's dimensionality. One way to verify dimensionality is through factor analysis, but Cronbach's alpha offers a simpler approach for ensuring that the items measure the same underlying construct. In technical terms, an alpha value of 0.70 or higher is considered acceptable for social science research, indicating good internal consistency of the measurement tool.

For conceptual reasons, we present the Cronbach's alpha formula below, which may be expressed as a function of the number of test items and the average inter-correlation of the items:

No. Coefficient	Cronbach's Alpha	Reliability Level
1	0.81-1.00	Very Reliable
2	0.60-0.80	Reliable
3	0.40-0.60	Enough Reliable
4	0.20-0.40	Somewhat Reliable
5	0.0-0.20	Less Reliable

Table 1. Cronbach's Alpha Interpretation Table

Cronbach's alpha, which assesses how widely a scale's components measure the same core concept, is a widely used metric for assessing internal consistency. When the Cronbach's alpha value of an elevated A scale is high, it indicates that the scale is genuine since the components consistently measure the same concept.

Ethical Considerations

Ethical considerations in research refer to the practice of adhering to moral principles and professional standards throughout the research process. According to Resnik (2016), ethical considerations refer to norms for conduct that distinguish between acceptable and unacceptable behavior in scientific research. It involves protecting participants' dignity, rights, and welfare, ensuring confidentiality, and obtaining informed consent. Additionally, researchers must avoid deception unless necessary and must debrief participants afterward. The study will seek approval from relevant ethics boards, provide participants and guardians with informed consent forms, and ensure that participation is voluntary, with the right to withdraw at any time without any negative consequence.

Results and Discussion

This chapter presents, analyzes, and discusses the data gathered in the study. The results are interpreted both explicitly and implicitly in relation to the research problems presented by the researchers. The analysis focuses on the pretest and posttest vocabulary scores of Grade 7 students. Descriptive statistics such as frequency, percentage, and weighted mean are used to explain the results. The findings aim to determine the effect of Facebook Reels on students' vocabulary development. Related studies support the discussion to strengthen the interpretation of the results.

Score Range	f	%	Level
17-20	0	0	Excellent
13-16	3	7	Very Good
9-12	14	30	Good
5-8	7	16	Poor
1-4	21	47	Very Poor
Total	63	100	
Mean	10.27		

Table 2. Pre-test Scores of the Students in English Vocabulary

With a sample size of 63 students, Table 2 displays the distribution of respondents' pre-test scores in English vocabulary, including their frequency, percentage, and weighted mean.

Table 2 shows that the majority of the students (47%) obtained scores ranging from 1-4, which are interpreted as Very Poor. On the other hand, only three students (7%) scored between 13 and 16, which also falls under the Very Good category. The overall results indicate that most students had limited vocabulary knowledge before the intervention. This suggests that the learners were not yet exposed to sufficient vocabulary-enriching activities.

The low pretest performance underscores the need for innovative, engaging instructional strategies to improve vocabulary skills. According to R1 shared that before watching Facebook Reels, their vocabulary lessons were mostly based on textbooks.

As a result, they sometimes found it hard to understand new words because there were only a few examples provided, and the class felt less engaging for them. Similarly, R2 explained that they usually memorized word meanings and definitions; however, it was difficult to remember the words after the lesson, which made them feel less motivated to participate. In the same way, R3 described the lessons as traditional and focused mainly on written activities. Because of this, they struggled to use new words in sentences and felt shy when speaking in English. Likewise, R4 stated that vocabulary learning was mostly reading and copying notes, so they easily forgot the meanings of unfamiliar words since the activities were not very interactive. Moreover, R5 mentioned that they depended only on the teacher's explanation and sometimes could not imagine how the words were used in real-life situations; consequently, the lessons felt repetitive. Finally, R6 shared that they answered exercises from the book without much discussion, and as a result, they had difficulty pronouncing new words correctly and were not very confident in using English.

These findings were reported by Santos (2021) in the study "Social Media Exposure and Vocabulary Skills of Junior High School Students", which emphasized the importance of modern digital tools in vocabulary development. These results indicate that the majority of students had low vocabulary proficiency before the intervention, as most fell into the Very Poor category. This suggests limited prior exposure to vocabulary-enhancing materials and learning strategies. The findings emphasize the need for effective and engaging instructional interventions to improve students' vocabulary skills. The low pretest vocabulary performance is also supported by Nation's (2013) findings, which emphasize that limited vocabulary knowledge among learners is often a result of insufficient exposure to meaningful language input. According to Nation, students who lack regular engagement with vocabulary-rich materials tend to struggle with word recognition and usage. Similarly, Laufer and Goldstein (2004) noted that vocabulary development is closely linked to repeated exposure and active use of new words, which many learners fail to experience in traditional classroom settings. In addition, Krashen's Input Hypothesis (1985) suggests that learners acquire vocabulary more effectively when they are exposed to comprehensible and engaging language input, which appears to be lacking among the students before the intervention. These studies further explain why most respondents fell into the Very Poor category, reinforcing the need for innovative, media-based instructional strategies, such as Facebook Reels, to enhance vocabulary learning.

Score Range	F	%	Level
17-20	25	42	Excellent
13-16	20	33	Very Good
9-12	9	15	Good
5-8	6	10	Poor
1-4	0	0	Very Poor
Total	63	100	
Mean	14.92		

Table 3 shows the distribution of the respondents' post-test scores in English vocabulary after the use of Facebook Reels, with the same sample size (n = 63).

Table 3 reveals that the majority of the students (42%) obtained scores ranging from 17 to 20, which are interpreted as Excellent. In contrast, only three students (10%) scored between 5 and 8, which is described as Poor. The results indicate a noticeable improvement in students' vocabulary performance after the intervention. This suggests that Facebook Reels had a positive effect on vocabulary learning by providing short, engaging, and contextualized language input. The increase in high scores reflects improved comprehension and word retention among students. According to the responses, R1 stated that their vocabulary improved because they repeatedly heard the words in the videos. As a result, they can now use new words when speaking in class, and their sentences in writing have become more detailed. Similarly, R2 shared that their vocabulary improved because the words were shown in real situations; consequently, they became more confident in speaking English and now make fewer mistakes in writing.

In the same way, R3 explained that the videos helped them understand word meanings clearly. Because of this, they noticed that they can express their ideas better, and their pronunciation has also improved. Likewise, R4 mentioned that their vocabulary improved because they could both see and hear how the words were used, which helped them speak more confidently during activities and use more varied words in their written work. Moreover, R5 stated that they improved because the Reels made learning easier to remember. As a result, they are now more comfortable using English words in conversations, and their writing includes more descriptive vocabulary. Finally, R6 shared that repeated exposure to new words helped them learn faster; therefore, they can explain their thoughts more clearly when speaking, and their writing has become more organized and expressive. These findings support the study of Reyes (2022), "The Effectiveness of Short-Form Videos in Vocabulary Acquisition", which concluded that short video content significantly enhances learners' vocabulary

development. The posttest results show a significant improvement in students' vocabulary scores after the intervention, with the majority (41.67%) achieving scores in the Excellent range. A smaller proportion of students fell into the Good and Very Good categories, while none were classified as Poor or Very Poor. These findings indicate that the intervention was effective in enhancing students' vocabulary skills.

The improvement in posttest scores is further supported by Mayer's (2014) study on multimedia learning, which found that learners understand and retain vocabulary more effectively when words are presented through a combination of visual and auditory elements. Facebook Reels, as a short-form video platform, provides contextual cues such as images, sounds, and captions that aid in deeper vocabulary processing. In addition, Schmitt (2010) emphasized that repeated exposure to vocabulary in meaningful contexts enhances long-term word retention, which may explain the increase in students who achieved Excellent scores. Similarly, Teng (2019) found that digital video-based instruction promotes incidental vocabulary learning, especially among junior high school students. These related studies help explain the significant improvement observed in the posttest results, confirming that engaging with short-form videos effectively supports vocabulary development.

Table 4 shows significant difference between the Pre-test and Post- test scores of the students

Variables	t-value	P-value	Decision	Remarks
Effect of facebook reels Vocabulary development of grade 7 students	6.8695	0.0000	Reject Ho	Significant

***significant at $p < 0.05$ (two-tailed)*

Table 4 Significant difference between the Pre-test and Post- test scores of the students

Table 4 displays the statistical test used to determine the significant difference between the pretest and posttest scores of Grade 7 students who used Facebook Reels. A paired-samples t-test was employed to examine the effect of Facebook Reels on respondents' vocabulary development. The computed t-value of 6.8695 and p-value of 0.0000 indicate a statistically significant result at the 0.05 level. This result led to the rejection of the null hypothesis, suggesting that students' vocabulary performance improves significantly after exposure to Facebook Reels. The findings imply that FacebookReels use has a positive, meaningful effect on the vocabulary development of Grade 7 students. This supports the study by Kabilan and Zahar (2021), "The Impact of Social Media on Language Learning," which emphasized that short-form digital videos can significantly enhance learners' vocabulary acquisition and engagement. Social media platforms provide meaningful exposure to authentic language that supports vocabulary growth. Their study emphasized that short, engaging video content helps learners encounter new words repeatedly in context, improving retention and understanding. Similarly, the significant improvement in students' posttest scores in this study suggests that Facebook Reels effectively enhanced their vocabulary development. Additionally, this finding is supported by the Media Exposure Theory of Santos (2022), which posits that consistent and meaningful exposure to media content facilitates learning by reinforcing cognitive processing and language acquisition. According to the theory, repeated interaction with media-rich environments, such as short-form videos, strengthens learners' familiarity with new vocabulary through contextualized and authentic language use.

Thus, the frequent exposure of students to Facebook Reels may have enhanced their vocabulary development by providing continuous, engaging, and accessible language input. Moreover, the significant difference between the pretest and posttest scores is consistent with Ellis's (2015) findings, which show that vocabulary acquisition is strengthened when learners are exposed to frequent, meaningful input. Ellis emphasized that repeated encounters with new words in authentic contexts promote deeper cognitive processing, leading to better retention and usage. In this study, Facebook Reels served as a platform that repeatedly presented vocabulary in real-life contexts, making learning more relatable and engaging for students.

This aligns with Vygotsky's Social Constructivist Theory (1978), which highlights the role of social interaction and mediated learning in language development. Therefore, the statistically significant improvement observed in this study may be attributed to the interactive and socially driven nature of Facebook Reels, which supports vocabulary learning through exposure, repetition, and contextual understanding.

Conclusion and Implications

Conclusions

This section discusses how the study's findings are anchored in an established theoretical framework. Specifically, it explains how the results align with Santos's (2022) Media Exposure Theory regarding students' vocabulary development. The study's findings strongly support the Media Exposure Theory of Santos (2022), which posits that repeated, meaningful, and contextually relevant exposure to media content significantly enhances language acquisition, particularly vocabulary learning. In this study, grade 7 students were exposed to 20 instructional Facebook Reels that presented vocabulary words through short, focused, and visually supported explanations, allowing learners to encounter the target words multiple times in meaningful contexts—this repeated exposure reinforced word meaning, pronunciation, and usage, increasing the likelihood of long-term retention. The low pretest results indicated limited prior exposure to contextualized vocabulary, aligning with the theory's assertion that insufficient media exposure leads to weaker language development. However, the significant improvement observed in the posttest results can be attributed to the frequency, consistency, and meaningful presentation of vocabulary through Facebook Reels. The quasi-experimental design further confirmed a significant difference between pretest and post-test performances, demonstrating that systematic and intentional media exposure effectively enhances vocabulary comprehension and retention. Therefore, grounded in the Media Exposure Theory of Santos (2022), Facebook Reels were concluded to be an effective supplementary instructional material for improving the vocabulary skills of Grade 7 students.

Implications

Facebook Reels can be effectively integrated into English instruction by presenting new vocabulary through short, engaging videos that combine spoken words, captions, visuals, and real-life examples. Based on the Depth of Processing Theory by Craik and Lockhart (1972), learners retain information more successfully when they process words at a deeper and more meaningful level rather than through simple memorization. In vocabulary lessons where students need to understand definitions, usage, synonyms, and context clues, Facebook Reels allow them to see and hear how words are naturally used in conversations and situations. This contextual exposure encourages students to analyze meaning, connect new words to prior knowledge, and apply them in sentences, which strengthens retention. Through guided viewing, reflection questions, and follow-up activities, teachers can further deepen students' processing of vocabulary. By combining media exposure with meaningful engagement, Facebook Reels become a practical and theory-supported strategy for enhancing vocabulary development, comprehension, and long-term retention among Grade 7 students.

Recommendations

Based on the findings and conclusions drawn from the study on the effect of Facebook Reels on the vocabulary development of Grade 7 students, the following recommendations are proposed: (1) Students. Grade 7 students are encouraged to use Facebook Reels responsibly by engaging with educational and vocabulary-focused content. After each vocabulary-related intervention, students may participate in short mini quizzes to assess their understanding and retention of newly learned words. In addition, students may be encouraged to share their learning experiences through short interviews or written reflections, allowing them to express how using Facebook Reels improved their vocabulary. (2) Teachers. English teachers are recommended to integrate Facebook Reels as a supplementary tool in teaching vocabulary lessons. Before and after implementation, English teachers may check and validate the instructional materials and activities to ensure accuracy, appropriateness, and alignment with learning objectives. After the intervention, teachers may administer mini quizzes to reinforce learning and monitor students' progress. Conducting brief interviews or guided discussions helps teachers understand students' experiences, engagement levels, and challenges encountered when using Facebook Reels, which can inform future instructional strategies. (3) School Heads and Administrators. School heads and administrators are promoting the controlled and responsible use of Facebook Reels in classroom instruction. The intervention materials may be reviewed and checked by subject-matter experts to ensure quality, effectiveness, and compliance with educational standards. Administrators may also promote the implementation of follow-up activities such as post-intervention quizzes and student interviews to evaluate the effectiveness of digital learning tools. Establishing clear policies and providing guidance to teachers can ensure the effective, ethical, and safe integration of social media in learning. (4) Parents. Parents are encouraged to provide home monitoring by guiding and supervising their children's use of Facebook Reels. They may support learning by encouraging their children to review vocabulary content at home, prepare for mini quizzes, and discuss their experiences and learnings from the videos. Consistent parental involvement can help reinforce vocabulary development beyond the classroom. (5) Future Researchers. Future researchers are encouraged to conduct similar studies involving other grade levels, longer intervention periods, or different social media platforms. It is also recommended that future studies incorporate expert validation, along with qualitative methods such as student interviews or focus group discussions, alongside mini quizzes, to gain deeper insights into learners' experiences, perceptions, and attitudes toward

using short-form videos for vocabulary learning. Further research may also explore the effects of Facebook Reels on other language skills, such as reading comprehension, speaking, and writing.

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Data Availability Statement

Data sharing is available upon submitting a formal request to the authors

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Appendices

No appendices are attached in this study