Social Media Influenced Lexicons: A Child's Vocabulary Production in Talk-In Interactions

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Abstract. Social media has become a prominent medium of communication and has been used by all generations, including the youngest members of society. It has emerged as a powerful communication medium that makes interactions rapid, simple, and sensible. Youngsters also use social media to have fun, form and maintain connections, share and discover hobbies, explore identities, and grow familial ties; it is a continuation of their in-person and offline encounters. There is an assumption that with their exposure to modern gadgets, internet connectivity, and various online networking sites, children's daily talk-in interactions are influenced by social media languages. Utilizing a qualitative-descriptive research design, conversation analysis, Vygotsky's theory of language development and an interactionism approach, the purpose of the study is to provide an elaborated academic account of a child's vocabulary production in casual conversations and list down the emerging social-media-influenced lexicons generated from a child, which were classified according to six-word categories: *slang, colloquialism, alphabetism, neologism, loan words,* and *pseudowords.* Findings show that the trends in digital exchanges on social media platforms have prevalent occurrences in a child's everyday language, where some words and phrases possess critical meanings, as the child's denotations and social-media connotations have a contrastive nature. As children develop their productive lexical skills using social media, the study highlights Vygotsky's assertion on the importance of a child's "more knowledgeable other" in language acquisition, production, and development.

Keywords: children's language production; conversation analysis; language acquisition; lexical development; social media-influenced languages

1. Introduction

A child's capacity to communicate and develop requires language abilities. Children who possess these abilities can interact with others, learn from their surroundings, and succeed in society. For children to develop language abilities, they must learn the rules for stringing words together in a way that will allow them to convey their thoughts and feelings, as well as the significance of both spoken and written language. And language learning, whether natured or nurtured has already been long debunked by language experts' several theories

and principles. One of them is Vygotsky's theory of language development which says that social interactions help children develop their ability to use language (Morin, 2012). And since children's ability to learn a language is a crucially social process and the degree of learning is dependent on the quality of interaction being established with others, face-to-face interactions can definitely optimize the children's language potential.

But in recent years, with the thriving technology innovations in the digital world, communication with and access to any services through any systems and devices have already encompassed human connections. In this regard, social media becomes a prominent medium of communication and has been used by all generations, including the youngest members of society. It has emerged as a powerful communication medium, allowing conversations to become quick, easy, and reasonable. It has taken over business, education, government, health care, religion, and all other spheres of society. Its massive use over the last few years is constantly reshaping today's human interactions. And the trends in digital exchanges have a profound impact on children's development.

Currently, there are extensive studies about how social media and various networking sites affect the health conditions and behavior of children. Other research focused on enhancing the existing methods on how to develop children's skills in communication and language and exploring how the emerging social factors affect their biological foundations on their language capacity. But investigations regarding the influence of social media on children's literacy development, particularly on language aspects are very limited. Specifically, there is a diminutive amount of works of literature that provides comprehensive lists and descriptions of specific languages that children acquire at a specific period of their life while exposed to virtual interactions.

This study presents an academic account of social-media-influenced lexicons used by an eight-year-old Cebuano- English speaking child in casual conversations. There is an assumption that with exposure to various online networking sites, social media language is dominant in the children's daily talk-in interactions, and that various lexicons acquired from different social media platforms are salient in the child's interaction with his/her 'significant others'. The main objective of this study is to investigate the influence of social media platforms in the lexical production of a Cebuano-English-speaking child's talk-in conversations. The following are the sub-questions guiding the study: *1) What social media-influenced lexicons are salient in a child's talk-in interactions?; 2) What are the word classifications of the social media-influenced vocabularies? ; 3) What are the different social media platforms and their respective contents that greatly influence the vocabulary production of a child in conversations? ;* **and 4)** *How does a child develop his/her vocabulary competence using social media?*

Anchored primarily on Vygotsky's theory of language development and interactionism approach, the findings and discussions are anticipated to offer opportunities for further observation and analysis of language dimensions in social media that are critical to be mastered or evaded by children independently or with assistance before they reach puberty age. The data can also pave the way

for more exploration of children's dynamics and mechanisms in language acquisition using gadgets and the internet, especially in local contexts. Additionally, the information of this study may offer a collection of real data that can be included in a corpus that represents the digital language used by younger generations in online social networking settings. The paper first discusses the related kinds of literature and the research method used to collect and analyze the data. Thereafter, it presents findings and discussion, followed by a conclusion.

2. Review Of Related Literature Sources
Social Media and Children

According to the most recent social media figures, there were 4.59 billion social media users globally in 2022, and this number will continue to increase over the following several years (Dixon, n.d.). More than half of the world's total population are now on social media. 75.5% of its users are teenagers, 13 years of age or older (Chaffey, 2022). And in 2021, 62% of kids between the ages of 3 and 17 have their own profile on at least one social media app or website (Charmaraman et al., 2022). Clearly, social media is now the new world for almost everyone. It is used by billions of people worldwide to connect and share information. The society is enticed with these digital platforms as they give personal freedom to interact with loved ones, learn new things, explore new interests, and entertainment which is likewise true enough for children.

Youngsters use social media to have fun, form and maintain connections, share and discover hobbies, explore identities, and grow familial ties. It is a continuation of their in-person and offline encounters. Children enjoy the easy access and the various convenience brought about by the numerous social media contents be it educational, personal, or entertainment. During the onset of the COVID-19 pandemic and community lockdowns, media use became a coping strategy for many, including children. Youngsters turn to social networking sites and engaged with media sharing networks to remain socially connected with peers, to discover new hobbies and interests, and even to pursue learning educational contents. There was a considerable increase of about 50–70% in internet use during the COVID-19 pandemic, and this includes a massive portion from children aged 13 and below (Pandya & Lodha, n.d.). Thus, there is no doubt that media use has completely taken the human interaction scenes. This is the new world where almost all individuals all over the world are involved, and children are no exception. And with their exposure to social media, there is no doubt that there is a profound impact on young people's interaction in the digital world.

Extensive studies were conducted to investigate the overwhelming effects of social media use to children. Existing studies reveal that modern gadgets and internet connectivity can be largely beneficial for child development (Rodriguez, 2016). Since social media can also aid in increasing children's social contact, it provides a more relaxed setting where youngsters can start new interactions without feeling awkward or uneasy. This enables the young children to feel more at ease communicating with and interacting with people. Moreover, aside from social skills, reports also indicated that social media can actually make kids smarter. Social media can aid in the development of cognitive skills like memory,

comprehension, critical thinking, and problem-solving techniques. While children are informed and updated on relevant news events, they also learn how to evaluate information critically and determine what is and is not beneficial. Also, by being part of social networks, children get the feeling of belonging that builds their self-belief, confidence, responsibility, and connection, all of which definitely help them mitigate negative emotional states such as stress, anxiety, and depression (Rodriguez, 2016).

Because of the advantages brought about by digital networking, quite a number of schools already integrate social media into education. Social media platforms are used directly in classrooms to send out students the updates and alerts, to host conversations and broadcast live lectures, to serve as a bulletin board for the class, to present portfolio and pictures in a visually appealing manner, to make a crisis management plan, and to post students' essays or other brief pieces for personal blogs (West, 2023), with massive improvement on students' writing performance when highly exposed to social media platforms (Aharul & Tanoc, 2019). Evidently, social media can bring numerous advantages not only for children's social skills and personal development but as well as in their academic performance.

Likewise, the critical drawbacks of social media use, particularly for children, is something that should also be taken noticed of. Overuse of digital media may cause children to have irregular sleep patterns, an obesity tendency, delays in learning and social skills, poor school performance, problematic behaviors, media addiction, exposure to violence and sexual content, and cyberbullying experiences (Healthy Children's Org, n.d.). A significant number of case studies have been conducted to investigate the detrimental long effects of social media on children. Kids under the age of 11 who use Instagram and Snapchat are more likely to engage in hazardous digital behaviors including making online-only friends and viewing websites that their parents would find objectionable. They are also more likely to experience online harassment (Charmaraman et al, 2022). Another study conducted by Heyman et al (2021), indicated youngsters who use TikTok are more likely to experience tic-like attacks and to develop tics. They have a movement problem brought on by stress and worry, which is probably being exacerbated by the epidemic and youngsters' increased use of social media. Children's daily conduct at home may change in addition to their harmful internet practices such as increased irritability, elevated anxiety, and inadequate self-esteem.

In terms of vocabulary production specifically, social media can also have a negative impact on children. According to research, social media sites frequently promote visual material, emoticons, and acronyms, which may deprive kids of a rich linguistic environment and stunt their vocabulary growth. Swan (2017) discovered that social media has drawn a lot of criticism for its detrimental effects on students'' grammar and spelling. The usage of online lingo (such as BRB, BTW, and LOL), according to some respondents, is also problematic. Using social media affects the students' official writing, according to the majority of respondents, and informal contractions on social media, such "gonna," "whatcha," and "gimme,"

have an impact on their manner of speaking and writing. Many of the posts are informal and vary from one another—different from the academic writing the students use in language learning setting. (Derakshan & Hasanabbasi, 2015).

The impact of social media and the related issues on gadget and internet use are expected to increase as human beings continue to become compliant with the nature of interactions in the digital world. Thus, along with the continuous evolution of social interactions and human nature, whether real or virtual, there should be a progressive quest to provide children with the accurate ways and means for sustainable learning development.

3. Methodology
This study utilizes a qualitative-descriptive research design. The research subject is an eight-year old Filipino girl who was born in Cebu, Philippines, but whose first and primary language is English. Due to the COVID-19 pandemic, where learning mode was only delivered online, the child has had open access to different social media platforms. The child's screen time and digital media exposure is about 8-10 hours a day since the beginning of the community lockdowns.

The data gathering procedure, which was conducted for two weeks, involved the audio recording of the one-on-one daily turn-taking conversations with random topics, facilitated by her mother at home. The course of action was done for two weeks, twice a day for about 30 minutes per session. The utterances were transcribed manually. The use of online transcription software was deliberately avoided to ensure the accurate records of the child's natural speaking occurrences in conversations. After transcribing, data was checked, and some parts of the conversation were selected based on the child's emergent vocabulary and put them as the data of this research. To identify and examine the social-media influenced lexicons in the child's talk-in interactions, the frameworks of Conversation and Content Analyses were utilized.

4. Results and discussion
4.1 Child's social-media influenced lexicons in conversations
From the data collection process, 25 items were managed to be collected throughout this research to be analyzed. Table 1 shows the child's words, phrases, and expressions with their corresponding meanings in the social media contexts as well as the platforms where the lexicons got popularized.

Table 1: Analysis of child's social-media influenced lexicons in talk-in interactions

Social-media influenced lexicons	Meaning	Social Media Platform Origin
1. emotional damage	emotionally distressed	TikTok
2. sus / sussy/ sussy baka	suspicious	'Among Us' video game
3. uwu/ewew/ uwu girl	cute, happy, pretty, sweetly childlike girl	Anime fanfiction websites

4.	yamete kudasai	Stop it! / Can you please stop it?	YouTube/ Meme
5.	preppy	stylish	'TikTok' video
6.	luh	expression of surprise or disbelief	Facebook Messenger
7.	sosyal/sossy	classy	YouTube
8.	lolz	Fun/funny/ laughter	Snapchat
9.	bebs/ bebe	Endearing alteration of babe/ nickname for a best friend	Facebook Messenger
10.	IK	I know	Snapchat
11.	FR?	for real	Facebook Messenger
12.	IRL	in real life	Facebook Messenger
13.	kawaii	cute	Manga and Anime videos
14.	istetik/aesthetic	beautiful	Instagram
15.	material gworl	a girl with lots of stuff, showing off in social media	'TikTok' mobile app
16.	slimy	gooey	Instagram and Youtube
17.	ameyjing	amazing	YouTube
18.	konichiwa	hello	YouTube
19.	berrylicious	sexy	Facebook
20.	bing chilling	ice cream	Tweeter / Meme
21.	chupapi munyayo	no meaning at all, a *pseudoword*	TikTok
22.	hashtag	to emphasize a topic	Facebook
23.	poser	fake person/pretender	Facebook
24.	OML	Oh My Lord!	Snapchat
25.	cringe/cringey	embarrassing	YouTube

Notably, of child's talk-in conversations are informative and the social-media influenced lexicons that saliently emerged from the her utterances are subject-related which are either single or compound words. They are specifically used to either mean or describe something. The child opens new topics to her mother, and those topics contain words and phrases that need to be paid attention to due to their familiarity in pronunciation, usage, and meaning.

As part of speech, another interesting thing to note is that, most of the child's words and phrases function as adjectives or adverbs to modify or describe what the child wants to express. In her conversations with her mother, the child often describes a situation or a person and repeatedly uses the words to attribute to what is being talked about such as "sus person", "uwu girl", "sosyal girl", "istetik chair", "slimey tummy", "you're berrylicious", and "that was cringey".

Some of the items may sound familiar but are used differently by the child based on the topic being shared in the conversation. Words like "emotional damage", "material gworl", and "aesthetic" may have been meant as what they commonly known are, but the word function in a statement ('emotional damage' instead of *emotionally damaged* to mean the person being affected); and pronunciation or spelling ("istetik" instead of *[iːsˈθɛtɪk]* and "gworl" instead of *[gɜːl] for* material girl) are also modified.

It can also be noticed that child is able to present the different variants of lexicons such as "sus / sussy", "uwu/ewew/uwu girl," "bebs/bebe," and "sosyal/sossy." These variants in the child's oral communication may indicate the frequency of the child's exposure to those words, and the child may have heard or learned them in different ways from various online utterances.

4.1.1. Social-media language classifications
The research subject's utterances are combinations of statements ranging from simple to complex in structure. She can make comprehensible statements all throughout and is able to convey her ideas without difficulty. She can speak fluently, but repetitions and self-corrections are also noticeable. At her age, she already has a wide enough vocabulary and can already discuss a variety of topics at length. The social-media-influenced lexicons extracted from the child's utterances are classified according to five word categories: slang, colloquialism, alphabetism, neologism, loan words, and Pseudowords.

a) Slang
Internet slang has greatly infiltrated different languages, including those in the digital world. Slang is a kind of language that is characterized by words and expressions that are highly informal, more frequently used in speech than in writing, and usually specific to a certain setting or group of people. It has brought numerous changes to the way digital nomads communicate. From the analysis, the following items are identified as internet slang: "emotional damage," "sus/sussy baka", "uwu/ uwu girl", "preppy", "luh", "poser", and "lolz". Slang is used by individuals who are close friends as well as those who are in the same social group, that is why many slang words may sound offensive or too direct when heard by others who do not belong to a certain setting or the same speech community.

b) Colloquialism
Colloquial language is the informal language used by people in everyday speech. Common parlance or vernacular language are all examples of colloquial language. It is more formal than slang because it does not sound as vulgar. It is more appropriate in speech or conversation. In most of her talk-in interactions, the child always starts her greetings with "Hey, mom!" or "You know, mom?". She also often uses "wanna" instead of "want to" or "gonna" instead of "going to, to mean specific information. These are some examples of colloquialism that are dominant in the child's speech. Colloquialism becomes prevalent in social media due to the widespread use of informal languages popularized by various speakers who are evident with language variations from different sides of the world.

c) Alphabetism
Alphabetism or also known as abbreviation also dominantly takes the scene in social media interactions both in writing and speaking. Computer-mediated communications are designed to provide fast and easy access to users. Texting acronyms and abbreviations are frequently used and are intended to speed up discussions by shortening them so that the user doesn't have to spell out words, expressions, or sentences, even if many of them appear to be misspelled,

grammatically incorrect, or incomprehensible. The same is true in speaking; the use of "IK" instead of *I know*, "FR" for *for real*, OML for *Oh My Lord!*, and "IRL" to mean *in real life*, offers a great deal of convenience for a child in speaking. The fewer number of syllables from words or phrases that are alphabetized or abbreviated sound easy and appears to be more casual and conversational.

d) Neologism

The term "neologism" describes a relatively recent or isolated term, word, or phrase that may undergo the process of entering common usage but that has not yet been fully accepted into language. It refers to a freshly produced word that accommodates the usage of a language at a specific moment (Plauc & Čilić, n.d.). "Material gworl", "slimey/slimy", "berrylicious", "hashtag", "selfie", "lol", and "cringey" are examples of neologisms. Neologisms can take many forms, and may be entirely new, or formed of existing words. are generally drawn on word formation processes like affixation, compounding, conversion, reduplication, clipping, and blending.

e) Loan Words

Loanwords are words that speakers of one language borrow from speakers of another language (the source language). Loanwords can be modified to fit the morphology, spelling, phonology, and phonotactics of the destination language. A loanword can only be recognized from native terms of the target language when it has fully assimilated to its new rules. Majority of the loan words produced by the child are Japanese such as "yamete kudasai", "kawaii", and "konichiwa". The popularity of Japanese anime shown in television and online entertainment sites allow younsters to be introduced with Japanese words and expressions that are not translated. While it is true that there are words that are normally untranslatable due to its association with experiences unique to a given culture or society, others believe that introducing the native terms to foreigners is one way of penetrating the identity to global recognition.

f) Pseudowords

A pseudoword – a kind of non-lexical vocable – is piece of text or speech that looks to be a real word in a language but actually has no definition. These words may be the product of (the interpretation of) a completely random signal, with no meaning in any given language or occurrence in any text corpus or dictionary, but there is frequently an underlying predictable cause. "Sussy baka" and "chupapi munyayo" are examples of a pseudoword. Although the phrase"sussy baka" became a viral trend and has been known to many as "suspicious", "sussy baka isn't actually a real word; it is just "rather a combination of video game slang "sus" and Japanese lingo "baka"" (Raschella, 2022). The same as true for the absurd phrase "chupapi munyayo". Although some references online may *commonly provide definitions like "suck my d**ck papa!",* The origin of this gibberish language itself remains a bit of a mystery (Soumya, 2022); which includes the item to the pseudoword category.

4.2 Social-media platforms and their outcomes on children's vocabulary production
Generally, studies demonstrating that media can sometimes be beneficial for children run counter to society's and parents' concerns about the consequences of media use on child development. Numerous studies demonstrate that preschool-aged children may learn from excellent educational media, notably in the areas of language and early literacy abilities (Penuel et al., 2012; Mares and Pan, 2013 as cited in Dore et al.,2019). There is also proof that playing exercise games like Wii Fit or Just Dance can help kids become more physically fit and active (Flynn et al., 2018; Gao et al., 2019 as cited in Dore et al., 2019). And multiplayer video games like Minecraft may also encourage imagination and teamwork (Lane & Yi, 2017). In line with these ideas, the majority of parents believe that media use improves kids, especially in the areas of learning and creativity. But Linebarger and Vaala (2010) emphasized that different media experiences may promote language skills more or less than others, and may have good and or bad effects.

Social media is equipped with multifaceted words and phrases that may harm youngsters when not guided. And children always have the tendency to absorb learning without conscious effort, naturally, and spontaneously, as they experience a period of intense mental activity (Access, 2018). Findings show that some of the social media-influenced lexicons used by the child have suggestive meanings. Table 2 shows the extracted social media-influenced vocabulary items with critical definitions.

Table 2. Child's words and phrases with critical meanings

Social-media influenced lexicons	Child's denotations	Social-media connotations
uwu girl	cute, happy, pretty, sweetly childlike girl	Seductive girl / sexualized girl
yamete kudasai	Stop it! / Can you please stop it?	erotic term related to *Hentai* (perverse sexual desire) culture
Slimey/slimy	something gooey / close friend	*a person who appears to be friendly but cannot be trusted and is not sincere*
material girl/ gworl	a girl with lots of stuff, showing off in social media	a gold-digger woman
chupapi munyayo	no meaning at all, a *pseudoword*	an act of oral sex performed on a man

In this study, it is apparent that social-media-influenced vocabulary is salient in the child's conversations. As can be seen from Table 1, the majority of the items originated from instant messaging apps such as Facebook Messenger and Snapchat, social networking platforms like Facebook and Instagram, and social media entertainment apps such as TikTok and YouTube. These online platforms serve as one of the social origins of the child's language, and the content creators and subscribers to the websites' with whom the child interacts are the "*potentially more knowledgeable other*" (MKO) who should have a better understanding and a

higher ability level in the use of language. They pass on their language to the child through their social media contents, and as expected, the child absorbs the lexicons naturally and without conscious effort through her constant online engagements, and applies her learned languages from social media in her communication. She converses with ease and transmits the information spontaneously, as if she has a total grasp of the full meanings of the social media words and phrases.

According to the Stages of Reading Development (Chall, 1983), by the age of 7–8 years old, children's decoding skills become advanced and their wide reading reaches an independent level, which enable them develop language, vocabulary and concepts. The said competencies are clearly exhibited by the research subject. Her fluency in speaking using the social-media inflicted words and phrases imply her sufficient exposure to such lexicons in a long period of time. Vygotsky posits that language was a "psychological tool" (Ehrich, 2006) and that this tool when used, resulted in a number of internal or mental changes, such as the growth of higher cognition and conceptual understanding. Hence, the child has the ability to repeat or rephrased her statements and use the lexicons according to her understanding.

However, Table 2 presents the social media-influenced lexical items with connotations that are obviously unknown to the child. The occurrence of these words and phrases from an eight-year-old girl, confirms the child's need to be assisted by a "significant other" to properly apply the acquired learning. Five out of the 25 lexical items contain suggestive meanings that the child is unaware of. The child's unworldliness in the sexual connotations of the languages in social media suggests that the child is in her zone of proximal development (ZPD), where proper guidance is essential to improve her comprehension of the language use. If there is instructional scaffolding from a mentor (Gowrie Marketing, n.d.) who can provide adequate language processing, a child will be able to have a better comprehension of the words and their backgrounds, thus can avoid them from using dangerous languages when communicating.

The subject of this study who is unconsciously using inappropriate language in her communication while operating within her ZPD may experience emotional and social consequences, as well as moral and ethical concerns in the long run. Parental or educational interventions during the child's current developmental and potential level can promptly address her language use and provide appropriate support and guidance to help her develop nourished and age-appropriate communication skills.

When children do not receive the proper assistance in language learning while they are on their critical period of literacy development, there is a tendency that the acquired language will be established and will be part of his or her natural speech. Moreover, failure to acquire proper "scaffolding" or the absence of MKO while children are on their ZPD, will lead to breakdowns of the suitable understanding of knowledge domains or development of complex skills. The negative outcomes will eventually be evident in child's poor behavior and

performance, decreased motivation, and low self-esteem, and rippling effects can manifest in children's social interactions. No one wants to see our children become vulgar, obtrusive, sexist, racist, and the like in society.

Rather, language sensitivity in communication is one of the skills, we hope our children to develop as they continue to explore and obtain their literacy development. Lexical competence should be embedded with the abilities to apply respectful, supportive, and caring language in conveying information. This can improve the quality of the message and delivery by being sensitive in communication and attentive to how the other person is interacting with in the conversation. Communication sensitivity enables the communicator to strike the ideal balance in each and every one of our interactions with others (Explearrning, LLC, n.d.). Thus, utmost support from MKO and quality social origin of language, as children develop their productive lexical skills is deemed necessary.

4.3 The child's mechanism in social media towards lexical development
The two main ways that people learn are through social interaction and language, according to Vygotsky. Language significantly improves people's capacity for social connection and experience sharing. A child's vocabulary development relies heavily on who he or she exchanges communications with. Some studies indicate that the home learning environment, which includes both resources and chances for contact, has been connected to children's development and learning across a range of subjects, including language and literacy ("Child Care and Mother-child Interaction in the First 3 Years of Life. NICHD Early Child Care Research Network," 1999; Barnett et al., 2012; and Hirsh-Pasek et al., 2012 as cited by Dore et al., 2020). However, despite the fact that media consumption is a common pastime for kids in the twenty-first century, it is frequently overlooked in studies on the family environment (Dore et al., 2019). According to Mostafavi (2021), among kids aged 7-9, one-third use social media apps on their gadgets to interact with others. And if not for peer interaction, young children's online activities are mostly for entertainment. Based on the report of The Centers for Disease Control and Prevention (CDC) as cited by Legner (2021), children ages 8 to 10 have an average of six hours of screen time daily while 67% of youngsters aged two to five and 75% of those under two are not meeting international screen-time guidelines (Most *5-Year-Olds Spend Too Much Time Online, Survey Shows*, 2022). And during the COVID-19 pandemic, kids have been watching nearly three times as much screen time as is suggested. However, despite the fact that media consumption is a common pastime for kids in the twenty-first century, it is frequently overlooked in studies on the family environment (Dore et al., 2019).

Social media platforms have been the "home inside a home" for most children. This where they get refuge and comfort especially when they feel alone and need companies. Children use these digital platforms to to have fun, make and keep friends, share and find hobbies, explore identities, and strengthen family ties. It is an extension of their face-to-face and offline interactions. Children appreciate the simple accessibility and multiple conveniences provided by the numerous social media contents, whether they are instructional, individualized, or entertaining. Many people, especially children, used media as a coping mechanism during the

COVID-19 outbreak and community lockdowns. Children use social networking websites and media sharing platforms to stay in touch with their friends, find new hobbies and interests, and even to pursue learning instructional materials. With their exposure to social media, there is no doubt that there is a profound impact on youngsters' lexical acquisition, production, and development through their social interactions in the digital world.

The time spent on social media platforms implies the interest and enthusiasm the children dedicate to consuming the contents of such websites. The more interactions the children establish with the internet community, the more they will utilize its language in their daily interactions. In this study, the child learns the social media language through online interactions, where there is an exchange of messages for instant messaging apps such as *Snapchat* or *Facebook Messenger*; the reading and writing of comments for social networking sites like *Facebook*, *Instagram*, or *Twitter*; and watching the online entertainment contents from *TikTok* and *YouTube*. Other children who are habituated with video game streaming sites are enticed with synchronous communications with players.

To put it simply, a child's lexical development can take place by using different social media apps in messaging and calling friends and family, watching random online videos, playing synchronous online games, reading photo captions such as in memes, conversing with people and including the social-media influenced lexicons in their productive communication skills. Any online content with linguistic features can contribute to children's lexical development. The various social media lexicons are absorbed and used by children to communicate their ideas, their needs, and even their desire.

5. Limitations of the Study

The study's findings might not adequately represent the larger population of children from varied origins or in similar situations because there was just one participant. Furthermore, the single participant sample size may not have enough variation in language use and vocabulary production to adequately represent the intricacies of social media's impact on lexicons. It is possible that the results from a single participant do not accurately reflect the variety of vocabulary production patterns and language usage behaviors that may be seen in a bigger sample. The generalizability of the results may also be hampered by the participant's unique background as an eight-year-old Filipino girl born in Cebu, Philippines, whose first language is English.

Furthermore, as the impact of social media on lexicons may differ among languages, cultures, and age groups, the findings might not be applicable to children from different cultural or linguistic backgrounds. The participant may be influenced by a variety of factors outside of social media, such as her family's linguistic preferences, educational background, and social surroundings, which is another potential constraint.

And while the study provides insights into the vocabulary production of a single eight-year-old Filipino girl whose first language is English, the limited sample size

and specific participant characteristics may limit the generalizability and external validity of the findings to a broader population. Future research with larger and more diverse samples would help to overcome these limitations and provide a more comprehensive understanding of the influence of social media on lexicons in children's vocabulary production.

6. Conclusion

Social media language is prominent in the eight-year-old child's talk-in interactions. Various lexicons are acquired from her social media interactions on social networking sites, video sharing and streaming platforms, instant messaging apps, etc. Interaction online with friends and family as well as engaging with various digital activities contribute a great deal to the acquisition and production of a new language. Digital media social interactions can also be a good avenue for language production and development, wherein children can learn a wide range of vocabularies, terminologies, and expressions. However, the evident use of lexicons with suggestive meanings may also hamper a child's ability to produce quality language and literacy in due time. This lexical acquisition problem may cause a later ripple effect on children's personality and attitudes toward others. Thus, this study emphasizes Vygotsky's assertion that language is an extremely potent psychological instrument that builds the groundwork for fundamental thinking structures later in a person's development, and that frequent joint social media engagement by a child and his or her MKO is strongly recommended.

7. References

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