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Short Videos on Social Media as Catalysts for English Language Learning Beyond the Classroom

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Abstract

The demand for technology supports and engaging students in their second language beyond the classroom has caused an uptrend of using technology media, especially short videos on social media. In this current investigation, a Systematic Literature Review (SLR) research approach is used in order to analyse the features, prospects, pitfalls, and approaches connected with social media, short video use in grasping English language. Altogether, the observations indicate that the students improve their language proficiency vocabulary and speaking and listening as they watch short videos on the apps like TikTok and Instagram Reels. However, there are problems in the integration of these tools such as issues concerning the content accuracy, distraction, and the inconsistency in educational content used. The paper also underscores significant responsibility of teachers in selecting and presenting quality content, as well as developing learners' digital competencies to realise necessary learning affordances of these technologies. In overcoming these challenges, educators are in a better position to assist the students to overcome the challenges and use the short videos for learning a language. The results also present hypotheses for further research: the outcomes of the study also indicate the conditions under which the number of videos will give the best result and possible long-term effects of its using on the language achievement.

Introduction

The demand for English as the second language in educational contexts, outside the classrooms especially in today's society, has emerged even more crucial. Traditional styles of classroom teaching, which are normally characterized by fixed teaching schedules, limited teaching time, and traditional teaching approaches, rarely offer students the insight they need to make them have practical and effective real life language exposures. Other areas outside the classroom give the students further possibilities to use the language in meaningful contexts, which cannot be managed within the classroom. Considering this context, more attention has been paid to the

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technological factor in the language classroom and it has proved to be an essential factor that contributes to the improvement of the language learning process.

Opportunity 2 of the technological tools available shows that short videos on social media including TikTok, Instagram Reels, and YouTube Shorts has become popular as resources for learning languages (Chiang, 2021). The current generation of learners, who enjoys short and easily digestible content to a much higher extent than long form media, also enjoys watching short videos. These videos probably due to their short duration and quick sharing have become an effective way of passing knowledge as children and most learners consume content in small chunks (Sharabati et al, 2022; Mun et al., 2018).

There are two parts to defining short videos as brief clips that are to be posted, shared, and watched on different media platforms. They work with anything from education, motivation, news, to politics among others; making them highly useful tools in learning (Novak, 2010; Prensky, 2016). Vanderplank (2010) defines short videos as micro content that can be watched in short snippets during spare time on new media and thus can easily fit into the learners' schedule where they can incorporate language practice into their daily activities. Research has suggested that expanding the use of short videos might develop or improve student's English language comprehension (John & Yunus, 2021). Research has proven that social media is other important avenue of practice for language development which enhances speaking, listening, pronunciation, and acquisition of vocabularies (Al Arif, 2019; Iswahyuni, 2021; Rahmawati & Anwar, 2022). Such insights also affirm the part played by social media largely in brief videos specifically on learning beyond the classroom.

This research consolidates the current literature about the application of short videos in social networks in ESL. Thus, the goal of the current work is to reveal the difficulties and practices connected with the application of the aforementioned platforms for language acquisition by means of employing the literature systematic review approach. The expected results of the study will help researchers and educators to get an understanding of the state of research in the given field and understand how short videos seen on social media can be effectively used as a tool to support English language learning beyond the classroom.

Research Methods

This research uses Systematic Literature Review (SLR) approach; this is a method that enables the researcher to conduct a synthesis of literature on the application of short videos in social media for learning English outside classroom. This research is well suited for the SLR method as it allows a complete consideration of the difficulties students experience and the approaches they use to deal with them. For the purpose of conducting the research the following specific research question was developed: How do students employ short videos on social networks for improving their English within contexts extramural education? This was important in demarcating the area of review and making sure that the study stayed on the right track by focusing on right aspect of the topic.

After establishing the research question the study proceeded to undertake a comprehensive literature review. The available databases like Google Scholar were reviewed for articles published in between 2018- 2023. The search was carried out with the aid of well-chosen words such as 'short videos', 'social media', 'learning English', 'beyond classroom', 'challenges' and 'strategies'. These keywords have been used to ensure that more works on the use of short videos for learning English through social media platforms are captured.

After the initial search was done the process of selection started. A detailed assessment of the titles, abstracts and conclusions of the identified studies were carried out to ensure only the pertinent studies to the studies objectives were selected. The emphasis was put on research that examined the impact of using short videos in social media networks for EFL learning with an emphasis on learning outside the classroom environment. This was a rigorous method of selecting participants appropriate for the study not to compromise on the relevancy and quality of data to be analyse. The last phase involved an appraisal of the quality of the sampling of the selected research studies. The studies were thus assessed on the basis of their methodological quality, the topics under consideration in relation to the research question and the quality of data generated. This assessment ensured that, the SLR would be built on very strong evidence, research thus give very reliable results and conclusions.

After the quality assessment, the evidence of the chosen articles was then combined to make a synthesized body of knowledge. In the synthesis process, one has to read through the works, condense the major findings of each, look for similarities, and then find how the various studies relate to one another. This process was useful in coalescing insights into the difficulties that are likely to be met when utilising short videos on social media platforms for teaching the English language and other measures that have been taken to overcome them. Last but not the least, the results were discussed from the perspective of existing research on the use of technology in LL. The final stage called interpretation required assessment of synthesized data to make relevant conclusions on the impact of short videos on social media as learning resources in English. This analysis also incorporated an evaluation of the implications of these results for educators and learners in as regard to the application use of these tools for language learning purposes.

Results and Discussion

A number of articles were chosen following the completion of the systematic literature review's five steps. Searches are conducted as part of the selection process using the title, abstract, and conclusions of the examined study findings. There are 15 selected studies were analyzed to understand the varied contexts and implications of social media usage among different student groups.

Table 1. The findings of social media usage on learning English.

Studies	Findings	Context
(Al Arif, 2019)	Social media is seen by the students as having a significant impact on their ability to communicate in English.	University Student
(Agustin, & Ayu, 2021)	Instagram influences the listening skills and vocabulary of English education students.	
(Iswahyuni, 2021)	Social media enhances EFL learners' English skills through improved reading, writing, vocabulary, listening, speaking, and grammar mastery.	University Student
(Yuyun & Simamora, 2021)	Enhancing student confidence, fostering enjoyment in learning, making it fun, and boosting interest in learning.	University Student

(Natasa, & Solusia, 2022)	Students feel delighted, challenged, and helped when learning English through social media	University Student
(Putri, 2022)	TikTok improved students' speaking skills and enhanced learning engagement.	University Student
(Rahmawati, & Anwar, 2022)	Improve students' vocabulary mastery	Primary School Student
(Riswanto, et al. 2022)	Using short movies improves students' speaking ability effectively.	Junior High School Student
(Andani, et al., 2023)	TikTok was utilized to enhance their oral communication skills	Senior High School student
(Simanungkalit, & Katemba, 2023)	Expand students' vocabulary.	University Student
(Sitorus & Azir, 2021)	Improve their speaking abilities favorably. Instagram's verified accounts enhance students' reading, listening, and creative language learning.	University Student

Based on the table 1, the utilization of social media platforms, particularly through brief videos, has a substantial positive influence on the enhancement of students' English language proficiency outside of the classroom. Numerous investigations have demonstrated substantial enhancements in vocabulary, grammar, listening, speaking, and writing abilities (Al Arif, 2019; Iswahyuni, 2021). Instagram and TikTok have been demonstrated to be effective platforms. Instagram has been shown to enhance the listening and vocabulary skills of English education students (Agustin & Ayu, 2021), while TikTok has effectively enhanced speaking skills (Putri, 2022). In addition, students have reported an increase in satisfaction, challenge, and assistance in language acquisition as a result of social media use (Natasa & Solusia, 2022). It also enhances confidence, enjoyment, and interest in the study of English (Yuyun & Simamora, 2021; Andani et al., 2023). In an academic setting, the advantages include enhanced speaking proficiency and improved vocabulary acquisition, particularly among younger students (Rahmawati & Anwar, 2022; Riswanto et al., 2022). Collectively, these results demonstrate the numerous advantages of incorporating brief videos on social media into English language education. These videos provide a variety of opportunities for the development of skills and the provision of motivational support.

Table 2. The findings on difficulties and strategies of learning English through social media.

Studies	Difficulties	Strategies	Context	Implication
(Hameleers, & Minihold, 2022)	Truthfulness of information and distracting content on social media.	Critical evaluation of sources and fact-checking techniques.	University Student	Enhanced critical thinking skills in media consumption.
(Safitri, et al. 2022)	Internet connection problems, privacy, and inappropriate content.	Utilizing platforms with content filters and secure connections.	Senior High School Student	Teacher's guide in selecting the content.
(Unsworth & Miller, 2021)	Inconsistency and Randomness,	Structured use of curated playlists or educational channels.	University Student	Increased attention and consistency in studying with organized internet resources.

In table 2, some difficulties and strategies students face when they learn English through social media do not directly mention in the result of the paper. However, the author implies that the difficulties involve connection, unselective, and reliable content. The strategies also rarely state in the study. Therefore, the author implies that need teacher guidance in selecting reliable content in order to achieve good learning outcomes.

Incorporation of the short videos into teaching and learning of English language has been found to have significant merits especially in areas of speaking, listening and grasping of the invented words. This is in line with the insight from literature about the social and multisemiotic designs of these platforms for enhancing the language engagement (Arif, 2019; Iswahyuni, 2021; Buendgens-Kosten & Elsener, 2018). Through offering the authentic language use in various contexts on the spot, the short videos facilitate the reinforcement of the comprehension and the production skills. This is also in line with the opinion of Krashen, 1985 on Input Hypothesis which espouses that language acquisition requires exposure to comprehensible input. In addition, because short videos are able to provide information in both the visual and auditory channels which address the needs of learners because of the varying-learning styles (Mokoena, 2022). Nevertheless, it is crucial to understand that the applicability of these tools is not equal to all the situations. So the results of research indicates that short videos can be effective in enriching language acquisition process however this depends on how these videos are used in the process (Ljubojevic et al., 2014; Eisenbeiss, 2010; Gilakjani, 2012). Hence, the role played by the context that accompanies these videos, that is, whether they form part of a prescribed instructional materials or are an addition to the standard practices, cannot be underestimated. This has significant implications for the instructional design of maximal short video in realising the maximum potential of instruction through minimal videos (Tunjera, 2019).

However, it is crucial to admit that there are a number of challenges if the concept of short videos on social media in language acquisition is to be employed. The concerns emerging from the study include validity of content, interruption and disparity of material that is available in these sites. These challenges are in line with the negative effects of virtues resulting from the use of digital media particularly given that the amount of content in education is often overwhelming thereby interfering with the learners' ability to learn effectively.

Among the main problems that can be mentioned, there is a probability of providing limited accurate information in short videos (Truong & Venkatesh, 2007; Hauptmann et al., 2008). This makes social media sites to contain user generated content which may come from credible sources or non-credible sources. This results in sharing wrong or misleading information which rather slows down the learning process instead of promoting it (Ambrose et al., 2010; O'Connor & Weatherall, 2019). This calls for the acquisition of critical digital literacy skills by the learners to help them determine the reliability of information and the content that the access (Techataweewan & Prasertsin, 2018). In this process, educators are also involved in the mentoring of students in the choice of accurate and educationally safe materials, which reduces potential dangers posed by the blind use of social media.

Another issue is the loss of focus that comes with engaging in various social media platform. The opportunities afforded by these platforms, such as the ability to support multiple forms of media, can be twofold: the same elements that create interest and interaction from learners can pull their attention away from academic content (Safitri et al., 2022; Pimmer et al., 2016). The inclusion of advertisements, social interactions and other non-educational segments can overwhelm the learner's brain and adversely impact the use of short videos as learning aids. This emphasizes the importance of a systematic and purposeful application of SMM in learning

contexts, where the content relevant to education is selected and augmented and the distractions are reduced (Sabri, 2021; Ní Ríordáin et al., 2019).

The conclusion of this review is crucial for educators and researchers in the following ways: Thus, for educators, the findings imply that the short videos shared on Social Media platforms are highly beneficial for the language learning process, however, their application has to be limited and controlled in order the students to gain the most out of it (Manca, 2020; Zainuddin et al., 2019). This means not only identifying the good content, but also incorporating these videos into a more general educational process based on active and critical approaches to learning (Lo & Hew, 2017). Furthermore, increasing students' digital literacy capabilities is crucial to tap the full learning possibilities of short videos. Given the fact that students are using new media for learning, it is all important to teach and enable the students how to evaluate such media and make the most of it, which forms part of the 21st century competencies. Teachers should consequently have CHILDREN learn these skills together with language development to prepare them for the evolutionary world of technology (Christiansen & Chater, 2018; Chun et al., 2016; Collins & Halverson, 2018).

As for the researchers, this study opens up the quest for discovering more about the conditions of variable effectiveness of short videos for language learning (Richards, 2015; Bygate et al., 2013). Future studies should continue to assess effects of various instructional designs, the contribution of teacher's guidance and various digital literacy interventions (Seidel & Shavelson, 2007; Ross et al., 2010). Moreover, it seems logical to mention that longitudinal studies could shed light on the long-term consequences of employing social media in language acquisition especially as the retention of the learnt language as well as the formation of the higher-order language Skills could be explored further.

Conclusion

On this basis, this Systematic Literature Review (SLR) has offered a comprehensive discussion on the application of short videos on social media as/supporting teaching and learning resources in the area of English language beyond a conventional classroom setting alongside challenges. The study has corroborated the rich possibility of these platforms in improving foreign language acquisition, especially the components that include vocabulary, speaking and listening. This potential is mainly attributed to the features of short videos as interactivity and multimodality that are in line with the theories of multimedia learning and language acquisition. However, this study also reveals the difficulties and issues that are bound to be encountered when using short videos in the teaching of languages. Concerns like the credibility of content shared, the diversion of the audience, and the incoherence of shared materials proves that there are certain gaps that need to be filled regarding the appropriate use of the social media in education. Such challenges indicate the importance of educators in terms of content selection and providing students with necessary skills to properly use the enormous flow of information available in the Net to get education.

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