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Leveraging YouTube and Instagram short videos as tools to overcome the limitations of traditional learning materials in improving foreign language undergraduates' writing proficiency

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Abstract

This paper has explored the significant impacts of using social media tools, such as YouTube and Instagram short videos, to enhance the writing skills of undergraduates in foreign language education. The paper expanded on how YouTube and Instagram short videos can help undergraduates overcome the limitations of traditional learning methods by improving their writing proficiency in foreign languages. The study also explored the perceptions and attitudes of university lecturers towards the integration and use of YouTube and Instagram videos to enhance the writing skills of their undergraduates. The paper conducted both experiments and surveys, wherein 302 undergraduates in FL participated in the experiments in two groups (CG and EG), and 67 university lecturers participated in the survey. The results of the pretest indicated that both the participants in the Cg and EG are comparable in terms of their writing skills. However, after the experiment, another test was conducted, and the results indicated that participants in the EG groups extensively outperformed the participants in the CG group. The mean value of CG was 34.46 and the standard deviation was 9.355, and in EG, the mean score was 79.05 and the standard deviation was 3.056, which clearly unveiled the difference between them. The t-value (15.63) in combination with an extremely low p-value (0.001) implies that there was a highly significant difference between pre- and post-test scores. This suggested that the traditional training methods were ineffective in improving the writing skills of participants. The results of the survey also indicated that the lecturers generally accept and admire the use of YouTube and Instagram videos to enhance the writing skills of undergraduates. It is thus concluded that YouTube and Instagram short videos are very effective in enhancing foreign language writing skills, which is a tool to overcome the limitations of traditional learning materials.

Keywords: social media tools, writing skills, foreign language, YouTube, Instagram



1. Introduction

Writing is often regarded as a challenging ability to acquire, mostly owing to a lack of competency in language study involving grammatical structure and vocabulary. Mohammad (2023) asserted that undergraduates experience apprehension and agitation due to their fear of committing grammatical errors. The advent of contemporary technology, like Web 2.0 and social media platforms, has the potential to enhance the educational atmosphere, making it more engaging and captivating. Undergraduates widely use Twitter, Instagram, and Facebook as mobile learning aids, according to Nkhi (2023) and Asik (2023).

However, according to Sandor and Sandor (2013), Instagram and YouTube have a greater appeal to undergraduates compared to other social media platforms (SMP). Despite their inception in 2005 and 2010, respectively, YouTube and Instagram have rapidly developed immense popularity and presently stand as two of the most widely used social networking sites globally, with over 2.70 billion active YouTubers (Statista, 2024) and 2.4 billion Instagram users (Instagram Press, 2024). Instagram and YouTube operate as mobile-based social networking platforms that facilitate the sharing of photographs and videos. Instagram and YouTube provide a platform for visual content that is suitable and tailored for those who learn best via visual means, while also facilitating connections among populations of educators (Alharbi, 2023). Distinct hashtags and short videos facilitate the sharing and learning by undergraduates from various courses. Instagram and YouTube enhance the personalization of learning experiences for learners. According to Shrestha (2010) and Zhang and Zou (2022), individuals who previously showed reluctance towards learning may enhance their performance in second language (L2) acquisition by actively participating in computer-mediated learning settings. The increasing use of social media websites among those learning a foreign language has prompted several studies to explore the influence of these platforms on the process of language acquisition. Rahmawati et al. (2024) found that mobile technology research demonstrates its role in facilitating second language learning.

Undergraduates often have challenges in writing as a result of issues related to vocabulary, grammatical structure, syntax, insufficient practice, excessive dependence on their native language, and writing nervousness. The conventional approach to instructing writing is no longer seen as sufficient to meet the needs of contemporary learners, who are commonly referred to as digital natives. The need, as mentioned above, compels lecturers to investigate and incorporate technology into their pedagogical methodologies. Users can use Instagram and YouTube at any time and from any location, thanks to their enjoyable features like video creation, filtering, and live sharing. Numerous studies have shown the potential efficacy of the social network as an educational instrument for enhancing learners' vocabulary repertoire and writing proficiency (Bang, 2023; Jin, 2023). However, official second-language learning environments rarely use Instagram and YouTube.

This study advocates for the use of Instagram and YouTube as digital platforms for writing to augment undergraduates' writing proficiency. The focus was to explore and experiment with how the use of YouTube and Instagram short videos can alleviate the limitations of traditional teaching methods and materials in enhancing the writing skills of university undergraduates in foreign languages. In addition, the study unveiled the attitudes and perceptions of university lecturers in foreign languages (FL) towards the adoption and usage of social media tools to enhance the writing proficiency of foreign language undergraduates. Through the triangulation of survey and experimental data, the study remains significant as it highlights the revolutionary impacts of social media on foreign language learning.

2. Literature Review

2.1. Social Media and Enhancing FL Skills

The increasing use of social media websites among those learning a foreign language has prompted several studies to explore the influence of these platforms on the process of language acquisition. Jiang (2023) found that mobile technology research demonstrates its role in facilitating second language learning.

The impacts of using Facebook and Twitter on language acquisition have been extensively examined in many studies (Aliyev, 2023; Bang, 2023; Tuglu, 2023, Al-Shaboul, I. et al, 2024). Researchers have conducted limited research on the impact of Instagram and YouTube on language acquisition (Lira-Gonzalez et al., 2023).

According to Rahmawati et al. (2023), young people dedicate a lot of time to using Instagram and YouTube, whereas Selvaraj et al. (2023) suggest that undergraduates are more actively involved on these platforms. In addition, it is worth noting that Instagram and YouTube are readily accessible on a wide range of smartphones and tablets (Alneyadi et al., 2023). Therefore, these factors contribute to the increased appeal and potential use of Instagram and YouTube as language learning tools within educational settings (Zhao & Yang, 2023). According to Zulaiha and Triana (2023), the use of mobile learning tools may enhance learners' writing and reading abilities, in addition to their communication skills. The casual approach to learning fosters a sense of relaxation and enhances learners' self-confidence. According to Lira-Gonzales (2023), undergraduates have the ability to express and exchange their views within learning communities.

Hence, it is indisputable that web-based social networking sites may potentially have an adverse effect on the academic achievement of young people. Bang (2023) asserts that undergraduates use informal language, such as LOL, to emphasize the detrimental impact of social media on their writing communication. According to the researcher, it is anticipated that these colloquially shortened terms will be incorporated into official written communication. Nkhi (2023) posits that the impact of social media platforms has resulted in a decline in undergraduates' written English proficiency. Korucu-Kis (2023) provides more evidence that the usage of abbreviated language on these platforms has been evident in their official writing, resulting in a decline in their written communication. The analyst asserts that more investigation is necessary to explore the potential benefits of using digital social media platforms to enhance undergraduates' written and spoken communication skills, given the adverse impact of social media networking sites on their written and spoken English.

Nevertheless, social networking sites are not without benefits. According to Rafique et al. (2023), a favourable association exists between the use of social media and the acquisition of English language skills within university settings. Patoway and Talukdar. (2023) conducted a study, and their findings indicate a favourable correlation between the use of social media platforms and the acquisition of English as a foreign language among undergraduates. According to Torchinaya (2023), the results of the study indicate that undergraduates engage with foreign English language professors using online platforms and use diverse social media platforms, such as YouTube, to get English language lessons. Undergraduates have shown an improvement in their productive abilities via the use of social media platforms (Vogiatzig, 2023; Zhang and Yu, 2023; Jiang, 2023; Aharbi, 2023). Moreover, Barrot (2023), Zhao and Yang (2023), and Sandor and Sandor (2023) assert that the effective utilization of digital social media has the potential to boost undergraduates' communication skills. The aforementioned hypotheses propose that social media might potentially have a beneficial influence on undergraduates' writing and spoken communication skills. Therefore, this research aimed to ascertain the applicability of the aforementioned hypothesis to the undergraduates at the school under investigation. Social media has impacted the writing abilities of several tertiary undergraduates. Zhang and Zou (2023) asserted that several undergraduates' official writing exercises increasingly incorporate vocabulary from social media. A significant number of college undergraduates have cultivated the practice of incorporating the colloquial language often used on social media platforms into their academic writing endeavours, including essays, tests, and assignments (Rahmawati et al., 2024).

2.2. Summary of Findings of Previous Studies

Many researchers have looked into how social media platforms can enhance the language learning skills of foreign language learners. Nkhi (2023) has explored how to use Facebook as a platform to

improve the writing ability of EFL undergraduates. These improvements included several aspects such as organization, grammar, spelling, vocabulary, and content. Tuglu (2023) undertook an action research project with the aim of examining the impact of Facebook on the development of interpersonal relationships between English as a Foreign Language (EFL) lecturers and undergraduates, namely via the practice of self-disclosure. The research included a total of 47 English as a Foreign Language (EFL) undergraduates. The findings demonstrated a significant correlation between teachers' willingness to share personal information on Facebook and undergraduates' enthusiasm for learning English. In their study, Torchinaya (2023) examined the use of Facebook as an additional platform for language learning in educational settings.

Rahmawati et al. (2024) also compared traditional learning tools and social media learning platforms for enhancing foreign language learners' improvement. A total of forty doctoral undergraduates from Iran were involved in a quantitative quasi-experimental investigation. The findings indicated that Facebook facilitated a more effective learning experience for Iranian PhD undergraduates in English compared to traditional face-to-face settings. Researchers have shown that using Facebook as a tool for English language learning or instruction enhances learners' sense of autonomy, competence, and social engagement within the undergraduate community. In their survey research, Selvaraji et al. (2023) examined the impact of people's proclaimed cultural values on their voluntary use of technology in informal learning settings. The study included a total of 661 individuals who were learning a foreign language. Structured equation modeling was used by the researchers. The study showed that language learners' individual proclaimed cultural value orientations influence their self-directed use of technology for learning outside of the classroom. However, this influence mostly stems from the direct impact of these orientations on technology usage rather than their moderating effects. Additionally, the authors identified two cultural value orientations, namely long-term orientation and uncertainty avoidance, which have a role in the permissible use of technology for self-directed learning.

Sando and Sandor (2023) conducted qualitative research to examine the utilization of YouTube technology by Taiwanese pre-service teachers in their microteaching videos on the platform. The research involved a total of twelve individuals. The findings indicated that educators used diverse styles and methodologies. They expressed favourable attitudes towards using YouTube in their teaching; nonetheless, they encountered technological challenges while producing microteaching videos. Several factors, such as shifting motivation, anxiety triggers, emphasis on visuals and personal appearance, and limited engagement and feedback, can influence the sending, receiving, and quality of microteaching lessons.

Mohammad (2023) conducted quantitative experimental research to examine the effects of YouTube listening and viewing activities on the hearing comprehension of Taiwanese English as a Foreign Language (EFL) learners. The study compared the performances of three experimental groups. The findings indicated that engaging in YouTube activity had a significant impact on enhancing listening comprehension. Additionally, each group's use of clips demonstrated a predictor of variations in group performance. She determined that using YouTube provided a chance to engage in conversation with genuine native speakers, which may be advantageous for language acquisition. In 2023, Al-Bataineh conducted experimental research to determine the impact of using YouTube in a language school. The author's conclusion is that YouTube has the potential to foster enhanced content acquisition among college undergraduates studying English as a foreign language. The researcher regarded YouTube as a significant educational tool. Alharbi (2023) conducted survey research with the aim of exploring the attitudes of English lecturers towards YouTube and their familiarity with this instructional medium. The size of the sample was 124. The findings of his investigation demonstrated favourable attitudes and enthusiasm for using this tool. Nevertheless, there was no correlation between this fervent sentiment and proficiency in using YouTube. The absence of correspondence may be attributed to two significant factors: a deficiency in computer abilities pertaining to computer-assisted language learning and the

need for training in the use of technology.

Birgun and Polat (2023) conducted qualitative research with 84 participants to examine undergraduates' motivation and autonomy in learning, as well as the teacher's role in using YouTube in the classroom. The author's conclusion is that YouTube has the potential to foster more independence among undergraduates, necessitating the teacher's active control over their autonomy and confidence throughout the learning process. Action research currently provides the only empirical information about Instagram's impact. Shrestha (2023) conducted an action research study to investigate the impact of Instagram on writing proficiency in an English as a Second Language (ESL) classroom. The findings demonstrated a progressive inclination among undergraduates to include Instagram in their writing, while Instagram revolutionized the teaching process and fostered a more individualized learning encounter.

2.3. Adopted Theory for the Study

There are arrays of theories that can be applied in the analysis of the impacts of social media systems on enhancing foreign language systems. One of such theories is the social learning theory. According to Albert Bandura (1977), a social learning theorist, people pick up social norms and practices by seeing and imitating others around them. The actions of others around them serve as role models for undergraduates. In the well-known Bobo Doll experiment, you may see this in action (Bandura, 1961). Experiment subjects are known as models. Undergraduates have a lot of role models in society, including their parents, the people they see on undergraduates' television, their classmates, and their lecturers. These role models show how men and women should act so that others may follow suit. Some of these individuals (the models) catch their eye, and they learn to mimic their actions. They may try to replicate the action they saw later on. This could happen regardless of whether the actions are considered "gender appropriate," but there are a lot of mechanisms that increase the likelihood that a undergraduate would mimic the actions that their culture associates with a certain gender. To begin, a undergraduate is more inclined to pay attention to and learn from others they see as having comparable traits. A result of this is that it is more inclined to act similarly to how it sees its own sex modelled.

This study profoundly connects and weights the application of social learning theory. Social learning theory explains how individuals participate in observation of others' behaviours, attitudes, and results, and this participation can occur via a number of channels, including social media like YouTube and Instagram. The outcomes of the survey and experiments will confirm that educators in the university regard multimedia techniques as an efficient means that helps undergraduates improve their writing skills and, hence, describe the role of social interaction and observational learning in education. In combination with instructional videos on YouTube and Instagram shorts, undergraduates not only interact with the content but also watch examples of writing techniques, styles, and cultural contexts that facilitate learning through modelling and vicarious reinforcement as supported by social learning theory. Also, the positive effect of social media on undergraduates' aspects of creativity, grammar understanding, retention of writing skills, and motivation to write suggests that interactive learning is involved, where undergraduates learn directly from the instruction as well as from experiences and feedback shared by their peers and lecturers who use social media platforms. Thus, the social learning theory application becomes a crucial construct to explore how various multimedia platforms, including YouTube and Instagram, can help in developing writing skills through social interactions, observational learning, and vicarious reinforcement mechanisms.

2.4. Research Questions

The following research question formed the basis for the collection of the necessary data and analysis of the findings:

- a. To what extent can the usage of Instagram and YouTube short videos enhance the writing skills

of foreign language undergraduates?

- b. What are the perception and attitudes of the university lecturers towards the use of YouTube and Instagram videos to enhance the writing skills of foreign language undergraduates?

3. Study Methodology

3.1. Study Approach

To clearly explore how the use of Instagram and YouTube short videos enhances writing skills in foreign language learning, with the aim of mitigating the limitations of traditional writing materials, there is a need to conduct an experiment that will feature the use of these social media videos. As such, this paper adopted a quasi-experimental approach that integrated surveys that were anchored on the usage of these videos. As such, it is considered a mixed-methods study wherein data from both surveys and quasi-experiments will be triangulated to discover how social media videos help foreign language undergraduates enhance their writing skills. Different studies have proposed that to understand the impact of social media on language learning skills, there is a need to engage the learners and also to conduct experiments using different activities in those specific social media contents. In this view, it is considered appropriate to carry out a semi-experiment involving two different groups of foreign-language undergraduates. The survey will involve both the lecturers in foreign languages who have integrated Instagram and YouTube videos to enhance their undergraduates' language skills and some undergraduates who are consistently using these digital features to enhance their writing skills.

3.2. Study Participants

University undergraduates currently studying different foreign languages were engaged in this study. The choice of the undergraduates is to ensure that the study participants are adult foreign language (FL) learners and also ensure that there is a standard system of assessment of undergraduates' academic performance as seen at the higher educational level. The undergraduates are primarily engaged in the experiments. However, there was a need to expand the study and include foreign language lecturers in a survey to gain insights from them on how leveraging Instagram and Youtube short videos in enhancing FL writing skills have mitigated the limitations of the traditional teaching and learning materials.

3.3. Sampling

Using convenience sampling strategy, a total of 369 were engaged in the study. This sample size included a total of 302 FL undergraduates and 67 FL lecturers. The 302 undergraduates that participated in the study were segmented into two main groups, a usually done in traditional quasi-experimental study. The first group, which consisted of 151 FL undergraduates is the Control Group (CG) which include undergraduates that did not participate in any Instagram and YuTube learning activities. The second group also included 151 FL undergraduates that participated in series of experiments that involve using shorts Videos from selected YouTube and Instagram channels to enhance their writing skills.

3.4. Tools and Administration of Tools

Two main tools were used in the collection of the required data for this study, including the experimental tool and survey tool. For the survey, ten survey questions were developed from the two research questions using the four points Likert scale (agree, A; strongly agree, SA; disagree, D; and strongly disagree, SD). The survey questions were adopted from Aharbi (2023) and Asik (2023) respectively, although there were slightly modified to reflect the exact focus of this immediate research. The survey also included different demographic questions, which elicited the age, gender, academic ranking of lecturers, and academic qualification of lecturers and academic level of the undergraduates that participated in the study.

The experiment included series of activities, which were divided mainly into two. The first set of

activities were directed understand how undergraduates that use YouTube and Instagram short videos to enhance their writing skills can perform better in essay writing exercise than undergraduates that used only traditional learning tools. As such, Group A included the members of the EG, while the group B included the members of the CG. The experimental focus was to test the proposed hypothesis in the study, seeking to establish a correlation between the academic use of social media short videos foreign language learning and the improvement in the writing proficiency of the undergraduates in FL.

3.5. Data Treatment and Analysis

All the collected data was analysed using statistical measures. The first effort was to analyse the pretest and post-test result, including calculating the mean, the standard deviations and the t-values to determine if there is a correlation between using YouTube and Instagram short videos and the improvement to enhance the writing skills of the university undergraduates. The analysis also included the surveys conducted and the results. All the data were presented in tables and analysis were conducted using relevant statistical measures.

4. Results and Discussion

The results of the collected data are presented and discussed in two main sections. The first section includes a detailed presentation of the results of the experiment and the results of the survey. This part includes brief explanation of the findings in the results. The second section offered detailed analysis of the findings comparing the results with the findings of previous studies, including highlights of the implications of the findings to the language pedagogy.

However, the results of the demographic features are summarised in the tables 1 and 2 respectively.

Table 1: Results of the Demographic Features of the Participants in the Experiment

Categories	Variables	Repetition	Percentiles
Gender	Male	129	42.71%
	Female	173	57.29%
Age variations	19 years and below	19	6.29%
	20-28 years	269	89.08%
	29 years and above	14	4.63%
Academic level	Penultimate year	93	30.79%
	Final years	209	69.21%

The demographic information of the 302 undergraduates that participated in the survey indicated that over 57% of the undergraduates identified as females, while the male participants are at about 42.71%. These figures indicate that there are more female than male participants in the study. The result also indicated that majority of the undergraduates that participated in the study are between the ages 20-28 at 89.08%, followed by those aged 19 years or below at 6.29%. Finally, the result indicated that almost 70% of the study participants are in their final years, while 30.79% are in their penultimate year in the university.

Table 2: Results of the Demographic Features of the Survey Participants

Categories	Variables	Repetition	Percentiles
Gender	Male	31	46.26%
	Female	36	53.74%

Age variations	30 years and below	4	1.32%
	31-39 years	69	22.84%
	40 years and above	229	75.83%
Highest Academic certificate	Masters	29	9.61%
	PhD and above	273	90.39%

The results in table two indicated that over 90% of the participants in the survey are PhD holders in foreign languages, who are also lecturers. Only 9.61% hold master's degree, indicating that the survey population are highly experienced and academically advanced experts in foreign language pedagogy. The results further indicated that over 75% of the participants are between 40 years and above, 22.84% are between 31-39 years, while only 1.32% are 30 years or below. This figure further supports the fact that the participants in the survey are not ordinary foreign language learners but adult and advanced foreign language lecturers.

4.1. Results

4.1.1. Results of the Experiment

The findings of the experiment are thereafter divided into two distinct segments. The first set of results consists of the pre-test results, which are the outcomes of the tests completed initially the experiment. Following the three-week experiment and assessment of the results of the experiment, the findings were also calculated as post-test results.

Table 2: Results of the Pre-test

Groups	Population	Average Score	Std. Dev	t-value	p-value
CG	151	57.86	4.77	-4.63	0.063
EG	151	58.09	4.39	-4.38	0.047

The pretest results, among others, show interesting insights into the foreign language beginners' writing skills in the current study. The undergraduates from the CG and EG consisted of 151 participants each. The results in the table above indicated that the mean scores of both groups were very close to each other, with the CG obtaining scores averaging at 57.86 and the EG recording slightly higher scores at 58.09. Nevertheless, the t-values and p-values that accompany such results become very remarkable. The t-value for the control group is -4.63; however, for the experimental group, it is -4.38. Additionally, the corresponding p-values of 0.063 for CG and 0.047 for EG nearly reached statistical significance, although with a higher significance level for the EG. Such results indicated that at the pretest stage, the average scores did not differ in both groups. The significance of these results is multi-dimensional. It emphasizes the importance of conducting pretests to ascertain learners' proficiency levels, a prerequisite for initiating interventions. Moreover, the fact that the difference in means was just a little between the groups suggests that the writing abilities of the set of participants might not differ essentially. The fact that all t-tests and p-values are significant labels out the absence of any distinct differences in the skill writing of the undergraduates in each group, yielding more insight into the possible factors that influence undergraduates' writing skills. In summary, such results imply the significance of detailed research on experimental studies; the assessment helps to understand the starting points of the undergraduates and is the basis for further evaluation of the effectiveness of interventions that involve introducing writing skills.

Table 3: Result of the Post-Test

Experimental Group	Number	Mean	Std. Dev	t-value	p-value
Control Group (CG)	151	34.46	9.355	15.63	0.001
Experiment Group (EG)	151	79.05	3.056		

The post-test results shown in Table 3 clearly reveal that YouTube and Instagram short videos improve by far the writing skills of foreign language undergraduates when compared with the control group, which relied on traditional methods of teaching. Here, the mean value of CG was 34.46 and the standard deviation was 9.355, and in EG, the mean score was 79.05 and the standard deviation was 3.056, which clearly unveiled the difference between them. The t-value (15.63) in combination with an extremely low p-value (0.001) implies that there was a highly significant difference between pre- and post-test scores. This suggested that the traditional training methods were ineffective in improving the writing skills of participants. However, the EG demonstrated a tremendous increase in mean score, which indicated a substantial improvement in writing proficiency on the part of the research participants after taking part in a series of activities using YouTube and Instagram short videos. The difference in scores between the two groups after the test clearly demonstrated the effectiveness of modern multimedia platforms in improving learning results, especially in the complex cognitive skill of writing.

Additionally, it contributed to the reflections on the possible pedagogical implications for foreign language teaching. The substantial progress witnessed in the EG evidences that the incorporation of novel multimedia technologies such as YouTube and Instagram into language learning courses could actually create more interesting and efficient lessons, mainly for the younger generation who are used to consuming content on those sites. In addition to that, the significant gap in post-test scores between the CG and EG showed how school districts and teachers should modify their teaching strategies in response to the increasing technological advancements. Yet, one should keep in mind the potential limitations, such as sample bias, individual learning styles, and variation, and further study to confirm the long-term sustainability and generalizability. On the other hand, these findings still point us to the transformative nature of digital media and their use in language education, which leads to more creative and personalized learning activities for language learners.

4.1.2. Results of the Survey

To answer the second research question which focused on gaining insights from university lecturers, surveys were conducted in which a total of 67 university lecturers in foreign language participated. The results are contained in the table below.

Table 4: Results of the Survey

Survey Questions	A	SA	D	SD	Mean	Std. Dev
Using YouTube videos and Instagram short reels has obviously improved my undergraduates' creativity while writing.	56.64	27.88	11.65	3.83	6.84	1.24
YouTube tutorials and Instagram short reels have really helped my undergraduates to understand the complicated grammar patterns while writing.	32.64	29.64	28.66	9.06	3.64	2.97
The adoption of these social media tools by my undergraduates also helped with the retention of better writing skills.	44.05	21.86	27.53	6.56	3.87	2.83
The use of multi-media platforms like YouTube and Instagram has boosted undergraduates' interest to write.	53.75	32.04	10.66	3.55	6.94	1.05

Unlike the traditional teaching methods, employing these social media platforms has made it possible for me to provide more personal feedback on my undergraduates' writing skills.	55.22	38.82	4.47	1.49	7.08	0.73
These social media platforms have given my undergraduates a real-life language environment to use for their writing practice.	44.08	29.95	20.96	5.01	6.27	1.86
These multimedia tools have somehow bridged the gap between the classroom and real-life writing contexts for my undergraduates.	39.85	36.69	16.05	7.41	4.54	1.88

The outcomes of the surveying study demonstrate high level of agreement among the university lecturers that videos on YouTube and Instagram short reels improve writing skills in foreign language under the instruction. The SA and A scores that are too high suggest that survey statement elicited positive response from most respondents. This shows that the majority of lecture providers believe that multimedia tools play a vital role in improving the writing skill in some different dimensions. In contrary, percentages of disagree (D) and those of strongly disagree (SD) question responses were consistently low exhibiting dissenting view among the respondents. This seems to implies only few lecturers do not see multimedia tools as useful system to overcome the limitations of conventional materials for teaching, especially when it comes to giving personalized feedback and making writing practice more in the real world. Overall, the results not only support such positive attitudes and perceptions among the lecturers but also reveal the views on this matter, both by the mean scores and the distribution of the responses.

4.2. Discussion of Findings

YouTube and Instagram short videos, together with other social media tools and channels, have become substantially effective in improving the foreign language skills of FL learners, especially in improving their writing skills. This analysis provided substantial data from both the survey and the experiments conducted to unveil the manner in which YouTube and Instagram short videos can enhance the writing skills of undergraduates in Florida. The results were based on the two research questions included in the paper. The discussions here are anchored on expanding the findings observed in the presented data to compare the findings with the results of previous studies.

Firstly, we must establish that the 302 FL undergraduates who participated in the pretest demonstrated comparable writing skills. The results showed that both the members of the CG and the EG showed similar performance, as the mean scores of both groups were very close to each other, with the CG obtaining scores averaging at 57.86 and the EG recording slightly higher scores at 58.09. The result indicated that before the experiment, they exhibited similar capacity in terms of how they create texts and how they apply different skills in developing written texts that are advanced and technical. The result also showed that, in terms of grammar and usage of appropriate expressions in the written text, the undergraduates in both groups showed equal performance. This finding is similar to the conclusions reached by Asik (2023), who stated that through pretests, researchers can validate the actual impact of social media tools in enhancing foreign language learning skills. Tuglu (2023) also stated that through pretests, the exact levels of the undergraduates can be determined to know the specific areas they improved in after the experiment. Finally, the result unveiled the limitations of the use of only traditional learning materials to enhance writing skills, as the participants in the pretest did not show deeper knowledge of certain systems and patterns of writing, including the inability to contextualize written texts.

Second, the results of the post-test indicated that the use of YouTube and Instagram short videos to enhance the writing skills of the FL undergraduates is very effective. The results revealed that YouTube and Instagram short videos improve by far the writing skills of foreign language undergraduates when compared with the control group that relied on traditional methods of teaching. Here, the mean value

of CG was 34.46 and the standard deviation was 9.355, and in EG, the mean score was 79.05 and the standard deviation was 3.056, which clearly unveiled the difference between them. The t-value (15.63) in combination with an extremely low p-value (0.001) implies that there was a highly significant difference between pre- and post-test scores. This suggested that the traditional training methods were ineffective in improving the writing skills of participants. However, the EG demonstrated a tremendous increase in mean score, which indicated a substantial improvement in writing proficiency on the part of the research participants after taking part in a series of activities using YouTube and Instagram short videos. The difference in scores between the two groups after the test clearly demonstrated the effectiveness of modern multimedia platforms in improving learning results, especially in the complex cognitive skill of writing.

The results indicating the prevailing impacts of social media tools are similar to various studies. For instance, the findings in Jiang (2018) indicated that social media tools have significant features to enhance learning environments that integrate contextual features and make learning more real. Bang (2023) also summarized that Instagram reels helped the undergraduates that participated in the study create written texts that are very technical in terms of the usage of appropriate vocabulary and the integration of contextual projections that are relevant to the texts. Similarly, Nkhi (2023) found that YouTube videos help foreign language undergraduates learn the rudiments of writing without being limited to only paper materials. The videos contain visual materials that practically demonstrate the manner in which certain terms and expressions are used in context and also teach the manner in which certain rules for writing different types of texts are applied in practical situations.

However, some studies have found that instead of encouraging undergraduates to enhance their writing skills after the experiments, they either remained at the same level in the pretest or even performed below. For instance, the study by Mohammad (2023) summarized that social media tools exact negative impacts on the academic performance of the undergraduates that participated in his study. The author argued that the use of social media tools serves as a potential distraction in the academic system. In the same vein, Zhao and Yang (2023) concluded that the writing skills of the 402 undergraduates that participated in their study did not increase extensively after the use of YouTube videos to teach them writing skills.

It must be emphasized that the manner in which a researcher conducts the experiment is most likely to determine the outcome of the post-test. For instance, all the studies that criticized the impacts of social media tools on enhancing language learning skills only engaged their experimental subjects to view some social media videos and then conduct the test. Zulaiha and Triana (2023) also observed that some of the studies used only surveys or interviews in which they engaged the undergraduates without experimenting on how the tools transformed their writing skills through rigorous practical engagements. The Social Learning Theory has provided clear direction and explanation on how the use of social media tools such as YouTube and Instagram videos can increase and enhance the writing skills of foreign language undergraduates. In line with the theory, undergraduates pick up social norms (YouTube and Instagram videos) and practice them by seeing and imitating others around them. The actions of others around them serve as role models for the undergraduates. Experiment subjects (such as practical engagements using YouTube and Instagram videos as conducted in this study) are known as models. Through these models, the undergraduates create social images of practical situations in which they can imitate the native speakers of the language. The social learning theory application is profoundly connected and weighty in this study, as shown by the presented results. Social learning theory explains how individuals participate in observation of others' behaviors, attitudes, and results, and this participation can occur via a number of channels, including social media like YouTube and Instagram. The outcomes of the survey confirm that educators at the university regard multimedia techniques as an efficient means that helps undergraduates improve their writing skills and, hence, describe the role of social interaction and observational learning in education. In combination with instructional videos

on YouTube and Instagram shorts, undergraduates not only interact with the content but also watch examples of writing techniques, styles, and cultural contexts that facilitate learning through modeling and vicarious reinforcement as supported by social learning theory.

5. Conclusions

This paper has explored the significant impacts of using social media tools, such as YouTube and Instagram short videos, to enhance the writing skills of undergraduates in foreign language education. The paper expanded on how YouTube and Instagram short videos can help undergraduates overcome the limitations of traditional learning methods by improving their writing proficiency in foreign languages. The study also explored the perceptions and attitudes of university lecturers towards the integration and use of YouTube and Instagram videos to enhance the writing skills of their undergraduates. The paper conducted both experiments and surveys, wherein 302 undergraduates in FL participated in the experiments in two groups (CG and EG), and 67 university lecturers participated in the survey. The results of the pretest indicated that both the participants in the Cg and EG are comparable in terms of their writing skills. However, after the experiment, another test was conducted, and the results indicated that participants in the EG groups extensively outperformed the participants in the CG group. The mean value of CG was 34.46 and the standard deviation was 9.355, and in EG, the mean score was 79.05 and the standard deviation was 3.056, which clearly unveiled the difference between them. The t-value (15.63) in combination with an extremely low p-value (0.001) implies that there was a highly significant difference between pre- and post-test scores. This suggested that the traditional training methods were ineffective in improving the writing skills of participants. The EG demonstrated a tremendous increase in mean score, which indicated a substantial improvement in writing proficiency on the part of the research participants after taking part in a series of activities using YouTube and Instagram short videos. The difference in scores between the two groups after the test clearly demonstrated the effectiveness of modern multimedia platforms in improving learning results, especially in the complex cognitive skill of writing. The results of the survey also indicated that the lecturers generally accept and admire the use of YouTube and Instagram videos to enhance the writing skills of undergraduates. It is thus concluded that YouTube and Instagram short videos are very effective in enhancing foreign language writing skills, which is a tool to overcome the limitations of traditional learning materials.

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