



Check for updates

## Research Article

This article is published by Scientific-Board in the Research Journal in Translation, Literature, Linguistics, and Education (RJTLLE). Volume 1, Issue 1, 2025.

ISSN: 3067-6290 (Online)

Print (Pending)



### Article Details

Received: 20 March 2024

Accepted: 10 December 2024

Published: 02 January 2025

**Conflict of Interest:** The author/s declared no conflict of interest.



### How to Cite:

The correlation between foreign language undergraduates' usage of social media short videos as digital assistant tutors and increase in their reading and writing proficiency. (2025). *Research Journal in Translation, Literature, Linguistics, and Education (RJTLLE)*, 1(1), 1-10.

# The correlation between foreign language undergraduates' usage of social media short videos as digital assistant tutors and increase in their reading and writing proficiency

Tahira Kalsoom<sup>1\*</sup>, Abdul Haseeb Mujahid<sup>1</sup>, Afifa Khanam<sup>1</sup>

Lahore College for Women University, Lahore Pakistan

\*Corresponding author email: [dr.tahirakhussain@gmail.com](mailto:dr.tahirakhussain@gmail.com)

### id tract

Nowadays, acquisition of language skills is no longer limited to the physical classroom learning. Online videos have provided learners exciting platforms to develop and improve their various language skills without constantly depending on their classroom teachers. However, this research focused on analyzing the relationship between the use of these online videos from different social media platforms as digital assistant tutors and increase in the reading and writing proficiency of undergraduates. Although, there are different online videos from different social media platforms, this research specifically focuses on short video platforms such as TikTok, YouTube shorts and Facebook reels. Nevertheless, a quasi-experimental method was adopted by this research. This research method involves the inclusion of randomly allocating the research participants into experimental and control groups. The essence for the adoption of this research is to investigate the potentials of social media short videos in undergraduates' reading and writing language proficiency. Additionally, the use of some selected short videos was used as an independent variable, whereas the assessment of undergraduates' reading and writing skills constitute the dependent variable. From the thirty-two (32) research participants who are foreign language undergraduates, 15 of them were used as the experimental group, while the remaining 17 were used as the control group. Meanwhile, the result of the paired T-test carried out in this research provided significant evidence that the experimental group showed a greater level of improvement in their reading and writing proficiency compared to the control group. This is seen from the significance (two-tailed) value; which is below the threshold of 0.05. While the pretest score of the experimental group was 19.02, the score of the control group was 18.59. Conversely, the post-test score of the experimental group was 23.82, and that of the control group was 18.60. These findings suggest that the reading and writing proficiencies of undergraduates tends to increase when they are highly exposed to social media short videos that teach about language learning.

**Keywords:** foreign language learning, reading and writing proficiency, social media short videos, technology



© 2025. This article is distributed under a Creative Common Attribution (CC BY-NC-SA) International License.

## 1.0 Introduction

The field of language education has greatly been influenced with presence of technology. Language learners no longer have to depend solely on what they have taught in the physical classroom to develop their language skills. No doubts, convention learning system provide the students with the opportunity to learn from the class teacher who is assumed to be professional in the field. But there is a little different since the presence of technology in language education

Technology has changed the conventional classroom learning such that students can fully develop and improve any of their language skill with just their smart phones or any other technological device. However, it provides the students a fun and effortless means attaining proficiency in any language of their choice, Khodabndeh (2021). Within the vast arrays of language-related technological tools, it has become evident that social media short videos have proven to facilitate acquisition of language proficiency.

Meanwhile, social media short videos can be referred to as video content which relatively designed to be short in duration. However, these videos are created and shared in various social media platforms such as X platform (formerly known as Twitter), Facebook, YouTube, Snapchat, Instagram, TikTok, amongst others. These videos are entertaining and appealing, such that viewers come back to view more of them, Zourou, K. (2012). However, different videos are created for different purposes and target audience. For instance, there are short videos that teach target audience on language related topics, while there are others that specifically teach how to cook or DIY etc.

According to Aini et al. (2022), an important impact of short videos to language learners is that it aids to capture and retain their attentions. However, based on this brevity feature, the video creators ensure that each video produced has a particular theme, though encouraging encourages returning viewers.

## 2.0 Literature Review

Several researchers have investigated the presence of social media videos and their impacts on foreign language acquisition. However, these works were mostly focused on how these videos aid in improving students' language acquisition process. Nevertheless, the section aims to explore these studies in order to lay a better foundation for understanding the main objective of this study.

### 2.1 State of Language Acquisition in Digital Era

Before the presence of technological tools in the language education field, language acquisition was basically limited to classroom or direct contact with the native speakers. According to Kabooha & Elyas (2018), this conventional system of language acquisition does not encourage active participation from the students. Similar to this postulation, Walsh (2011) maintained that conventional language learning lacks social interaction; which is a relevant factor for successful acquisition of language.

Language acquisition has gone beyond classroom learning system in this present day education. Presently, language learning is characterized by the extensive use of technological tool, such that individuals progressively interact with many languages of their choice in a variety of both novel and unconventional manners, Byrnes & Gelman (1991) and Yang (2020). According to Lăpădat & Lăpădat (2020), language learning began to take another dimension after the emergence of technology in the field of language education in 20<sup>th</sup> century; particularly in the mid to the late 20<sup>th</sup> century. Supporting this view, Alqahtani (2014) claimed that with the emergence of technology, a major limitation to language learning which is geographical boundaries was eradicated. In order words, there was an advent of other language learning medium such as online platforms, interactive software and language learning

applications, Duffy (2008).

Several studies (Sailer & Homner 2020; Arce & Valdivia 2020; Klimova & Kacet 2017; and Coffey 2009) have analyzed language learning through the use of video games. Chen & Yang (2011) maintained that video games introduce the players who are also language learners to novel phrases that are vital for success in the game. Identifying this type of video as ‘simulation video games’, Galla (2009) and Guaqueta & Castro-Garces (2018) noted that this simulation feature makes it possible for creation of virtual worlds that accurately replicate several facets of the actual world.. However, within these virtual environments, the language learners are confronted with scenarios that need proficient communication. On the other hand, basic linguistics elements are carefully included in the game by game creators. This according to Coffey (2009) allows the players to acquire and use these terms in order to thrive in the virtual environment. Xodabande (2017) claimed that this type of language learning allows learners to actively interact with language in settings that closely resemble real-life circumstances, unlike conventional language training techniques.

Another feature of language acquisition system in this digital era is its interactive feature. With the emergence of technological based tools like mobile phone and online platforms, language acquisition is now interactive, personalized, and easily accessible, Al Arif (2019). With the use of online platforms like social media, language learner seeking to acquire proficiency in a particular language can engage with native speakers, language lovers, and other learners. Perez et al (2023) noted that these platforms provide opportunities for collaborative learning, cultural interaction, and real-time language practice, therefore cultivating a feeling of global language community.

Currently, the field of language acquisition has embraced e-learning and blended learning. As a form of formal education, e-learning include the use of virtual classroom and video conferencing tools for learning purposes. According to Mohammadi et al. (2011), the basic advantage of this type of education is that it is learner-centered. In order words, it focuses on the needs and preference of learner, creating appropriate room for tracking of learner’s learning progress. Just like e-learning, blended involves the use of conventional method of language learning with digital learning experience, Nazarenko (2015). However, this language acquisition method also learner-centered based. More so, it incorporates adaptable learning approach, ensuring a personalized and interactive language learning process.

## **2.2 Exploring the Effectiveness of Short Videos in Language Acquisition**

Videos found in social media can be basically short or longer in duration. However, this variation in duration with range of contents options caters different target audience preference, content-type and styles. Popular social media platforms such as TikTok, Instagram reels, Facebook reel and Snapchat are well known for short video contents.

According to Castrillo de Larreta Azelain & Martín Monje (2016), the brevity feature of social media short videos makes it ideal for fast and effective acquisition of foreign language. This is based on the fact that short videos are much more engaging than videos with longer duration, Guo et al. (2014). However, the essence of making video short is to abruptly capture the attention of viewers, though leading to engagement. As a basic factor for language acquisition, engagement provides language learners with the motivation to learn a language. A study by Li (2017) claimed that engagement and motivation help to facilitate language learning and improvement of various language skills.

Furthermore, the multimodal content feature found in short videos also facilitates the integration of diverse multimedia elements such as textual content, visual imagery, auditory elements, and video content. For instance, text-to-speech element enables the conversion of written text into audible speech.

Also, this feature aid learners in the improvement of their pronunciation skills. This is improved by listening to the accurate articulation of words and phrases. Apart from pronunciation skills, other skills such as writing, reading, and speaking skills also improved using the media element, ( Yeh et al. 2020; Trang 2022, Lating 2022).

On the other hand, 'live' feature is another element that enables users to conduct live video sessions. This element which is found in both TikTok and YouTube facilitates interactive engagement with the target audience in a synchronous manner. However, language instructors or learners have the opportunity to engage in live language courses, question-and-answer sessions, or language practice sessions. And this interpersonal engagement provides a real-time avenue for prompt feedback and foster engagement in the learning process, Fadlia (2022). Additionally, short videos provide viewers with the ability to learn language through reading of captions or subtitles in the videos. With this, learners have the opportunity to engage in reading activities while simultaneously listening to spoken information, strengthening the integration between written and spoken language skills. Nevertheless, it can be seen that multimodal elements found in short videos accommodates a wide range of learning styles, creating a dynamic and immersive learning environment, Bateman & Schmidt-Borcherding (2018).

### 2.3 Gap in the Literature

Several studies have investigated the presence of social media video, particularly their roles in language education. However, majority of these studies focused more on how these videos aid language learners in learning language. Nonetheless, social media short video remains a critical aspect that has received less attention. As such, this research focuses on this identified gap in the literature; with more emphases on how short videos from TikTok, YouTube Shorts and Facebook Reels can aid in improving students' reading and writing skills.

### 2.4. Research Hypothesis

- Ho (Null Hypothesis): There is no significant correlation between the use of social media short videos as assistant tutor and increase in reading and writing proficiency of foreign language undergraduates.
- Ha (Alternative Hypothesis): There is a significant correlation between the use of social media short videos as assistant tutor and increase in reading and writing proficiency of foreign language undergraduates.

## 3. Research Methodology

### A. Research Design

The current study employed the use of an experimental research design. It is important to note that experimental research design involves the careful alteration of the treatment of variables. Also, the design uses the practice of randomly assigning units, to different types of treatment. However, the type of experimental design adopted by this research is known as a quasi-experimental design. In this type of experiment, two tests which are pre- and post-tests are carried out for two groups. In the light of this, the study included both experimental and control groups. While the experimental group was asked to watch some selected social media short videos on reading and writing proficiency, on the other hand, the control group continued with the use of their regular or conventional learning method.

### B. Research Participants

The total population sample for this study includes 32 undergraduate students consisting of 18 female

and 14 male. These participants were randomly selected from different locale. And the criteria for selecting them were based on being an intermediate level EFL learner, within the age range of 17-24 years. The research sample was divided into two groups. One group consisting of 15 students was used as the experimental group while the other group, consisting of 17 students was used as the control group.

### C. Research Instruments and Procedure

The research experiment started with a pre-test to evaluate the initial reading and writing comprehension proficiency of the participants. However, the students were asked to read a given text, and also write a descriptive essay consisting of 400 word. Subsequently, a post-test was carried out to evaluate the student’s reading and writing proficiency progress. It is important to note that the experimental group used YouTube short from Antonio Parlati (Learn English), TikTok reel from ‘daily\_english\_stories, and Facebook reel from ‘Reading Tips for Parents’ as means to enhance their reading and writing skills, whilst the conventional learning method was used by the control group. The essence of this test is to ascertain if there were any notable disparities in reading and writing proficiency of students who received instruction via the selected social media short videos in comparison to those who did not. However, the results from the experiments were processed using a statistical formula, followed by the implementation of specialized procedures to analyze the data.

### 4. Data Presentation and Discussion

As earlier stated, a pretest was administered to guarantee the comparability of the two groups in terms of their initial performance in reading ability. The outcomes of the pre-test and post conducted are presented below.

**Table 1: Pre-test for reading and writing proficiency**

Groups	N	Mean	S t a n d a r d Deviation	S t a n d a r d Error Mean	T-Value	P-Value
Experimental	15	19.02	2.122	0.51	-0.43	0.68
Control	17	18.59	2.358	0.60	-0.43	0.68

\*Significance  $\alpha \leq (0.05)$

The table able presents the result of the pre-test conducted among the research participants (both control and experiment group). However, it also incorporated a t-test analysis to further analyze the data collected from the pre-test of reading and writing proficiency. From the result, it can be seen that the average scores of the two groups are 19.02 and 18.59 correspondingly. Nevertheless, there is a small disparity in mean size between the two groups. More so, in order to determine the magnitude of this variation, a t-test was included to compare the mean scores. This however indicated that although two groups exhibited a high degree of proximity, there is still lack of significant disparity in the pre-test of the experimental and control groups. On the other hand, the t-values, (almost close to 0) indicated that there is no significant difference between the provided means. For the p-values, both groups exhibited same score which is 0.68. Since the given p-value is greater than the traditional significance threshold of 0.05, it can be deduced that there is no statistically significant difference between the two groups. Summarily, pre-test results do not provide sufficient evidence to support the rejection of the null hypothesis. This simply implies that the participants exhibited same level of proficiency in reading and writing activities during the pre-test phase.

**Table 2: Post-test for Reading and Writing Proficiency**

Groups	N	Mean	Standard Deviation	Standard Error Mean	Degree of Freedom	T-Value	P-Value
Experimental	15	23.82	1.63	0.40	30	-15.812	<0.000
Control	17	18.60	2.93	0.58	30	-15.812	<0.000

\*Significance  $\alpha \leq (0.05)$

After the pre-test assessment, a post-test was offered to the participants. In this evaluation, an intervention was included in the experimental group (the use of social media short videos as digital assistant tutor) in increasing their reading and writing proficiencies. However, the table above represents the result gotten from the assessment; which also included t-test analysis. Meanwhile, the essence of this analysis is to determine whether there were any significant differences in the post-test performance of the participants within these groups. As it can be seen in the table, the mean and standard deviation of the estimated reading and writing performance development for the individuals in the experimental group were 23.82 and 1.63, respectively. On the other hand, those of the control group were 18.60 and 2.93, respectively. Upon examination of the above provided results, it can be deduced that there is a significant variation that existed between the two groups. However, with the observe t-values of -5.812 and p-values of the both groups; which indicates a statistically significant difference between their mean score, it can be said that there statistically, there is a significant disparity between the experimental and control groups. Since the experimental group had a statistically significant improvement in overall reading and writing performance as shown by the post-test results, there is however, compelling evidence for the rejection of the null hypothesis of this research. The implication of these findings underscores the significance of social media short videos in the language acquisition domain. In other words, it can be said that social media short videos have significant influence in the improvement of language proficiency; particularly, reading and writing proficiencies.

**Table 3: Paired Sample Test for the Pre-Test and Post-test of the two Groups**

Sample	N	Mean Score (pre-test)	Mean Score (post-test)	Sd	Standard Error Mean	Sig.(two-tailed)	f	df
Experimental	15	19.04	23.80	4.723	3.321	0.000	-5.452	14
Control	17	18.10	19.80	1.25	3.052	0.250	-1.347	14

Subsequent to the pre-test and post-test conducted in this, a paired-sample test was also conducted in order to analyze the differences between pre-test and post-test scores within both the experimental and control groups. Nevertheless, the essence of this analysis was to demonstrate the distinct changes in performance seen in both the experimental and control groups since the commencement of the investigation. In regards to the performance of the control group in the pre- and post-tests, it can be seen that there is a little improvement in reading and writing proficiency. This is indicated from the mean score in of both pre-test and post-test of the control group; which are 18.10 and 19.80 respectively. However, the estimated significance (Sig.) value of 0.185, which suggests a two-tailed p-value is above the significance threshold of 0.05, indicating that there is insufficient evidence to conclude that the observed change in mean score for the control group is statistically significant. Conversely, there is an observed

disparity in the pre-test and post-test of the experimental group. However, just like the pre-test of the control group, the experimental group showed same level of proficiency in reading and writing. But the presence of the intervention variable (use of social media short videos for digital assistant tutor), there was a high increment in regards to the students' performances. This strong evidence suggests that there are substantial differences in overall reading and writing performance between the experimental group's mean scores on the pretest and the post-test. However, these differences are statistically significant at the 0.01 level, as indicated by the p-value of (0.000), which is lower than the predetermined significance threshold ( $0.00 < 0.05$ ). Based on this finding, it can be deduced that the use of social media short videos for digital assistant tutor has had a positive impact in regards to the increment of the reading and writing proficiency of foreign language undergraduates.

#### 4.1 Discussion

The aim of this research is to investigate the correlation of between the use of social media short videos as digital assistant tutors by foreign language undergraduate and increase in their reading and writing proficiency. Using a quasi-experimental method, two relevant hypotheses were proposed which include 'there is a significant correlation between the use of social media short videos as assistant tutor and increase in reading and writing proficiency of foreign language undergraduates' and 'there is no significant correlation between the use of social media short videos as assistant tutor and increase in reading and writing proficiency of foreign language undergraduates.

From the first test conducted which is a pre-test for both the control and experimental group, it can be inferred that before the test, all the research participants exhibited the same level of proficiency in reading and writing. Recall that the participants were given the same treatment in this initial assessment. In order words, they were taught using the conventional teaching method, afterward evaluated based on what they learnt. Conversely, the result was different in the post-test assessment. There was an observed higher performance from the post-test of the experimental group. It is worthy to note that there was an intervention in the experimental group while there was none in the control group.

Additionally, a paired sample t-test was used by this study to demonstrate the distinct disparity in performance seen in both the experimental and control groups since the commencement of the investigation. However, the result showed that they were no statistically significant disparity in regards to the reading and writing competence between two groups at the onset of this experiment (the mean score of both groups is the same, also the t-values are close to zero, while the p-values are above 0.05). However, with the intervention variable in the post-test, there was a significant disparity in regards to the groups' reading and writing performances. The implication of this findings underscores the empirical support for rejecting the null hypothesis, which suggests that there is no statistically significant correlation between the use of social media short videos as digital assistant tutor by foreign language undergraduates and increase in their reading and writing proficiency.

Subsequent to the pre-test and post-test conducted in this, a paired-sample test was also conducted in order to analyze the differences between pre-test and post-test scores within both the experimental and control groups. Nevertheless, the essence of this analysis was to demonstrate the distinct changes in performance seen in both the experimental and control groups since the commencement of the investigation. In regards to the performance of the control group in the pre- and post-tests, it can be seen that there is a little improvement in reading and writing proficiency. This is indicated from the mean score in of both pre-test and post-test of the control group; which are 18.10 and 19.80 respectively. However, the estimated significance (Sig.) value of 0.185, which suggests a two-tailed p-value is above the significance threshold of 0.05, indicating that there is insufficient evidence to conclude that the observed

change in mean score for the control group is statistically significant. Conversely, there is an observed disparity in the pre-test and post-test of the experimental group. However, just like the pre-test of the control group, the experimental group showed same level of proficiency in reading and writing. But the presence of the intervention variable (use of social media short videos for digital assistant tutor), there was a high increment in regards to the students' performances. This strong evidence suggests that there are substantial differences in overall reading and writing performance between the experimental group's mean scores on the pretest and the post-test. However, these differences are statistically significant at the 0.01 level, as indicated by the p-value of (0.000), which is lower than the predetermined significance threshold ( $0.00 < 0.05$ ). Based on this finding, it can be deduced that the use of social media short videos for digital assistant tutor has had a positive impact in regards to the increment of the reading and writing proficiency of foreign language undergraduates.

Generally, there have been a lot of evidences from different scholars (Wahyuni & Wiyaka 2023; Mohammadian et al. 2018; and Kim 2018) on the impact of social media short videos. The findings from these studies also align with the result of the experiment conducted in this research. Wahyuni & Wiyaka (2023) observed that the YouTube short is one of the instructional methods for improvement of writing proficiency. According to the findings of the scholarly article, there was "a significant improvement among students who received instruction with the use of YouTube videos on writing proficiency than those who were conventionally taught". As stated in the literature review of this study, the multimodal content feature found in short videos also facilitates the integration of diverse multimedia elements such as textual content (e.g. captions). With this element, students writing abilities can be improved. The findings from the investigation Mohammadian et al. (2018) equally align with that of this research. The scholarly work provided evidence on the significant disparity in regards to the reading skill of students who learn reading skill through YouTube Videos and those who were taught reading skill using conventional teaching method. The findings maintained that social media videos such as that of the YouTube platform provide authentic resources for foreign language learning and improvement.

## 5.0 Conclusion

Despite the fact that social media videos are used mainly for entertainment purpose, there is a growing recognition of these videos in facilitating foreign language acquisition and language proficiency improvement. The findings of this research prove this reliability of the above postulation. Meanwhile, there are social media short videos that are dedicated to language teaching. These short videos can be found on Facebook reels, YouTube Short, TikTok, Instagram, amongst others. Nevertheless, this study focused only on short videos from Facebook reels, YouTube Short and TikTok. Some selected videos from these platforms were used for the research's experiment. Based on the findings, the research rejected the null hypothesis which states that there is no statistically significant correlation between the use of social media short videos as digital assistant tutor by foreign language undergraduates and increase in their reading and writing proficiency. This finding suggests that the reading and writing proficiencies of foreign language undergraduates increase when they are highly exposed to language pedagogical social media short videos.

## Reference

- Aini, A., Nurdianingsih, F., & Zainudin, M. (2022, July). Improving Students Writing Skill Through Short Video: A Classroom Action Research. In *Prosiding Seminar Nasional Daring: Pendidikan Bahasa dan Sastra Indonesia* (Vol. 2, No. 1, pp. 906-914).
- Al Arif, T. Z. Z. (2019). The use of social media for English language learning: An exploratory study of EFL university students. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 224-233.
- Alqahtani, E. T. (2014). Effectiveness of using YouTube on enhancing EFL students' listening comprehension skills. *Saudi Arabia*.
- Arce, N. H., & Valdivia, A. C. (2020). Adapting competitiveness and gamification to a digital platform for foreign language learning. *International Journal of Emerging Technologies in Learning (iJET)*, 15(20), 194-209.
- Bateman, J. A., & Schmidt-Borcherding, F. (2018). The communicative effectiveness of education videos: Towards an empirically-motivated multimodal account. *Multimodal Technologies and Interaction*, 2(3), 59.
- Byrnes, J. P., & Gelman, S. A. (1991). Perspectives on thought and language: Traditional and contemporary views. *Perspectives on Language and thought. Interrelations in Development*, 3-27.
- Castrillo de Larreta Azelain, M., & Martín Monje, E. (2016). Students' engagement in online language learning through short video lessons.
- Chen, H. H. J., & Yang, C. (2011). Investigating the effects of an adventure video game on foreign language learning. In *Edutainment Technologies. Educational Games and Virtual Reality/Augmented Reality Applications: 6th International Conference on E-learning and Games, Edutainment 2011, Taipei, Taiwan, September 2011. Proceedings 6* (pp. 168-175). Springer Berlin Heidelberg.
- Coffey, H. (2009). Digital game-based learning. *Learn NC*.
- Duffy, P. (2008). Using Youtube: Strategies for using new media in teaching and learning. In *Enhancing learning through technology: research on emerging technologies and pedagogies* (pp. 31-43).
- Fadlia, F. (2022). *The Use of Short Video to Improve Writing Skill in Argumentative Text of Student Grade X of MAN 2 Palu* (Doctoral dissertation, Universitas Islam Negeri Datokarama Palu).
- Galla, C. K. (2009). Indigenous language revitalization and technology from traditional to contemporary domains. *Indigenous language revitalization: Encouragement, guidance & lessons learned*, 167-182.
- Guaqueta, C. A., & Castro-Garces, A. Y. (2018). The use of language learning apps as a didactic tool for EFL vocabulary building. *English Language Teaching*, 11(2), 61-71.
- Guo, P. J., Kim, J., & Rubin, R. (2014, March). How video production affects student engagement: An empirical study of MOOC videos. In *Proceedings of the first ACM conference on Learning@ scale conference* (pp. 41-50).
- Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: Perceptions of EFL students and teachers. *English language teaching*, 11(2), 72-81.
- Khodabandeh, F. (2021). Comparing learners' interactions in conventional and virtual classes of distance education university: examining two approaches of teaching grammar. *Two Quarterly Journal of English Language Teaching and Learning University of Tabriz*, 13(27), 265-294.
- Klimova, B., & Kacet, J. (2017). Efficacy of computer games on language learning. *Turkish Online Journal of Educational Technology-TOJET*, 16(4), 19-26.
- Lăpădat, L., & Lăpădat, M. M. (2020). Teaching Foreign Languages: Between Tradition and

- Contemporary Synchronicity. *Revista de Stiinte Politice*, (68), 139-148.
- Lating, A. Z. Y. (2022). The Improvement of the Students' Ability in Writing Procedure Text Using Video Recipe. *Journal of Languages and Language Teaching*, 10(3), 461-468.
- Li, V. (2017). Social media in English language teaching and learning. *International Journal of Learning and Teaching*, 3(2), 148-153.
- Mohammadi, N., Ghorbani, V., & Hamidi, F. (2011). Effects of e-learning on language learning. *Procedia computer science*, 3, 464-468.
- Nazarenko, A. L. (2015). Blended learning vs traditional learning: What works?(a case study research). *Procedia-Social and Behavioral Sciences*, 200, 77-82.
- Perez, E., Manca, S., Fernández-Pascual, R., & McGuckin, C. (2023). A systematic review of social media as a teaching and learning tool in higher education: A theoretical grounding perspective. *Education and Information Technologies*, 1-30.
- Sailer, M., & Homner, L. (2020). The gamification of learning: A meta-analysis. *Educational Psychology Review*, 32(1), 77-112.
- Trang, N. M. (2022). Using YouTube videos to enhance learner autonomy in writing: A qualitative research design. *Theory and Practice in Language Studies*, 12(1), 36-45.
- Wahyuni, S. D., & Wiyaka, W. (2023). Improving Students' Writing Ability in Procedure Text Using YouTube Video "Gia Academy". *LINGUAMEDIA Journal*, 4(01).
- Walsh, S. (2011). *Exploring classroom discourse: Language in action*. Routledge.
- Xodabande, I. (2017). The effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners. *Cogent education*, 4(1), 1347081
- Yang, H. (2020, June). Secondary-school Students' Perspectives of Utilizing Tik Tok for English learning in and beyond the EFL classroom. In *2020 3rd International Conference on Education Technology and Social Science (ETSS 2020)* (Vol. 1, pp. 162-183).
- Yeh, H. C., Heng, L., & Tseng, S. S. (2020). Exploring the impact of video making on students' writing skills. *Journal of Research on Technology in Education*, 53(4), 446-456.
- Zhang, Y., Lucas, M., & Pedro, L. (2022). A decade of short videos for foreign language teaching and learning: A review. *Education Sciences*, 12(11), 786.
- Zourou, K. (2012). On the attractiveness of social media for language learning: A look at the state of the art. *Alsic. Apprentissage des langues et systèmes d'information et de communication*, 15(1).