

Students' Perceptions of Short Video Apps in Sustaining their Interest in Learning English**Wan Yuan**

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Abstract

The widespread use of smartphones and the Internet in contemporary culture has further integrated technology into everyday life. As a result of this growth, short videos have emerged, changing the way people use technology and transforming it into a new kind of entertainment. With the popularity of smartphone apps like Tik Tok and YouTube, short video applications have emerged as the primary sources of information and entertainment for today's youth. Numerous studies have demonstrated that incorporating video clips into the classroom may aid students in learning English more successfully because of the nature of fragmented learning, where information and knowledge are acquired piece by piece as they slowly understand the topic at hand. However, as most of the research has been carried out in the classroom, more information needs to be debunked and ascertain about how students feel about using short videos to supplement their fragmented learning outside the classroom. This study aimed to investigate students' perceptions of using short video apps to sustain their interest in learning outside the classroom. Snowball sampling has been conducted at one university in Selangor, and the results of this study indicate that most students enjoy watching short videos in their spare time. Most students believed that watching short videos helped them improve their English language skills (listening, speaking, reading, and vocabulary), mainly when the material was in English. The study also found that student's interest in learning English was sustained using this fragmented learning approach, so it can be concluded that students can sustain their interest in learning English by watching short videos of English content.

Keywords: English Learning, short videos, fragmented learning, student perceptions, learning interest

1. Introduction

Over the past decade, social networking has become the primary means of communication for most people as technology continues to evolve and various mobile devices become increasingly popular (Smutny & Schreiberova, 2020). For example, social media platforms like Instagram, Facebook and a series of others have changed the living and studying style of people. Moreover, with the development of 4G networks and the growing popularity of smartphones, the world has entered the era of short videos, allowing people to keep up with exciting happenings in other countries worldwide without having to leave home (Zuo & Wang, 2019).

In recent years, the production and dissemination of short videos have been continuously updated. Short video platforms were developed, which have become a popular medium for sharing short-duration videos (Tongxi, 2020). This platform is increasingly becoming popular, corresponding to the fragmented time that modern people have, as they need something that can bring them psychological satisfaction and sensory pleasure without taking too much time out of their hectic lifestyle (Huang, 2021). Due to this, many educators try to seize the psychological characteristics of this short video and apply it to classroom instruction, which is helpful to students' learning processes. However, classroom learning accounts for only a small portion of students' total English learning time. Therefore, whether students can use their fragmented time outside of class to learn and benefit from English learning is still being determined. Hence, this study aims to fill the gap by shifting from inside to outside the classroom, where the students will have sufficient time to engage in a short video platform. The research questions for the study are as follows:

- 1) What are the students' perceptions of using short video apps outside the classroom to learn English?

2. Literature Review

Technology products with various derivatives, such as social networking or social media, have been greatly favoured by educators (Ansari & Khan, 2020). With the popularity and use of these networks among young people, especially with the increase of smartphones, social media networks have attracted the attention of educators (Bal & Bicen, 2017) as their affordances have proven to create vast opportunities to improve the effectiveness of English teaching and learning (Zaidi et al., 2018). Due to this, the teaching classroom has also undergone tremendous changes in recent years, as various new technologies have been continuously integrated into classroom teaching, especially in English classrooms.

It was also noted that the integration of technology within English classroom teaching could transform the traditional teaching approach of transmitting knowledge from teachers to a new learning approach whereby students actively accept knowledge and encourage students to learn actively using whatever technological platform that they prefer. (Stranford et al., 2022). Studies have shown that

Vocabulary acquisition through various social media has the potential to significantly improve vocabulary development in school-age second language learners (Rahimi & Fathi, 2022). It was suggested that the application of such technology is capable of helping the student to exercise their language skill while communicating online. It also breaks the traditional teaching dilemma where the teacher is the sole knowledge distributor and achieves better language teaching effects.

Among the many technological platforms, the emergence of videos platform has undoubtedly changed people's lives and learning styles (Wahyuni et al., 2021). The use of short videos in English teaching can create an active and exciting classroom environment. The images, sounds, scenes, and other elements in short videos will have a visual impact on students, attracting their attention while also increasing their enthusiasm and interest in learning English (Sakkir et al., 2020), which is critical in meeting the educational needs of the younger generation. This was also supported by Pratiwi et al. (2021), who demonstrated that the respondents had a favourable opinion regarding TikTok application as video assistance while using it as an English language learning approach to support and improve speaking, listening, and literacy skills.

Many studies have affirmed that many students showed a positive attitude towards using short videos to improve students' English proficiency. Students believe watching short video content created by native speakers can benefit their English learning. It would enhance their understanding and communication abilities through conversations by listening to native English speakers communicate or speaking in the video (Ehsan & Nasri, 2019). Natasa and Solusia (2022) also believe that short videos are beneficial, simple, and enjoyable elements to the student as the use of video can introduce new nuances in learning while remaining entertaining and offering accessible elements to the student. Fadhin (2020), specifically, stated that students show positive feedback about utilizing TikTok as their extrinsic language learning media as they feel that it is much easier to understand and can help them memorize different vocabulary within the video content.

Nevertheless, the preceding study on short videos, on the other hand, was conducted entirely within the context of an English classroom. Today people spend only a fraction of their free time studying in the classroom, and people's time is now fragmented (Yang, 2020). However, the specific situation of university students learning English outside the classroom and using fragmented time is still being determined. Most current teaching strategies also do not consider students' interests and preferences, which could deter their learning outcomes (Guo et al., 2022). Consequently, with the addition of challenges from unfamiliar tasks/topics taught, students began to lose interest in learning the language. Therefore, a combination of appropriate learning materials in line with students' interest for a suitable learning approach should be considered to sustain students' interest in English language learning outside their classroom (Yang, 2020).

Language learning cannot be accomplished overnight and must be accumulated over time, whereas language learning can be accumulated through daily fragmented learning (Arifani, 2020). Short videos can assist students to effectively use fragmented time, learning through short videos at any time and from any location, giving full exposure to their subjective initiative in learning, and continuing to learn in the fast-paced and demanding learning life. Students, for example, can use trivial time, such as waiting in line at the cafeteria, taking breaks between classes, and waiting for buses when travelling, to watch some short English learning videos, which not only kill time and relax but also help them consolidate and stimulate the knowledge they have learned. Subsequently, fragmented learning as a unique learning method refers to the acquisition of fragmented learning in which learners use modern intelligent terminal devices in flexible time. Students can select their learning content based on their circumstances, which is more appropriate for various independent students (Yang, 2022). People's time is increasingly fragmented nowadays. They might need more time to watch an hour-long or even a ten-minute video. As a result, short videos were created to fit everyone's schedule. The short videos only require a little comprehension. There is no need to expend excessive energy, and people only need to take a short period of their available time. In this regard, the rise of short videos is unavoidable as they adapt to people's lives and support the mentality of being concise and efficient.

Additionally, unlike traditional classroom instruction, typically "one-time teaching" or "one-time learning," students cannot continue learning the material they were taught in class after class. Short videos can be used in the classroom multiple times, which is one benefit of including them. Short videos can be seen anywhere and at any time. Students can repeatedly watch videos as long as they have an internet connection, making it accessible (Khoiroh, 2021) compared to traditional teaching, which restricts to classroom instruction. As long as the students have access to the Internet and electronic devices, they can watch the learning content wherever and whenever they want to, giving them the freedom to adjust their learning (Adeliani et al., 2021). Therefore, the use of short videos in sustaining students' interest in English should be further investigated to ensure the precise implementation of the strategies into students' learning initiatives.

3. Methodology

A descriptive quantitative research design using a questionnaire was employed to determine student perception of using short videos to sustain their interest in learning. This approach was deemed suitable as it helps the researcher collect information by asking a group of people to assess or examine their attitudes, views, or performance (Wiersma, 1995). Fifty-two university students from one university in Selangor responded through snowball sampling and agreed to participate in the study.

To answer the earlier proposed research questions, a set of the questionnaire has been adopted and adapted from Sultan Alshraideh (2021), and it comprises three parts which are:

Part 1: Demographic Profile

Part 2: Student usage trend of short video

Part 3: Student Perception of short video

The data was collected using Google Forms. The questionnaire link was shared through the snowballing process, and 52 samples responded to it. The results were analyzed using the Statistical Package for the Social Sciences (SPSS).

4. Finding and Discussion

Based on the survey results, the researchers analyzed the data and tabulated the answers to the questions for discussion. As shown in Table 4.1, 52 students have responded to the Google Form links.

Table 4.1

Demographic Profile of the Sample

Items	Number	Percentage
Gender		
Male	20	38.5
Female	32	61.5
Total	52	100
Age		
Under 18 years old	2	3.8
19-23 years old	37	71.2
24-28 years old	12	23.1
29-33 years old	1	1.9
Total	52	100
Current year of university		
Year 2	20	38.5
Year 3	14	27
Other years	18	34.5
Total	52	100
First language		
Chinese	35	67.3

Malay	5	9.6
Hindi	10	19.2
English	1	1.9
Korean	1	1.9
Total	52	100
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English proficiency level		
Beginners	7	13.5
Intermediate	37	71.2
Advanced	8	15.4
Total	52	100
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Subsequently, the second part of the survey looks into the usage trend of the short video among the sample. As shown in Table 4.2, more than 90% of college students said they have the habit of watching short videos, reaching 98.1% (n = 51), and only one student answered in the negative, saying that he usually does not watch the short video.

The most popular short video platform recorded among students is Douyin, whose total share is 57.7% (n = 30). Instagram followed with 58% (n = 29). YouTube was their third favourite app, with 53.8% (n = 28). The fourth is Tik-tok, which students also favour with 40.4% (n = 21). In addition, students also mentioned other short video apps such as Facebook and Bilibili (the Chinese version of YouTube).

Following that, the survey recorded a massive 86.5% agreement among the participants, who stated that they enjoyed watching the short video (n = 45). In comparison, 9.6% of the students thought they were likely to enjoy the process (n = 5). Only two participants found no enjoyment in watching the short video. Regarding time spent watching short videos per day, 36.5% (n = 19) of the students spent more than two hours per day watching short videos, 26.9% (n = 14) spent less than two hours watching short videos and the remaining 25% (n = 13) watched the short video for one hour. Only 11.5% (n = 6) of the students watched the short video for only thirty minutes.

Table 4.2

Student usage trend of short video

No. Item	Questions	Answers				
6	Do you usually watch short videos?	Yes (98.1%)			No (1.9%)	
7	What apps do you usually use to watch short videos?	Youtube (53.8%)	Tiktok (40.4%)	Douyin (57.7%)	Instagram (55.8%)	Others (11.5%)
8	I find it enjoyable to watch short videos	Yes (86.5%)		No (3.8%)	Maybe (9.6%)	
9	How much time do you spend watching short videos every day?	30 min (11.5%)	1 hour (25%)	2 hours (26.9%)	More than two hours (36.5%)	
10	How much time do you spend watching short videos related to English content every day?	30 min (70.6%)	1 hour (13.7%)	2 hours (5.9%)	More than two hours (9.8%)	
11	What is the content of the short video you watched?	Sports (30.8%)	Science (30.8%)	Music (61.5%)	Others (24.7%)	
12	What language are the short videos you mainly watch?	Chinese (53.8%)		Malay (9.6%)	English (36.5%)	

To further understand the type of video regularly watched by the student, the result managed to probe the feasibility of students using a short video to access English language content; 70.6% (n = 36) of the students confessed that they spent half an hour a day watching short videos with English content while only 13.7% (n = 7) of the students watched short videos in English for one hour. Three students

(5.7%) said they watched short videos for two hours, and the remaining five (9.6%) watched English short video content for more than two hours. Judging by the video that they watch, the most popular content among students is music (61.5%), sports (30.8%) and sciences (30.8%), respectively. Some students also look at other content, such as games and food. Finally, 53.8% (n = 28) of the participants used Chinese when asked which language they usually use to watch short videos. Only five students (9.6%) watched the video in Malay, and the remaining 36.6% watched the short video in English (n = 19).

The following section examines the student's perception of the short video. The average is a good measure of the degree to which participants agree with the options. The instrument employed a 5 Likert scale by assigning values to the options, such as 1 for strongly disagree and 5 for strongly agree. Due to this, an average value of 3 can be used to measure the positive degree of agreement among the samples towards the statement. When the average value of the options exceeds three, it proves that the students agree with the statement. Otherwise, it may indicate that the students disagree with the statement.

From Table 4.3, most of the students have a favourable impression regarding the use of short videos in assisting them in learning English. Statement 20 [Learning the contents through short videos is much more interesting than the materials used in class] recorded the highest means with $M = 3.96$, followed by statement 22 [Watching the short videos develops my overall comprehension of English] with $M = 3.94$. Additionally, statement 18 recorded the third highest means of $M = 3.88$, indicating that many students agree that short videos could help them master more related English vocabulary.

Subsequently, statement number 15 [Learning English through short videos can improve my Listening, Speaking, Reading and Writing skills] recorded the second lowest means of $M = 3.69$. Even though the mean has exceeded the average of 3, it could be deduced that even though short videos could help them to learn, students might still consider it as a form of entertainment and, due to the fragmented nature of the video, it might not be as reliable as compared to other formal learning resources such as textbook, reference book and teachers' note among others. This finding was followed by statement number 15, which recorded the lowest Mean, $M = 3.48$, indicating that students might have mixed feelings regarding the usefulness of short videos to help them to learn autonomously.

Table 4.3

Student Perception of the use of Short Video for Learning English

Item	Statement	Mean
13	Using short videos motivates me to learn English.	3.73
14	Short videos are a useful tool for me to study English on my own	3.48
15	Short videos help me to gain a better understanding of English.	3.71
16	Learning English through videos can better help me remember what I have learned.	3.81
17	Learning English through short videos can improve my Listening, Speaking, Reading and Writing skills.	3.69
18	Watching short videos can help me to master more vocabulary.	3.88
19	Short videos are beneficial sources for Learning English language.	3.83
20	Learning the contents through short videos is much more interesting than the materials used in class.	3.96
21	Watching short videos in English deepens my understanding of English culture.	3.87
22	Watching the short videos develops my overall comprehension of English	3.94

Based on the finding, this study's results show a strong interest in using short videos to learn English. This is in line with the study by Pratiwi et al. (2021), who demonstrated favourable opinions regarding the use of short video applications as learning assistance to support and improve students' speaking and literacy skills. Undoubtedly, understanding students' interests are vital for any course because interest is the best teacher, and students are willing to invest more time, which will be helpful for their English language acquisition which is emphasized by Sakkir et al. (2020).

5. Conclusion and Recommendation

Short video use in class has proven to improve students' interest in learning. This study also shows that students are willing to spend much time watching short videos outside the classroom. We all know that the most important thing in learning English is the accumulation of language, but more than just learning English for tens of minutes in class is needed. Therefore, this research can provide a new teaching mode for English teachers; to encourage students to watch short English videos outside of class to reinforce learnt materials during classroom instruction. Teachers do not have to worry about students not completing tasks because students have an interest in watching short videos, and intrinsic motivation to enable students to learn actively. In addition, this study also breaks the traditional concept that short videos are only for entertainment, and parents no longer need to worry about students spending too much time watching short videos as long as the content they watch is in English.

Implication and Recommendation

According to the study, today's students are very interested in short videos, and the majority spend one to two hours per day watching short videos. Furthermore, students expressed a strong desire to learn English through short videos and favour this short video learning English model. So, college students' perceptions of using short videos to learn English are positive. They are very interested in using short videos to learn English and think this can indirectly foster their interest in learning English.

However, more research should be carried out. For example, the sample size of this study is only 52 students from a selected university in Selangor. Therefore, research with a larger sample size should be carried out. In addition, the student's choice of short video content and the choice of short video language are completely self-selected by students, which will lead to those students needing better self-control in using short videos for entertainment. Just like the Internet is a double-edged sword, so is a short video. If students can make good use of it, it is self-evident with the help of students' English. Therefore, investigations into the purpose of students using short videos should also be carried out further.

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