



Original Article

Instructional Strategies and Content Features of Social Media Language Videos: A Media Content Analysis

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Article History:

Date received: March 23, 2026

Date revised: May 24, 2026

Date accepted: June 9, 2026

Recommended citation:

Lozada, C.J., Sarcia, R., Detalo, C.M., Cañal, J., Barroga, I., & Baradillo, D. (2026). Instructional strategies and content features of social media language videos: A media content analysis. *Journal of Interdisciplinary Perspectives*, 4(7), 114-125.
<https://doi.org/10.69569/jip.2026.169>

Abstract. The increasing use of social media platforms has transformed informal language learning environments, particularly through the widespread availability of educational videos. However, few studies have systematically analyzed the instructional strategies embedded in social media language-learning videos in relation to established theoretical frameworks. This study investigates the prominent content features and instructional strategies employed in Facebook educational language videos, focusing on their alignment with the Cognitive Theory of Multimedia Learning (CTML) and the Interaction Hypothesis. Using a rule-guided qualitative content analysis based on Mayring's framework, each video was treated as the unit of analysis, with coding focused on observable instructional features and recurring patterns. Findings indicate that the videos predominantly emphasize language basics, pronunciation, and grammar, with comparatively limited attention to conversational use. Instruction is primarily delivered through modeling, repetition, visual aids, and step-by-step explanations, reflecting a form-focused and teacher-centered design. Frequency analysis revealed that over 70% of the videos emphasized foundational language elements such as vocabulary, pronunciation, and grammar. These microlearning resources demonstrate pedagogically relevant features through multimodal input, segmentation, and scaffolded presentation. Interpreted through CTML, the videos show alignment with key language-learning principles, including cognitive load management, comprehensible input, and reinforcement. However, opportunities for sustained learner interaction remain limited. Although the study is confined to content analysis and does not assess learning outcomes, the videos display recurring pedagogical features that align with established principles of language instruction and demonstrate potential value as supplementary informal learning materials.

Keywords: Facebook videos; Instructional strategies; Microlearning; Multimedia learning; Social media language learning

In the rapidly evolving landscape of digital education, social media platforms have emerged as significant environments for informal learning and the delivery of instructional content. With increased access to mobile technologies and internet connectivity, learners can engage with educational materials beyond traditional

classroom settings. These platforms facilitate interactive engagement and exposure to authentic language use, making them valuable supplementary tools for language learning. Zhu (2025) highlights that social media communities function as spaces for informal English language learning, where users interact with language-rich content and participate in meaningful communication. In higher education contexts, research shows that social media use enhances communicative competence, learner motivation, and engagement. Reinhardt (2019) explains that these platforms enable learners to access diverse resources and practice language skills in authentic, interactive environments beyond formal instruction.

Among social media platforms, Facebook has gained attention as a medium for distributing educational videos due to its widespread use and multimedia capabilities. Video-based instructional content is recognized as an effective learning tool because it integrates visual and auditory elements that support comprehension and retention. Studies indicate that videos incorporating active learning strategies – such as prompts, guided tasks, and reflective questions – can significantly improve engagement and learning outcomes (Mayer, 2021; Huang et al., 2022; Li et al., 2022). In the Philippine context, social media plays an increasingly important role in supporting language learning. Learners frequently use platforms such as Facebook for vocabulary development, grammar practice, and collaborative learning. Short-form instructional videos, in particular, provide accessible and engaging opportunities for informal learning (Dizon, 2021; Reinhardt, 2019).

Despite these contributions, a critical gap remains in the literature. Much of the existing research focuses on general benefits, usage patterns, or learner engagement, rather than examining the pedagogical characteristics of instructional content. However, few studies have systematically analyzed the instructional strategies embedded in Facebook language-learning videos, particularly regarding how these strategies align with established multimedia and interaction-based learning principles.

At the local level, language-learning videos produced by educators and content creators are increasingly prevalent on Facebook, covering topics such as vocabulary, pronunciation, grammar, and conversational skills. However, there is limited systematic investigation into their instructional design, thematic focus, and pedagogical quality within the Philippine context.

This study is grounded in two complementary theoretical frameworks: the Cognitive Theory of Multimedia Learning (CTML) and the Interaction Hypothesis. CTML explains how learners process multimedia information by integrating verbal and visual elements while managing cognitive load (Mayer, 2021). The Interaction Hypothesis emphasizes the role of meaningful communication and interaction in second language acquisition (Long, 1996). In social media environments, interaction may occur through comments, responses, and user engagement, supporting language processing in authentic contexts. Together, these frameworks provide a basis for examining both cognitive and communicative dimensions of social media-based learning.

Recent studies further support the potential of social media for language learning. A meta-analysis by Duha et al. (2025) reports a strong positive effect of social media use on foreign language outcomes, particularly when platforms integrate video, multimodal features, and interactive elements. Similarly, studies in the Philippines indicate that Facebook-based video content can enhance grammar comprehension and viewing skills, although challenges such as distraction and information overload remain (Dugho & Sumayo, 2025; Dizon, 2021).

To systematically examine such content, this study adopts Mayring's (2000) Qualitative Content Analysis (QCA), a structured and rule-guided approach suitable for analyzing multimodal instructional materials. This method enables the identification of both explicit content features and underlying pedagogical strategies in educational videos. Therefore, this study aims to systematically analyze Facebook educational language-learning videos by identifying (1) dominant content themes, (2) instructional strategies employed, and (3) the extent to which these strategies align with the Cognitive Theory of Multimedia Learning (CTML) and the Interaction Hypothesis. By focusing on these dimensions, the study seeks to contribute to a clearer understanding of how social media-based instructional content supports language learning and to provide insights for improving the design of educational videos.

Methodology

Research Design

This study employed a qualitative content analysis research design, a systematic and interpretive approach for examining textual and visual data by identifying, coding, and categorizing patterns into themes. This method enables the analysis of both manifest content (explicit meanings) and latent content (underlying meanings), making it particularly suitable for exploring instructional practices within complex digital media environments.

Guided by Mayring's (2000) framework, the study adopted a rule-based, structured approach to analyzing media content. Selected Facebook-based language-learning videos served as the primary data sources, supported by transcripts and observational notes. These materials were carefully reviewed, and initial coding procedures were conducted to capture key features related to content themes and instructional strategies. The choice of Mayring's Qualitative Content Analysis was based on its capacity to provide methodological rigor in multimedia analysis. Unlike more subjective thematic approaches, this framework emphasizes systematic procedures that allow for the reliable classification of observable instructional elements while also supporting the interpretation of deeper pedagogical meanings. Through an inductive category development process, codes and themes were derived directly from the data, ensuring that findings remained grounded in the instructional content of the videos. This approach enabled the study to address the following objectives: (1) identify the most prominent content themes, (2) examine the instructional strategies used by content creators, and (3) analyze how these strategies align with established language-learning principles. Overall, qualitative content analysis provided a balance of structure and flexibility, ensuring analytical rigor while offering a comprehensive understanding of language instruction in digital environments.

Research Corpus and Sampling Technique

The study corpus comprised 20 publicly accessible Facebook videos that explicitly taught English grammar, vocabulary, pronunciation, or broader learning strategies. A purposive sampling strategy was employed using a newly created Facebook account in incognito mode on 7 March 2026. Videos were identified through keyword searches, including English lessons, grammar tutorials, vocabulary tips, pronunciation guides, and language learning videos. Figure 1 illustrates each stage of the sampling process, detailing the number of videos retained and excluded at each phase. It further confirms that the final set of 20 videos was purposively selected to constitute the study corpus.

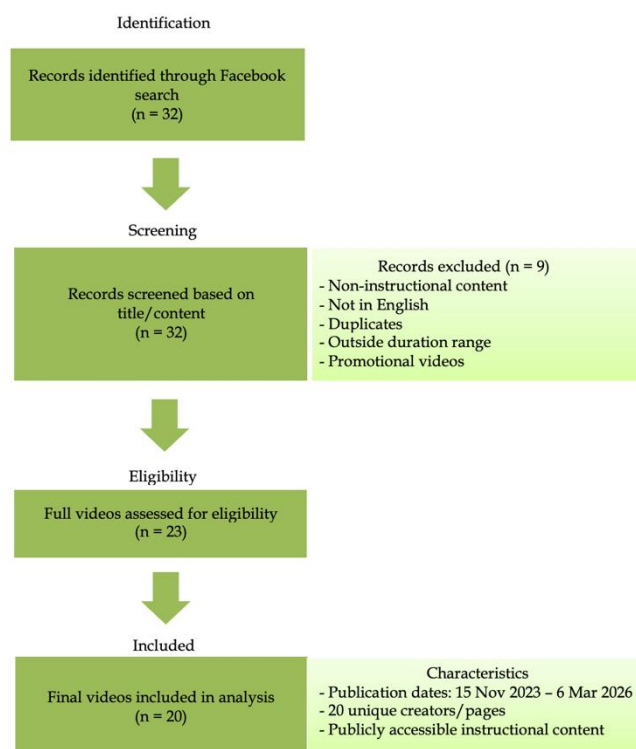


Figure 1. *Sampling process*

The initial search yielded 32 videos. During the screening process, the videos were identified and removed. The remaining videos were then screened against predefined inclusion criteria (public accessibility, English-language instructional content, duration 15 seconds–30 minutes) and exclusion criteria (non-instructional content, non-English language, duplicates, out-of-range duration, promotional material), resulting in 23 eligible recordings. From these, twenty videos, each from a distinct Facebook page, were selected. All videos were publicly available at the time of data collection and had been produced between 15 November 2023 and 6 March 2026.

For systematic documentation, each video was recorded using a data sheet that captured the title, duration, posting date, views and reactions, language focus, and preliminary notes on instructional strategies. When necessary, transcripts or screenshots were used to ensure coding consistency and reliability.

Data Gathering Procedure

The data gathering process was conducted in several stages. First, relevant Facebook pages and educational content creators were identified through keyword searches such as English lesson, grammar tutorial, vocabulary tips, pronunciation guide, and language learning video. These searches were conducted on Facebook to locate instructional videos related to English language learning. Second, the identified videos were screened according to the established inclusion criteria. Videos that were unrelated to language learning, promotional, duplicated, or purely entertainment-oriented were excluded from the dataset. Finally, the selected videos were systematically documented using a data recording sheet that included information such as the video title, duration, date posted, number of views and reactions, language focus, and preliminary observations on instructional strategies. When necessary, videos were also documented through transcripts or screenshots to ensure consistency in coding and analysis.

Research Instrument

The study utilized a researcher-developed coding sheet designed to systematically capture content features and instructional strategies. The instrument included categories such as language focus, instructional techniques, multimodal elements, and interaction features. The coding scheme was developed inductively from repeated video viewings and aligned with CTML and the Interaction Hypothesis.

Data Analysis Procedure

Table 1. *Sample Coding Process in Qualitative Content Analysis*

Raw Excerpt	Initial Code	Category	Final Theme
Instructor prompts: “What’s a verb that means to say something aloud?”	Guided elicitation of vocabulary meaning	Lexical comprehension strategies	Vocabulary Development
“The instructor elicits the meaning of utter.”	Elicitation of target lexical item	Lexical elicitation techniques	Vocabulary Development
“Contextualizes it within a sentence.”			
“Similar treatments of items such as pant and bribe.”	Contextualized vocabulary presentation	Context-based vocabulary instruction	Vocabulary Development
“Integration of elicitation and contextualized usage supports lexical comprehension.”	Multiple vocabulary items taught through contextual examples	Repetition and expansion of lexical items	Vocabulary Development
	Combined elicitation and contextualization strategy	Integrated vocabulary teaching strategies	Vocabulary Development
			Vocabulary Development

The selected videos were analyzed using qualitative content analysis following Mayring’s (2000) systematic, rule-guided approach. The study used descriptive frequency counts and did not employ inferential statistics. The unit

of analysis was the individual video, which was treated as a whole, while meaningful segments (e.g., instructional explanations, examples, or strategy demonstrations) were coded to capture specific content features and instructional elements. Two researchers conducted the initial coding, while the remaining two cross-checked codes and category assignments to ensure consistency and reduce bias; throughout coding and analysis, all team members periodically reviewed codes and categories to maintain accuracy and coherence. Repeated viewings of the videos, review of transcripts and notes, and reflexive memoing supported data familiarization, documentation of analytic decisions, and systematic category development. Codes were inductively organized into categories and refined following a structured qualitative content analysis procedure. An audit trail and team discussions were maintained to resolve discrepancies and enhance the credibility, dependability, and confirmability of the findings, which were structured around the study's objectives of identifying content categories, instructional strategies, and their educational value. Intercooder reliability was established using Cohen's Kappa coefficient. The analysis yielded a κ value of 0.82, indicating strong agreement between coders. Discrepancies were resolved through discussion and consensus to ensure coding consistency. Table 1 illustrates the qualitative content analysis process following Philipp Mayring, showing how a raw instructional excerpt from Video 1 is systematically transformed into an initial code, organized into a category, and abstracted into a final theme. It further demonstrates how elicitation and contextualized vocabulary instruction are analytically synthesized into the overarching theme of Vocabulary Development.

Ethical Considerations

The study adhered to established ethical standards for media-based research. Since only publicly available Facebook videos were analyzed, no direct human participants were involved, minimizing risks related to privacy or confidentiality. Only publicly accessible materials were used, and no personal information from content creators or viewers was collected. Videos were utilized solely for academic analysis, with no reproduction of copyrighted materials beyond brief descriptive references when necessary. No mathematical equations were used as the study employed a qualitative content analysis approach.

Results and Discussion

Table 2. *Profile of Selected Facebook Educational Language Videos*

Video No.	Title	Description	Author/Creator	Date Published	Source
1	GRE Words: Utter, Pant, Bribe	Vocabulary lesson focusing on advanced English words	Rachel's English	February 2026	Facebook (public video post)
2	It's "to", not "with"	Grammar lesson on correct preposition usage	English Teacher Monica	December 2023	Facebook (public video post)
3	Work Adjectives	Lesson on adjectives related to work and descriptions	Bob the Canadian	December 2025	Facebook (public video post)
4	Phrases for Walking and Running	Common expressions used in daily activities	Rebeca Taylor	March 2026	Facebook (public video post)
5	Idioms About Hopes & Wishes	Idiomatic expressions related to hopes and wishes	Learn English Lauren	February 2026	Facebook (public video post)
6	Mini Grammar Lesson - Adverbs	Explanation of adverbs and their usage	Be Glad	January 2026	Facebook (public video post)
7	On, At, In	Prepositions of place and time	Jack Alexander English	February 2026	Facebook (public video post)
8	Pronunciation "OU"	Pronunciation practice for vowel sound "ou"	Precious Chibuzor Eke	August 2025	Facebook (public video post)
9	Food Vocabulary	Basic English vocabulary building	English Lingo	February 2026	Facebook (public video post)
10	Pronunciation - 6 Words	Pronunciation practice using selected words	Veronika Mark	February 2026	Facebook (public video post)
11	I Have Done vs I Had Done	Grammar explanation of verb tenses	English with Aga	February 2026	Facebook (public video post)

12	Coordinating Conjunctions	Practice on correct preposition usage	Grammarsaurus	March 2025	Facebook (public video post)
13	Beating Speaking Anxiety	Tips for improving speaking confidence	BBC Learning English	March 2026	Facebook (public video post)
14	Pronunciation Lesson	Basic pronunciation practice	English learning 101	October 2025	Facebook (public video post)
15	Homographs: Same Spelling, Different Meaning	Explanation of homographs and pronunciation differences	English with Regan	March 2026	Facebook (public video post)
16	Pronunciation Practice	General pronunciation improvement lesson	Speakeasymatyas	February 2026	Facebook (public video post)
17	English Vocabulary	Vocabulary development lesson	Learn English	November 2023	Facebook (public video post)
18	5 Synonyms	Vocabulary lesson on synonyms	English with Kris Amerikos	July 2024	Facebook (public video post)
19	“Ch” vs “Sh” Pronunciation	Comparison of consonant sounds	Mondbiz English	March 2024	Facebook (public video post)
20	Have vs Having; Stative vs Dynamic Verbs	Grammar lesson on verb forms and types	Fluently Mey	December 2025	Facebook (public video post)

As presented in Table 2, a total of twenty Facebook-based educational language videos were selected for analysis. These twenty videos represent the final dataset selected after applying the inclusion and exclusion criteria outlined in the methodology. The dataset includes content produced by a mix of independent language instructors and established educational platforms, reflecting a diversity of instructional styles and presentation formats. The videos were published between 2023 and 2026, with a concentration in 2025 and 2026, indicating that the sample represents relatively recent microlearning content available on Facebook.

In terms of content focus, the videos cover a range of language learning areas, including vocabulary development, grammar instruction, pronunciation practice, and conversational expressions. This variation ensures that the dataset captures multiple dimensions of language teaching as implemented in short-form social media contexts. The inclusion of detailed metadata such as title, description, author/creator, publication date, and source enhances the study's transparency, credibility, and replicability, allowing for a clearer understanding of the content being analyzed.

Table 3. *Most Prominent Content Themes in Facebook Educational Language Videos*

Category	Description	Sample Evidence (Transcript/Visual)	Frequency (Video No.)	Interpretation
Language Basics	Focus on basic vocabulary, greetings, and commonly used everyday expressions	“Hello, good morning,” “How are you?”, basic word introductions with subtitles and gestures	1, 3, 6, 8, 9, 10, 14, 15, 17, 18, 19, 20	Beginner focus; foundational vocabulary; communicative basics
Grammar Concepts	Explicit explanation of grammatical rules such as subject-verb agreement, verb tenses, and sentence construction	“Use ‘is’ for singular subjects,” “Past tense of go is went,” rule-based sentence examples	2, 3, 6, 7, 9, 11, 12, 13, 16, 20	Rule-based learning; accuracy focus; formal instruction
Pronunciation Practice	Demonstration of correct pronunciation through repetition, phonetic emphasis, and guided speaking drills	“Repeat after me...,” slow articulation, stress and intonation modeling	1, 4, 8, 10, 14, 15, 16, 19	Phonological development; repetition; speech clarity
Conversational Use	Application of language in contextualized dialogues, role-plays, and real-life communication scenarios	Short dialogues such as greetings, ordering, or daily conversations presented through skits	4, 5, 7, 8, 9, 13, 18	Communicative competence; contextual use; lower emphasis

The findings indicate that language basics constitute the dominant content theme, followed by pronunciation, grammar, and conversational use. This focus is closely linked to vocabulary development, which features prominently in Videos 1–3, 6, 8, 9, 10, 14–15, 17, 18, and 19–20. In these videos, instructors introduce lexical items, collocations, and strategies such as circumlocution, reflecting a systematic emphasis on building foundational

vocabulary. For instance, Video 3 employs on-screen captions and choral repetition to present basic greetings and high-frequency expressions, clearly targeting beginner learners and reflecting structured, concise instructional delivery. A representative example is observed in Video 1, where the instructor elicits the meaning of *utter* and contextualizes it within a sentence, alongside similar treatments of items such as *pant* and *bribe*. This integration of elicitation and contextualized usage suggests instructional coherence by facilitating comprehension and retention. These patterns imply that, although the videos are structurally organized, they may primarily encourage surface-level engagement rather than deep language processing.

Such practices align with mobile-assisted language learning research, which underscores the effectiveness of short-form videos for vocabulary acquisition; for example, Nguyen et al. (2024) report significant gains in vocabulary retention among learners exposed to Facebook-based video instruction. The prominence of language basics suggests a pedagogical orientation toward beginner-level learners, consistent with the view that sustained exposure to foundational input is essential in early language development (Nation, 2022). However, this strong emphasis on microlearning discrete vocabulary items may also pose limitations to deeper language development. While short-form content is effective for initial exposure and memorization, it may not sufficiently support the development of higher-order language skills such as discourse competence, pragmatic awareness, and extended meaning negotiation, which typically require longer, more sustained interaction.

Pronunciation practice also emerged as a highly prominent theme, closely aligned with broader patterns of phonological awareness observed across Videos 1, 4, 8, 10, 14, 15, 16, and 19. These videos address sound contrasts, irregular spelling patterns, and minimal pairs, reflecting a systematic focus on developing learners' sensitivity to phonological distinctions. For instance, in Video 8, the instructor models target sounds and prompts learners to repeat after guided examples, drawing attention to pronunciation accuracy through controlled repetition and auditory imitation, reflecting pedagogically designed features for phonological training. Similarly, in Video 15, the instructor focuses on the word *tear*, explicitly contrasting its pronunciation and meaning (tear as in crying vs. tear as in ripping), thereby highlighting form-meaning relationships and subtle phonological differences. In Video 19, the contrast between /tʃ/ and /ʃ/ is demonstrated through examples such as *chair* and *share*, with learners prompted to repeat and discriminate between the sounds.

Such modeling and repetition practices align with research emphasizing the role of short-form video platforms in supporting pronunciation development through repeated exposure and imitation (Sulistiani, Syahid, & Qamariah, 2025; Adityo & Novitasari, 2023). The prominence of these strategies underscores the importance of phonological awareness in second language learning, particularly for enhancing intelligibility and listening comprehension. This is consistent with findings that explicit pronunciation instruction combined with repetition significantly improves learners' spoken accuracy and fluency (Saito & Plonsky, 2019). These practices further align with selected language-learning principles, although the depth of processing may remain limited. Such patterns point to a tendency toward surface-level engagement despite structured presentation.

Nevertheless, the reliance on repetition-based techniques in short-form videos may risk encouraging surface-level engagement, in which learners imitate sounds without fully internalizing phonological rules or transferring these skills to spontaneous speech.

Grammar concepts were likewise emphasized, aligning with broader patterns of grammar and usage instruction observed in Videos 2, 3, 6, 7, 9, 11, 12, 13, 16, and 20. These segments focus on grammatical accuracy, collocation, and syntactic patterns, often presented through contrastive explanations that support deeper structural understanding. For instance, in Video 6, the instructor provides step-by-step explanations of target structures, using multiple examples and guided practice to highlight form-function relationships, reflecting a clear form-focused instructional approach and functioning as instructionally structured content for grammar instruction. A more explicit illustration appears in Video 11, where the instructor distinguishes between the present perfect and past perfect by contrasting "I have done the laundry" with "When you called me this morning, I had already done the laundry." Such comparisons clarify temporal relationships between actions and facilitate learners' comprehension of tense and aspect.

These practices indicate a reliance on form-focused instruction, which remains central in language teaching,

particularly in contexts prioritizing accuracy. As argued by Ellis (2021), explicit grammar instruction can support language acquisition when integrated with meaningful practice, enabling learners to notice and internalize linguistic forms and thereby contributing to alignment with multimedia learning theory. However, it is important to note that the pedagogical effectiveness of such explanations in social media contexts may vary with content creators' expertise. In some cases, microlearning formats may oversimplify complex grammatical structures, reducing them to surface-level procedural rules that can limit learners' ability to fully internalize underlying syntactic relationships. Such simplification may risk fragmenting learners' understanding of complex grammatical systems, particularly in the absence of extended contextual practice. While some instructors demonstrate structured, pedagogically informed approaches, others may offer simplified or incomplete explanations, which could lead to misconceptions or fragmented understanding among learners.

In contrast, conversational use appeared less frequently, suggesting limited opportunities for sustained contextualized communication. However, a recurring feature across several videos was the integration of contextualized language learning, in which target forms were embedded in situational or dialogue-based examples. For instance, in Video 2, the structure *engaged to* is introduced through a relationship-based dialogue, followed by the clarification "See, it's 'to,' not 'with,'" illustrating how grammatical forms are explained within meaningful contexts. This approach reflects principles of Communicative Language Teaching (CLT), which advocate learning grammar through authentic use rather than isolated rule presentation (Chen, 2022; Salam & Luksfinanto, 2024), thereby showing pedagogical design principles. Overall, while the videos exhibit structured instructional design, their emphasis remains largely on controlled input rather than extended language use.

Additionally, several videos incorporated interactive engagement strategies, such as prompts, reflective questions, and invitations for viewer participation. In Video 13, for example, learners are encouraged to consider strategies for maintaining conversation when lexical gaps occur, introducing "buying time" expressions such as "Sorry, my mind has gone blank." These techniques simulate conversational interaction and align with the participatory affordances of social media-based learning environments (Alsenafi et al., 2024). However, such interactive features may foster engagement without guaranteeing actual learning outcomes, as participation is often passive and lacks feedback, meaning negotiation, and real-time interaction—elements considered essential for the development of communicative competence.

Despite these features, the relatively limited presence of extended dialogues and communicative tasks suggests that communicative competence is not the primary instructional focus. This highlights a gap between the observed video content and communicative-oriented pedagogy, which emphasizes sustained interaction and authentic language use as central to language development (Richards, 2022). Overall, while the videos exhibit strong pedagogical appearance through structured explanations, repetition, and interactivity, the extent to which these features translate into measurable language acquisition remains uncertain, warranting cautious interpretation of their instructional effectiveness.

Table 4. *Instructional Strategies Used by Content Creators Observed in Facebook Educational Videos*

Category	Description	Sample Evidence (Transcript/Visual)	Frequency (Video No.)	Interpretation
Modeling	Demonstration of correct language use by the content creator through examples and performance	Creator performs dialogues, demonstrates sentence use, models correct pronunciation and grammar	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 14, 15, 17, 19	Dominant strategy; language input; imitation learning
Repetition	Repeating words, phrases, or sentences multiple times to reinforce learning	"Repeat after me...", repeated pronunciation drills, echo reading	1, 3, 4, 6, 8, 9, 10, 12, 13, 15, 18, 19, 20	Memory retention; practice reinforcement; skill acquisition
Visual Aids	Use of on-screen text, captions, images, and highlighted words to support understanding	Subtitles, highlighted keywords, text overlays showing grammar rules or vocabulary	2, 4, 5, 7, 8, 10, 11, 12, 14, 16, 20	Multimodal support; comprehension enhancement; concept clarity
Questioning	Asking learners questions to check understanding or encourage participation	"What is this called?", "Can you answer this?", pause for response prompts	3, 5, 7, 9, 11, 13, 17, 18	Learner engagement; interaction prompts; limited use

Step-by-step explanation	Breaking down language concepts into smaller, manageable parts for easier understanding	Gradual explanation of sentence structure, guided examples from simple to complex	2, 6, 7, 9, 11, 12, 13, 15, 16, 17	Scaffolded learning; structured delivery; progressive understanding
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As Table 4 shows, about instructional strategies, the analysis revealed that modeling is the dominant instructional technique, followed by repetition, visual aids, step-by-step explanation, and questioning. For instance, in Video 5, the instructor introduces idioms related to hope and wishes and models their usage by embedding them within a movie clip, allowing learners to observe how these expressions function in authentic contexts before attempting to use them. Similarly, Video 14 features the instructor articulating a series of /th/ sounds while learners are prompted to “listen first” and then repeat, again foregrounding demonstration as the primary mode of instruction. These examples indicate that instructors prioritize modeling as a primary instructional technique, reflecting didactic characteristics of structured language input. The dominance of modeling suggests that content creators prioritize demonstration as a primary means of instruction, enabling learners to observe correct language use before attempting production. This aligns with social learning principles, where learners acquire knowledge through observation and imitation (Bandura, 1986, as cited in Schunk & DiBenedetto, 2020). At the same time, reliance on modeling may inadvertently limit learners' opportunities to engage in self-directed experimentation, potentially reducing the active construction of knowledge and the deeper internalization of language forms.

Repetition was frequently used, particularly in pronunciation and vocabulary exercises. In Video 10, for example, the presenter leads a “repeat after me” sequence focused on pronouncing key vocabulary items, cycling through the same words multiple times to reinforce both form and sound. Likewise, Video 4 includes a rapid drill in which learners are asked to repeat target sentences three times, indicating reliance on practice and reinforcement. These examples demonstrate how repetition is regularly employed to consolidate learners' phonological accuracy and fluency. This reflects a behaviorist approach to language learning, where habit formation is achieved through repeated exposure and practice. Behaviorist principles remain relevant in digital learning environments, as repetition has been shown to enhance retention and support the development of automaticity in language use (Horvath & Arunachalam, 2021). Nonetheless, repetitive practice in microlearning contexts may risk superficial engagement, where learners mimic forms without fully understanding or applying them in communicative contexts. This reflects a tendency toward surface-level engagement, where learners may imitate linguistic forms without achieving deeper conceptual understanding or communicative competence.

The use of visual aids, such as subtitles and on-screen text, highlights the multimodal nature of the videos. For instance, Video 7 features the instructor using a board in a classroom-like setting to explain the use of prepositions such as “on,” “at,” and “in,” pointing with a stick and providing example sentences to visually reinforce meaning. Similarly, Video 16 displays key phrases in large, colour-coded text while the teacher reads them aloud, enabling learners to map spoken forms onto written representations. These examples show that visual elements support and structure language input. Visual support enhances comprehension, especially for beginner learners. Mayer's Cognitive Theory of Multimedia Learning suggests that combining visual and verbal input leads to deeper learning (Mayer, 2021). However, visual aids alone cannot guarantee conceptual understanding, and their effectiveness may vary depending on the learner's prior knowledge, attention, and engagement.

Step-by-step explanation was another commonly observed strategy, indicating that content creators attempt to scaffold learning by breaking down complex concepts into manageable parts. In Video 12, the instructor discusses the use of conjunctions such as “but,” “and,” and “so,” while in Video 20, the instructor explains the use of “have” and “having.” In both cases, the instructors present a grammar point by first introducing a simple rule, then providing examples, and finally contrasting correct and incorrect forms, thus guiding learners through a sequenced explanation. This structured approach supports gradual understanding of target forms. This aligns with Vygotsky's Zone of Proximal Development, where learners achieve higher understanding with guidance. Recent studies (e.g., Lantolf et al., 2021) show that scaffolded instruction supports language development, thereby showing alignment with selected language-learning principles. Stepwise explanations may create an illusion of comprehensiveness if not applied in authentic communication.

However, questioning was the least frequently used strategy, suggesting limited opportunities for learner

interaction. While some videos attempted to engage learners through prompts—for example, Video 17 includes questions such as “What’s this?” and “What about this?”, and concludes by asking learners about the last picture and inviting them to respond in the comments—these questions are not followed by wait time or uptake, and interaction remains largely one-way. Limited questioning indicates a teacher-fronted mode of instruction. This limitation contrasts with learner-centred approaches that emphasize active participation and engagement as critical components of effective language learning (Mercer & Dörnyei, 2020). Despite apparent interactivity, the design may overstate learner engagement and limit communicative practice.

Table 5. *Instructional Strategies, Language Learning Principles, and Educational Value Observed in Facebook Educational Language Videos*

Category	Description	Supporting Evidence (Observed Features Across Videos)	Frequency (Videos)	CTML Principle	Educational Value Interpretation
Comprehensible Input	Content is presented clearly and at an appropriate level of difficulty	Slow-paced speech, simplified vocabulary, subtitles, clear pronunciation modeling	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 14, 16, 18, 19	Managing Essential Processing	Reduced cognitive load; efficient processing; improved comprehension
Active Learning	Learners are prompted to actively engage with content	“Repeat after me,” guided practice, pauses for learner response	1, 3, 5, 6, 7, 9, 10, 13, 15, 17, 18	Generative Processing	Active engagement; deeper processing; memory strengthening
Reinforcement	Key language elements are repeated to support retention	Repetition of vocabulary, phrases, pronunciation drills	1, 2, 4, 5, 6, 7, 8, 10, 11, 12, 14, 16, 18, 20	Strengthening Mental Representations	Memory retention; recall support; pattern reinforcement
Multimodal Input	Information is presented using visual and auditory modes	Text overlays, captions, gestures, audio explanations	2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 15, 17, 19	Dual-Channel Processing	Visual-verbal integration; comprehension enhancement; clarity
Contextualization	Language is embedded in meaningful, real-life scenarios	Dialogues, situational examples, conversational contexts	3, 5, 7, 8, 9, 11, 13, 14, 15, 17, 18, 19	Organization of Knowledge	Meaningful context; schema building; applied understanding
Explicit Instruction	Clear explanation of linguistic rules and forms	Definitions, rule-based teaching, structured explanations	1, 2, 4, 6, 10, 11, 12, 14, 16, 20	Guided Cognitive Processing	Focused attention; rule clarity; accurate learning
Scaffolding	Gradual progression from simple to complex content	Step-by-step explanations, building examples	2, 3, 5, 6, 9, 12, 13, 15, 17	Managing Intrinsic Load	Progressive learning; reduced difficulty; cognitive support
Pronunciation Focus	Emphasis on sound production and phonological accuracy	Modeling, stress/intonation practice, repetition	1, 4, 6, 7, 10, 12, 14, 16, 18	Auditory Processing Optimization	Phonological accuracy; listening skills; speech clarity
Engagement Techniques	Use of elements to sustain attention and motivation	Humor, expressive delivery, dynamic visuals	3, 5, 7, 8, 9, 13, 15, 17, 18, 19	Attention Management	Sustained attention; learner motivation; focus retention
Microlearning Structure	Content is segmented into short, focused units	Brief videos, single-topic focus, concise explanations	1–20 (all videos)	Cognitive Load Management	Reduced overload; concise delivery; retention support

The analysis presented in Table 5 indicates that the instructional strategies employed in Facebook-based language learning videos reflect a coherent pattern of cognitively efficient design when interpreted through the Cognitive Theory of Multimedia Learning. Across the dataset, content creators consistently employ strategies that manage cognitive load, integrate multimodal input, and promote active learner engagement.

Comprehensible input and microlearning structures are particularly salient, demonstrating a strong emphasis on reducing cognitive overload through concise, segmented, and accessible content. Multimodal input and explicit instruction further support dual-channel processing and guided attention, thereby enhancing comprehension and retention. In this regard, Karabıyık, Arslan, and Kavaklı (2022) demonstrate that the integration of video and audio reduces cognitive effort while improving comprehension, whereas Huang, Zhang, Yu, Liu, and Huang (2022) show that well-sequenced multimodal input enhances learning outcomes without increasing cognitive load. This brevity may also oversimplify complex grammatical structures and reduce them to surface-level procedural rules, thereby limiting learners' opportunities to develop a deeper understanding of underlying syntactic and functional relationships. Nonetheless, the brevity and segmentation inherent in microlearning may constrain deeper linguistic integration, limiting learners' ability to engage in extended discourse or complex problem-solving tasks.

Moreover, active learning, reinforcement, and engagement strategies promote generative processing by encouraging rehearsal, participation, and sustained attention. This is consistent with Dugho and Sumayo (2025), who report that short-form Facebook videos significantly enhance learner engagement and knowledge acquisition. Contextualization and scaffolding further support the organization of knowledge by linking language forms to meaningful use and enabling progressive learning, aligning with Korkealehto and Leier (2021), who highlight the effectiveness of multimodal, interactive environments in social media-based language learning. However, the extent to which these strategies translate into measurable learning outcomes may vary with the content creator's expertise, the clarity of explanations, and learners' motivation and self-regulation.

Taken together, the three tables show that the Facebook-based language videos in this corpus are strongly oriented toward beginner-level development, proceduralized through highly demonstrative, cognitively efficient instruction. The dominant content focus is on language basics, core vocabulary, greetings, and high-frequency structures, supplemented by substantial attention to pronunciation and grammar, while relatively few segments offer fully contextualized conversational use, indicating that communicative competence is only weakly foregrounded. At the procedural level, creators rely most heavily on modeling, repetition, visual support, and step-by-step explanation, with questioning and dialogic moves used only sporadically. This results in largely teacher-fronted, low-interaction formats despite clear opportunities for greater learner involvement. Consequently, while the videos exhibit a strong pedagogical appearance, the actual potential for interactive, learner-centered engagement remains limited.

Viewed through the lens of the Cognitive Theory of Multimedia Learning, these strategies cohere into a microlearning-oriented instructional design characterized by structured delivery, multimodal input, and focused learning targets. Cognitive load is managed through segmentation and concise presentation, while generative processing is supported through rehearsal and brief engagement tasks. Collectively, the findings indicate that short-form Facebook videos effectively support foundational L2 knowledge and accuracy-focused practice. However, their current implementation underutilizes opportunities for interaction and communicative engagement, which are central to learner-centered and communicative language teaching approaches.

Conclusion

This study examined the prominent content features and instructional strategies present in Facebook-based educational language videos through qualitative media content analysis. The findings indicate that these videos consistently demonstrate recurring pedagogical patterns, particularly emphasizing language basics, pronunciation practice, and grammar instruction. Instruction is predominantly delivered through modeling, repetition, visual aids, and step-by-step explanations, reflecting a structured and form-focused approach to language teaching.

When interpreted through the Cognitive Theory of Multimedia Learning (CTML), the analyzed videos exhibit pedagogically relevant design characteristics, including multimodal input, microlearning resources, and clear content segmentation. These elements align with selected language-learning principles, particularly in structured input presentation and content organization. Additionally, certain features, such as contextualized examples and limited prompting, suggest partial alignment with communicative and interaction-based principles, although opportunities for sustained interaction remain minimal.

Importantly, the study is limited to analyzing video content and does not examine learner engagement, classroom integration, or measurable learning outcomes. Therefore, no claims are made regarding the instructional effectiveness of these videos in improving language proficiency.

The findings have practical implications for multiple stakeholders. For teachers, the results highlight the need to supplement video-based instruction with interactive and communicative tasks. For curriculum designers, the study underscores the importance of integrating microlearning resources within structured pedagogical frameworks. For educational technology developers, the findings suggest the need to design more interactive video features that promote learner engagement and feedback mechanisms.

The findings support the conclusion that Facebook educational language videos display recurring pedagogical features that align with selected principles of language instruction and have potential value as supplementary informal learning materials, particularly for foundational language exposure. However, their current design tends to prioritize form-focused instruction over interactive and communicative language use.

Contributions of Authors

Author 1: Spearheaded the study's conceptualization and overall research design. Supervised and coordinated the entire research process and finalized the manuscript for completion and submission. Contributed to the refinement and enhancement of the manuscript, ensured adherence to publication and formatting standards, and strengthened the methodological framework of the research.

Author 2: Responsible for the systematic review and analysis of media content relevant to the study. Contributed to the study's conceptualization. Responsible for the preparation of the original manuscript draft, the conduct and interpretation of the media content analysis, and the development of the proposed framework. Assisted in ensuring the paper's overall clarity, coherence, and publication readiness.

Author 3: Assisted in the review and verification of all gathered data and contributed to the analysis and interpretation of the findings. Provided support to ensure the accuracy, consistency, and reliability of research outputs, while also contributing to the overall organization and refinement of the study.

Author 4: Assisted in the review and verification of all gathered data and contributed to the analysis and interpretation of the findings. Provided support to ensure the accuracy, consistency, and reliability of research outputs, while also contributing to the overall organization and refinement of the study.

Author 5: Responsible for reviewing the study's overall consistency, relevance, and clarity. Assisted in evaluating the coherence of the research content, methodology, and findings, and contributing to the refinement and academic quality of the manuscript.

Author 6: Responsible for reviewing the study's overall consistency, relevance, and clarity. Assisted in evaluating the coherence of the research content, methodology, and findings, and contributing to the refinement and academic quality of the manuscript.

Funding

No external funding or financial assistance was received for this study.

Conflict of Interests

The researchers declare no conflicts of interest regarding the conduct and publication of this study. The study was completed independently, and no financial or material support was received from any institution or organization that could have influenced the findings, analysis, or presentation of the research.

Acknowledgment

The researchers wish to express their sincere and profound gratitude to all individuals who contributed to the successful completion of this study. First and foremost, they extend their heartfelt appreciation to all those who provided invaluable guidance, professional expertise, and unwavering support throughout the research process. Their insightful comments, constructive criticisms, and thoughtful suggestions significantly enhanced the quality, coherence, and direction of this study. The researchers likewise acknowledge the cooperation, diligence, and collective effort of the research group members. Their sustained commitment and collaborative engagement were vital to the systematic execution and completion of the research undertaking. Special recognition is also accorded to the researchers' families and friends for their unwavering moral support, encouragement, and understanding throughout the duration of this academic endeavor. Their patience and motivation provided essential emotional sustenance during the conduct of the study. Above all, the researchers express their utmost gratitude to God for the wisdom, strength, and perseverance granted to them, which made the completion of this research possible.

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