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CHINESE PRIMARY SCHOOL TEACHERS' PERCEPTIONS OF SOCIAL MEDIA-BASED MICROLEARNING FOR IMPROVING STUDENTS' ENGLISH-SPEAKING ABILITIES

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ABSTRACT

Aim/Purpose	This study aimed to identify primary school teachers' perceptions of leveraging social media-based microlearning to improve students' English-speaking abilities.
Background	The value of social media as an effective educational tool for English language learning has been recognized by educators in higher education in China. However, there is a lack of investigation into primary school teachers' perceptions of using social media to improve English in China, especially English speaking,

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which has long been a weak component for Chinese EFL learners. Microlearning, as an effective learning approach for training, has been effectively adopted in various fields. Therefore, exploring the Chinese primary school teachers' perceptions of social media-based microlearning to improve students' English-speaking abilities may contribute to innovative learning for EFL speaking.

Methodology	This study served as a case study, particularly a single-case design, in investigating how in-service Chinese primary school teachers perceived the role of social media-based microlearning in improving students' speaking skills. Data was gathered through an online qualitative survey and analyzed via Thematic Analysis using NVivo 14. Twenty participants were recruited through convenience sampling from a primary school in Chengdu, Sichuan, in southwest China.
Contribution	This study contributed to the awareness of using social media-based technologies to improve Chinese college students' English-speaking abilities by providing the teachers' perspectives.
Findings	The analysis yielded several subthemes for the six primary themes, namely Disparities, Affordances, Drawbacks, Challenges, Suitable Content Types, and Helpful Suggestions. Specifically, the affordances of social media-based microlearning included Flexibility in Learning Pace, Accessibility and Convenience, Diverse Learning Resources, and Authentic Language Exposure. Additionally, there are five suitable content types: Multimedia-based Stories and Content, Practical English, Popular Channels, and Learning Skills. The analysis of drawbacks and challenges indicated that the learner-centered design of social media-based microlearning still needs improvement. Lastly, focusing on the creation of a supportive learning community, several subthemes were listed for Helpful Suggestions.
Recommendations for Practitioners	The findings revealed that social media-based microlearning is a promising approach to English-language learning in primary schools. Relevant guidelines, challenges, and suggestions found in this study should also be taken into consideration for effective application.
Recommendations for Researchers	For researchers in the field of instructional technology, it is essential to realize that this study primarily focuses on teachers' perspectives in terms of the use of social media-based microlearning for learning, which means that incorporating the viewpoints of students and experts may be necessary for an in-depth needs analysis.
Impact on Society	Leveraging social media-based microlearning to enhance students' English-speaking abilities presents advantages and disadvantages. Yet the potential for effective social media-based English learning, if well designed, becomes promising.
Future Research	More empirical studies investigating social media-based microlearning modules on students' English speaking should be conducted for future research, along with integrating new technologies or teaching paradigms, such as social media-based collaborative learning.
Keywords	Chinese primary school, teachers' perceptions, social media-based microlearning, English-speaking abilities

INTRODUCTION

English, particularly referring to English as a Foreign Language (EFL) as an international communication tool, has become vital for individuals from non-English-speaking countries to keep up with the pace of globalization. In China, EFL speaking is widely considered a challenging task for most EFL learners, compared with reading, writing, and listening in EFL classes (Du, 2016). Learners having difficulty speaking well may face many language learning issues. Therefore, improving their English-speaking abilities is a prioritized task for learners of all ages. Nowadays, learning English, particularly oral English, has been closely associated with the application of various digital technologies, such as mobile phones, laptops, online platforms, and so forth. In recent years, mobile social media-based learning has become a popular technology-supported learning approach for English learning (Barrot, 2022). Several affordances have been found in terms of using social media to improve language teaching and learning (Xue & Churchill, 2022). In addition, there is a broad range of social media platforms for learning, including (a) social networking sites, such as Facebook, Instagram, and WeChat; (b) media sharing sites, such as YouTube; (c) tools for creation and publishing, such as wikis and blogs, (d) content aggregation and organization through RSS feeds, and (e) remixing of content and republishing tools (Greenhow, 2011).

Currently, there is a growing body of studies in China related to using social media, particularly social media networking sites, to enhance learners' English proficiency, particularly English speaking (e.g., Z. Sun et al., 2017; Wu & Miller, 2021). These studies primarily focused on adult learners. Additionally, researchers from other regions, including English-speaking countries, have initiated the investigation of how the creative use of social media improved younger students' English-speaking skills and its educational benefits for teachers and students in primary schools. For instance, Wongsang and Son (2022) found that Facebook adopted in drama-based activities enhanced Thai secondary school students' English-speaking skills. In primary school settings, Thibaut (2015) found that the use of an educational social network site called Edmodo for Year 6 in one primary school facilitated students' peer teaching. For teachers, Nochumson (2020) found that Twitter not only increased professional knowledge for elementary school teachers but also facilitated their teaching practices and professional career development. Altogether, these studies suggest that the application of social media in teaching and learning English speaking in primary schools is promising. However, there is a lack of investigation into this approach.

Microlearning was defined as a learning process during which learners deal with small learning units and focus on learning in a short time (Hug, 2005). More specifically, Dolasinski and Reynolds (2023) argued that microlearning is a learning approach that focuses on a single concept, utilizing multisensory and multimodality in a short amount of time. In short, microlearning can be described as very short and bite-sized lessons (Jahnke et al., 2020). Micro-lessons usually last not more than 5 minutes or even shorter, from 30 to 90 seconds (Jahnke et al., 2020). When applied to English speaking, this approach may allow for seamless integration into learners' daily routines, enabling frequent and targeted English-speaking practice.

In China, the phenomenon has existed for students during compulsory education, including primary and secondary schools, who spend most of their time learning subjects, including English, through teacher-led direct instructions (e.g., Fulmer et al., 2019). Inevitably, students have limited access to self-regulated learning, which is a series of cognitive, motivational, and behavioral processes to plan, control, and reflect on an individual's learning (Zimmerman, 2000). The rising approach of social media-based microlearning for English learning, particularly in English speaking, integrates the beneficial features of social media learning and microlearning, such as providing a self-regulated learning environment (Dabbagh & Kitsantas, 2012) and being learner-centered and personalized (Dai et al., 2018). Hence, although there is a lack of studies on social media-based microlearning for English speaking in China, this approach appears promising for improving young students' speaking abilities.

This study focused on exploring primary school teachers' perceptions of employing social media-based microlearning to enhance students' English speaking in China. Specifically, this study explores teachers' perceptions, which include the disparities between social media-based microlearning and conventional approaches to improving students' English-speaking abilities. It also encompasses affordances and drawbacks, challenges, types of content, and helpful suggestions related to using social media-based microlearning. From the perspective of social learning theory (Bandura & Walters, 1977), young learners, particularly those in primary schools, may primarily learn by observing and imitating the behaviors of their teachers. Therefore, exploring primary school teachers' perceptions of social media-based microlearning may help better understand teachers' views on this approach, thus contributing to the future design of social media-based microlearning for English speaking. This can further promote technology-supported self-regulated learning inside and outside of the classroom.

The main objective of this study was to explore how primary school teachers perceive the use of social media-based microlearning as a method for enhancing students' English-speaking abilities. According to the objectives of the study, five research questions were established as follows:

- RQ1.** What are the disparities in improving English-speaking abilities between social media-based microlearning and traditional English-learning methods?
- RQ2.** What are the affordances and drawbacks of utilizing social media-based microlearning to enhance English-speaking abilities?
- RQ3.** What are the challenges of enhancing students' English-speaking abilities via social media-based microlearning?
- RQ4.** What are the types of content suitable for designing social media-based microlearning for English speaking?
- RQ5.** What are the helpful suggestions on using social media microlearning to improve learners' English-speaking abilities?

SOCIAL MEDIA-BASED LEARNING FOR ENGLISH ACQUISITION AND SPEAKING ABILITIES

Prior studies have found that using mobile phones-based social text messaging enhanced English word acquisition for both adult learners and children (Cavus & Ibrahim, 2009; Wood et al., 2011). A recent questionnaire study showed that social media has become one of the most important ways for children to learn English via out-of-school informal learning (De Wilde et al., 2020). In particular, a growing number of empirical studies have shown that the use of various social media platforms enhanced learners' English-speaking performance, with media such as YouTube (e.g., Albahiri & Alhaj, 2020; Jin, 2024; Y. C. Sun & Yang, 2015), Facebook (e.g., Wongsu & Son, 2022; Yen et al., 2015), Twitter (e.g., Fouz-González, 2017), and WhatsApp (e.g., Kartal, 2022). For instance, a recent experiment by Jin (2024) showed that creating English vlogging in YouTube for college students as a social media-integrated activity not only enhanced their speaking proficiency but also reduced speaking anxiety. A comparative survey analysis conducted in Sweden and Korea further confirmed that participation in Informal Digital Learning of English (IDLE) activities on platforms like YouTube motivates students to initiate English communication more frequently (J. S. Lee & Sylvén, 2021).

In terms of Facebook, Yen et al. (2015) discovered that Facebook's asynchronous online discussions about role-playing-based learning activities in an English conversation course led to more dynamic peer-to-peer and self-correction behaviors, which, in turn, helped improve the speaking and writing skills of EFL learners. Wongsu and Son (2022) found that when used as a delivery and communication tool, Facebook could create an interactive and flexible learning environment for EFL learners, enabling them to actively communicate and collaborate with their teachers and peers in drama-based English activities. Similarly, Kostikova et al. (2019) found that Facebook was effective in improving

English-speaking skills for upper-intermediate learners aiming to pass the First Certificate in English exam. In brief, although various social media platforms have shown varying effects on the outcomes of English-language learning, they have been recognized and widely utilized to improve the English-speaking skills of learners of all ages. However, most studies were conducted among adult learners.

Moreover, the mechanism behind the positive impact of using social media on language learning involves the development of various neural systems in individuals, such as social reward processing and emotion-based processing (Meshi et al., 2015). Larger offline and online social networks in humans are associated with the density of grey matter volume in the amygdala, which is involved in emotional processing (Bickart et al., 2011; Von Der Heide et al., 2014), highlighting the interaction between offline and online social experiences and brain development. Song et al. (2019) summarized that social media networking sites such as Facebook and WeChat facilitate expressive connections that shape individual identity through social and emotional support. They then introduced the concept of socialization-oriented social media.

In mainland China, English-medium platforms, such as YouTube and Facebook, are not accessible (Mei et al., 2018), though indigenous social media platforms have been adopted to improve EFL learning in China (Chang & Lu, 2018; Yu et al., 2022), particularly in terms of English speaking abilities via WeChat (e.g., Y. Chen & Chew, 2021; Yan et al., 2022; Zou, Guan, et al., 2023). In practical applications, educators should deliberately compare and select social media platforms to optimize English learning, particularly in English speaking. Further research on the psychological aspects of using social media for language learning (Yu et al., 2022) may provide valuable insights into enhancing behavioral, social, cognitive, and emotional engagement, leading to better English learning outcomes compared to traditional teaching methods.

MICROLEARNING FOR ENGLISH ACQUISITION AND SPEAKING ABILITIES

Microlearning, as a new learning model, has been widely seen as an effective approach in the training industry, particularly for language instruction (Khong & Kabilan, 2022; Y. M. Lee, 2023; A. D. Taylor & Hung, 2022). Mobile language learning via microlearning has been proposed for application in K-12 settings for teaching, learning, and professional development (Sheneman, 2021). A recent 14-year scope review by Leong et al. (2021) suggested that the trend of using microlearning to improve language learning is growing.

The use of microlearning has been found to particularly support college students in English acquisition, especially in areas such as vocabulary and speaking. For instance, Y. Chen and Sitthiworachart (2023) recently found that the use of a microlearning-based application called Superstar for learning English vocabulary among 84 Chinese first-year students has indicated an improvement in their word capacity. Xiaodong (2022) found that integrating microlearning into a hybrid online and offline learning environment for spoken English contributed to college students' English-speaking proficiency. Moreover, in relation to the improvement of English speaking, Gorham et al. (2023) found that the utilization of an asynchronous microlearning app called Pebasco contributed to the development of college students' peer feedback skills regarding spoken English content.

Similar to its application in higher education for English learning, microlearning has also shown positive outcomes in primary school environments. For instance, a flashcard-loaded application designed as a homework microlearning tool for primary school pupils, as suggested by Javorcik (2021), has been found to expand their vocabulary and improve pronunciation. Jiang and Feng (2022) designed and implemented a natural spelling method-based micro-lesson courseware, which led to a significant increase in pupils' interest in EFL learning and substantial improvements in English abilities, particularly in EFL speaking.

While the effectiveness of microlearning for English acquisition and speaking abilities has been acknowledged, Kohnke (2021) proposed further optimizing microlearning through multimedia design on mobile devices. To be specific, Kohnke (2023) promoted the design of microlearning with various technologies, such as multimedia, VR and AR, and Chatbots, as a teaching and learning approach to English speaking. This aligns with the social media-based microlearning approach in our study.

SOCIAL MEDIA-BASED MICROLEARNING FOR ENGLISH ACQUISITION AND SPEAKING ABILITIES

Given that studies on social media learning and microlearning have separately shown positive impacts on English acquisition and speaking abilities, interest in exploring social media-based microlearning is growing. The potential value and efficacy of applying learning community-based social media to optimize mobile microlearning have been seen in recent studies (e.g., W. Chen & Gao, 2023; Kohnke, 2023; Puah et al., 2022). For instance, Grevtseva et al. (2017) demonstrated the efficacy of social media as an effective channel for delivering microlearning by providing several examples to illustrate how social media tools can be adapted to create short, task-specific lessons that aid educators in formulating targeted microlearning content. Puah et al. (2022) found that incorporating community-related aspects into microlearning designs effectively encouraged its usage, indirectly suggesting the potential benefits of social media-based learning environments.

More specifically, a growing number of studies have shown that social media-based microlearning leads to enhanced learning outcomes, particularly in IT and ICT training (e.g., Aitchanov et al., 2013) and medical fields (e.g., Conde-Caballero et al., 2024; Osaigbovo & Iwegim, 2018; Wakam et al., 2022). However, there appears to be a lack of studies focusing on English-language learning, particularly in English-speaking. Nevertheless, as suggested by Conde-Caballero et al. (2024), there is an opportunity to design learning through social media-based microlearning platforms (e.g., TikTok) that can be adapted to various subjects.

On the other hand, there also seems to be a lack of studies concerning potential drawbacks or challenges associated with social media-based microlearning, but relevant studies of social media-related and microlearning-related research could provide a critical view of using social media-based microlearning approach for English speaking. A recent survey study by Shu (2023) indicated that problematic use of social media is associated with several negative consequences, such as low language achievement and the inability to concentrate (Lin et al., 2022). Specifically, Junco (2012) revealed a negative association between using Facebook for multitasking during schoolwork and students' overall grades. For students with weaker academic performance, Andersson et al. (2014) discovered that using social media during extracurricular activities hindered their learning. In terms of the emotional aspect, Maza et al. (2023) suggested that adolescents who frequently check social media may be more sensitive to social feedback over time. In terms of the drawbacks of microlearning, Kohnke (2023) pointed out that it may not provide the same level of interaction and engagement as in-person classes and that monitoring learners' progress can be challenging. Therefore, there is a need for more considerate design and development of social media-based microlearning for English-speaking, catering to the needs of teachers and students in any educational setting.

THE SIGNIFICANCE OF INVESTIGATING TEACHERS' PERCEPTIONS OF SOCIAL MEDIA-BASED MICROLEARNING

According to the Technology Acceptance Model by Davis (1989), individuals' actual utilization of a particular technology is predicted by behavioral intention, which is influenced by attitude. This model highlighted the significance of investigating users' perceptions of the target technology, which prior studies have practiced on mobile social media-based learning (e.g., Alajmi et al., 2016; Mac Callum &

Jeffrey, 2014). Recent studies have demonstrated that learners, including those during EFL learning, showed positive attitudes and beliefs about social media use (e.g., Mao, 2014; Zhang & Perez-Paredes, 2021). Interestingly, Bermudez et al. (2016) found that female private and public secondary school students considered social media an essential part of their English learning. A survey-based study by Aloraini and Cardoso (2022) suggested that advanced learners were more reluctant to use social media for academic purposes.

The above literature review has shown that previous studies concerning social media learning, microlearning, and social media-based microlearning for English speaking primarily centered on adult learners. Hence, this study aimed to fill this gap by focusing on young learners, that is, primary school students. Specifically, this study investigated primary school teachers' perceptions of social media-based microlearning for improving students' English-speaking abilities. Investigating the perceptions of a specific group of teachers regarding technology-supported language learning is significant. Teachers from different learning and teaching phases may have distinct levels of perception of relevant technology-supported learning environments (Chuang et al., 2020), which can impact young students' learning outcomes. An earlier study in China found that primary EFL teachers used technology mainly for teacher-centered purposes and seldom utilized technology for student-centered activities (Li & Ni, 2011). Thus, exploring primary school teachers' perceptions in this study will contribute to their actual adoption of a social media-based microlearning approach in designing technology-supported English-speaking instruction inside and outside the classroom. This may further positively impact young learners in terms of using social media-based microlearning to improve their English-speaking abilities.

METHODOLOGY

RESEARCH DESIGN

According to Yin (2003), this study utilized a case study design, specifically a single-case design, to investigate how Chinese primary school teachers perceived the role of social media-based microlearning in improving students' speaking skills. The design was chosen to focus on the perceptions of in-service Chinese primary school teachers at a specific school in Chengdu, Sichuan, China, regarding the impact of using social media. Therefore, this study employed an integrated approach to gain an initial understanding of social media-based microlearning from the perspectives of one single case. After signing the consent form sent via email, the target group of teachers completed the online qualitative survey regarding their perceptions of social media-based microlearning for enhancing English speaking abilities among primary school students.

ONLINE QUALITATIVE SURVEY

This study employed an online qualitative survey as the research tool, referring to guidelines from recent studies (e.g., Braun et al., 2021; Callegaro et al., 2015; Seixas et al., 2018). On the basis of openness and flexibility (Braun et al., 2021), a qualitative survey with a series of open-ended questions can produce rich and complex accounts of research, such as participants' subjective experiences, narratives, and practices (Braun & Clarke, 2013). This primarily led to the choice of using an online qualitative survey for this study instead of interviews, as it further allows participants more control and less burden (Braun et al., 2021). Two types of questions were contained in the survey, namely topics and demographics. Specifically, the online survey contained three demographic questions (i.e., age, gender, and English proficiency level) and five open-ended questions referring to research questions (see Appendix 1).

During the process of designing the online survey, this study included a pilot test (Willis, 2016) to explore whether the initial questions were highly related to the analysis. As Thabane et al. (2010) highlighted, conducting a pilot before the main study can enhance the likelihood of success of the main study. Specifically, our study recruited another three participants for the instrument development.

The analysis helped clarify some questions to improve the survey instrument. Accordingly, two of the questions were revised for the final version of the survey.

To confirm that participants had adequate prior experience using social media as an English-language learning tool, their experiences related to social media usage for English-language learning were reported. Before conducting the online qualitative survey, participants were briefed about the study's objectives via email and asked to provide informed consent. Once consent was obtained, each participant received a link to a short clip about the social media-based microlearning approach for English speaking and another link to the online survey questionnaire, which was administered using a professional questionnaire platform (<https://www.wjx.cn>). This platform, operated by Changsha Ranxing Information and Technology Company, is a widely used Chinese public survey platform known for its data collection, analysis, and management capabilities, commanding over 60% of the online survey market in China. Participants were invited to join a social media-based chat group on WeChat, where they could access the survey by scanning a QR code or clicking on a shared link using their mobile phones.

RESPONDENTS AND PROCEDURE

This study used convenience sampling to recruit participants, and the research team contacted one primary school in Chengdu, Sichuan, southwest China. Specifically, the selection criteria for teacher participants included the following: (1) participants should have majored in English language education before; (2) participants should have an adequate amount of knowledge in using social media for English learning or educational purposes; (3) participants should have a minimum of three years of teaching experience in a primary school setting.

Initially, 33 potential participants were reached out to via email. The collection of informed consent revealed that 20 participants, excluding the three participants in the pilot test, were recruited to participate in the main study. The duration of the collection of survey data was from June 2023 to July 2023, spanning four weeks in total: one week for the pilot phase and three weeks for the online survey session. Table 1 describes the relevant demographic information of participants. As shown in Table 1, most participants involved in this study have a notable proficiency in the English language. However, it is worth noting that the sample predominantly consisted of females, while the number of male participants was limited to only four individuals.

Table 1. Demographic information of participants

Attributes	Number	Sum
Age	18-24	1
	25-30	6
	31-40	13
Gender	Male	4
	Female	16
Teaching experience	3-5 years	8
	above 5 years	12
English level	Basic	2
	Intermediate	2
	Advanced	9
	Others	7

DATA ANALYSIS AND CODING PROCEDURES

This study employed thematic analysis following the six-step procedure recommended by Braun and Clarke (2006, 2013). These steps included familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and writing reports. The analysis was conducted using NVivo14, with procedures outlined by Mayring (2015).

The online survey data were initially transcribed and coded by one researcher, who then organized them into different clusters using Microsoft 365 Office Word based on code features. Related sub-themes derived from different clusters were formed. Additionally, researchers confirmed primary themes, namely Disparities, Affordances, Drawbacks, Suitable Content Types, Challenges, and Helpful Suggestions, which addressed the research questions of this study.

To enhance the validity of the thematic analysis process, two more researchers were involved in reviewing and constantly discussing the initial themes, and corresponding revisions were made. Moreover, the research team held multiple discussions and sought suggestions from two senior researchers to discuss and review the findings, ultimately reaching a group consensus.

RELIABILITY AND VALIDITY

Primary themes and subthemes were confirmed by two academics. To measure the interrater reliability, the Cohen's kappa statistic was computed using SPSS 20.0. Compared to the researcher themes, the Kappa values for the six different primary themes related to RQ1 to RQ5 were found to be 0.83, 0.83, 0.84, 0.79, 0.76, and 0.83, respectively. According to McHugh (2012), these values are considered a high level of agreement between raters, indicating high reliability. Table 2 displays primary themes and subthemes, along with the values of Kappa.

Table 2. Value of Cohen's Kappa

Research questions	Primary theme and subthemes	Value of Kappa
RQ1	Disparities	0.83
	Accessibility and Flexibility	0.923
	Content Variety	0.835
	Self-directed Learning	0.821
	Feedback and Interaction	0.758
RQ2	Affordances	0.83
	Flexibility in Learning Pace	0.893
	Accessibility and Convenience	0.816
	Diverse Learning Resources	0.785
	Authentic Language Exposure	0.834
	Drawbacks	0.84
	Quality Control Issues	0.845
	Lack of Structure and Systematic Learning	0.834
	Potential for Procrastination	0.877
	Lack of Progress Tracking	0.788
Dependence on Technology	0.877	
RQ3	Challenges	0.79
	Distractions and Lack of Focus	0.854
	Inconsistent Quality	0.788
	Limited Depth of Content	0.766
	Limited Speaking and Interaction Opportunities	0.788
RQ4	Types of Content	0.76
	Multimedia-based Stories and Content	0.823
	Practical English	0.811
	Popular Channels	0.766
	Learning Skills	0.635

	Helpful Suggestions	0.83
RQ5	Choosing High-Quality Content	0.872
	Encouraging Repetition and Practice	0.831
	Staying Consistent	0.813
	Creating a Supportive Community	0.843
	Providing Engaging Content	0.787

FINDINGS AND DISCUSSION

This study aimed to explore how in-service primary school teachers perceive the use of social media-based microlearning for improving students' English-speaking abilities. In total, five related research questions were established: (1) What are the disparities in improving English-speaking abilities between social media-based microlearning and traditional English-learning methods? (2) What are the affordances and drawbacks of utilizing social media-based microlearning to enhance English-speaking abilities? (3) What are the challenges of enhancing students' English-speaking abilities via social media-based microlearning? (4) What are the types of content suitable for designing social media-based microlearning for English speaking? (5) What are the helpful suggestions for using social media microlearning to improve learners' English-speaking abilities? The following sections outline the main findings related to the research questions of this study, followed by relevant discussions for the interpretation of results and comparison with existing literature. Specifically, two sections regarding social media-based microlearning for improving English skills are presented. One section concerns primary themes related to disparities, affordances, drawbacks, and types of content. The other section addresses primary themes related to challenges and helpful suggestions.

PRIMARY THEMES RELATED TO DISPARITIES, AFFORDANCES, DRAWBACKS, AND TYPES OF CONTENT

In the exploration of primary themes related to RQ1, RQ2, and RQ4 of this study, we respectively identified four to five subthemes. Subthemes are the tags summarizing the teachers' viewpoints. The classified subthemes were collected under primary themes. "The number of codes" in the third column represents the number of times when the same or similar viewpoints were repeated. Table 3 displays primary themes and subthemes related to RQ1, RQ2, and RQ4. Codes were obtained as follows: 75 for disparities, 28 for affordances, 42 for drawbacks, and 34 for types of content. The evidence for various subthemes was presented using the perceptions of the recruited teachers. All participants were anonymous and labeled with numbers, such as Teacher 1 and Teacher 2.

Table 3. Coding table for RQ1, RQ2, and RQ4

Research questions	Primary theme and subthemes	Number of codes
RQ1	Disparities	75
	Accessibility and Flexibility	25
	Content Variety	19
	Self-directed Learning	17
	Feedback and Interaction	14
RQ2	Affordances	28
	Flexibility in Learning Pace	7
	Accessibility and Convenience	6
	Diverse Learning Resources	12
	Authentic Language Exposure	3

Research questions	Primary theme and subthemes	Number of codes
	Drawbacks	42
	Quality Control Issues	12
	Lack of Structure and Systematic Learning	7
	Potential for Procrastination	6
	Lack of Progress Tracking	9
	Dependence on Technology	8
	Types of Content	34
	Multimedia-based Stories and Content	10
RQ4	Practical English	14
	Popular Channels	6
	Learning Skills	4

Disparities between social media-based microlearning and traditional language learning methods

Four subthemes concerning the disparities in improving English speaking between social media-based microlearning and traditional language-learning methods were identified, namely Accessibility and Flexibility, Content Variety, Self-directed Learning, and Feedback and Interaction.

Accessibility and Flexibility: Teachers' viewpoints in this subtheme reflect that social media-based microlearning is more flexible and accessible than traditional English-learning methods:

Social media is more limitless. You can learn anytime, whereas traditional methods do not allow for such flexibility (Teacher 7). The big difference is that microlearning, particularly via videos, can make learning happen anytime, anywhere, without venue or time constraints (Teacher 5).

Some of the previous studies have argued that social media's high popularity and engagement partly led to the flexibility of its use (Korda & Itani, 2013). In line with this finding, prior studies have confirmed that teachers use social media as a flexible approach to effective teaching (e.g., Kaur et al., 2015).

Content Variety: The teachers' viewpoints in this subtheme reflect that social media-based microlearning has a greater variety of content for learners to choose from:

Social media micro-videos usually present content in a lively and interesting way, possibly including animations, short dramas, or humorous elements (Teacher 7).

The variety of learning content on social media has been reflected by recent studies concerning its use as an open-learning resource in various fields (e.g., Sutherland & Jalali, 2017).

Self-directed Learning: Several teachers highlighted that social media-based microlearning is more self-directed:

It is more convenient and flexible, targeted, and attractive for personalized learning (Teacher 8). Social media micro-videos allow students to study independently (Teacher 9). I think learning through social media micro-videos offers students a more autonomous and personalized learning environment. Students can study at their own pace rather than being restricted by fixed class hours (Teacher 1). Microlearning allows for content selection based on personal preferences and enables repeated learning by learners themselves (Teacher 11). Students can control their learning progress more independently (Teacher 13).

This learner-centered aspect is in line with prior studies. As Richards (2015) argued, out-of-class learning activities supported by social media are featured by having learner validity. Students have reported that the utilization of social media has enhanced their independence in knowledge creation (Hamid et al., 2015).

Feedback and Interaction: The opinions in this subtheme revealed that social media-based microlearning provides interactive feedback:

Social media platforms usually provide commenting and sharing functions, allowing students to actively participate in discussions, interact with other learners, and improve opportunities for oral communication (Teacher 7). Some social media platforms enable students to receive more personalized learning feedback, helping track their learning progress and engage in self-assessment (Teacher 15).

The finding is in line with the argument by Kind and Evans (2018) that one of the key features of social media is its interactive nature, which allows learners to share ideas, questions, and goals. Similarly, even for pre-service teachers, an exploratory qualitative study by Sadaf et al. (2012) confirmed earlier that they perceived an increase in students' engagement when using social media.

Affordances of utilizing social media-based microlearning to enhance English speaking

Four subthemes were identified for affordances of utilizing social media-based microlearning to enhance English speaking: Flexibility in Learning Pace, Accessibility and Convenience, Diverse Learning Resources, and Authentic Language Exposure.

Flexibility in Learning Pace: The teachers' viewpoints in this subtheme revealed that social media-based microlearning allows the learner to pace personally:

Social media-based microlearning is autonomous, lively, and interesting (Teacher 2). Learning oral skills through micro-videos on social media allows learners to choose methods and content that are more suitable for themselves according to their plans. So they feel more like a master of learning (Teacher 17).

Recently, Kumar and Nanda (2024) emphasized the role of social media as a learning tool by reviewing its wide adoption in informal and formal learning. Furthermore, previous studies on mobile learning have highlighted the advantage of flexibility in the learning pace for school students (e.g., Srithar & Selvaraj, 2015).

Accessibility and Convenience: Similar to one of the subthemes of disparities, the teachers' viewpoints in this subtheme reflect that social media-based microlearning is accessible and convenient:

Social media-based microlearning has no restrictions on location and time and can improve oral skills in fragmented time. It will not negatively affect daily work and life, which is convenient (Teacher 14).

Diverse Learning Resources: The teachers' viewpoints in this subtheme reflect that social media-based microlearning is diverse in learning resources:

Social media-based microlearning has abundant learning resources with diverse learning themes (Teacher 16). Social media platforms can continuously update content to attract students' interest (Teacher 10). Micro-videos are usually presented in short and interesting forms, which can attract students' attention and increase the fun of learning (Teacher 19).

The results of previous studies have similarly shown that social media platforms are seen as a diverse learning resource (Liu, 2010; Sutherland & Jalali, 2017). For instance, social media platforms can promote health-related discussions covering various topics, including disease symptoms, prognosis, examinations and procedures, and treatments (Lu et al., 2013).

Authentic Language Exposure: The teachers' opinions show that social media-based microlearning allows students to be exposed to an authentic language learning environment:

Using social media-based microlearning allows students to encounter a wide range of authentic English communication scenes. These videos may include everyday conversations, real interviews, social interactions, etc., making students more closely connected to the practical application of English (Teacher 5). It is related to life, keeping up with hot topics (Teacher 3).

Similarly, earlier studies have suggested that social media-based learning enables students to be more willing to give their opinions through online environments such as Facebook (Hamid et al., 2015).

Drawbacks of utilizing social media-based microlearning to enhance English language proficiency

Five subthemes were identified for drawbacks of utilizing social media-based microlearning, namely Quality Control Issues, Lack of Structure and Systematic Learning, Potential for Procrastination, Lack of Progress Tracking, and Dependence on Technology.

Quality Control Issues: The teachers' opinions in this subtheme reflect that the use of social media-based microlearning may neglect the control of learning quality:

On social media, there are many English learning videos with varying quality, which is hard to choose from (Teacher 10). Some videos may contain inaccurate or unauthentic expressions for students, thus affecting the accuracy of their spoken language learning (Teacher 20).

The result is consistent with prior studies on the existence of information quality challenges on social media platforms (e.g., Agichtein et al., 2008).

Lack of Structure and Systematic Learning: The teachers' viewpoints in this subtheme show that the resources provided by social media platforms are not structured and systematic:

Resources have chaotic knowledge points, which may lack a systematic design (Teacher 16). The quality of resources varies, and students cannot discern (Teacher 8). I personally feel while social media provides an entertaining learning experience, the learning process lacks systematic knowledge (Teacher 15).

Potential for Procrastination: The teachers' viewpoints in this subtheme reflect that procrastination happens on social media platforms:

This form of learning has high requirements for students' autonomous learning ability (Teacher 3) and relies entirely on self-discipline (Teacher 12). However, students often lack self-control and may not study seriously (Teacher 4).

In a recent study, a correlation was revealed between social media addiction and academic achievement, which was further fully mediated by learners' academic procrastination (Caratiquit & Caratiquit, 2023). Conversely, Rozgonjuk et al. (2018) discovered that social media use in lectures completely mediated the correlation between procrastination and problematic smartphone use. However, the scientific measurement of social media addiction has not been adequately established, given that the literature heavily relies on self-reported measures (Zendle & Bowden-Jones, 2019).

Lack of Progress Tracking: The teachers' opinions in this subtheme reflect that students' learning progress is not well tracked on social media:

It is difficult to observe and determine whether students are fully engaged in learning (Teacher 6).

Contrarily, earlier studies have suggested that social media-based learning enables students to self-monitor their learning progress (Hamid et al., 2015). The disparity in results could stem from primary school teachers' perception that pupils might be less familiar with the use of social media compared to college students.

Dependence on Technology: Another issue from this subtheme shows that young learners can become dependent on the use of social media technology:

Internet addiction may occur (Teacher 13), which means that prolonged online learning can lead to dependency and hinder real-life communication (Teacher 18).

Recent studies have raised concerns regarding dependence or addiction issues associated with the impact of social media on English reading habits (Ngwoke et al., 2022). Similarly, a recent literature review in the medical field revealed that addiction was one of the negative aspects of using social media

in medical education (Latif et al., 2019). Addressing this issue does not seem so hard, especially when young learners receive some parental assistance while using social media for learning.

Types of content suitable for designing social media-based microlearning for English-speaking

do Carmo Righini (2015) described how various forms of social media-based learning materials, such as authentic texts and news articles, can be used to develop students' skills. For RQ4 in this study, the findings identified four themes, namely Multimedia-based Stories and Content, Practical English, Popular Channels, and Learning Skills.

Practical English: The teachers' opinions in this subtheme reflect that life-related practical English is welcome for designing social media-based microlearning for English speaking:

I have explored various types of micro-videos, including everyday English conversations, practical spoken language exercises, and interesting English tidbits. I believe content suitable for students' autonomous learning includes daily communication, common scenarios for English applications, and intriguing and enjoyable English learning content. These materials are vivid and interesting, attracting students' attention (Teacher 19). Students may encounter a diverse range of content, including everyday conversations, travel scenarios, celebrity interviews, and excerpts from movies and TV shows. Such content allows students to engage with authentic English language and culture in a relaxed and enjoyable atmosphere, sparking their interest and improving their oral communication skills (Teacher 6).

Multimedia-based Stories and Content: The teachers' viewpoints in this subtheme show that teachers prefer to use multimedia stories and content:

I recommend that we do it through platforms like NetEase Cloud Music and TikTok, and some entertaining learning methods are available out there, such as cleverly memorizing words through stories or developing language sensitivity through English song lyrics (Teacher 9).

The findings align with several previous studies indicating that digital storytelling proves to be an effective approach for improving English abilities (Gutierrez et al., 2019), particularly in English speaking (e.g., Hwang et al., 2016; Yang et al., 2022), as well as fostering other aspects, such as creative thinking (Yang et al., 2022).

Popular Channels: The teachers' opinions in this subtheme reflect that popular channels on social media can provide abundant resources for the design of social media-based microlearning:

I have listened to some classes from renowned teachers on Bilibili (Teacher 1). For instance, by following WeChat public accounts, students can learn every day with themed content that is concise and convenient to utilize fragmented time for learning (Teacher 3).

Learning Skills: The teachers' opinions in this subtheme reflect that microlearning that teaches learning skills is recommended:

I have followed some English teaching bloggers and content creators, mainly to learn colloquial expressions for spoken language, listening skills, and occasionally methods to memorize special vocabulary. I would encourage students to do so as well (Teacher 11).

The need for incorporating additional English-speaking learning skills for learners has been highlighted in previous studies. While numerous studies demonstrate a positive relationship between Language Learning Strategies (LLS) or skills and success in ESL learning, there appears to be a scarcity of empirical studies specifically linking to LLS (Tan & Tan, 2010).

PRIMARY THEMES RELATED TO CHALLENGES AND HELPFUL SUGGESTIONS

Corresponding to RQ3 and RQ5 of the study, our analysis respectively identified five subthemes. Codes were obtained as follows: 34 for challenges and 28 for helpful suggestions (Table 4). The evidence for various subthemes was presented using the perceptions of the recruited teachers.

Table 4. Coding table for RQ3 and RQ5

Research questions	Primary theme and subthemes	Number of codes
	Challenges	34
RQ3	Distractions and Lack of Focus	17
	Inconsistent Quality	8
	Limited Depth of Content	3
	Limited Speaking and Interaction Opportunities	4
	Lack of Progress Tracking	2
	Helpful Suggestions	28
RQ5	Choosing High-Quality Content	9
	Encouraging Repetition and Practice	7
	Staying Consistent	6
	Creating a Supportive Community	3
	Providing Engaging Content	3

Challenges of enhancing English speaking via social media-based microlearning

For challenges of using social media-based microlearning to enhance English speaking, this study identified five subthemes: Distractions and Lack of Focus, Inconsistent Quality, Limited Depth of Content, Limited Speaking and Interaction Opportunities, and Lack of Progress Tracking.

Distraction and Lack of Focus: The teachers' viewpoints in this subtheme reflect that students can be distracted while using social media to improve their English speaking:

When students learn autonomously, the challenge is that some students may have weak self-control and may not fully engage with the learning materials (Teacher 2). The difficulty lies in maintaining consistent learning. A study plan can be formulated to follow systematically (Teacher 4).

The result aligns with the study conducted by Fewkes and McCabe (2012), where students reported that distractibility may discourage teachers from utilizing Facebook in the classroom. By investigating the situations, strategies, reasons, and individual differences surrounding distraction from social media, Koessmeier and Büttner (2021) have paved the way for improving social media-based microlearning.

Inconsistent Quality: The teachers' viewpoints in this subtheme show that the learning resources delivered via social media-based microlearning have inconsistent quality:

There are numerous English learning videos on social media, but not all videos are high-quality teaching resources (Teacher 17). The quality of content on social media varies, and some videos may contain incorrect usage or misleading information (Teacher 14).

Limited Depth of Content: The teachers' viewpoints in this subtheme suggest that a difficult level of content via social media-based microlearning can be inappropriate:

Choosing suitable videos that match a learner's cognitive level and learning goals can be challenging and time-consuming (Teacher 4). Microlearning usually provides short videos that are a few minutes long, which means the content may be relatively shallow. If you want to learn and practice English speaking more extensively, you may

need to find longer videos or other resources (Teacher 7). Learners may find the information in microlearning discontinuous and challenging to form a complete language background and knowledge system (Teacher 18).

Limited Speaking and Interaction Opportunities: The teachers' viewpoints in this subtheme reveal that students may have limited chances to speak out:

There is limited opportunity for output and retention after learning on any social media. I haven't found an effective way to overcome this (Teacher 17). Social media micro-videos are usually one-way, lacking real-time interaction and feedback. This may lead to missing opportunities for learners to directly communicate and practice spoken language with native speakers (Teacher 20).

Nevertheless, earlier studies have suggested that social media-based learning enables students to be more willing to give their opinions through online environments such as Facebook (Hamid et al., 2015). The inconsistent result may be attributed to variations of functions of social media platforms that teachers have encountered.

Lack of Progress Tracking: The teachers' viewpoints in this subtheme reflect that the progress learners make on social media platforms is hard to track:

It's uncertain if they have truly mastered the content. The strategy may require parents to supervise them (Teacher 2).

This aspect has been observed as one drawback. However, as mentioned earlier, studies have indicated that social media-based learning allows students to self-monitor their learning progress (Hamid et al., 2015). The disparity could stem from primary school teachers' perception that pupils might be less familiar with social media compared to college students.

Helpful suggestions for enhancing English speaking via social media microlearning

The above findings suggest that social media-based microlearning can serve as an effective approach to improving English speaking abilities. Additionally, there is still room for its optimized utilization in practice, as indicated by the primary theme, Helpful Suggestions. For this, this study identified five subthemes: Choosing High-Quality Content, Encouraging Repetition and Practice, Maintaining Consistency, Creating a Supportive Community, and Providing Engaging Content.

Choosing High-Quality Content: The teachers' viewpoints in this subtheme reflect that the choice of high-quality learning materials is critical to social media-based microlearning for English speaking:

Learners should choose micro-videos that suit their English proficiency level and learning goals. Avoid blindly pursuing videos with difficulty levels that are either too high or too low. Ensure that the video content covers topics of personal interest to foster learning enthusiasm (Teacher 19).

Encouraging Repetition and Practice: The teachers' viewpoints in this subtheme reveal that speaking-related practice makes more positive outcomes:

After watching a video, students should try to mimic the expressions and pronunciation used in the video. Practicing dialogues can boost confidence in spoken language and help learners apply what they have learned (Teacher 7), such as presenting one phrase or slang term along with a real communication scenario. This allows students to practice in real-life situations (Teacher 5).

Staying Consistent: The teachers' viewpoints in this subtheme reflect that making a learning plan is important:

Learners should develop a more personally designed study plan (Teacher 11) and stick to the plan (Teacher 6). They need to clarify their learning goals and find learning resources that align with their objectives (Teacher 15).

Creating a Supportive Community: The teachers' viewpoints in this subtheme suggest that an emotionally supportive and positive learning community is the basis for social media-based microlearning:

It's beneficial to seek guidance and feedback from teachers or professionals regularly to correct mistakes and improve speaking skills (Teacher 12). Social media-based microlearning needs to promote community-based learning content (Teacher 6). More interactivity would be beneficial (Teacher 12).

Earlier research on social media-based interactive environments has indicated that social media can foster the development of resilience in online communities (M. Taylor et al., 2012) and facilitate peer support (Gavrila et al., 2019).

Providing Engaging Content: The teachers' viewpoints in this subtheme show that the creation of appealing content involves learners more effectively:

Using interesting methods can spark students' interest in learning English, particularly in speaking (Teacher 9). Micro-videos are a useful resource for learning spoken English, but they should not be the sole reliance. Learning should also adopt other learning resources, such as speaking practice apps, online English courses, and speaking textbooks, for a comprehensive approach (Teacher 20).

In a study by Hamid et al. (2015), students reported that social media-based learning enables them to engage actively with their learning content. This implies that students may require additional guidance on how to effectively collaborate in constructing their learning creations on social media platforms.

In terms of theoretical support, the findings and discussion can be theoretically grounded on the Community of Inquiry (CoI) framework proposed by Garrison et al. (1999) for online learning, which highlighted three components to support effective online learning, namely teaching presence, social presence, and cognitive presence. Teaching presence focuses on the role of design, facilitation, and direction of instructions by educators. In this study, social presence within the online environment refers to how learners present themselves as “real people” in their online interactions through a communication medium, that is, social media. The third component, cognitive presence, is the degree to which learners can create and apply meaning through sustained reflection (Garrison et al., 1999). The overall results of this study suggest that various components in CoI, such as teaching presence (including subthemes like Quality Control Issues, Lack of Progress Tracking, and Distraction and Lack of Focus), social presence (including subthemes like Feedback and Interaction, Authentic Language Exposure), and cognitive presence (including subthemes like Encouraging Repetition and Practice), are all crucial for efficiently conducting social media-based microlearning to improve students' English speaking abilities.

Overall, the findings of this study highlight several critical functions of social media-based microlearning as an educational tool for English language learning, particularly in English speaking. Compared to traditional learning approaches, the utilization of social media-based microlearning demonstrates advantages and affordances in flexibility, content variety, self-directed learning, feedback and interaction, and authentic language exposure, among others. Additionally, the analysis yielded a range of specific types of learning content, including multimedia-based stories and content, practical English, popular channels, and learning skills. These findings provide educators with greater feasibility in incorporating social media-based microlearning into practical teaching designs. Moreover, the study identified drawbacks, challenges, and helpful suggestions perceived by teachers, which can help mitigate inappropriate use of this approach and support its future development, thus expanding its potential application in teaching and learning.

IMPLICATIONS AND FUTURE RESEARCH

The findings of this study highlight teachers' positive perceptions of social media-based learning as a strategy for enhancing primary school students' English-speaking abilities. Several key advantages and affordances of social media-based microlearning for English speaking were summarized, including Accessibility and Flexibility, Self-directed Learning, and Diverse Learning Resources. These aspects may benefit various stakeholders in primary school settings. For instance, English primary school teachers can utilize interdisciplinary learning (e.g., Hsu & Liang, 2021) to innovatively design social

media-based microlearning for English speaking within the computer classroom, particularly when students have acquired some ICT knowledge. Moreover, students in Grades 5 and 6 can strengthen their English-speaking abilities by engaging in self-directed learning outside the classroom using social media-based microlearning.

However, the drawbacks identified in this study raise critical issues regarding the use of this approach, such as Quality Control Issues, Lack of Structure and Systematic Learning, and Dependence on Technology. Previous studies have shown that young users are susceptible to social media addiction (e.g., Al-Samarraie et al., 2021). These aspects suggest that the high quality of social media-based microlearning may depend on the thoughtful design of learning materials and necessary guidance from language instructors and parents, which warrants further research.

In terms of future research, the affordances of social media-based microlearning uncovered in this study provide a foundation for empirically investigating the design and development of modules aimed at enhancing students' English-speaking skills. Additionally, the challenges and suggestions identified in this study pave the way for future research directions. Our findings suggest that distractions, lack of focus, and limited speaking and interaction opportunities are among the main challenges faced in teaching and learning via social media-based microlearning for English speaking. Future research could focus on addressing these issues by integrating new technologies or teaching paradigms, such as AI-assisted English speaking practice (Zou, Du, et al., 2023), social media-based collaborative learning (Ansari & Khan, 2020), and social media-supported flipped classroom models (Fan, 2022; Zhao & Yang, 2023). Further investigations may help realize the goals of providing engaging content and fostering a supportive community, as outlined by the helpful suggestions identified in this study.

RESEARCH LIMITATIONS

While this study has provided valuable insights into primary school teachers' perceptions of the role of the social media-based microlearning approach in improving students' English-speaking abilities, there are several limitations to consider. One limitation pertains to the sample size and characteristics of the respondents in the online qualitative survey. Specifically, there is room for improvement in increasing the number of respondents and achieving gender balance to obtain more stable and consistent views regarding the social media-based microlearning approach. Previous studies have indicated the existence of gender differences in perceptions of technology use (e.g., Van Volkom et al., 2013). For example, a meta-analysis of 50 articles from 1997 to 2014 conducted by Cai et al. (2017) suggested that males tend to hold more favorable attitudes toward technology use than females.

In addition, this study employed a single-case design as the research methodology, utilizing an online qualitative survey to gather rich and complex accounts from respondents based on the tool's features (Braun et al., 2021). However, the efficacy of this design could be enhanced through data triangulation (Baxter & Jack, 2008; Hyett et al., 2014), involving the combination of multiple methods such as observation and documentation. This approach may yield even more comprehensive responses from teacher participants.

CONCLUSION

This study provides a comprehensive analysis of primary school teachers' perceptions of social media-based microlearning for English-language learning, particularly in English-speaking. Wholly speaking, the thematic analysis resulted in six primary themes, namely Disparities, Affordances, Drawbacks, Suitable Content Types, Challenges, and Helpful Suggestions, each of which consists of several specific subthemes, providing meaningful guidelines. For example, the subthemes of Affordances are Flexibility in Learning Pace, Accessibility and Convenience, Diverse Learning Resources, and Authentic Language Exposure. These dimensions are helpful for English instructors

to integrate the social media-based microlearning approach into out-of-class and in-class teaching for primary school students. Additionally, subthemes derived from other primary themes, including Drawbacks, Challenges, and Helpful Suggestions, offer deeper insights into English learning via social media-based microlearning, thereby laying the groundwork for further research. However, certain limitations, such as sample size, respondent characteristics, and data triangulation, highlight areas for future research to enhance the outcomes of this study.

In terms of practical implications, the results offer valuable insights for various stakeholders, including policymakers, educators, and researchers. They can leverage social media-based microlearning to enhance English language education, not only for students but also for teacher education. For example, modern school curriculum designs related to English language learning, as well as other similar subjects, could incorporate more socially interactive and unit-based technologies or techniques to improve efficacy. Similarly, efforts should be directed towards integrating these approaches into teacher training programs, given the growing body of recent relevant studies on the use of both social media (e.g., Habibi et al., 2018; Iredale et al., 2020) and microlearning (e.g., Javorcik & Polasek, 2019; Kohnke et al., 2024; Shamir-Inbal & Blau, 2022). This has the potential to significantly enhance the quality of educational practices.

In conclusion, as argued by Kind and Evans (2018), the use of social media is a key avenue for life-long learning in today's digital society, alongside which microlearning has been recognized as an effective approach to English language learning (Kohnke, 2023). Therefore, the findings of this study offer valuable and critical insights into the adoption and potential efficacy of this innovative approach, that is, social media-based microlearning, within the broader context of language education in China. The use of this approach may be extended to other fields, thereby bringing about more educational value.

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APPENDIX

Section 1: Introduction and Informed Consent

Dear Participants

Thank you for taking the time to participate in this survey. The purpose of this survey is to explore your perceptions of social media-based microlearning as a tool for improving English-speaking abilities among primary school students. Your valuable insights will contribute to our understanding of the potential benefits and challenges of using social media platforms for language learning in educational settings.

General Information

Terms of data use (please tick the box to agree; you won't be able to complete the survey if you do not agree):

- I agree that this study may use the data entered for research, presentation, and publications. It may appear in aggregated form or as examples as part of the data analysis but is treated anonymously. The name and email will not be part of the analysis and will only be used to communicate the results of the study.

Please answer the following questions to the best of your ability. Your responses will be anonymous and confidential. The survey should take approximately 10-15 minutes to complete.

Section 2: Demographic Information

Gender: Male Female Non-binary Prefer not to say

Age: 18-24 25-30 31-40

English Proficiency Level: Beginner Intermediate Advanced

Section 3: Social Media Usage for English Language Learning

1. How often do you use social media platforms (e.g., Facebook, Twitter, Instagram, etc.)?
 Daily Several times a week Once a week Rarely Never
2. Which social media platforms do you use for English language learning? (Check all that apply)
 WeChat QQ TikTok Facebook Instagram Twitter YouTube
 Other (Please specify: _____)
3. How often do you use social media platforms for English language learning purposes?
 Daily Several times a week Once a week Rarely Never

Section 4: Perceptions of Social Media-based Microlearning for English-Speaking Improvement

This section will delve into the participants' perceptions and experiences of using social media-based microlearning to enhance their English-speaking abilities.

1. Please describe your experience with social media-based microlearning for improving your English-speaking abilities. What types of content are suitable for designing social media-based microlearning for English-speaking?
2. How do you believe social media-based microlearning differs from traditional methods of language learning?
3. What are the merits and drawbacks of using social media-based microlearning for English-speaking improvement from your perspective?

Section 5: Challenges and Barriers

This section aims to identify any challenges or barriers the participants may have encountered when using social media-based microlearning for language improvement.

1. What are those challenges or difficulties while engaging in social media-based microlearning for English-speaking improvement?

Section 6: Suggestions and Recommendations

1. Based on your experience, what suggestions would you offer to improve the effectiveness of social media-based microlearning for English-speaking improvement?

Section 7: Closing and Contact Information (optional)

If you are interested in participating in any follow-up interviews related to this study, please provide your email address or preferred contact information (optional).

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