

## **Exploring EFL Students' Experience in Developing English Educational Content on Social Media**

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### **ABSTRACT**

English educational content on social media has opened up new avenues for enhancing language learning and engagement. With the abundance of user-generated content available, individuals can access a diverse range of English educational materials tailored to their specific needs. This presents both an opportunity and a challenge for English as a Foreign Language (EFL) students to showcase their creativity and develop teaching media on social media platforms. This paper explores the experiences of EFL students in developing educational content as part of their language course tasks. Employing a narrative approach, this study focuses on EFL students from three different universities. Through semi-structured data collection, the researcher examines the challenges faced by students in preparing English educational content. The study identifies three key areas of difficulty: topic selection, script creation, and content editing. Students encounter challenges in narrowing down interesting and focused topics, structuring effective scripts, and enhancing the quality of their content through editing. The findings underscore the importance of adequately preparing EFL students to create educational content on social media. Educators play a crucial role in equipping students with the necessary skills and knowledge to overcome these challenges. By providing guidance and support, educators can empower students to develop high-quality educational content that resonates with their target audience. This study contributes to the existing literature by shedding light on the experiences of EFL students in creating educational content on social media. The insights gained from this research can inform educational practices and curriculum design, enabling educators to effectively leverage social media platforms for language learning. By fostering students' creativity and addressing the challenges they face, educators can enhance the quality and impact of English educational content on social media, ultimately benefiting EFL students and the wider language learning community.

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### **INTRODUCTION**

Social media has become an integral part of our daily lives, offering internet-based platforms that enable individuals to express themselves and engage with a wide range of other users through user-generated content and the perception of human interaction [1]. These platforms, such as Instagram, TikTok, Facebook, and Twitter, offer features that allow users to share text, photos, videos, and other media to convey their thoughts, experiences, and creativity. Content on social media can be distributed through various actions such as sharing, liking, commenting, and linking, fostering interaction and engagement among users [2].

The availability of social media platforms has transformed the way students interact with the world, including their education. It enables them to stay informed about trends and developments in their subjects of interest, engage with a broader audience, and discover opportunities for collaboration. Social media platforms also provide a space for students to contribute their own content, exchange opinions, and create communities that cater to their specific needs.

In the realm of English language education, social media platforms have emerged as a valuable medium for sharing educational content. Prominent accounts like TedTalks, Cambridge English, and Learnenglish\_grammar offer freely accessible English knowledge and resources to social media users. This accessibility empowers EFL students to engage in self-directed learning, allowing them to search for English subjects, explore various learning materials, and monitor their progress.

Recognizing the potential of social media to enhance pedagogical competency, it is important not to overlook its impact on EFL students. While previous studies have explored how teachers utilize social media in English language teaching [3, 4], your study aims to delve into the experiences and challenges faced by EFL

students in creating English educational content for social media. Specifically, your research focuses on students' tasks assigned by their lecturers, which involve developing English content and creating scripts for posting on social media.

This study holds significant value as it investigates the benefits, obstacles, and potential improvements associated with integrating social media into language learning from the perspective of EFL students. It will provide valuable insights into the role of social media in enhancing students' language proficiency, fostering engagement, and promoting autonomy in learning.

By examining EFL students' experiences in creating English educational content for social media, this study contributes to the existing body of research on the use of social media in education. It has the potential to inform pedagogical practices, guide educators in effectively utilizing social media platforms, and empower students to leverage these platforms for their language learning journey.

## **LITERATURE REVIEW**

Social media platforms have become ubiquitous in our daily lives, revolutionizing the way we communicate, express ourselves, and share knowledge. In the field of English as a Foreign Language (EFL) education, social media has emerged as a powerful tool for enhancing language learning experiences. This literature review aims to delve into the experiences of EFL students in developing English educational content for social media platforms. By examining existing research and scholarly work in this area, we seek to gain comprehensive insights into the benefits, challenges, and potential implications of integrating social media into language learning practices.

### **The Role of Social Media in Language Learning**

#### ***Utilizing Social Media for Educational Purposes***

Social media platforms offer transformative potential for language learning, enabling authentic and meaningful interactions [5]. They provide opportunities for students to engage in real-world language use and connect with speakers of the target language [6]. Moreover, social media can enhance student motivation and engagement through its interactive and participatory nature [7].

#### ***Social Media as a Platform for English Language Education***

Social media platforms have specific affordances for English language learning and teaching [8]. They offer a wide range of multimedia resources, authentic materials, and opportunities for interaction and collaboration [9]. Integrating social media into the language curriculum can foster active learning, critical thinking, and collaborative skills [10].

### **EFL Students' Experiences in Developing English Educational Content on Social Media**

#### ***Student Empowerment and Ownership***

Through developing English educational content on social media, EFL students can take ownership of their learning and express their creativity [11]. They can create personalized content that reflects their interests and learning needs, leading to a sense of empowerment and agency [12]. Developing content on social media also allows students to showcase their language skills and engage in self-expression [13].

#### ***Collaboration and Peer Interaction***

Social media platforms provide opportunities for collaboration and peer interaction among EFL students [14]. Students can work together to create educational content, exchange feedback, and engage in meaningful discussions [15]. Collaborative content creation on social media nurtures a sense of community and fosters peer learning [16].

### **Challenges and Considerations in Developing English Educational Content on Social Media**

#### ***Digital Literacy and Skills Development***

Effective content creation on social media requires digital literacy skills, including media production, information evaluation, and online communication [17]. EFL students may face challenges in acquiring these skills and navigating the technological aspects of social media [18]. Additionally, issues of digital citizenship, online safety, and responsible content creation should be addressed [19].

#### ***Pedagogical Integration and Assessment***

Integrating social media-based content creation into language learning requires careful pedagogical consideration [20]. Educators need to align content creation activities with learning objectives and select appropriate platforms for different purposes. Assessing social media-based content can be complex, necessitating the development of suitable rubrics and evaluation criteria [21].

## **METHODS**

The utilization of a narrative design to investigate the experiences of EFL students in creating educational content on social media across three different universities in South Kalimantan is an effective and valuable approach. The narrative design allows for a comprehensive exploration of students' perspectives, capturing the richness and intricacies of their experiences [22]. By employing a narrative design, the researcher can delve deep into the personal stories and lived experiences of EFL students involved in the process of creating educational content on social media. This approach provides a nuanced understanding of their motivations, decision-making processes, and the challenges they encounter along the way.

Investigating the difficulties and obstacles faced by students in developing educational content on social media is particularly significant. It sheds light on the practical challenges they confront, such as technical issues, time constraints, creative decision-making, and potential barriers to effective content creation and engagement. This insight is invaluable for educators, policymakers, and curriculum designers as they seek to address these challenges and provide support to enhance students' experiences and outcomes.

This research involved the participation of three students from both state and private universities in South Kalimantan. The selection of these participants was based on two important factors. Firstly, the students willingly agreed to share their experiences in creating educational content, indicating their interest and willingness to contribute to the study. Secondly, their content has demonstrated a high level of audience engagement, indicating the effectiveness and impact of their creations.

By including participants from both state and private universities, the study benefits from a diverse range of perspectives and experiences. This diversity allows for a more comprehensive understanding of the challenges, strategies, and successes encountered by students in different educational contexts. It also provides valuable insights into the similarities and differences between the experiences of students from various institutions.

The participation of these three students offers a microcosm of the broader population of EFL students in South Kalimantan, allowing for in-depth exploration and analysis of their experiences. By focusing on students whose content has garnered significant audience engagement, the research can uncover valuable insights into the factors that contribute to the effectiveness and appeal of educational content on social media.

## **DATA AND DATA ANALYSIS**

Data for this research was collected through semi-structured face-to-face interviews conducted at three different points in time with the three participants [23]. The interviews were conducted in two languages, English and Indonesian, depending on the participants' comfort and proficiency in each language. Prior to the interviews, the researchers sought and obtained the participants' informed consent to record the sessions and later translate the interview results into English after transcription [24].

During the interviews, three main themes emerged as focal points of discussion. These themes were identified through careful analysis of the interview data, allowing for a comprehensive exploration of the participants' experiences in creating educational content on social media [25]. The use of semi-structured interviews provided a flexible framework for gathering rich qualitative data, enabling the participants to share their perspectives, insights, and challenges openly [26]. Conducting the interviews at different points in time allowed for a deeper understanding of the participants' experiences over time, capturing any changes, developments, or reflections in their content creation journey [27].

It is important to note that the researchers prioritized ethical considerations by obtaining informed consent, ensuring confidentiality, and offering translation services to ensure all participants could fully engage in the interview process [28]. These measures were implemented to uphold ethical standards and respect the participants' rights throughout the research.

By employing this interview methodology and focusing on the identified themes, the research aims to provide a comprehensive and nuanced understanding of the participants' experiences in creating educational content on social media. The combination of face-to-face interviews, consent for recording and translation, and the exploration of key themes strengthens the validity and reliability of the research findings [29].

## RESULTS

According to the analytical result, there were three result found. Students face difficulties in choosing the topic, creating the script and editing the content.

### Students face difficulties in choosing the topic

Students often encounter challenges when it comes to selecting a suitable topic for their content creation. The process of choosing a topic is crucial as it sets the foundation for the subsequent content development. However, this task is not always straightforward, as it requires students to identify a topic that is both narrow and focused, while also captivating the interest of their audience. One participant, referred to as participant one, expressed her struggles in this regard, sharing her experience of feeling overwhelmed and confused when attempting to choose a content topic.

*Choosing the content and topic is kinda confusing, for example should I choose grammar, speaking, or other skill. Because the content should be interesting therefore people will watch it. If we don't choose interesting topic, which is called "hype" in our generation they will skip our video.*

In contrast, another participant held a different perspective, finding the process of topic selection relatively easy due to the abundance of ideas available on the internet. Both participant one and participant two acknowledged the vast array of interesting topics that can be found through online sources. They highlighted the convenience of accessing a wealth of information and inspiration online, which facilitates their content creation process.

*I can get many resource from internet and social media. There are many interesting topic and content that I can choose and get.*

Similarly, participant three shared a similar opinion regarding the ease of choosing a topic. They expressed that the internet and various social media platforms provide them with a plethora of ideas to draw inspiration from. Participant three emphasized the valuable resource that the internet and social media platforms serve in terms of generating creative and engaging content ideas. By exploring online platforms, they can gather a wide range of ideas and perspectives to inform their topic selection process.

*Internet give me many ideas to choose. Therefore, I think choosing topic to teach is Easy. I can also see from others social media and get ideas then I will draft the outline on how I am going to present it.*

### Students difficulties in editing the video

One significant step in the process of creating social media content is video editing. Students are expected to possess knowledge and skills in video editing, including familiarity with various editing tools, techniques for editing videos, adding subtitles, incorporating music, and more. All participants recognized the importance of editing in enhancing the quality and impact of their video content. They acknowledged that editing plays a crucial role in refining their videos, making them more engaging and effective in delivering their intended message to the audience.

*Editing is very important to make our video interesting. I love to add music and animation in my video content. I also add subtitle to make it easier for the students and people who watch my video. At first time, it is not easy to learn on how to edit video because there are many tools and I have to study from Youtube.*

As highlighted previously, all participants emphasized the significance of editing when it comes to creating educational content for social media. They specifically noted the availability of numerous free tools accessible through the internet or mobile applications, making the editing process more accessible and convenient. Despite acknowledging that editing can be time-consuming, the participants recognized its necessity in producing captivating and enjoyable videos. They understood that investing time and effort into the editing stage is essential for ensuring the quality and engagement of their educational content.

*I found there are many free tools that we can use to edit our video. I learned it from Youtube. I choose the most user friendly tool to edit my video. Editing is very important, for example I add subtitle in my*

*video in order to practice my writing. It will also provide a better understanding for the watcher. I also included music and other things.*

Participant three shared an additional perspective on the importance of editing by highlighting the challenges they faced during the video creation process. They mentioned making mistakes, such as acting, pronunciation, and slips of the tongue, which led to multiple retakes during video recording. Participant three attributed these challenges as the primary reasons why they recognized the significance of editing. Through editing, they could refine their videos by removing errors, improving their performance, and ensuring a more polished final product. Participant three's experience further emphasizes the value of editing in enhancing the overall quality and professionalism of the educational content.

*I had to do many takes since one take is not enough. I made mistake in acting, pronunciation, arranging the angle of the video, slip of tongue, and many more. I can put all of it in video that is why I have to edit my video. I also add little detail such as subtitle, cute emoticon, background sound or music. All of those editing to make my video interesting.*

## DISCUSSION

The three participants are from different University and different semester. All of them learn how to make video from social media but all them study English Language. All of them understand the important of social media in today's generation. The results of the analysis indicate that students face difficulties in three main areas when creating social media content: choosing the topic, creating the script, and editing the video. These challenges can be understood through the lens of communication and media theories.

Choosing the topic poses a challenge for some students as they strive to select a topic that is both interesting and focused. This aligns with the Uses and Gratifications Theory, which suggests that individuals choose media content based on their needs and desires. In the context of social media, students may feel pressured to select topics that align with current trends or "hype" to attract viewers [30].

Creating an engaging script involves capturing the audience's attention, structuring the content effectively, and delivering information in an appealing manner. The Elaboration Likelihood Model (ELM) can be applied here. Students must consider the central and peripheral routes to persuasion when crafting their scripts. By presenting compelling arguments, utilizing storytelling techniques, and incorporating visual aids, students can enhance the persuasiveness of their educational content [31].

Editing the video plays a crucial role in enhancing the quality, aesthetics, and engagement of social media content. The Uses and Gratifications Theory also applies in this context. Individuals actively seek out media content that fulfills their needs. By using various editing techniques such as adding music, subtitles, and animations, students cater to the viewers' preferences and create an enjoyable viewing experience. Additionally, the Social Presence Theory posits that the inclusion of certain elements, such as subtitles and emoticons, can increase the sense of social connection and engagement among viewers [32].

These theories help explain the challenges faced by students in creating social media content. By considering audience needs, utilizing persuasive techniques, and enhancing social presence through editing, students can overcome these challenges and produce high-quality educational content for social media.

## CONCLUSION

In conclusion, EFL students' experiences in creating educational content hold significant value for both the students themselves and the wider audience consuming their content. The process of content creation encompasses various stages, from topic selection to editing, and requires students to harness their creativity. However, these creative aspects can pose challenges and be perceived as demanding by students. In this context, teachers play a pivotal role in preparing students for content creation by providing guidance and fostering their creativity.

The educational content generated by students, which reaches a substantial audience, introduces new paradigms for education within society. It offers an alternative and captivating approach to learning that extends beyond the traditional classroom setting. As such, supporting students' creativity becomes a crucial element in their success as educational content creators, allowing them to gain invaluable experiential knowledge during their educational journey.

To gain a deeper understanding of the impact of students' experiences in developing educational content, further studies are warranted. Comparative studies that explore and contrast the outcomes between students with and without prior content creation experience would be particularly insightful. Such research endeavors can shed light on the specific skills, knowledge, and learning outcomes that students acquire through engagement in content creation. This knowledge can inform educators and curriculum designers in effectively incorporating content creation activities into educational settings.

In summary, the suggestion to conduct comparative studies on students' experiences in developing educational content holds great promise. By examining and comparing the outcomes and effectiveness of students' content creation experiences, researchers can expand our understanding of the role of creativity, the benefits of content creation, and its overall impact on students' educational experiences.

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