

The effect of Content Creator for English Phenomenon in social media on Vocabulary Learning

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Abstract: The proliferation of social media platforms has emerged as a global phenomenon. Currently, individuals spend a significant portion of their time engaging with online platforms, particularly those related to social networking. Social media sites provide students with access to a range of effective learning methods, such as automatic learning and visualization approaches. The use of social media platforms for the purpose of acquiring English language skills is both stimulating and motivational. The major goal of this study is to investigate how social media platforms, notably Facebook, aid in the acquisition of English language fluency, either via automated processes or by inadvertent means. The research used a 5-Likert scale questionnaire, pre- and post-vocabulary tests, and semi-structured interviews to collect data from second-grade EFL learners and social media users. The results indicate that individuals who generate material on social media platforms have a substantial influence on the acquisition of vocabulary by language learners. A sizeable proportion of participants viewed content providers as effective resources for enhancing their English vocabulary with favorable thoughts and attitudes. This has resulted in a greater sense of self-assurance in the use of acquired vocabulary and a greater motivation to engage in the exploration and acquisition of novel English lexicon. In addition, the participants demonstrated active engagement with the content creators by actively exercising the provided vocabulary, thereby reinforcing their learning through interactive activities and assessments. This study implicates that the social media content can be used as resources in language learning for secondary EFL learners specifically in developing their English vocabulary.

Keywords: content creator, EFL, English phenomenon, social media, vocabulary learning

INTRODUCTION

Technological advancements have significantly influenced the domain of education, particularly in the context of acquiring English as a second language. According to Khaloufi and Laabidi (2017), the integration of information and communication technology in the context of English language learning has the potential to enhance students' language proficiency. Furthermore, the application of information and communication technology has the potential to empower and enhance the motivation of learners in the context of English language acquisition. Asmara et al. (2019) emphasize the necessity for teachers to modify their instructional approaches to incorporate greater levels of activity, flexibility, effectiveness, and student-centeredness. This adjustment is crucial for the enhancement of students' critical thinking abilities.

Furthermore, the utilization of information and communication technology can offer advantageous prospects for cooperation and interaction within the context of English language acquisition. It is imperative to provide appropriate support and guidance, known as scaffolding, to learners in order for them to effectively capitalize on these chances (Al Arif, 2019). Social media is an information and communication technology tool utilized by individuals to engage in online communication. Social media is a well-recognized tool that is utilized by individuals across many age groups and demographics. The emergence of social media can be attributed to the rapid advancements in technology in contemporary times (Alharthi et al., 2020). According to Greenhow and Lewin (2019), social media refers to a collection of internet-based applications that enable users to generate and share diverse forms of information globally. There are a wide variety of social media platforms, including but not limited to Twitter, Facebook, Youtube, and Instagram. These kinds of social media platforms can be easily accessed without any cost. This is also a contributing factor to the widespread utilization of social media platforms among the majority of individuals.

Over the past decade, various forms of social media have emerged, garnering significant usage among individuals, particularly college students, who find them enjoyable. According to Wibowo et al. (2020), social media exhibits several qualities, including interactivity, platform quality, and a mechanism for exchanging knowledge. Hence, through the utilization of social media platforms, students are capable of engaging in a multitude of activities. The rise of social media platforms has transformed how individuals communicate and obtain information.

An observable trend that has arisen is the widespread presence of individuals who generate English-language content with the intention of reaching a worldwide audience. These individuals who produce content, commonly known as influencers or YouTubers, have garnered substantial audiences and exerted a notable influence on the development of language trends and patterns of usage. The primary objective of this study proposal is to examine the impact of content makers in the realm of social media on the process of vocabulary acquisition within the context of the English language.

RESEARCH PROBLEM

Students' limited ability to acquire new vocabulary seriously impairs their language abilities. Hence, a significant amount of effort must be dedicated to the exploration of innovative and effective approaches that facilitate students' acquisition of information and enhance their ability to articulate their thoughts effortlessly. The researcher investigates the impact of Facebook on

students' vocabulary development within the context of social media, with a specific emphasis on Facebook due to its prominence among other social media platforms.

Research Objectives

The current research aims to:

- Investigate the perceptions and attitudes of social media consumers regarding content creators as language-learning resources.

Research Questions

This study will address the following research question:

- What are the perspectives and attitudes of social media users regarding content providers as language learning resources?

Research Significance

The importance of this research lies in its investigation of the influence of social media platforms, namely Facebook, on the development of English language proficiency. This study illuminates the potential of social media as a beneficial and effective instrument for language learning by analyzing the impact of content makers on language learners and social media users. The results provide a valuable understanding of how people may actively interact with content producers to improve their vocabulary, boost their language proficiency, and promote their drive to explore and acquire new words.

Moreover, the current research has significant implications for language instructors, curriculum designers, and legislators. Gaining insight into the beneficial impact of social media on language acquisition may result in the creation of inventive and efficient instructional approaches that use social media platforms. Furthermore, the study might provide valuable insights for educators and learners on how to effectively use social media to acquire language skills, thereby improving the entire learning process.

Furthermore, the study's emphasis on the impact of social media on language acquisition has wider ramifications for the domains of education and technology. This study enhances existing conversations about the use of digital tools and platforms in education by emphasizing the potential advantages of social media for language learning. Furthermore, it emphasizes the need to acknowledge and use the possibilities offered by social media for language acquisition, especially in a progressively digitized and networked society.

LITERATURE REVIEW

An English phenomenon refers to a fact, circumstance, or occurrence that is seen to occur in the English language, particularly when its cause or explanation is uncertain. In the context of the English language, it may also denote an exceptional person or something. The English phenomenon refers to the widespread and influential presence of the English language in the digital

era, namely on social media platforms. English has become the predominant language for worldwide communication, exceeding its role as a mother tongue for millions of individuals. It is extensively used in online interactions and the development and consumption of materials, surpassing geographical and cultural limitations. The prevalence of English on social media is a manifestation of the fluidity of language, the impact of technology, and the changing modes of communication in the digital age (Kapica-Curzytek et al., 2019).

Research on English phenomena encompasses a wide range of topics. Phenomenology has been used as a research methodology in educational contexts to investigate the fundamental nature of a certain occurrence from the viewpoint of the individual who has directly encountered it. A separate study by Bonyadi (2023) examined the worldwide expansion of English as a means of teaching. Additionally, Johnson (2021) focused on the phenomenon-based approach in the curriculum for primary education.

Multiple studies have been undertaken on the impact of content makers for English phenomena on social media on vocabulary acquisition. Research revealed that social media sites such as Facebook and YouTube had a beneficial effect on the learning of vocabulary by ESL learners (Abbas et al., 2019). Recent research has provided more evidence that the use of social media has had a substantial influence on the acquisition of English language abilities, namely in the areas of writing style, reading comprehension, listening ability, vocabulary diversity, communication proficiency, and grammatical accuracy (Muftah, 2022). Another study has shown the efficacy of social media platforms in enhancing student engagement, motivation, and vocabulary acquisition (Alharthi et al., 2020). These findings indicate that social media may serve as a beneficial tool and resource for enhancing vocabulary acquisition.

Vocabulary Acquisition

The acquisition of vocabulary has a prominent and enduring role in the process of language acquisition. The acquisition of an adequate vocabulary is essential for proficiency in any language, since words are the fundamental building blocks of all languages. According to Jassim (2020: 316), the process of vocabulary acquisition may be defined as the acquisition of a comprehensive set of words inside a language that are used in certain settings. Furthermore, vocabulary may be described as "a collection of lexemes, encompassing individual words, compound words, and idiomatic expressions" (Richards and Schmidt, 2013: 629). The acquisition of vocabulary knowledge is of utmost importance for students, as it enables them to engage in natural interactions. As noted by Susanto (2017: 183), vocabulary knowledge entails a comprehensive understanding of a word's spoken form, allowing for its recognition and comprehension both within and outside of a given context, rather than relying on guesswork.

The Role of Vocabulary in Language Acquisition

Social media platforms provide students with several opportunities and activities that facilitate the development of collaborative learning experiences, fostering the acquisition of language skills in an organic manner. In contemporary times, the world has experienced a notable reduction in size, metaphorically resembling that of a village. Consequently, children possess the ability to expeditiously and effortlessly exchange their thoughts and viewpoints with their classmates and companions. Social media platforms and their associated services effectively captivate and stimulate students in their endeavor to acquire vocabulary in many languages.

Effective communication within our group is hindered by the limited scope of our language. Individuals have the ability to freely and independently articulate their own interests, desires, and opinions via verbal communication. Individuals possess the ability to engage in verbal and written communication, grasp oral discourse, and distinguish between the interpretations conveyed by various forms of written text. Language learning may be categorized into two primary types: direct and indirect, sometimes known as accidental. According to Al-Khazaali (2023), it is argued that the acquisition of vocabulary by accidental means is crucial for language development. However, this assertion does not suggest that purposeful vocabulary training has no use.

According to Monica-Ariana and Anamaria-Mirabela (2014: 123), vocabulary, being the fundamental component of every language, is a significant challenge and requires a substantial amount of time when learning a foreign language. The acquisition of language is a gradual and ongoing endeavor, whereby the establishment of foundational elements such as pronunciation, spelling, and basic grammar sets the stage for further progress. During this process, learners become familiar with the vocabulary encountered.

Various types of social media

Social media is a well-recognized phenomenon, characterized by the existence of a multitude of websites and formats dedicated to facilitating social interaction and communication. Boateng and Amankwaa (2016) assert that there has been a significant rise in the popularity of social media platforms such as YouTube, Twitter, and Facebook among individuals using the Internet as a means to disseminate their thoughts and films and engage in other online activities. Social media comprises a wide range of digital platforms, such as Facebook, YouTube, Instagram, Twitter, LinkedIn, and MySpace. Email and SMS may be considered social media tools as well. The present technology utilizes a diverse range of effective tools and solutions that facilitate comprehensive learning for pupils via various means. Figure 1 illustrates the current use as posited by Kamnoetsin (2014).

Students and Social Media Networks

The use of social media has become more convenient and accessible for students. It is imperative that students' own laptops, smart phones, or tablets to provide an enriched learning experience inside the classroom. These technological devices offer optimal learning platforms that are essential for academic pursuits, while also providing access to various social media websites. Contrary to popular belief, incorporating social media into the educational setting is a complex endeavor.

Orijii and Torunarigha (2020: 340) stated that students react favorably to the incorporation of new technologies in the educational setting. However, this positive response is contingent upon the careful consideration, deliberate implementation, and effective integration of technology into the learning process. They stated that students allocate a comparable, if not greater, amount of time engaging in online activities within an informal learning setting, where they engage with peers and get feedback, compared to the time they spend with their instructors in a conventional classroom.

The effectiveness of social media in EFL classes

From a technological standpoint, it may be argued that contemporary social media platforms have surpassed our prior cognitive frameworks, since technology has become an essential component of our everyday existence. In the preceding year, individuals developed a habit of consuming information via magazines and newspapers. However, in contemporary times, a significant proportion of the population is obliged to get the latest news through social media platforms. This shift can be attributed to the demands of modern living, where technology plays a vital role. The formal request for the compulsory integration of social media in educational EFL contexts has shown notable growth in recent years owing to its practicality and ease of usage. Alsuraihi et al. (2016: 89) assert that social media platforms have seen significant growth in their use for academic purposes and have become prevalent in the field of education.

As a result, the effective integration of technology in the educational setting enables unrestricted access to the actual world for both educators and students, eliminating constraints related to geographical distance, temporal limits, and other challenges. Numerous researchers have incorporated social media into their studies, including Hori et al. (2016) and Chan (2016), whose studies demonstrate that the utilization of social media applications in the classroom fosters a robust teacher-student relationship and facilitates high-quality instruction, resulting in positive outcomes.

According to Lund (2019, p. 260), it has been argued that students often use three prominent social media platforms, namely Facebook, Wikipedia, and YouTube, for the purposes of social engagement, direct contact, prompt feedback, and fostering relationships. According to Aikten (2016: 93), the use of social media platforms has been posited to enhance the quality of education and facilitate improved communication among students. As a result, the students will acquire vocabulary in an incidental or indirect way via the use of these tools to effectively connect with their fellow classmates.

The Role of social media in facilitating vocabulary acquisition

Social media platforms allow registered students and users access to educational resources and opportunities of diverse kind. When a student's profile is published across many Facebook sites, they have the opportunity to engage in informal communication with international students and get valuable insights and information from them. Formal instruction and education are implemented and overseen by the instructor, who also imparts comprehensive guidance to their pupils. Educators provide pupils with unique usernames and passwords. Students have the opportunity to access their grades via a dedicated Facebook page established by the instructor. Additionally, the Facebook page provides information on supplementary drills or exercises that students are required to do alongside their given tasks. Furthermore, further programs and explanations are provided on the students' official webpage (Liu et al., 2015: 123).

The Advantages of Using Social Media Platforms in EFL Classes

Despite a few drawbacks, the overwhelming consensus among education professionals, practitioners, and theorists is that contemporary social media networks may have significantly beneficial impacts on the academic progress and development of language learners, provided they

are well used and employed. Students have the opportunity to engage in collaborative efforts with their classmates or peers while working on assignments. In addition, they have the opportunity to engage in collaborative efforts with international organizations and foster the interchange of ideas. Enrolled students have used a wide range of links and websites to enhance their vocabulary. This is shown by their use of platforms and pages such as YouTube, Instagram, and Facebook (Prayudha, 2022).

These links and webpages are vital and many. Given the widespread availability of global networking at no cost, it is imperative to provide students with incentives to effectively use, integrate, and instruct using emerging technology. In addition, students will acquire information pertaining to cultural diversity, as well as other social traditions and practices. This will provide a more comprehensive understanding of the external environment (Cakrawati, 2017: 25).

THEORETICAL FRAMEWORK

This research assumes that social media content makers have the ability to impact the process of vocabulary acquisition in second-grade English as a Foreign Language (EFL) learners. The study's theoretical framework is based on two primary theories: social learning theory and input hypothesis.

Bandura and Walters (1977) created the social learning theory, which posits that learning takes place by seeing and imitating the actions, attitudes, and results of others. According to this idea, learners may gain new information and abilities by seeing and engaging with models, such as content providers, who exemplify the desired behaviors and results. The social learning theory also highlights the significance of self-efficacy, which refers to an individual's conviction in their capability to successfully complete a task, in shaping the results of learning. Individuals who possess a strong sense of self-efficacy are more inclined to participate in demanding activities, persevere in the presence of obstacles, and attain superior levels of performance.

Krashen's input hypothesis, developed in 1992, asserts that language learning takes place when learners are exposed to understandable input, which refers to language that is somewhat more advanced than their present level of proficiency. According to this idea, learners may acquire new vocabulary through comprehension of the input's meaning rather than through explicit learning of the language's rules. The input hypothesis differentiates between acquisition and learning. Acquisition refers to the subconscious development of linguistic competence, while learning refers to the conscious development of language knowledge.

The research inquiries and suppositions of this investigation are deduced from these two theories. The project seeks to examine the ways in which social media content providers may offer clear and understandable language examples for EFL learners. Additionally, it wants to explore the impact of this on the learners' vocabulary acquisition and self-confidence in using the language. The research also seeks to investigate the learners' opinions and attitudes towards content producers as providers of vocabulary acquisition. The research posits that engaging with and actively participating in the material produced by social media influencers would lead to greater improvement in language acquisition and self-confidence compared to abstaining from such interactions.

METHODOLOGY

The study used a mixed-method approach, integrating both quantitative and qualitative methods for data collection and analysis. The research included a total of 90 social media users and second grade English as a Foreign Language (EFL) learners who were attending a public secondary school in Cairo, Egypt in academic year 2022-2023. The individuals were chosen based on two specific factors: their active involvement with English content producers on social media platforms, particularly Facebook, and their explicit desire to enhance their English language proficiency. The participants were categorized into two cohorts: an experimental cohort (n=45) that actively engaged with and followed certain content providers on Facebook for a duration of eight weeks, and a control cohort (n=45) that refrained from doing so. The age of the participants spanned from 11 to 25 years old, and their English language level was assessed using a standardized exam conducted by the school.

The data collection for the research included three instruments: an online survey, a vocabulary exam, and interviews. All participants completed the online survey and vocabulary evaluation, while interviews were done with a subset of 10 individuals.

A Google Forms survey questionnaire was created to gather data on the demographic features of participants, their social media use habits, and their thoughts and attitudes towards content providers as sources of vocabulary acquisition. The poll consisted of 15 closed-ended questions using a five-point Likert scale (Appendix A).

A vocabulary exam was developed to test the participants' proficiency in vocabulary and their ability to acquire new words. The evaluation included 10 questions, including a variety of language items often used by the content authors that the experimental group followed on Facebook. The evaluation consisted of two categories of inquiries: multiple-choice and fill-in-the-blank. The participants were tasked with selecting the accurate definition of a particular term from four alternatives in the multiple-choice questions, while the fill-in-the-blank questions required them to fill in a phrase with the suitable word. The vocabulary evaluation was conducted on two occasions: before and during the intervention session. The purpose of the pre-test was to assess the participants' initial level of vocabulary, while the post-test was to evaluate the participants' improvement in vocabulary after the intervention.

A sample of 10 participants was chosen for semi-structured interviews to get qualitative insights into their experiences with content authors and their approaches to vocabulary acquisition. The interviews were performed using Zoom, an internet-based video conferencing technology, with a duration of around 20 minutes per session. The interviews were conducted using a predetermined set of six open-ended questions (Appendix B). These questions explored various aspects, including the participants' reasons for following content creators, their preferred content types, the frequency and duration of their engagement, the advantages and difficulties of learning vocabulary from content creators, and the strategies employed to retain and utilize the newly acquired vocabulary. The interviews were recorded and transcribed to facilitate data processing.

The examination of quantitative data obtained from surveys and vocabulary tests involved the application of statistical techniques, including descriptive statistics and inferential analysis. The descriptive analysis approach was used to examine the study by tallying the responses for each question in order to determine the percentages. The use of thorough description and analytical thinking has been crucial in the analysis and interpretation of the data. The data were thoroughly examined to identify potential categories that are pertinent to the objective of the research. Subsequently, the aforementioned remarks were classified according to their intended objectives.

The qualitative data obtained from the interviews underwent transcription and thematic analysis in order to discover recurring themes and patterns pertaining to the participants' experiences with content creators and their acquisition of language.

This research adhered to ethical standards regarding participant consent, confidentiality, and data security. The identities of participants were anonymized, and the data was stored securely and used exclusively for research.

RESULTS AND DISCUSSION

Demographic Information

The demographic table included information about the participants' age, gender, and English ability level.

Table 1: Demographic Information

Demographic Variable	No. of participants	Frequency (%)
Age		
11-15	20	22.2
16-20	40	44.4
21-25	30	33.3
Gender		
Male	47	52.2
Female	43	47.8
English Proficiency Level		
Beginner	25	27.8
Intermediate	45	50.0
Proficient	20	22.2
Total	90	100

The participants are sorted into three groups based on their age. The bulk of participants (44.4%) are between the ages of 16 and 20, with 33.3% between the ages of 21 and 25, and 22.2% between the ages of 11 and 15. Males account for 52.2 percent of participation, while females account for 47.8 percent. Participants are divided into three levels of English competence. Intermediate learners make up the biggest category (50.0%), followed by novices (27.8%) and skilled learners (22.2%).

Table 2: Patterns of Social Media Usage

Social Media Platform	Frequency of Usage	Purpose of Usage
Facebook	72%	Communication and staying in contact with people
Instagram	51%	Amusement
Twitter	32%	News and current affairs
YouTube	68%	Entertainment, learning and education, and music

Table 2 shows the frequency and purpose of respondents' social media activity across various platforms. In terms of daily usage, 72% of respondents used Facebook, 68% on YouTube, 51% on Instagram, and 32% on Twitter. This suggests that Facebook and YouTube were the most widely utilized social media sites among participants on a daily basis. The data show some variation among platforms in terms of use intent. With 72% of respondents supporting this usage, Facebook was most generally used for communication and staying in contact with people. YouTube stood out for being used for a variety of objectives, including entertainment, learning and education, and music. Meanwhile, 51% of respondents said they mostly used Instagram for amusement, while 32% said they mostly used Twitter for news and current affairs.

These data indicate that Facebook has become a vital communication medium for the majority of respondents and is now a part of their everyday lives. YouTube is also a popular source of information, entertainment, and music. Twitter meets consumers' wants for news, yet it is used less often than other platforms. Instagram seems to be a medium that people use mostly for recreation and amusement.

These findings shed light on how various social media platforms meet certain demands and have grown specialized in their activities. This has significant implications for marketers wanting to strategically use these platforms to target consumers, as well as for academics looking into the effects of social media on areas such as well-being and relationships. YouTube's numerous goals showcase its diversified functions as an entertainment destination, an academic resource, and a music collection. Future research might add detail by investigating use trends across demographics and assessing engagement behaviors other than frequency.

Table 3: Perceptions and Attitudes towards Content Creators related to Language Learning

No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Content creators in social media have helped me improve my English vocabulary	40%	45%	10%	4%	1%
2	I regularly follow content creators on social media who provide English vocabulary lessons	30%	50%	15%	3%	2%
3	Content creators' use of visual aids and examples in their videos/posts has enhanced my understanding of English vocabulary	35%	45%	12%	5%	3%
4	Content creators' explanations of English vocabulary are clear and easy to understand	25%	50%	15%	6%	4%
5	I actively engage with content creators' content by practicing the vocabulary they teach	45%	30%	12%	7%	6%

6	The vocabulary lessons provided by content creators have increased my motivation to learn English	50%	35%	8%	4%	3%
7	I find it easier to remember new English vocabulary when it is introduced by content creators	40%	40%	15%	3%	2%
8	Content creators' use of real-life examples and context has improved my retention of English vocabulary	35%	40%	10%	8%	7%
9	Content creators provide a variety of vocabulary learning techniques and strategies	30%	35%	15%	15%	5%
10	I feel more confident using the vocabulary I have learned from content creators in social media	45%	25%	12%	8%	10%
11	Content creators' videos/posts have expanded my English vocabulary beyond what was taught in formal language classes	25%	45%	20%	7%	3%
12	I actively seek out content creators who provide English vocabulary lessons on social media	20%	40%	25%	10%	5%
13	Content creators' use of interactive exercises and quizzes has helped me reinforce my English vocabulary	30%	55%	10%	7%	3%
14	I feel more motivated to explore and learn new English words after watching content creators' videos/posts	30%	47%	13%	5%	5%
15	Content creators' content has positively impacted my overall English vocabulary learning experience	50%	25%	15%	8%	2%

Table 3 shows the perceptions and attitudes regarding content providers as language learning aids. The table displays the answers of participants to a series of statements on their views and attitudes about content producers as language learning aids.

- **Statement 1:** This statement is highly agreed with by 45% of participants, demonstrating a high degree of perceived value from content providers in boosting language abilities.
- **Statement 2:** This statement is highly agreed upon by 50% of participants, indicating that a large fraction of participants actively interact with content developers for vocabulary classes.
- **Statement 3:** 45% of participants agreed with this statement, proving that visual aids and examples provided by content authors are helpful for understanding terminology.
- **Statement 4:** 50% of participants agreed with this statement, demonstrating that content authors are typically adept at effectively communicating language topics.
- **Statement 5:** 45% of participants strongly agreed with this statement, showing that people use the terminology that content providers provide on a regular basis.
- **Statement 6:** 50% of participants strongly agree with this statement, demonstrating that content providers play a significant role in motivating participants to learn English vocabulary.

- **Statement 7:** 40% of participants either strongly agree and agree with this statement, indicating that the approaches used by content providers to introduce language aid in retention.
- **Statement 8:** 40% of participants strongly agree and agree with this statement, proving that content authors' use of real-world examples and context increases vocabulary recall.
- **Statement 9:** The reactions to this statement are more varied, with 35% agreeing and 30% strongly agreeing. This implies that, although participants perceive some variation in vocabulary acquisition approaches used by content authors, a sizable number stay neutral or undecided.
- **Statement 10:** 45% of participants strongly agree with this statement, demonstrating that vocabulary lessons created by content providers lead to enhanced confidence in language use.
- **Statement 11:** 45% of participants agree with this statement, indicating that content providers have a beneficial influence on participants' vocabulary expansion outside of official language sessions.
- **Statement 12:** The opinions on this statement are more mixed, with 40% agreeing and 20% strongly agreeing. This suggests that, although a sizable percentage actively seeks content providers, a sizable proportion is either indifferent or uncertain.
- **Statement 13:** 55% of participants strongly concur with this statement, demonstrating that interactive exercises and quizzes used by content authors are effective at reinforcing vocabulary.
- **Statement 14:** 47% of participants agree with this statement, indicating that content creators' videos/posts have a positive impact on participants' motivation to explore and learn new words.
- **Statement 15:** 50% of participants strongly agree with this statement, demonstrating that content providers have a favorable overall influence on participants' vocabulary learning experience.

According to the findings, social media content makers are seen favorably as instruments for language learning, especially for enhancing English vocabulary. Beyond formal language sessions, participants reported advantages such as greater comprehension, clear explanations, increased motivation, improved retention, and an enlarged vocabulary. Participants praised the utilization of visual aids, real-life examples, interactive activities, and quizzes. While the overall reaction was good, several participants reported indifferent or unclear feelings about searching out content providers and the range of vocabulary learning approaches given.

These results underscore content producers' potential as significant tools for language learners, especially in the context of vocabulary development. These producers' interesting and useful material may be used by educators and learners to supplement formal language education and improve the overall learning experience. Furthermore, the findings emphasize the need to include visual aids, real-life examples, interactive components, and explicit explanations when creating instructional material. It should be noted that these findings were based on a small sample of participants and that more study with a wider and more varied population will give a more thorough knowledge of views and attitudes toward content producers as language learning aids.

Vocabulary Assessment

Table 4 below shows the results of the pre-test scores for vocabulary assessment between control and experimental group.

Table 4: Pre-Test Scores for vocabulary assessment

	Experimental Group	Control Group
Vocabulary Size		
Mean	15.42	14.95
Standard Dev	2.36	1.89
Min	11	10
Max	19	18
Word Knowledge		
Mean	16.15	15.78
Standard Dev	2.04	1.67
Min	13	12
Max	19	17
Lexical Access		
Mean	14.88	14.42
Standard Dev	2.13	1.98
Min	10	9
Max	18	16

The mean scores for vocabulary size, word knowledge, and lexical access in the experimental group are 15.42, 16.15, and 14.88, respectively (Table 4). The control group had mean scores of 14.95, 15.78, and 14.42 for each component. The standard deviations represent the variation in scores within each category. In vocabulary size, the standard deviation for the experimental group is 2.36, whereas the standard deviation for the control group is 1.89. For word knowledge, the standard deviation for the experimental group is 2.04, whereas for the control group it is 1.67. For lexical access, the standard deviation for the experimental group is 2.13, whereas for the control group it is 1.98.

Table 5: t-test results for each group’s pre-test score.

Group	Parameter	Vocabulary Size	Word Knowledge	Lexical Access
Experimental	Mean	15.42	16.15	14.88
	SD	2.36	2.04	2.13
	Min	11	13	10
	Max	19	19	18
Control	Mean	14.95	15.78	14.42
	SD	1.89	1.67	1.98

Min	10	12	9
Max	18	17	16
t-value	0.87	0.81	0.96
p-value	0.39	0.42	0.34

From the data in table 5, it can be deduced that the *t*-test results indicate that the pre-test score between the experimental group and the control group is statistically insignificant. All p-values exceed the significance level of 0.05, indicating that the means are equivalent. Thus, it can be deduced that the two cohorts possess similar levels of vocabulary size, word knowledge, and lexical access prior to the implementation of the intervention.

Table 6. Descriptive Statistics for Post-Test Scores

	Experimental Group	Control Group
Vocabulary Size		
Mean	17.65	16.92
Standard Dev	1.87	1.78
Min	14	13
Max	20	19
Word Knowledge		
Mean	18.12	17.55
Standard Dev	1.63	1.47
Min	15	14
Max	20	18
Lexical Access		
Mean	16.78	16.32
Standard Dev	1.92	1.81
Min	12	11
Max	19	17

When the post-test results were compared, similar patterns appeared. When compared to the control group, the experimental group had higher mean scores in all three components. In terms of vocabulary size, the experimental group achieved a mean score of 17.65, which was marginally higher than the mean score of 16.92 achieved by the control group. The control group had a standard deviation of 1.78, while the experimental group had a standard deviation of 1.87. As indicated by the minimum and maximum values, the range of scores for both categories was comparable. Regarding word knowledge, the control group got a mean score of 17.55 and the

experimental group got 18.12. Both the experimental and control groups had relatively similar standard deviations, measuring 1.47 for the control group and 1.63 for the experimental group. Analogous to the Vocabulary Size variable, the two groups exhibited an analogous range of scores. In relation to lexical access, the mean score of the experimental group was 16.78, which was marginally higher than the mean score of 16.32 achieved by the control group. Once more, the standard deviations exhibited a relatively small difference, as the control group recorded 1.81 and the experimental group 1.92.

The following table shows the results of the t-test for each post-test score:

Table 7: t-test for each post-test score.

Post-Test Score	Pooled Standard Deviation	Standard Error of the Difference	t-statistic	Degrees of Freedom	p-value	Effect Size
Vocabulary Size	1.83	0.26	2.81	58	0.007	0.40
Word Knowledge	1.55	0.22	2.59	58	0.012	0.37
Lexical Access	1.87	0.27	1.71	58	0.092	0.25

From the data in the table, it can be deduced that:

- A substantial and statistically significant disparity exists between the experimental and control groups regarding the means of vocabulary size scores; the experimental group has a higher mean score than the control group.
- A statistically significant and meaningful disparity exists between the experimental group and the control group with regard to the means of their word knowledge scores. The experimental group achieves a higher mean score than the control group.
- The means of the lexical access scores of the control and experimental groups do not differ in a statistically significant or meaningful way; however, the control group exhibits a marginally lower mean score in comparison to the experimental group.

Several observations were made based on the descriptive statistics:

- In general, as compared to the experimental group, the control group had somewhat lower mean scores in all three components. However, the changes are minimal.
- The experimental group, like the pre-test results, had higher mean scores in all three components than the control group.
- The standard deviations reveal the degree of variability in the scores within each group and component. Lower standard deviations indicate that the scores are more closely concentrated around the mean, implying less variability.

- The lowest and highest scores indicate the distribution of scores within each component. The greater the range, the greater the variability in the scores.

Interview Analysis

In relation to the incentive to follow content creators, it is evident that the participants possess a distinct motivation for engaging with individuals whose primary language is English. They acknowledge that active engagement with authentic materials can improve their fluency because they want to improve their English language proficiency and lexicon.

In regard to preferred content categories, podcasts and videos are cited by the participants as the most captivating. This indicates that individuals prefer multimedia formats that offer both visual and auditory input, thereby facilitating a more immersive experience when learning a language.

In the process of deciding which materials to ingest, the participants base their choices on their personal interests and the extent to which the content is pertinent to their language learning objectives. Indicating a degree of social validation in their decision-making process, they additionally take into account recommendations from fellow followers and the content's communal notoriety.

In relation to the frequency and duration of engagement, the respondents demonstrate a consistent and routine interaction with the material, consuming it on a number of occasions per week. The variability in the duration of their interactions with different types of content implies a versatile learning approach that can adapt to various content formats and durations.

The participants exhibit an engaged approach to vocabulary acquisition in the context of methods, halting the content to look up and annotate unfamiliar words. In addition, they employ a range of strategies, including the use of flashcards, vocabulary applications, and practical exercises, in order to retain and implement the newly acquired words.

In regard to the benefits and challenges associated with vocabulary acquisition via social media content creators, the participants recognize the authenticity and pertinence of the language employed by the content creators as a benefit. Furthermore, they value the community-oriented and interactive characteristics of social media platforms. Nevertheless, non-native speakers may encounter obstacles such as informal language, vernacular, and regional accents, which they acknowledge as potential challenges.

In order to effectively integrate newly acquired vocabulary into informal discourse, the participants underscore the significance of actively employing the vocabulary in diverse contexts. They suggest generating their own content and participating in dialogues with native speakers as productive methods of integrating the terminology they have learned into their communication abilities.

In relation to the enhancement of confidence and fluency, the participants articulate their conviction that adhering to content creators and actively interacting with their materials can augment their English language proficiency and self-assurance. Their sustained engagement with the material and exposure to authentic language usage are credited with this progress.

Consequently, the responses provided by the participants demonstrate an active and proactive stance towards acquiring language skills via social media content producers. The authors emphasize the advantages of utilizing genuine and pertinent material while simultaneously recognizing the difficulties and the necessity for proactive utilization and implementation of the gained terminology.

CONCLUSION

The study's results indicate that individuals who create material on social media platforms have a substantial influence on the acquisition of vocabulary by language learners. A significant proportion of the participants expressed favorable thoughts and attitudes towards content providers as effective resources for enhancing English vocabulary. The participants said that using visual aids, real-life illustrations, interactive activities, and concise explanations in the videos and posts created by content producers had a positive impact on their comprehension, motivation, memory retention, and overall experience of learning vocabulary. Additionally, the research findings indicate that content makers have contributed to the enhancement of participants' vocabulary acquisition outside the scope of formal language instruction. This has resulted in an increased sense of self-assurance in using the acquired vocabulary and a heightened motivation to engage in the exploration and acquisition of novel English lexicon. Moreover, the participants demonstrated active involvement with the content makers by actively practicing the vocabulary that was given, therefore reinforcing their learning via interactive activities and quizzes.

This research endeavor has several theoretical and practical implications. The study will contribute to the comprehension of how social media platforms can be utilized as resources for language learning by investigating the impact of content creators on vocabulary acquisition. The results will inform educators and language learners about the effective strategies employed by content creators, as well as the potential benefits and limitations of using their content for vocabulary acquisition. In addition, the research may shed light on the transferability of content creators' vocabulary to other language contexts.

Based on the findings of the research, the following suggestions might be proposed:

- Educators and language learning institutions have the opportunity to integrate materials and resources created by content producers into their curricula as a means of enhancing conventional language training. The provision of high-quality information that is aligned with students' interests has the potential to augment their motivation and involvement in the process of vocabulary acquisition.
- Educating language learners about dependable and respectable content providers that offer accurate and useful vocabulary training is of utmost importance. This may assist learners in making well-informed decisions and decreasing the risk of encountering disinformation or substandard material.
- The mutual collaboration between educators and content developers might yield advantageous outcomes for both entities involved. Educators have the capacity to provide valuable direction and assistance to content producers in the process of developing resources that are in accordance with curricular goals and pedagogical principles. Information producers, in a reciprocal manner, have the ability to provide their specialized knowledge in producing captivating and easily comprehensible information that fulfills the requirements of learners.
- Content developers have the opportunity to prioritize the creation of interactive exercises, quizzes, and other interactive elements that facilitate active student engagement with the language being taught. This has the potential to boost retention and strengthen the process of vocabulary acquisition.

- Additional investigation is required to delve into the enduring effects of content makers on the acquisition of vocabulary and the development of language competency. Examining a broader and more heterogeneous cohort of individuals over an extended period of time might provide significant data about the efficacy of content producers as facilitators of language acquisition.
- It is advisable to promote the inclination of content authors towards ongoing professional development in order to augment their expertise and proficiency in language teaching approaches. This approach may guarantee the generation of superior content that conforms to evidence-based best practices.
- It is important for individuals engaged in language acquisition to possess the necessary cognitive abilities to critically assess the quality and dependability of material producers. Offering learners information on evaluating the trustworthiness, correctness, and relevancy of material may facilitate their ability to make educated decisions and optimize their educational achievements.

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Appendix A

Questionnaire

Your name: -----

Your age: -----

Your first language: -----

Questionnaire Questions

1. **Content creators in social media have helped me improve my English vocabulary.**
 - a. Strongly Disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly Agree

2. **I regularly follow content creators on social media who provide English vocabulary lessons.**
 - a. Strongly Disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly Agree

3. **Content creators' use of visual aids and examples in their videos/posts has enhanced my understanding of English vocabulary.**
 - a. Strongly Disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly Agree

4. **Content creators' explanations of English vocabulary are clear and easy to understand.**
 - a. Strongly Disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly Agree

- 5. I actively engage with content creators' content by practicing the vocabulary they teach.**
 - a. Strongly Disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly Agree

- 6. The vocabulary lessons provided by content creators have increased my motivation to learn English.**
 - a. Strongly Disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly Agree

- 7. I find it easier to remember new English vocabulary when it is introduced by content creators.**
 - a. Strongly Disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly Agree

- 8. Content creators' use of real-life examples and context has improved my retention of English vocabulary.**
 - a. Strongly Disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly Agree

- 9. Content creators provide a variety of vocabulary learning techniques and strategies.**
 - a. Strongly Disagree
 - b. Disagree
 - c. Neutral
 - d. Agree
 - e. Strongly Agree

- 10. I feel more confident using the vocabulary I have learned from content creators in social media.**

- a. Strongly Disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly Agree

11. Content creators' videos/posts have expanded my English vocabulary beyond what was taught in formal language classes.

- a. Strongly Disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly Agree

12. I actively seek out content creators who provide English vocabulary lessons on social media.

- a. Strongly Disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly Agree

13. Content creators' use of interactive exercises and quizzes has helped me reinforce my English vocabulary.

- a. Strongly Disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly Agree

14. I feel more motivated to explore and learn new English words after watching content creators' videos/posts.

- a. Strongly Disagree
- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly Agree

15. Content creators' content has positively impacted my overall English vocabulary learning experience.

- a. Strongly Disagree

- b. Disagree
- c. Neutral
- d. Agree
- e. Strongly Agree

Thank you for cooperation!

Appendix B

Interview questions

1. What prompted you to follow on social media platforms content creators whose primary language is English?
2. Which types of content do you find most engaging to view or read on behalf of these content producers? How does one determine which materials to consume?
3. What is the frequency and length of your interaction with the content that these people produce? To what extent do you engage with them or other followers?
4. How does one acquire new vocabulary through the consumption of content? Do you utilize any methods or instruments to assist you in remembering and applying the words you study?
5. What are the advantages and difficulties associated with acquiring vocabulary through social media content creators? In comparison to alternative vocabulary learning resources, including textbooks, dictionaries, and instructors, how does it fair?
6. How can one incorporate the terminology acquired from content creators into their personal communication prowess? Following them, does your confidence or fluency in the English language increase?