
English Students' Perspectives on Aaron O'Brien's Content on Vocabulary Usage

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Abstract: This study examines the impact of Aaron O'Brien's educational content on social media in enhancing English vocabulary acquisition among EFL students. In the digital age, social media platforms have become valuable tools for language learning, offering students engaging and interactive ways to learn new vocabulary. The research used a quantitative survey method with a five-point Likert scale to assess students' perceptions of O'Brien's content. The survey, administered to 31 students, revealed that most participants found the content relevant and beneficial for learning vocabulary. The contextual approach used by O'Brien helped improve students' vocabulary retention. However, challenges in maintaining consistent engagement with the content were also noted, with factors like time management and distractions affecting students' motivation. Despite these challenges, the findings suggest that social media content, when integrated with formal educational settings, can enhance students' language learning experience. The study recommends exploring motivational strategies such as gamification or incentives to encourage regular interaction with educational content. Overall, the results indicate that educational content on social media, like that provided by O'Brien, has significant potential to support traditional language learning methods and improve vocabulary acquisition.

INTRODUCTION

The digital era has revolutionized language learning, especially in the context of English as a Foreign Language (EFL) (Sari, N., 2024). Social media platforms, as products of this digital revolution, offer a dynamic environment for students to enhance their language proficiency. These platforms allow learners to engage with educational content outside traditional classroom settings (Annamalai, 2019). Social media provides an interactive, real-world context where students can immerse themselves in the language. This environment fosters engagement and deeper understanding, breaking the barriers of conventional learning (Procel, G. J. O., et al., 2024). The digital tools available today offer unprecedented opportunities for language learners to practice and apply their knowledge (Zhao, Y., & Lai, C. 2023). These opportunities enable students to learn at their own pace, increasing the potential for language acquisition.

Educational content creators on social media have become influential in language learning, offering interactive and contextualized lessons (Gebre, E. H., & Polman, J. L., 2020). Aaron O'Brien, an English teacher active on platforms like YouTube and Instagram, exemplifies this trend. Through his content, O'Brien teaches English vocabulary in an engaging, approachable way, making language learning enjoyable. His method aligns with research by Arndt & Woore (2021), which emphasizes the effectiveness of digital platforms in improving vocabulary retention. This approach allows students to engage with English in a more accessible, engaging way compared to traditional learning (Albiladi, W. S., & Alshareef, K. K., 2019). Digital platforms thus play a crucial role in transforming how language education is delivered (Haleem, A., et al., 2022). By leveraging these platforms, learners are exposed to innovative methods that foster a deeper connection with the material. Studies have shown the positive impact of social media on vocabulary learning, with platforms like Instagram and TikTok being particularly effective. Rodrigues & Vethamani (2021) found that Instagram significantly improved EFL students' vocabulary mastery. Similarly, Chen et al. (2022) noted that TikTok increased students' motivation to learn vocabulary, with 82% of participants expressing heightened interest. These findings highlight the unique ability of social media to captivate students and enhance their learning experience (Patty, J., & Noiya, L. F., 2023). Social media encourages students to interact with vocabulary in fun and engaging ways, making the learning process less daunting (Le, H. V., & Nguyen, L. Q., 2024). The ease of access and creative formats on platforms like Instagram and TikTok make them ideal for learning.

Beyond motivation, social media has also been shown to improve the effectiveness of language learning. Kim & Park., 2023) identified several factors that contribute to successful learning through content creators, including content quality and interactivity. Consistent uploads and the relevance of the material to students' needs are also essential for maximizing learning outcomes. High-quality content ensures that students engage with accurate and valuable information (Serrano, D. R., et al., 2019). Interactivity fosters deeper learning by allowing students to participate in conversations and activities (Aderibigbe, S. A. (2021). Consistency ensures that students maintain regular learning habits, improving long-term retention. Relevance to students' personal interests and goals ensures they stay motivated and engaged with the content (Alamri, H., et al., 2020). Further research confirms that regular interaction with educational content creators leads to better language proficiency. Martinez-Lopez., et al (2023) found a positive correlation between students' engagement with English content creators and improved TOEFL scores. Their study suggests that frequent exposure to educational content enhances students' language skills (Alobaid, A., 2020). By interacting with content creators, students can reinforce what they have learned in formal classes, improving their overall language proficiency (Heritage, M., et al., 2020). This regular interaction with educational materials offers a supplementary learning experience that complements traditional methods. Students who engage with social media content creators gain exposure to diverse vocabulary, idiomatic expressions, and real-world language usage (Ng, D. T., et al., 2022). The integration of this content into students' daily routines helps solidify their learning.

A comprehensive study by Thompson & Lee (2024) revealed that 85% of EFL students in Southeast Asia regularly follow English content creators. These students use social media to supplement their formal learning, recognizing its value in enhancing language proficiency (Greenhow, C., & Robelia, B., 2009). The study indicates that students increasingly rely on digital platforms to access educational content that complements their classroom education. This shift shows that social media is not just for entertainment but is becoming a crucial educational tool (Latif, M. Z., et al., 2019). By engaging with content creators, students gain access to diverse teaching methods and materials that are often more engaging than traditional textbooks (Haleem,

A., et al., 2022). As a result, students are becoming more autonomous in their language learning, utilizing the flexibility of social media to enhance their academic performance. Social media and educational content creators have significantly impacted vocabulary acquisition in language learning, especially in the digital age (Reinhardt, J., 2019). These platforms provide students with dynamic, interactive, and personalized methods for expanding their vocabulary (Kanellopoulou, C. & Giannakouloupoulos, A., 2021). Unlike traditional classroom settings, social media offers learners the freedom to explore language content at their own pace, enabling them to focus on vocabulary acquisition in a more engaging and accessible way. Studies show that students who engage with social media content creators focusing on vocabulary lessons demonstrate a marked improvement in both vocabulary mastery and retention (Fahdin, R. G. P., 2020). The digital environment allows students to repeatedly encounter new words in varied contexts, reinforcing their understanding and making vocabulary acquisition more natural and effective (Teng, F., 2019). The effectiveness of social media in vocabulary learning hinges on several key factors. Content quality is paramount in ensuring that vocabulary lessons are accurate, relevant, and engaging. (Schmitt, N., & Schmitt, D., 2020). Educational content creators who design structured, interesting, and informative lessons help learners internalize new words effectively (Radianti, J., et al., 2020). Interactivity also plays a crucial role in reinforcing vocabulary knowledge, as students can actively participate in quizzes, games, and discussions, applying the new words they learn (Sarwat, S., et al., 2023). Additionally, the relevance of the material to the learners' needs is critical. When students encounter vocabulary that is aligned with their personal interests or language goals, they are more likely to engage with and retain the words they are learning (Wulantari, N. P., et al., 2023). These factors combined make social media an effective tool for vocabulary acquisition. The increasing use of social media in language learning has proven to enhance motivation, particularly when it comes to vocabulary acquisition (Zainal, Z., & Rahmat, N. H., 2020). Platforms like Instagram, TikTok, and YouTube offer short, engaging content that captures students' attention, making vocabulary learning less intimidating (Pham Manh, T., et al., 2023). Educational content creators present vocabulary lessons in a fun, approachable way, often using humor, storytelling, or interactive challenges to keep students engaged (CHEKAROUA Djoumana, C. R., 2023). This approach not only makes learning enjoyable but also encourages students to spend more time learning vocabulary outside the formal classroom environment (Waite, S., 2020). The entertaining and accessible nature of social media content motivates students to explore new words, leading to higher levels of engagement and greater vocabulary retention (Vargas-Saritama, A., & Celi, V. S. E., 2024).

While social media platforms have revolutionized vocabulary learning, the effectiveness of these tools depends on the quality and consistency of the content (Yu, Z., et al., (2022). Content creators must ensure that the vocabulary they teach is appropriate for the learners' proficiency levels and that it is presented in an organized and clear manner (Heritage, M., et al., 2020). Inconsistent uploads or low-quality content can hinder students' learning progress. Moreover, the vast amount of content available on social media means that students must be discerning in selecting educational materials that will truly benefit their vocabulary development (Teng, F., 2022). Therefore, students must actively seek out high-quality content creators who provide relevant, well-structured vocabulary lessons (Nikitina, N., 2024). The role of social media in vocabulary learning is undeniable, and as more students turn to digital platforms for education, the importance of these tools will only continue to grow (Hamadeh, W., et al., 2020). By leveraging the potential of educational content creators, students can access high-quality, engaging vocabulary lessons that enhance their learning experience (Mejia, M., & Sargent, J. M. (2023). The shift toward digital content in vocabulary education signifies a major change in how language learners acquire

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and retain new words, offering new possibilities for more interactive, personalized, and effective learning (Li, P., & Lan, Y.-J., 2022). As social media continues to evolve, it will undoubtedly play an even greater role in helping students build their vocabulary in innovative and engaging ways.

METHOD

This study uses a quantitative survey method to assess English students' perceptions of Aaron O'Brien's social media account in enhancing their understanding and usage of English vocabulary. The instrument used is a five-point Likert scale questionnaire, designed to evaluate how helpful students find the account in enriching and improving their vocabulary. The questionnaire consists of 18 questions that explore various aspects, including the relevance of the content shared by Aaron O'Brien, the frequency of student interaction with the account, and students' perceptions of the account's effectiveness in enhancing their vocabulary acquisition, both passively and actively. Data were collected from 30 English-major students who were randomly selected to participate in this study. Each participant was asked to complete the questionnaire, which focused on their perceptions of the vocabulary content presented through Aaron O'Brien's account, as well as its impact on their ability to use the vocabulary in academic contexts and everyday communication. The results of the questionnaire were then analyzed using descriptive statistics to provide a quantitative assessment of students' evaluations of the account. The findings from this analysis are expected to offer valuable insights into the influence of Aaron O'Brien's account on vocabulary learning and provide recommendations for improving vocabulary instruction through social media platforms.

This study employed a questionnaire with a five-point Likert scale to measure respondents' attitudes, ranging from *Strongly Disagree (SD)* to *Strongly Agree (SA)*, with scores assigned as follows:

Table 1. Example the Likert

Category	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

a. Data Analysis

The data collected from the questionnaires were analyzed using descriptive statistics to understand students' perceptions of Aaron O'Brien's content. The analysis focused on calculating the mean, standard deviation, minimum, maximum, and the distribution of responses to provide a comprehensive summary of the findings. To enhance the accuracy and efficiency of the analysis, the JASP software (Jeffrey's Amazing Statistics Program) was employed. JASP was used to perform statistical calculations and generate visualizations, such as histograms and boxplots, which illustrated the distribution and variability of the data. This approach allowed for a clearer interpretation of how students perceive the relevance, effectiveness, and motivational aspects of Aaron O'Brien's content. By leveraging JASP, the analysis was conducted in a structured and transparent manner, ensuring reliable results that align with the study's objectives. The data were then analyzed using descriptive statistics to obtain the mean and standard deviation for each item.

Mean values were interpreted according to the established attitude levels. Data analysis was conducted using SPSS version 27 or R Studio to ensure accuracy in the research results (Widoyoko, 2012).

RESULT AND DISCUSSION

To know how do English students perceive the effectiveness of vocabulary learning content on Aaron O'Brien's account.

Table 2. The answer from student

Descriptive Statistics

	Valid	Missing	Median	Mean	Std. Deviation	Minimum	Maximum
Column 1	31	0	4.000	3.742	0.930	1.000	5.000
Column 2	31	0	4.000	3.516	0.926	1.000	5.000
Column 3	31	0	4.000	3.806	1.046	1.000	5.000
Column 4	31	0	3.000	3.516	0.962	2.000	5.000
Column 5	31	0	4.000	3.935	1.031	1.000	5.000
Column 6	31	0	4.000	3.968	0.983	1.000	5.000
Column 7	31	0	3.000	3.226	1.117	1.000	5.000
Column 8	31	0	3.000	3.290	1.006	1.000	5.000
Column 9	31	0	4.000	3.839	0.934	1.000	5.000
Column 10	31	0	4.000	3.774	1.023	1.000	5.000
Column 11	31	0	3.000	3.258	1.032	1.000	5.000
Column 12	31	0	3.000	2.903	1.012	1.000	5.000
Column 13	31	0	3.000	3.258	0.930	1.000	5.000
Column 14	31	0	3.000	3.194	1.167	1.000	5.000
Column 15	31	0	3.000	3.194	1.108	1.000	5.000
Column 16	31	0	3.000	3.097	1.044	1.000	5.000
Column 17	31	0	3.000	3.065	1.124	1.000	5.000
Column 18	31	0	3.000	2.839	1.098	1.000	5.000

This research aimed to explore how students perceive the educational content shared by Aaron O'Brien on social media, specifically in terms of its impact on improving their English vocabulary acquisition. In the context of increasing digital technology use, social media platforms have become valuable tools for language learning, particularly for enhancing vocabulary retention. The study involved collecting data from 31 students using a five-point Likert scale questionnaire. This tool provided insight into students' views regarding the usefulness, relevance, and engagement with O'Brien's content. The data was analyzed through descriptive statistics, focusing on calculating the mean, standard deviation (SD), median, minimum, and maximum values for each survey item. The goal of this analysis was to present a detailed picture of how students respond to educational content available on social media.

The descriptive statistics showed that the mean values for all items on the questionnaire ranged from 2.84 to 3.97, with standard deviations ranging from 0.93 to 1.17. These results suggest that, in general, the students had a favorable perception of O'Brien's content. The highest mean score of 3.97 (SD = 0.98) was recorded for the item that assessed the relevance of the content to the students' educational needs. This result indicates that the majority of students found the content to be highly relevant to their vocabulary learning, which confirms the effectiveness of providing contextualized, digital learning materials in vocabulary acquisition. The students rated O'Brien's

content positively, viewing it as aligned with their learning requirements, which mirrors the growing trend of using contextual and engaging content in digital education. On the other hand, the lowest mean score, 2.84 (SD = 1.10), was found in the area measuring students' motivation to engage with the content consistently over time. This suggests that while students found the content relevant and valuable, there were difficulties in maintaining regular interaction with the material. These results point to challenges in student engagement, possibly due to distractions inherent in social media platforms or the irregularity with which students accessed the content. Such a low score also indicates that factors like students' personal interests, time management, and external distractions can significantly affect their motivation to engage with educational content consistently.

The median scores for most of the items were either 3.00 or 4.00, indicating a neutral to positive response overall. A median score of 3.00 suggests a balanced or neutral response, while a score of 4.00 leans more toward a positive perception. The variability of responses, ranging from 1.00 to 5.00, reveals differences in how individual students perceive the content. Although most students gave positive feedback, some exhibited less enthusiasm, highlighting that different factors may influence how educational content is received. This diversity of opinion suggests that individual student characteristics, such as personal interests and learning habits, play a key role in how they engage with digital educational resources. The findings indicate that Aaron O'Brien's educational content has significant potential for enhancing vocabulary acquisition, particularly because of its relevance and high quality. The interactive and contextual nature of the content contributed to students' ability to understand and remember new vocabulary more effectively. This result supports Arndt and Woore's (2021) research, which shows that learning vocabulary through digital platforms can improve students' retention and comprehension. The positive perception of content relevance also aligns with the work of Rodrigues and Vethamani (2021), who argue that context plays a critical role in vocabulary learning, especially in digital environments.

Despite the overall positive feedback, the lower ratings regarding students' motivation to engage with the content regularly point to a significant challenge. The variability in responses on this particular aspect suggests that many factors influence students' consistent engagement with the educational material. For instance, external variables such as personal preferences, distractions, and academic workload may be impacting students' motivation to access content consistently. These findings align with earlier research by Kim and Park (2023), who identified key factors such as content interactivity and the alignment of materials with students' learning needs as critical to sustaining engagement with educational content. While O'Brien's content appears to meet these criteria, it is clear that additional strategies are necessary to maintain long-term student engagement. One potential solution to enhance student motivation and engagement is integrating social media content into formal educational settings. By incorporating O'Brien's lessons into classroom activities, educators could offer a more balanced learning experience that combines informal learning with structured, traditional teaching methods. For example, including assignments or discussions related to the social media content in the classroom could encourage students to interact more deeply with the material. Additionally, providing rewards or incentives for consistent engagement, such as recognizing students for regular participation or offering gamified challenges, could help foster sustained interest in the content.

From a practical standpoint, this research highlights the growing role of social media in supporting language learning. Platforms like Instagram, TikTok, and YouTube can offer students access to educational resources that are both accessible and engaging. The ability to present vocabulary in a way that is visually appealing and contextually relevant is a distinct advantage of using these platforms. The study suggests that O'Brien's content, with its contextual and interactive

approach, allows students to learn vocabulary in a manner that feels relatable and grounded in real-life situations. This further supports the argument that digital platforms can significantly complement formal education by offering students additional ways to learn outside the classroom.

In conclusion, this study provides valuable insights into how social media can be used as a tool for enhancing vocabulary learning in an EFL context. The results indicate that students have a generally positive view of O'Brien's content, particularly regarding its relevance to their learning needs and the high quality of the material. However, the challenge of sustaining motivation for regular engagement underscores the need for strategies to increase student involvement. Future research could explore the benefits of integrating social media content with formal education and examine whether gamification or other motivational strategies could further enhance student engagement. By taking advantage of social media's strengths, educators can create more interactive and dynamic language learning experiences that complement traditional methods and support students in their language learning journey.

CONCLUSION

This research highlights the significant role of social media in enhancing vocabulary acquisition in an EFL (English as a Foreign Language) context. The results indicate that Aaron O'Brien's educational content has a positive impact on students' ability to learn and retain English vocabulary, primarily due to the content's relevance, contextual delivery, and engaging format. The majority of students found the material beneficial for their learning, which aligns with previous studies that emphasize the effectiveness of digital platforms in vocabulary development (Arndt & Woore, 2021; Rodrigues & Vethamani, 2021). However, a key challenge identified was students' difficulty in maintaining consistent engagement with the content, suggesting that external factors like time management, distractions, and individual interests may be influencing their level of motivation.

To address this challenge, future studies could examine the potential benefits of integrating social media content with formal classroom settings, creating a blended learning approach that combines the strengths of both informal and structured learning. Strategies such as gamification, rewards, or incentives for regular participation could be explored to further boost students' motivation. Overall, the findings of this study provide useful insights into how social media can be leveraged to support traditional language education, offering students dynamic and engaging resources for language learning. By tapping into the interactive and appealing nature of platforms like Instagram, TikTok, and YouTube, educators can enhance the learning experience and encourage more consistent participation, ultimately facilitating better vocabulary acquisition and retention.

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