

DUET THIS: STORYTELLING THROUGH SOCIAL MEDIA VIDEO FOR TEACHING ENGLISH

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Abstract: This case study aimed to investigate the use of the social media video application, TikTok, to support ten EFL teachers in Indonesia to develop videos for storytelling with their students. In this study, a two-week training program consisting of face-to-face and online sessions was conducted to facilitate the teachers to explore TikTok affordances and tell stories in the form of TikTok's Duet. The data were collected from TikTok videos produced during the program and the teachers' pre- and post-training reflective notes. The findings show the teachers' shifted view of TikTok as non-educational entertainment to an educational platform that could facilitate interactive and interesting storytelling with students. The teachers were aware that while the short duration of the TikTok video was beneficial for easy sharing and engagement with students, it affected the length of the unfolding stages of the story. In creating a TikTok video for storytelling, the teachers found modifying original stories into a one-minute interactive video challenging. More support is thus required to provide teachers with pedagogical, technological, and language content knowledge that allows them to develop teaching resources relevant to their student's language learning needs and social and economic backgrounds.

Keywords: *EFL teachers; social media; storytelling; TikTok educational videos.*

INTRODUCTION

Social media has emerged as a powerful language learning platform now that we enter the post-pandemic era. The past three years saw a dramatic shift where schools were "forced" to undergo a major transition from traditional face-to-face learning to online learning (Atmojo & Nugroho, 2020; Damayanti & Sibarani, 2020; Hodges, 2020). However, even though schools have now

returned to in-person delivery, using social media for online learning remains relevant.

In the post-pandemic era, the demands of teaching and learning have been translated into the needs of students to creatively engage in a digital environment and to prepare students to communicate in an increasingly digital mode of communication (Muftah, 2022; Shen & Guo, 2022). In line with this, a growing body of literature also shows that social media has been

used to assist students with flipped learning, a learning style where teachers facilitate and guide students to produce learning content (Han, 2022; Fan, 2022). This marks the transition to the larger portion of ownership because students need to apply and modify what they have learned before uploading their learning content to social media.

A number of studies have demonstrated that efforts have been made to accommodate teachers' use of social media such as WhatsApp and Youtube. WhatsApp relies on its convenient, low-cost, and real-time delivery through chat features familiar to its user, thus making it one of the most potential platforms for integrating online and onsite learning instruction (Bouhnik & Dshen, 2014; Kheryadi, 2018). However, the lack of functions related to interactive media, such as video on WhatsApp, could hinder learning, especially in practicing speaking. Another widely-used learning media is Youtube, but the technical issues still entail as most available videos are large and often subjected to copyright (Wilson, 2015). Providing a cost-effective multimodal platform that allows both teachers and students to interact is, thus, pivotal.

Recently, a low-cost application, TikTok, has gained popularity as a video-based application for educational purposes (e.g., Bohang, 2018; Bresnick, 2019; Dzulfaroh, 2023). As TikTok offers quick and concise information and is easy to use, TikTok has established itself as the most popular app, surpassing YouTube, WhatsApp, Facebook, and Instagram, with 45.8 million downloads in the first quarter of 2018 (Bohang, 2018). In Indonesia, TikTok is reported to have 99 million active TikTok users (Dzulfaroh, 2023). TikTok ticks all the boxes as suitable learning media because videos are uploaded in short video format while still accentuating its fun elements (e.g., the "Duet This" feature).

Numerous studies have explored the use of TikTok in English learning, especially in spoken English. For example, Pratiwi, et.al. (2021) investigated the use of TikTok and explored university students' perception of pronunciation lessons. Similarly, Afidah and Mutiara (2021) developed a series of TikTok videos containing pronunciation prompts and instructions for senior high school students. The integration of stories in speaking classes using TikTok was investigated by Zaitun et al. (2021), where students were encouraged to demonstrate their storytelling skills. However, these studies have been carried out to identify students' perceptions of using TikTok,

without much emphasis on how teachers perceive and could leverage the use of TikTok.

Given the benefits of TikTok for educational purposes, understanding teachers' technological and pedagogical skills is necessary. The knowledge is called Technological pedagogical knowledge (TPK) where the awareness of the potential alterations that may take place in teaching and learning when particular technologies are used in particular ways (Koehler, Mishra, & Cain, 2013). Teachers who cannot get along with technology in their teaching will be reluctant to use it in the classroom, thus decreasing the potential to support students' learning, particularly in emergency teaching.

The tremendous advancement in technology has strengthened the need for TPACK in the teaching and learning process (Koehler & Mishra, 2005). However, as reported by many studies (e.g. Taopan, Drajati, Sumardi, 2020 and Lubis, 2018) many teachers find aligning technology with content and pedagogy challenging. To support teachers to integrate technology into their teaching practice, Bachtiar (2021) explains that teachers can participate in a professional learning program. Through such a program, teachers are facilitated and guided to extend their pedagogical content knowledge and revise their teaching practices to improve their students' learning outcomes. Therefore, teachers' professional learning throughout their careers is inevitable to help teachers change their paradigm on facing various challenges when dealing with technology.

Against the need for understanding teachers' technological and pedagogical skills, this case study aimed to investigate EFL teachers' use of TikTok videos for storytelling in teaching narrative texts. In particular, this research aimed to address the following research questions. (1) How do EFL teachers develop TikTok learning videos for storytelling as a result of their participation in story-based training? (2) What are the challenges and benefits of developing TikTok videos for storytelling as perceived by EFL teachers?

Stories are widely used for educational purposes due to their unique feature in conveying messages to their audience. Through exploring human experiences, such as hope and despair, stories engage the audience as they share common themes and social and cultural values. Despite the commonalities, the way people share and interpret stories varies. Therefore, when bringing stories into the EFL classrooms, students need to be guided in observing the language pattern of stories

and comprehending their interpretative meanings (Rose, 2016).

In terms of the language patternings of stories, Macken-Horarik and Sandiford (2016) explain that stories represent the 'possible world' of experience involving characters, settings, and plots. The dramatization of events and evaluation of people, places, and things contribute to engagement with readers/listeners. These meanings are realized in the composition of a story, unfolding in predictably patterned stages, namely Orientation, Complication, and Resolution (Martin and Rose, 2008). In a story, the expectancy is typically stated in the Orientation, which is often disrupted in the Complication and finally resolved in the Resolution stage. Despite such 'predictability,' Pantaleo (2011) points out that narrative stories often play around with patterns to create amusement and increase engagement with the audience.

In addition to stages, narrative stories comprise smaller units of meaning patterns known as phases. Martin and Rose (2008) explain that phases allow for flexibility in the story development to engage more with listeners/readers. Martin & Rose (2008, p. 82) present a possible set of phases, including "setting and description for presenting and describing identities, activities, and locations; events for presenting a series of activities; effects for consequences of preceding phases concerning with material outcomes and participants' behavior or attitudes; a problem for creating tension; and solution for releasing tension." According to Macken-Horarik & Sandiford (2016), phases guide readers/listeners to take stances as they move from a character's experiences, consciousness, and voices to another's. In this study, language patternings of stories at the global level (stages) and local level (phases) were presented to teachers to help them create videos for storytelling.

Storytelling as one of the spoken forms has been defined as 'relating a tale to one or more listeners through voice and gesture which is different from reading a story aloud or reciting a piece from memory or acting out a drama' (NCTE, 1992). 'In a storytelling event, the words are not memorized, but are created through spontaneous, energetic performance, assisted by audience participation and interaction' (Isbell, et al., 2004). In EFL contexts, storytelling can provide the students with context that makes language input perspicuous for learners learning English as a Foreign Language. In storytelling for language acquisition, a storyteller's use of several media enables audiences to align their denotative

meaning interpretations and build on them to interpret deeper, artistic, or figurative meanings. Storytelling makes the interaction with a text more engaging and strengthens the bond between the teller and the listener (Isbell et al., 2004).

Lwin (2016) adds that integrating multimodal elements in oral storytelling helps the audiences respond to and appreciate the story. Teachers in the classroom can also use such elements by modulation of voices in terms of tone, speed, and other vocal features as well as gestures, postures, and facial expressions.

METHOD

This case study involved ten lower secondary school teachers in West Bandung Regency, West Java Province, Indonesia. Their teaching experiences ranged from two to twenty-three years. The participants agreed to participate in this study and signed the consent forms.

Following the framework proposed by Yin (2017), this study investigated 'a case within a real-life, contemporary context or setting'. The boundary of the case in this study is the participants' learning experiences in using TikTok for storytelling as a result of their participation in a training program conducted for a certain period of time in two separate training sessions. During the training, two sets of data were collected.

The first data set is two series of videos that were produced by the teachers. The first series of videos called Beginning is the replication of the model video presented by the trainers. The second series is called Sprouting, where the teacher participants produced the videos independently using the story they selected and modified. The data from the teachers' videos were analyzed based on the structure of the narrative text presented in the videos (Martin & Rose, 2012). The data from both video series showed the structure of the narrative 'Orientation^Complication^Resolution.' The videos were also analyzed based on the vocal and visual features included in the video presentations (Lwin, 2016). Differences in those features emerged between the first and second series of videos due to the familiarity with the application of TikTok features.

The second data set was collected from the teachers' reflective notes before and after the training. The use of reflection notes offers "a trustworthy mapping of the data into categories that are built "from" the respondents' point of view" (Guba and Lincoln, 1994 as cited in Bashan and Holsblat, 2017). The data were analyzed to identify the teacher participants' perceptions on the

benefits and challenges of TikTok when integrated into English language instructions.

RESULTS AND DISCUSSION

This section presents findings from the analyses of TikTok videos produced by the teacher participants and their reflection notes on their learning experiences in the story-based training program. First, the story-based training program is described to overview learning activities and deconstruct a story used in the model TikTok video. Second, the results of video analyses are presented by comparing two videos produced by the teachers. The final part of this section presents the teachers' perceived benefits and challenges in using TikTok as they experienced from the training program.

The story-based training program

The story-based training is one of the ways to help the teacher participants extend their knowledge about language through the identification of language resources used in stories as model texts written by fluent writers and improve their pedagogic-technological skills through the exploration of affordances of TikTok videos for storytelling.

In this training, the teachers observed a series of two videos showing a teacher's storytelling in an engaging way. The videos used *Duet This* feature in the application so that the audience could respond to the story. The story used as the model was *The Ant and the Grasshopper*. Table 1 presents the language resources of the story and how it was adapted to the TikTok video.

Table 1. *The ant and the grasshopper script*

Text	Structure: stages and phases
<i>One winter day the grasshopper met an ant. The ant was eating some nice food.</i>	Orientation
<i>The grasshopper said... I'm so hungry. Can you give me some food, please?</i>	Complication problem
<i>The ant said... I worked hard all summer. What did you do in the summer?</i>	reaction
<i>The grasshopper said ... I was singing and dancing.</i>	describing activities
<i>How did the ant react? The ant shook her head and did not give him any food.</i>	reaction

How did the grasshopper react?

The grasshopper was very sad and hungry. problem

The grasshopper met the queen of ants and she gave the grasshopper a lot of food. Resolution Solution

The structure of the story includes the Orientation^Complication^Resolution./ This structure is a typical structure of narrative texts. The story starts with the introduction of the characters in the story namely the ant and the grasshopper on a winter day. They are involved in a complication where the grasshopper's wish was turned down by the ant when he asked for some food. The story was resolved when the ant queen gives him much food to eat. In terms of TikTok features, the video shows a green-highlighted script for the storyteller, a white-highlighted script for the students.

Storytelling in TikTok videos

The beginning

The analyses of the teacher participants' first videos show high similarities in terms of the structure of the narrative and participants' story delivery with the model videos. As a derivative video, it was expected that similarities would be present. In addition, as most of the teachers were not accustomed to using TikTok and videoing themselves, the videos show teachers' hesitance in using gestures, facial expressions and appropriate eye-contact with the (virtual) audience. Their lack of confidence in telling the story is also evident through their monotonous use of vocal features such as intonations and speed. In terms of technological skills, some videos indicate teachers' struggle in keeping the harmony of the running scripts and voice over for both storyteller and the students' script.

Despite some identified issues in the Beginning videos, all teacher participants successfully created their first video. For example, Figure 1 shows a video produced by Teacher 1.



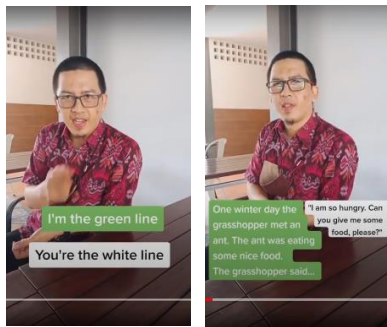


Figure 1. Teacher's video of *The Grasshopper and The Ants*

The storytelling was recorded in two separate TikTok videos in which each video lasted for one minute. The first part of the video was the instructions for students on what to do in the storytelling video. The teacher said *Duet this!* to prepare students for the activity and asked them to participate in the Duet feature. To help the students focus on their part, different colors of highlights were used; the blue for the teacher's instruction, the green for the storyteller's line, and the white for the students'. In addition to the instruction, the first part of the video contained the Orientation and half of the Complication stages.

The second part contained the remaining events in the Complication and the Resolution. At the end of the video, the teacher's instruction to signal the end of the story appeared and concluded with the teacher's appreciation for their students' effort in joining *Duet This* storytelling.

The Sprouting

The second videos, the Sprouting, were produced by the teacher participants independently. In creating the videos, the participants were guided to select a story, modify the story to fit in the TikTok video format, and to practice telling the story in an engaging way. The following is an example of the Sprouting video produced by Teacher 2. The script of the first part of the video is presented in Table 2.

Table 2. *The script of "Friend in Need, Friend Indeed" story.*

Part 1	Video
<i>Duet this!</i>	Instruction
<i>Let's tell a story about an elephant and friends.</i>	is highlighted
<i>I'm in the blue square and you're in the black square.</i>	blue.
<i>Go go go!</i>	
<i>Long time ago, an elephant wandered into a jungle in search of friends.</i>	Teacher's part is highlighted
<i>He saw a monkey on a tree.</i>	blue.
<i>He asked the monkey.</i>	

<i>Will you be my friend?</i>	The student's part is highlighted black.
<i>The monkey replied ...</i>	
<i>You are too big.</i>	
<i>You can't swing from trees like me.</i>	
<i>Next day, the elephant met a rabbit.</i>	
<i>He asked the rabbit.</i>	Teacher's part is highlighted blue.
<i>Will you be happy to have a friend like me?</i>	
<i>The rabbit answered ...</i>	
<i>You are too big.</i>	The student's part is highlighted black.
<i>You can't play in my burrow.</i>	
<i>The elephant was so sad and upset because all animals didn't want to be his friends'</i>	
<i>What happened next?</i>	Teacher's part is highlighted blue.
<i>Go to the next part!</i>	

The structure of the story is related to the structure of narrative text. The original story is entitled "Friend in Need, Friend Indeed". This story begins with telling an elephant trying to befriend some of the fellow animals [Orientation]. While, in the story, the elephant asked monkey, rabbit, frog, and fox, it only asked monkey and rabbit in the video version. The first part ended here in the video script and the teacher cued the ending of Part 1 by saying "What happened next? Go to the next part".

The story progresses to when the animals ran for their life the next day. A fox said to the elephant that there was a lion running rampant and killing whoever it could find [Complication]. Before transitioning to the problem, the teacher then elicited a response from the student audience by asking, "Guys, how was the elephant? Did he find a friend?". The story gradually came to an end when the elephant tried to help by making a lion frightened and running for his life [Resolution].

In terms of the teacher's skill in using TikTok features, Teacher 2's videos (Figure 2.) used a similar structure of the model video. The instructions appeared as an opening, a transition—in the last part of the first video and the first part of the second video, and then a closing.





Figure 2. Duet video of "Friend in Need, Friend Indeed" story

The instructions used in the videos are important to show how the students can participate in the storytelling. Here, Teacher 2 used blue-highlighted scripts for the instruction and her part and black-highlighted script for the students'.

Considering these are the second series of videos made by the teacher participants, improvement of story delivery is evident in these second series. Intonation, eye contact, gestures, and time management performed by the teacher participants were more engaging and interesting. It can be said that the teacher looked more comfortable speaking in front of the camera communicating directly with her audience through the use of intense eye contact and gestures. Her intonation kept the communication natural and attractive showing the emotions of the characters in the story. In addition, she inserted some emojis in the lines of the audience indicating the animals that were being mentioned. She also managed to provide enough time for the audience to respond. The time provided seemed to be adequate for her student to read the response.

Teachers' perceived challenges and benefits of storytelling in TikTok videos

The analysis of teachers' reflective notes indicates challenges and benefits of storytelling in TikTok videos. The challenges include the video editing, their technological pedagogical skills, internet connection and devices, and extra work. The benefits cover teacher's knowledge updates, extending learning resources, fostering teachers and students' motivation and self-confidence, and building teachers and students' communication and collaboration.

Challenges

Editing videos was considered challenging by most teachers. They believed that teachers need to focus on the content or modifying the texts rather than the editing aspects. Teacher 7 stated in her reflection that editing the video should not be the main point of the training in producing the video

for teaching. They prefer to have more sessions on deconstructing authentic texts and modifying them to suit their learners' level. They also stated that editing aspects can be handled through collaboration with other teachers or even students who were more skillful in editing videos. To overcome this editing challenge, the teachers can use the template in Tiktok and just add the audio and edit the text. The teachers also can use capcut or inshot video application to ease them in editing the video.

Teachers' existing technological skills were considered insufficient for them to integrate TikTok into their regular lessons. The teacher participants state their need to be skilful in using the applications suited to their lesson objectives. The teachers' need for technological skills is in line with Koehler, Mishra, & Cain's (2013) statement that the knowledge of the use of technology in educational settings is a prerequisite for teachers who want to use technology in their lessons. By mastering this technological pedagogical knowledge, teachers can make informed decisions of when and how specific technologies are used in their classroom. In the teachers' reflection, some teachers noted that they now understand the potential of TikTok for their students but they needed more time to learn how to create TikTok videos. In addition, they stated the need for workshops that can help them see more examples, guidance and support in using some applications in their lessons effectively.

The absence of good internet connection and sufficient devices were two factors considered challenging in the attempt to integrate technology into their remote teaching and learning process. As the Teacher 7 reported, not all students have smartphones and access to strong internet connection either at home or school. Such poor situations made many teachers hesitate with the use of TikTok videos for their learning. However, they were also optimistic that integrating such videos could help them deliver the lesson much better and more engaging.

Extra working hours to create TikTok videos was stated in most of the teacher participants' reflective notes. They mentioned that they needed to invest more time to explore the ways to make a video. This included the process of making a script and instruction, sharing it with colleagues or experts, evaluating it, rehearsing and recording, and finally editing the video.

Benefits

Teachers' updated knowledge was clearly stated as the benefits of the training program in the participants' reflective notes. Before they participated in the training, six participants commented that they mostly relied on WhatsApp, Youtube, Facebook, and Instagram, while two other participants frequently used educational websites such as Padlet, Kahoot, Google Classroom or Learningapps.org to support their teaching. After the training, more than half of the teacher participants planned to keep using TikTok for educational purposes and improve their skills in making the videos at the same time. The changing view from the participants towards the use of social media is in line with what Lipowsy and Rzejak (2015) argue that a relevant professional learning program can support teachers to handle challenging situations. As one of the teachers stated that joining the training activities is a must to keep her updated on the new trends.

The reflective notes also indicate a change in the teachers' view of TikTok. TikTok, which is known for its short-form video sharing, offers video creators a great deal of freedom to produce videos of any genre and subject matter (Yang, 2020). Their negative judgment that TikTok can make their young students exposed to unnecessary, unrelated and harmful information when using social media in their learning was no longer the issue. They focus more on the benefits of this social media to help the students experience the learning in a remote teaching environment with limited internet connection and insufficient gadgets. It proves that the teacher has more knowledge in embracing and avoiding the disruption of technology into a good view.

The teacher's knowledge in knowing some applications such as WhatsApp, Padlet, Learning apps, and Kahoot indicates that their current knowledge and awareness of integrating technology to assist them in teaching. Their participation in the training program also shows their learning motivation to learn new technology tools for their class. The opportunity to make their own videos has motivated the teachers to be more creative and explore more independently and resourceful than before (Shafie, et. al, 2019). The teachers' motivation in updating their knowledge and holding positive attitudes toward the use of Tik Tok into EFL classroom teaching is also found in the study by Sukri, et.al (2018).

The teacher participants also found TikTok videos useful for supporting the development of their students' speaking skills. Studies by Guo et al

(2014) and Szpunar et al (2013) also report similar results that tasks performed at home and in the classroom, such as storytelling, role plays, and simulations, among others, have benefited from the use of this application. Furthermore, according to Mathew and Alidmat (2013), TikTok implementation gives students the chance to learn more by watching recorded content including English language instruction videos. In this study, the teacher participants modified their selected narrative story and its instruction, and covered several English skills including grammar, vocabulary, pronunciation, intonation, eye contact, and gestures to produce a TikTok duet with their students.

Another benefit mentioned in the reflective notes is the communication and collaboration between teachers and students. With the production of videos, the teacher can engage with their students in collaborative learning environments by using duets. As shown in the Sprouting videos, the interactions were made possible where the teacher invited the students to duet the storytelling. Maretha & Anggoro (2022) explain that such a collaboration is possible since TikTok is a social media platform that allows its users to send messages, exchange information, and videos, and leave comments. In addition, as stated by Escamilla-Fajardo et al (2021), the use of TikTok in the classroom context can promote more social, transparent, and collaborative teaching and learning techniques.

Collaboration with other teachers was also considered important. Based on the teachers' experiences during the script writing, they commented on the importance of feedback from the trainers and their peers. For future actions, they plan to collaborate with fellow teachers to give each other feedback in modifying authentic stories and in editing videos.

Social media platforms were often considered insignificant when used as a platform for increasing students' motivation and confidence in improving their English language skills (Sharma, 2019). However, the transition from face-to-face to online learning has induced students' lack of confidence and increased reluctance to share their classwork. Social media platform such as TikTok can be used as an alternative to assist students to overcome their reluctance in sharing their work during the emergency context.

TikTok has been known as an online application that provides a variety of audio-visual tools that can be utilized in a classroom context (Syaparuddin & Elihami, 2020). It can also be used

as a tool to increase students' motivation and confidence in improving their speaking ability (Komariyah, 2022). This is in line with the results of this study where creating a TikTok video for storytelling can motivate students to participate in learning English and increase their confidence in using spoken English. Although at first, both teachers and students were not confident to speak English in their TikTok videos, after their involvement in the training, the teachers seemed more confident to encourage their students to participate in the storytelling through Duet This feature. According to Yang (2020), students studying English as a foreign language (EFL) are often inspired to learn the language by watching TikTok videos on their own. In agreement with Yang, Herlisya and Wiratno (2022) support the roles of TikTok in helping students to improve their confidence and speaking skills. Thus, integrating technological tools that allow for creating audio-visual content, as in the context of TikTok, have the potential to increase students' motivation and confidence in using English (Maretha & Anggoro, 2022).

In addition to students' increased participation, the teachers' confidence in performing and being recorded in TikTok videos improved. With support and collaboration from the trainers and fellow teachers, many teachers were willing to experiment with the recording and editing. Although initially many teacher participants felt insecure showing up in front of the camera, they successfully created two different videos. The feeling of success and satisfaction are captured in one of the participants who says, "Hurray! I succeeded in making my first video for my teaching".

Along with students' motivation and confidence, the journey of creating TikTok video for storytelling has encouraged the teachers in this study to produce more educational videos. Most of the teacher participants stated that they plan to produce more interesting and interactive videos and explore TikTok as a teaching strategy to teach not only narrative but also other genres.

CONCLUSION

This case study reported a training program to support teachers to deliver their lessons during the emergency remote teaching through leveraging the 'duet' features in TikTok. The support provided in the training is both guiding the participants with the skills to transform narrative texts into dialogues for Duet This! activity in Tiktok and equipping the participants with video editing skills. These features could help both teachers and students

develop their confidence while still being assisted with the use of TikTok script to guide the duet.

Though some studies have been conducted on TikTok, most have focused on students' perception instead of examining teachers' readiness and attitude. This study, however, narrowed this gap by providing support for teachers to prepare their TikTok learning videos. Improved technological skills on creating TikTok videos for storytelling were evident from the videos produced by the teachers. Although extra work time and internet connection were considered challenges in integrating TikTok videos into their lesson, the teacher participants in this study agreed that TikTok videos present possibilities for them to make necessary adjustments in their teaching materials, shifting from the "emergency" class into a more engaging online lesson.

Some recommendations can be offered for further studies on the topic of the study. This study emphasized on one particular potential feature available in Tiktok. Other potential features can be explored to be used as teaching and learning resources. Another possible issue for further studies is the use of a variety of texts, other than narrative, to be featured in the application. In the sense of teacher participants' professional development, it is recommended to study the sustainability of the training program that affects teachers' professional development and collaboration with teacher associations to apply such a training program.

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