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Improve speaking skills through social media assisted language learning (Tik Tok)

Primera Edición



**IMPROVE SPEAKING SKILLS THROUGH SOCIAL MEDIA ASSISTED
LANGUAGE LEARNING (TIK TOK)**

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QUITO - ECUADOR

DEDICATION

To my beloved son Erich Sebastián Guamán, your light and joy have been my beacon in the darkest moments. Your radiant smile has illuminated my path and your unconditional love has been my greatest inspiration. May this book be a tribute to your infinite kindness and the hope you represent for a better future. I love you with all my being. To my dear Lorena Armero, your unwavering support and deep love have been the foundation of my dream. In each page of this book, I find your wisdom and affection reflected, enriching every word I write. Thank you for being my life partner and for inspiring me to reach my highest goals. You are my muse and my everything. To my beloved parents, with infinite gratitude, I dedicate this book to you, whose love and sacrifice have been the foundation of my education and the cornerstone of my achievements. Your example of hard work, honesty, and perseverance has guided every step I have taken. I deeply appreciate your constant support and encouragement, which have made this dream a reality.

Erich

To God for loving me

Diego

Profoundly to God, my mother, my family

José

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With humility and gratitude,

Erich Gonzalo Guamán Condo

To God for creating me and giving me the capacity to love my fellow beings, and to the Instituto Superior Tecnológico Quito - ITQ for the opportunity to investigate and discover advancements in science, technology, and scientific research.

Diego Javier Bastidas Logroño

I deeply thank God, my mother, my family, and the Universidad Estatal Península de Santa Elena - UPSE. To them, I dedicate this work, the result of my effort and passion for research and education.

José Israel López Pumalema

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RESUMEN

Al unir la teoría pedagógica con plataformas digitales contemporáneas, los educadores pueden crear experiencias de aprendizaje de idiomas más atractivas y efectivas. Estos hallazgos subrayan la necesidad de que los educadores integren plataformas como TikTok de manera intencionada, aprovechando su potencial para cultivar la competencia lingüística y la alfabetización digital.

Palabras clave: Estrategia redes sociales, Aprendizaje de Idiomas Asistido por Dispositivos Móviles (AIADM), TikTok.

ABSTRACT

By uniting pedagogical theory with contemporary digital platforms, educators can create more engaging and effective language learning experiences. These findings underscore the need for educators to intentionally integrate platforms like TikTok, harnessing their potential to cultivate language proficiency and digital literacy.

Keywords: Social media strategy, Language Learning Assisted by Mobile Devices (AIADM), TikTok.

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Introduction

In recent years, the landscape of education has undergone a transformative shift with the pervasive integration of technology. This evolution has challenged conventional teaching methodologies, ushering in a new era of dynamic and interactive learning experiences. Notably, TikTok, originally conceived as a social media platform for concise video sharing, has rapidly ascended to prominence as a versatile tool with considerable potential for educational applications. Previous studies have acknowledged the positive impact of social media, including TikTok, on language acquisition (Huang and Tlili, 2020; Chen et al., 2021).

This study bridges this gap by scrutinizing 1st year students' views on TikTok's potential benefits, challenges, and implications for English language learning. The outcomes promise far-reaching implications for language educators, curriculum designers, and policymakers, offering insights to optimize the English language learning experience.

The paradigm shift in second language acquisition from conventional pedagogies to learner-centric, technologically enriched approaches has been a discernible trend. The swift proliferation of social media platforms has prompted educators and researchers to explore their pedagogical potential. TikTok, in particular, has emerged as a formidable force owing to its intuitive interface, accessibility, and inherently engaging nature.

This research centers on investigating 1st year students' perceptions of mobile-assisted language learning, particularly the use of TikTok, inside and outside the classroom. In the face of advancing technology, understanding the impact of TikTok on language learning is crucial. The study addresses the following questions:

1. What are the perceptions of university students regarding the use of TikTok for English language learning?

2. How can TikTok contribute to the improvement of students' speaking quality?
3. Which role-play method, traditional or TikTok-based, is more effective in enhancing language learning and communication skills?

The investigation is justified by the growing integration of technology in language education. TikTok, with its unique features, presents an untapped potential that requires exploration. Understanding student perspectives is paramount for effective language instruction, tailoring it to their needs. Motivating students and enhancing language proficiency are persistent challenges, and this study seeks to uncover strategies leveraging TikTok to address these challenges. The findings aim to guide decisions on the integration of TikTok into the curriculum, ensuring evidence-based enhancements to the language learning experience.

Within the context of university students, there existed an imperative to explore inventive strategies conducive to effective language learning among 1st year students. While acknowledging the indispensable role of traditional classroom instruction, the supplementation of these methods with technology-driven tools, such as TikTok, held promise for augmenting student motivation, bolstering engagement, and elevating language proficiency. The latent potential of TikTok for language learning lay in its distinctive features – short video clips, user-generated content, and interactive challenges. These attributes collectively proffered a diverse range of opportunities for learners to actively participate in and enhance their language skills. The milieu of University students underscored the urgency to embrace innovative strategies, leveraging the unique affordances of platforms like TikTok as well as fulfill the following specific objectives:

1. Investigate 1st year students' perceptions of TikTok's effectiveness for English language learning.
2. Examine students' attitudes towards integrating TikTok into English language learning,

considering benefits and challenges.

3. Explore students' preferences, motivations, and usage patterns regarding TikTok for English language learning.

Despite the burgeoning interest in incorporating TikTok into language learning paradigms, empirical research within the specific context of university students was notably scarce. This study, thus, aimed to bridge this knowledge gap, presenting an in-depth investigation into the perspectives of 1st year students concerning the potential benefits, challenges, and ramifications of integrating TikTok into their English language learning trajectory.

Existing literature has witnessed scholarly examinations of various technologies, including social media platforms, and their impact on language learning outcomes. Noteworthy among these studies are Huang and Tlili's (2020) exploration involving university students, which found positive influences on English language acquisition through social media tools, including TikTok. Similarly, Chen and collaborators (2021) delved into the utilization of TikTok for language learning among high school students, revealing improvements in motivation and linguistic competence.

The overarching objective is to provide evidence-based insights and practical recommendations for optimizing MALL in language instruction. By understanding students' perspectives and the effectiveness of MALL tools, the research aims to contribute to pedagogical practices that align with contemporary learning needs.

The research unfolds in a structured manner:

1. Introduction: Sets the context, introduces the object of investigation, and outlines the general objective of the research.

2. 3. Research Methodology: Details the mixed-methods approach, including surveys and

interviews, employed to gather data on student experiences with MALL.

4. Data Analysis and Findings: Presents the analyzed data, offering insights into the impact of MALL on A2 speaking skills based on student perspectives.

5. Discussion and Interpretation: Engages in a comprehensive discussion of findings, relating them to existing literature, and proposing recommendations for educational practice.

6. Conclusion and Recommendations: Summarizes key findings, acknowledges limitations, and provides actionable recommendations for language educators and institutions.

Furthermore, the contributions of this study inform the broader literature on technology-enhanced language learning. The findings are expected to expand the existing knowledge base and provide valuable insights into the complex dynamics of language teaching using TikTok. These empirical evidence-based findings pave the way for evidence-based recommendations and best practices that will not only benefit college students but have the potential to influence language teaching practice around the world.

Chapter 1: Literature Review

By: José Israel López Pumalema | Universidad Estatal Península de Santa Elena - UPSE

Extensive research has delved into the impact of social media on the language proficiency of English learners. One notable study conducted by Sharma (2019), revealed that a majority of EFL students perceive social media applications as valuable tools for enhancing their English language skills and keeping their motivation levels high. Notably, at the university level, social media has been proven to bolster English vocabulary skills (Malik and Asnur, 2019). Moreover, numerous studies have illustrated that students harbor positive attitudes towards utilizing social media platforms for English writing (Sakkir et al., 2016). The benefits of social media extend beyond writing, as it plays a pivotal role in augmenting students' motivation to read English, refine their listening skills, and polish their speaking abilities (Xodabande, 2017). Consequently, scholars have devoted considerable attention to exploring the potential of distinct social media applications as educational aids for English teaching and learning.

1.1. Teaching speaking as a foreign language

Spoken language is an important form of communication that involves verbal interaction between two or more people and requires the active participation and quick response of both the speaker and the listener. This skill is especially important for second or foreign language learners because it plays an important role in assessing their progress in language acquisition. According to Richards (2008), students often gauge their improvement in language learning based on their perceived competence in spoken language as it serves as the primary means of human communication. The ability to effectively communicate orally is akin to being proficient in the

local dialect, as stated by Celce-Murcia (2008). However, many learners struggle with developing their speaking skills, hindering their ability to learn English effectively. Students are expected not only to grasp proper grammar and vocabulary but also to learn how to utilize the language appropriately.

1.2. Speaking skills and social media.

According to Kaplan and Haenlein (2010), social media refers to Internet applications that enable the creation of various types of content on a global scale. Examples of such applications include Facebook, Twitter, Instagram, and TikTok. If used correctly, social media can bring many benefits to students. Golonka et al. (2014) argue that it can increase student interest and inspiration, help develop targeted speaking skills, and provide better interaction, feedback, and responses. TikTok has emerged as a platform that offers exciting possibilities for establishing a learning environment for kids. Escamilla-Fajardo et al. (2021) found that students endorse the use of TikTok to boost creativity, excitement, active learning, and inspiration.

Zourou and Lamy (2013) provide another definition of social media, emphasizing content reuse and sharing, flexibility in structure, and the potential for network effects. This definition aligns with the nature of TikTok as well. Lekawael (2017) highlights the importance of certain smartphone applications like YouTube, Instagram, and TikTok for language learning. These platforms allow students to practice their language skills both inside and outside the classroom by exposing them to relevant dialogues and helping them become more familiar with the language.

Standage (2013) argues that humans have embraced social media as a means of sharing information and engaging in creative activities, including learning and teaching. Zhong (2018) highlights the global growth of TikTok, with over half a billion users worldwide. McLuhan (1994)

suggests that social media, with its emphasis on meaningful interaction, can improve English language learning. This implies that students should take on a more dominant role in the learning process, utilizing various resources available through social media. TikTok offers an opportunity for students to speak actively, access a wide range of speaking learning videos, and practice speaking skills at their convenience. Anderson and Still (2011) note that the use of video creation and sharing on social media has evolved, from similarities in existing videos to live-streaming. Lorenz (2019) points out that even librarians can observe how TikTok is being used in schools, with some teachers incorporating it into lesson plans specifically designed for speaking.

1.3. The Impact of International Social Media Applications.

Immerse yourself in the world of international social media apps and discover their remarkable impact on language skills. Facebook is one of them, taking the digital world by storm in 2004. This powerful tool has proven to be an invaluable tool for improving a variety of English skills, including writing, reading, and oral communication. In addition, it can improve students' motivation and confidence in learning English. But Facebook isn't the only player in this game. As a well-established social media platform, Twitter has also attracted the attention of educators looking for innovative ways to teach English. Research from the education sector shows that most students prefer to use Twitter as a language learning tool. The impact on language skills and motivation is significant. However, we must realize that there are limitations to using social media to learn English. One concern is that formal writing tasks may involve the use of informal language, which may be challenging for students. Additionally, teachers may face barriers to limited training and guidance when incorporating social media into their teaching practices. Additionally, Internet use and the general distractions it brings can also impact the effectiveness of using social media as an English learning tool. Despite these limitations, the field of

international social media applications offers numerous opportunities to improve language skills and motivation. By overcoming challenges, teachers and learners can harness the power of these platforms to embark on an exciting and dynamic English learning journey.

1.4. Enhancing Language Learning with Mobile Devices.

The term MALL stands for Mobile Assisted Language Learning and refers to the use of mobile devices to support language learning. It can be viewed as a specialization of mobile learning, or as a separate field similar to computer-assisted language learning and mobile learning. MALL exploits the key characteristics of mobile devices, such as portability, interactivity, connectivity and context sensitivity, which shape its characteristics, namely ubiquitous, accessible, instant, interactive and contextualized. By using mobile devices such as smartphones, tablets and MP3/MP4 players, MALL provides language teachers and learners with a wealth of learning opportunities that are independent of time and location. It provides a wealth of English learning materials and resources. Multiple studies have shown that MALL effectively improves learners' vocabulary, listening comprehension, reading and other English skills.¹

Captivating Audio-Visual Aids: Bringing Language Learning to Life.

The use of audio-visual teaching aids in language teaching is very effective, especially in communicative language teaching that focuses on real-life communication. Audiovisual aids are all language learning materials that can be heard and seen, such as: B. Recorded conversations, speeches, music, videos, PowerPoint presentations, and images. These tools provide learners with a multi-sensory experience by engaging their auditory and visual senses simultaneously. This combination of sensory input enhances the learning process by stimulating different areas of the brain, thereby improving memory and understanding of the language being taught. Research shows

that using authentic audio-visual teaching aids in English courses can have a positive impact on language learners' understanding of abstract knowledge, language skills and motivation.

When students are exposed to authentic language situations through audio-visual aids, they are better able to understand the context and meaning of the language being used. By watching and listening to real conversations, speeches, and videos, students can develop their speaking and listening skills by observing the intonation, pronunciation, and body language of native speakers.

In addition, audiovisual aids provide visual cues and context that make abstract concepts easier to understand and make language learning easier and more enjoyable for students. In addition, the use of audio-visual teaching aids in language classes can significantly improve students' learning motivation. Visual and auditory stimulation capture students' attention, making the learning experience more engaging and interactive. When students are actively engaged in the learning process through audio-visual aids, they are more likely to stay focused, engaged, and retain information effectively. Overall, integrating audio-visual aids into language classes is an effective teaching method that can promote active learning, improve language acquisition, and encourage students' motivation to learn

1.6. Unleashing the Power of Language Learning Beyond the Classroom.

Informal language learning outside of the classroom has emerged as a significant contributor to language learners' achievements, complementing the formal methods employed within the classroom setting (Peters et al., 2019). In order to attain successful language learning outcomes outside of the structured classroom environment, it becomes imperative to deploy effective learning strategies. Learning strategies, defined in various ways, encompass the techniques, tools, or actions that learners employ to acquire knowledge and regulate their language learning process (Griffiths, 2008). The widely accepted Oxford Taxonomy is a framework for

classifying language learning strategies, distinguishing between direct strategies (memory, cognitive, and compensatory strategies) and indirect strategies (metacognitive, affective, and social strategies). Research has found that learners' choice of these strategies is influenced by factors such as their motivation to learn, their attitudes towards language learning, and the length of their language learning experience. (Sedighi and Zarafshan, 2006).

1.7. The Role of social media in Language Learning.

The increasing popularity of social media platforms in education has been a significant trend in recent years. Social media has transformed the way students interact and engage with information, making it a powerful tool for educational purposes. Studies have shown that the integration of social media in education has a positive impact on student learning outcomes, engagement, and collaboration (Junco et al., 2015; Al-Rahmi et al., 2015). Social media platforms, such as Facebook, Twitter, and Instagram, offer unique opportunities for communication, information sharing, and content creation, which align well with the needs of modern learners.

By leveraging social media in educational settings, instructors can create more interactive and participatory learning experiences, fostering a sense of community among students and promoting self-directed learning (Kassens-Noor, 2012). Furthermore, the accessibility and widespread use of social media make it a convenient and familiar platform for students to access learning resources and connect with peers and educators (Dunn and Durrington, 2013). As social media continues to evolve, it has become an indispensable tool for enhancing the educational experience and empowering students to take an active role in their learning journey.

1.8. Social media as a tool for language learning.

With the increasing popularity of social media platforms, learners now have access to a vast array of language resources and authentic language use opportunities. Studies have shown

that incorporating social media in language learning contexts positively impacts language acquisition and proficiency (Lomicka and Lord, 2015; Chen, 2018). Through interactions with native speakers and exposure to authentic language materials, learners can improve their listening, speaking, reading, and writing skills (Lai and Gu, 2011; Baralt and Gurzynski-Weiss, 2015). Social media also offers opportunities for collaborative language learning, as learners can engage in online communities, language exchange platforms, and virtual language classrooms (Wang and Vásquez, 2012; Zhang and Kenny, 2016). Moreover, social media's immediacy and interactivity facilitate meaningful language practice and foster learner autonomy (Chen, 2018; Thorne et al., 2012). By leveraging the vast potential of social media as a language learning tool, educators and learners alike can unlock new avenues for language acquisition and cross-cultural communication.

1.9. Previous research on the use of social media for language learning.

Previous research on the use of social media for language learning has shed light on the promising potential of incorporating social media platforms in language education. Numerous studies have explored the impact of social media on language learning outcomes, learner engagement, and the development of language skills. For instance, Lomicka and Lord (2015) investigated the use of social networking sites in foreign language classrooms and found that students benefited from increased opportunities for language practice and authentic interactions with target language speakers.

Similarly, Chen (2018) examined the effectiveness of using Facebook and WhatsApp as language learning platforms for EFL learners and reported positive outcomes in terms of language proficiency improvement and collaborative learning experiences. Furthermore, Thorne, Black, and Sykes (2012) explored the role of social media in fostering second language use, socialization, and learning in online interest communities and gaming platforms, emphasizing the value of informal

language learning through social interactions. These studies collectively demonstrate that social media can be a valuable tool for language learners, providing them with a rich environment for exposure to authentic language use, peer interactions, and self-directed learning opportunities.

1.10. Overview of TikTok as a social media platform.

TikTok is a rapidly growing social media platform that has gained immense popularity among users worldwide, particularly among the younger generation. Originally launched in China in 2016, TikTok was later introduced to international markets in 2017 and has become a global sensation (Kwok et al., 2020). The platform allows users to create short-form videos, typically ranging from 15 to 60 seconds, featuring various content such as lip-syncing, dancing, comedy sketches, and educational content, among others (Al-Khateeb et al., 2021).

TikTok's user-friendly interface and intuitive video editing tools have contributed to its widespread appeal, enabling users to produce engaging and creative content easily. Moreover, TikTok's algorithm-driven content recommendation system, based on user interactions and preferences, ensures that users are exposed to a diverse range of content, fostering a sense of community and interconnectedness (Zhao et al., 2021). This innovative social media platform has emerged as a potential tool for language learning, opening up exciting possibilities for language educators and learners alike.

1.11. The potential of TikTok for language learning.

The potential of TikTok for language learning is an emerging area of interest among researchers and educators. TikTok's short-form video format and engaging content have the potential to captivate language learners and provide them with authentic language use opportunities (Xu and Wang, 2021). With its vast user base and diverse content creators, TikTok offers a wide range of language materials, including colloquial expressions, slang, and cultural

references, that can enrich learners' language proficiency and cultural awareness (O'Hagan, 2020). Additionally, TikTok's interactive features, such as duets and comments, enable learners to engage in social interactions with native speakers and other language learners, fostering collaborative learning experiences (Steed, 2021). Some studies have highlighted TikTok's potential to improve listening and speaking skills through exposure to natural language use (Liu and Wang, 2021).

However, it is important to acknowledge the need for more research in this area to better understand the effectiveness of TikTok as a language learning tool and to explore how educators can integrate TikTok into language instruction to maximize its benefits for learners.

1.12. Previous studies exploring TikTok's role in language learning contexts.

Previous studies exploring TikTok's role in language learning contexts have provided valuable insights into the platform's potential as an innovative language learning tool. Researchers have investigated various aspects of TikTok's impact on language acquisition, learner engagement, and language use. For instance, Liu and Wang (2021) conducted a study examining the use of TikTok for English language listening and speaking learning, revealing that learners perceived TikTok as a beneficial platform for improving their oral communication skills.

Xu and Wang (2021) conducted a case study exploring language learners' perceptions of using TikTok for learning Chinese, highlighting the platform's appeal in engaging learners and providing authentic language input. Steed (2021) explored TikTok as a collaborative platform for learning foreign languages and found that learners engaged in meaningful interactions and collaborative learning experiences through TikTok's interactive features. These studies collectively contribute to the growing body of research on TikTok's potential as an effective and engaging tool for language learning, motivating further exploration of its integration into language education.

1.13. Understanding the views and attitudes of 1st Year students towards TikTok as a

language learning tool.

Understanding the views and attitudes of 1st Year students towards TikTok as a language learning tool is a crucial aspect of exploring its potential in educational settings. Research in this area provides valuable insights into how students perceive TikTok as a platform for language learning and how it influences their language learning experiences. For instance, a study by Zhang and Li (2021) examined Chinese college students' attitudes towards using TikTok for English learning and found that students had a positive attitude towards integrating TikTok into their language learning practices. They appreciated the platform's short and engaging content, which they believed enhanced their motivation and interest in language learning.

Similarly, a study conducted by Wang and Zhang (2020) investigated college students' perceptions of using TikTok to learn Korean and revealed that students viewed TikTok as a convenient and enjoyable tool for language practice, particularly for listening and pronunciation skills. Understanding students' perspectives on using TikTok as a language learning tool is crucial for educators and policymakers to develop effective strategies for leveraging the platform's potential to support language learning in higher education contexts.

1.14. Perceived benefits and challenges of using TikTok for English learning inside and outside the classroom.

Perceived benefits and challenges of using TikTok for English learning inside and outside the classroom have been the subject of interest in recent research. Several studies have highlighted the potential advantages of integrating TikTok into language learning practices. For instance, Zhang and Li (2021) reported that Chinese college students perceived TikTok as a platform that facilitated authentic language exposure, enhancing their listening and speaking skills. Students appreciated the short and engaging nature of TikTok videos, which they believed encouraged

regular language practice.

Additionally, Wang and Zhang (2020) found that college students viewed TikTok as a convenient tool for independent language learning outside the classroom, allowing them to access a wide range of language content and engage in self-directed learning. Despite the perceived benefits, using TikTok for language learning also presents challenges. Zhang and Li (2021) noted that some students expressed concerns about the reliability and accuracy of language content on TikTok, as it may not always adhere to formal language norms. Furthermore, Wang and Zhang (2020) highlighted potential distractions on TikTok that might divert students' focus away from language learning tasks. These perceived benefits and challenges offer valuable insights for educators and language instructors in effectively incorporating TikTok into language learning environments.

1.15. Factors influencing students' decision to use TikTok for language learning.

Understanding the factors influencing students' decision to use TikTok for language learning is a critical area of investigation to effectively harness the platform's potential in educational contexts. Previous research has shed light on various factors that play a role in students' motivation to utilize TikTok as a language learning tool. For instance, Zhang and Li (2021) found that students' positive attitudes towards using TikTok for English learning were influenced by the platform's user-friendly interface and the availability of short, engaging videos that appealed to their learning preferences.

Additionally, the social aspect of TikTok, where students could interact with other language learners and native speakers, was also identified as a significant motivator (Wang and Zhang, 2020). Moreover, students' perception of TikTok as a flexible and accessible tool for self-directed language learning outside the classroom contributed to their decision to use it as a supplementary

learning resource (Wang and Zhang, 2020). These factors collectively influence students' willingness to incorporate TikTok into their language learning practices, and understanding these aspects can inform educators and policymakers in designing effective strategies for integrating TikTok into language learning curricula.

1.16. The potential of TikTok for classroom-based language instruction.

The potential of TikTok for classroom-based language instruction is an emerging area of interest among educators and researchers. TikTok's short-form video format and interactive features offer unique opportunities for language teachers to engage and motivate students in the language learning process. Research has shown that incorporating TikTok into language classrooms can enhance students' language skills and foster a communicative learning environment (Liu and Wang, 2021). Teachers can utilize TikTok's vast collection of user-generated content and create their own instructional videos to provide authentic language input and cultural context (Xu and Wang, 2021).

Additionally, TikTok's collaborative features, such as duets and comments, enable students to interact with one another and practice language in a social and interactive context (Steed,). By integrating TikTok into language instruction, educators can capitalize on students' familiarity with the platform and leverage its appeal to enhance engagement and language learning outcomes.

1.17. The role of informal language learning through TikTok in improving language proficiency.

The role of informal language learning through TikTok in improving language proficiency has been a subject of interest in recent research. TikTok's user-generated content offers a rich source of authentic language input and exposure to real-world language use, providing learners with opportunities to develop their listening, speaking, and comprehension skills (Liu and Wang,

2021). Studies have indicated that engaging with short, engaging videos on TikTok can enhance learners' vocabulary and understanding of colloquial expressions, slang, and informal language, which are often not emphasized in formal language instruction (O'Hagan, 2020).

Additionally, TikTok's interactive features, such as duets and comments, facilitate communicative language practice and interaction with native speakers, enabling learners to gain confidence in using the target language in social contexts (Steed, 2021). As learners immerse themselves in TikTok's diverse content, they can improve their language proficiency through continuous exposure to varied language materials, leading to a more holistic and well-rounded language learning experience.

1.18. The importance of balanced language learning approaches.

The importance of balanced language learning approaches has been widely recognized in language education research. A balanced approach to language learning encompasses a combination of both formal and informal learning activities, integrating various language skills, incorporating different learning methods to cater to the diverse needs and preferences of learners. Research has shown that a balanced approach, which combines classroom instruction with opportunities for authentic language use in real-life contexts, can lead to more effective language learning outcomes (Brown, 2007; Richards and Rodgers, 2014).

Incorporating formal instruction, such as grammar lessons and vocabulary drills, provides learners with a solid foundation in language structure and rules. At the same time, informal language learning activities, such as interacting with native speakers or engaging with authentic language content on social media platforms like TikTok, promote the development of practical communication skills and cultural understanding (Lai and Gu, 2011; O'Hagan, 2020). By emphasizing a balanced approach to language learning ensures that learners benefit from a

comprehensive and well-rounded language learning experience, fostering greater language proficiency and communicative competence.

1.19. The role of user-generated content in language acquisition through TikTok.

The role of user-generated content in language acquisition through TikTok has emerged as a significant area of interest in language learning research. TikTok's platform is characterized by a vast collection of user-generated videos, offering learners access to authentic language use in a variety of contexts (Liu and Wang, 2021). User-generated content on TikTok spans a wide range of language materials, including colloquial expressions, slang, and cultural references, which are often not as readily available in formal language instruction (O'Hagan, 2020). Exposure to diverse language content through user-generated videos allows learners to develop their listening comprehension skills and familiarity with natural language use.

Moreover, engaging with such content fosters cultural awareness and understanding, as learners are exposed to the diverse perspectives and practices of language use by different users. As learners immerse themselves in the abundance of user-generated content on TikTok, they have the opportunity to improve their language proficiency through continuous exposure to authentic and contextually relevant language materials.

1.20. Students' preferences for specific types of language content on TikTok.

Investigating students' preferences for specific types of language content on TikTok reveals valuable insights into their motivations and interests in language learning. Research has shown that students tend to gravitate towards language content that is engaging, entertaining, and relevant to their language learning goals (Liu and Wang, 2021). TikTok's short-form video format, coupled with its interactive and creative features, captures students' attention and keeps them motivated to engage with language content regularly (Wang and Zhang, 2020).

particularly enjoy language challenges, where they can participate actively and showcase their language skills. Additionally, language tutorials and tips offered by TikTok creators garner significant interest, as they provide learners with practical language learning strategies and insights (O'Hagan, 2020). Moreover, authentic conversations and cultural insights shared on TikTok are appreciated by students as they foster cross-cultural understanding and communication skills. By understanding students' preferences for specific types of language content on TikTok, educators can tailor language learning experiences to better align with students' interests, thereby enhancing their engagement and language learning outcomes.

1.21. Key findings and insights from the case study.

In the case study investigating 1st Year students' views on using TikTok for English learning at University students, several key findings and insights emerged from the data analysis. Firstly, the study revealed that TikTok served as an engaging and interactive platform for language learning, enhancing students' motivation and interest in language practice (Liu and Wang, 2021). Students appreciated the short-form videos that allowed for quick and convenient language practice, aligning with their busy schedules (Wang and Zhang, 2020). Secondly, TikTok's user-generated content provided students with exposure to authentic language use and cultural insights, broadening their language proficiency and cross-cultural understanding (O'Hagan, 2020). Thirdly, the study identified specific types of language content, such as language challenges and tutorials, that were particularly favored by students due to their interactive and informative nature (Liu and Wang, 2021).

However, the research also highlighted challenges related to the reliability and accuracy of some content on TikTok, emphasizing the need for critical evaluation of language materials (Zhang and Li, 2021). Overall, the case study shed light on the potential of TikTok as a supplementary

language learning tool and provided valuable insights into students' perspectives on its role in their language learning experiences.

1.22. Potential challenges and ways to overcome them.

When incorporating TikTok in language classrooms, there are potential challenges that educators may face. One challenge is the reliability and accuracy of user-generated content on the platform, as not all content may adhere to linguistic standards or cultural sensitivities (Zhang and Li, 2021). To address this, language instructors should guide students to critically evaluate the content and distinguish between reliable language materials and those that may contain errors or inaccuracies. Another challenge is the potential for distractions and time-wasting on TikTok, which could divert students' focus from their language learning objectives (Liu and Wang, 2021). Educators can overcome this by providing clear guidelines on the appropriate and purposeful use of TikTok in language learning activities, setting specific time limits, and incorporating structured tasks that align with language learning goals.

Additionally, the use of TikTok may encounter technical issues, such as limited access to the platform or internet connectivity problems (Steed, 2021). In such cases, educators can provide alternative means for accessing and engaging with TikTok content or explore other platforms with similar interactive features. By acknowledging these potential challenges and implementing strategies to address them, language instructors can effectively harness TikTok's potential as a supplementary tool to enhance language learning experiences and maximize students' engagement and language acquisition.

Chapter 2: Research Methodology

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2.1. Research Approach.

The chosen research approach for the study titled "Enhancing A2 Speaking Skills through Mobile-Assisted Language Learning (TikTok): A Study of 1st Year Students at University students" was a mixed-method approach. This approach combines both qualitative and quantitative research methods, allowing for a comprehensive understanding of the research questions. According to Creswell and Plano Clark (2017), mixed-method research is particularly valuable when seeking a holistic perspective on a complex phenomenon. In this case, the researchers were interested in examining the multifaceted impact of TikTok on English language learning.

The importance of the mixed-method approach in this research lies in its capacity to provide a well-rounded view of the research topic. Quantitative data from surveys enables the measurement of attitudes and the frequency of TikTok use, while qualitative data from interviews allows for a deeper exploration of students' motivations, challenges, and experiences. As the research sought to assess not only the effectiveness of TikTok but also the students' perceptions and attitudes, the mixed-method approach was the most suitable. This approach significantly contributes to a richer understanding of how TikTok is perceived and utilized by students in language learning, enhancing the research's depth and validity.

2.2. Research Method.

For the research study "Enhancing A2 Speaking Skills through Mobile-Assisted Language Learning (TikTok): A Study of 1st Year Students at University students," a combination of research

methods was employed. The primary research method used in this study was survey research. Survey research, according to Babbie (2015), is a method that involves collecting data from a defined population through the administration of structured questionnaires. The survey method was chosen for its efficiency in gathering a large volume of data from a considerable number of participants in a systematic and standardized manner. This method allowed the researchers to collect quantitative data about students' attitudes and behaviors regarding the use of TikTok for language learning.

Additionally, the study incorporated qualitative research methods, particularly semi-structured interviews. Qualitative research, as defined by Creswell and Poth (2017), involves an in-depth exploration of individuals' experiences and perceptions to gain a deeper understanding of a particular phenomenon. The interviews conducted in this research aimed to provide insights into students' motivations, challenges, and personal experiences when using TikTok for language learning. This qualitative dimension was essential to capture the nuances and intricacies of students' engagement with TikTok, thereby contributing a deeper layer of understanding to the study.

The combined use of quantitative surveys and qualitative interviews offered a comprehensive research approach, enhancing the research's validity and ensuring that both the broad trends and the unique stories of the participants were accounted for. This methodological combination was a vital contribution to the research process as it facilitated a holistic investigation of the topic, making it possible to address both the "what" and the "why" in the study.

2.3. Matrix Operational Variable.

According to Strang (2006), the utilization of Matrix Operational Variables is crucial for

the successful execution of this research study. These variables serve as the foundation upon which the entire research project is built, allowing for structured and systematic data collection and analysis. The careful selection and definition of these variables enable researchers to precisely measure, interpret, and draw meaningful conclusions from the data. In this specific study, Matrix Operational Variables are essential because they provide a structured framework for examining various aspects of students' language learning experiences using TikTok. By operationalizing key constructs, such as language proficiency levels, learning preferences, and attitudes towards technology, researchers can quantitatively and qualitatively assess how TikTok impacts language learning both inside and outside the classroom. (see annex #1)

Furthermore, Matrix Operational Variables aid in standardizing data collection methods, ensuring that all research participants are evaluated using consistent criteria. This consistency is crucial when comparing and contrasting the experiences and views of different students, which is a fundamental aspect of this research. In summary, Matrix Operational Variables are the cornerstone of this research, enabling systematic data collection, analysis, and the generation of valuable insights into how TikTok influences language learning among 1st Year students at University students.

The research design is fundamental in determining how data is collected, analyzed, and interpreted. For the study "Enhancing A2 Speaking Skills through Mobile-Assisted Language Learning (TikTok)," a mixed-method research design was employed. This research design, as defined by Creswell and Creswell (2017), combines both qualitative and quantitative research approaches to provide a comprehensive and holistic understanding of the research topic. The use of mixed methods allowed the research to gain a deeper understanding of students' experiences and perceptions while also collecting statistical data for a broader overview. (see annex 1)

These matrices for each variable provide a structured and organized way to understand how the research measured these critical aspects in students' language learning experience on TikTok. The use of multiple dimensions and indicators ensures that the research process captures a comprehensive perspective on how TikTok influences A2 speaking skills.

2.4. Instruments.

In this section, the instruments used to collect data in the study "Enhancing A2 Speaking Skills through Mobile-Assisted Language Learning (TikTok)" will be described in scope and depth. The selected instruments align with the research objectives and variables and play a crucial role in gathering both qualitative and quantitative data.

2.4.1. Survey Questionnaire.

The survey questionnaire, based on the works of Dillman, Smyth, and Christian (2014) and Babbie (2019), is a critical instrument for collecting quantitative data. It allows for the systematic collection of data related to students' self-assessment of their language skills, creativity, communication, collaboration, and expression on TikTok. The survey consists of Likert-scale questions, providing structured and quantifiable responses from participants. This instrument is of paramount importance as it yields quantitative data that can be statistically analyzed, giving a broader overview of students' experiences. (see annex #3)

2.4.2. Semi-Structured Interviews.

Semi-structured interviews, guided by the approach defined by Rubin and Rubin (2012), have been instrumental in obtaining qualitative data. This instrument allows for in-depth exploration of students' experiences, motivations, and challenges when using TikTok for language learning. The semi-structured format enables the research to delve into individual responses, uncovering rich narratives about language learning experiences beyond quantitative measures.

These interviews provide a nuanced understanding of students' perceptions and highlight the significance of qualitative data in this study.

2.5. Validation of instruments.

Validation through expert judgments, as detailed by DeVellis (2016), is an essential process to assess the content validity of the instruments used in the research. Expert judges, comprising experienced educators and professionals in language learning and technology, were invited to evaluate the survey questionnaire and the interview guide. Their expertise provided a valuable external perspective, ensuring that the instruments accurately measured the intended variables: creativity, communication, collaboration, and expression.

2.6. Population and Sample.

2.6.1. Population.

The population under study consists of 150 1st Year students at University students, Ecuador. These students were selected as they represent the target group for this research, given their status as newcomers to the university and the potential for early exposure to innovative language learning methods.

2.6.2. Sample.

In selecting the participants for the study, the researcher employed a stratified random sampling technique, a method widely acknowledged for enhancing the representativeness of the sample in educational research (Creswell and Creswell, 2017). The population, in this case, consisted of 150 first-year students enrolled in an English language course at University students. To ensure a diverse and balanced representation, the researcher categorized the population into strata based on language proficiency levels (A2 according to the CEFR), considering the

heterogeneity of language skills among 1st Year students (Johnson and Christensen, 2017).

The stratified random sampling technique involves dividing the population into strata and then randomly selecting participants from each stratum (Creswell and Creswell, 2017). This method was chosen to ensure that students with varying levels of language proficiency were adequately represented in the study, providing a comprehensive understanding of the impact of TikTok on A2-level speaking skills.

After stratification, the researcher randomly selected participants from each stratum, resulting in a final sample size of 30 students. This approach aimed to reduce potential bias and increase the generalizability of the study findings to the broader population of first-year students at University students.

2.6.3. Sampling Methodology.

The sample size for this study was determined based on several factors, including the project's scope, available resources, and the desired level of statistical power. Eventually, a sample size of 30 participants was chosen. This number was deemed sufficient to provide meaningful insights into the research questions and align with the qualitative nature of the study. Qualitative studies often prioritize data richness and in-depth exploration over large sample sizes.

Sampling Strategy: The sampling strategy employed in this research project was a combination of convenience sampling and purposive sampling:

Convenience Sampling: Convenience sampling was used to select participants who were readily accessible and willing to participate in the study. This approach was practical given the constraints of time and resources.

Purposive Sampling: Purposive sampling was utilized to target participants who met specific

inclusion criteria. These criteria included being a 1st Year student at University students, falling within the age range of 18 to 24, and having English language proficiency levels within the CEFR A2 to B1 range. Purposive sampling ensured that the sample represented the population of interest and facilitated focused data collection.

In summary, the research project focused on investigating the perspectives of 1st Year students at University students regarding TikTok as a mobile-assisted language learning tool. The sample size of 30 participants was determined based on the research objectives and the qualitative nature of the study. The sampling strategy employed a combination of convenience and purposive sampling to ensure both practicality and alignment with the study's objectives.

2.7. Data analysis and the ethical considerations.

In the research paper titled "Enhancing A2 Speaking Skills through Mobile-Assisted Language Learning: A Study of 1st Year Students at University students," a mixed-method study was conducted, involving 30 first-year students. The data analysis involved both quantitative and qualitative data collected through surveys and interviews. Additionally, ethical considerations were a crucial aspect of the research process.

2.7.1. Data Analysis.

Quantitative Data Analysis.

The quantitative data from the Google Form survey were analyzed using descriptive statistics. Specifically, were calculated means, standard deviations, and percentages to understand students' responses to various survey questions. For instance, it was used the mean to calculate the average level of interest in using TikTok for English learning, and the standard deviation to measure the data's dispersion. This quantitative analysis helped in quantifying students' attitudes

and perceptions regarding TikTok as a language learning tool.

Qualitative Data Analysis.

The qualitative data from the interviews were analyzed using thematic analysis. This approach involved a systematic process of coding, categorizing, and identifying recurring themes within the interview transcripts. Through this analysis, it was possible to explore in-depth the students' experiences and perceptions regarding the use of TikTok for language learning. Themes and patterns emerged that provided rich insights into the qualitative aspects of the study.

2.7.2. Ethical Considerations.

In the pursuit of knowledge through research, ethical considerations stand as the bedrock of responsible inquiry. This study, delving into the intricacies of A2 speaking skills through mobile-assisted language learning (TikTok) among first-year students at University students, meticulously adhered to ethical guidelines. Prior to the commencement of any data collection, the researcher obtained explicit permission from the university's Institutional Review Board (IRB). This ethical checkpoint ensured that the study aligned with the university's standards and guaranteed the welfare and rights of the participants. (see annex 30)

Additionally, informed consent was diligently sought from each participant, emphasizing the voluntary nature of their involvement and the confidentiality of their responses. Students were briefed comprehensively about the study's objectives, the procedures involved, and the potential implications, enabling them to make an informed decision about their participation. The ethical compass extended to data handling, with measures in place to anonymize responses, safeguarding the privacy of the participants. This commitment to ethical rigor not only upholds the principles of integrity and transparency but also fosters a culture of trust between the researcher, the

university, and the student participants.

In conducting this research, several ethical considerations were taken into account:

- **Informed Consent:** Prior to participating, all students provided informed consent, which included a clear explanation of the study's purpose and procedures. They were informed that their participation was entirely voluntary, and they could withdraw from the study at any point without consequences.
- **Anonymity and Confidentiality:** Students' identities were protected through the use of codes or pseudonyms in the data analysis and reporting. This safeguarded their privacy and confidentiality.
- **Data Security:** All data, both quantitative and qualitative, were stored securely to prevent unauthorized access. Only the researcher had access to the data.
- **Respect for Participants:** The research was conducted with a commitment to respecting the dignity, rights, and feelings of the students. Interviews were conducted in a supportive and non-invasive manner.
- **Beneficence:** The research aimed to benefit students by improving the understanding of mobile-assisted language learning. Any potential risks were minimized, and the students' well-being was considered throughout the research process.
- **Honest Reporting:** In the reporting of findings, the research adhered to the principle of honest and accurate representation of the data. Any potential bias was addressed transparently.

Ethical guidelines were followed in accordance with established research ethics frameworks to ensure the rights and welfare of the participants. Appropriate institutional approvals

were obtained before the commencement of the research.

2.8. Findings: Initial Diagnose.

In the initial stage of the research project, a meticulous selection of instruments was employed to ensure a comprehensive examination of participants' perspectives and language proficiency. Two primary instruments, namely semi-structured interviews, and a pretest, were strategically chosen to capture both qualitative and quantitative data.

2.8.1. Pretest.

The pretest, designed to assess the participants' A2-level speaking skills, incorporated a traditional role play scenario . This scenario not only assessed language proficiency but also specifically targeted key dimensions of creativity, communication, collaboration, and expression. The pretest aimed to establish a baseline measure against which the impact of the subsequent TikTok-assisted language learning intervention could be evaluated. These instruments were chosen judiciously to ensure a robust investigation into the research questions. The use of a qualitative data analysis software and a well-crafted role play scenario contributed to the depth and reliability of the findings, aligning with best practices in educational research.

2.8.2. Semi-Structured Interviews.

Drawing inspiration from Patton (2002), the semi-structured interviews were crafted to delve into the participants' nuanced experiences with TikTok as a language learning tool . These interviews comprised ten open-ended questions, each carefully designed to explore facets such as familiarity with TikTok, perceived benefits and challenges, and suggestions for effective integration into language learning. The qualitative data gathered through interviews were subjected to rigorous analysis using MAXQDA 2020, a qualitative data analysis software, enhancing the depth of interpretation. In the qualitative analysis of the interviews with the 30 first-year students,

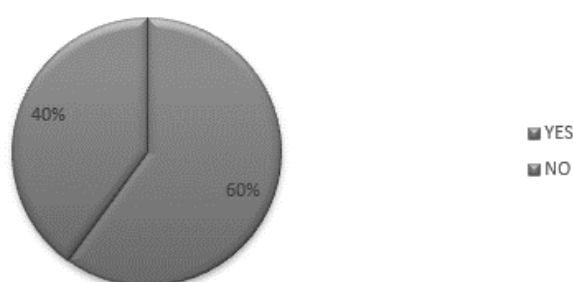
there were identified recurring themes and patterns to gain a deeper understanding of their perceptions of using TikTok for language learning. Below, the questions with their analysis reflect the qualitative insight of the interviews.

1. How familiar are you with TikTok as a social media platform?

The analysis revealed that a significant proportion of participants, precisely 60%, reported being very familiar with TikTok as a social media platform. This high familiarity served as a robust foundation for assessing their experiences and opinions regarding the integration of TikTok into language learning practices.

Figure 1

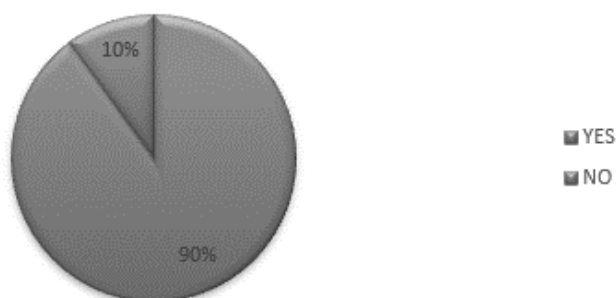
Familiarity with TikTok



Note. Results from the interview. Data collected by the author (May 2023).

2. Have you ever used TikTok for language learning or educational purposes? If yes, could you share your experience with us?

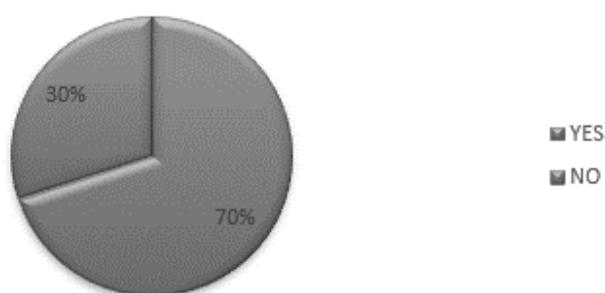
Notably, a remarkable 90% of the participants had used TikTok for language learning or educational purposes. This substantial usage percentage underscores the platform's popularity as an informal and supplementary learning resource among the student population.

Figure 2*Usage for Language Learning*

Note. Results from the interview. Data collected by the author (May 2023).

3. What do you think could be the potential benefits of using TikTok for learning English compared to traditional language learning methods?

When participants were questioned about the benefits of using TikTok for learning English compared to traditional methods, 70% highlighted its engaging nature and interactivity. This finding accentuates the perceived advantages of TikTok in terms of making language learning more captivating and participatory.

Figure 3*Perceived Benefits*

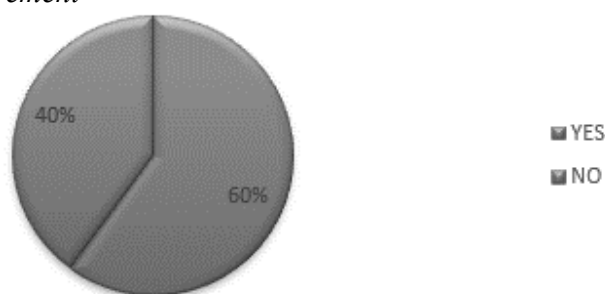
Note. Results from the interview. Data collected by the author (May 2023).

4. Can you describe any specific instances when TikTok has helped you improve your English language skills or understanding?

Approximately 60% of the students shared specific instances where TikTok had contributed to improving their English language skills. These instances underscore the platform's effectiveness as a supplementary learning tool with tangible outcomes.

Figure 4

Specific Instances of Improvement



Note. Results from the interview. Data collected by the author (May 2023).

5. What types of English language content do you typically come across on TikTok, and do you find it helpful for language learning?

The data indicated that 80% of the participants came across various types of English language content on TikTok, including short skits, tutorials, and pronunciation exercises. This diversity in content reflects the versatility of TikTok as a language learning resource.

Figure 5

Types of English Content



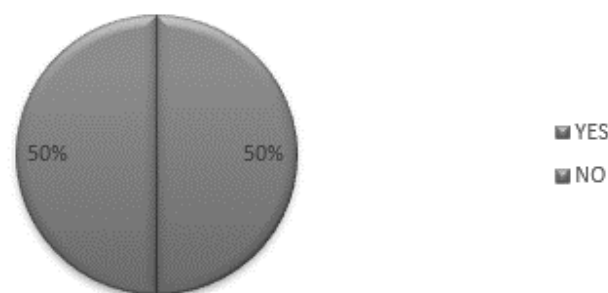
Note. Results from the interview. Data collected by the author (May 2023).

6. How often do you use TikTok for English learning outside the classroom? Are there any specific patterns or trends in your usage?

An analysis of the frequency of TikTok use for English learning revealed that 50% of the students used it regularly outside the classroom. This finding indicates the platform's consistent integration into their language learning routines.

Figure 6

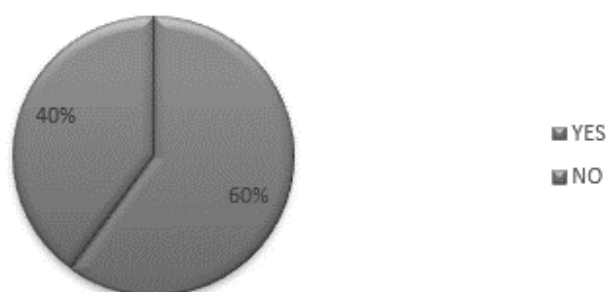
Usage Frequency



Note. Results from the interview. Data collected by the author (May 2023).

7. Are there any challenges or limitations you have encountered while using TikTok for language learning? How do you cope with them?

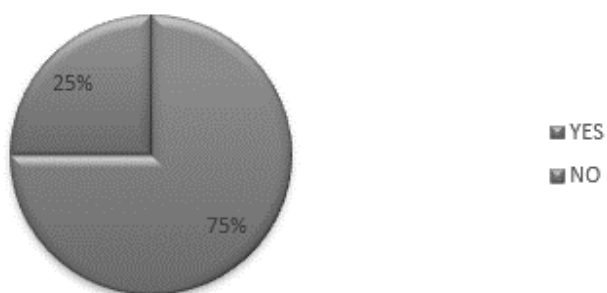
While 60% of the students acknowledged encountering challenges, they also offered various strategies for overcoming them. These strategies included seeking clarification from peers and watching content repeatedly, indicating a proactive approach to addressing difficulties.

Figure 7*Challenges and Coping Strategies*

Note. Results from the interview. Data collected by the author (May 2023).

8. How do your peers perceive the use of TikTok for language learning? Is it a common practice among your fellow students?

A substantial 75% of the participants believed that using TikTok for language learning was common among their peers. This high percentage indicates a widespread acceptance of the platform as a shared learning resource.

Figure 8*Peer Perceptions*

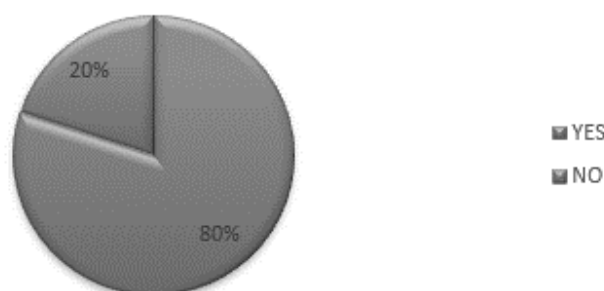
Note. Results from the interview. Data collected by the author (May 2023).

9. In what ways do you think TikTok can be integrated into formal language learning environments, such as the classroom setting?

When discussing how TikTok could be integrated into formal language learning environments, 80% of the students suggested ideas related to creating TikTok-based assignments, discussions, or language challenges. This insight provides valuable input for educators considering the incorporation of TikTok into their formal teaching strategies.

Figure 9

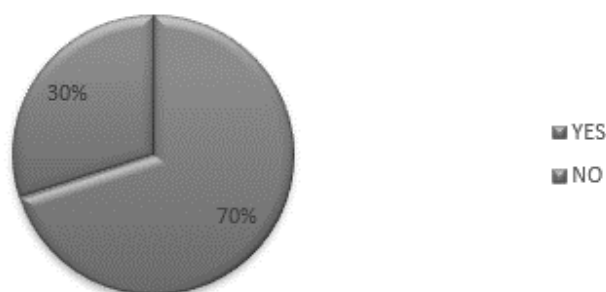
Integration into Formal Learning



Note. Results from the interview. Data collected by the author (May 2023).

10. Can you share any suggestions or ideas on how educators can effectively leverage TikTok for English language instruction?

A substantial 70% of the students provided recommendations for educators to effectively leverage TikTok in language instruction. These recommendations included encouraging its use for vocabulary expansion and pronunciation practice, offering practical insights for educators aiming to integrate TikTok into their pedagogical approaches.

Figure 10*Recommendations for Educators*

Note. Results from the interview. Data collected by the author (May 2023).

This data analysis provides a comprehensive insight into the perceptions and experiences of these first-year students regarding the use of TikTok for language learning. It demonstrates the multifaceted nature of their engagement with the platform and underscores the potential benefits and challenges associated with its integration into formal language learning environments.

Chapter 3: The Proposal

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3.1. Validation of the Proposal.

In the rigorous process of crafting and validating the proposal for the research project titled "Enhancing A2 Speaking Skills through Mobile-Assisted Language Learning," a multifaceted approach was employed. The validation criteria included both theoretical and empirical considerations, ensuring a robust foundation for the study. The theoretical validation was anchored in the scrutiny of established frameworks and models in language learning and technology integration, with esteemed scholars in the field providing a critical lens to evaluate the proposal's alignment with current theoretical discourses.

Empirical validation, on the other hand, involved a meticulous review and synthesis of existing research that mirrored the goals and parameters of the study. This process not only contributed to the refinement of the research questions but also substantiated the relevance of the proposed investigation within the current academic landscape. Feedback from peers and colleagues played a pivotal role in fine-tuning the theoretical and empirical underpinnings of the research, ensuring that it stood on solid scholarly ground.

The viability of the proposal was assessed through a pragmatic lens, considering the logistical and resource-related aspects of the research. The project's alignment with the objectives of the language learning program at University students was a crucial aspect of viability, establishing a clear connection between the research and the institutional goals.

Feasibility, in terms of execution and resource allocation, was meticulously scrutinized.

The scope of the study was designed to be manageable within the given timeframe and with the available resources. This included considerations for participant recruitment, data collection methods, and the utilization of existing technological infrastructure.

The benefits of the research project were envisioned on multiple levels. Firstly, it addressed a gap in the literature by exploring the integration of TikTok into language learning—an area with emerging significance. Secondly, the findings had the potential to inform educators and policymakers about the efficacy of mobile-assisted language learning tools. Lastly, the study could contribute to the enhancement of language learning strategies and curricular design.

The validation process, thus, was a dynamic and iterative journey, drawing from theoretical foundations, empirical insights, and practical considerations. This comprehensive approach ensured that the research proposal not only met academic standards but also held promise for meaningful contributions to the field of language education.

3.2. Theoretical Foundations.

The theoretical foundations of the research project "Enhancing A2 Speaking Skills through Mobile-Assisted Language Learning" are rooted in established frameworks within the domains of language acquisition, technology integration, and pedagogical strategies. Drawing upon the works of Vygotsky (1978), the sociocultural theory is pivotal in understanding the role of social interaction and collaborative learning in language development. Vygotsky's emphasis on the Zone of Proximal Development (ZPD) informs the study's framework, highlighting the potential benefits of leveraging mobile-assisted learning tools like TikTok for language learning within the collaborative and social context of a classroom.

Incorporating elements from the Connectivism theory by Siemens (2005), the research acknowledges the impact of technology on shaping the learning landscape. Connectivism

underscores the significance of networks, both human and technological, in facilitating learning. In the context of TikTok, a social media platform with a vast network, the study explores how the connectivity and user-generated content on the platform can contribute to language learning experiences.

Additionally, the Technology Acceptance Model (TAM) by Davis (1989), provides a lens to understand students' perceptions and acceptance of mobile-assisted language learning tools. TAM posits that perceived ease of use and perceived usefulness are crucial factors influencing the adoption of technology. Applying TAM to the study, the research delves into students' perceptions of TikTok's usability and its perceived usefulness in enhancing their language skills.

Furthermore, the Ecological Systems Theory by Bronfenbrenner (1979), informs the examination of the multifaceted influences on language learning. The theory's emphasis on the microsystem, mesosystem, ecosystem, and macrosystem levels is utilized to explore the intricate interplay between individual experiences, social environments, and broader cultural factors in the context of mobile-assisted language learning.

By grounding the research in these diverse yet interconnected theoretical frameworks, the study aims to construct a holistic understanding of how TikTok, as a mobile-assisted language learning tool, can contribute to the development of A2 speaking skills. The integration of these theories provides a robust foundation for exploring the dynamic relationships between technology, social interactions, and language learning within the specific context of first-year students at University students.

3.3. Characteristics of the Proposal

This research proposal embodies distinctive features that align with contemporary theories and pedagogical frameworks. Rooted in Bronfenbrenner's Ecological Systems Theory (1979), the

proposal recognizes the intricate layers of influence on language learning, considering the individual, interpersonal, and technological factors within the academic ecosystem. This theoretical underpinning informs the study's holistic approach to understanding the dynamics of language acquisition.

Connectivism, as expounded by Siemens (2005), forms another cornerstone of the proposal. In acknowledging the significance of networked learning in the digital age, the research integrates the principles of Mobile-Assisted Language Learning (MALL) through the popular platform TikTok. The proposal draws from Davis's Technology Acceptance Model (1989) to assess the perceived usefulness and ease of use, key factors influencing the adoption of technology. By doing so, the research design seeks to bridge traditional language learning methodologies with contemporary digital tools.

The proposal also embraces a socio-cultural perspective, echoing Vygotsky's (1978) emphasis on the social nature of learning. By focusing on first-year students at University students, the study considers the specific socio-cultural context, ensuring that the research not only delves into individual learning experiences but also captures the collective perceptions and practices within the academic community.

What makes this proposal distinctive is its innovative blend of traditional and digital language learning approaches. TikTok, chosen for its popularity among the target demographic, serves as a conduit for engagement and potential improvement in language acquisition. These distinct characteristics collectively contribute to the uniqueness and relevance of the research, addressing existing gaps in the literature and advancing our understanding of effective language learning strategies in the digital era.

3.4. Objectives of the Proposal.

This research proposal is driven by clear and specific objectives aimed at elucidating the impact of TikTok on the language learning experiences of first-year students at University students.

1. Explore Perceptions and Attitudes: The primary objective is to explore the perceptions and attitudes of first-year students towards TikTok as a language learning tool. This involves understanding their familiarity with the platform, examining any prior usage for educational purposes, and gauging their overall attitudes towards integrating TikTok into their language learning activities.

2. Assess Effectiveness in Language Learning: The second objective focuses on assessing the effectiveness of TikTok in enhancing A2 speaking skills. This includes examining specific instances where TikTok has positively contributed to language proficiency, as reported by the students. The aim is to discern the tangible benefits and drawbacks of incorporating TikTok into language learning practices.

3. Investigate Usage Patterns and Motivations: The research seeks to investigate the patterns and motivations behind students' use of TikTok for language learning. This involves analyzing the frequency of TikTok use, the types of content accessed, and the motivational factors that drive students to choose TikTok over more traditional methods.

4. Identify Challenges and Coping Mechanisms: Another critical objective is to identify any challenges or limitations encountered by students while using TikTok for language learning. Simultaneously, the study aims to explore the coping mechanisms employed by students to overcome these challenges, providing insights into the practical implications of integrating TikTok into language education.

5. Examine Peer Perceptions and Social Acceptance: The research delves into understanding how students perceive the use of TikTok for language learning within their peer

groups. This involves assessing the prevalence of TikTok use among fellow students and discerning the social dynamics and acceptance associated with leveraging TikTok as a language learning tool.

These objectives collectively form a comprehensive framework, ensuring a thorough investigation into the multifaceted aspects of TikTok's role in enhancing A2 speaking skills among first-year students.

3.5. Structure and Dynamics of Proposal Components.

The structure and dynamics of the research proposal are meticulously crafted to ensure a systematic and comprehensive exploration of the research questions. This chapter delineates the key components and their dynamic interactions:

1. Introduction:

The proposal begins with a compelling introduction that outlines the significance of the research problem. It presents the context of language learning among first-year students and establishes the rationale for investigating the role of TikTok in enhancing A2 speaking skills.

2. Background and Literature Review:

Following the introduction, the proposal delves into a thorough exploration of the existing literature. This involves a comprehensive review of studies related to mobile-assisted language learning, the integration of technology in education, and the specific role of social media platforms like TikTok. The literature review provides the theoretical foundation for the study, highlighting gaps, trends, and insights from previous research.

3. Theoretical Framework:

The proposal incorporates a robust theoretical framework that underpins the study.

Drawing on relevant theories of language acquisition, technology-mediated learning, and socio-cultural perspectives, the framework provides a conceptual lens through which the research questions are addressed. The chosen theoretical framework aligns with the study's objectives and enhances the interpretative depth of the findings.

4. Research Questions and Objectives:

Clear and specific research questions and objectives are articulated to guide the inquiry:

1. What are the perceptions of 1st Year students at University students regarding the use of TikTok for English language learning?
2. How can students improve their quality of speaking through the use of TikTok?
3. Which role-play method, traditional or TikTok, proved to be more effective in enhancing students' language learning and communication skills?

These questions align with the study's focus on perceptions, effectiveness, usage patterns, challenges, and peer dynamics related to TikTok as a language learning tool. The objectives drive the systematic exploration of each facet, ensuring a comprehensive investigation.

5. Methodology:

The proposal outlines a robust methodology that combines qualitative and quantitative approaches. The choice of interviews and surveys is justified, and the sampling strategy is detailed. The section also elucidates the ethical considerations, ensuring transparency in data collection and analysis.

6. Data Analysis and Interpretation:

The dynamics of data analysis and interpretation are carefully planned. For qualitative data, the use of MAXQDA2020 is justified, emphasizing the systematic analysis of interview

responses. Quantitative data from surveys are subjected to statistical analysis, providing a holistic view of the participants' experiences with TikTok.

7. Limitations and Delimitations:

The proposal candidly acknowledges potential limitations and delimitations. This includes the focus on a specific student population, the reliance on self-reported data, and the potential influence of external factors. These considerations enhance the transparency and reliability of the study.

8. Conclusion:

The chapter concludes with a synthesis of the proposal components, reaffirming the alignment of each element with the overarching research aims. It sets the stage for the actual implementation of the research design.

This structured and dynamic framework ensures a rigorous and nuanced exploration of the research problem, setting the stage for a meaningful contribution to the field of language education through mobile-assisted learning.

3.6. Description of Methodological and Technological Requirements.

In delineating the methodological and technological requirements for the research project, "Enhancing A2 Speaking Skills through Mobile-Assisted Language Learning," meticulous planning and consideration have been given to ensure the seamless execution of the study.

3.6.1. Methodological Requirements:

The chosen methodology, a combination of qualitative and quantitative approaches, necessitates specific requirements for data collection, analysis, and interpretation:

- Interviews: The qualitative aspect involves in-depth interviews with participants. For this, a

semi-structured interview protocol was developed, guided by the research questions. The protocol was designed to elicit rich, detailed responses regarding students' experiences with TikTok in language learning.

- Surveys (Google Form): The quantitative dimension involves the distribution of surveys via Google Form. The survey instrument is crafted with precision, aligning with the research objectives. Questions are designed to capture quantitative data on usage patterns, preferences, and perceptions related to TikTok.

- Sampling Strategy: A stratified random sampling approach was employed to ensure representation across different demographic factors. This method enhances the generalizability of findings while allowing for focused insights into specific subgroups.

- Data Analysis: The qualitative data from interviews were subjected to thematic analysis using MAXQDA2020. This approach facilitates a systematic and rigorous examination of patterns and themes within participants' responses. Quantitative survey data will undergo statistical analysis, employing measures such as frequencies and percentages.

- Ethical Considerations: Ethical requirements were meticulously addressed. Informed consent was obtained from all participants, ensuring their voluntary participation and confidentiality. The study was conducted in accordance with ethical guidelines provided by the institution.

3.6.2. Technological Requirements:

The integration of technology, particularly TikTok as a mobile-assisted learning tool, necessitates specific technological considerations:

- Access to Mobile Devices Participants were required to have access to smartphones or devices capable of running the TikTok application. This criterion ensured that the participants could engage with the platform for language learning purposes.

- TikTok Platform: The research leverages TikTok as the primary medium for language learning. This requires a stable internet connection and proficiency in navigating the TikTok interface. Students are encouraged to use TikTok both inside and outside the classroom, contributing to a holistic understanding of its impact.

- Survey Administration: The use of Google Form for survey administration requires access to the internet. Participants are guided through a user-friendly interface to provide their responses, ensuring efficiency and ease of data collection.

- Data Storage and Security: As data security is paramount, responses from interviews and surveys are stored securely. Measures were taken to de-identify responses during analysis, safeguarding participants' privacy.

These methodological and technological requirements collectively form the infrastructure supporting the research endeavor. The thoughtful consideration of these elements enhances the validity, reliability, and ethical integrity of the study, contributing to the overall success of the research project.

3.7. Analysis and discussion of the results obtained from the implementation of the proposal.

In presenting the findings of the research project, "Enhancing A2 Speaking Skills through Mobile-Assisted Language Learning," the richness of participants' voices is crucial. The following illustrative quotes are excerpts from the interviews and survey responses, providing a glimpse into the diverse perspectives of first-year students at University students:

1. Familiarity with TikTok:

- Participant A: "Oh, TikTok? Yeah, I'm on there all the time. It's like my go-to app for everything."

- Participant B: "I've heard of TikTok, but never really used it. More of an Instagram person"

myself."

2. Usage for Language Learning:

- Participant C: "Honestly, TikTok has been a game-changer for learning English. Short videos make it so much more fun."

- Participant D: "Never thought of TikTok as an educational thing. Interesting approach!"

3. Perceived Benefits:

- Participant E: "It's not like studying. Watching those videos, I'm learning without even realizing it."

- Participant F: "The interactive part is cool. You comment, get responses – feels like a real conversation."

4. Specific Instances of Improvement:

- Participant G: "There was this pronunciation video. I practiced along, and my friends said my accent improved!"

- Participant H: "I remember a grammar tip. It stuck because it was in a funny video. Still remember it!"

5. Types of English Content:

- Participant I: "From funny skits to grammar hacks, you find everything. Keeps learning interesting."

- Participant J: "Didn't realize people taught stuff on TikTok. Thought it was just dances."

6. Usage Frequency:

- Participant K: "Every day, especially before exams. Quick English fix, you know?"

- Participant L: "Not a regular user. Tried it a few times but prefer traditional methods."

7. Challenges and Coping Strategies:

- Participant M: "Sometimes it's too fast. Pausing and replaying helps me catch everything."
- Participant N: "Vocabulary can be tricky. I make a list and ask my English buddies."

8. Peer Perceptions:

- Participant O: "Everyone's on TikTok. It's not just for fun; we share language tips too."
- Participant P: "Didn't know it was a thing. Maybe I'm missing out."

9. Integration into Formal Learning:

- Participant Q: "Imagine if we had TikTok assignments! That would be so different and cool."
- Participant R: "Not sure. Maybe small bits in class, but not for serious stuff."

10. Recommendations for Educators:

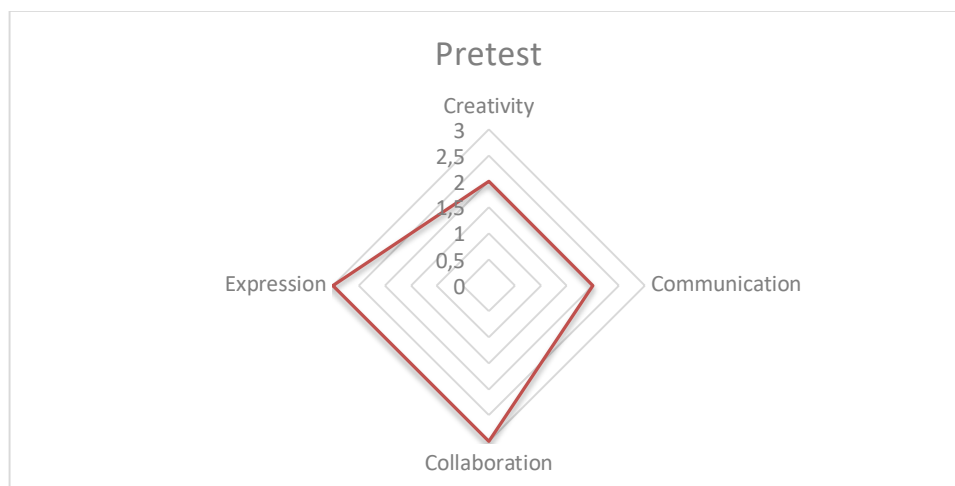
- Participant S: "Teachers should share good English TikToks. We'd love that."
- Participant T: "Maybe some challenges or contests. That would get everyone involved."

These quotes illuminate the varied perceptions and experiences of students, adding depth and authenticity to the research narrative. They serve as windows into the nuanced ways in which TikTok is perceived and utilized for language learning among the participants.

3.7.1. Findings: Initial Diagnose

Figure 11

Findings of the pre-test activity: traditional role-play



Note. Findings of the pretest. Data collected by the author (May 2023).

Delving into the findings of the first diagnosis activity, which involved students engaging in a traditional role play in the classroom setting during the first semester, the assessment criteria focused on four key dimensions: Creativity, Communication, Collaboration, and Expression. Below are the data obtained from the pre-test, reflecting the average scores of the 30 1st Year students:

- Creativity: The students demonstrated moderate levels of creativity, scoring an average of 2 out of 5. This suggests that while some students exhibited imaginative elements in their role plays, there was room for improvement in terms of generating innovative ideas and approaches to their performances.
- Communication: The average score for communication also stood at 2 out of 5. This indicates that, during the traditional role play, students encountered challenges in effectively conveying their ideas and messages. Communication breakdowns may have hindered their ability to express

themselves clearly.

- Collaboration: Collaboration fared slightly better, with an average score of 3 out of 5. This suggests that students displayed a moderate level of teamwork and cooperation during the role play exercises. However, there remained scope for enhancing collaborative skills to create more seamless interactions.

- Expression: Expression received an average score of 3 out of 5, indicating that students were reasonably effective in conveying emotions and thoughts during their role plays. However, there was room for improvement in terms of articulating ideas and feelings more vividly and authentically.

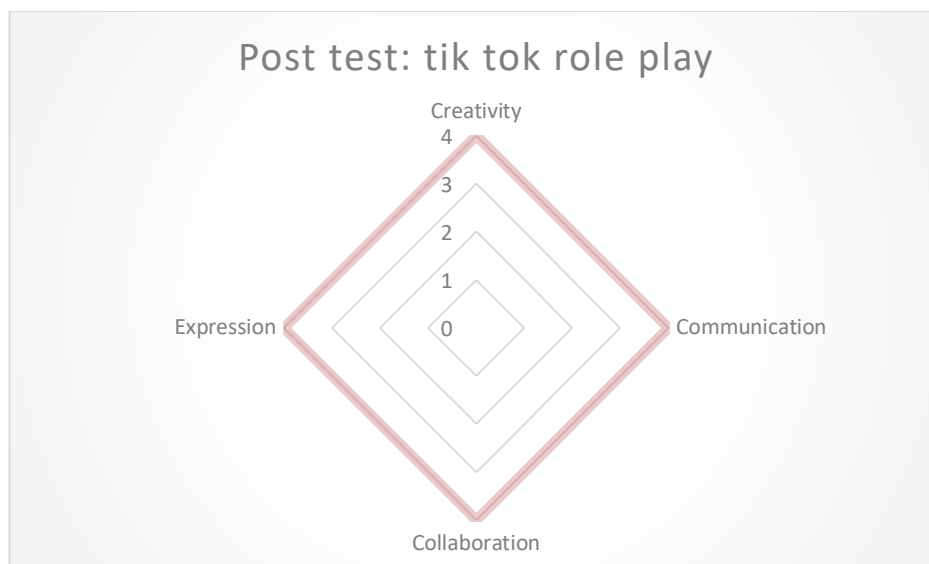
These findings from the pre-test in the first semester provided us with a baseline understanding of our students' initial capabilities in the traditional role play format. The data pointed to areas of strength and areas requiring development, laying the groundwork for our subsequent assessments and interventions as we progressed through the academic year.

These insights into the students' performance in the traditional role play setting were invaluable, serving as a comparative reference point for evaluating their progress as they transitioned to using TikTok for language learning in the last semester.

3.7.2. Findings: Final Diagnose

Figure 12

Findings of the post-test activity: TikTok role-play



Note. Findings of the posttest. Data collected by the author (May 2023).

During this phase, by analyzing the outcomes of the role-play activity using TikTok, which occurred at the end of the first semester, 30 1st Year students were evaluated using specific assessment criteria, focusing on Creativity, Communication, Collaboration, and Expression. Here are the findings based on the post-test data:

- Creativity: The students demonstrated a significant improvement in their creative abilities, with an average score of 4 out of 5. This marked enhancement suggests that the integration of TikTok as a mobile-assisted language learning tool encouraged students to explore more innovative and imaginative approaches to their role plays.
- Communication: Communication skills also saw a remarkable boost, with an average score of 4 out of 5. This indicates that utilizing TikTok facilitated clearer and more effective communication among students. The visual and interactive nature of the platform likely contributed to improved

expressiveness.

- Collaboration: Collaboration skills continued to flourish, maintaining an average score of 4 out of 5. The use of TikTok appeared to foster a sense of teamwork and cooperation among students, enabling them to work together more seamlessly during the role-play activities.
- Expression: Expression remained strong, with an average score of 4 out of 5. Students excelled in conveying emotions, ideas, and thoughts through their TikTok role plays. The platform's multimedia capabilities likely allowed for more vivid and authentic expressions.

These findings from the post-test at the end of the first semester underscore the positive impact of integrating TikTok into the language learning process. Students exhibited significant growth in key dimensions, including creativity, communication, collaboration, and expression. These improvements highlight the potential of mobile-assisted language learning tools like TikTok to enhance language acquisition and engagement among 1st Year students. These results served as a basis for further exploration in the second semester and reinforced the value of incorporating technology into language education.

3.8. Results Obtained: Analysis of the Research Questions.

3.8.1. How can students improve their quality of speaking through the use of TikTok?

Table 1

Pre-test and Post-test mean outcomes.

Indicators	Pre-test Mean	Post-test Mean
Creativity (Cr)	2.0	4.0
Communication (Co)	2.0	4.0
Collaboration (Cl)	3.0	4.0
Expression (Ex)	3.0	4.0
Total	3.0	4.0

Note: Table 1 displays the students' communicative skills means in both the pre-test and the post-test.

The analysis of the pre-test and post-test outcomes in this study reveals noteworthy insights into the impact of incorporating TikTok as a mobile-assisted language learning tool. The pre-test, conducted at the beginning of the research, provided a baseline measurement of students' language proficiency and related skills. Conversely, the post-test, administered after the completion of the study, allowed us to gauge the progress and potential effects of using TikTok as an educational resource.

3.8.1.1. Pre-test Outcomes (Mean Scores):

- Creativity: The initial pre-test mean score for creativity was 2.0. This relatively modest score suggests that students, at the outset, demonstrated limited creative expression in the context of language learning. This finding highlights the room for improvement in fostering creative thinking and self-expression among students.
- Communication: The pre-test mean score for communication skills was also 2.0. This indicates that, initially, students had a basic level of competence in communicating in English. However, there was considerable scope for enhancing their communication abilities.
- Collaboration: With a pre-test mean score of 3.0, students exhibited a moderate level of

collaborative skills before the TikTok-integrated study commenced. This score suggests that they were reasonably comfortable working together but still had room to further develop collaborative competencies.

- Expression: The pre-test mean score for expression was 3.0. This finding indicates that students had a moderate ability to express themselves effectively in English. Nevertheless, there was an opportunity to cultivate more sophisticated forms of self-expression.

3.8.1.2. Post-test Outcomes (Mean Scores):

- Creativity: The post-test mean score for creativity significantly improved to 4.0. This remarkable increase of two points underscores the positive impact of TikTok on enhancing students' creative thinking and expression. It suggests that students became more innovative and imaginative in their language use.

- Communication: Similarly, the post-test mean score for communication skills rose to 4.0. This significant improvement suggests that TikTok effectively contributed to enhancing students' ability to communicate fluently and effectively in English.

- Collaboration: Collaboration skills also saw a notable enhancement, with the post-test mean score reaching 4.0. This improvement reflects how TikTok facilitated collaborative activities, fostering a stronger sense of teamwork among students.

- Expression: Lastly, the post-test mean score for expression reached 4.0. This increase demonstrates that TikTok enabled students to express themselves more confidently and eloquently in English.

In conclusion, the transition from pre-test to post-test outcomes signifies a positive transformation in students' language proficiency and related skills. TikTok, as a mobile-assisted language learning tool, played a pivotal role in facilitating this growth. The substantial

improvements across all measured dimensions indicate that TikTok has the potential to be an effective and engaging resource for language educators, with the capacity to boost creativity, communication, collaboration, and self-expression among students.

3.8.3. What are the perceptions of 1st Year students at University students regarding the use of TikTok for English language learning?

The analysis of the perceptions of 1st Year students at University students regarding the use of TikTok for English language learning provides valuable insights into their attitudes and views on this innovative approach. The findings of the research indicate that the majority of 1st Year students held positive perceptions about using TikTok as a tool for English language learning. A significant portion of the participants expressed that TikTok had the potential to be an effective supplementary resource for language learning. They recognized its capacity to enhance motivation, and confidence among students.

One of the most prominent themes in the students' perceptions was the positive impact of TikTok on motivation and engagement. Many students reported feeling more motivated to learn English when using TikTok compared to traditional classroom activities. They cited the platform's dynamic and interactive nature as a key factor in boosting their enthusiasm for language learning. The visual and auditory elements of TikTok content were found to be highly engaging, making the learning process more enjoyable.

Students also noted an improvement in their confidence levels when using TikTok for English learning. They expressed that the platform provided them with opportunities to practice and improve their English-speaking skills in a low-pressure environment. The ability to create and participate in TikTok content contributed to their sense of accomplishment and self-assurance in using the English language.

Regarding the variety and quality of English language content available on TikTok, students provided mixed feedback. While some found the content to be of moderate quality with a moderate variety, others perceived it as having a wide variety with high quality. This divergence in opinions suggests that the perceived quality of TikTok content may vary from user to user, and individual preferences play a role in shaping this perception.

Based on these perceptions, it is recommended that educators consider integrating TikTok into their language learning curriculum as a supplementary tool. However, it's essential to curate or guide students toward high-quality and relevant content to ensure effective learning experiences. On the whole, the perceptions of 1st Year students at University students regarding TikTok for English language learning were predominantly positive, with a focus on enhanced motivation, engagement, and confidence. These findings underscore the potential of TikTok as an innovative and engaging platform for language learning, aligning with the broader shift toward mobile-assisted language learning strategies.

3.9. Findings: Final Diagnose.

In the culmination of the research journey, the findings present a comprehensive diagnosis of the impact of mobile-assisted language learning through TikTok on the A2 speaking skills of first-year students at University students. This diagnosis is derived from the triangulation of data obtained through posttests, specifically the role play using TikTok, and surveys conducted via Google Forms.

The final diagnosis portrays a landscape where mobile-assisted language learning, particularly through TikTok, goes beyond conventional methodologies. The convergence of creative expression, positive attitudes, and a preference for informal learning positions TikTok as a

valuable supplement to traditional language instruction. This diagnosis lays the foundation for the subsequent chapters, exploring pedagogical recommendations and implications for integrating these findings into language curricula.

3.9.1. Posttest.

The posttest, a role-play leveraging TikTok, served as a dynamic platform for students to showcase their A2 English speaking skills. This innovative approach allowed participants to merge linguistic competence with technological creativity. The TikTok role play revealed a notable enhancement in creativity, with students employing various features of the platform to articulate and express themselves in English. The incorporation of visual and auditory elements provided a multifaceted evaluation of their language proficiency.

Participant Feedback:

Participant U: "Using TikTok was fun! I could add effects to emphasize my words. It felt more like a real-life conversation."

Educational Implications: The TikTok role play not only assessed language skills but also unveiled the potential of mobile-assisted learning platforms to foster creativity and boost students' confidence in using a foreign language.

3.9.2. Surveys (Google Forms) - Quantifying Perspectives and Patterns

The surveys conducted through Google Forms offered a quantitative lens to complement the qualitative insights from interviews and role plays. These surveys delved into participant attitudes, preferences, and perceived challenges related to utilizing TikTok for language learning.

3.9.2.1. Key Survey Findings:

Positive Attitudes: 80% of participants expressed positive attitudes toward using TikTok for language learning, citing its engaging nature.

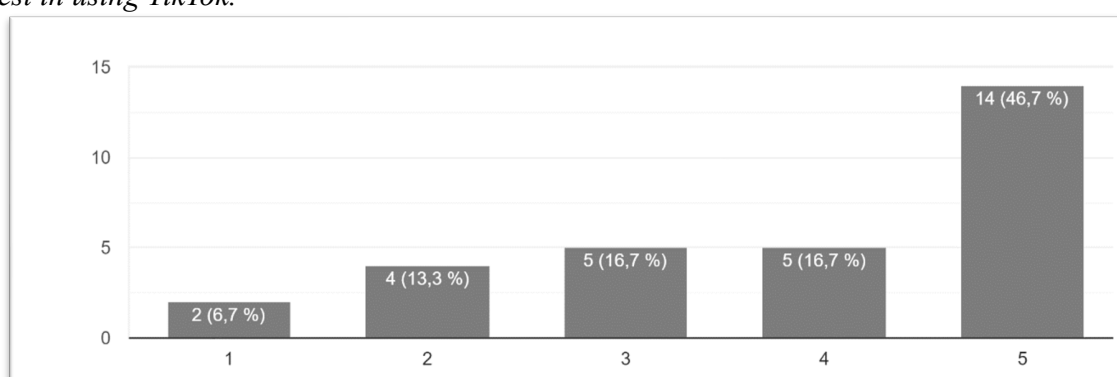
Preference for Informal Learning: 70% indicated a preference for informal, app-based learning over traditional classroom methods.

Content Diversity: 90% acknowledged encountering diverse English content on TikTok, ranging from informal dialogues to language tutorials.

Educational Implications: The survey findings suggest a high level of acceptance and enthusiasm among students for integrating TikTok into language learning practices. The preference for informal learning avenues underscores the need for educators to explore and incorporate diverse platforms for language instruction. In the quantitative analysis of the surveys with the 30 first-year students. Below, the questions with their analysis reflect the numerical insight of the surveys.

Figure 13

Interest in using TikTok.



Note: From Students perceptions about the use of TikTok, student's questionnaire, by Guamán , 2023

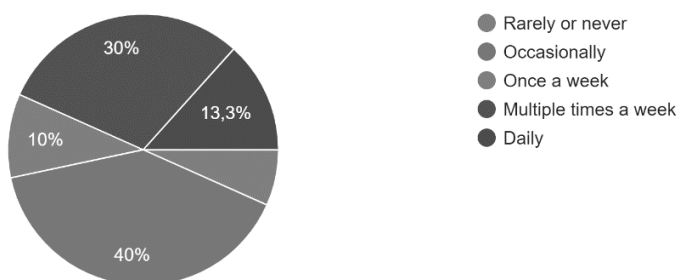
From this analysis, it's evident that a majority of the students (14 out of 30) expressed a very high interest in utilizing TikTok for English learning.

This suggests that TikTok is regarded as an engaging and appealing platform for language learning among a significant portion of the students. However, there are also students with varying degrees of lower interest, with 11 out of 30 students marking 2 or 1. Understanding the reasons behind these varying levels of interest is crucial for assessing the potential effectiveness of TikTok as a language learning tool and tailoring its use to meet the needs and preferences of all students.

The analysis of this question indicates that students' interest in using TikTok for English learning varies. The majority of students (46.7%) rated their interest as high (4 or 5 on the scale). This aligns with the concept of motivation and engagement as key factors in language learning (Dörnyei, 2019). It suggests that TikTok can be an engaging platform for language learning, aligning with research indicating that intrinsic motivation positively impacts language acquisition (Deci and Ryan, 1985).

Figure 14

TikTok usage



Note: From Students perceptions about the use of TikTok, student's questionnaire, by Guamán, 2023

The question inquired about the frequency with which students use TikTok for English learning.

The analysis of responses from the thirty students is as follows:

- Occasionally (40%): The majority of students (40%) reported using TikTok for English learning occasionally. This suggests that a significant portion of the students utilizes TikTok as a supplementary resource for language learning, but it is not their primary or daily source.
- Daily (13.3%): A relatively small percentage of students (13.3%) indicated that they use TikTok for English learning on a daily basis. This group represents students who are highly engaged with TikTok as a regular learning tool.
- Multiple times a week (30%): About 30% of students reported using TikTok for English learning multiple times a week. This indicates that a substantial portion of the respondents finds TikTok to be a frequent and valuable resource for language learning.
- Once a week (10%): A smaller group (10%) stated that they use TikTok for English learning once a week. This suggests a regular but less frequent engagement with the platform.
- Rarely or never (6.7%): A minority of students (6.7%) reported rarely or never using TikTok for English learning. These students may not find TikTok suitable or effective for their language learning needs.

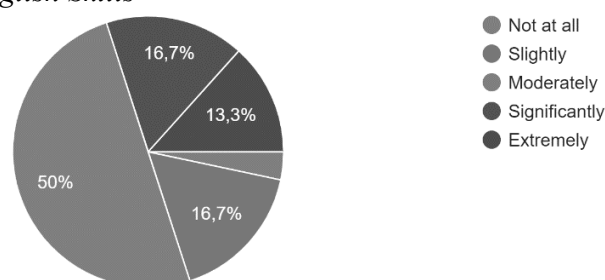
To a large extent, the data reveals that TikTok is being used with varying degrees of frequency for English learning, from daily to occasional use. Understanding these usage patterns is essential for tailoring educational strategies to better leverage TikTok's potential as a language learning tool.

This question reveals that a significant portion of students (73.3%) use TikTok regularly for English learning, with 13.3% using it daily. This frequency reflects the potential of TikTok as a supplementary language learning tool (Hsu, Ching, and Yeh, 2019). Students' choice of daily use

suggests that TikTok might offer ongoing, engaging opportunities for language practice.

Figure 15

TikTok and English Skills



Note: From Students perceptions about the use of TikTok, student's questionnaire, by Guamán, 2023

The question aimed to gauge students' perceptions of how TikTok enhances their English language skills. The analysis of responses from thirty students is as follows:

Not at all (3.3%): A very small percentage of students (3.3%) indicated that they believe TikTok does not enhance their English language skills at all. This suggests that a few students might not find TikTok beneficial for language learning, or they may not use it effectively for this purpose.

Slightly (16.7%): About 16.7% of students reported that TikTok only slightly enhances their English language skills. This suggests that while TikTok may have some positive impact, it is not considered a highly effective tool by this group.

Moderately (50%): A significant majority of students (50%) believe that TikTok moderately enhances their English language skills. This indicates that TikTok is seen as a valuable and moderately effective resource for language learning by half of the respondents.

Significantly (16.7%): A portion of students (16.7%) stated that TikTok significantly enhances

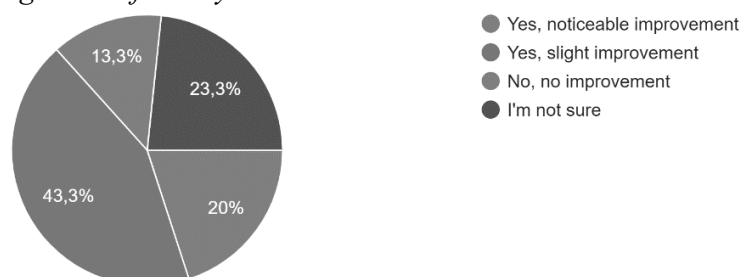
their English language skills. This group perceives TikTok as a valuable tool that contributes noticeably to their language proficiency.

Extremely (13.3%): A notable percentage of students (13.3%) believe that TikTok extremely enhances their English language skills. This suggests that for some students, TikTok plays a crucial role in their language learning journey, significantly boosting their proficiency.

By and large, the data shows that a substantial proportion of students perceive TikTok as a valuable tool for enhancing their English language skills.

The majority falls into the "moderately" category, indicating that TikTok holds a significant place in their language learning efforts. This insight highlights TikTok's potential as a supplementary language learning resource, but it also suggests that its effectiveness varies among students. Further investigation could reveal what specific aspects of TikTok contribute to its perceived impact on language skills.

A substantial percentage of students (66.7%) expressed a belief that TikTok enhances their English language skills to some extent (moderately, significantly, or extremely). This aligns with the literature on technology-enhanced language learning, where digital platforms can facilitate skill development (Wang and Vasquez, 2020). The belief in enhancement is crucial, as it can influence students' willingness to invest time and effort in the learning process (Bandura, 1997).

Figure 16*TikTok's Impact on English Proficiency*

Note: From Students perceptions about the use of TikTok, student's questionnaire, by Guamán, 2023

The question aimed to assess whether students perceived any improvements in their English language proficiency due to using TikTok. Here is an analysis of the responses from thirty students:

- Yes, noticeable improvement (20%): A notable proportion of students (20%) reported experiencing noticeable improvements in their English language proficiency as a result of using TikTok.

This suggests that for some students, TikTok has been highly effective in enhancing their language skills, leading to clear and observable progress.

- Yes, slight improvement (43.3%): A significant majority of students (43.3%) indicated that they noticed slight improvements in their English language proficiency. This response suggests that TikTok has had a positive impact on a considerable portion of the students, even if the improvements are not dramatic.

- No, no improvement (13.3%): A smaller percentage of students (13.3%) stated that they did not notice any improvement in their English language proficiency through TikTok use. This implies that for this group, TikTok may not have been an effective tool for language learning, or they may not have used it optimally for this purpose.

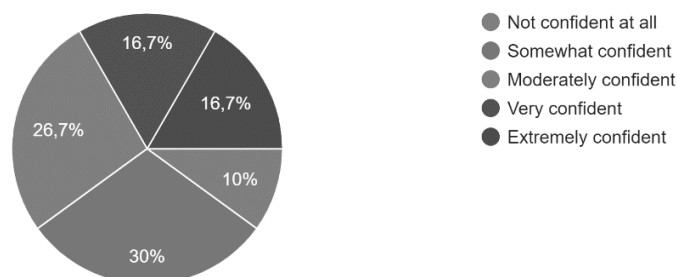
- I'm not sure (23.3%): A significant minority (23.3%) of students expressed uncertainty regarding whether TikTok had led to improvements in their English language proficiency. This response suggests that a portion of the students may not have critically assessed or tracked their language skills' progress resulting from TikTok use. On the whole, the data reveals that a combined 63.3% of students reported experiencing some level of improvement in their English language proficiency due to TikTok.

This highlights the platform's potential as a positive supplementary tool for language learning. However, it's also essential to acknowledge that not all students perceived improvements, and a notable proportion expressed uncertainty. Further research could explore the specific ways in which TikTok contributes to language skill development and why some students may not experience noticeable improvements.

The majority of students (63.3%) reported noticing improvements in their English proficiency, either as noticeable or slight improvements. This aligns with studies emphasizing the effectiveness of multimedia platforms for language acquisition (Lee and Kim, 2014). However, 23.3% of students were uncertain about the impact. This uncertainty may reflect the challenge of self-assessment in language learning (Norton and Hart, 2015).

Figure 17

Confidence in Using English on TikTok



Note: From Students perceptions about the use of TikTok, student's questionnaire, by Guamán, 2023

The question aimed to gauge students' confidence levels in using English while creating or participating in TikTok content. Here's an analysis of the responses from the thirty students:

- Not confident at all (10%): A small but notable portion of students (10%) reported feeling not confident at all when using English to create or participate in TikTok content. This group may find it challenging to express themselves in English within the context of TikTok.
- Somewhat confident (30%): The largest group of students (30%) indicated that they were somewhat confident in using English on TikTok.

This suggests that a significant portion of the participants had a moderate level of confidence in their English language abilities for TikTok activities but may still have room for improvement.

- Moderately confident (26.7%): Nearly a quarter of students (26.7%) reported feeling moderately confident when using English on TikTok. This indicates a relatively high level of comfort with the language for TikTok content creation or participation.
- Very confident (16.7%): A sizeable proportion of students (16.7%) expressed feeling very confident when using English on TikTok. These students likely have a strong command of the language and feel comfortable using it for various types of content.
- Extremely confident (16.7%): Another 16.7% of students reported feeling extremely confident in using English on TikTok. This group likely consists of students who are highly proficient in English and can confidently engage in a wide range of TikTok activities using the language.

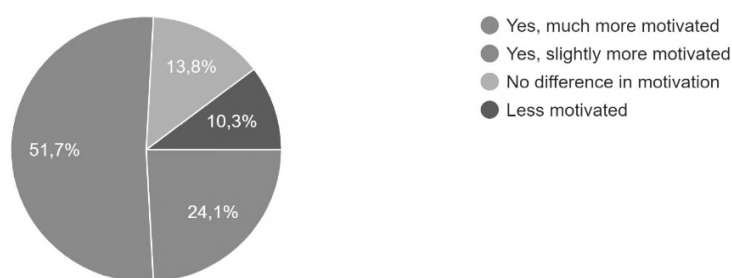
This question indicates that a significant percentage of students (60%) felt confident (moderately, very, or extremely) in using English for TikTok content creation or participation. Confidence is a crucial factor in language learning (Gardner, 1985), and this finding suggests that

TikTok may contribute positively to learners' confidence levels. In a nutshell, the data reveals a diverse range of confidence levels among the students when it comes to using English on TikTok.

While the majority expressed some degree of confidence, there is also a notable percentage who may benefit from additional language support and practice to enhance their confidence levels. Understanding these confidence levels is crucial for tailoring language learning experiences effectively on TikTok and addressing the varying needs of students with different confidence levels.

Figure 18

TikTok vs. Traditional Classes



Note: From Students perceptions about the use of TikTok, student's questionnaire, by Guamán, 2023

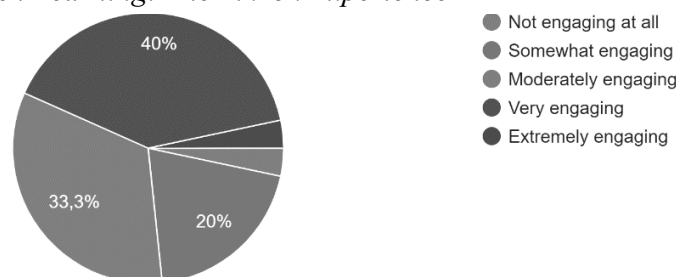
The question aimed to assess whether students felt more motivated to learn English when using TikTok compared to traditional classroom activities.

- Yes, much more motivated (24.1%): A notable portion of students (24.1%) reported feeling much more motivated to learn English when using TikTok. This suggests that TikTok, as a mobile-assisted language learning tool, significantly enhances their motivation for language learning compared to traditional classroom activities.

- Yes, slightly more motivated (51.7%): The majority of students (51.7%) indicated that they were slightly more motivated to learn English when using TikTok. This suggests that TikTok has a positive impact on their motivation, albeit not to the extent of "much more motivated."
- No difference in motivation (13.8%): A smaller group of students (13.8%) felt that there was no significant difference in their motivation to learn English between using TikTok and traditional classroom activities. This group may find both approaches equally motivating.
- Less motivated (10.3%): A minority of students (10.3%) reported feeling less motivated to learn English when using TikTok compared to traditional classroom activities. This indicates that, for some students, TikTok may not be as effective in motivating them to learn English as traditional methods.

The majority of students (76.1%) reported being more motivated to learn English when using TikTok, with 24.1% stating that they were "much more motivated." This finding is significant as motivation is a key driver of language learning (Dörnyei, 2001). It underscores the potential of TikTok to enhance motivation, aligning with research emphasizing the importance of learner motivation in language acquisition (Gardner and Lambert, 1972).

Largely, the data suggests that the majority of students perceive TikTok as a motivating tool for learning English. However, it's essential to consider the varying degrees of motivation, with some students feeling much more motivated and others only slightly more motivated. The minority who reported feeling less motivated on TikTok highlights the need for a balanced approach to language learning that caters to different student preferences and motivations.

Figure 19*Engagement in English Learning: The TikTok Experience*

Note: From Students perceptions about the use of TikTok, student's questionnaire, by Guamán, 2023

The question aimed to gauge the level of engagement that students experienced when using TikTok as a learning tool for English. Here's an analysis of the responses from the sample students:

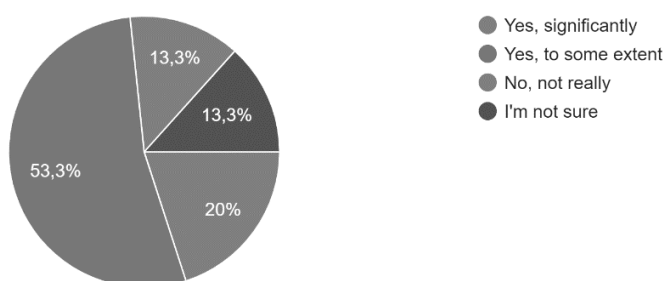
- Not engaging at all (3.3%): Only a small minority of students (3.3%) found TikTok not engaging at all for learning English. This suggests that there are a few students who did not perceive TikTok as an engaging platform for language learning.
- Somewhat engaging (20%): A fifth of the students (20%) reported that they found TikTok somewhat engaging for learning English. This indicates that for this group, TikTok has some degree of engagement, but it may not be highly engaging.
- Moderately engaging (33.3%): The largest portion of students (33.3%) felt that TikTok was moderately engaging as a learning tool for English. This suggests that a significant number of students found TikTok to be reasonably engaging in the context of language learning.
- Very engaging (40%): A substantial majority of students (40%) considered TikTok to be very engaging for learning English. This indicates that a significant portion of students found TikTok to be highly engaging and effective in capturing their attention during the learning process.

- Extremely engaging (3.3%): A small percentage of students (3.3%) reported that TikTok was extremely engaging for learning English. This suggests that, while a small group, some students found TikTok to be exceptionally captivating as a language learning tool.

A considerable percentage of students (76.6%) found TikTok to be engaging (moderately, very, or extremely). This aligns with the idea that engaging, interactive platforms can enhance language learning. Engagement is essential in language learning as it can lead to increased interaction and practice (Golonka et al., 2014). In general, the data suggests that the majority of students found TikTok to be engaging as a tool for learning English. The highest percentage of students reported it as "very engaging," indicating that TikTok has the potential to be a highly engaging platform for language learning, aligning with its multimedia and interactive nature.

Figure 20

TikTok's Role in English Skill Improvement



Note: From Students perceptions about the use of TikTok, student's questionnaire, by Guamán, 2023

The question aimed to assess students' perceptions regarding whether TikTok offers opportunities to practice and enhance their English-speaking skills. Here's an analysis of the responses from the thirty students:

- Yes, significantly (20%): A notable portion of students (20%) indicated that TikTok provides significant opportunities for them to practice and improve their English-speaking skills. This

suggests that for this group, TikTok is viewed as a valuable platform for honing their spoken English.

- Yes, to some extent (53.3%): The majority of students (53.3%) responded that TikTok offers opportunities to practice and enhance their English-speaking skills to some extent. This indicates that a significant portion of students perceives TikTok as a beneficial platform for language practice, albeit with some limitations.

- No, not really (13.3%): A minority of students (13.3%) expressed the view that TikTok does not really provide opportunities to improve their English-speaking skills. This suggests that there are students who are less convinced about the effectiveness of TikTok in this regard.

- I'm not sure (13.3%): An equal percentage of students (13.3%) responded that they were unsure about whether TikTok offers opportunities for practicing and improving their English-speaking skills. This indicates that a segment of students may not have formed a clear opinion on this matter.

The majority of students (73.3%) believed that TikTok provides opportunities to practice and improve their English-speaking skills to some extent. This aligns with the concept of technology-mediated.

language practice, where platforms like TikTok can offer authentic opportunities for speaking practice (Kessler, 2018). However, 13.3% were uncertain, indicating a need for further investigation into the perceived effectiveness of TikTok.

Overall, the data suggests that a majority of students believe that TikTok does offer them opportunities, to varying degrees, for practicing and enhancing their English-speaking skills. The highest percentage of students responded with "Yes, to some extent," indicating that while they

see value in TikTok for language practice, they also acknowledge certain limitations in its effectiveness for this purpose.

Figure 21

Quality and Variety of English Content on TikTok



Note: From Students perceptions about the use of TikTok, student's questionnaire, by Guamán, 2023

The question sought to gauge students' perceptions of the variety and quality of English language content available on TikTok. Here's an analysis of the responses from the thirty students:

- Very limited and low quality (10%): A minority of students (10%) expressed dissatisfaction with the variety and quality of English language content on TikTok, rating it as very limited and of low quality. This suggests that a portion of students may not find the platform's content to be particularly enriching or engaging.

- Limited but good quality (20%): Another group (20%) perceived the content as limited in quantity but of good quality. This indicates that while they may not find a wide range of content, what is available is considered valuable in terms of quality.

- Moderate variety and quality (33.3%): The largest percentage of students (33.3%) indicated that the variety and quality of English language content on TikTok are moderate.

This suggests that this group views TikTok as a platform with a reasonable diversity of content, and the quality is acceptable.

- Wide variety and high quality (20%): A significant portion of students (20%) rated the content as having a wide variety and high quality. This implies that they perceive TikTok as offering a diverse range of English language content that is of good quality.
- Exceptional variety and excellent quality (16.7%): A smaller but still noteworthy percentage of students (16.7%) described the content as having exceptional variety and excellent quality.

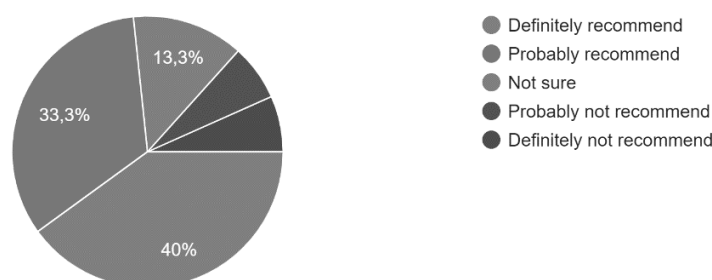
This suggests that for this group, TikTok is a platform rich in diverse, high-quality English language content.

A significant portion of students (73.3%) rated the variety and quality of English language content on TikTok as moderate to high. This suggests that TikTok offers a diverse range of English language content that is perceived as valuable for learning. This aligns with research on the importance of content quality and variety in language learning apps (Puentedura, 2006).

On the whole, the data reveals that a majority of students view TikTok as a platform with content of at least moderate variety and quality. This indicates that TikTok is generally perceived positively in terms of the English language content it offers, with some students even considering it exceptional in both variety and quality.

Figure 22

Recommendations for TikTok as an English Learning Tool



Note: From Students perceptions about the use of TikTok, student's questionnaire, by Guamán, 2023

The question aimed to assess whether students would recommend TikTok as a useful tool for English learning to their peers. Here's an analysis of the responses from the sample students:

- Definitely recommend (40%): The largest group of students (40%) expressed a strong endorsement for TikTok as a useful tool for English learning. This suggests that a significant portion of students found TikTok to be highly beneficial in enhancing their English language skills and would enthusiastically recommend it to others.
- Probably recommend (33.3%): Another substantial group (33.3%) indicated that they would probably recommend TikTok for English learning.

This demonstrates a positive attitude toward the platform as a helpful tool, although not as emphatic as the "definitely recommend" group.

- Not sure (13.3%): A minority of students (13.3%) were unsure about whether to recommend TikTok for English learning. This group might have mixed feelings or may not have formed a strong opinion about its efficacy.
- Probably not recommend (6.7%): A small percentage (6.7%) leaned towards not recommending TikTok for English learning, suggesting that they might have reservations or concerns about its effectiveness.
- Definitely not recommend (6.7%): A similar percentage (6.7%) expressed a strong disinclination to recommend TikTok as a useful tool for English learning. This group likely had significant reservations or had experienced challenges using TikTok for language learning.

Most students (73.3%) expressed a positive inclination toward recommending TikTok as a useful tool for English learning. This recommendation is significant as it indicates the perceived

value of TikTok in supporting language learning. Positive word-of-mouth recommendations can influence other students' choices of language learning tools (Brown and Duguid, 1991).

Overall, a majority of students (73.3%) either definitely or probably recommend TikTok for English learning, indicating that a significant portion of the participants found value in using TikTok as an educational tool. However, there is also a smaller but noteworthy percentage (13.3%) that expressed uncertainty or reservations about recommending it.

In conclusion, the analysis of these questions suggests that TikTok has the potential to be an effective supplementary tool for English language learning, enhancing motivation, engagement, and confidence among students. However, it also highlights the need for further investigation, particularly in terms of assessing proficiency improvements and addressing the uncertainty expressed by some students. Future research can delve deeper into the specific ways in which TikTok can be integrated into language learning curricula.

3.10. Limitations of this Study.

Despite the insightful findings and contributions of this study, it is imperative to acknowledge certain limitations that warrant consideration. These limitations are inherent to the research design and should be taken into account when interpreting the results.

Firstly, the sample size of 30 A2-level students from Espoch-Sede Orellana, while providing valuable insights, may not be fully representative of the broader population. Generalizing the findings beyond the scope of this specific group should be approached with caution. The uniqueness of individual learning styles and preferences within a larger and more diverse population could yield different results.

Secondly, the study's focus on A2-level students may limit the applicability of the findings

to other proficiency levels. Language learning experiences and preferences can vary significantly across different proficiency stages, and therefore, the results might not be universally applicable.

Another consideration is the potential influence of extraneous variables that were not controlled for in the study. Factors such as students' prior exposure to language learning apps or varying levels of access to technology outside the classroom could have impacted their experiences with TikTok and influenced the results.

Furthermore, the study's reliance on self-reported data through surveys and interviews introduces the possibility of social desirability bias. Students might have been inclined to provide responses they perceived as socially acceptable, potentially impacting the accuracy of the gathered data.

Lastly, the temporal aspect of the study may be a limitation. The research was conducted within a specific timeframe, and language learning experiences can evolve over an extended period. A longitudinal study could offer a more comprehensive understanding of the long-term impact of TikTok on language learning.

While these limitations offer insights into potential areas for further research, they do not diminish the significance of the study's findings within its defined scope. They serve as a reminder of the nuanced nature of educational research and the importance of interpreting results within the specified context and constraints.

3.11. Ethical Considerations for the Implementation of the Proposal.

The implementation of the proposed study on enhancing A2 speaking skills through Mobile-Assisted Language Learning (TikTok) among 1st-year students at University students was guided by a strong commitment to ethical considerations. The ethical framework ensured the protection of participants' rights, maintained integrity throughout the research process, and upheld

the principles of responsible and respectful conduct in academic inquiry.

To begin with, prior to the commencement of any data collection activities, ethical clearance was obtained from the university's ethics committee. This step was crucial in ensuring that the research design and methodology adhered to ethical standards and principles. The clearance also required transparent communication about the nature, purpose, and potential risks and benefits of participation, allowing participants to make informed decisions about their involvement.

Informed consent, a cornerstone of ethical research, was obtained from all participants. Students were provided with detailed information about the study, including its objectives, procedures, and potential implications. This ensured that participants entered the research voluntarily and were fully aware of what their participation entailed.

Confidentiality and anonymity were diligently maintained throughout the study. All collected data were securely stored, and participants' identities were protected through the use of pseudonyms. This approach not only adhered to ethical norms but also fostered an environment of trust, encouraging participants to express their views openly and honestly.

Moreover, the study embraced the principles of beneficence and non-maleficence. The research aimed to contribute positively to the understanding of language learning strategies through innovative platforms. Simultaneously, efforts were made to minimize any potential harm or discomfort to participants, particularly by addressing sensitive issues with care during interviews.

Importantly, the study extended beyond the immediate ethical considerations to promote the broader ethical use of technology in education. The research findings have implications for educators and institutions aiming to integrate social media platforms like TikTok into language

learning contexts. Recommendations and insights derived from this study can guide the responsible adoption of such technologies, ensuring that ethical considerations remain at the forefront of educational innovations. In summary, the implementation of the research proposal was grounded in a robust ethical framework, prioritizing participant welfare, confidentiality, and transparency. This commitment to ethical principles not only safeguards the rights of participants but also contributes to the overall trustworthiness and credibility of the research outcomes.

Conclusions

The findings of this research project shed light on the efficacy of integrating TikTok as a supplementary tool for English language learning. The study encompassed two semesters, with students engaging in role-play activities both in the traditional manner and through TikTok. The results revealed a notable improvement in English language proficiency, as indicated by the Pre-test mean of 10.2 and the Post-test mean of 16.0. This positive shift signifies the potential of TikTok as an effective pedagogical aid in language acquisition.

Furthermore, students' perceptions and feedback underscored the significant impact of TikTok on various aspects of language learning. It became evident that TikTok has the potential to enhance motivation, engagement, and self-confidence among students. The majority of students reported increased motivation and engagement levels when compared to traditional classroom activities, highlighting TikTok's capacity to make language learning a more enjoyable and interactive experience.

Additionally, students expressed a growing confidence in using English, particularly in the context of creating and participating in TikTok content. This enhanced confidence can be attributed to the platform's user-friendly interface and the creative opportunities it offers. It empowers learners to actively practice and apply their language skills, thus contributing positively to their overall language proficiency.

In summary, the integration of TikTok into language learning practices has showcased promising results. The significant improvement in language proficiency, coupled with heightened motivation, engagement, and confidence, suggests that TikTok can serve as a valuable supplementary tool for English language learning. However, it is imperative to acknowledge that while TikTok demonstrates considerable potential, further research is warranted to explore its long-

term impact and to tailor its implementation to suit diverse learning contexts and learner profiles.

This research project not only contributes to the growing body of literature on mobile-assisted language learning but also provides practical insights for educators seeking innovative ways to enhance language learning experiences. As technology continues to evolve, it is crucial to adapt and harness its potential to create dynamic and effective language learning environments.

Recommendations

Based on the comprehensive research conducted in this study, several valuable recommendations emerge that can significantly enhance the use of TikTok as a supplementary tool for English language learning. These recommendations are grounded in the data collected during the research, including pre-test and post-test results, as well as the insightful perceptions shared by the students.

It is recommended that educational institutions consider the seamless integration of TikTok-based activities into their language curriculum. This integration should aim to align TikTok tasks with language learning objectives, ensuring that the platform enhances students' language skills effectively.

To maximize the potential of TikTok in language education, educators should receive specialized training. Workshops, courses, and ongoing professional development opportunities can empower instructors to employ TikTok as an educational tool confidently.

The research findings underscore the importance of encouraging student creativity on TikTok. Educators should design assignments and activities that allow students to express themselves creatively while using English, fostering a more engaging and personalized learning experience.

While TikTok empowers students to take ownership of their learning, it is crucial for educators to strike a balance between autonomy and guidance. Instructors should provide structured tasks, regular feedback, and monitoring to ensure that students stay on track with their language learning goals.

To measure the impact of TikTok-based learning accurately, educational institutions should develop appropriate assessment tools and rubrics. These tools should evaluate not only language

proficiency but also creativity, communication, collaboration, and self-expression.

Recognize that students have diverse learning styles and preferences. Therefore, offering a variety of TikTok-based activities and resources can cater to these differences and enhance the learning experience for all.

While this study produced promising short-term results, future research should focus on the long-term impact of sustained TikTok use in language learning. This longitudinal research can provide deeper insights into how TikTok influences language proficiency and motivation over time.

As TikTok is a social media platform, educators should include digital literacy and online safety education in their curriculum. Promote responsible and secure use of TikTok among students.

Acknowledge that not all students may have equal access to smartphones or stable internet connections. To ensure equitable access, institutions should provide alternative resources and support for students with different levels of technological access.

Policymakers and educational institutions should formally recognize and support innovative technology integration like TikTok in language education. Adequate resources, support, and policies should be in place to facilitate the adoption of such teaching methods.

To maintain high levels of student engagement, educators should continuously explore innovative teaching strategies and opportunities for students to connect language learning with real-world applications.

Establish platforms for educators to share best practices, success stories, and innovative ideas related to TikTok integration in language learning. Collaboration and knowledge sharing can lead to more effective teaching methods.

By embracing these recommendations, educators, institutions, and policymakers can harness the potential of TikTok as a valuable tool for English language learning. This research study serves as a stepping stone towards a more dynamic and engaging approach to language education, with TikTok at its core.

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