

TikTok as a learning strategy for English language proficiency in higher education

TikTok como estrategia de aprendizaje para el dominio del idioma inglés en la Educación Superior

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Abstract

TikTok is used as an innovative language learning tool to improve fluency in English, favoring communication and grammar skills among university students. The study shows the analysis of video creation with seven specific tasks, namely: cultural investigations, personalized vocabulary speeches, grammar-focused discussions, role-play conversations, oral reading reports, listening comprehension and grammar explanations. The students created the TikTok videos and interacted with their peers; and these were used as part of the assessment of their subject. For data collection, a questionnaire was designed and included, in addition to conducting focus groups to collect information about the experience of its implementation. The results indicate that TikTok videos, as short lessons, integrate seamlessly into students' academic routines, allowing for error correction, grammar and vocabulary practice, improved pronunciation, increased confidence in speaking English, and quick class review. It is suggested that optimal recording conditions and creative effects be taken into account, respecting the privacy of those who create it. In conclusion, TikTok is considered to be a valuable tool to improve English language proficiency, promotes creativity, critical thinking and understanding of concepts. It is suggested that research be continued to explore long-term impacts.

Educational Innovation, TikTok, Higher Education, English Teaching

Resumen

TikTok se utiliza como una herramienta innovadora de aprendizaje en idiomas para mejorar la fluidez en inglés, favoreciendo la comunicación y las habilidades gramaticales entre los estudiantes universitarios. En el estudio que se presenta, se muestra el análisis de la creación de videos con siete tareas específicas, a saber: investigaciones culturales, discursos de vocabulario personalizados, discusiones centradas en la gramática, conversaciones de juegos de roles, informes orales de lectura, de comprensión auditiva y de explicaciones gramaticales. Los estudiantes crearon los videos de TikTok e interactuaron con sus compañeros; y éstos se emplearon como parte de la evaluación de su asignatura. Para la recolección de los datos se diseñó e incluyó un cuestionario, además de realizar grupos focales para recabar información en torno a la experiencia de su implementación. Los resultados indican que los videos de TikTok, como lecciones cortas, se integran perfectamente en las rutinas académicas de los estudiantes, lo que permite la corrección de errores, la práctica de gramática y de vocabulario, una mejora en la pronunciación, una mayor confianza al hablar inglés, y una revisión rápida de la clase. Se sugiere que se tome en cuenta las condiciones de grabación óptimas y de efectos creativos, respetando la privacidad de quien lo crea. En conclusión, se considera que TikTok es una herramienta valiosa para mejorar el dominio del idioma inglés, promueve la creatividad, el pensamiento crítico y la comprensión de conceptos. Se sugiere que se continúe la investigación para explorar los impactos a largo plazo.

Innovación Educativa, TikTok, Educación Superior, Enseñanza de inglés

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1. Introduction

Covid-19 triggered a global health crisis with profound social, cultural, economic and academic implications. Social networks proved to be a means of communication for transmitting key information on matters of general interest, and quickly acquired a decisive role during the pandemic. TikTok was one of the networks that emerged to transmit short videos about experiences and experiences to develop digital content. Subsequently, it was used as part of teaching strategies as well as various educational applications.

Thus, during the confinement, the educational community adopted new educational tools, such as the TikTok platform, in order to support and consolidate student learning, gradually making learning academic content through technology more important. Some teachers tested the platform as an online classroom tool and found that, short videos improve retention (Yang, 2020); help expand vocabulary (Fahin, 2020); the activity has a positive impact on motivation within ESL courses (Adnant *et. al*, 2021); it increases confidence in conversational English (Aranego, 2020); it promotes motivation by creating an engaging learning environment that supports the development of skills and creativity (Tarmizi, 2021); and it facilitates feedback to the learner, who improves in the clarity of their speech (Ngoc, 2020).

According to Tan, K. H., et.al. (2020), videos can be not only a tool for practice, but also for assessment, so they can be considered as valid evidence of communicative competence achievement.

Castro-Quezada, et.al. (2020) point out the importance of learning through the use of images, computers, programmes and new technologies, as such applications are transcendental educational tools nowadays.

Rodriguez Medina, et.al (2023) analysed the perceptions of Mexican teachers regarding the use of Tiktok in language learning, and concluded that 54 % of them use the networks for language teaching, however, they also identified that there is a need to train teachers in the use of this emerging technology. In Mexico, the effects of TikTok as a pedagogical tool for English language learning have not been fully explored.

Among the advantages of using TikTok as an educational tool, the following are found to exist:

- a. Attention: By having a maximum time duration of 60 seconds, it allows you to keep your attention on the video.
- b. Variety of communicative elements that can be incorporated, for example, handling voice, images, videos, text, animations and music, which allows for greater creativity in the content.
- c. Community connection: It is a platform that connects people of different ages, cultures and interests.
- d. Constant updating for and by the needs of the user.
- e. Loop: It allows the user to watch the video as many times as necessary, until the user decides to change it.

The purpose of this study is to explore the use of the TikTok application in a sample of university students as a language learning tool to improve fluency in communication, grammatical skills, and 21st century skills such as communication, creativity, critical thinking and collaboration.

2. Methodology

Method

The study is a qualitative exploratory study, for which videos were created with seven types of assignments for learners for specific purposes in accordance with the English subject syllabus, where cultural investigations, personalised vocabulary discourses, grammar-focused discussions, role-play conversations, oral reading reports, listening comprehension and grammar explanations were reviewed and analysed.

The videos were then uploaded to the TikTok platform, and students interacted by commenting on each other's products and using them for revision over a four-month period. (Table 1 and Appendix 1).

| Types of learning activities in TikTok within the English programme |
|--|
| 1. Cultural research <ul style="list-style-type: none">– Sayings– Jokes |
| 2. Personalisation of vocabulary in a short individual speech. <ul style="list-style-type: none">– How fear affects you physically– Ways in which you deal with anger– Ways to prevent travel problems |
| 3. Personalisation of grammar in an individual communicative discourse within a learner gateway <ul style="list-style-type: none">– No matter clauses to express frustration.– Unreal conditional sentences: Continuous forms. Use of flashcards and collaborative pair work.– Indirect discourse, It + Verbs to report in passive voice to talk about superstitions.– Subjunctive to express that it is urgent, advisable or obligatory for someone to do something.– Unreal passive conditional sentences, in present and past tense to evaluate the application of innovative technologies. |
| 4. Conversaciones en juego de roles <ul style="list-style-type: none">– Como superar nuestras deficiencias. Vocabulario y cláusulas adverbiales de condición con <i>Otherwise</i>.– Como darse por enterado de nuestro comportamiento desconsiderado. Expresiones sociales, y <i>Cleft sentences</i> tipo <i>What really bothered me was...</i>– Cómo responder a una broma. Vocabulario. |
| 5. Reading report <ul style="list-style-type: none">– What are the qualities of friendship? |
| 6. Listening comprehension report <ul style="list-style-type: none">– Description of a practical joke from the chief of medicine to a young doctor in a hospital for mental illness. |
| 7. Grammar explanation on slides by the teacher. Indirect Speech: Reporting verbs in passive voice. <ul style="list-style-type: none">– Idiomatic expressions and social expressions: Use of technology.– Unreal conditional sentences in passive voice |

Table 1 Types of learning activities in TikTok in the English language programme
Own Elaboration

Participants

The study was carried out in two class groups, with a sample of 50 university students, aged between 18 and 24, 26% of whom were female and 74% male, 96% of whom were in their fifth term and 4% in their third term of the university degree programme, with an intermediate English level of B2+ according to the Common European Framework of Reference for Languages (CEFR).

Focus group

A guide of questions was developed to gain an in-depth understanding of the opinions, experiences, beliefs or perceptions of the use of TikTok as an English language learning strategy through two focus groups (Table 2). Participants in each group were randomly selected.

| Questionnaire for the focus group: TikTok as an English teaching strategy |
|--|
| Objective: The objective of this focus group is to recognise whether the use of TikTok as a learning strategy supported the development of your English language and communication skills. |
| Instructions: The facilitator will read out the questions one by one. Participants will be able to answer the question(s) of their choice. At the end of the audio recording, participants will write a conclusion on the back of this sheet. |
| 1. In class we made use of TikTok by recording videos with different strategies: reporting on reading, reporting on listening comprehension of a story, conversing in a role play, making short speeches in a student walkway on the class topic using new grammar or vocabulary or cultural investigations. Compared to the approaches of other English classes, what did you like and dislike about using TikTok to learn English? |
| 2. Recording constantly in English in the short TikTok format on the themes of the course, was it a motivating challenge, or a terrifying challenge? Why? |
| 3. The 21st century skills are communication, collaboration, creativity and critical thinking. In the process of preparing for your participation in TikTok, did you exercise any of these skills? In what ways? |
| 4. Do you think that having incorporated lessons whose productive evidence was videos on a social and public platform contributed to an improvement in your processing of new vocabulary and grammar? Yes or no In what way? |
| 5. In your experience as an English learner, what is the difference between using or not using TikTok in your learning? |
| 6. Should you use or not use TikTok to learn English and why? |
| 7. What suggestions do you have for improving your learning experience using TikTok? |

Table 2 Questionnaire for the focus group: TikTok as an English teaching strategy (*Prepared by the teacher*)

Since this study was carried out on two class groups, two focus groups were conducted, with a total of 11 participants, in order to find out their perception of the work done. In order to carry out the data analysis, the focus group participants and their responses were coded (Table 3).

| Participant and focus group (coding) | Gender | Grade level |
|--------------------------------------|--------|-------------|
| Participant 1, focus group 1 (P1) | Women | 5th term |
| Participant 2, focus group 1 (P2) | Man | 5th term |
| Participant 3, focus group 1 (P3) | Women | 5th term |
| Participant 4, focus group 1 (P4) | Man | 5th term |
| Participant 5, focus group 1 (P5) | Man | 5th term |
| Participant 6, focus group 1 (P6) | Man | 5th term |
| Participant 7, focus group 2 (P7) | Man | 5th term |
| Participant 8, focus group 2 (P8) | Man | 5th term |
| Participant 9, focus group 2 (P9) | Man | 5th term |
| Participant 10, focus group 2 (P10) | Man | 5th term |
| Participant 11, focus group 2 (P11) | Man | 5th term |

Table 3 Integration and coding of the focus group participant sample
Own Elaboration

The responses of the focus group participants were transcribed and coded into relevant units of meaning that revealed literal examples of their experiences and perceptions. In this coding process, keywords, phrases and sentences were analysed to establish categories of interpretation.

Instruments

At the conclusion of the course intervention, the Student Appreciation Questionnaire was administered at the end of the intervention, which was designed for the purposes of the present research and consists of ten questions, seven dichotomous, with yes or no answers; two of the questions are multiple choice, and one question is open-ended (Table 4). (Table 4).

| Student appreciation questionnaire on the use of TikTok as an English learning strategy |
|---|
| 1. Does your participation in TikTok reporting your research on sayings and jokes seem to you to be evidence that you have learned about the culture of the language you are learning? a) Yes b) No |
| 2. Does participation in a short speech on TikTok provide valid evidence that you are using the grammar and vocabulary from the lesson to communicate your ideas? a) Yes b) No |
| 3. Does engaging in conversations such as the psychiatrist and the patient, or how to respond to a joke, seem to you to be evidence of interaction in a communicative act? a) Yes b) No |
| 4. Does the reading report "qualities of friendship", explaining the qualities you value in a friend, seem to you to be evidence that you understood the reading, because you use its content to talk about what you think? a) Yes b) No |

| |
|---|
| 5. Does the report in listening comprehension teams on the practical joke of the head doctor to another doctor in a psychiatric hospital seem to you to be evidence that you understood the audio of the conversation? a) Yes b) No |
| 6. Watching the videos of your own and your classmates' participation, do you find it useful for revision? a) Yes b) No |
| 7. Interacting with the TikTok videos of your class or the teacher, commenting in English, does it help you to revise faster than if you were doing it on your own? a) Yes b) No |
| 8. Exposing yourself on the TikTok platform by speaking English, does _____. a) It pushes you to do better than if you didn't expose yourself, because you have to take care of your accent and avoid mistakes. b) It makes you popular and that motivates you c) It distresses and saddens you as you are not sure of your performance. d) It seems incompatible with you as you value your privacy on the networks. |
| 9. Use this space to comment on your experience using TikTok as a strategy for building your English language learning in a social and public way. |
| 10. How often do you recommend including TIKTOK as a learning strategy and/or evidence of performance in future English courses? a) In every lesson b) In two lessons per unit c) Once per unit d) Never |

Table 4 Student appreciation questionnaire on the use of TikTok as an English learning strategy *Own Elaboration*

3. Results

Student appreciation questionnaire

The results of the student appreciation questionnaire on the use of TikTok as an English learning strategy indicate that 100% of the participants consider their reports of cultural research on sayings and jokes to be evidence that they have learned about the culture associated with English. 98% consider their TikTok participations to be evidence that in their short speeches they correctly use the grammar and vocabulary from the lessons to communicate their ideas. 90% find that the role-plays on the topics addressed are evidence of their efficient interaction in a communicative act. 94% believe that the individual oral report on a reading is evidence that they understood the topic of the written text; and 90% consider that the oral report in teams on a story described in audio is evidence that they understood it in detail.

In addition, 84% identify that watching videos recorded by the class helps them to revise; while 86% say that interacting with the class videos helps them to revise faster than if they did it alone using their notebook.

On the other hand, 58% of the participants think that being exposed to the TikTok platform by speaking English helps them to do better than if they did not do it, since they have to take care of their accent and not make mistakes; however, 20% feel anxious and sad because they are not sure of their performance, and 22% find it incompatible because of privacy issues.

Regarding the frequency with which the participants suggest using TikTok as a learning strategy and/or evidence of performance, 58% indicate that in two lessons per unit, while 26% mention that it should be in every class and 16% once per unit.

Responses to the open-ended question about their experience using TikTok as a strategy for constructing their English language learning in a social and public way were ranked. The ranking was based on the subject matter of the comments. Table 5 summarises 13 of the benefits according to the comments made in the open-ended questionnaire questionnaire applied to the sample (N=50).

| Supporting factor for learning English | Quote |
|--|--|
| Form and technological accessibility | Easy accessibility and helps us to save or find videos easily. With short videos it appeals to the mind Everyone has access It takes advantage of current technologies to support knowledge. I like the format Practical because of the relative ease of access Quite useful |
| Improve confidence in speaking | Helps to give us confidence in speaking out Increased my confidence and security Overcome some nerves Confidence in public speaking Pushes me to do better because of the exposure to the public Lose fear of speaking |
| Motivation and achievement gratification | Breaks the routine of ordinary classes Pushes us out of our comfort zone |

| | |
|--|---|
| | Interesting and dynamic Innovative idea, which invites students to participate and review their mistakes: it even feels fun to participate. I watch the videos, and it gives me gratification to see how I am improving my speaking skills. |
| Improve pronunciation | Improved pronunciation Helps me to improve my pronunciation and speak English more fluently Motivates you to do a good pronunciation |
| Works with thinking skills | Improved structuring of ideas |
| They suggest incorporating it into your learning strategies briefcase. | I would like to apply it from now on, in future classes. Very good strategy |
| Self-assessment and self-editing of discourse | It helps to locate our areas of opportunity in order to work on them more efficiently. I can see how I express myself and what I can improve. It is very useful to see them again and realise their mistakes. |
| Spoken English practice aid | English should be practised, not just studied in a mechanical way. It helped me to understand aurally |
| Support when the pupil does not attend class | When I don't attend, it allows me to review what I missed in class. |
| Promotes social interaction | We complement each other's knowledge to enrich the language. By making it interactive it becomes more interesting I can apply my English skills there to improve and get an audience to help me improve in the language. |
| Accommodates different forms of participation | Learning by seeing and hearing the examples I liked the way it was implemented, through some participation in videos, some in comments and some just as an observer. |
| Productive practice | Creative way to be able to put into practice what I learnt in theory. Improved my grammar It forces you to practice |
| As a review | Simple, short videos that I can remember and memorise |

Table 5 Student comments on their experience using TikTok as a strategy for constructing their English language learning in a social and public way
Own Elaboration

Focus group

The data obtained through the focus group shows four dimensions why incorporating videos on TikTok within the subject syllabus is beneficial for English language learning: Appearing in the videos is a motivating challenge, it is a new way of learning using technology, it promotes self-correction by allowing self-observation, and it enhances 21st century skills. Suggestions for improving the learning experience using the platform were also obtained.

The following are the contributions of the participants:

1. Motivational challenge

Appearing in public videos proved to be a motivational trigger for participants who have not been exposed to speaking in a foreign language in front of large audiences, as it reduces the fear of coming face to face with an interlocutor. Speaking into the camera may seem like a scary challenge, however, it produced firstly, participants stepping out of their comfort zone, and then, gaining the confidence to speak in English. An example of this is mentioned in the following paragraphs of testimonials:

"It was a motivating challenge because it allowed me to open up a bit more to be able to interact, to express myself by recording myself in TikTok. I don't see it as a scary challenge, it's more like opening doors and you can make mistakes and do it again to improve. And when you see that TikTok, you can see it in a more correct way, in my opinion it is very good and if it is a good motivating challenge". (P6)

"I think it was both partly a scary challenge, because it's like having an audience watching us, but at the same time motivating that allows us to bring out those skills, mainly to the public at a time, especially with a language in which we are not fully familiar and I think it is a middle ground, but the balance tipping a little to be a more motivating challenge". (P4)

- a. Some participants lost their fear of speaking in English, and gained confidence to speak in public without feeling nervous about being in front of an audience.

"At the time of doing a TikTok I thought I was going to be exposed socially, so that made me try harder to make sure the vocabulary and grammar was used correctly. I really enjoyed using the TikTok app as it made me get out of my comfort zone and lose a bit of fear and have a bit more confidence in myself, when speaking in English." (P3)

"What I liked about using the TikTok platform was that it became like an intermediary for me to speak in public in front of many people, but without having those people in front of me and that gave me more incentive to improve my vocabulary, without feeling nervous about being judged by those people. I think we do need to use TikTok to learn English because it is a tool that helps us to get out of our comfort zone so we can try harder to do our best when we try to speak English. (P5)

- b. In addition to getting out of their comfort zone, this strategy makes the class not as "dramatic as the others". (Sic)

"I think yes, we should use TikTok more in English classes, as it is a very dynamic and fun way, plus it helps us to get out of our comfort zone, it allows us to be more confident when expressing ourselves and it is not as dramatic a class as the others." (P3)

2. New way of learning

One aspect highlighted by the data obtained was that the participants consider the TikTok assignments as a dynamic, different, creative, and practical way of learning using technology; where in addition to their own learning, they feel that they are supporting others to learn and revise with them. In this regard, Macías Rodríguez (2023) points out that in the contents that are carried out through the socio-digital network, peer groups also function as role models or behavioural references.

- c. It is possible, then, that in the case of English educational videos, these models can serve to learn from the learner who plays a closer role model.

"I think we should use ICT to learn English. I think that, like anything, we should look for new ways to learn and I think that TikTok is a different and very creative way to learn and being a platform that many people use, it would be important to use it, because it would be beneficial if they can see, for example, the TikToks that we do in class, and maybe if they don't understand a topic in their classes, by seeing the TikToks that we do, it can be made easier for them." (P1)

"Of course you have to use TikTok, I think it is part of our technological advances and other ways of learning, since it allows us to familiarise ourselves and try to learn English in another way, since we are not only going to keep what we have learned, but we are also going to be able to support other people who want to learn English, for example, some phrases that they do not know they will know them while we can interpret them in TikTok". (P6).

- d. Other participants pointed out that the strategy brings dynamism to the class.

"I think that if TikTok is also focused on recording short videos of some explanation, such as tips, in a matter of seconds or minutes, I think it would have a high impact on learning". (P2)

- e. They also point out the creative, less boring and more memorable character.

"The difference between using and not using TikTok is that, for example, when learning only in class by doing work in the notebook, it is like a very square way of learning and maybe it is not so creative and in my experience it is more boring. And in the case of using this platform, it is more practical and, for example, we can go back and watch these videos and remember what we saw and how we can express ourselves about the topic we have seen. By being more creative we can remember it better". (P1)

"At the beginning it was a scary challenge, but with constant review it became more relaxed and fun". (P9)

- f. Participants highlight their genuine character.

"In order to improve our experience, I think we should keep calm and even as if we were going to present with a very large audience in a conference room look to summarise, and even use creativity so that everything we say and do is noticed in a more fluent, more genuine way." (P6)

"To be able to pronounce correctly all the grammar we see in class and not only understand it, but put it into practice." (P10)

- g. They also underline that this type of practice focuses on meeting their developmental needs in English.

"The difference between using or not using TikTok is that working in the notebook is very monotonous, and with TikTok, learning is more dynamic, more creative, more flexible because it helps you to express yourself and that is what most of us need, to be able to express ourselves and to be able to speak. Interacting with other people. (P6)

- h. The short format makes it easier to review.

"Regardless of the fact of recording videos and the benefits of doing so, the fact that it is recorded and you can perhaps review it at home before an exam, and review it briefly instead of reviewing the exercises you did in the notebook". (P2)

"One of the differences between using TikTok and not using TikTok is that we can review what we said in some practice, which when we didn't have TikTok we just wrote it down and memorised it on the spot, but then we forget it. With TikTok they stay saved on the platform and we can constantly review that or different videos of our classmates." (P9)

"It's a very simple platform. You can save the videos, watch them again and review them". (P7)

3. Self-observation for self-correction, mirror practice

Through the review of the videos before their publication, the participants made a more graphic observation that allowed them to self-correct grammatical, vocabulary and pronunciation mistakes; which led them to a place rarely visited before: their mirror of self-evaluation and self-correction.

"I consider that the videos did help me because before being recorded, I tried to express what I was going to say in a low voice to practice it, and after being recorded I watched those TikToks, and I noticed some mistakes that I could subsequently modify to be a better speaker." (P5)

"Recording videos on TikTok does contribute to an improvement. It allowed me to have a better diction when expressing myself in front of the camera, so that other people can understand me, and so I can break patterns that have not allowed me to express myself correctly before. It contributes in a positive way. (P6)

"There is a lot of difference between using and not using TikTok, mainly because we are with an audience practically; but the big advantage is that we can see where we are going wrong.. Maybe what things we can improve, and what things we can only polish. And compared to expressing it only to the group, we have the possibility to see our mistakes in a more graphic way, so trying to improve is easier". (P4)

4. Skills for the 21st century

In the process of preparing the communicative acts in the videos, participants indicated that they exercised four 21st century skills: communicating in a foreign language based on the lesson assignment, collaborating face-to-face and online with their peers, finding the creativity needed to personalise their speech, and finally, thinking critically to determine the level of satisfaction with the final product.

- a. Particularly in the skill of communication in a foreign language, watching oneself on video improves expressiveness, develops awareness of tone of voice, gestures and body language, as indicated by the following participants:

"I consider that having produced the videos helps us to develop a character, as we are more used to just watching the videos and do not understand the real expressiveness of the English speaker. I have been able to understand more without reading subtitles by understanding the emotions in context. That's what I mean by character development. It opens us up more to the expressiveness of how to say it. You can notice the intonation we use to show whether we are angry, happy or sad, even in our body language and our face." (P8)

- b. It also supports collaboration, creativity and critical thinking:

"I think they did exercise all four 21st century skills. Communication when making these videos, because we are trying to communicate something regardless of the language. Collaboration too, to agree on what we are going to say and what we are going to do. Creativity to find the best way to do it; and critical thinking to know what to say, not only to let go, but also to know what we are going to say, how we are going to say it, and at what moment. (P4)" (P4)"

"I think that what we work on most would be creativity and communication, because at the moment of gesturing for a correct pronunciation, communication is practised. Creativity when putting together your sentence or a conversation with a classmate, as well as collaboration. (P2)"

"We exercise all 3 skills. For example, communication by recording a TikTok teaches us to express ourselves, to start a conversation. Just like creativity, to record a TikTok you have to be creative. In the case of making a conversation we also exercise collaboration, since we have to agree with our classmates and participate together so that the communication is enjoyable and, even more so if it is in another language, so that the topic we have seen in class is visualised. (P1)".

"I used critical thinking and creativity when looking at a topic and deciding how to put some words together to get the message across (P11)."

5. Suggestions for improving the experience

Participants made some suggestions to improve the level of satisfaction during the learning experiences using TikTok.

- a. It was suggested that they should be given the freedom to keep the mouth cover during the video as they do not like to show their face. An alternative for learners in a similar case is to use the video effects offered by the app.

"What I didn't like was taking my mouth cover off. I just don't normally like having my face shown and having to take my mouth cover off to be in the frame." (P5)

- b. Use of creative effects.

"To improve our experience using TikTok, it is important that the TikToks are more creative, maybe use a background when recording or use characters or when engaging in a conversation, that each person has a certain costume to draw our attention more (P1)".

- c. Addressing topics that catch their attention. It is feasible, if the level of motivation is high within the group, to give them the freedom to develop a current topic of their choice.

"Also talk about topics that are interesting, that catch our attention more and people that motivate us to stay watching TikTok to learn." (P1)

4. Funding

This work has been financed with resources from the Universidad Tecnológica de León.

5. Conclusions

The use of TikTok as a learning tool in the educational context has proven to be beneficial for students for several reasons:

- Short videos on this platform improve oral communication, as they develop awareness of your own expressiveness, body language, gestures and tone of voice.

- Develops confidence to speak in a foreign language to potentially large audiences.
- Increases retention by encouraging meaningful learning, expands vocabulary from the need to personalise speech, increases motivation by maintaining the self-image each learner is creating as a foreign language speaker.
- Promotes an engaging social learning environment by opening up the possibility of interactions beyond the classroom; whether by making a video, commenting on it, or just watching it.
- Improves speech clarity, fluency and grammar in English language learning by providing a mirror for the learner to observe, self-assess and self-correct.

TikTok videos can also be considered valid evidence of the achievement of communicative competence in language learning. This implies that videos are not only a tool for practice, but also for assessment. They can even serve as a portfolio of evidence of group and individual learner learning. The process of producing the videos with the specific assignments corresponding to the syllabus promoted not only English language learning, but also developed 21st century competences such as communication, collaboration, creativity and critical thinking.

The results of the student appreciation questionnaire indicate that the participants perceive the use of TikTok as a learning strategy positively. They consider their TikTok participations as evidence that they have learned about the culture of the language, use grammar and vocabulary correctly, interact in communicative acts, understand readings and audios, and find benefits in reviewing and interacting with the videos.

Assignments on TikTok were described as a dynamic, different, creative, and practical way of genuinely learning using technology; where in addition to their own learning, learners are role models who are supporting others to learn and revise with them. It is possible, then, that in the case of English language learning videos, such models can serve to learn from the learner who plays a closer role to follow.

The English learner moves towards a more self-directed self-development, as TikTok increases their criticality, allowing them to self-assess and self-correct. In this way, their learning also becomes more self-directed.

For future experiences using TikTok, the use of visual and creative effects is suggested to enhance the learning experience and information retention.

In conclusion, this preliminary study shows that the use of TikTok as a language learning tool can have a positive impact on the development of learners' language and communication skills. However, more research and training is needed to fully exploit the potential of this platform in the Mexican educational context.

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Annexes

Links to the videos made during the study:

1. Cultural Research - Unit 2.

Unit 2. Sayings

https://www.tiktok.com/@anagracielasalazarrosas/video/7193055818990882054?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398

https://www.tiktok.com/@anagracielasalazarrosas/video/7193073350137203974?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398

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| https://www.tiktok.com/@anagracielasalazarrosas/video/7193074363799735557?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| Unit 5. Jokes |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7204847220384943365?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7204913689131060485?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7204921350488591621?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| 2. Personalization of vocabulary in a short individual speech- 3. |
| Unit 3. How fear affects you physically |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7195579799220292870?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| Unit 4. Ways you deal with anger |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7203093317721066757?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7203213962912091397?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| Unit 6. Ways to prevent travel problems |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7207593935315766534?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| 3. Personalization of grammar in an individual communicative discourse within a learner gateway -. |
| Unit 3. Clauses with "No matter" to express frustration. |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7194953667018034438?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| Unidad 6. Oraciones condicionales irreales: Formas continuas. Uso de flashcards y trabajo colaborativo en parejas |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7208257350149459205?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| Unit 7. Indirect discourse, it+ Verbs to report in passive voice to talk about superstitions. |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7213472826509004037?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| Unit 8. The subjunctive to express that it is urgent, advisable or obligatory for someone to do something. |

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| https://www.tiktok.com/@anagracielasalazarrosas/video/7215673866423651589?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| Unit 9. Unrealistic passive, present and past conditional sentences to evaluate the application of innovative technologies. |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7221617249000410373?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| 4. Role-play conversations. |
| Unit 4. How to overcome limitations=Vocabulary and grammar (shortcomings and otherwise). |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7202328202688072966?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7202337905774300421?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7202318253316738309?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| Unit 4. How to take notice of our inconsiderate behavior. (Acknowledge inconsiderate behaviour (expresiones sociales, y gramática= What really bothered me was...) |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7203015371740187909?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| Unit 5. How to respond to a joke=(vocabulary) |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7205620359163317509?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7205666914037714182?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7205691597999164677?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7205691597999164677?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7205704953875287302?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7205704608231034117?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| 5. Reading report |
| Unit 4. What are the qualities of friendship. |
| https://www.tiktok.com/@anagracielasalazarrosas/video/7203371882345811205?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |

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| https://www.tiktok.com/@anagracielasalazarrosas/video/7204915299445918982?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| 6. Listening comprehension report. Unit 5. Description of a practical joke from the chief of medicine to a young doctor in a hospital for mental illness. https://www.tiktok.com/@anagracielasalazarrosas/video/720603599015718150?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 https://www.tiktok.com/@anagracielasalazarrosas/video/7206036519939788038?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 https://www.tiktok.com/@anagracielasalazarrosas/video/7206037143062465797?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 https://www.tiktok.com/@anagracielasalazarrosas/video/7206037811248647429?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |
| 7. Grammar explanation on slides by the teacher. Unit 7. Indirect Speech: Verbs to report in passive voice. https://www.tiktok.com/@anagracielasalazarrosas/video/7213514361342659845?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 Unit 9. Idiomatic expressions and social expressions: Use of technology. https://www.tiktok.com/@anagracielasalazarrosas/video/7216383633014230277?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 Unit 9. Unreal conditional sentences in passive voice. https://www.tiktok.com/@anagracielasalazarrosas/video/7221997260631051525?is_from_webapp=1&sender_device=pc&web_id=7169657200805627398 |

Annex 1 Links to videos of the learning activities in TikTok within the English program (Own Elaboration)