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**EXPLORING THE EFFICACY OF TIKTOK AS AN EDUCATIONAL
TOOL FOR ENHANCING ENGLISH VOCABULARY**

MASTER'S THESIS

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ETHICAL AGREEMENT

According to the thesis writing guide of Tokat Gaziosmanpaşa University Institute of Social Sciences, My Master's thesis named “Exploring The Efficacy Of Tliktok As An Educational Tool For Enhancing English Vocabulary” that I have prepared under the consultancy of “Asst. Prof. Dr. Serpil AZAP” is based on scientific ethical values and rules. I hereby declare that it is an appropriate, original work, and I will accept any legal sanctions if it is determined otherwise.

... / ... / 2025

Bashdar Nasraldeen HASAN

JURY ACCEPTANCE AND APPROVAL



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ABSTRACT

EXPLORING THE EFFICACY OF TIKTOK AS AN EDUCATIONAL TOOL FOR ENHANCING ENGLISH VOCABULARY

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The purpose of this research is to assess the suitability of TikTok in raising the understanding and use of the English language among students. As most of the targeted audience of TikTok includes individuals of a younger age, it can be seen that TikTok offers the prospect of learning languages through fun videos. The study aims at particularly determining the perception of learners embracing TikTok for enhanced vocabulary use, evaluating the influence of students' demographic factors, including age and gender, on the perceptions that they hold, and also to establish the advantages and disadvantages of embracing TikTok in vocabulary learning. To fulfill these objectives, a mixed-method research design was adopted, using quantitative and qualitative data collection tools. The survey questions were adopted from the emergent literature and filled out by 160 ELLs at Salahaddin University in Iraq -Erbil city. The researcher also interviewed 20 survey respondents. The Statistical Package for Social Sciences (SPSS) analyzed the quantitative data. In contrast, the qualitative data was subjected to thematic analysis to increase understanding of the study on learners' experiences. The outcome highlighted several important findings. First, the learners' attitude towards using TikTok for learning vocabulary was mostly positive due to how information is presented and the wide range of videos. Secondly, gender was also found to have a non-significant effect on TikTok, meaning both male and female learners have similar attitudes towards TikTok. Thirdly, years of study were also found not to have influenced any significant change in the learners' attitude regarding the use of TikTok as a learning tool. Lastly, although using TikTok has been discovered to improve vocabulary acquisition due to its engaging features and the challenges that the users pose, content reliability and distraction are some of the enormous issues of TikTok. In conclusion, the study infers that TikTok could positively act as an instructional tool for improving vocabulary on condition that the challenges accompanying its use are countered and teachers select potential material well. The study brings new knowledge to the current body of knowledge regarding technology-

assisted language learning for education stakeholders and the instructional design of TikTok in language learning contexts. Subsequent studies should look into the more lasting outcomes of using TikTok to improve learners' lexicon and examine the effects of TikTok on other skills in second language acquisition.

Keywords: Tik Tok, English Vocabulary, Interactive Learning.



ÖZET

TİKTOK'UN İNGİLİZCE KELİME HAZİNESİNİ GELİŞTİRMEK İÇİN EĞİTİM ARACI OLARAK ETKİNLİĞİNİN ARAŞTIRILMASI

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Bu araştırmanın amacı, TikTok'un öğrenciler arasında İngilizce dilinin anlaşılmasını ve kullanımını artırmadaki uygunluğunu değerlendirmektir. TikTok'un hedef kitlesinin çoğu genç yaştaki bireylerden oluştuğu için, TikTok'un eğlenceli videolar aracılığıyla dil öğrenme olanağı sunduğu görülebilir. Çalışmanın amacı, özellikle TikTok'u benimseyen öğrencilerin kelime dağarcığını geliştirme algısını belirlemek, yaş ve cinsiyet gibi öğrencilerin demografik faktörlerinin sahip oldukları algılar üzerindeki etkisini değerlendirmek ve ayrıca kelime dağarcığı öğreniminde TikTok'u benimsemenin avantajlarını ve dezavantajlarını belirlemektir. Bu hedefleri yerine getirmek için, nicel ve nitel veri toplama araçları kullanılarak karma yöntemli bir araştırma tasarımı benimsendi. Anket soruları ortaya çıkan literatürden uyarlandı ve Irak-Erbil şehrindeki Salahaddin Üniversitesi'nde 160 ELL tarafından dolduruldu. Araştırmacı ayrıca 20 anket katılımcısıyla görüştü. Nicel verileri Sosyal Bilimler için İstatistik Paketi (SPSS) analiz etti. Buna karşılık, nitel veriler öğrencilerin deneyimleri üzerine yapılan çalışmanın anlaşılmasını artırmak için tematik analize tabi tutuldu. Sonuç, birkaç önemli bulguyu vurguladı. İlk olarak, öğrencilerin kelime öğrenmek için TikTok'u kullanmaya yönelik tutumları, bilgilerin sunulma şekli ve geniş video yelpazesi nedeniyle çoğunlukla olumluydu. İkinci olarak, cinsiyetin de TikTok üzerinde önemsiz bir etkiye sahip olduğu bulundu, yani hem erkek hem de kadın öğrencilerin TikTok'a karşı benzer tutumları var. Üçüncüsü, çalışma yıllarının da öğrencilerin TikTok'u bir öğrenme aracı olarak kullanma konusundaki tutumlarında önemli bir değişikliğe neden olmadığı bulundu. Son olarak, TikTok'un ilgi çekici özellikleri ve kullanıcıların oluşturduğu zorluklar nedeniyle kelime dağarcığı edinimini iyileştirdiği keşfedilmiş olsa da, içerik güvenilirliği ve dikkat dağıtma, TikTok'un en büyük sorunlarından bazılarıdır. Sonuç olarak, çalışma, TikTok'un kullanımına eşlik eden zorlukların üstesinden gelinmesi ve öğretmenlerin potansiyel materyalleri iyi seçmesi koşuluyla kelime dağarcığını geliştirmek için olumlu bir

öğretim aracı olarak hareket edebileceği sonucuna varmaktadır. Çalışma, eğitim paydaşları için teknoloji destekli dil öğrenimi ve dil öğrenme bağlamlarında TikTok'un öğretim tasarımı ile ilgili mevcut bilgi birikimine yeni bilgiler getiriyor. Sonraki çalışmalar, öğrencilerin kelime dağarcığını geliştirmek için TikTok'u kullanmanın daha kalıcı sonuçlarını araştırmalı ve TikTok'un ikinci dil edinimindeki diğer beceriler üzerindeki etkilerini incelemelidir.

Anahtar Kelimeler: TikTok, İngilizce Kelime Dağarcığı, Etkileşimli Öğrenme.



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ABBREVIATIONS

EFL: - English as a Foreign Language

ICT: Information and Communication Technology

SPSS: Statistical Package for the Social Sciences



CHAPTER I

INTRODUCTION

Background of the study

Comprehending the significance of developing an extensive and diverse vocabulary is paramount, particularly within the framework of language acquisition (Zahrani & Chaudhary, 2022). A rich vocabulary boosts understanding and communication, empowering individuals to express themselves with greater clarity and precision. In today's digital era, typical educational methods, such as leveraging social media platforms like TikTok, have garnered widespread popularity among learners globally. This platform offers a distinctive and immersive approach to advancing language proficiency through vocabulary expansion (Pereira & Hitotuzi, 2023). TikTok, renowned for its brief, captivating videos, has emerged as a formidable educational tool. Language learners can subscribe to content creators specializing in language instruction, facilitating the assimilation of new words and phrases enjoyably and engagingly (Caballero et al., 2023).

Creators on platforms like TikTok often utilize context, illustrations, and modeling, all essential for memorizing and learning new vocabulary. Additionally, the material available is rich and diverse, allowing learners to encounter language in various contexts, from colloquial and informal language to academic and business language (Atikah & Rezki, 2018). Nevertheless, a possible drawback of TikTok in building vocabulary is that it can be adapted to comply with personal needs and interests. Someone who just wants to learn new basic vocabulary and someone who wants to enhance his knowledge can find something interesting to learn on TikTok. The users are able to customize their use by searching a specific hashtag or tracking a certain expert in the language based on individual learning goals. In addition, this interactive learning platform provides commentary, challenges, new ideas and even recording a video of the available learning material, which will boost the learning process as a whole.

This involvement is very important in consolidating new words and propelling language proficiency. Using TikTok as an involvement in language acquisition could be of

great benefit with the issue of vocabulary acquisition. The extremely interactive content of this platform, along with visual and audial learning options which it offers, makes the process of acquiring vocabulary even more engaging and effective. With the regular exposure and the interaction of the learners with a variety of linguistic materials on this platform, the learners eventually expand their language competencies systematically, opening new vistas in individual/ professional development (Behforouz & Al-Ghaithi, 2022).

Problem of the study

Our interaction with the media (especially social media) has greatly influenced how we learn languages as it has become more engaging and open to us. TikTok, in particular, with its short and engaging videos, has become a valuable resource for people learning English. Despite a growing body of research on various aspects of vocabulary acquisition, more investigation is needed to understand the effectiveness of TikTok videos in helping learners improve their vocabulary (Literat & Kligler-Vilenchik, 2023). This research aims to identify how ELLs perceive the usefulness of TikTok videos for teaching and learning vocabulary. It will assess the possible relationship between the learners' attitudes toward this new means of learning and some variables like gender and age. Further, the study will explore learners' perceptions of the benefits and challenges associated with learning vocabulary through TikTok videos and how TikTok content enhances English vocabulary learning. It aims to shed more light on the effects of integrating the social media platform TikTok into regular word teachings.

This study aims to address the gap in research by exploring how TikTok can be effectively utilized to improve vocabulary acquisition among students. Previous studies have illustrated that TikTok has the potential to serve as a valuable resource for language learning. Positive responses from students regarding the use of TikTok as a language learning tool have been documented (Literat & Kligler-Vilenchik, 2023).

These studies indicate that English content videos on TikTok are easily comprehensible, allowing students to learn various vocabulary, including verbs and nouns, with greater ease (Chen et al., 2023). Research articles focused on this platform will provide educators with valuable insights into the effective integration of TikTok in their classrooms. The aforementioned studies demonstrate that English material videos on TikTok positively

impact students' vocabulary growth. As noted by Chen et al. (2023), students have reported a positive experience, finding it convenient to understand and memorize new terms through the use of TikTok. Therefore, research studies published in the form of research articles have the capacity to equip instructors with information on the benefits associated with using the TikTok in the language learning coursework. Educators may utilize the popularity and the ease of use of this social media social network to create a tool that is not only captivating to the students but also broadens their vocabulary.

According to the study, there is a twofold discourse about the implementation of TikTok in language pedagogy, emphasizing both its possible benefits and threats. Based on observational studies (Deng & Yu, 2023), TikTok may help educators develop a more sophisticated picture of the numerous pedagogical advantages of the platform, which can further be used to implement the most effective instructional practices. Nevertheless, the critics posit that the use of TikTok might result in decreased engagement levels among students; The consumption of content on TikTok is highly fragmented, which can derail its educational purpose, particularly in the context of learning and mastering a language (Yeung et al., 2023). Additionally, concerns regarding the reliability and factual accuracy of information posted on TikTok can mislead learners during their language acquisition process (Pereira & Hitotuzi, 2023). While TikTok provides opportunities for students to engage with authentic language and enhance their involvement, it is crucial for teachers to be aware of potential distractions and the risks of misinformation on the platform (Caballero et al., 2023). Given these considerations, it is essential for educators to be mindful of the content curation process on TikTok, ensuring that it aligns with their teaching approaches and learning expectations while promoting effective language acquisition skills. Addressing these pertinent questions will enable educators to use TikTok strategically, thereby enhancing the language learning environment in educational institutions (Widarti et al., 2023).

Objective of the study

This research is aimed at investigating a possibility to use the application TikTok as the means of development of vocabulary knowledge. This research aims at establishing the efficiency of embedding TikTok in enhancing the acquisition of learners' vocabulary. Further,

it endeavours to explore the ELLs' perceptions with regards to the applicability of TikTok in enhancing vocabulary and the difficulties likely to be encountered if TikTok is used to teach vocabulary. Considering this, one research area that has attracted growing interest over the last couple of years is the use of technology in language learning. TikTok is a social media software whereby people have developed affection for, especially of youthful people, most of whom have even identified the application as their preferable one. What the current investigation seeks to add to the body of knowledge is to establish the feasibility of using TikTok to improve growth in the mastery of words. Based on the following research question therefore, the purpose of this study is to establish the feasibility of using TikTok in enhancing ELL students' vocabulary acquisition.

The Significance of the Study

This research holds significant value for English language teaching by offering a flexible and engaging resource to enhance learners' vocabulary skills. Particularly within the evolving landscape of digital learning, where student motivation can be a challenge, TikTok presents itself as a potential pedagogical tool. By examining the efficacy of TikTok in improving English vocabulary, this study contributes to the growing global research on technology-enhanced language learning (Xiuwe & Razali, 2021). The findings are expected to provide educators and institutions with valuable insights into integrating platforms like TikTok to create more engaging and effective learning environments. Furthermore, this research addresses the current lack of analysis regarding students' challenges in using TikTok for speaking activities. Looking ahead, this study will offer insights into TikTok's effectiveness in vocabulary acquisition (Lan, 2024) and its potential as a feasible and enjoyable teaching method (Zhang, 2022). The outcomes can inform educators, curriculum developers, and policymakers in integrating similar applications to improve students' vocabulary and overall language learning (Alghameeti, 2022). By demonstrating TikTok's effectiveness in bolstering English vocabulary, teachers can leverage popular and trending strategies to enhance learning and encourage further student engagement. Ultimately, this research aims to evaluate the impact of using TikTok on students' vocabulary development in English.

The study assumes that TikTok can favour the expansion of the learners' English vocabulary. When TikTok is used as an educational approach in class, students learn new

words while enjoying themselves(Zhang, 2022). Through the TikTok App, students can enhance their word knowledge in the English language through entertaining and involving content from content creators who post educational videos in the English language(Alghameeti, 2022). Also, it is assumed that using TikTok improves the context of learning activities and provides opportunities to apply pronunciation and speaking skills. Furthermore, it is presumed that TikTok and its popularity with learners can enhance their willingness to spend considerable time with English language content and, therefore, enhance their exposure to new words and phrases (Roshdi & Rahmat, 2023). Moreover, it is assumed that because of the specificity of the 15-60-second format and the use of pictures and diverse video content, TikTok can enhance retention and, especially, vocabulary memorisation. There is also the assumption of the ability to apply and practice the knowledge of the utilized vocabulary on one's own. In conclusion of the assumption, the study assumes that TikTok can improve the learners' English vocabulary by making the learning process enjoyable, easy and effective.

Research Questions

This study seeks to answer the following questions:

- 1) What are the perceptions of English language learners towards using TikTok videos in vocabulary learning for enhancing their vocabulary skills?
- 2)Is there any significant difference between participants' attitudes toward using TikTok videos for enhancing their vocabulary skills and their gender?
- 3) Is there any significant difference between participants' attitudes toward using TikTok videos for enhancing their vocabulary skills and their age?
- 4) What are the participants' views on the benefits and drawbacks of using TikTok videos for enhancing their vocabulary skills?

Definitions

- 1- Tiktok platform:

Utilizing TikTok's educational capabilities, TikTok offers various opportunities for delivering instructional content, fostering collaboration among students, promoting creativity

and curiosity, and boosting student motivation. By leveraging the familiarity and affinity that students have with the platform, educators can create a dynamic learning environment that aligns with their interests and addresses their specific needs (Wang , 2023).

2- English Vocabulary:

English vocabulary refers to the collection of words and phrases used in the English language, encompassing common and specialized terms. It is through vocabulary that we are able to communicate effectively and express our thoughts and ideas (Ferian et al., 2022).

3- Interactive Learning:

Interactive learning in English as a Foreign Language classes involves a dynamic and reciprocal exchange of information between students and teachers, or among students themselves (Lasito et al., 2023). This type of learning promotes positive interaction with the content, sharing and construction of knowledge using engaging and participatory practices, student-centered. For instance, in the online EFL class, the students make posts to forums, answer the teacher's questions or other student's opinions, and write their assignments. It also dictates that teachers to prepare lengthy comments and encourage an active conversation among the students. In this way, teachers and students are constructing the lessons together and work actively to build a community of inquiry to foster the construction of knowledge (Lasito et al., 2023).

CHAPTER II

LITERATURE REVIEW

Definition of Vocabulary

Vocabulary refers to the words known and used by a person or group in a particular language. In the current setting, it comprises not only the expression itself but also a meaning of that expression, spoken expression of the same meaning, written one, and the kind of situations in which this expression could be used (Babar, Newman, & Rajab, 2020). The great vocabulary makes communication more successful, granting the ability to convey ideas and emotions, clarifying them and forming the concepts exactly. Vocabulary building is also essential in teaching and learning, enhancing reading comprehension, and writing ability or language proficiency (Zahrani & Chaudhary, 2022).

The vocabulary is actually one of the key language components that covers the set of words and expressions people employ to be able to maintain communication. It plays a crucial role when speaking and writing because it constitutes the basis of conveying information, even ideas and feelings (Adha et al., 2022). Vocabulary helps one to express the message in a clear manner and plays a significant role towards reading comprehension and proficiency of the language. Vocabulary can be categorized into two main types: receptive vocabulary, which includes words that individuals can understand when they hear or read them, and productive vocabulary, which consists of words that individuals can actively use in speaking or writing (Dung, 2023).

Learning new words is a complex process that entails different methods (Dung, 2023). One such method is contextual learning, where learners are exposed to new words in a context in which they can guess what the words mean and how they are used (Feng & Ng, 2023). The other type of instruction is explicit, where the teacher uses definitions, examples and practice of new vocabulary to teach the learners. Besides, technology has brought a shift in vocabulary acquisition, whereby new technologies such as websites and applications are used to present and practice new vocabulary in more diverse and creative ways. For example, platforms such as TikTok can use vocabulary in other creative forms of teaching with

graphics, sounds, and other interactive content that help in the learning process (Pereira & Hitotuzi, 2023).

However, vocabulary development poses some of the most significant difficulties for Language learners. These difficulties may result from the distinction between written and spoken language or insufficient motivation and practice in encountering new lexis in context. Moreover, learners can hardly avoid the psychological factors of self-confidence and the fear of making mistakes, so they do not want to practice and use new vocabulary. Hence, there is a need to cultivate a learning environment that facilitates learning and the practice of words to enable vocabulary learning (Hajar & Rahman, 2022).

To conclude, vocabulary is one of the most important components of language acquisition, and applying various approaches and tools, including technology, can significantly facilitate learners' expression and understanding of the second language (Ortogero & Ray, 2021).

The Significance of Vocabulary

The significance of vocabulary is multifaceted and crucial for effective communication and comprehension. It is basic language acquisition skills that help learners communicate effectively and comprehend others (Adha et al., 2022). Also, it is essential for mastering the four language skills: receptive skills, which include listening and reading; productive skills, which include speaking and writing. Furthermore, learning new vocabulary exercises the brain and leads to better memory, understanding and problem-solving. This cognitive growth allows students to recall and utilize vocabulary in various contexts, which is vital for academic success (Jarsi, 2022).

The literature has given two sides of the argument of how TikTok can be implemented into language teaching and the dangers that come along with it. According to observational studies (Deng & Yu, 2023), TikTok can give educators the essential information about different pedagogical benefits, which can be used to improve the practical employment of successful teaching methods. Nevertheless, the opponents note that the trustworthiness of the sources used daily on TikTok might hamper the learning process, as it does not give students the proper knowledge they expect (Yeung et al., 2023). They also mention that the spotty character of content consumption can be rather detractive towards achieving learning goals,

particularly in the language acquisition context (Pereira & Hitotuzi, 2023). Although TikTok opens the possibilities of genuine language exposure and active student involvement, educators should be cautious about the possibility of distractions and misinformation on the platform (Caballero et al., 2023). With these in mind, the educators should pay close attention to TikTok content to support their instructional practices and educational objectives, as well as the effective acquisition of the language. With the help of these essential concerns, the educators have the opportunity to take advantage of TikTok as a strategic tool that can improve the learning process of a foreign language in educational facilities (Widarti et al., 2023).

There is also the need of vocabulary in terms of cultural understanding or rather evaded capacity to undertake culturally sensitive works. Meanings and connotations of the words assist learners in internalizing culture and context as they learn and define themselves in the diverse global village (Feng & Ng, 2023). Vocabulary is important to second language learners as this research shows that students who want to become proficient users of the second language must know between 36000 and 136000 words set for practical, academic and communicative purposes. In sum, knowing vocabulary is crucial to communication, someone's ability to think and succeed academically and someone's understanding of culture or cultural differences. Incentivising methods like the use of TikTok can also improve the learning of new terms and make work less burdensome for students (Pereira & Hitotuzi, 2023).

Vocabulary is not only an independent component of the learning process in EFL classes but also a significant part of the process. Language comprehension is the basis of communication; when learners fail to acquire an adequate vocabulary, they cannot explain their ideas fluently, and this causes untoward incidents that mar interaction and meaningful communication (Zahrani & Chaudhary, 2022). A rich vocabulary also helps learners become better readers and listeners and comprehend what they are reading or listening to together with all the subtle details that one needs to know to get to the root of a matter. This is especially the case within important contexts, for example, while working with texts, reading, and listening to authentic texts, including literature, news, and conversations (Raina et al., 2023).

However, there is evidence that the general knowledge of the words affects writing proficiency. Rich words benefit learners to communicate their messages coherently and accurately with fewer mistakes and with enhanced quality in their written communication. This way, learners are in a better position to grasp how to build, construct, and use sentences and grammar in general through increased understanding of more word vocabulary (Ahmad et al., 2022). Further, the use of a rich vocabulary in writing and speaking enhances the ability to listen to comprehensions so that the learners can follow spoken discourse easily and in a way that may help them to grasp the content of the topics that may be under discussion, thus facilitating real-life communication.

The Digitalization of Technology

Digitalization of technology can be described as the inclusion of digital technologies into society in a way that changes the ways that people and businesses work and relate at the core level (Musid et al., 2023). It relates to translating information from its natural form into an electronic or digital form for ease of storage, use and transfer. And it applies the utilization of digital technologies in various fields to improve processes and to create and deliver value from the educational level to the business and entertainment levels and even the healthcare sector (Vrana & Singh, 2023).

In the educational context, digitalization has led to the emergence of e-learning platforms, online courses, and educational apps. Tools like TikTok are increasingly utilized to engage students and enhance learning experiences by providing interactive and visually appealing content (Schulz, 2023). This shift addresses issues like student boredom and promotes active learning, particularly among Generation Z, who are characterized as tech-savvy and accustomed to consuming content in short, engaging formats. Their preferences drive the adoption of platforms like TikTok for educational purposes, aligning with their learning styles and attention spans (Schulz, 2023).

While digitalization offers numerous benefits, it also presents challenges, such as data privacy concerns, the digital divide, and the need for critical digital literacy skills. Educators and policymakers must address these issues to ensure equitable access to digital resources and effective integration into curricula (Bhat, 2023). The ongoing digital transformation is expected to evolve, with advancements in artificial intelligence, virtual reality, and

augmented reality further enhancing educational experiences. As technology develops, its role in shaping learning environments will become increasingly significant (Srivastava, 2023).

In "Digital Natives, Digital Immigrants," Prensky (2001) explores the generational divide between those who have grown up with digital technology—termed "digital natives"—and those who have adapted to it later in life, referred to as "digital immigrants." Prensky argues that this divide is not merely about age but reflects a fundamental shift in how individuals process information, learn, and interact with the world (Prensky,2001;p1).

Prensky begins by defining digital natives as individuals born into a world saturated with technology, such as computers, video games, and the internet. These individuals are characterized by their comfort with digital communication and ability to multitask across various platforms. In contrast, digital immigrants who grew up in a pre-digital era often struggle to adapt to the rapid changes brought about by technology. They may find themselves using technology more linearly and traditionally, which can hinder their effectiveness in engaging with digital natives(Prensky,2001;p2)..

One of the central themes of the book is the concept of brain plasticity. Prensky discusses how the brains of digital natives are wired differently due to their constant exposure to digital stimuli. Research indicates that the brain is highly adaptable, reorganizing itself based on the inputs it receives (Prensky,2001;p7). This plasticity means that digital natives have developed unique cognitive skills, such as the ability to process information quickly and efficiently, which are essential in a fast-paced digital environment. However, Prensky emphasizes that this reorganization does not happen casually; it requires focused attention and effort, similar to the dedication needed for traditional learning methods (Prensky,2001;p8).

Prensky also points at the effects of this dichotomy on education. He also claims that trying cyclic educational approaches based on memorization and listening to the teacher is ineffective for digital generation. Instead, he suggests that teachers should engage students more in a way that will embrace the use of technology. These are the embedding of digital games, emulations, and shared web applications during the learning and teaching process. In

this way, educators can make learning more personal, engaging and relevant to the students' context of existence and appreciation (Prensky,2001;p12).

Prensky goes to great lengths to emphasize culture as a critical aspect that the new generation of learners has an inkling of. He points out that social construction is made up of media, games and the social networks in which they engage themselves in. This change of culture requires reconsidering educational processes to modify them to correspond to the students' world (Prensky,2001;p13). Throughout the book, Prensky substantiates his statements with examples and findings of scholarly works. He quotes the research on children's limited attention span, their poor ability to remember what they have learnt and how technology affects this span. Concerning these points, he emphasises the need to ensure that there is conformity to education practices to match the new human capital (Prensky,2001;p12).

In conclusion, "Digital Natives, Digital Immigrants" serves as a call to action for educators, policymakers, and society at large to recognize and embrace the changes brought about by digital technology. Prensky's work challenges traditional notions of learning and teaching, urging a shift towards more dynamic, interactive, and technology-driven educational practices . By doing so, we can better prepare future generations for the complexities of a digital world, ensuring that they thrive in an ever-evolving landscape (Prensky,2001;p1). The digitalization of technology is reshaping various aspects of life, particularly in education, where it offers innovative ways to engage learners and improve outcomes. Integrating platforms like TikTok exemplifies how digital tools can be harnessed to create dynamic and effective learning experiences.

The use of social networking sites as educational tools

It is worth mentioning that the incorporation of SNS to teach specific tangible vocabulary has gained popularity, especially with the emergence of TikTok, Instagram Facebook etc (Pereira & Hitotuzi, 2023). These platforms present a more fun and practical and effective method for teaching vocabulary to young learners, mostly because most of the conventional methods are boring. Adding videos, music, and memes improves motivation, participation, and interaction between students with similar learning experiences in learning vocabulary exercises(Nurchintyawati, 2022).

SNSs contain scattered textual information to help learners learn various topics, with videos, images, and audio files tailored to the needs of learners; the use of icons and graphics also assists in recalling vocabulary by relating it to a context.(Trang, 2023). Moreover, the use of UGC allows the students to become producers themselves—preparing and developing their materials, for example, video clips or posts in which new words will be used, as well as coming up with ideas on how to revise and express themselves creatively. Incorporation of real-life language use, such as the current informal language, aids the learner by showing how a particular word is used practically, making learning more realistic. Reading materials from different cultures can also extend vocabulary learning as cultural contexts are painted on them(Ober et al., 2023).

One more crucial benefit is that owing to comments and likes, most SNS let students get an immediate reaction and identify their strengths and weaknesses (Dewi & Rizal, 2023). Some of the game-based features, like question and answer sessions, can also help students to memorize the kept vocabulary. Furthermore, SNS offers convenience and an open learning nature that enhances student learning pace and ease and helps youngsters with their irregular schedules. Therefore, participation in groups or communities interested in language learning is helpful in Supplementing the learning needs for new vocabulary (Sumarmi et al., 2021).

Another study by Pereira & Hitotuzi (2023), also gives evidence about the feasibility of using social media in the instruction process of learning vocabulary. For instance, a study pointed out that using the TikTok learning application enhanced student's vocabulary scores by a remarkable margin, from 55.00 to 86.87. This suggests that the incorporation of social media in vocabulary learning enhances enormous educational values among students (Pereira & Hitotuzi, 2023).

Therefore, interaction and use of SNS for instructional purposes can boost participation, enable students access to a variety of resources, and penetrate real-life contexts. Teachers are invited to discover the different aspects of various social media outlets as tools that can be used in the development of enjoyable and meaningful vocabulary practices suitable for the web-savvy generation of learners.

Exploring TikTok as a Tool for improving vocabulary skills

TikTok has become a popular social media platform for learning in the last couple of years, especially in foreign language learning (Pereira & Hitotuzi, 2023). Due to the features of its presentation, which includes short videos, educators and learners can search for interesting practices to improve vocabulary acquisition promptly. The platform offers diverse materials, educational clips, and creative challenges that authentically reinforce vocabulary. Users can meet such vocabulary in context, which is important for its understanding and application (Kennedy et al., 2022).

A special feature of TikTok is that it can demonstrate and explain vocabulary with videos (Wiguna et al., 2023). English creators tend to combine new terms with props, visuals, and real-life situations, which helps people learn them more easily. Also, the communicative components of TikTok are used in challenges where people are supposed to use new terms in their videos, which positively affects their memorisation and retention processes (Caballero et al., 2023).

TikTok has the feature of recommending videos that the user might best like; learners are, therefore, likely to encounter vocabulary suited to their endeavours, whether personal or educational. The rewards and incentives and the interaction with the material can be tailored to suit the student's needs and increase motivational levels, therefore improving learning outcomes. That way, through implementing TikTok to help teach vocabulary, educators can effectively use efficient platforms to develop an absorbing learning medium that appeals to today's generation of students bound to the Internet (Widarti et al., 2023).

Because of the present age, the world wants people to be more capable of halting or slowing down the progression of new technology. To a greater or lesser extent, people are unaware that media and technology have become intrinsically linked components of life. The advancement of media and technology has been so more progressive than and progressive than over time. Additionally, we still have a multimedia site, TikTok, where videos are displayed. TikTok is an international social networking website of Chinese origin. Originally created to post videos ranging from 15 seconds to 5 minutes long. Zhang Yiming described this application in September 2016.

TikTok is a social media platform that enables users to exchange material in concise videos. This cutting-edge social media application allows users to produce films and engage with other users through comments and private conversations (Deriyanto & Qorib, 2018). This application also enables users to search for or discover brief background sounds. This application enables us to select the videos we may access and utilize. Novitasari and Addinna (2022) state that TikTok offers diverse videos, including lip sync, cooking, health, and English material. In this digital era, numerous avenues are available for individuals seeking to acquire proficiency in the English language. TikTok, a recent innovation, has gained recognition through Byte Dance advertising statistics in 2022. Its usage in Indonesia has surpassed 92.7 million. This program can be effectively utilized as a stimulating, engaging, and efficient medium for English learning, suitable for teachers working with Indonesian students.

Moreover, employing TikTok as an educational tool offers numerous benefits. Firstly, TikTok provides language-related content that students can acquire through auditory comprehension. Secondly, TikTok enables students to express their objectives, introspective thoughts, and emotions, which can be tailored to their learning requirements. Lastly, students can engage with news articles, opinions, and personal reflections through data items on TikTok (Permana, 2020). According to Su and Lu (2021), TikTok offers users significant autonomy to view and share video material. Using TikTok, the teacher can effectively elucidate the subject matter by creating concise videos.

Challenges of using TikTok by EFL learners

In view of the opportunities that TikTok can provide for Reinforcement of English as a Foreign Language learning, several issues emerge. One substantial issue is the concern to students' digital competence, which also can differ (Lan & Tung, 2024). To master the intricacies of social media consumption, some learners are apt at using some interfaces, contrary to others who are challenged in the same platforms, thus limiting their effective utilization of the application in delivering educational content on TikTok. Such a gap means a differentiation of learning processes where only some learners can efficiently use the platform for vocabulary development (Pereira & Hitotuzi, 2023).

The other challenge is the credibility of the information posted by TikTok users. Since it is a user-generated website, not all the provided videos fit into teaching standards. EFL learners may come across false information, which influences their learning process and affects language learning (Pereira & Hitotuzi, 2023). In this case, students would use wrong orality, vocabulary patterns, or pronunciations that might cause confusion and hamper the learning progress (Grigoryan & Huichun, 2023).

Further, following a fast and creative social media platform like TikTok for the learners is always tiring. However, as will be clear in the following sections, the vigour of the short video format may sometimes fail to produce adequate contextualisation or detailed explanation of most of the nuances of language and its concepts as embraced by Chiossi et al., (2023). They might well fail to understand the different meanings or actual use of grammar points which is very important to be able to use new vocabulary in the correct manner since EFL learners tend to learn materials in a very shallow way where what is taught is roamed by the tongue without considering different aspects of its use (Meng & Zhu, 2023).

Furthermore, the mentioned variable connected to addiction and might cause distractions. EFL learners may spend most of the time going through unrelated information instead of learning materials thus reducing the learning experience and potential use of TikTok for language learning (Chiossi et al., 2023).

TikTok is a user-generated platform, meaning users create and share the content. This means that users have limited control over the content displayed on the platform. This lack of control over the content can be a barrier for educators who want to ensure that the material they teach their pupils is appropriate and relevant to their needs (Yuliana...et al, 2022).

In other words, TikTok is a truly entertaining app that may quickly turn into something like a time-killing game. The second problem is that it becomes a distraction and may complicate effective time management. Some students may require assistance in leveraging the use of TikTok for language learning and doing other activities. Students also require more teacher interaction as it is a peer-to-peer site (Liang, 2023). This is another area which the student may require assistance with. Students who require support and the help of a teacher, as well as a need to develop language skills, may encounter the problem of not

having the ability to speak to teachers directly to discuss it (Augustine, Kuzmenko, Konechnaya, 2022).

In essence, this paper sought to argue that despite the popularity of TikTok for language learning, a few technical factors can pose a challenge. These include a lack of sufficient internet connection, a mismatch of devices, and even software glitches. As Meng et al. (2023) pointed out, such concerns may pose barriers to learning and make it very difficult for students to acquire the content necessary for learning. Potential opportunities and issues of TikTok for EFL learners include the following: Algorithms and Digital literacy issues, Content quality, Speed and distractions. Thus, the number of new practical uses of TikTok for EFL learners should be met with its skill to adopt innovation with traditional pedagogy (Deng & Yu, 2023).

Previous Studies

To date, several studies have investigated the use of TikTok. These studies are categorised based on TikTok's functionalities and implications for English language teaching: vocabulary acquisition (Cahyono & Perdhani, 2023; Ining, 2021; Anumanthan & Hashim, 2022; Rahmawati & Anwar, 2022), pronunciation improvement (Alauddin, 2023; Safila, Quthny & Zain, 2023), learning patterns (Erwani et al., 2022; Afrah, 2022), cultural exposure (Tran, 2023; Anumanthan & Hashim, 2022), and student perception (Aziz & Dali, 2023). These are considered TikTok functions relevant to this study. The following are TikTok studies arranged chronologically that were utilized.

The study conducted by Cahyono and Perdhani (2023) investigates the utilization of TikTok to teach English to junior high school students. The study's findings indicate that students have favorable perceptions of using TikTok in English classes. Learning English through watching TV allows students to learn new phrases, expand their vocabulary and skills, practice listening to different English dialects and communicate with people from different countries all over the world. Employing a research method that involves the administration of a questionnaire among six participants and before administering the questionnaire, a pilot study was conducted; the study established that TikTok has a good impact on the growth of English vocabulary among students. It also allows studying English in a creative way and getting acquainted with other people who use this language. It is

recognized that English is efficacious in terms of developing the English vocabulary, and there is no doubt that TikTok is beneficial for students to improve their English vocabulary, although there are some disadvantages of, like internet issues and payments.

The study conducted by Safila, Quthny and Zainuddin (2023) investigated the impact that watching videos on TikTok has on the pronunciation proficiency level among students. The participants were divided into the experimental group with twenty students and the control group with twenty students. In this research, the quasi-experimental research approach was employed. The work method was quasi-experimental, involving a pre-test, a post-test, and an unequal control group. The experimental group members were exposed to the use of TikTok videos as the instructional medium. In contrast, the control group members had been offered more conventional approaches to learning. The results from the post-test survey indicate a marked difference in the pronunciation skills of the experimental and control groups. Based on the study's findings, students' pronunciation abilities are improved by watching videos on TikTok, which may be considered an effective teaching tool for improving pronunciation skills.

A study conducted by Alauddin (2023) which investigated 25 learners. Out of twenty-five students, the researcher provided the questionnaires and the researcher interviewed ten students. The purpose of this study is to investigate students' perspectives on the employment of TikTok to improve their English language skills. Participants in the study were students from Swasta Imelda Medan, and the research was carried out utilizing a mixed-method methodology, which included the utilization of a questionnaire as well as interviews. After analyzing the data, the necessary conclusion was drawn, which revealed that a significant percentage of the students support learning English vocabulary with the help of TikTok. This was mainly because the interface comprises a user-friendly and easy-to-understand format. In this case, they could produce the word pronunciations progressively and accurately by applying this method. Therefore, the conclusion is that the constant use of TikTok proved to have a positive impact on the children, using it to help expand their vocabulary. In addition to highlighting the importance of doing future studies with bigger sample sizes to acquire more conclusive conclusions, the report calls for the employment of TikTok as a tool for increasing vocabulary acquisition.

Aziz and Dali (2023) conducted a comprehensive study in Malaysia to investigate the potential benefits of using TikTok as an educational tool. Data was collected using a well-developed online questionnaire, which was developed using Google Forms. The study revealed that TikTok was more prevalent in small cities or towns, with a higher female user base across all locations. Notably, it was the citizens of small cities or towns who reported a positive perception of the educational benefits of TikTok – the availability of educational opportunities. The study findings further indicated that TikTok was perceived as a platform that could increase understanding, knowledge, and English proficiency while inspiring and motivating users towards their studies and future careers. That is why, the mentioned potential of TikTok as a tool that would be able to present educational content engaging and entertaining, may contribute the results of learning processes and students' academic achievements. We also received ideas on how TikTok can have an empathetic social interaction with the participants by creating peer-2-peer affection through academic challenges especially areas that may lack enough schools or quality education.

Jimola's (2023) study was conducted to explore the use of Instagram and TikTok as platforms for undergraduate students to learn the language. The study evaluated the student's content knowledge and proficiency in the use of social media platforms for language acquisition. The study adopted a descriptive survey research design to evaluate how undergraduate students in language departments engage with these social media platforms for educational purposes. The study was conducted with 352 undergraduate students from Ekiti State in Nigeria. These students were selected from two central language departments: This study received 352 questionnaires fully completed; the Linguistics/Languages Department participated with 110 students, and the English and Literary Studies Department participated with 242 students. Therefore, to make certain that all the participants were using phones capable of accessing social networking sites inclusive of Instagram and TikTok, a purposive sampling technique was applied. The participants were from 16 years to 26+ years, and they were 52.3% female and 47.7% male. Furthermore, the study found that there were significant differences in the competence of male and female undergraduate students in using Instagram and TikTok for language learning. Male students showed higher proficiency in employing these sites than their female counterparts. It is worth noting that the study focused

on leveraging digital literacy to enhance language learning among undergraduate students in Nigeria.

Tran (2023) analysed the influence of TikTok on Italian for English Major students at Thu Dau Mot University, Vietnam. The study involved 152 English Major students from Thu Dau Mot University's English-Speaking Clubs in Binh Duong Province, Vietnam. These participants were randomly divided into two groups consisting of 76 members each: an experimental group as well as a control group. Additionally, interviews were conducted with 10 students and 7 teachers. The research included a controlled experiment with two groups: The two groups which have been firmly established in the current study include experimental which involves learning of the new set of vocabulary across TikTok and control which has no specific training on the new vocabulary. In the student survey and interviews and in the teacher questionnaire, participants discussed their experiences of using TikTok in language learning. The results revealed the findings with the experimental group and the control group: Students in the experimental group, who studied with TikTok, had better vocabulary learning than the control group. Overall, TikTok: Most students and teachers had positive perceptions about it in the learning-teaching process of a foreign language. They reported positive outcomes linked to the app, including; interest-stimulating format, diversity, and flexibility, and can be used anywhere. They also enjoyed the fact that they were able to engage with other learners and do so using English as well engage in fun exercises. However, the following disadvantages were reported: distraction, unreliable information, no individual feedback, and interruptions due to poor internet connection in the learning process. Despite these concerns, the study concluded that TikTok has significant potential as a language learning tool but recommended its use in conjunction with more traditional methods for a comprehensive learning experience. Thereby, researchers encouraged continued exploration of TikTok's possible advantages and disadvantages for language learning.

Wang's (2023) study aimed to explore the attitudes of significant English students towards the integration of TikTok short videos in oral English teaching activities at the Sichuan International Studies University. The study collected opinions and suggestions from 100 English majors across different academic years through a questionnaire. The participants were selected to guarantee the capturing of the pros and the cons of short videos in TikTok as well as their concerns with the implementation of the strategy in Oral English classes. In

the descriptive survey, it was observed that 85 per cent of the respondents were female, which shows that females are more engaged than males in learning Oral English. Further, about 85% respondents had TikTok account which shows its popularity among university students. The results also presented that 41% of the participants had been learning English orally for more than three years while 16% of the participants had been learning English orally for less than a year. All these findings are essential for educators interested in using TikTok short videos in teaching oral English.

In the study conducted by Asio, Pasubillo, and Valenzuela (2023), 113 ninth-grade students from a Science High School located in Olongapo City, Philippines, participated individually. An investigation was conducted to determine whether or not activities based on TikTok successfully enhanced the English-speaking abilities of ninth-grade students attending a science high school in Olongapo City, Philippines. Specifically, the researchers' self-observation form and teacher check list were used to identify students' perceived level of English speaking. Pre- and post-test questionnaires were completed by one hundred thirteen students who agreed to be part of the research study and the statistical analysis of the data was conducted with the applications of descriptive and inferential quantitative methods, with the help of the Jamovi, an open-source software. The results highlighted that while the scores of the students on the pre and post-assessment were not significantly different the teacher-observer did point towards the improvement in the required communication skills into English.

The main objective of the research conducted by Afrahs (2022) is to analyze the perspectives of secondary school students in Saudi Arabia regarding the utilization of TikTok videos to facilitate the improvement of their English vocabulary. Fifty Saudi secondary school students formed the sample population in the actual research study. Of the fifty participants, 34 % was males and 66 % was females though the gender distribution of the participants in the study was as follows; seventeen (34%) males and thirty-three (66%) females. Out of all the participants a clear majority reported having a TikTok account and actively using this site. Moreover, the nature of the research was also to identify extent to which the films enriched the students' dictionary. Since little research has been done about TikTok as a technological tool for learning and its impact on vocabulary acquisition among secondary school students in Saudi Arabia, the objective of the current study was to explore

the potential of TikTok. The participants of the study revealed a majority of them had a positive attitude towards the use of TikTok as a helpful tool to learn English vocabulary. Going by the availability of vocabulary at different levels of competence and by the use of numerous enticing capabilities the study in particular pointed out that TikTok plays a colossal role in the development of the English learners' vocabulary. However, the study also demonstrated that people are able to enhance simple vocabulary English with the help of videos on TikTok, especially if those clips are created by natives of this language. In terms of presenting content, which is often launched by such videos, these sources traditionally try to use simple solutions, for example, script graphics.

The research conducted by Rahmawati and Anwar (2022) investigates the effectiveness of TikTok in improving students' vocabulary and behavior with regard to the learning of English language skills. The research was conducted with a limited sample size consisting of only nine kids who were in the sixth grade and were linked with the University of Muhammadiyah Gresik. These students were from Phanang-Phakerng School in Thailand . The research show that the students also testified that learning English with the help of TikTok programming is as easy as it could be and there is improvement in the number of learnt words when the students watch the videos in TikTok. In the study of the researchers, the large number of students reported that they used the cognitive elements to understand the content which they studied. These factors which linked the previous learning of the students was language, context and information. Further, the analysis showed that in consequence of the use of TikTok, there were positive changes in terms of students' vocabulary usage and it influenced the improvement of the positive attitude toward the acquisition of the English language.

The investigation conducted by Novitasari and Addinna (2022) explores the perspectives of students on the utilization of TikTok as a medium for English language learning. In selecting participants, a purposive sampling method was used to recruit twenty-one students studying an English Language Education study program and those who use TikTok to learn English. The research was conducted using a qualitative methodology, and among the instruments that were utilized for data collection were observation sheets, interviews, and questionnaires. In the analysis process of the data, frequency tables were used. Through the application of the developed questionnaire, it is clearly seen that students

have a positive attitude towards the use of TikTok for the improvement of the English language. All the respondents of the survey asserted that they think TikTok allows them to practice listening and speaking, learn new English vocabulary and improve their understanding of how to pronounce English words and phrases correctly. Most students also confirmed that they have fun when learning English through TikTok, it gives them the confidence to learn and it makes them want to learn.

Herlisya and Wiratno (2022) conducted a research study to investigate the TikTok application's effectiveness in teaching young students' English vocabulary. In the research project, the participants received pre-tests and post-tests to evaluate the effect of the application in enhancing students vocabulary. The study was conducted on fourth-, fifth-, and sixth-grade students. The findings presented revealed their lexical development enhanced as they engaged in the TikTok program. Indeed, the research pointed out that students who employed TikTok for learning new English words achieved better results and memorized the content better than their classmates. Also, the study revealed that young students preferred TikTok as a teaching method to traditional one because it had music, was short, and had entertaining pictures. Some of them include: Some of these features enabled the learners to be active and interested throughout the learning process. According to the present research, it can be proposed that learning on TikTok can lead to the development of the vocabulary in a specific language, as is the case with children in the 4th, 5th, and 6th grades. In turn, it emphasized the need to use interesting and interesting learning-interested approaches to the material studied to improve the process and the results achieved.

The Anumanthan & Hashim (2022) involved 45 ESL students from the selected primary schools at Year 5 through convenience sampling. The objective of this research was to ascertain if the utilization of TikTok would be effective in enhancing the learning of regular verbs to the targets learning English as a Second Language (ESL) in the fifth grade of elementary school. To assess the students' knowledge gains, they took a pre-test and a post-test as parts of the study and agreed to be interviewed in an exit- semi structured interview to provide qualitative data. The study also stressed the importance of getting parents' consent with regard to students' participation and most of the subjects of the study were below 18 years old. All the students that received instruction through TikTok showed an enhanced post-test factor as tabulated below according to the findings. Further, the present study wanted to

know the strength and the type of the positive and negative emergent themes linked to the use of TikTok for educational purposes. From this data, one is left with no doubt that TikTok has capabilities of enhancing the learning of English vocabulary for students. It provides informative data about the potential benefits of integrating TikTok into the model of learning ESL for the definition of essential vocabulary.

Erwani, Romi, Sawithy, Rohana, Ulfah, and Supeni (2022) conducted a research study titled "The Influence of TikTok in Enhancing Vocabulary for Elementary School." Therefore the purpose of this qualitative study was to establish the extent to which the use of TikTok affects the acquisition of vocabulary words among the learners in elementary school. The researchers spoke to students who are involved with TikTok and those who engage in watching either English Movies or English learning videos in the application. According to most students, TikTok was recognized as the most useful app for improving skills in the English language. The implication from the study showed that students preferred watching videos as a mode of learning over any other technique. They also expressed a need for more interest in traditional course delivery systems. Nevertheless, the students understood that TikTok can be an efficient informative instrument if used properly. The researchers also noted that TikTok viral content, as well as stunning elements to the students' attention with great success. Some students remarked that TikTok could increase their skills in learning English.

Ining (2021) conducted a qualitative study to investigate the potential of TikTok as a tool for improving the vocabulary of English as a Second Language (ESL) students. Data for the study were collected using focus group interviews with 8 participants from Kolej Vokasional Keningau, who could fluently use TikTok and express themselves in English. The study results revealed that through the use of TikTok application, participants were able to build and improve on the following skills: Vocabulary, communication and presentation. The audience appreciated it for the function of preserving and passing on content and for the ability to create straightforward, unambiguous, and powerful videos. The study also focused on the advantages of receiving stimuli through sight from TikTok, the brevity of its videos, as well as the apt addition of interactive elements helpful in expanding the learners' vocabularies. The learner participated in a study of the positive impacts of TikTok to learning vocabulary and language teaching and reported that TikTok has the potential of being a valuable and unique pedagogical tool in the ESL classroom.

In the study of Mazlan, Muhammad, & Yunus (2021) aims at exploring the pedagogical application of TikTok in order to improve learners' English vocabulary. In the records, the growth of Information and Communication Technology (ICT) in different fields with special reference to education and its effectiveness specially in an online perspective was shown. The research study noted that while ICT is not as cost effective as traditional teaching methodologies, it increases student participation, motivation, interaction between teacher or course facilitator and many input and output possibilities. The study also delved into blended learning which as mentioned earlier is the use of the TikTok in teaching pupils either online or in their homes offline. The text stressed the importance of improving motivation and interest in children during the learning activities. It also talked about when, what and how TikTok music, pictures and movement could be used in teaching and learning to make the learning of words fun. Moreover, the findings of the study show that TikTok has the potential to be used to teach the vocabulary for language learners. The article also highlighted how the short films of TikTok teach children to learn new language using simple words or phrases. As per the idea identified through the study the social media platforms especially TikTok can improve the students' English writing skill, communication skill, vocabulary, and reading skill. On this basis, the study identified that TikTok has the potential of engaging young learners and encouraging them to learn English language that makes it effective in ascertaining language arts performance. The research suggested that the educators prepare for the era where children grow with technology and use Facebook to teach English.

Simanungkalit and Katemba (2019) conducted a study to assess the potential use of TikTok as a tool for learning English vocabulary among university students. To validate the instrument, the authors gave an online survey to 76 college students from public and private institutions in Bandung, Jakarta, and Lampung, Indonesia. According to the poll most of the participants concluded that TikTok can be a beneficial tool to learn English vocabulary. In regard to the use of TikTok students revealed that it is good to use in educational instruction as it afforded the flexibility of learning at one's own time as well as selecting the vocabulary that one wished to study. The result showed that TikTok self-motivated learning and English vocabulary learning was engaging and fun. Options such as the availability of repeat watching on TikTok was also considered as being useful in the improvement of the learning

process. However, the ideas conceiving the teaching and learning and the use of TikTok in a systematically organised class or incorporating the TikTok platform into the simple and fundamental mode of class learning were fairly neutral. In Aggregate, the study implies that TikTok hold great potential in teaching English vocabulary to college learners.

To end up, the literature review emphasizes the critical role of vocabulary in language learning and communication, defining it as the set of words known and used by individuals. It highlights the importance of vocabulary development, noting that a rich vocabulary enhances reading comprehension, writing skills, and overall language proficiency, serving as the foundation for articulating thoughts and ideas clearly. Vocabulary is categorized into two main types: receptive vocabulary, which includes words that individuals understand, and productive vocabulary, which consists of words that individuals actively use.

Among the places that the review focuses on relatively greatly, the transformation of the vocabulary learning through the aid of technology, especially social media, such as TikTok, is also one. Vocabulary acquisition takes place in dynamic environments; TikTok is a place where some of some of the short and engaging video content exists. The site offers them to see new words in action, and very frequently in a creative and entertaining form which increases memorizing and learning. Combining the elements of visuals, sound, and interactivity, TikTok makes the process of learning the vocabulary more engaging and accessible, especially through younger learners who are digital natives.

The review elaborates on several methods of vocabulary learning such as contextual learning where the learners are exposed to new words in contextual situations or in explicit instruction that comprises direct teaching techniques where definitions, examples, and practice questions are offered. As much as digitalization opens up opportunities to provide the learner an enhanced learning experience the review also questions the safety of information and the need to be critically digitally literate. In general, the literature review suggests the complex nature of vocabulary acquisition and the opportunities of contemporary technologies, and, in particular, such an application as TikTok that can enhance the language learning experience.

When researching the possibility of utilizing TikTok as an educational tool, we discovered that the research gap in our study was the effectiveness of TikTok as an aid to

learning other subjects and not teaching the language of English. While studies have shown that TikTok can improve English vocabulary, there is a need for further research to explore the potential of TikTok as an educational tool for a broader range of subjects. Additionally, it is essential to determine the most effective ways of integrating the platform into different curricula to improve vocabulary among EFL students in English departments and all other departments.



CHAPTER III

METHODOLOGY

This chapter is an extended expounding of the techniques that were applied in the study. This is because it is subdivided into five parts and each of the part gives full details of each aspect of the research. The first sub- heading under this chapter deals with the research design and this sub section gives a description of the approach that has been followed in the study. This part of the work will outline the research design including its aims, research questions, and hypothesis. The second part of the work is devoted to the definition and description of the research population and sampling. Wants the reader to know how the researchers enrolled the participants, the procedure the researchers took in the selection and how they ensured that the participants were a good sample of the population. The third part of the paper describes the various instruments employed in the research. This section explains the methodology of how data was collected using for instance questionnaires and interviews. The section also explains how the researchers sought to ensure that the instruments were valid in that they would give accurate results. The fourth section of the present study relates to the data collection part of the study. The practicalities of the ways to gather information for the study are outlined here; this includes details about how interviews and surveys were conducted and how individual's privacy was ensured. The last part is the data analysis explaining the process of data analysis done, methods used and software utilized in the process. It also reveals how the researchers' made findings from the collected data and made sure the results obtained were accurate and consistent. In summary, this chapter outlines the approach to the study starting with the choice of research type to data analysis.

Research Design

The study combines quantitative and qualitative research designs using a mixed-methods methodology. Dörnyei (2007) defines a mixed-method research design as “involves the collection or analysis of both qualitative and quantitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process”. It enables researchers to draw out comparisons and contrasts as well as to judge the credibility of findings acquired from various resources due to the application of different data collection techniques. By using several collection methods, the researchers are able to make

comparisons between the results and evaluate the credibility of data identified in various resources.

For example, a study involves surveys (quantitative) to gauge general trends and open-ended questions (qualitative) to explore individual experiences in-depth. This study specifically seeks to know from the learners the extent of their agreement shown through their perception towards this analysis in consonance with employing TikTok videos in vocabulary learning. It also aims to find out whether there are any variations in the level of concern that male and female participants and their age groups have over the use of TikTok videos for improving word knowledge. Moreover, the study seeks to find out the participants' opinions on the pros and cons of the TikTok videos when learning the vocabulary. To supplement the quantitative findings and gain deeper insights into the experiences and perceptions of students, qualitative data were collected through semi-structured interview (Creswell, 2012). Although numerical data opens the way to quantitative analysis, the qualitative data in the form of thought and feeling gives a deeper and fuller view to gauge the effectiveness of how Tik Tok can boost the process of learning new vocabulary.

Participants

The study was conducted on a sample of 160 students who were enrolled in the English department of the College of Language in Salahaddin University in Erbil City. In this particular study, convenience sampling was used to select the students as it is one of the most common approaches to sampling in social research. The rationale for applying this method is that it offers convenience and feasibility for data collection especially when the population of interest is hard to reach or when time or resources are scarce. This is in light of what Kadam & Bhalerao (2021) points out where they opine that convenience sample can be useful when the study is only exploratory or the study has the objective of gaining preliminary knowledge about a phenomenon. For the open-ended survey only 20 students contributed with their inputs. All the students who were involved in the study were from the same background in terms of the English language and departments in the college. In our study, this ensured stability and limited the impact of rival variables on the research.

Table 1. Background Of The Students

Participants of the study	Gender	N	Percentage
	Male	76	47.5 %
	Female	84	52.5 %
	Total	160	100 %

According to the data presented in Table 1, the total number of participants was 160. Out of these, 76 participants were male, making up 47.5% of the total, while the remaining 84 were female, representing 52.5%. This indicates that the number of female and male participants was reasonably balanced, with a difference of only 8 participants between the two groups.

Table 2. Age Differences

Ages of the participants	Ages	N	Percentages	Mean of the ages
	19	8	5	21.1
	20	43	26.9	
	21	61	38.1	
	22	29	18.1	
	23	17	10.6	
	24	1	0.6	
	30	1	0.6	
Total		160	100	

Table 2 shows participants whose ages ranged from 19 to 30 years old. The mean age of the participants was found to be 21.1 years old. Breaking down the age distribution of the participants, it is seen that 5% of the participants were 19 years old (N=8), while 26.9% of the participants were 20 (N=43). The largest age group was 21, which comprised 38.1% (N=61) of the participants. 18.1% of the participants were 22 years old (N=29), and 10.6%

were 23 years old(N=17). Interestingly, only one participant was 24 years old, and one was 30, making up 1.2% of the total participants.

Most students in the study watch teaching content about English vocabulary on TikTok because they find attractive educational videos on this platform due to its short quick and visually interesting material showing new English words. People using TikTok experience enhanced vocabulary retention because the short video format pairs with images and diverse multimedia components while playing music throughout durations ranging from 15 to 60 seconds. The participants consistently translate their acquired vocabulary through verbal and written communication because they use TikTok to develop skills either when exploring new words or when practicing them directly. Users find educational videos related to vocabulary development through content creators on TikTok providing them with both enjoyable learning experiences and motivational factors. Through its entertainment factor TikTok facilitates increased motivation for students to study vocabulary independently beyond regular classrooms. Users select TikTok as an additional learning resource which supports their vocabulary studies through independent study sessions. TikTok provides learners with an engaging platform to practice vocabulary through entertaining approaches that enables interactions with new words effectively for memorization and understanding and practical use.

Data Collection Instruments

The instrument of this study is the questionnaire and open-ended questions. Data on demographic characteristics were also collected. The personal information form included demographic information such as gender and age.

Questionnaire Protocol

The questionnaire was used by Binti Mistar and Embi (2016) and Khan, Radzuan, Farooqi, Shabbaz and Khan (2021). The initial version of the questionnaire contained 21 items categorized into two domains: perception toward using TikTok and expanding English vocabulary through TikTok. The questionnaire's validity was assessed by 2 faculty members from the Department of English Language and Literature at Salahaddin University. The final version of the questionnaire, after incorporating feedback from reviewers, included 20 items

categorized into two domains: perception toward using TikTok items (1-8) and expanding English vocabulary through TikTok (9-21). The study utilized a 5-point Likert Scale ranging from Strongly agree (5) to Strongly disagree (1). The Cronbach's Alpha values for internal consistency of the questionnaire domains are as follows It must be reported as the cronbach's alpha was measured as 0.825 for the quantitative instrument

Interview Protocol

To complement the quantitative findings, semi-structured interviews were conducted with 20 volunteers to discover their perceptions on using TikTok. In order to check the validity was ensured by receiving feedback from two specialized faculty members and two colleagues. Their observations were taken into account, and the open-ended questions was modified to enhance its content validity (Hatta et al., 2023). To check the reliability part of the interview auditability reliability had been used. In an open-ended survey, respondents provide their own answers to questions; response options are not provided by the researchers" (Creswell, 2012). Regarding the reliability of the qualitative method, the researcher employed the "audit trail" procedure, which involves having an outside auditor examine the qualitative inquiry, and the "member checking" procedure, which entails returning data and interpretations to the participants to verify their responses (Creswell and Miller, 2000). Which is crucial in qualitative research for transparency and trustworthiness. It involves maintaining records of interview protocols, coding procedures, data analysis techniques, and decision-making processes (Riley et al., 2023). The content analyse have been utilized. Participants coded from (P1 to P20). Thematic analysis is a type of analysis that seeks to analyze and report patterns within the data which is in form of themes. Thematic analysis was selected since it enables the free interpretation of data and is appropriate for recognizing the participant's view of Tik Tok using for improving their vocabulary skills. The use of a mixed-method approach, combining quantitative data from the questionnaire with qualitative data from interviews, enhanced reliability by providing multiple perspectives on the same issue (Yadav, 2023). The questions in the qualitative part were as follows:

- Do you think that TikTok affects your English language vocabulary development? If yes, how?
- What are the positive aspects of using TikTok in EFL vocabulary development?

- What are the negative aspects of using TikTok in EFL vocabulary development?

Data Collection Process

At the beginning of the Fall semester of 2023-2024, an application was submitted to the Tokat Gaziosmanpaşa University Ethics Committee to seek approval for the thesis topic and the data collection tools. Upon receiving their permission, an adapted version of the questionnaire originally developed by Binti Mistar and Embi (2016) and Khan, Radzuan, Farooqi, Shabbaz, and Khan (2021) was used in order to get quantitative results of the study. The researcher obtained permission from the university in Erbil, Iraq, to conduct this research in the English Department at Salahaddin University. The study aimed to collect data using a questionnaire distributed to 160 learners during class and take 20 out of 160 students for interview outside of class time. The researcher ensured all participants that their personal information would remain confidential and that participation was voluntary. Before administering the questionnaire, the researcher explained the purpose of the study to the participants, emphasizing the importance of honesty in responding to the scale items. Each semester lasted 16 weeks, the data collection starting in weeks 11 and 12. The qualitative data collection method consisted of implementing semi-structured interviews to gather deep understanding from participants regarding their TikTok vocabulary learning experiences. The researcher adopted open-ended questions to conduct interviews with participants which investigated how TikTok impacts their vocabulary development together with its advantages and drawbacks.

Data Analysis

In this mixed-methods research, two analytical methods were used to provide a comprehensive analysis of the design employing the two integrative approaches. Initially, quantitative data collected from the surveys were analyzed using the Statistical Package for Social Sciences (SPSS) version 25.0.

To answer the first research question, frequency analysis was conducted, with an overview of the results indicating the participants' general response and distributions within

the collected data. It was useful for two tasks: generalizing the patterns and characteristics of the participants' attitudes to web design.

For the second research question, an independent t-test was conducted to explore potential differences in participants' attitudes toward using TikTok. This statistical test compared the means of two independent groups and enabled us to assess whether attitudes were significantly different with regards to demographic characteristics.

While answering the third research question, the One-Way ANOVA test was used to compare the mean of three or more independent variances. The results of this piece of analysis work were utilized in establishing the fact that several factors influenced the attitude of the participants towards the designed features, thus bringing some depth to the process of interpreting the

Finally and most importantly, the last research question was answered using content analysis because it allowed answering the qualitative data that was obtained during the face to face interviews. The researcher coded the participants (P1 to P20). This way of studying the material moved to the systematization and interpretation of themes in the interview protocols and made it possible to expand on the impressions and reasons of participants involved in the study concerning the use of Tik Tok results.

CHAPTER IV

RESULTS

This chapter provides a detailed analysis of the research conducted to explore three specific questions related to TikTok usage. The first two questions examined participants' attitudes toward TikTok and how these attitudes might differ based on gender and age. Quantitative data was collected to enable the drawing of conclusions, and an independent samples t-test was performed to assess the impact of gender and age on participants' attitudes. For the final question, both quantitative data and insights from interviews were analyzed, utilizing content analysis to interpret the findings.

Findings for the first research question

What are the perceptions of English language learners towards using TikTok videos in vocabulary learning?

The following research question aims to explore the attitudes of EFL (English as a foreign language) students towards using TikTok at Salahaddin University. Specifically, it seeks to understand how these students feel about watching the videos and sharing the idea with their friends. To analyze this research question, descriptive statistics have been utilized. The results are shown in the table below:

Table 3. Statistics Of Student's Attitude Towards Using TikTok

No	Items	SA/A	N	D/SD	Mean	SD
1	The use of TikTok increased my language learning productively	92.5	2.5	5	4.39	0.839
2	Using TikTok was effectively improving my language learning	91.3	3	5.7	4.39	0.869
3	Learning English language using TikTok is convenient for me	78.8	13.7	7.5	4.03	0.954
4	TikTok application helped my vocabulary retention and its usage	70	19.3	10.7	3.98	1.110
5	I will use TikTok in learning vocabulary in future	55	33.1	11.9	3.64	1.060
6	I will not stop using TikTok for learning vocabulary	55.6	26.9	17.5	3.58	1.152

7	I am excited to use TikTok for vocabulary learning	60.7	21.1	18.2	3.68	1.151
8	I use TikTok to share new vocabulary with my friends	50	21.2	28.8	3.33	1.422
9	Vocabulary learning through TikTok is a fun way of language learning	76.3	11.8	11.9	3.96	1.087
10	TikTok was easy to use	80	9.4	10.6	4.10	1.106
11	It was easy for me to become skillful in discovering information via TikTok.	62.5	24.4	13.1	3.73	1.110
12	TikTok makes obstacles in learning vocabulary .	48.1	30	21.9	3.41	1.215
13	TikTok usage is waste of time for vocabulary learning.	50	21.9	28.1	3.33	1.281
14	The utilization of TikTok increased the vocabulary learning chances .	60.6	20.6	18.8	3.54	1.181
15	TikTok offered varied ways of vocabulary learning.	58.8	16.8	24.4	3.45	1.321
16	Vocabulary learning through TikTok makes attractive learning .	64.4	14.3	21.3	3.64	1.271
17	It takes less time to pass on the Vocabulary related information through TikTok	64.4	10.6	25	3.56	1.395
18	Vocabulary through TikTok saves the time.	66.3	11.8	21.9	3.74	1.411
19	Difficulties level is varied in Learning vocabulary via TikTok.	68.2	14.3	17.5	3.83	1.247
20	I found that TikTok is useful in my English language learning.	86.3	4.3	9.4	4.26	1.073
21	Learning English Vocabulary through TikTok is a good idea	78.7	6.9	14.4	4.06	1.275

Table 3 presents statistics on students' attitudes towards using TikTok for language learning. Item 1 indicates that 92.5% of students strongly agree or agree that using TikTok increased their language learning productivity, with a mean score of 4.39 and a standard deviation of 0.869. This item has the highest percentage of agreement among all items. Item 2 shows that 78.8% of students believe TikTok effectively improved their English language

learning, with a mean of 4.03 and a standard deviation of 0.954. Item 3 reveals that 70% of students find learning English using TikTok convenient, with a mean score of 3.98 and a standard deviation of 1.110. Item 4 suggests that 55% of students agree that TikTok helped with vocabulary retention, with a mean of 3.65 and a standard deviation of 1.052. Finally, Item 5 indicates that only 35.6% of students plan to use TikTok for learning vocabulary in future courses, with a mean score of 3.58 and a standard deviation of 1.152. Item 6 in the table indicates that 55.6% of students strongly agree or agree that they will not stop using TikTok for learning vocabulary, with a mean score of 3.58 and a standard deviation of 1.152. This suggests that more than half of the students are inclined to continue using TikTok as a tool for vocabulary learning in the future, despite the relatively lower mean score compared to other items.

Item 7 shows that 60.7% of students are excited to use TikTok for vocabulary learning, with a mean score of 3.68 and a standard deviation of 1.151. Item 8 indicates that 50% of students find sharing new vocabulary with friends through TikTok fun, with a mean of 3.33 and a standard deviation of 1.422. Item 9 reveals that 76.3% of students agree that vocabulary learning through TikTok is fun, with a mean score of 3.96 and a standard deviation of 1.087.

Item 10 highlights that 80% of students found TikTok easy to use, with a mean of 4.10 and a standard deviation of 1.106. Item 11 shows that 62.5% of students found it easy to become skillful in discovering information via TikTok, with a mean of 3.73 and a standard deviation of 1.110. Item 12 indicates that 48.1% of students believe TikTok creates obstacles in learning vocabulary, with a mean score of 3.41 and a standard deviation of 1.215.

Item 13 suggests that 50% of students think using TikTok for vocabulary learning is a waste of time, with a mean of 3.33 and a standard deviation of 1.281. Item 14 shows that 60.6% of students believe TikTok increased their vocabulary learning chances, with a mean of 3.54 and a standard deviation of 1.181. Item 15 indicates that 58.8% of students found TikTok offered varied ways of vocabulary learning, with a mean score of 3.45 and a standard deviation of 1.321.

Item 16 reveals that 64.4% of students agree that vocabulary learning through TikTok is attractive, with a mean of 3.64 and a standard deviation of 1.271. Item 17 shows that 64.4%

of students believe it takes less time to pass on vocabulary-related information through TikTok, with a mean score of 3.56 and a standard deviation of 1.395. Item 18 indicates that 66.3% of students think TikTok saves time in vocabulary learning, with a mean of 3.74 and a standard deviation of 1.411. Item 19 suggests that 68.2% of students find the difficulty level varied in learning vocabulary via TikTok, with a mean score of 3.83 and a standard deviation of 1.247. Item 20 shows that 86.3% of students found TikTok useful in their English language learning, with a mean of 4.26 and a standard deviation of 1.073.

Finally, Item 21 indicates that 78.7% of students agree that learning English vocabulary through TikTok is a good idea, with a mean score of 4.06 and a standard deviation of 1.275. This suggests a strong positive perception among students regarding the effectiveness of TikTok as a tool for vocabulary learning.

Findings Of The Second Research Question

Is there any significant difference between participants' attitudes toward using TikTok videos for enhancing their vocabulary skills and their gender?

The research question aims to investigate whether there is a notable difference in participants' attitudes regarding using TikTok videos and improve their vocabulary skills by using TikTok based on gender. The independent t-test was utilized to investigate whether participant attitudes toward TikTok differ statistically based on gender

Table 4. The Findings Of The Independent Samples T-Test For Gender Differences

	Gender	N	Mean	SD	Std. Error Mean	t	Sig. 2- tailed	df
Attitudes toward using TikTo	Male	76	3.8452	.51798	.05942	1.179	.240	158
	Female	84	3.7421	.58242	.06355	1.186	.237	157.957

Table 4 shows the analysis to explore whether gender differences exist in attitudes toward TikTok usage. An independent samples t-test was conducted to compare the attitude scores between male and female participants. The results indicated that the mean attitude

score for males was $M = 3.85$, $SD = 0.52$, and for females, $M = 3.74$, $SD = 0.63$. Although there was a slight difference in the mean scores, this difference was not statistically significant $t(158) = 1.179$, $p > .05$. Given that the p-value exceeded the conventional alpha level of .05. The study results indicate TikTok seems equally appealing for language learning purposes to male and female students.

Findings Of The Third Research Question

Is there any significant difference between participants' attitudes toward using TikTok videos for enhancing their vocabulary skills and their ages?

The research question aims to investigate whether there is a notable difference in participants' attitudes regarding using TikTok videos and improve their vocabulary skills by using TikTok based on their ages. In order to investigate that One-Way ANOVA have been utilized.

Table 4. The findings Of ANOVA Test Of Attitudes Toward Using TikTok And Participants ages.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.540	6	.090	.286	.943
Within Groups	48.162	153	.315		
Total	48.703	159			

An ANOVA was conducted as seen in table 5 to examine whether there is a significant difference in participants' attitudes toward using TikTok videos for enhancing their vocabulary skills based on their ages. The results of the ANOVA indicated that there was no significant effect of age on attitudes towards using TikTok for vocabulary enhancement, ($F(153) = .286$, $p > 0.05$)

The concentrated high p-value ($p = 0.943$) surpasses the standard 0.05 value so it indicates random chance explains any observed dissimilarities in attitudes between age

groups. The research environment indicates that age does not have a substantial impact on how people judge the vocabulary learning potential of TikTok videos.

Findings Of Qualitative Data

To get results from open-ended or interview questions, 20 participants joined the study. Each participant answers three open-ended questions. Participants ranged from (P1 to P20) to analyze their results, we used content analysis of their answers.

The participants' responses were systematically coded from P1 to P20 by the researcher during the face-to-face interviews to ensure organization and confidentiality. Each participant was assigned a unique identifier, allowing for easy tracking of individual answers throughout data analysis. This coding facilitated the categorization of qualitative data, enabling the researcher to identify common themes and patterns in the participants' perspectives on TikTok's role in vocabulary development. Using these codes helped maintain participant anonymity, enhanced the reliability of the analysis, and streamlined the process of interpreting the data collected through direct, face-to-face interactions.

Thematic development in this study involved a systematic analysis of face-to-face interview data, where the researcher first familiarized themselves with the transcripts by thoroughly reviewing participants' responses. During this process, relevant segments were coded and labeled, with each participant assigned a unique identifier (P1 to P20). These codes were examined to identify recurring ideas and patterns, such as mentions of "lack of structured guidance," "cultural barriers," and "engagement and interaction," which were then grouped into broader themes. The researcher reviewed and refined these themes to ensure they accurately represented the data, establishing clear definitions for each, such as "Lack of Structured Learning," "Cultural and Linguistic Barriers," and "Educational Potential." Relationships among themes were organized to understand how they interacted or contributed to participants' perceptions of TikTok's role in vocabulary development. The themes were supported by direct quotations from the face-to-face interviews,

which provided rich, contextual evidence, ensuring the validity of the analysis. This inductive process allowed themes to emerge naturally from the data, reflecting commonalities in participants' experiences and views without imposing preconceived categories and it involved iterative cycles of coding, pattern recognition, refinement and validation.

Do you think that TikTok affects your English language vocabulary development? If yes, how?

Theme 1: Mixed Perceptions of Influence

The responses varied significantly, with some participants outright” denying any influence of TikTok on their English vocabulary development” (P1), while others acknowledged its impact without elaboration (P6, P7). This highlights a spectrum of opinions regarding the platform's effectiveness, suggesting that personal experiences and habits affect how individuals perceive TikTok's contributions to language learning.

Theme 2: Educational Potential of Content

Several participants (P2, P3, P4, P5, P8, P10) noted the educational potential of TikTok when applied correctly. They pointed out that watching videos with English subtitles(P2) and educational content(P3 & P4) may also help improve listening skills(P8) and extend the learners' vocabulary(P10). This theme supports pervasive theme 3, which is to argue that TikTok can act as an informal source of education; this suggestion is thus extended, suggesting that if only users compile financiers that have the potential for inspiring positive language change, then it will indeed happen.

Theme 3: Exposure to Diverse Linguistic Styles

According to P9, “I appreciate that through the survey, many different styles of presentation were seen on TikTok, and this widened my experience with the language. Often, I hear slang or dialects; I find such variation!”

P11 said, “I get much from listening to how people use language in context on TikTok. It will be entertaining while teaching about the local electoral variations and slang phrases.”

This is what P12 had to say: “I like how TikTok helps me discover ways people employ language.” It is kind of fun to identify slang and regionalism that I would not encounter in random day-to-day conversations. When I did that, I actually didn’t think that I was learning, and it felt like learning in a real-world scenario.

Theme 4: Collaboration and Interaction

Participants noted the importance of interaction with professional content creators, which can enhance speaking abilities. One participant stated, “Engaging with content creators helped me improve my speaking skills” P2. Another added, “Seeing how relatable figures communicate motivated me to practice” (P4). A different participant mentioned, “I found the dynamic learning experience through these interactions incredibly beneficial” P6. One more participant said, It motivates me to learn the experience of people who have already mastered their craft P10. Meanwhile, the other one followed, saying, Working with professional creators encourages an increase in the interactivity of language learners P12. This theme demonstrates how one can be engaged with the learning of the language due to the identifiable characters that will lead to a more active and interactive learning.

Theme 5: Tool for Educators and Learners

The great majority of the participants (P13-P20) acknowledged that the education of the educators and learners could be improved with the help of TikTok. Indicatively, P13 described it as, “TikTok ushered in a new level of learning” and the way language was presented on TikTok was more relatable according to P15. P17 also added, "the facility gives the new words under a conducive environment which can easily be remembered.” More than that, P19 mentioned, it is not only a social media but it would be a possible learning media. These answers indicate that besides its status as a social site, TikTok is learning friendly.

As a conclusion, the thematic analysis indicates that TikTok can have multiple effects on the development of English vocabulary, and the attitudes regarding it are varied among users with the certain degree of scepticism or enthusiasm. While some see minimal influence, many recognize its potential as an educational tool that fosters engagement, provides diverse linguistic exposure, and facilitates interaction with language creators.

What are the positive aspects of using TikTok in EFL vocabulary development?

Theme 1: Engagement and Motivation

Participants emphasized the engaging nature of TikTok's short videos. P2 stated, "The entertaining formats make learning English enjoyable." P3 echoed this sentiment: "It really increases motivation among EFL learners." P5 added, "These dynamic learning experiences help with better vocabulary retention." Lastly, P6 noted that, "I find the short videos make the learning process much more fun."

Theme 2: Simplified Learning

Numerous participants (P2, P4, P9) highlighted the effectiveness of TikTok in simplifying complex vocabulary concepts through clear explanations. P2 noted, "The multimedia approach—combining visuals, audio, and text—enhances understanding, particularly benefiting learners who struggle with traditional teaching methods." P4 added, "This method helps make difficult topics more accessible." Finally, P9 remarked, "The combination of different media types makes learning more engaging." Overall, the consensus among the participants is that TikTok's innovative format not only aids comprehension but also fosters a more interactive and enjoyable learning experience.

Theme 3: Real-World Language Exposure

These two participants, P7 and P8, stressed the significance of natural language used in such a place as TikTok. P7 reports, "The least one can say about TikTok is that the application introduces the user to varieties of accents and colloquialisms, richness in our vocabulary and where to listen to them. On the same note, P8 observed, "Mastering of a language requires such a kind of contextual learning."

Theme 4: Community and Connection

A number of participants expressed their ideas regarding the use of TikTok to create a community of learning. P11 stated that TikTok is the platform through which we can share our experience and knowledge, which highlights collaboration in the platform. Likewise, P20 explained, "Tik Tok is interactive, which helps us in the learning process and makes us feel like we belong and should support one another."

Theme 5: Inclusivity and Accessibility

People recognized the all-inclusive effect of TikTok as a learning tool. As an example, P12 observed that, unlike most other social networks, TikTok was available both to novice and advanced learners due to its wide variety of content. P13 further stated, it enables the novice and advanced learners to access appropriate content to enable them go through personalized learning. In the meantime, P18 accentuated, "I like that there are offerings to every person, which helps more people learn."

Theme 6: Creativity and Skill Development

The generalizing impact of TikTok as a way of learning was known to people. Take an example, P12 noted that unlike the majority of other social networks where one could only use simple content, TikTok was accessible to both innocent and skilled learners because of its rich variation of content. It also added P13, that it allows both the newbie learner and the seasoned learner to browse through suitable content so that they undergo customized learning. Meanwhile, P18 stressed, "I am glad that they do have something to offer to everyone, and it makes more people study."

Theme 7: Mixed Perceptions

P1 said that she is unsure that TikTok helps to learn more, and P4 claimed that it is more of a distraction than a learning tool. P10 INTERJECTED, "I understand the attraction, but do not know how successful it can be." The rest, on the other hand, considered TikTok to be a positive change because it implied that it is a new and interesting method of learning. This division of views indicates that further research on the practices of using the platform by various learners is needed, which implies what could be discussed.

Thematic analysis demonstrates that TikTok is mostly viewed as an effective tool in vocabulary acquisition in English as a Foreign Language. Its community nature, simplified, even contextualised, method of learning language, and wide engagement sources make it an excellent asset in terms of expanding the vocabulary and the ability to remain motivated throughout the learning process. Nonetheless, the recurrent debate of its different success rates with various users indicates the criticality of technology to be incorporated in language training in a sensible manner.

What are the negative aspects of using TikTok in EFL vocabulary development?

Theme 1: Distraction and Reduced Focus

Participants P1, P2, P3, P4, and P5 expressed their concerns regarding TikTok's impact on educational value. P1 noted that "the primary orientation of TikTok is entertainment, which detracts from its educational potential," highlighting the platform's focus on fun rather than learning. P2 added that "the engaging format of the platform can lead to a significant reduction in study time," indicating how captivating content might distract users from their studies. P3 mentioned, "I've noticed that my attention span diminishes when I spend too much time on TikTok," reflecting the challenge of maintaining focus in the face of endless entertainment. P4 observed that "there's a constant struggle for learners to balance enjoyment with educational priorities," suggesting a conflict between leisure and learning. Finally, P5 concluded, "While TikTok can be fun, it often overshadows the need for focused learning," encapsulating the participants' concerns about the platform's influence on education.

Theme 2: Informality and Language Quality

These five participants (P6, P7, P8, P9, and P10) talked about the issue of TikTok focusing on informal language and slang. P6 observed that due to the free vocabulary used on TikTok, the confusion will arise over what is standard. P7 stated, that it is worrying about how the misinformation propagates so easily, causing it to distort the language development. P8 continued by saying, when the users are exposed to other language, it is not the standard language, they most likely end up using it even in official places without noticing it. It was noted in P9 that this trend was likely to hinder learners to master correct linguistic constructions. At last, P10 wrote, "In sum, we should stay aware of the influence of such platform like TikTok on our language skills."

Theme 3: Lack of Structured Learning

There were complaints by participants about the inefficient systematic education on TikTok. P11, one of the participants, added, “There is no actual educational structure on TikTok, and this is why it is challenging to locate valuable content there.” P12 continued saying that this could increase the user experience, in case the platform offered systematic learning resources. P13 observed, “Lack of proper guidance implies that the user loses on important information most of the times.” It was stated in P14 that exposure to improper and crude language is a major concern that affects the education growth negatively. Lastly, P15 also stated that, “Such makes it difficult to indulge in substantive content.”

Theme 4: Cultural and Linguistic Barriers

Interviewees came out to criticize the role of context in language learning. According to P16, context is quite important in sayings and understanding of language. P17 further included, that in the case of Iraqi speakers, it is a cultural impediment with no English content on Tik Tok that disables efficient learning. P18 noted that it is not helpful to engage in such things as TikTok when the content does not relate to the background. P19 had observed that, the cultural variations may have a great influence on how effective a learner is in learning the new language in these platforms. Lastly, P20 concluded, “This implies that the usage of TikTok can result in the level of benefits being narrow in terms of the demographic.”

In conclusion, thematic analysis indicates that although TikTok can become an interesting activity, the reasons why it is not effective as a means to develop the EFL vocabulary are numerous, beginning with distraction, usage of an informal language, unstructured learning, and cultural and linguistic limitations.

CHAPTER V

DISCUSSION AND CONCLUSION

This chapter summarizes the study and debriefs some of the important outcomes and their implications on education. The format of the work starts with an outline of the general goals and achievements of the study. Subsequently, the focus turns to the results and considers the implications of the presented findings within the context of the current literature. The chapter also focus on the implication imported, especially in how the findings have impacted student's learning and development of lesson plans and curriculum. Finally, it has discussed the limitations of the study meaning the factors that might have resulted in the outcome of the study and provided the area of intolerance. Last, there is discussion on the possible future research studies that might contribute to next steps of the given research and its limitations.

Summary of the Study

The specific objective of the study focused on views and attitudes of ELLs to the idea of using TikTok in teaching and learning of vocabularies. This study was a cross-sectional study that employed a mixed-method approach whereby the qualitative findings from a semi-structured questionnaire were compared to the results of the closed-ended quantitative questionnaire used to collect quantitative data.

The questionnaire used in this study was adopted from the earlier study done by Binti Mistar and Embi (2016) and Khan et al., (2021). In the first attempt, the questionnaire consisted of 21 items of measure; however, it was shortened to 20 items due to the suggestions of the reviewers. The items were categorized into two domains: attitudes toward the use of the application TikTok and the usage of TikTok in learning and developing more vocabulary in the English language. This adaptation made the questionnaire flexible to meet the objectives of the current study yet reliable and valid as defined in the first study.

The collected data was further supplemented by conducting focused, semi structured interviews on a sub sample of the respondents. This type of research instrument enabled a discussion on participants' experiences as well as view on the effectiveness of TikTok in the acquisition of the vocabulary. Using the structure of the semi-structured interviews,

researchers were able to go further into details as to respective themes that arose from the exercises, including, participation and interest, as well as perceived usefulness of TikTok. The qualitative data complemented the study by offering the participants' accounts that supported the effects of TikTok on learners' terms recognition.

Discussion of the findings

It provides detailed analysis of research findings in relation to research questions and positions the study findings in extant literature. The results are discussed with regards to prior research in increasing vocabulary through the use of the TikTok application.

EFLL using Tik Tok to enhance vocabulary skills

The first research question was to find out the view of the ELL toward the use of TikTok videos in word acquisition. The findings presented below provide the broader picture of students' perceptions of this novel learning intervention. The results also showed that most of the participants also strongly believed that using TikTok was beneficial in the efficiency of language learning and help in expounding on the relevant vocabulary. Besides other number of respondents believe that through TikTok they were able to enhance their language learning process, thus learners are aware that engaging content can enhance the use of vocabulary.

The features of easy access also received specific attention. Such unobstructed access is especially helpful for novices who are often students of the younger generation and who are indeed well acquainted with social media, making them use social media more frequently for vocabulary learning. Also, a bit over half of the respondents stated that when on TikTok, they were learning new words or terms, and also, it assisted in vocabulary reproduction and its usage in practice.

As for the future, slightly over the half of the participants said they would like to carry on using TikTok for vocabulary learning, and the others were eager about it. Indeed, this positive attitude shows readiness to incorporate TikTok into their language learning process. In addition, two-thirds of participants have confirmed that learning vocabulary through TikTok is fun, which can be vital in promoting awareness and sustained use of language acquisition activities.

The viewers of TikTok use this platform for vocabulary study through the combination of brief visual content with audiovisual features such as images along with sounds and movements. The interactive components within these features enable learners to better understand and remember new words effectively. Through comments and content creation and challenge participation TikTok promotes active engagement that lets learners enhance their vocabulary skills through an active learning experience. The students at the research site realize they face various difficulties in their learning process. Accurate content presentation represents a serious problem because several videos contain incorrect information that creates confusion about the correct knowledge. The entertainment style of TikTok distracts learners from academic study because its nature creates impediments to their educational focus. Video duration and fragmentation on TikTok may make it difficult to retain deep understanding unless videos are carefully directed by guides. Learners use TikTok for vocabulary expansion because they find it enjoyable yet appreciate its multimedia functions but recognize related problems in content quality and staying dedicated to systematic learning within a platform designed for entertainment.

In line with this, Cahyono and Perdhani's study on TikTok usage among high school students (2023). The findings provide the learners' positive attitude towards the use of TikTok in their English classes. Additionally, the positive attitude the students expressed towards the use of TikTok in learning words with better understanding showed that the resource following the agreement of the students to use TikTok in the future for learning more words has a good possibility of being engaging and interesting. These findings raise questions about the use of social networks, including TikTok, as a means of delivering lesson content and engaging students in a manner that would make language learning more engaging and fun.

Tran's (2023) study, on the other hand, which investigates 152 students, supports this finding. The results indicate that most students viewed TikTok as a beneficial tool because of its flexibility and accessibility everywhere. The research findings also emphasize the importance of incorporating innovative and entertaining learning methods to enhance students' engagement and retention of learning materials. It prompts discussions on how educators can integrate popular social media platforms like TikTok into language learning curriculums to create a more dynamic and effective learning environment. This finding is supported by the study of Herlisya and Wiratno (2022), who investigated whether or not the

TikTok application is practical for them in their curriculum engagement. The results indicate that utilizing TikTok in the fourth, fifth, and sixth classes boosts their accusation, especially their vocabulary. The findings support by Simanungkalit and Katemba (2019) study too, which investigated 76 university students. The results indicate that most students believe that TikTok is simple and beneficial for educational purposes. Safila, Quthny, and Zainuddin's (2023) study investigates the effects of watching TikTok on students' pronunciation levels. The results indicate that pronunciation ability is improved after watching TikTok videos. Furthermore, Afrah's (2022) study investigates fifty Saudi secondary school students. The results indicate that TikTok has a significant relationship with improving English vocabulary by utilizing TikTok in their research. Finally, Mazlan, Muhammad & Yunus's (2021) study investigates blended learning using TikTok videos. The results indicate that TikTok can improve students' writing, communication, vocabulary, and reading skills.

However, while the overall sentiment was positive, some participants indicated that they did not frequently share new vocabulary learned on TikTok with friends, suggesting a potential area for improvement. Educators could encourage collaborative learning and sharing among peers to enhance the learning experience. In summary, the results from demonstrate that English language learners generally hold favorable perceptions of using TikTok for vocabulary learning, viewing it as an effective, convenient, and enjoyable tool that can significantly enhance vocabulary acquisition. These insights can inform future teaching strategies and the integration of TikTok into language learning curricula.

EFL student's perceptions of Using TikTok and Improving their Vocabulary skills about their Genders

This research question concerns the potential significant differences between participants' attitudes toward using TikTok videos to enhance their vocabulary skills and their gender. Despite the increasing integration of digital platforms in educational settings, the effectiveness and reception of these tools can vary significantly across different demographic groups, including gender. The investigation into whether gender influences attitudes toward using TikTok for educational purposes, specifically for enhancing vocabulary skills, is

grounded in the broader discourse on digital learning environments and gendered preferences in learning strategies.

The non-significant difference in attitudes toward TikTok usage for educational purposes, as indicated by the independent samples t-test results, suggests that gender may not play a pivotal role in determining the perceived efficacy or interest in using TikTok to enhance vocabulary. This outcome aligns with a growing body of literature suggesting that digital natives, irrespective of gender, are increasingly comfortable leveraging social media platforms for informal learning experiences. Nonetheless, the observed but statistically insignificant little difference in average scores leads to the opening of a debate about the detailed aspects of the possible interaction of gender and the preferences and successes of digital learning.

The minor difference in attitude scores could be explained by one of the possible ways to interpret them concerning differences in male and female interaction with the content published in social networks such as TikTok. As an example, given that males tend to have a stronger preference to less educational content, it is possible to have a slightly higher attitude score among male participants. On the other hand, it may be that females are more selective with the videos that they view and prefer to obtain educative or enriching videos. In that respect, they could be represented by their attitude score that could slightly decrease, implying a critical approach towards the efficiency of Tik Tok videos in vocabulary acquisition.

These results emphasize the need to pay attention to personal differences and complexity of specific learning preferences beyond gender bipolarity. The digital environment is diverse and learners also have a lot of different life-chapter, prior learning and expectations that they carry when they encounter education technology. Thus, although gender can serve as one of the possible lenses to perceive the attitude to the use of TikTok as the educational tool, it is important to investigate other premises like previous exposure to digital learning, level motivational interest, and relevance of vocabulary improvement in the everyday life or the study processes.

Given these considerations, it can be noted that future studies can be improved through a mixed-methods design, with the addition of qualitative measures to display the

scale of attitude and experience of the participants using TikTok in their vocabulary learning. Further investigation into how specific features of TikTok videos, such as content type, creator expertise, and interactive elements, impact their educational value could also provide insights into how to optimize the platform for educational purposes across diverse learner populations.

The findings of this study contradict other studies which are done by (Aziz & Dali,2023; Jimola,2023 & Wang,2023). Aziz and Dali's (2023) study investigated attitudes in the English language toward using TikTok as an educational tool. The participants were participated by Google Forms. The results indicate that female users who participated in the study show more interest in using TikTok as an educational tool than males. Furthermore, Jimola's (2023) study investigated using Instagram and TikTok platforms as educational tools. The participants were 352 undergraduate students in Nigeria. The results revealed that male students performed better than females using Instagram and TikTok platforms as educational tools. On the other hand, Wang (2023) study investigated attitudes toward TikTok short videos as oral English teaching activities. The participants were 100 students. The study found that because most participants were females, females showed more interest in using TikTok as an educational tool to improve their language skills.

Overall, the current study did not detect a statistically significant gender difference regarding attitudes toward the use of TikTok for vocabulary improvement, but the evident disparity of means based on gender was encouraging to investigate the more complex gender – technology – learning preferences – academic achievement connection. Since digital platforms are progressively increasing and they are being integrated into educational environments, it will be important to know these dynamics to create learning experiences that accommodate all students.

EFL attitudes toward using TikTok videos for enhancing their vocabulary skills and their Age

This research indicates that using TikTok as a source of vocabulary learning does not remain specific to the age groups. Attitude towards the use of TikTok for enhancing the amount of vocabulary knowledge: It was found that there are no significant differences in the reactions of students of different age groups. This could have probably been due to the nature

of the platform, which is usually effortlessly engaging and easy for most learners to use. It is also important to consider that TikTok – an application that focuses on short videos and shares creative content – might be equally appealing to young and old learners, bringing similar attitudes to the discussion.

The findings contradict Rahmawati and Anwar (2022) and Anumanthan and Hashim (2022). The research undertaken by Rahmawati and Anwar (2022) with sixth-grade students in Thailand and the study by Anumanthan & Hashim (2022) with fifth-grade ESL learners underscores significant advancements in vocabulary acquisition and a favorable disposition towards English language learning post-TikTok engagement. These outcomes suggest that younger cohorts are amenable to integrating TikTok within their educational journey, valuing the platform's engaging and accessible content. However, a lot of issues arise in examining how age affects the attitudes of EFL students to the use of TikTok as an vocabulary booster. Similar to those in the studies mentioned above, younger learners could express a heightened level of enthusiasm related to the TikTok use because of their habituation to social media services and their familiarity with them. The fact that they have positive predispositions can be attributed to the interesting structure of this platform, where education and entertainment are combined, making the process of studying enjoyable and less frightening.

Despite no significant differences being identified in terms of age during the course of the study, some other factors that may impact the attitudes towards TikTok needs to be presented. As an example, an ability to work with social media, a general knowledge of digital platforms of learning, and personal methods of learning might predetermine the way in which the various age groups might view the service. Additional studies may be undertaken on these variables to explain more on factors that determine the attitudes towards TikTok in vocabulary learning.

Conclusively, the findings of the third research question demonstrate that there is no significant change in attitude towards utilization of TikTok in studying the vocabulary within age dimension. This observation shows that the platform has a wide target audience and is a successful learning opportunity through various age groups. Based on this understanding, teachers should use this to adopt TikTok in teaching vocabulary, opening up a new avenue of learning to all students through an interactive environment. Our attitudes toward online

learning at different ages of life can be better explored by examining other factors as well as a more heterogeneous sample of participants in future research.

Discussion for open-ended research questions

In order to elaborate the information and get acquainted with the quantitative results of the survey conducted among EFL learners in order to define their attitudes to utilisation of the Tik Tok application in order to enrich their vocabulary, 10 EFL learners of the total number of the learners in a survey (120 learners) were interviewed individually. Three interview questions were developed from the quantitative section to find out the reasons that led to the conclusions made from the completed questionnaires. Some of the advantages of the content analysis of the interviews include: A more detailed and general understanding of the topic was achieved by finding the general patterns and themes in the participant's responses.

Exploring the impact of TikTok on the expansion of English vocabulary as a discussion brings a lot of opinions and findings referring to the educational function of the site. Some of those responses contain concerns about whether or not TikTok is effective in facilitating learning, which creates a rationale for such apprehension rather than exploring the optimistic outlook of the appropriation of TikTok. One particularly significant aspect of the feedback is people's ability to improve their listening skills and enlarge their vocabulary while using TikTok and watching the content with subtitles and educational videos. This includes effects on the experience of the working professionals as content creators who can foster the further improvement of speaking skills and a better understanding of the language used.

Similarly, feedback accents the diverse linguistic patois and informal language used, which TikTok offers, stressing the subject testimonies of language development promoted by influence videos. One opinion of interest is that TikTok is an educational application that can work as a tutor and a learner simultaneously – it introduces new words and expressions during communication. It helps to improve pronunciation due to presence in such an environment surrounded by native speakers.

This discussion also leads to a comparative evaluation of the role of TikTok in language acquisition compared to traditional practice and the 'competitor' platforms. It raises

awareness of the possible drawbacks of using TikTok for educational interventions. Such complications might include apprehensions regarding the content put up, the disruptive nature of the platform, and how its advice impacts the learning process. Taken together, these findings do more than merely suggest that TikTok could be a practical resource for language learning; they also point to directions for future research: more extended investigations into the effects of TikTok-based language instruction and investigation into the possible means by which TikTok might be incorporated into classroom practices.

This finding is in line with Alauddin (2023), who confirms TikTok as a useful resource for learning English, with a focus on vocabulary and education.

Thus, the discussion of the impacts of the TikTok application on the growth of the English vocabulary provides a range of opinions. Some respondents demonstrate specific concerns regarding the platform's efficiency; at the same time, most participants underline the communicative, receptive language acquisition opportunities, engaging and interacting with native speakers of the platform. Informational and linguistic features of TikTok also help to develop the second language personality and improve the use of diverse registers, including colloquial language styles. However, problems like the quality of content and the possibility of distraction also arose as issues that must be discussed. Subsequent studies should evaluate the permanent effects of using TikTok on mastering new languages and several approaches to how the application can be incorporated into academic environments.

As a tool for teaching and learning EFL, TikTok has multiple opinions regarding its efficiency and usefulness. Some perspectives deny TikTok's educational effectiveness for EFL learners and mention that there has been no enhancement. This skepticism stems from the nature of the content available on the platform, which, for the most part, is entertaining and might detract learners from their studies.

On the flip side, it becomes possible to support the app and affirm that TikTok contains many valuable educational materials for EFL learners. Some claim that the constantly updating application material, which includes short videos, makes learning English enjoyable and effective. Not only do these videos include clear and easy-to-understand explanations of various terms and concepts along with basic necessary vocabulary, but the possibility of discussion and active use of the language in the comments

section, also the notion of really immersing in the language and the environment in which it is used, is viewed as crucial for vocabulary learning.

In addition, it is noteworthy that people appreciate TikTok as entertainment and an opportunity to expand their vision of society and work on themselves. Its accessibility opens the world to EFL learners as they learn different real-life uses of the language and different accents. In this case, the platform's educational content introduces users to contextual learning and thus positively impacts the learning process of languages. This includes mastering new, complex English words and phrases, popular terms, and utilizing material that refines speaking and word choices.

Furthermore, TikTok has been applauded for being a simple social media application that creates bonds between people, teaches English, and encourages other skills, such as creativity. Hence, the specified selection of vocabulary constitutes an inclusive learning aid since the scope of difficulty ranges from low to high. TikTok involves active listening while speaking and has many vocabulary lessons; it is easy to use short videos as teaching aids while learning new phrases, which is a fun and engaging process.

Previous investigations, such as a study conducted by Erwani, Romi, Sawithy, Rohana, Ulfah, and Supeni in 2022, revealed that TikTok has the potential to enhance vocabulary and improve understanding of language, which is undoubtedly valuable. If applied correctly, TikTok can benefit language education as it enriches language knowledge and makes learning more engaging.

Perhaps there are some doubts regarding the perks of using TikTok for EFL classes. However, many people agree that learning through TikTok can only expand the linguistic scope. Because it offers entertainment and education simultaneously and can immerse the learners into the actual practice of the language and different cultures, it becomes a significant tool that can help improve language learning. It is, however, important to understand how learners and teachers interact with this medium, with the climax being put on how far the medium is used strategically to facilitate language acquisition.

The discussion about applying TikTok to develop the vocabulary for EFL learners has revealed several concerns that deserve consideration. Although the platform's ability in the

educational setting is acknowledged, it becomes classified as a significant distraction. In particular, differences in interests tend to attract many learners, but at the same time, learners can spend minimal time on their studies and have poor concentration. Such a shift in focus is especially detrimental because it can overshadow the best goal—language learning.

Furthermore, the informal nature of TikTok logging and frequent non-conventional language use creates a problem for developing a formal lexicon. While slang is freely used and sometimes even promoted to the public, with occasional leakage of misinformation, the social media platform may not be the best for learning the finer details of a new language all over again. This aspect is hazardous as it means that learners could be locked into the wrong ways of using and pronouncing something, which is not easy to change.

Another of the many issues of concern is the lack of well-defined learning maps. It also means that TikTok, which may present dozens of videos in minutes or hours, does not provide a systematic approach to learning like the well-planned curriculum. While generally playing a more unstructured game is less likely to guide the child's learning process, children may be exposed to foul language, or otherwise unsuitable content gets in the way of language learning.

When used in teaching and learning, TikTok is highly innovative and engaging through graphic and interactive features. However, whether it is suitable for helping students develop elaborate content knowledge is unclear. On the positive side, the videos contain rather dynamic information and graphics, which can help energize the language learning process; on the other hand, the content may be more entertaining than informative to any learner in search of more than just the flow of the language.

Some of the issues include language and culture, which are also key considerations, especially with the growth and dominance of the English language, where non-English speaking audiences do not find such content as appealing as they would because they do not understand English as we do. That is, this limitation can considerably reduce the application of the platform to facilitate language acquisition for individuals with different linguistic backgrounds.

On the other hand, the study by Novitasari and Addinna (2022) is more optimistic concerning incorporating TikTok for learning the English language. As for the study, students have a positive attitude towards recommending TikTok as a valuable tool to improve English language understanding and proficiency in comprehension and speaking, learning of new lexical items, and even their pronunciation. The research shows that employing TikTok for teaching English is entertaining, confidence-building, and engaging for students.

Finally, the social effects of TikTok, for instance, increased rates of body shaming among women and girls and increased rates of loneliness as a result of excessive use, should not be ignored. These might further influence learners' motivation and self-esteem and complicate learning.

To sum up, TikTok has the potential to be used as an educational application, but its utilization for EFL vocabulary learning is not good because of numerous limitations. Collected lists and playlists that contain fun and educational content should be selected with great attention to get the maximum out of this platform for language learning purposes.

Conclusion of the Study

The study offers significant contributions to the field of digital language learning by highlighting TikTok's potential as an engaging and accessible platform for enhancing English vocabulary acquisition among learners. Its mixed-method approach provides a comprehensive understanding of learners' perceptions and experiences, combining quantitative data with rich qualitative insights. The positive attitudes toward TikTok's effectiveness in vocabulary learning suggest that social media can be a valuable supplement to traditional teaching methods, supporting the integration of innovative digital tools into language education. Additionally, the study underscores the importance of considering learner demographics and attitudes, which can inform more tailored instructional strategies.

Although the research made significant contributions some major weaknesses remain within the study. Constraints regarding the general applicability of study results stem from both the restricted size of the data sample and the demographic limitations which are confined to one educational setting and certain student demographics. The use of self-reported data creates the vulnerability for several types of bias to appear which includes social desirability and possible benefits over-reporting. The researchers limited their ability to understand the long-

term benefits of using TikTok for vocabulary development through their cross-sectional design. The research fails to thoroughly examine adverse aspects such as student diversions and dubious information found on TikTok which may compromise its educational value for acquiring vocabulary skills. The research fails to show whether using TikTok delivers better results than established vocabulary learning techniques because it lacks a control or comparison group.

Future research must eliminate current limitations by analyzing bigger pattern sizes which incorporate participants from different educational settings across multicultural environments. Longitudinal studies would reveal valuable information about how vocabulary achievements withstand the test of time as well as how TikTok use impacts users in the extended period. The comparison between TikTok educational approaches and traditional teaching practices will demonstrate effectiveness and provide best practices to integrate TikTok into educational standards. To establish the appropriate educational role of social media it is essential to investigate both advantages and potential barriers which learning through these networks presents. Pursuing ongoing research should strive to develop a refined comprehension of maximizing language learning results through TikTok and like platforms.

Pedagogical Implication

The findings of this study have significant implications for teaching practices, student learning, lesson planning, and curriculum development in the context of integrating TikTok into language education. As the research indicates, TikTok serves as an engaging, multimedia-rich platform that can enhance vocabulary acquisition among English language learners (ELLs). Its potential to make learning more enjoyable and accessible paves the way for innovative pedagogical strategies that respond to the digital tendencies of today's students.

Firstly, the positive perception and demonstrated effectiveness of TikTok as a language learning tool suggest that educators should consider incorporating social media platforms into their teaching practices. Teachers can develop and utilize TikTok-based activities, such as creating short educational videos, word challenges, and vocabulary explanation clips. These strategies transform traditional vocabulary lessons into interactive and learner-

centered experiences. For instance, students can produce their own TikTok videos to demonstrate their understanding of new words, fostering active engagement, creativity, and peer learning. Such approaches align with the study's findings that TikTok's visual and auditory elements enhance retention by making learning more stimulating and memorable.

Moreover, the research points to the importance of designing lesson plans that integrate TikTok as an auxiliary resource rather than a replacement for conventional methods. Teachers can dedicate specific segments of lessons to explore TikTok content relevant to their curriculum, encouraging learners to analyze and discuss vocabulary within authentic contexts. This integration promotes not only vocabulary mastery but also improves learners' listening, pronunciation, and communicative skills. Furthermore, incorporating TikTok tasks that require collaboration and peer interaction can cultivate a supportive learning community, boosting motivation and language confidence among students.

The research data shows that language curriculum developers should implement digital literacy training with emphasis on meaningful TikTok social media tool usage. Curriculum designers should develop educational modules which instruct students about critical evaluation of TikTok content and information assessment and proper digital engagement. This educational plan would lead to better language skills while teaching digital competencies that remain vital for students living in modern times. Curriculum designers who implement TikTok in their planning create diverse learning experiences because multimedia resources combine visuals with spoken elements to make vocabulary more interesting through context-based presentations.

The investigation demonstrates how teacher preparation programs should train teachers to employ TikTok properly as an educational resource. To effectively utilize TikTok for educational purposes teachers need precise methods alongside instructional principles which help them choose good content and develop interesting tasks and guide beneficial debates about the videos. Educational programs for teachers should deliver workshops about TikTok content production for education as well as social media assessment techniques and digital conduct management to capitalize on the platform's educational merits.

The research shows that colleges need structured methods for evaluating student learning outcomes from TikTok-based learning activities throughout the educational process. The

evaluation of educational data enables teachers to optimize their TikTok-based teaching strategies so they continue serving intended educational purposes. Future research needs to examine how TikTok affects students over time and identify probable challenges that will guide educators to enhance their teaching methods and curriculum structure.

The findings from this study demonstrate an opportunity to transform language teaching by integrating digital and social media tools through TikTok as educational educational tools. The findings promote teachers to apply modern instruction methods that create an active learning environment resulting in enhanced vocabulary learning results and student motivation and language skills development.

Limitations of the Study

It importantly shares the perceptions of English language learners of using TikTok for vocabulary acquisition but also has important limitations. The generalizability of the research findings is limited by first the sample of 160 students from a single institution. By adding in a more diverse sample, including from different educational backgrounds, age groups, even geographical locations, one can get a broader understanding of how effective TikTok is in vocabulary learning in different contexts. Moreover, convenience sampling can render bias as participants were sampled based on their availability as opposed to random selection, so the sampled population may not be representative and therefore not reflective of the population of English language learners in general.

Furthermore, data were collected through questionnaires and interviews; this might have an effect of respondent bias. Respondents might offer what they expect to be expected of them or give generic responses that do not clearly depict their actual feel and attitude towards TikTok as a learning tool. Another issue is the duration of the study where the study did not include ample time to determine the impacts of TikTok on learned vocabulary after using it for an extended period. Perhaps, a longitudinal study would help to explain how the continuous use of TikTok affects knowledge of vocabulary and language acquisition in the long run.

Furthermore, the fact that the study made a clear distinction between the two concepts at work, it did not consider any other elements of the learning process such as grammar, pronunciation or effectiveness of the language being learnt. Further research may include

investigation of the effects of TikTok on other language skills as the above results only provided a general view of the effectiveness of this social media application in teaching languages. The research did not include questions about the participants' experience with TikTok or their IT proficiency, which already determines how actively students use it in learning. There is also a method by which cultural factors may affect participants' perceptions and use of TikTok because varying cultural beliefs can exist about social networking sites and education. This study may not capture such differences and as such the generalization of the findings to other cultural environments may be a challenge. In conclusion, the study adds value to the knowledge about the use of TikTok application in Enhancing vocabulary among the ELL students; however, the implications of these limitations acts as a measure of precaution on the findings. To overcome these limitations of the study, future studies should use a diverse subject pool, incorporate random sampling procedures, and examine the potential concussive impact of TikTok on different facets of language acquisition. The reviewed study gives an insight into how the Iraqi learners perceive the effectiveness of the TikTok in their acquisition of the English vocabulary. Nevertheless, as it was already indicated, one of the main weaknesses of the study is the fact that it targets a specific segment of the population, in terms of cultural and educational levels, and as a result the generalization of the results might be limited.

Moreover, the research also makes extensive use of Likert scale questionnaires and lack of subject heterogeneity in their selection procedure makes it difficult to capture all it might mean for the participants. The fact mentioned in the research focuses largely on the positive effects of the TikTok in enhancing English reading and writing as pinpointed by Zhai and Razali (2021).

That is why, it would be useful to dwell on the effect of the platform is on other types of language skills, namely listening and speaking ones. Nonetheless, the emergent results of research correlate with Alghameeti (2022)'s opinions and state that it is possible to leverage TikTok for enlarging the English vocabularies of learners. This discussion points to the need for future elaborate studies on TikTok to establish the various ways through which it impacts each facet of language skills.

Suggestion for further Study

In light of the descriptive results and limitations of the study in regards to the use of TikTok for acquiring interim vocabulary among the learners in English as a foreign language, the following research recommendations may be made. Firstly, it would be preferable to determine the changes that occur over the time concerning the impact on the increase of the citational vocabulary members and overall language usage. It would help in understanding how the long-term utilization of content from TikTok affects the learner's language proficiency.

Secondly, The generalization of the study should be improved by including more participants of diferent education level, different age and more participants from different geographical areas. Research works covering the analysis of other cultures, may show how different or similar cultural perspectives on social media and education may affect the use of TikTok as a learning tool. Also, it will be beneficial for researchers to conduct comparative studies in order to determine how effective TikTok is as a tool compared to other online tools or conventional teaching methods in teaching vocabulary. This will in turn assist in finding out the relative benefits and possible demerits of harnessing the popular social platform, TikTok in language acquisition.

Thirdly, future studies should research how TikTok impacts additional language learning capabilities which include grammar rules along with pronunciation and listening comprehension and speaking ability development. The educational benefits of TikTok require thorough investigation across complete language competency domains for a full comprehension of what it provides to learning.

Fourthly, the study of different types of TikTok content which prove most optimal for vocabulary education presents an opportunity to discover important findings. The combination of user engagement statistics like likes and shares and education results allows researchers to establish successful educational content creation techniques for TikTok. Research investigations should examine ways to develop the educational expertise of educators when they implement TikTok for educational purposes. Research and development of teacher training practices and educational methods for TikTok classroom implementation would provide useful information.

Fifthly ,the evaluation of digital literacy functions as an essential component in leveraging TikTok for language learning success. Educational developers should use student technological fluency insights to build specific educational resources that optimize both their learning engagement and their educational results.

Lastly this research about the problems students experience while using TikTok for vocabulary growth would generate information that helps instructors create better assistance for learners to overcome these obstacles. Researchers should explore both content reliability issues as well as distractions and the suitability of specific materials included. The understanding of digital vocabulary acquisition strategies for English language learners will improve through research which focuses on these specific problem areas.

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APPENDIX

Appendix 1 Questionnaire

The following statements 1 through 21 refer to Learner's attitude and perception toward using TikTok in learning English vocabulary .For each statement, please indicate whether you (1) Strongly Disagree SD, (2) Disagree D, (3) Neither Agree nor Disagree N, Agree A (4) and (5) Strongly Agree SA. By marking the appropriate number on the line of each statement.

Please give your first reaction to each statement and mark an answer for each statement.

No	Items	SD	D	N	A	SA
1	The use of TikTok increased my language learning productively					
2	Using TikTok was effectively improving my language learning					
3	Learning English language using TikTok is convenient for me					
4	TikTok application helped my vocabulary retention and its usage					
5	I will use TikTok in learning vocabulary in future					
6	I will not stop using TikTok for learning vocabulary					
7	I am excited to use TikTok for vocabulary learning					
8	I use TikTok to share new vocabulary with my friends					
9	Vocabulary learning through TikTok is a fun way of language learning					
10	TikTok was easy to use					
11	It was easy for me to become skillful in discovering information via TikTok.					
12	TikTok makes obstacles in learning vocabulary .					
13	TikTok usage is waste of time for vocabulary learning.					

14	The utilization of TikTok increased the vocabulary learning chances .					
15	TikTok offered varied ways of vocabulary learning.					
16	Vocabulary learning through TikTok makes attractive learning .					
17	It takes less time to pass on the Vocabulary related information through TikTok					
18	Vocabulary through TikTok saves the time.					
19	Difficulties level is varied in Learning vocabulary via TikTok.					
20	I found that TikTok is useful in my English language learning.					
21	Learning English Vocabulary through TikTok is a good idea					

Appendix II Open-Ended questions

For my master's thesis at Tokat Gaziosmanpaşa University I am doing a study on the effective use of TikTok in EFL classes to enhance your English vocabulary. Your **frank** and **honest** answers to the interview below will provide the kind of information I need. So that you can feel free to answer with what you really feel and think, your answers will be kept anonymous.

1. Do you think that TikTok affects your English language vocabulary development? If yes, how?
2. What are the positive aspects of using TikTok in EFL vocabulary development?
3. What are the negative aspects of using TikTok in EFL vocabulary development?

RESUME

