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Master's Dissertation/
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INVESTIGATING THE USEFULNESS OF TIKTOK AS MEDIA FOR LEARNING ENGLISH: A CASE STUDY

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ABSTRACT

With the support of advanced Web 2.0 technology and the proliferation of smart mobile devices, social media have gone from being a form of entertainment to a fully integrated part of nearly every aspect of our daily life. Against this background, more and more education scholars are showing an interest in exploring the possibilities they offer for improving students' motivation and academic performance in general. Specifically, it has been the field of foreign language learning which has shown greater interest in the utilisation of these social media. However, few studies have been conducted to analyse language learners' position as regards the utilization of these platforms for didactic purposes. The present Master's Dissertation aims at filling this gap by investigating secondary school students' perception on using TikTok, one of the fastest growing social media among teenagers today, to learn English as a foreign language. To this end, an exhaustive study of the potentials of the TikTok application in EFL learning is conducted in the first part of this document. Then, a teaching innovation proposal in which TikTok is the backbone has been designed and implemented in a sample of 56 secondary school students. Finally, a survey has been carried out to find out participants' opinion about the use of TikTok for English learning. The overall response to the survey was promising as most of the participants showcased a positive attitude towards the integration of this application in their English language learning process.

Key words: social media; TikTok; EFL; communicative skills; secondary school students

RESUMEN

Con el avance tecnológico de la Web 2.0 y la multiplicación de dispositivos móviles inteligentes, las redes sociales han pasado de ser una forma más de entretenimiento a una parte completamente integrada en casi todos los ámbitos de nuestra vida cotidiana. En este contexto, cada vez son más los académicos interesados en explorar las oportunidades que ofrecen las redes sociales para mejorar la motivación y el rendimiento académico del alumnado. En concreto, ha sido el campo del aprendizaje de lenguas extranjeras el que ha manifestado un mayor interés en la incorporación de estas redes. No obstante, pocos estudios se han encargado de analizar la actitud de los aprendices de idiomas respecto a la utilización de estas plataformas con fines didácticos. Por ello, el presente Trabajo de Fin de Máster aspira a llenar ese vacío investigando la

percepción del alumnado de secundaria sobre el uso de TikTok, una de las redes sociales más utilizadas entre los adolescentes de hoy, para aprender inglés como lengua extranjera. Para tal fin, en la primera parte de este documento se ha llevado a cabo un estudio exhaustivo sobre el potencial de la aplicación TikTok en el aprendizaje de inglés como lengua extranjera. A continuación, se ha diseñado una propuesta de innovación docente con TikTok como eje central y se ha implementado en una muestra compuesta de 56 estudiantes de educación secundaria. Finalmente, se ha realizado una encuesta para conocer la opinión de los participantes sobre el uso de TikTok para aprender inglés. La respuesta general a esta encuesta fue prometedora ya que la mayoría de los/as alumnos/as mostraron una actitud positiva hacia la integración de esta red social en su proceso de aprendizaje de inglés.

Palabras clave: redes sociales; TikTok; inglés como lengua extranjera; habilidades comunicativas; alumnado de educación secundaria

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1. INTRODUCTION

The total immersion of society in the new digital era is a fact. This technological revolution has generated very significant changes in a variety of fields and, most importantly, has had a decisive effect on individuals and how they communicate, share information, learn and in general, behave as citizens.

Some decades ago, the World Wide Web was a one-way information transfer tool in which only those people with a high degree of expertise on digital media could create, publish and modify web pages. Users, on the other hand, could only view those websites, but they lacked the knowledge to add any new content. As time goes by, a new conception of the web as a platform for computing and collaborative interaction has emerged, giving rise to the so-called Web 2.0. In this Web 2.0, users have the opportunity to be both producers and consumers of digital contents, regardless of their digital skills.

The rise of Web 2.0, together with the refinement of software tools and the development of more advanced computers and mobile devices has led to the rapid proliferation of social media applications and websites. This type of media has become an integral part of the day-to-day lives of millions of people around the globe. Proof thereof is the fact that, in the last few years, social media have turned out to be the world's most popular tools for communicating with other people and sharing information in a variety of forms (text, image, audio and video).

Quite a few social media websites have reported an abrupt increase in usage during and after Covid-19 lockdown. With social distancing measures in place across the world, social media partially fulfilled the basic human need for physical contact. Thus, people from all age groups turned to social media to get informed about measures to fight the Coronavirus pandemic, maintain their relationships with family and friends and access different forms of entertainment. Therefore, it could be stated that social media have had a significant role during the Covid-19 crisis and their influence and impact are still visible in various areas of our lives: from work, through entertainment, to shopping.

Following Gupta and Bashir (2018), there are four main reasons why people use social media applications, which are getting entertained, maintaining social ties, getting informed of what is happening around you and learning. With the spread of e-learning resulting from Covid-19 lockdown, the use of social media for academic purposes has gradually become a major factor to be considered. In times of massive school closures, most education systems were obliged to adopt feasible alternatives to face-to-face teaching and learning. Many teachers moved to remote learning environments and activities online to support the continuity of instruction despite social distancing measures. In many cases, social media such as Instagram, Google Classroom or Edmodo were used to support the access to continued learning. As it can be guessed, this unprecedented situation meant a lot of effort and challenges for teachers, who had to rely on digital media more than ever before.

Students, on their part, also had to face the challenges of the sudden shift to distance learning. Kapasia et al. (2020) investigated how lockdown had had an influence on students' learning performance. Results showed that Covid-19 confinement badly impacted students' learning experience. Some of the inconveniences that the participants in the study admitted having faced during their online classes included anxiety, depression and slow Internet connection. But without a doubt, a major concern during Covid-19 lockdown was students' access to digital learning resources like desktops, laptops or tablets that enabled them to continue learning from home.

It is in this context that the idea of this study arises. One of the assets of social networking platforms is that they can be accessed from varied mobile devices including wireless laptops, mobile phones or tablets. Assuming that every family has more than one mobile device at home, it would be advisable to foster the implementation of social media as an educational tool to ensure online or blended learning programmes, some of the most widely-used instructional modalities nowadays.

Given the ubiquitous presence of social media in our lives, there is an increasing academic body of literature related to the pedagogical and social benefits of using these tools for educational purposes. These perceived pedagogical affordances allow both teachers and apprentices to communicate with one another, do collaborative tasks and share resources, among others. Advocates of the implementation of social media in educational settings hold that these websites have become an omnipresent part of the

daily lives of these students. Hence, teachers should benefit from the spread of these services and use them to encourage self-learning, enhance students' communication skills and, in general, increase student engagement.

As far as second language (L2) or foreign language learning (FLL) is concerned, we have recently seen a drastic shift in favour of integrating technology into language lessons. As Azlan et al. (2019) suggested, language teaching and learning has experienced substantial paradigms shifts by reason of the spread of new technologies around the globe. The development of technology in the past fifty years, the improvement of mobile devices and the Web 2.0 have provided language teachers with large quantities of input to expand language acquisition outside the classroom. More recently, social media sites have added a new form of authentic learning environment.

Throughout the history of second language acquisition many scholars have struggled to detect the challenges associated with learning a foreign language in a country where that language is not the official or national language. Lack of native-like resources and lack of authentic teaching experience deriving in low student motivation to learn a new language were some of the challenges detected. Today, thanks to the proliferation of social media, language learners have available a substantial amount of authentic materials to improve their language skills. For this reason, social media could be regarded as a catalyst and a new channel for attaining second language proficiency.

Bearing in mind the important role that social media play in our day-to-day life, the present study aims at examining the impact and power of these tools on education. More specifically, this paper is intended to shed light on secondary-school students' attitude towards the use of the social network TikTok for learning English as a foreign language.

TikTok is a new social networking site that gives its users a platform where they can express themselves through video content. Although it made its debut in 2016, it was not until the Covid-19 lockdown when TikTok's popularity exploded worldwide. During pandemic, social media platforms integrated with short videos became one of the most popular form of entertainment for a variety of audiences. This was especially evident among the younger generations, for whom TikTok became one of the preferred pastimes. Its widely diverse and dynamic video contents as well as its unique features made of TikTok the best way to cope with anxiety and social distancing during Covid-

19 lockdown. In this context, TikTok was the most downloaded app in 2020 and 2021, thus exceeding other social media applications such as WhatsApp or Facebook.

Although there is no extensive research on how TikTok can facilitate the acquisition of English as a foreign language, it cannot be denied that, at first sight, this social network provides a lot of engaging and appealing educational opportunities for language classes. For this reason, the research project described here seeks to fill the gap by exploring the feasibility of utilising this social media platform to support language learners to enhance their language skills.

Based on the arguments above, the following three research questions can be posed:

1. What are the potentials as well as the drawbacks of using social media in education?
2. What is secondary school students' perception of using TikTok to learn English as a foreign language?
3. Can the TikTok application be regarded as a new instructional tool for the teaching and learning of English?

In order to answer the aforementioned research questions, this document is structured in several clearly differentiated parts: First, a literature review will address the strengths and weaknesses of incorporating social media into the context of education, and more specifically, in English language lessons. Special attention will be given to the properties and potentials of TikTok application to become a medium for the teaching and learning of English as a foreign language. Second, with the purpose of analysing the pedagogical affordances of this social network, a preliminary evaluation of this digital resource will be conducted using the Spanish *Norma UNE 71362:2020*, developed by the *Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado* (INTEF). Third, a teaching innovation proposal with TikTok as the guiding thread will be presented. This proposal will consist of a didactic sequence involving activities to teach the four communicative skills: listening, reading, speaking and writing. In the subsequent section, the data collection instrument and methodology will be outlined, followed by a discussion of the main findings of the research. Finally, the

limitations and the lines for further research, as well as the main conclusions of the study, will be expounded in a final section.

2. LITERATURE REVIEW

2.1 Learning in the digital age

Due to the spread of Information and Communication Technologies (ICTs) in the last decades, a growing interest has developed in how computers, tablets, mobile phones and Internet tools in general can be used to improve teaching and learning processes. This interest has intensified since Covid-19 came into being in 2019. This Covid-19 pandemic meant a large-scale revolution in different spheres of human life: from how we work to how we shop or entertain ourselves. But without a doubt, these shifts have been particularly visible in the sphere of education. As schools and universities had to remain closed, it was imperative to urgently rethink the training processes in terms of non-face-to-face lessons. Teachers at all educational levels had to dramatically adapt their conventional methods to e-learning through which instruction was undertaken remotely so as to ensure continuity of learning and teaching during the pandemic. Students, on their part, relied more than ever on their computers, tablets and the like to attend online classes.

This unprecedented situation made evident the fact that ICTs have become an indispensable part of our lives. They did not only help mitigate the impact of the Covid-19 crisis on economic activity during quarantine, but also they facilitated online medical consultations and enabled human interaction. As far as the field of education is concerned, it could be argued that educational systems across the world are not longer the same since the Covid-19 outbreak: the integration of ICTs was accelerated to such an extent that at present, they have become an integral part of post-pandemic education.

The transition from face-to-face to online learning, however, is not a new phenomenon under discussion. In fact, the adoption of technology as a learning tool has become the core focus for researchers worldwide since the 1970s. Their main concern has been whether implementing technology in the classroom can benefit students' learning processes or not. Broadly speaking, there is widespread belief that ICTs are a powerful educational tool. On the one hand, it has been suggested that

technology effectively promotes student-centred methods through which pupils become active, responsible participants in their learning. McMahon's analysis on the correlation between computer-aided learning environments and students' development of higher order thinking skills (2009) indicated that ICTs play a very positive role in the acquisition of critical thinking skills such as problem-solving and decision-making. Likewise, Ghavifekr and Rosdy's study on the efficacy of utilising ICTs in Malaysian schools (2015) proved that a successful implementation of ICTs helps encourage an active learning environment that is more interesting and productive for both teachers and students. These results also fall in line with those expressed by Macho (2005), who demonstrated that the integration of technology in schools enhances student engagement.

On the other hand, Lee and Bailey (2020) reported an increased flexibility to study anywhere and at any time as another of the advantages of online learning. Additionally, ICTs are said to offer greater opportunities for collaborative learning. This is mainly due to the wide collection of e-collaboration technologies (e.g. social networking services; videoconferencing, wikis, microblogs, etc.) available today (Gertrude, 2015).

Besides fostering students' engagement and autonomy, flexible learning and collaboration both inside and outside the classroom, tech tools and web 2.0 applications are believed to trigger the creative process. Creativity has become one of the paramount skills to develop a successful career in the 21st century. As a result, teachers of all curriculum areas are increasingly implementing strategies that help promote creative thinking in learners. Modern technologies can bring new and varied possibilities for students to be creative. According to Henriksen et al. (2016), this is so because technology makes it possible for content and knowledge to be created, shared and discovered faster and farther than ever. From collecting data or ideas online to sharing image-based or text-based contents across global websites such as YouTube or Twitter, this explosion in technologies has surely set a new framework for creative thinking development.

Bearing in mind the different learning opportunities provided by technology, it is not surprising that its incorporation in didactic programmes is one of the fastest-growing education trends today. Given the increasing presence of tech tools in

teaching and learning processes, the following questions arise: how can digital tools be used to help create real-life connections in the classroom? In which ways can technology enable student-teacher and student-student interaction? The answer to these questions could be the creation of an online teaching-learning space. This "virtual classroom" has received the name of *Virtual Learning Environment* (VLE).

VLEs are web-based platforms that enable teachers and students to share learning materials and communicate with each other through instant messaging chats. Green, Brown & Robinson (2008) refer to VLEs as “software packages that allow an instructor to deliver portions of or an entire course via a web-based environment” (Green et al., 2008, p.17). Dudeney & Hockly (2007), on their part, emphasise the interactive character of VLEs as they can host a variety of quizzes, questionnaires, etc. As can be deduced, VLEs have been designed to provide interactive learning experiences that go beyond the classroom through motivating resources.

Nowadays, different types of Virtual Learning Environments can be found, normally differentiated by the computer tool or application that is used. Each VLE presents their own benefits and possibilities that are adjusted to certain types of learning contexts. According to Salinas (2011), the most frequently used VLEs in schools are:

a) e-Learning platforms or Learning Management Systems (LMSs)

These applications were born with an exclusively educational purpose during the 1990s. They are regarded as the most complex Virtual Learning Environments because they contain a great variety of functionalities. For instance, on the same platform a forum, a tasks agenda and a content repository can be found. A key benefit of this type of VLEs is that they give greater control to the administrator of the platform, so teachers can customize their virtual classroom according to their students' educational needs. Some examples of e-learning platforms would be *Moodle*, *Dokeos* or *Google Classroom*, the latter being one of the most used today.

b) Blogs, wikis and social media

Born during the earliest years of the 21st century, these virtual learning environments were not originally designed with an educational purpose. However, due to their communicative potential, their ease of use and their proximity to teachers and students'

daily life, its use was adapted to an educational context. These web 2.0 tools are characterised by enabling both teachers and learners to actively participate in the publication of content, interact and cooperate with each other. *Wordpress* (blog), *PBWorks* (wiki) and *TikTok* (social network), to name a few, could be included within this category of VLEs.

That said, it must be highlighted that Virtual Learning Environments should not be relegated to non-face-to-face education since their contributions in face-to-face teaching are also very valuable.

A research conducted by the Joint Information Systems Committee (JISC) in 2008 showed that Virtual Learning Environments encourage autonomous learning and boost students' motivation to learn. Additionally, Ofsted (Office for Standards in Education, Children's Services and Skills) (2009) evaluation of the development of VLEs in a sample of colleges, primary and secondary schools across the United Kingdom proved that VLEs enhance learning particularly because they offer students the opportunity to reinforce and to 'catch up' on missed material. Further research on VLE platforms conducted by Diochon & Cameron (2001) added that these virtual classrooms prompted students to become active learners, which in turn increased their enthusiasm, confidence and capacity. Moreover, students could enjoy collaborative experiences with peers that provided them with greater opportunities to develop job-readiness skills and competencies (Diochon & Cameron, 2001). Diochon & Cameron's findings were supported by succeeding research undertaken by Downing & Chim (2004), who found that introvert students became more extroverted when involved in online discussion forums and therefore, their participation increased.

In summary, Virtual Learning Environments have been reported to have a positive impact on students' learning process: they promote active learning, increase motivation and self-confidence and enhance communication and collaboration between teachers and students.

As has been discussed, learning in the digital age takes place mainly through virtual learning spaces. In order to access these virtual classrooms, students have at their disposal a wide array of devices. At present, more and more Virtual Learning Environments are developing their functionality on portable devices such as wireless

laptops, mobile phones or tablets. These VLEs which can be accessed through portable devices are especially devoted to the teaching of foreign languages. This is how *MALL* (Mobile Assisted Language Learning) has become an important opportunity for teachers to render greater exposure to another language. It should be noted that MALL is a quite novel term that may be traced back to two decades ago. Together with CALL (Computer Aided Language Learning), MALL is transforming already existing language learning methods and is seen as “the next frontier being researched for its potential in enhancing English language learning” (Hashim et al. 2017, p. 45). In this regard, Stockwell (2013) claims that, given the ubiquitous presence of mobile devices nowadays, it is not surprising that more and more language educators show interest in researching the learning opportunities they apparently offer.

The potential benefits of using mobile technologies to promote language practice have attracted the interest of several researchers over the past several years. So far, it has been confirmed that mobile learning technologies constitute an effective strategy to teach vocabulary (Chen & Li, 2010; Kim & Kim, 2012), to facilitate the acquisition of grammatical features and help ameliorate reading comprehension (Hsu, Hwang & Chang, 2013), to better writing skills (Ivić & Jakopiec, 2016) and to improve pronunciation and communication skills through the recording of their own voice (Hwang et al., 2014).

In view of these findings, it can be asserted that MALL is opening the way for new forms of language learning. The regular use of handheld devices by the youth constitutes a reality that teachers must acknowledge in order to test their feasibility within an educational scenario. Among its advantages, it has been observed that MALL simplifies access to virtual learning platforms, which in turn have been found to create new opportunities both for language teachers and learners to make language learning happen without time and location limit. The next section will aim to analyse the suitability of Virtual Learning Environments. Specifically, a kind of VLE, *social media*, will be focussed on so as to examine the pros and cons of using them as a potential tool in academic environments.

2.2 Social media for educational purposes

Social media have become a part of many people's lives, especially after Covid-19 pandemic lockdown when they turned into our primary sources of information and communication. Hagler (2013) suggested that social media are digital applications designed to help people accomplish diverse tasks like communication, discussion, private chatting and selling products. Nonetheless, the uses of social media are certainly on the rise as they have now expanded to reach all life's aspects. One of those aspects influenced by the increasing role of social media platforms in everyday life is education. Before starting examining the affordances and limitations that social networking sites may have when used as educational tools, a definition of the term "social media" will be first offered.

On account of the fact that new social media platforms are released almost every day, there does not seem to be a precise definition of "social media" (Kaplan & Haenlein, 2010). Yet, in an attempt to provide a general definition, Robbins & Singer (2014) conclude that social media are "any technology that facilitates the dissemination and sharing of information over the Internet" (Robbins & Singer, 2014, p. 387). More specifically, Kaplan & Haenlein (2010) tried to narrow this definition by claiming that social media comprise any Internet-based application whose main functionality consists in allowing the creation and exchange of consumer-generated content.

Both definitions have something in common: the idea that social media were originally created to enable people create and share information. This exchange of information can take as many forms as social media applications exist today: on the one hand, social media can be used for communicating with friends and family (e.g. Facebook, WhatsApp, Instagram) or with more professional contacts (e.g., LinkedIn, ResearchGate). On the other hand, social media can also be employed for more specific activities such as sharing user-generated content and discussing it (e.g. Twitter), blogging (e.g. Tumblr, WordPress), gaming (e.g. World of Warcraft) and collecting or "pinning" information available online to view later (e.g. Pinterest).

A 2018 Pew Research Centre survey of teen social media use found that around half (51%) of American teenagers aged 13-17 are online on a constant basis whereas 97% use a social media platform like YouTube, Facebook, Instagram or Snapchat daily.

On another note, a 2021 questionnaire survey of 500 young adults between the ages of 11 to 18 years in Sussex (UK) showed that 73% of participants used three or more social media sites on a daily basis as they felt these platforms allowed them to keep and improve relationships among peers (Mgekn et al., 2021). Bearing these findings in mind, it is not surprising that educators worldwide have contemplated incorporating social media as an educational technology platform in the classroom. In fact, there seems to be a growing body of research exploring the potential implications that social networking sites may have in the educational process.

The earliest studies on the implementation of these tools for pedagogical intentions were centred on the use of blogs in the classroom setting. Perhaps, this is due to the fact that blogs mirror traditional classroom literacy practices more than any other social media tool. These studies proved that there are many good reasons for teachers to embrace blogging. First and foremost, blogs facilitate interpersonal human communication, which is one of the very first and basic parts of today's globalised world. Additionally, they are versatile tools that grant learners the possibility to create and publish a variety of posts: from news to personal stories and interviews. This improves students' literacy as they are encouraged to read and write. Moreover, blogs can be used as digital portfolios where students can keep track of their progress over time and reflect on their own learning. Finally, teachers can also benefit from blogs to store lessons online, publish newsletters, stay connected with students and keep parents updated about their children's progress.

As new social media platforms continue to gain popularity, current research on the application of these technological means for academic achievement has new strands that go beyond the traditional blog. Academics are now interested in assessing the educational features of new, highly interactive social networking sites such as Facebook or Twitter and their contribution to student collaboration and engagement. Even though classroom social media incorporation is now a widely-studied topic, there still does not seem to be unanimous agreement on whether social media bring more benefits than drawbacks to students.

In 2013, Strasburger & Hogan examined the impact that social networking sites had on the minds of children and teenagers. They compared the pros and cons of using social media over the participants' physical and mental health. Results revealed that

children from the age of 8 to the elder teens devoted more than 11 hours a day over different social media which led to lack of sleep and lesser time spent on studying. In line with these results, Derbyshire (2009) stated that overusing social media can lead to self-centred personalities, a need for instant gratification, shorten attention spans and anxiety, among others psychological problems.

Cyberbullying is believed to be another of the main dangers that adolescents may face when using social media. Scholars hold that this occurs because social media sites make it easier to bully through instant messaging (Fouts, 2012; Stout, 2011). A study led by Hinduja and Patchin (2009) concluded that 21.1% of cyber victims declared that the offender was someone who attended their school while only 6.5% stated that the offender was an unknown person. Research suggests that students who face cyberbullying are more likely to have poorer academic performance than those who have not been victims of online harassment (Hinduja & Patchin, 2009).

Some teachers and parents are skeptical of the use of social media in the classroom as they suggest their use implies a higher exposition to offensive material. In a study conducted by the National School Boards Association (2007) on 1,277 students aged 9-17 it was found out that 20% of participants had seen inappropriate pictures on social media sites and 18 % had observed improper language use. In addition, parents add that social media make students more susceptible to online scams like identity thefts (Fodeman & Monroe, 2011).

On the contrary, numerous educators argue that the benefits of incorporating social networking practice in education outweigh the constraints. Consequently, in higher education, many developed countries are successfully integrating social media in their education systems.

Social media as engagement tools

One of the positive outputs of integrating social media in the classroom lies in their ability to stimulate active learning. Because students are familiar with and enjoy surfing online environments, they are automatically more receptive to course material posted via social networking sites. According to Lumby et al. (2014), social media “open up the new possibility of engaging students in their own active learning” (Lumby et al., 2014, p. 129). The same idea is also shared by Junco et al. (2011), who claim that when

a teacher is able to connect students' own experiences with the learning material, he/she can inspire students to achieve certain learning goals at the same time that they become independent in their study. Blaschke (2014) agrees that these interactive applications provide learners with a great deal of resources of authentic materials that encourage independent and active learning. A study carried out at Lock Haven University in Pennsylvania found that the use of Twitter increased students' eagerness to play an active role in the learning process. The treatment group received a series of assignments and discussions that incorporated the social networking site Twitter. On the other hand, the control group was sent the same assignments but did not use Twitter. Results showed that students who had used Twitter were more motivated and participative than the control group (Kessler, 2010). Therefore, when used appropriately, social networking tools can provide teachers with an opportunity to keep their students engaged in the learning process.

Social media and individual differences

Besides, it has been ascertained that these browser-based applications can help teachers reach those students who are reluctant to express their opinions and take part in traditional classroom activities such as debates and discussions. These students are usually silent during the class time and that might affect their learning development (McBride, 2009). Hence, some scholars such as Chartrand (2012) propose that social media can be an excellent opportunity to encourage these students to build their self-confidence by giving them the opportunity to express their ideas and thoughts in more comfortable settings. There are other cases in which learners do not actively participate during the lessons because they feel discouraged and unmotivated. Faizi et al. (2013) suggested that social networking sites could be the perfect alternative for this kind of students so that they could express their ideas and creativity through a medium with which they feel at ease. In other words, teachers have now the opportunity to attend individual differences among students more effectively.

Social media as collaborative platforms

Collaborative learning is another potential benefit of incorporating social media in the classroom. Taking into account that these platforms were originally created with the purpose of boosting human interaction and knowledge sharing, teachers can take advantage of this to promote student collaboration. Faizi et al. (2013) stated that social

media make it easier for students to work together to achieve a common goal. Some years later, Al-Rahmi & Zeki (2017) added that the implementation of social media in classroom does not only have a positive impact on collaborative learning but also they lead to a better performance by learners. Accordingly, it could be inferred that social media can potentially provide different opportunities for student collaboration and interaction.

Social media foster student creativity

Classroom social media incorporation has often been seen by many scholars as a way to enhance students' creative thinking. They argue that social media platforms do not only promote interaction and knowledge sharing but also they catalyse imagination and originality (Loveless, 2002). In Peppler's (2013) words, they offer "important sites of creativity" (p. 194). Dennen (2018) asserted that these web-based tools foster student creativity by creating "the potential to open up classroom experiences and making them more learner-centred" (p. 239). Posting microstories on Twitter, recreating scenes from a book with videos and share them on Instagram or YouTube or making a collaborative board on Pinterest are a few examples of tasks that may be implemented through social media to develop a creativity-supportive learning environment.

Social media boost distance learning

Finally, it has been discussed that social media allow for more e-learning opportunities as well. As they offer greater flexibility in terms of time of study for both teachers and students, courses can be more dynamic and easy to follow. Additionally, the space for learning is not a big issue anymore as learning materials can be posted online and every student can access them, ask questions and exchange views with classmates, which will improve the learning experience (Liu, 2010). In this respect, it should not be forgotten that in times of Covid-19 lockdown, video conferencing platforms like Zoom or Skype became one of the most powerful distance learning media.

To sum up, it could be asserted that research shows that when used appropriately, social media sites and applications facilitate teaching practices and allow for effective and engaging ways of learning.

This vast amount of studies on the potential benefits and constraints of social media for educational purposes contrasts with the fewer analyses in the literature that examine teachers and students' perceptions of these social networks. Among them, it is worth mentioning Tasir et al.'s (2011) study on students' perception of the current e-learning system in Malaysian universities and the idea of adopting social networking as the main online learning platform in higher education. Study outcomes were classified as very positive. Reasons given include higher interactivity with peers and teachers and immediate feedback. Moreover, they added that "social networking applications enable them to be knowledge producer rather than consumer" (Tasir et al., 2011, p. 73).

These results were supported by the findings of a study undertaken by Professors Tur et al. (2017) on students' use and perception of Twitter as a learning tool. They carried out a comparative analysis at two universities in Spain and the United States with a total number of 153 participants. The overall results in this analysis showed that both Spanish and American students highly accept Twitter to be a main platform of e-learning. These findings also indicated that, whereas the Spanish participants emphasised the value of this application to find and share information, the American ones highlighted its interactive and collaborative potential.

As regards teachers' perception of social media as learning tools, several surveys and interviews show that most teachers worldwide believe in the possibilities of enriching traditional formal face-to-face learning environments with the social media. In spite of this, there are still few of them who have already embraced social media in the classroom. Among the barriers that prevent them from implementing social media as educational technology platforms in the classroom they highlight two: i) shortage of materials resources such as electronic devices (laptops, tablets, ...); and ii) they have not received adequate training for using social media safely in the classroom (Agustrianita, 2017).

As has been proved above, many studies have been conducted to test the feasibility of using social networking for educational purposes. Numerous powerful benefits have been reported both by teachers and students: social media increase students' engagement and motivation, build community and facilitate student-student and student-teacher communication, foster students' autonomous and collaborative learning, enhance students' creativity and allow flexibility to learn anywhere and at any time.

In the following section the exploration of the potential on the utilization of social media as educational tools will continue, but this time, special attention will be paid to the teaching and learning of English.

2.3 Social media for EFL learning

So far, the Internet as well as computers, TVs, DVD players, smart boards and other electronic devices have greatly contributed to help English language learners master the target language, leading to what Krashen (1982) calls “subconscious language acquisition” (Krashen, 1982, p. 10). However, one of the most important expansions nowadays to the use of computers and mobile phones in English as a Foreign Language (EFL) learning is the idea of utilizing virtual learning environments, and specifically, social media sites as educational tools.

In the EFL context, social media are believed to offer multiple specific opportunities for students to improve their language learning performance. English is indeed one of the most widely used languages on social media websites since it is considered a global language or lingua franca. Consequently, it is no wonder that social platforms have been regarded as a key tool for supporting language learning. In fact, extensive studies published have suggested that the utilisation of social media can help increase English language learners’ proficiency in a number of ways.

To start with, social media have considerably changed the way people communicate. Thanks to them, new channels of communication have been opened wherein multiple users can communicate with each other in real-time. If social networking sites facilitate interaction among people, then they could be utilized for uses they were not primarily intended for such as ameliorating language learners’ communicative competence. The history of EFL teaching has witnessed a great deal of changes concerning strategies, methodological approaches and sometimes the roles of teachers and learners. Yet, the goal has always been the same: making EFL learners communicatively competent in the target language. EFL teachers can now take advantage of social media applications in order to create and assign a variety of activities that foster students’ communicative competence: from recording and delivering oral or written work using synchronous communication (real-time

interaction, such as video conferencing or instant messaging) to asynchronous communication (writing emails or blog posts) (Sipra, 2013, p. 126).

In addition, social media can effectively improve EFL learners' communicative competence in the target language by increasing their exposition to authentic language use in real contexts. Social media websites enable traditional boundaries to be crossed, providing learners with the opportunity to combine traditional text-based materials with authentic sources of information. Authentic materials in English teaching and learning are here understood as English texts that were not written to be used in the English classroom and consequently, the language used is not simplified or artificial (Clavel-Arroitia & Fuster-Márquez, 2014). Chartrand (2012) argued that EFL teachers are responsible for teaching a real language to English language learners, a language which is used in everyday conversations, and social media are a great source for this language. Cabrera (2018), in turn, highlighted that social media services provide language learners with ample authentic materials, and this is the reason why language teachers should back their implementation in schools. All in all, it could be stated that, together with newspaper articles, daily magazines, TV series, films and songs, social networking sites are valuable tools to create learning environments where English language learners can be exposed to authentic input.

The review of literature reveals many social media applications and websites that are currently used in foreign language classes to boost students' interest and motivation. A study conducted by Junco et al. (2011) found that the use of Twitter has a beneficial effect on students' commitment levels in English Second language (ESL) courses. Another study by Tubagus Zam Zam Al Arif (2019) reported that EFL learners are optimistic about the utilisation of social media in English language learning. In their view, social media use does not only encourage them to perfect their English language skills but also they increase their motivation and willingness to study a foreign language. More recently, other famous social media applications such as Instagram, Snapchat and WhatsApp have also been found to enhance EFL learners' interests and motivation to use English for communication purposes in virtual environments (Abdulaziz, 2020; Akkara et al., 2020).

Further advantages derived from the employment of social networking sites for EFL learning include reducing speaking anxiety (Madzlan et al., 2020), enhancing

students' intercultural competence by improving exposure to target language culture (Chun, 2011) and increasing students' participation in classroom activities as the majority of teenagers are active consumers of social media.

Even though there is a huge variety of specialised social networking sites for EFL teaching and learning (e.g. Duolingo, Busuu, My Happy Planet, Babbel, Livemocha, Lingualia, etc.), Facebook continues to be one of the most widely used platforms for this purpose. Multiple studies confirm its leading role in EFL classrooms. Kabilan et al. (2010) claimed that Facebook is one of the most advantageous applications that can be used by English language students to improve their language skills. Additionally, they argued that this social platform offers teachers the opportunity to make contact with their students outside of the classroom and discuss the assignments, classroom events and other information related to the lessons. Leaver and Kent (2014) posited that Facebook allows students to undergo better online learning experiences as they can share resources, present materials, critique or review texts, or comment on each other's work.

In addition, numerous researchers have endeavoured to prove that Facebook can be effectively used in English language lessons to expand learners' proficiency in the four language skills, namely reading, listening, writing and speaking. For instance, Bani et al. (2014) proved that Facebook groups are an effective and beneficial approach when teaching EFL writing. Moreover, the researchers reported that Facebook can be also used to expand students' vocabulary knowledge. Vikneswaran and Krish (2016) also investigated how Facebook can be utilized to improve English language learners' writing skills. The analysis of the data they obtained revealed that using Facebook to perform writing tasks made students write better due to many factors including peer influence, cooperative learning and the exchange of feedback. Ensuing research implemented mainly in Indonesian schools and universities added that posting short videos on Facebook can also help improve EFL learners' proficiency in the speaking and listening skills (Arfiandhani, 2020; Putrawan & Riadi, 2020).

The other well-known social media application that has been examined for educational purposes is YouTube. Terantino (2011) stated that YouTube is one of the easiest web-based tools to implement in classrooms due to the fact that it is easily accessible from different devices such as smart phones, laptops, computers and iPads.

Terantino (2011) added that YouTube is well-liked by most teenagers and therefore, teachers can benefit from its popularity among learners and try to find ways to integrate it into their teaching practices. Watkins and Wilkins (2011) noted that the wide range of varied content and its interactive community make YouTube “a tremendous resource for a multitude of educational endeavors” (Watkins & Wilkins, p. 113).

Although YouTube can be used as a learning tool in any subject area, it has many useful and helpful facets with regards to the teaching and learning of English as a foreign language. In fact, this platform features hundreds of English teaching channels which provide students with multiple lessons including grammar, vocabulary, speaking, listening, writing and pronunciation lessons. As for the latter, YouTube enables language learners to listen to different dialects in English, which will help them overcome any challenges they might encounter in the real world. As Watkins & Wilkins (2011) pointed out, “YouTube is an ideal vehicle to teach World Englishes and expose students to a variety of English dialects” (Watkins & Wilkins, 2011, p. 117). Finally, YouTube has been said to raise EFL students’ social and cultural awareness (Terantino, 2011) by increasing exposition to different cultures around the world.

Together with Facebook and YouTube, Twitter has become one of the top instructional tools among EFL teachers at present. Launched in 2006, Twitter remains as one of the world’s most trusted microblogging platform. Microblogging has shown a promising benefit in second and foreign language learning environments. In a research study conducted by Dhir et al. (2013), microblogging sites such as Twitter were found to assist learners in improving their reading comprehension and creative writing skills. Following the same line of thought, Dunlap and Lowenthal (2009) showed that Twitter helped students to achieve the ability to ask questions, summarise and effective writing. Aydin (2014), on his part, stated that Twitter is a powerful educational tool that enhances collaborative language learning, reading and writing skills. Nevertheless, Twitter is much more than a microblogging platform. As Mork (2009) argued, Twitter may also enhance students’ analytic thinking.

As has been shown, numerous studies have explored the consequences of utilizing social media to support language learners to enhance their language skills and proficiency. Broadly speaking, there seems to be a consensus on the usefulness of social networking sites to expand the learning environment beyond classroom settings.

Furthermore, three social networks have been reported to be especially advantageous for the teaching and learning of English as a foreign language, namely Facebook, YouTube and Twitter.

Facebook, YouTube and Twitter use was on the rise in 2020 due to Covid-19 lockdown. Nonetheless, it was TikTok, a China-based social video platform, which saw the highest level of user activity during confinement. At present, TikTok continues to grow in popularity and it has become one of the most prominent apps for entertainment among the Generation Z. Given the amount of time spent by these young people on TikTok, it seems reasonable to assume that this social platform could be taken into consideration for educational purposes.

Up to now, limited research has examined the value, impact and acceptance of TikTok in learning environments. Therefore, this study will address the gap by casting a critical eye over the use of this social networking site in EFL learning and teaching in a secondary education school. Before examining the feasibility of utilizing TikTok for EFL teaching in a real context, its main features will be observed.

2.4 Properties of TikTok

As has been discussed in the previous section, a number of scholars have pointed to the potential benefits of utilising social media as learning tools and “all agree that with right guidance, the advantages outweigh the disadvantages” (Shih, 2011, pg. 23). This means that, in order for teachers to start incorporating these innovative educational resources into their everyday teaching practice, they first need to know their main characteristics and implications for education.

Undoubtedly, TikTok is one of the fastest-growing social media services these days. Originated in China, it made its debut in early September 2016 with the name of *Douyin*. Because of its enormous popularity, TikTok was launched worldwide the following year, obtaining an even higher number of users. Statistically speaking, it was the most downloaded mobile application in 2018 in the United States and at present, it has more than 800 million monthly active users worldwide. Zheping (2018) dared to affirm that TikTok had surpassed Facebook and WhatsApp as the most popular app. Becerra-Chauca & Taype-Rondan (2020) added that it is the social network site with the youngest community members, with 41% of them aged between 16 and 24 years old.

Another key piece of information about TikTok's audience concerns the level of engagement they demonstrate on the platform: according to TikTok's deck (October 2020), the average TikTok user spends about 89 minutes per day watching the app, that is, nearly exactly an hour and a half.

The reason why this social platform app is very popular among youngsters lies in its unique and various features. With this app, users can create, edit and share up to ten-minute-long videos with a wide variety of filters and music as a support which can be either chosen from the app's own gallery or created by oneself. Some of TikTok's distinctive characteristics include sticker filters and video effects, voice changer filter, beauty filters, duet videos and other live features. Users can also interact with friends and other users around the world in comments and private chats. In addition, TikTok allows community members share videos made in other applications such as Twitter or Instagram easily thanks to its intuitive and user-friendly interface.

As can be observed in the description above, TikTok is a place where users can express themselves creatively through the creation and exchange of user-generated content. The entertainment value is TikTok's key selling point (dance challenges are indeed very common in this platform). However, users have reported other potentials of this platform like keeping up with the news or sharing recipes, healthy tips and beauty hacks. More recently, teachers have come to realise the fact that TikTok's videography features can serve to promote learning while enhancing students' active participation.

As a matter of fact, numerous studies have already addressed the reasons why teachers should incorporate videos in instructional processes. First, videos create an attractive and enjoyable learning environment. Second, videos can enrich the learning and teaching process thanks to the wide variety of these resources available today. Third, short video clips allow for more efficient processing and memory recall. And fourth, videos are good at appealing students' emotions, which in turns can boost their participation (Afidah, Sari & Hanifah, 2021). Hence, the fact that TikTok offers short video clips design makes it a significant and effective *EdTech tool* in this modern digital world.

2.5 Potentials of TikTok in EFL learning

In view of the fact that the TikTok community comprehends people from every corner of the world so different cultures meet, this application could help give English language learners enormous knowledge with its digital material bank data. Another point worth highlighting is TikTok's strong sense of social connection which makes it a valuable medium for EFL language learners to enhance their communicative competence in the target language both in and beyond the classroom.

On the one hand, EFL learners can acquire English language communication competence by listening to short videos of English language learning materials shared by English language teachers as well as English native-speakers. These recorded videos could also help stimulate students' awareness of how to speak English like native speakers (Xiuwen & Razali, 2021). On the other hand, students can also improve their speaking skill by creating their own oral English presentations in the form of short videos in TikTok. In this case, teachers, peers and other TikTokers can give comments to help improve students' English proficiency (Zam Zam Al Arif, 2019). That being said, it can be deduced that TikTok short videos promote the accessibility to be exposed to real English language as well as decrease the inconvenience for language learners as regards space and time limitations.

Current research in this field has showcased positive attitudes towards the application of TikTok for learning English. Xiuwen and Razali (2021) claimed that the implementation of TikTok in language learning can greatly benefit students' oral communication. Additionally, they expressed that this application can be used as an assessment language tool since students can submit their assignments via this platform. In this sense, TikTok is effective in assisting teachers in assessing their students' learning outcomes. Nonetheless, they pointed out that in order to effectively use TikTok for English learning, students should first familiarise themselves with TikTok as a language learning tool by watching some instructional TikTok videos. After that, students can start creating their own self-recording videos using English. Xiuwen & Razali based on some previous research to support their study.

The first article they considered was Yang's (2020) study "Secondary-school students' perspectives of utilizing TikTok for English learning in and beyond the EFL classroom". As can be guessed from the title, Yang aimed to identify students'

perception in utilizing TikTok for language learning purposes. The data was collected from quantitative survey research from 187 secondary-school students from China. Findings revealed that students held a positive view of implementing TikTok videos as learning aids into the EFL classroom and also as an English learning strategy out of class.

The second article was “Students’ Perception Toward the Use of TikTok Video in Learning Writing Descriptive Text at MAN 1 Gresik” by Nabilah, Lazuardiyyah, Syaifuddin and Abdi (2021). This study sought to identify the students’ perception in applying TikTok in writing descriptive texts. For such purpose, a sample of 85 students at Islamic Senior High School of 1 Gresik were asked to complete a survey questionnaire. Results found that the interpretation of students about applying TikTok in the writing of descriptive texts is beneficial.

Finally, the third article was about “Utilizing TikTok Application as Media for Learning English Pronunciation”, by Pratiwi et al. (2021). This investigation aimed to examine how TikTok application could help to polish students’ English pronunciation. Pratiwi et al. verified that some of the respondents’ pronunciation had improved after utilising TikTok as an audiovisual aid while learning English. In addition, respondents felt enthusiastic about using TikTok to practise the other four English language skills.

Looking at these studies it can be implied that the implementation of TikTok as a virtual learning platform is an interesting topic to be discussed. To conclude this section I would like to draw attention to the nation of India, where TikTok has been fully implemented in classrooms to help learn English as well as other disciplines. After the ban on TikTok in 2020, the founders of this social network became aware of the huge influence that this site had on the country and thus initiated an educational campaign named “EduTok”. Through this initiative, TikTok has partnered with multiple educational content creators and together, they are providing important educational resources to India’s youth. According to TikTok, the goal of EduTok is “to democratize learning for the Indian digital community on the platform.” Since the launch of this campaign in India, it is believed that at least 200 million Indian users actively depend on this social network to learn English (Silva, 2019). Taking into account the positive impact that TikTok has in Indian learning environments it can be suggested that the

utilization of this social platform can help make the English language communication learning acquisition more dynamic and enjoyable.

3. EVALUATION OF THE EDUCATIONAL RESOURCE: TikTok

Before starting the implementation of TikTok in the classroom, a preliminary evaluation of the resource was carried out to determine what it can offer to the teaching and learning process. To do so, I took into account the Spanish *Norma UNE 71362:2020*, devised by the *Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado* (INTEF). This norm aims at assessing the quality of digital educational resources in an accurate and objective way. To that end, it provides a rubric made of fifteen criteria that go from “reusability and portability” to “degree of motivation”. Thus, each criterion specifies the characteristics that a digital resource must have in order to be considered an appropriate educational tool.



Figure 1. Quality standards provided by the *Norma UNE 71362:2020*

After a preliminary analysis I found that TikTok application meets most of the quality criteria proposed by the *Norma UNE 71362:2020* for the evaluation of digital educational resources:

- **Quality content:** The contents to be shown through TikTok are ideologically unbiased and respectful with the audience. Moreover, these contents are appropriate to the level of students.
- **Capacity to generating learning:** The digital resource promotes meaningful learning, creativity, innovation, and it stimulates critical thinking and reflection.
- **Adaptability:** Given the variety of videos one can find on TikTok, it could be said that this resource is appropriate for different types of learners as it adjusts to their different educational needs and learning styles.
- **Interactivity:** TikTok is a highly interactive platform through which users can share, edit and comment user-generated videos.
- **Motivation:** This resource presents seemingly attractive and inspiring video contents for teenagers that, in most of the cases, are linked to their everyday experiences. This fact may positively influence their motivation and commitment to learning.
- **Format and design:** TikTok application has a very intuitive and easy-to-use interface so neither teachers nor students would find barriers when using it.
- **Portability:** TikTok can be accessed easily by anyone from different mobile devices: mobile phone, tablet, laptop, etc.
- **Reusability:** TikTok videos can be used in different groups of students and in different academic years.
- **Technological stability:** this social networking service works properly as long as there is good internet connection.
- **Accessibility to audiovisual contents:** Every video includes a textual description of the image. In addition, users have control over the reproduction of the videos so they can stop them at any time.

- **Accessibility to textual contents:** TikTok lets users to add text to their videos in the form of narration. This text can be customised by changing the font type, size and colour. Users can even adjust where and when the text appears on the screen.

4. TEACHING INNOVATION PROPOSAL: TASKS

After verifying that the social media TikTok meets most of the quality standards proposed by the *Norma UNE 71362:2020*, I started designing a teaching innovation proposal for which TikTok plays the leading role.

This teaching innovation proposal has as main objective to promote student engagement through active learning by using the aforementioned social network. To this end, I have tried to get the most out of TikTok and take advantage of the multiple functionalities it offers.

4.1 Theme and justification

The proposal I present below comprises four tasks to be developed in the third term of the school year 2021/2022. These four tasks have been devised for two groups of 2nd year of Compulsory Secondary Education students. They are integrated within a didactic unit of the annual didactic programming of the groups under study; specifically, these tasks will be incorporated to Unit 5: “Making a Difference”. Thus, the different activities proposed are expected to reinforce and expand the contents of the coursebook.

This didactic unit that has been taken as a starting point for the design and implementation of this teaching innovation proposal addresses the topic of *climate change* and *global warming*. At present, it is essential to work on this theme with the younger generations so as to cultivate environmental awareness in them and teach them to adopt a respectful attitude towards environment preservation. Fortunately, this is a very popular subject matter in TikTok, so it was not difficult to find TikTokers who discussed the causes and effects of this environmental stigma.

As can be observed in the tables below, each task has been specially designed to incorporate one of the four communicative skills so that task one is devoted to listening skill, task two focusses on reading, task three puts the emphasis on speaking practice and finally, task four concentrates on the writing skill. With a view to

facilitating the learning process, each of these tasks has been split into three connected subtasks or activities: warm-up activity, main activity and wrap-up activity. Due to the scope of the main activity, tasks 2, 3 and 4 are going to be developed throughout two teaching sessions each, whereas task 1 has been thought for just one session. Altogether, this sequence of tasks is made up of seven teaching sessions.

4.2 Curricular development

It is noteworthy that the aforementioned didactic unit follows the principles and guidelines stated in the Organic Law on the Improvement of the Quality of Education, LOMCE (Organic Law 8/2013, of December 9th), which specifies the main provisions for the education system in Spain, together with Royal Decree 1105/2014, of December 26th, by which the basic curriculum for Compulsory Secondary Education and Baccalaureate is established. At Andalusian level, it adheres to the principles of the Law 17/2007, of December 10th, on Education in Andalusia (LEA); the Decree 182/2020, of November 10th, which modifies Decree 111/2016 and establishes the organization and the curriculum of Compulsory Secondary Education (CSE) in the Autonomous Region of Andalusia, as well as the Order of January 15th, 2021, which regulates some aspects regarding attention to diversity and sets out evaluation of the teaching-learning process.

Keeping these official regulations in mind, it could be said that this teaching innovation proposal pursues the following **objectives for the Area of Foreign Languages**, detailed in the Order of January 15th, 2021, of the Andalusian Curriculum:

- ObjIN.1. Listen and understand general and specific information from oral texts in a variety of communicative situations, adopting a respectful and cooperative attitude.
- ObjIN.2. Express oneself and interact orally in daily communicative situations in an appropriate and comprehensible manner and with certain level of autonomy, using dialogue as a means to solve conflicts peacefully.
- ObjIN.3. Read and understand different types of texts at a level which is appropriate to the abilities and interests of students with the aim of getting general and specific information.
- ObjIN.5. Write simple texts for different purposes and dealing with a variety of topics, using appropriate cohesion and coherence devices.

- ObjIN.9. Use learning strategies and all the available resources, including ICTs, to obtain, select, and present information in oral and written productions.
- ObjIN.11. Appreciate the foreign language as an instrument to access information, as a learning tool for varied contents and also, as a means of artistic expression and to develop the ability of learning to learn.
- ObjIN.12. Display an open and self-confident attitude in the ability to learn and use the foreign language creatively, showing personal initiative to participate in different communicative situations where the foreign language is used.

As far as the seven **key competences** for continual learning expressed by the LOMCE are concerned, the tasks presented in this study contribute to the development of the following:

- Competence in linguistic communication
- Digital competence
- Competence in learning to learn
- Social and civic competence

Concerning the **contents** for the area of foreign languages (English) corresponding to the second year of Compulsory Secondary Education, reflected in the Order of January 15th, 2021, the contents that will be worked on in this teaching innovation proposal are the following:

- Vocabulary: the environment and climate change.
- Syntactic-discursive structures: expressing future time (*going to, will, Present Continuous*).
- Pronunciation: intonation patterns.
- Communicative functions: formulating suggestions.
- Strategies: distinguishing essential ideas from supporting details; adapting the text to the communication channel, using the appropriate register and the discursive structure.
- Socio-cultural and socio-linguistic contents: using social conventions and an appropriate register when giving a speech.

As regards the **evaluation** of students' performance, we will be using different types of evaluation according to specific moments in the teaching-learning process: first, there is an *initial evaluation* which lies in activating students' previous knowledge. This initial evaluation will be carried out by means of warm-up activities at the beginning of each task. Second, in order to evaluate and advise students in the process of forming their skills and competences, *formative* or *continuous evaluation* is needed. This formative evaluation will be based on the regular observation and monitoring of students' work. Finally, there is a *final* or *summative evaluation* whose aim is to provide information about students' achievement of the learning goals aimed for the different main activities. Some of the instruments that will be used to collect evidence of students' learning for the summative evaluation are rubrics and checklists. In order to assess students' achievement of the aforementioned objectives and key competences, those rubrics and checklists will be elaborated on the basis of the following **evaluation criteria** provided by Royal Decree 1105/2014, Annex I:

Block of contents 1: Comprehension of oral texts

- 1.1 Identify the general sense, essential information, main points and the most relevant details in short or medium length oral texts, well-structured and delivered orally or by technical means at a medium speed, in a formal, informal or neutral register, and about day-to-day issues in everyday situations, whenever the acoustic conditions do not distort the message and it can be listened again.
- 1.3 Know and use, for text comprehension, the significant socio-cultural and sociolinguistic aspects related to everyday life (study habits and leisure activities), life conditions (student's environment), interpersonal relationships (in the private sphere, at school), behaviour (gestures, facial expression, use of the voice, visual contact) and social conventions (customs, traditions) to understand the text.
- 1.6 Recognise oral lexicon of common use related to everyday or general matters, or related to the student's own interests and studies and infer from the context and the co-text, with visual support, the meanings of some words and expressions.

Block of contents 2: Production of oral texts

- 2.1 Produce short and meaningful texts, both in face-to-face conversations and by phone or other technical means, in an informal or neutral register, with a simple vocabulary, in which information about important everyday topics and known matters or issues of personal or educative interest is given, asked or exchanged.

- 2.2 Know and apply the most appropriate strategies to produce short monologic or dialogic oral texts with a simple and clear structure, using, among others, procedures as adapting the message to first or other languages patterns or the use of close lexical elements in the absence of more precise terms.

Block of contents 3: Comprehension of written texts

- 3.1 Identify the general sense, essential information, main points and the most relevant details of short or medium length written texts, printed or in digital format, in a formal, informal or neutral register, and dealing with everyday issues, topics of interest or relevant to the studies themselves and containing simple structures and a lexicon commonly used.
- 3.2 Know and apply the most appropriate strategies to understand the general sense, essential information, the main points or ideas or relevant details from a text.
- 3.6 Recognise written lexicon of common use related to everyday or general matters, or those of personal interest, studies or occupations, and infer from the context and the co-text, with or without visual support, the meanings of some unknown words and expressions.

Block of contents 4: Production of written texts

- 4.1 Write, either handwritten or in digital format, short or medium length coherent texts on topics of personal interest, or everyday or less usual matters, in a formal, neutral or informal register, using adequately the cohesion resources, orthographic conventions and the most common punctuation marks, and showing a reasonable control of expressions, structures and a vocabulary of frequent use.
- 4.2 Know, select and apply appropriate strategies to produce brief or medium-length written texts with a structure, for example, copying formats, formulae and conventional models of each type of text.

4.3 Methodology

It must be noted that the sequence of activities included in each task has been planned following the scaffolding principle according to which students are stimulated to work in a more and more autonomous way so that they eventually are able to construct meaning by themselves. As a result, each task has been structured as follows: first, learners will be introduced to a *warm-up activity* that is expected to prepare them for the rest of the lesson. This initial stage is commonly known as “modelling” as students are

explained a new concept by means of a model. In the subsequent stages (*main activity* and *wrap-up activity*), students will be provided with opportunities to practice that new concept whilst receiving limited assistance from the teacher.

As can be noticed, in this student-focussed learning model, students are stimulated to work in a more and more autonomous way so that they eventually are able to construct meaning by themselves. On the other hand, the role of the teacher is more of facilitator of knowledge rather than the dominant content expert.

4.4 Attention to diversity

When designing these activities I have also considered that the participants in this study present mixed abilities as far as their language level is concerned. For this reason, and with the aim of attending to diversity in the classroom, a variety of activities at different levels of complexity have been developed. Moreover, in order to favour student participation, special attention has been paid to cooperative learning: most of the tasks include at least one activity in which students have to work in pairs or small groups. Finally, special emphasis has been placed on the use of visuals so as to favour the participation of those students whose level of English is lower or are negatively motivated to learn a second language.

4.5 Tasks

At this point it is important to note that, in order to participate in some of the activities proposed, students need to have an account in TikTok. Before starting with the implementation of the series of tasks, most learners declared that they already had an account and they were regular users of this social network. Consequently, it was unnecessary to provide further explanations about the main functionalities of this social network.

An outline of the different sessions, activities, task aims and resources needed is shown below. The classroom materials referred to in each session can be found at the end of this document in the Appendices.

Task 1: “Raise your Voice to Stop Climate Change” (see Appendix I)	
Session 1 (60 minutes)	
Skill: Listening	
Task aims: • To practice and expand environment and climate change vocabulary. • To understand oral information from a video about solutions to fight the climate crisis. • To become familiar with some of the most popular young environmentalists at present.	
Resources: Interactive Whiteboard, Internet, TikTok, worksheets	
Activities:	Warm-up activity (25’): Climate change issues matter to Generation Z and Millennials. For this reason, when it comes to fighting for the planet, it is very common to see young activists at the forefront of the climate debate. This warm-up activity aims at introducing students to some of the most renowned young environmentalists today as well as their most famous quotes. However, these quotes will be incomplete so that students can complete them using the vocabulary they have previously learnt about the environment.
	Main activity (20’): Students will watch and listen to the 37-second video “How to Fix the Climate Crisis”, by the young environmentalist TikToker Alaina Wood (@thegarbagequeen). Then, they will have to answer 2 exercises, a box ticking exercise and an open-ended question, based on the content of the TikTok video they have listened to.
	Wrap-up activity (15’): This closing activity is aimed at making students reflect on Alaina Wood’s solutions to fight climate change by answering the question: “How would you implement them?” They will have to work in pairs.

Task 2: “E-waste: The Digital Dark Side” (see Appendix II)	
Sessions 2 and 3 (120 minutes)	
Skill: Reading	
Task aims: • To revise vocabulary related to electronic gadgets. • To understand written information from a video about the issue of e-waste. • To identify the causes and consequences of e-waste. • To be able to find relevant information online and summarise it in an infographic. • To cultivate the capacity to work cooperatively with others.	
Resources: Interactive Whiteboard, Internet, TikTok, worksheets, catalogue from an electronics shop, printed infographics, tablets	
Activities:	Warm-up activity (25’): (session 2) In order to elicit vocabulary related to electronic gadgets, a catalogue from an electronics shop will be first displayed on the interactive whiteboard. Then students will be asked to write as many words related to electronic devices as they remember in a mind map. Next, a short class survey will be carried out: students will interview their classmates about their behaviours regarding purchasing and throwing out electronic gadgets. Findings will be shared orally later.
	Main activity (35’): (session 2) Once pupils have revised vocabulary related to technological devices, they will be asked to guess the meaning of “e-waste”. After that, they will watch a TikTok video called “Here’s how we can start to tackle e-waste”, by the environmentalist Sam Bentley (@sambentley), in which they will learn about the environmental risks of electronic waste. The video will be soundless, so students have to read the transcription in order to answer two exercises: a gap-fill exercise and a true/false exercise. The answers to these exercises will be shared at the end of the session.
	Wrap-up activity (60’): (session 3) With the aim of consolidating what they learnt in the preceding session, students will now be asked to do a WebQuest in small groups. Specifically, they will have to do research on the issue of e-waste in Spain. In order to do so, they will

	be provided with tablets and a printed infographic where they will have to write down their findings (the necessary materials for the WebQuest can be found in Appendix II).
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Task 3: “Easy Tips to Reduce Plastic Consumption in Daily Life” (see Appendix III)	
Sessions 4 and 5 (120 minutes)	
Skill: Speaking	
Task aims: • To raise awareness about plastic pollution. • To critically think of effective solutions to reducing plastic consumption in our daily life. • To be able to make suggestions orally to prevent plastic pollution.	
Resources: Interactive Whiteboard, Internet, TikTok, students’ notebooks, students’ mobile phones	
Activities:	Warm-up activity (15’): (session 4) In order to activate students’ knowledge of the plastic problem, they will be first asked to think about as many things made of plastic they touched that day that they can remember. Once they have elaborated an inventory of items made of plastic, a brief discussion on the presence of plastic in our daily lives will be held. Next, they will be shown the TikTok video “Easy tips to reduce plastic waste” by Henry Ferland (@traashboyyy). This video is expected to raise awareness of the need to reduce plastic consumption.
	Main activity (75’): (sessions 4-5) In pairs, students will be asked to think of three simple tips to reduce plastic consumption in their daily life and live more sustainably. Next, they will have to record themselves on video explaining and showing those tips. They will have to upload their videos on TikTok for assessment.
	Wrap-up activity (30’): (session 5) After each pair of students has uploaded their video about easy tips to reduce plastic use on TikTok, they will be required to watch their peers’ videos and leave a comment on the one they found most original.

Task 4: “Good News for the Environment” (see Appendix IV)	
Sessions 6 and 7 (120 minutes)	
Skill: Writing	
Task aims: • To practice and expand environment and climate change vocabulary. • To put into practice future tenses. • To introduce students to good news stories: their structure and main features. • To foster hope concerning climate change.	
Resources: Interactive Whiteboard, Internet, TikTok, worksheets, laptops, self-assessment rubric to evaluate students’ writing	
Activities:	Warm-up activity (25’): (session 6) On the occasion of the World Environment Day celebrated on June 5 th , students will write a good news story about the environment and the climate crisis. In this session, they will be explained the structure and main characteristics of this type of writing. They will be shown a model of a good news story too.
	Main activity (80’): (sessions 6-7) Once students have learnt the main features of good news stories, they will be asked to write a brief news story. Some requirements must be met: first, their news story will have to do with any piece of positive environmental news occurring in 2022 and second, they must use varied vocabulary concerning climate change as well as the different future tenses studied throughout the unit. Finally, students will have to post their good news stories on the comments of the TikToker Alaina Wood’s (@thegarbagequeen) video “A special #earthday edition of #goodclimatenews”.
	Wrap-up activity (15’): (session 7) Individually, each student will complete a self-assessment rubric. This wrap-up activity is aimed at making students evaluate their own writing.

5. RESEARCH ON STUDENT SATISFACTION

5.1 Design

The present investigation is an instance of **primary** and **practical** research since, in order to examine the potential of employing TikTok as a learning tool to enhance the acquisition of English as a foreign language, a teaching innovation proposal comprising four tasks was conducted in two groups of students of 2nd year of Compulsory Secondary Education. Such classroom interventions extended over a period of three weeks, so it could be added that this is more a **case study** than a longitudinal one.

On another note, the methodology implemented in this research involves collecting and analysing data through a survey that was sent to participants involved in the study immediately after finishing the tasks described in the previous section. Accordingly, it could be asserted that this research is **quantitative** in nature. Finally, the results obtained from the surveys will be analysed following a **statistical** method: the central tendency of answers will be identified by calculating the “mean”, thanks to the Excel programme.

5.2 Sample

The school where this teaching innovation proposal was implemented is a public school located in the province of Huelva, in the Autonomous Community of Andalusia. This school is located in a populated working-class neighbourhood, so students belong to families of a medium socioeconomic and educational level generally.

More specifically, this study’s target population comprehends two groups of students of the 2nd year of CSE, namely groups A and B. A total amount of fifty-six students, of which thirty-two are boys and twenty-four are girls, represent the sample. Most of these students, whose ages vary from thirteen to fourteen years old, started learning English as their first foreign language when they were three years old. At present, they are beneficiaries of the bilingual programme at school and, as such, they get part of their instruction in English in the following subject areas: Physics and Chemistry, Music and History. Broadly speaking, the average level of English in both groups is A2.

When participants were asked whether they use TikTok in their daily routine or they had used it at some time in their lives, most of them confirmed that they were

regular users of this social media. There were only six students out of fifty-six who, although they had watched TikTok videos before, did not have an open account. This small group of students were then asked to create an account.

Due to the fact that the participation in this teaching innovation proposal involved posting images and videos of minors on a social network, the students' parents were first asked to sign a parent consent form. Only when they submitted their consent forms for their children to take part, I started utilising TikTok in the classroom for educational purposes.

5.3 Research tool

After implementing the four tasks explained in Chapter 4 in both groups of 2nd year of CSE, it was high time to start the second phase of this study. This second phase concerned collecting data for this research study by means of a survey (the full survey is included in Appendix V). Aiming at examining the level of students' satisfaction when using TikTok to learn English as a foreign language, which is the main purpose of this investigation, participants were requested to fill out a questionnaire about their views on the use of this social media service in English learning.

Before distributing this data collection instrument among participants in the study, it was firstly examined by two professors from the University of Jaén for the sake of its validation.

It is written in the respondents' mother tongue (Spanish) so as to facilitate comprehension and further guarantee the validity of answers. All questionnaire results were anonymous and students were informed of this before completing it.

The questionnaire consists of ten items, seven of which being based on Likert Scale with four response options: (1) very dissatisfied, (2) dissatisfied, (3) satisfied and (4) very satisfied. Questions 1 and 2 ask participants about their prior knowledge and use of the TikTok application. This information helped me to identify to what extent students were familiarised with TikTok before starting this research project. Question 3 asks students about their willingness to combine traditional teaching-learning methods (coursebook) with innovative ones (using social media). Finally, questions 4 to 10 are supposed to reveal precise information with regards to students' level of satisfaction when employing TikTok in and beyond the classroom to learn English.

5.4 Data collection

The aforementioned questionnaire was administered as an online survey via Google Form. Specifically, the survey was sent to students' school Gmail accounts. It was promoted during a classroom session and students were invited to complete it individually in their own time. For that purpose, some tablets were borrowed so that students could access their Gmail accounts and fill in the questionnaire. It should be noted that students completed this survey in the third term, immediately after the four tasks presented in Chapter 4 were developed.

A detailed and in-depth analysis of students' responses to the different survey items is included in the subsequent section.

5.5 Results

The findings of the survey will be shown using pie and bar charts, as it can be seen in the tables below. At this point it should be recalled that 56 students of the 2nd year of Compulsory Secondary Education participated in the whole research project.

Next, I have included the link to the questionnaire that was administered through Google Form to test participants' level of satisfaction when using TikTok for academic purposes. This survey has also been included in Appendix V.

Encuesta de valoración de la aplicación TikTok para aprender inglés
(<https://forms.gle/wL4Woa6v2xbiocju5>)

Question 1: Antes de participar en esta propuesta de innovación educativa, ¿disponías de una cuenta en la aplicación TikTok?

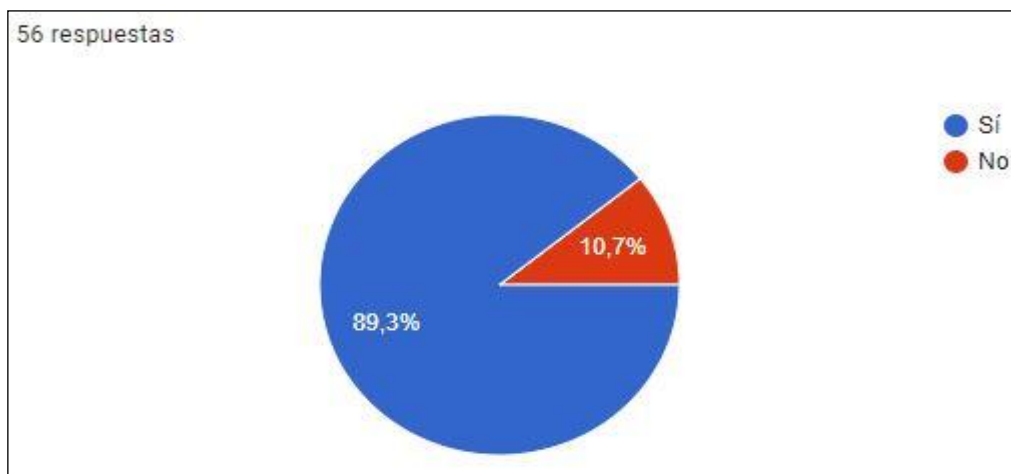


Table 1. Participants with a TikTok account

According to the data, 50 participants (89.3%) out of 56 affirmed having a TikTok account before implementing the present teaching innovation proposal. On the other hand, the percentage of participants who did not have an account in this social network is a tiny fraction of the total sample: 10.7%, which stands for 6 students. Accordingly, it can be deduced that a significant proportion of the respondents in the survey were already familiar with the various functionalities and characteristics of TikTok so they did not require any further explanation on the part of the teacher in charge of the research.

Question 2: *¿Alguna vez habías utilizado la aplicación TikTok?*

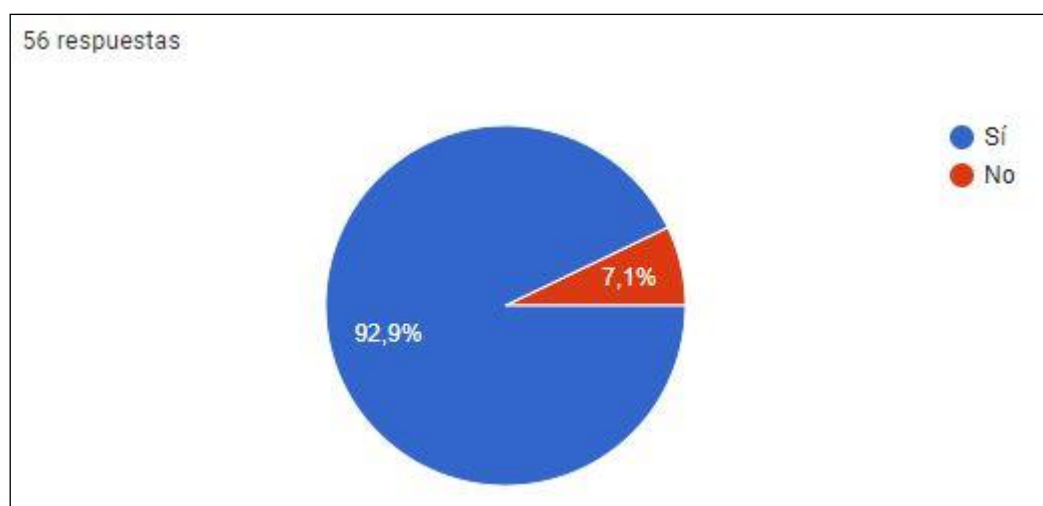


Table 2. Participants who had already used TikTok

From the results of this second question it can be observed that 92.9% of people surveyed, or in other words 52 students, admitted having used TikTok at some point in their lives prior to the development of the different tasks included in this study. It is

worth nothing that there are relatively few respondents (7.1%) who had not used or seen videos posted on TikTok previously. In line with these results one can guess that the vast majority of teenagers nowadays are users of this recently created social media.

Question 3: *¿Estás cansado/a de utilizar únicamente el libro de texto para aprender inglés en clase?*

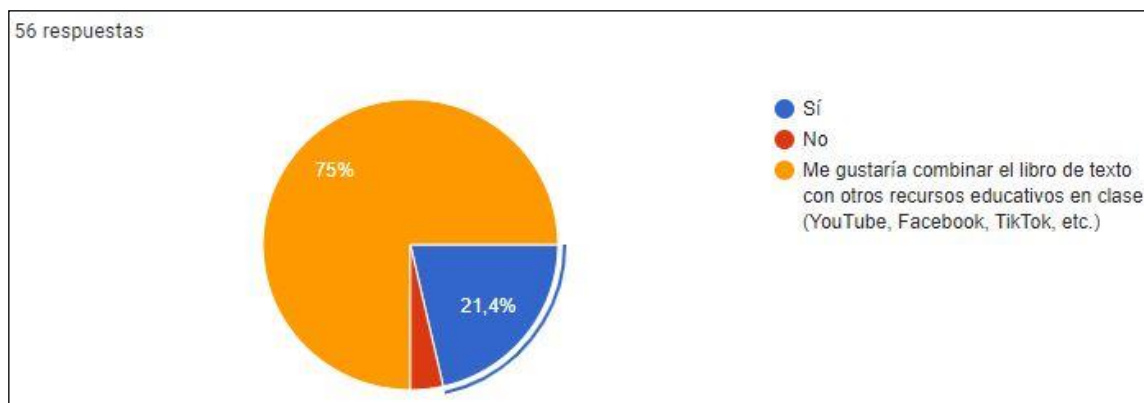


Table 3. Introducing new learning and teaching materials in the EFL classroom

Based on the data obtained in this third question, 2 respondents (3.6%) do not feel bored of learning English with the coursebook, 12 respondents (21.4%) acknowledge that they are bored of being taught English uniquely with a coursebook, and 42 respondents (75%) state that they would like to supplement their textbook with other learning materials, mainly digital ones (YouTube, Facebook, TikTok, etc.). On the whole, there seems to be a general desire to combine traditional teaching resources (coursebook) with more innovative ones that adapt to students' current needs and interests. As the saying goes, “books are windows to the world”, so they should not be completely replaced in learning environments. On the contrary, teachers could take advantage of the many other windows to the world in the form of technology existing today, including social media and other sites.

Question 4: *Valora el uso de la aplicación TikTok para practicar la destreza de comprensión oral (Listening) (1 = nada satisfecho; 2 = poco satisfecho; 3 = satisfecho; 4 = muy satisfecho)*

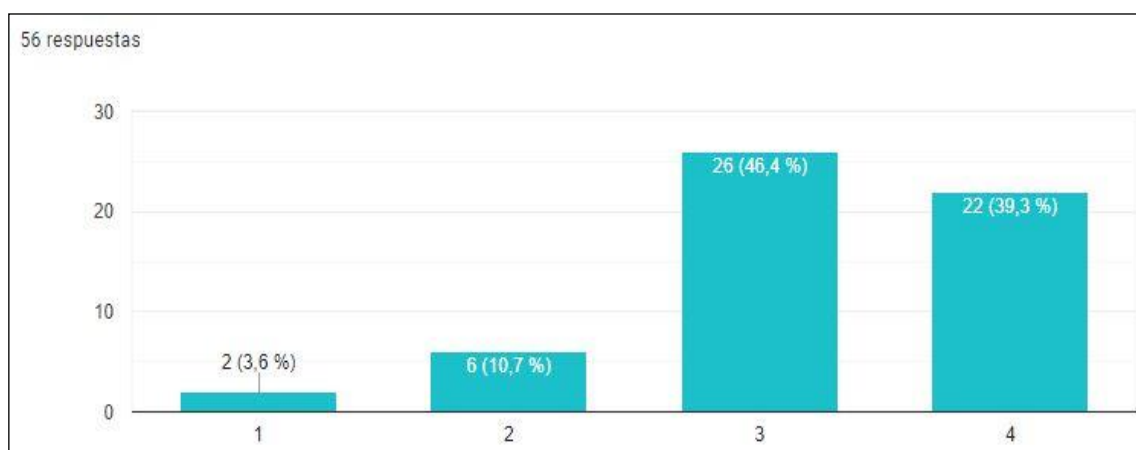


Table 4. Using TikTok for listening comprehension practice

This fourth question refers to task 1 in which the students did a listening comprehension activity with a video posted on TikTok. According to results, 22 respondents (39.3%) are very satisfied with practising listening skill through this social network; 26 respondents (46.4%) are satisfied; 6 respondents (10.7%) are dissatisfied and 2 respondents (3.6%) are very dissatisfied with using TikTok to improve their oral comprehension in English. If we add the percent of students who are satisfied with that of students who are very satisfied, we will see that most of respondents feel comfortable with authentic audio materials from TikTok.

Question 5: Valora el uso de la aplicación TikTok para practicar la destreza de expresión oral (Speaking) (1 = nada satisfecho; 2 = poco satisfecho; 3 = satisfecho; 4 = muy satisfecho)

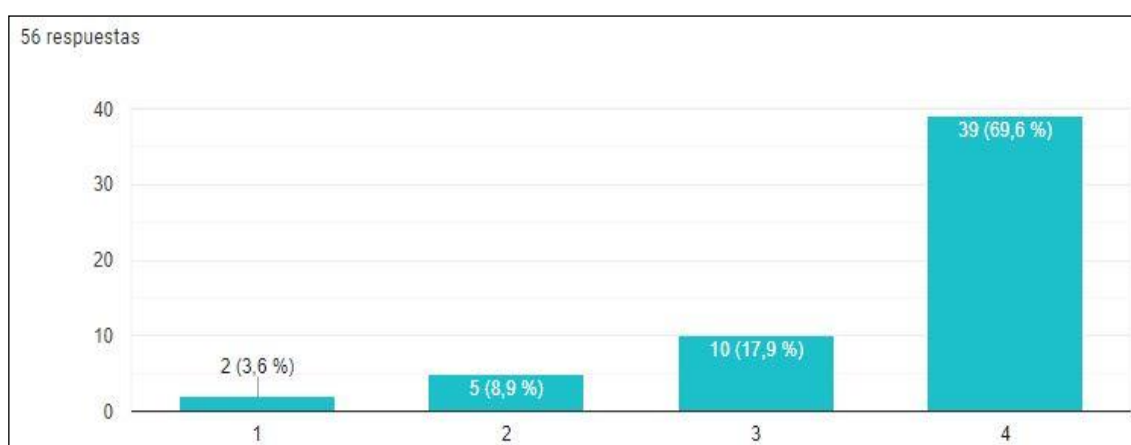


Table 5. Using TikTok for speaking practice

This bar chart shows the level of satisfaction of the students with the use of the TikTok application to create, edit and share their oral productions in English language. From the results of this fifth question, 39 of the students surveyed (69.6%) are very satisfied with improving their speaking skill using this tool; 10 students (17.9%) are satisfied; 5 students (8.9%) are dissatisfied and finally, 2 students (3.6%) are very dissatisfied. As it can be easily noticed, the overwhelming majority of respondents consider that creating their own self-recorded videos in this short-video social media application can help them acquire a good communication competence in English.

Question 6: Valora el uso de la aplicación TikTok para practicar la destreza de comprensión escrita (Reading) (1 = nada satisfecho; 2 = poco satisfecho; 3 = satisfecho; 4 = muy satisfecho)

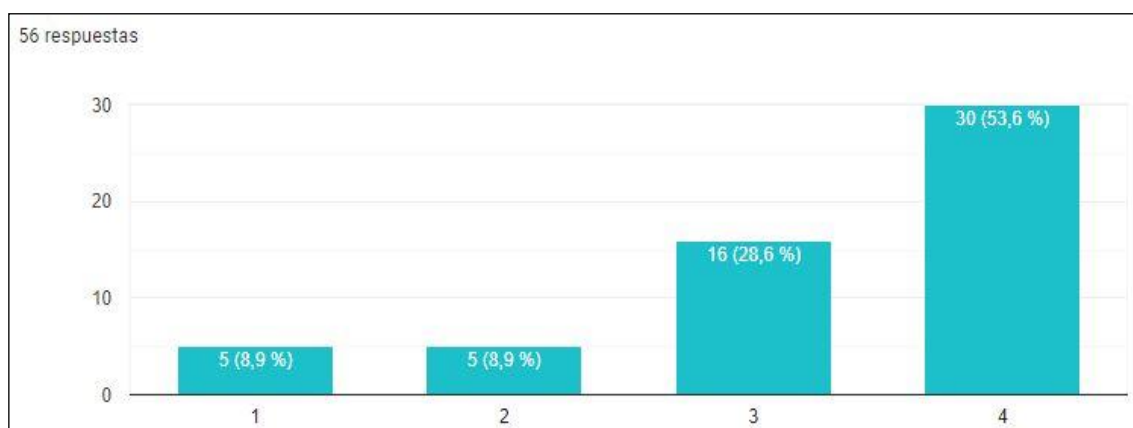


Table 6. Using TikTok for reading comprehension practice

When asked about the usefulness of TikTok to practice written comprehension in English language, as shown in Table 6, more than half of the respondents (82.2%) agreed that this online tool could help them develop reading skills as well as motivate them to read more. To a lesser extent, 17.8% of people surveyed admitted having had difficulties when using this application for the practice of reading. Even though the percentage of respondents in favour of using TikTok for the practice of this communicative skill exceeds the percentage of respondents more pessimistic, it should be pointed out that the number of students dissatisfied with the social network in this skill is bigger than that in the two communicative skills analysed before (listening and speaking).

Question 7: Valora el uso de la aplicación TikTok para practicar la destreza de expresión escrita (Writing) (1 = nada satisfecho; 2 = poco satisfecho; 3 = satisfecho; 4 = muy satisfecho)

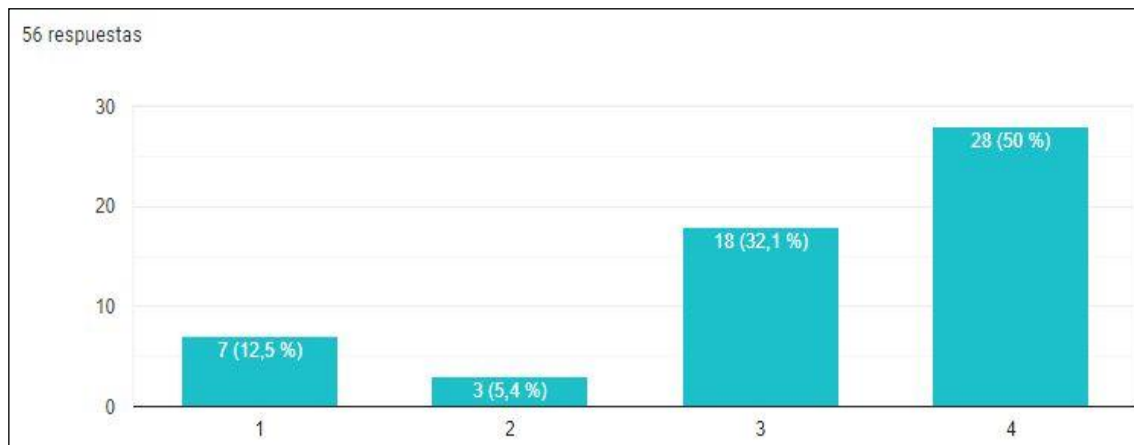


Table 7. Using TikTok for writing practice

As far as the way in which the TikTok app may be useful to improve their writing skills in English, 28 respondents (50%) reported being very satisfied after having been interacting with a native speaker; 18 respondents (32.1%) are satisfied; 3 respondents (5.4%) are dissatisfied and 7 respondents (12.5%) showed a very unfavourable view on this issue. It can be interpreted that by using the TikTok application as a medium for practising writing in English, most of students feel that they can increase their confidence as they get new experiences by using this social media service to communicate with English native speakers.

Question 8: La comunicación con la profesora a través de TikTok ha sido fluida, rápida y adecuada, permitiendo resolver dudas y otras cuestiones relacionadas con la asignatura (1 = totalmente en desacuerdo; 2 = en desacuerdo; 3 = de acuerdo; 4 = totalmente de acuerdo)

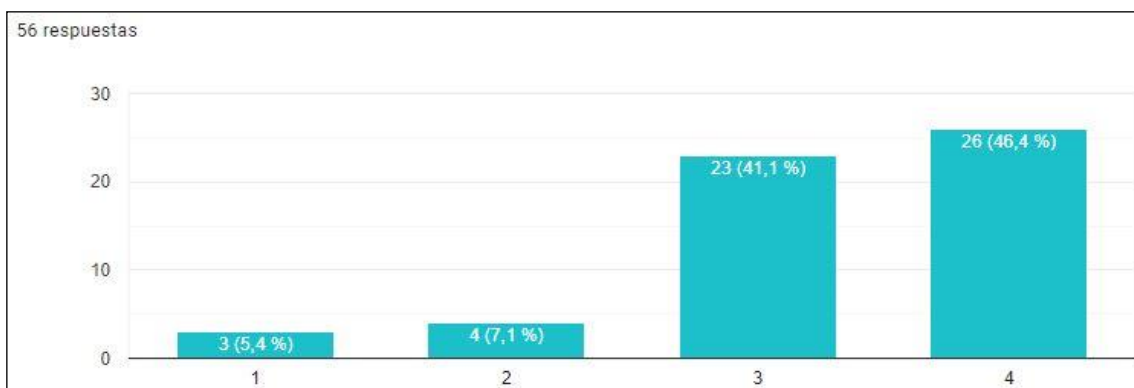


Table 8. Level of satisfaction with TikTok direct messages

In addition to using TikTok to support students' motivation to learn English as a foreign language, the teacher in charge of this academic research encouraged the use of the private messaging service provided by this application. Thus, a new communication channel was created between teacher and students so that the latter had a supplementary means of resolving issues related to the subject. This eighth question of the survey is expected to find out how students' experience was when using TikTok direct messages to communicate with their teacher.

As it can be observed, a significant portion of students hold positive attitudes towards staying connected with their teacher through TikTok messaging service to resolve queries about the activities they had to do on this social network: a total of 49 students (87.5%) agree that the TikTok application is an effective resource to ask their questions to their teacher out of school. In contrast, 4 students (7.1%) responded that they do not agree with resolving their doubts of the subject through TikTok and 3 students (5.4%) strongly disagree.

Question 9: *La aplicación TikTok ha servido para poner en práctica los contenidos de la asignatura de manera motivadora y lúdica (1 = totalmente en desacuerdo; 2 = en desacuerdo; 3 = de acuerdo; 4 = totalmente de acuerdo)*

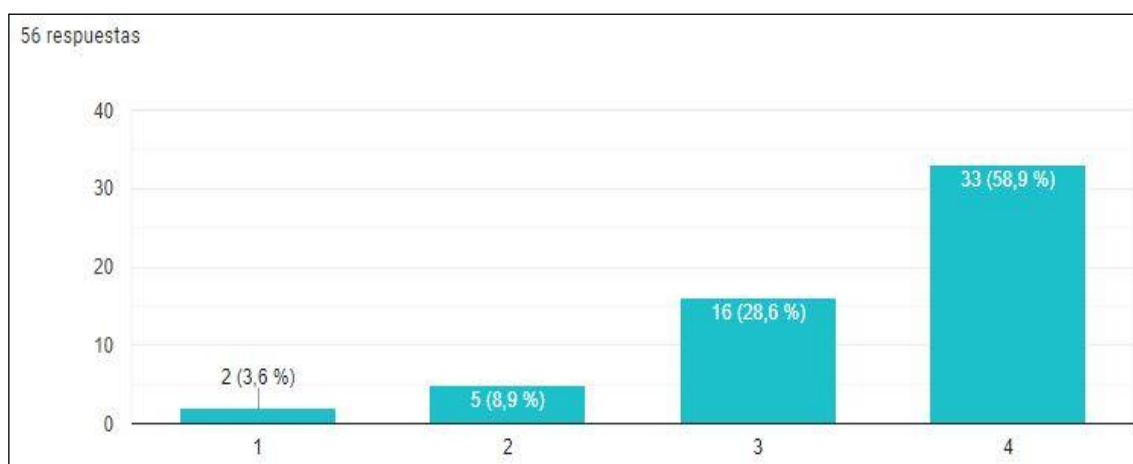


Table 9. Respondents' perception of the use of TikTok as an engaging learning tool

This question was set to know about students' views on the merits of using TikTok for learning English in a fun and enjoyable way. Only a small handful of participants in

the survey (12.5%) showed a negative view, while the vast majority (87.5%) agreed that this social media can make the learning process more interesting as well as more motivating. These results suggest that most students feel disengaged with the monotonous learning of English through textbooks alone. On the other hand, creating varied learning experiences which take into consideration their interests and likes can help get students motivated.

Question 10: Valora de forma general tu experiencia en la participación de la propuesta de innovación educativa utilizando la aplicación TikTok (1 = nada satisfecho; 2 = poco satisfecho; 3 = satisfecho; 4 = muy satisfecho)

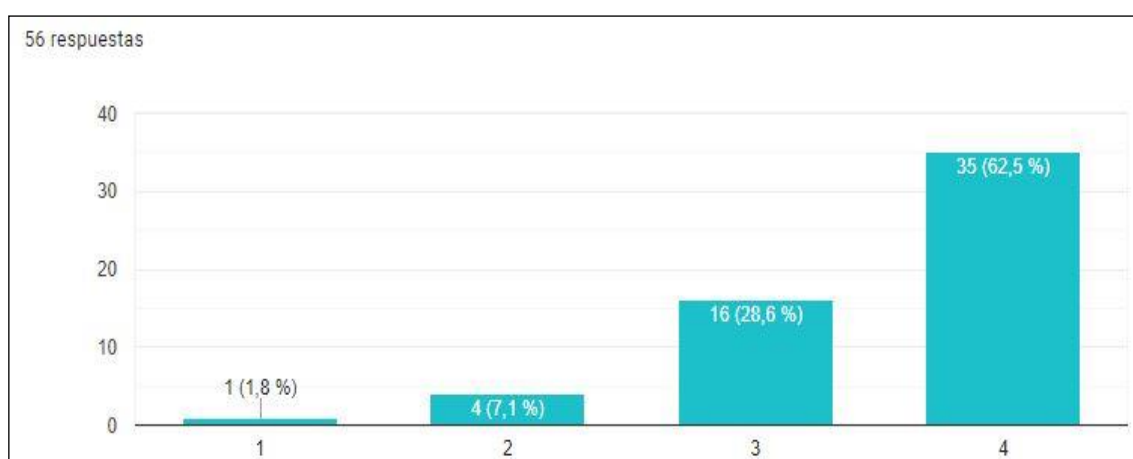


Table 10. Respondents' perception of the use of TikTok to learn English

The last question of the survey aimed to explore respondents' overall attitude towards integrating TikTok application in conventional EFL lessons. According to the data displayed in table 10, 91.1% of respondents, equivalent to 51 respondents, agree that TikTok can be an effective learning tool to cultivate and enhance learners' interests of learning English both in and beyond the classroom. In contrast, a small minority of 5 respondents, corresponding to 8.9% of respondents, are unwilling with utilising this social media for English learning. These results confirm that a significant majority of the English learners who participated in the research are in favour of introducing social media, and specifically TikTok social network, in EFL programmes. On the other hand, the small percentage of reluctant students indicates that there are still some students who prefer traditional English lessons as they may have some problems using the features of the TikTok application.

5.6 Discussion

The primary goal of this research was to analyse the feasibility of utilising the TikTok application for the teaching and learning of English as well as to examine the perceptions of two groups of students of the 2nd year of CSE regarding the use of this social network as an instructional tool. From the results of the survey above it can be deduced that most participants hold positive attitudes towards utilizing TikTok for English learning in and beyond the EFL classroom.

Firstly, it is noteworthy that the majority of study participants already had the TikTok app downloaded on their mobile devices or had used this social media service before carrying out the teaching innovation proposal that is presented in this study. This fact confirms those statistics according to which TikTok is one of the most popular social media apps among the Generation Z at present. Its wide popularity makes it an attractive and accessible resource to be used in learning environments.

Secondly, when participants were asked to express their view concerning the current trends in English language teaching, mainly based on the use of a coursebook, many of them showed an interest in combining this traditional instructional resource with more interactive ones, such as YouTube, Facebook or TikTok. Their answers to this question may be the reflection of a generalized wish to update the teaching of English as a foreign language in our country by introducing resources that are in line with the reality we live in. Here, social media have been proven to play a pivotal role.

The results of the present research also indicate that a large proportion of participants feel very satisfied after using TikTok to improve their performance in the four language skills, namely Listening, Speaking, Reading and Writing. This information implies that, when used conveniently, TikTok can be an effective learning platform to boost English language learners' confidence and assist them in developing their English communication competence. At this point it should be stressed that participants were slightly more optimistic about practicing oral skills (Listening and Speaking) on TikTok versus written skills (Reading and Writing).

There are several reasons that may explain this preference: on the one hand, this social media platform works like a huge library of audio-visual materials, so it is not surprising that participants are used to consuming and creating this type of contents that

emphasise the listening and speaking abilities. If participants are familiar with listening to videos already posted on the platform and self-recording new ones in their mother tongue, it is assumable that they feel more comfortable when doing assignments that require listening and speaking in the English classroom. On the other hand, as far as their lower readiness to practise the reading and writing skills on TikTok is concerned, this may be due to the fact that participants are not used to reading or writing comments of a certain length on this social network, neither in English nor in Spanish. In the end, audio-visual materials prevail over written contents on TikTok.

In addition to the aforementioned, the survey has also revealed that using TikTok as an additional way of communication between teacher and students has had positive effects on the latter. From the beginning of the research, the teacher prompted participants to use the direct messaging service provided by this application to solve any questions that may arise when doing their assignments on the platform. These direct messages (popularly known as “DMs”) allow users to interact privately with one of their followers in a sort of chat. As has been verified, participants feel more comfortable and less embarrassed when having to ask the teacher their doubts in a chat rather than through emails as usual. Consequently, it can be stated that direct messaging is another of the many attractions of TikTok that makes this social networking site a worthy tool to be used in learning environments.

Finally, when participants were asked to evaluate the whole learning experience for which they had used TikTok as a study tool to learn and improve their English in and beyond the classroom, the vast majority indicated that they felt very satisfied with this innovative teaching strategy. Specifically, participants reported that introducing this social media platform in the classroom setting had exerted a positive influence on their motivation to follow the lessons as it makes learning more engaging.

On the basis of all the results obtained in the present research, it can be concluded that TikTok constitutes a powerful learning tool to be integrated in EFL programmes because of its proven educational potential:

- ✓ it can enrich the process of teaching by providing teachers with multiple authentic audio-visual materials,

- ✓ it is an accessible resource to most of students so remote learning is guaranteed,
- ✓ it helps expand students' knowledge of English in a number of ways (from vocabulary through pronunciation to cultural knowledge),
- ✓ and last but not least, it motivates students immensely, transforms passive students into active and autonomous ones and makes them enthusiastic about learning.

All in all, these findings confirm those stated in previous research theses (Nabilah et al., 2021; Pratiwi et al., 2021; Xiuwen & Razali, 2021; Yang, 2020; Zam Zam Al Arif, 2019) according to which the benefits of introducing this social network in the classroom are greater than the possible risks.

6. LIMITATIONS OF THE STUDY AND LINES FOR FUTURE RESEARCH

These results must be interpreted cautiously since a number of limitations should be kept in mind. The first limitation to the generalization of these results is time constraint. At the beginning, some students' parents were reluctant to give their consent for their children to take part in a teaching innovation proposal which involved the usage of a social network in and outside the classroom. For many of them it was the first time they heard about the potential benefits of utilising social media as an educational technology so they were doubtful. Consequently, they took their time to eventually approve the participation of their children in such an innovative teaching strategy.

Considering that the instructional intervention was going to take place in the third and last term of the school year, this initial delay made it virtually impossible to carry out a complete didactic unit in which TikTok was the backbone. As a result, the teaching innovation proposal had to be shortened to four tasks and seven classroom sessions.

A second limitation concerns the small sample size. A reduced number of fifty-six secondary school students participated in the research, which makes it difficult to determine if the conclusions drawn from the survey are conclusive and applicable to the rest of the population.

Regarding the design and implementation of the tasks, two drawbacks were faced: the first concerns task 2, which focusses on the reading skill. As it has already been mentioned, TikTok features audio-visual contents mainly; in most cases, these videos were posted without subtitles. Because of that, finding videos with appropriate subtitles through which students could practice reading comprehension was a difficult and time-consuming process. The last limitation that must be addressed has to do with task 4, which is devoted to the practice of the writing skill. When writing their news stories, most of the students exceeded TikTok comments characters limit (150 characters), so they could not share their work on this platform as initially thought. This proves that, when it comes to developing students' writing skills, TikTok works best with shorter and simpler tasks (for example, replying to other users' comments).

The aforementioned limitations could be seen as opportunities to further expand the study on the application of the TikTok application as an instructional tool to enhance English language learning. Thus, some possible lines for future research on this topic could involve expanding the research period up to a school term, as well as working with a more numerically representative sample. In doing so, it is expected that more robust and well-grounded research findings are obtained.

Besides, seeking to increase the validity and reliability of the present research, an additional data collection method could be employed to get extra information about students' perception of TikTok as a language learning tool. This may consist of a qualitative method of data collection (e.g. student interviews) which combined with the quantitative research method currently used in this study (a survey) would improve the quality of the findings.

It would be equally worthwhile to introduce TikTok as a learning tool in tertiary-level education might also prove an important area for future research. As has been proved throughout this paper, social media positively impact secondary school students' motivation to learn. Hence, it would be advisable to replicate the present study with university students in order to see to what extent TikTok constitutes an effective learning platform in higher education.

Finally, future research should certainly further test whether the TikTok application is certainly a useful tool to learn English. In this paper, the focus has been on

investigating secondary education students' perspectives of using this social network to learn English as a foreign language. However, due to the scope of the study, little attention has been paid to measuring participants' actual English competency after implementing the teaching innovation proposal with TikTok as the guiding thread. Therefore, it would be interesting to explore if TikTok does not only have a positive influence on students' intrinsic motivation but also on their academic performance.

7. CONCLUSION

If anything characterises the 21st century, apart from the relentless advance of climate change and the emergence of a new pandemic, it is the explosion in technological advances. Perhaps, it is the rapid proliferation of new and varied social media what is most striking. Their impact on almost every aspect of our daily life is undeniable: from the way we consume news to the way we communicate with each other, social networks have provided us with new opportunities to stay up to date with what is happening around the globe. Due to their enormous popularity, it can be foreseen that social media are not a passing fad but rather a new reality that has come to stay.

The objective of this study is twofold. First, it is intended to explore the potential of social media platforms when used as educational tools in learning environments. To this effect, a review of the existing literature on this topic has been carried out with the object of identifying the possible drawbacks or advantages of employing these social networking sites in teaching and learning processes. Second, this study aims to find out secondary school students' opinion on the integration of social media platforms as instructional tools for English learning. In particular, this paper has focussed on one of the top social media platforms in 2022, namely TikTok. In order to know secondary school students' perception about the use of TikTok as a language learning resource, a teaching innovation proposal has been designed which consisted in four tasks for which the aforementioned social network plays the leading role. After successfully implementing those tasks in the English classroom, research participants were asked to fill out a survey which sought to check their level of satisfaction apropos of the use of TikTok for educational purposes.

Overall, the results of this investigation put forward an optimistic view in regards to the inclusion of social media into the classroom. On the one hand, recent research on social media use in the classroom has amply demonstrated that the benefits of

incorporating social networking practice in education outweigh the downsides. Among those benefits, researchers concerned with this issue point out that social media networks contribute meaningfully to: i) stimulate active learning among students by increasing their interest in course content; ii) foster students' critical and creative thinking through the creation and sharing of knowledge; iii) increase learners' motivation and self-confidence by exposing them to contents based on their own life experiences and interests; iv) promote the development of students' communication and collaboration skills by increasing the chances to interact with others; v) provide unlimited resources so that teachers can select the one(s) that best suit(s) each student's individual characteristics and learning styles; and vi) support distance and blended learning models. When it comes to EFL learning, social media have been reported to increase students' exposure to authentic language use, which in turn, facilitates the development of their English communicative competence. Enhancing learners' intercultural competence as well as reducing speaking anxiety are further advantages derived from the use of social networking platforms for EFL learning. Therefore, regarding research question 1 set in Chapter 1 ("What are the potentials as well as the drawbacks of using social media in education?"), it can be stated that this literature review has proved the assets and fewer downsides of utilising social media for academic purposes.

On the other hand, the results of the survey that evaluated young secondary school students' perception about the use of the TikTok social media application for EFL learning have confirmed previous research findings. As a matter of fact, this survey has not only corroborated previous findings but also it has contributed additional evidence that suggests that social networks should be increasingly incorporated in academic contexts. Broadly speaking, survey respondents showcased hopefulness as regards the integration of TikTok in the English classroom. The most obvious finding to emerge from this survey was that most students were already familiar with the TikTok application as most of them already had an open account. Therefore, it could be argued that this social network could be an accessible learning resource to the target population. The second major finding was that respondents regard TikTok as an effective learning platform to improve their performance in the four communicative skills, Reading, Writing, Listening and Speaking, especially the last two. This shows that, as previous studies already proved, the interactive nature of social media makes them an appropriate

tool to effectively prompt students to develop their communicative competence in a foreign language. Finally, this survey found that a significant proportion of survey respondents admitted having enjoyed the experience of learning English through TikTok as they consider it a motivating learning platform. Generally speaking, the findings of this survey have helped answer the second research question posed in Chapter 1 (“What is secondary school students’ perception of using TikTok to learn English as a foreign language?”) by clearly suggesting that secondary school students regard TikTok as an effective and engaging tool to learn EFL.

Taken together, these results demonstrate that the TikTok social media platform could be regarded as a new instructional tool to assist the acquisition of English as a foreign language (research question 3). That said, it would be interesting that future studies could replicate these results on a larger scale. For the time being, several pedagogical implications are proposed here for EFL teachers and students regarding the use of TikTok for educational purposes:

Firstly, English must not be taught in the same way it was done fifty years ago. EFL teachers should follow the trend of the times and update their teaching methods so as to cope with the rapidly changing world. This implies holding positive attitudes towards technology integration in the classroom, among other important aspects. As has been shown throughout this study, social media used as virtual learning platforms can play a significant role when educating new minds.

Secondly, for a teacher to start using a social networking site as an educational tool, it is paramount that he/she first gets familiar with it. Preparation for any social network use could include: familiarity with the registration process, checking the minimum age for that social media, reading the privacy policies of the social media site and identifying school-appropriate contents (texts, videos, songs, etc.). Only by following these steps teachers are making social media safe digital learning spaces.

Thirdly, before starting using social media for classroom activities, it is highly advisable that teachers previously inform students and their parents about the educational uses of that particular social media network. This also involves getting parental consent.

Lastly, teachers should spend time carefully filtering those videos that best suit their students' educational needs. As has already been expressed in this paper, TikTok offers teachers the possibility of creating their own videos or selecting from existing ones. In this second case, the platform has a wide variety of videos on different subjects to choose from. For this reason, it is necessary that teachers take into account their students' characteristics (grade, weaknesses, strengths, interests, etc.) when selecting TikTok videos for the classroom.

To finish, it is hoped that the information contained in this document will be used to develop targeted interventions aimed at investigating the educational uses of current and forthcoming social media.

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Legislative framework

Decree 182/2020, of November 10th, which modifies Decree 111/2016 and establishes the organization and the curriculum of Compulsory Secondary Education (CSE) in the Autonomous Region of Andalusia.

Law 17/2007, of December 10th, on Education in Andalusia. (LEA)

Organic Law 8/2013, of December 9th, for the Improvement of the Quality of Education. (LOMCE)

Order of January 15th, 2021, which develops the curriculum of Compulsory Secondary Education in Andalusia, regulates some aspects regarding attention to diversity and sets out evaluation of the teaching-learning process.

Royal Decree 1105/2014, of December 26th, which establishes the basic curriculum of Compulsory Secondary Education and Baccalaureate./ Annex I, Foreign Language Area.

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APPENDICES

APPENDIX I

Task 1: classroom materials (session 1)

“Raise your Voice to Stop Climate Change”

Warm-up activity

1. Read the mini-bios of some famous young environmental activists. Then, complete their most popular quotes using your own words. Use vocabulary related to “the environment”.



Greta Thunberg

The Swedish green activist **Greta Thunberg** was only 15 when she started an international movement to stop climate change in 2018. With the slogan “School strike for climate”, Thunberg began skipping school on Fridays and protesting outside the Swedish Parliament to draw people’s attention to climate change. Thanks to social media, her protests went viral. Since then, she has been invited to speak at numerous international climate conferences where she has pressured world leaders to act on climate crisis. Her actions have spread and influenced millions of young people worldwide to organise and fight for climate justice.

“You have stolen my dreams and my childhood with your empty words. And yet I’m one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of ...

Lesein Mutunkei began learning about deforestation and air pollution in his native Kenya at the age of 12 years old. He was horrified to know that his country loses 138 football fields worth of trees daily, so he decided to do something to stop it. He combined the two things that he loved most, football and nature, and came up with *Trees For Goals* (T4Gs). For every goal that he would score, he would plant 11 trees. Now, Lesein has even bigger plans: He wants FIFA to adopt his initiative: “There'd really be a big number of people that would be talking about it and I think it will be amazing.”

“You are never too small or too young to make an impact in the world. Remember that everything you do ...



Lesein Mutunkei

Xiutezcatl Martínez, also known by the initial ‘X’, is a hip-hop artist that uses his music as a vehicle for his environmental messages. Martínez has been particularly critical of the consequences of fossil fuels on the Indigenous. He has given multiple speeches at the United Nations – in English, Spanish and his native language, *Nahuatl* – to call attention to how global climate action plays an important role in the wider fight against inequality. At present, Martínez is the Youth Director of Earth Guardians, an organization that inspires and trains youth to be more environmentally friendly.

“The power to make a difference does not come from political leaders or presidents or congress. The power comes from ...

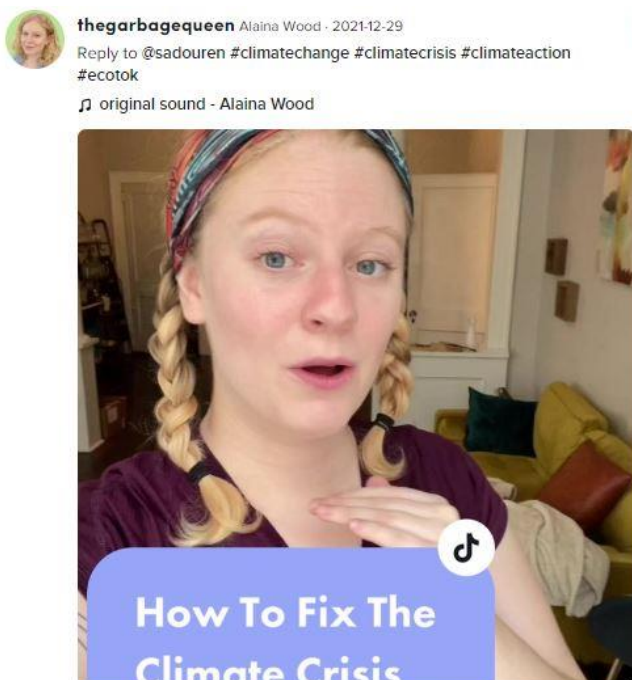
Main activity

2. Alaina Wood, best known as “the Garbage Queen” in TikTok, is a sustainability scientist and co-founder of EcoTok, a collective of environmental educators who use TikTok as a platform to empower the younger generations to take action on climate crisis. In her videos, Wood focusses on helping people manage their climate anxiety (or “eco-anxiety”, as she defines it) by discussing climate solutions.

Watch Wood’s video “How to Fix the Climate Crisis” posted on December, 19, 2021. Then, answer the following questions:

❖ **Which solutions does “the Garbage Queen” suggest to stop climate change?**

Tick in the boxes:



☐ Reduce our greenhouse gas emissions as well as other forms of environmental pollution.

☐ Restore and remediate what has already been damaged.

☐ Stop tree logging.

☐ Adapt ourselves to the things that cannot be restored or remediated.

☐ Reduce water consumption at home.

- ❖ Is “the Garbage Queen” optimistic or pessimistic about climate change?
Why?

Link to the video:

https://www.tiktok.com/@thegarbagequeen/video/7046957490507992366?is_from_webapp=1&sender_device=pc&web_id=7086829423144601093

Wrap-up activity

3. Taking into consideration Alaina Wood’s solutions to fix climate change, think of possible measures that can be taken to restore or adapt ourselves to what has already been damaged. Work in pairs.

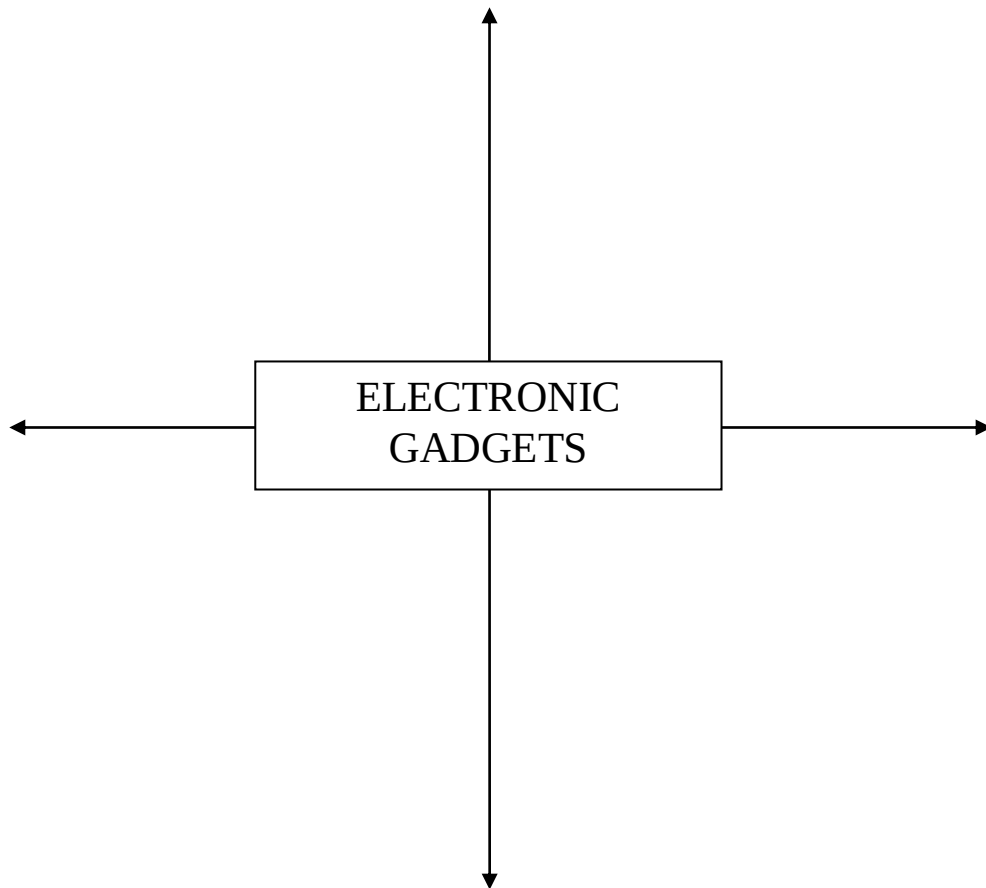
APPENDIX II

Task 2: classroom materials (sessions 2 and 3)

“E-waste: The Digital Dark Side”

Warm-up activity

1. Look at the following catalogue from an electronics shop. How many electronic gadgets can you name? Write them in the mind map below:



295.-

HP

APU AMD E1-6015 con Gráfica AMD Radeon™ R2

4 GB

500 GB

ASUS

ASUS K71AD-SP0041 PC

4 GB

1 TB

Procesador Intel® Core™ i5-4460 (hasta 3,4 GHz, 6MB de cache)

399.-

Lenovo

Procesador Intel® Celeron™ J1800 (hasta 2,58 GHz, 1 MB Intel® Smart-Cache)

4 GB

500 GB

579.-

HP

HP OFFICEJET 3000

65.-

12.90

499.-

ASUS

ASUS F554LA-KX1423H Portátil

500 GB

4 GB

Procesador Intel® Core™ i7-4510U (hasta 3.1GHz, 4MB Cache)

MediaMarkt SERVICE

ACTUALIZACIÓN WINDOWS 10

19.-

Accesorios

4.50

15.90

57.90

79.-

82.90

67

449.-

iPad Air 2 con Wi-Fi 16 GB
 • Pantalla Retina de 9.7 pulgadas (en diagonal) con película antirreflejo
 • Chip A8X de segunda generación con arquitectura de 64 bits
 • Sensor de identidad por huella dactilar Touch ID
 • Cámara iSight de 8 Mpx con video 1080p
 Ref.: 1295777/9



Cada uno
1299.-

MacBook 12"
 • Procesador Intel® Core™ M
 • Intel Iris Graphics 5300
 • Almacenamiento Flash
 Ref.: 127132/3/4



1489.-

iMac 21.5" Mk442
 • Pantalla de 21.5 pulgadas (en diagonal) con resolución de 1.920 por 1.080
 • Sensor de solo 5 mm
 • Procesador Intel® Core™ i5
 Ref.: 1295168



APPLE TV
 • Usa la voz y el tacto para interactuar directamente con la nueva interfaz del Apple TV
 • Usa el mundo Siri Remote para jugar y controlar tus movimientos con la superficie Touch
 • Imprime de imagen en 1080p HD con sonido envolvente Dolby Digital 5.1
 Ref.: 1296108

179.-



599.-

Nikon D3300
 AF de 11 puntos
 + Nikon Speedlight SB-500
 Ref.: 1295108

MediaMarkt SERVICE

ARRANQUE INICIAL REFLEX

- Instalar la tarjeta de memoria y la batería
- Configurar la cámara a tus necesidades (idioma, resolución...)
- Indicaciones básicas de funcionamiento

29.-

79.-

NILOX

NILOX MINI SP HD
 Action Cam
 • Video HD 720 a 30fps
 • Gran angular 140°
 • Sumergible hasta 30 m con cargador
 • 128 GB LP
 • Foto 5 Mega/píxeles
 Ref.: 1297632

Incluye

- Correas acrílicas
- Accesorios de montaje
- Sujeción para casco
- Reporte manual
- Adhesivos de recambio
- Batería
- Cable USB

119.-

POLAR

POLAR HARD
 Reloj de entrenamiento multi-deporte
 • Planifica, mide y analiza tu entrenamiento online y vía App
 • Notificaciones de llamadas, SMS, redes sociales
 • Mide la actividad diaria PAI
 Ref.: 1293508/1293524

GPS Multi-deporte

169.-

Polaroid

POLAROID CAMERA CUBE
 Action Cam
 • Grabación de clips de video de Full HD a 30fps
 • Sensor CMOS de 24.2 Megapíxeles
 • Sumergible hasta 10 metros con carcasa
 • Ángulo de visión de 120°
 • Ref: 1290735/27

Wi-Fi

SER FELIZ ES UNA AVENTURA

Now, interview your classmates about their behaviours with regard to purchasing and disposing of electronic gadgets. While conducting the survey, complete the chart below. Finally, discuss your findings in small groups.

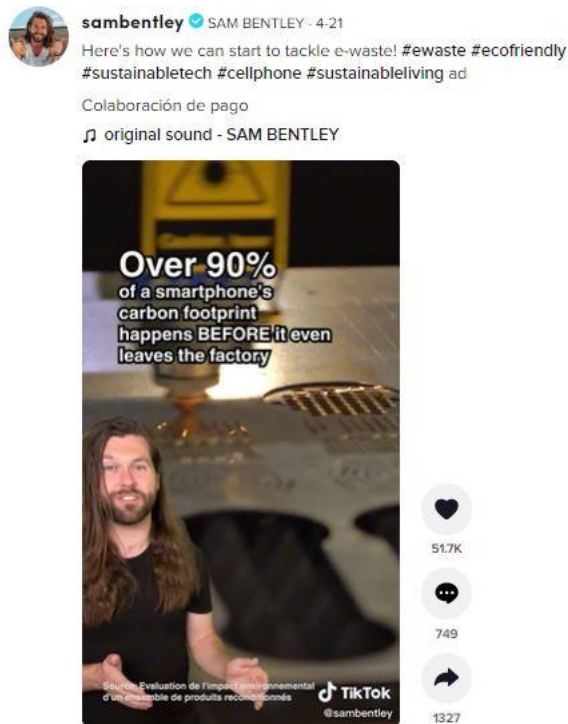
Name	What electronic gadgets do you have?	Why do you buy new gadgets?	What do you do with obsolete gadgets?

Main activity

2. What does the term “e-waste” (electronic waste) mean? Explain it in your own words.

.....
.....
.....
.....

Read the transcription of a TikTok video about the environmental risks of e-waste. Then, answer the questions below.



Name of the video: *“Here’s how we can start to tackle e-waste”, by @sambentley*

Link to the video:

https://www.tiktok.com/@sambentley/video/7089041212103052550?is_from_webapp=1&sender_device=pc&web_id=7086829423144601093

❖ What do these figures stand for?

- a. 82.000
- b. 90 %
- c. 86.5
- d. 79.7

❖ Are these statements true (T) or false (F)?

- a. Nowadays, the world’s fastest growing solid-waste stream is that of the fashion industry.
- b. Sam Bentley suggests repairing and reusing electronic gadgets as a solution to reduce e-waste.
- c. Buying refurbished gadgets is not generally well accepted among people.
- d. Although refurbished gadgets have a lower impact on the planet, purchasing them is still very expensive.
- e. There are not many places where you can buy second-hand gadgets yet.

- ❖ Has your understanding of the term “e-waste” changed after watching this video?

Wrap-up activity

3. WebQuest. In small groups, do research on the issue of e-waste in Spain. Explore different websites to obtain useful information regarding its causes, environmental consequences and possible solutions (for example, naming recycling points where people can recycle their e-waste properly).

Write down your findings on the infographic provided in the next page.

Possible sources of information: ELECTRONIC WASTE IN SPAIN
❖ ECOLEC Fundación https://ecolec.es/ ❖ Recyclia https://www.recyclia.es/ ❖ Earth911 https://earth911.com/category/eco-tech/ ❖ El País https://bit.ly/3tZItwy ❖ Greenpeace https://www.greenpeace.org ❖ BCD Electro https://bcdelectro.com/

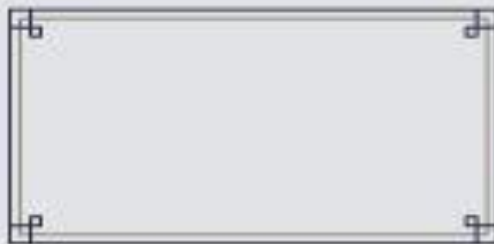
E-WASTE: THE DIGITAL DARK SIDE



WHAT DOES "E-WASTE" MEAN?



1. Causes



2. Environmental consequences



3. Solutions



APPENDIX III

Task 3: classroom materials (sessions 4 and 5)

“Easy Tips to Reduce Plastic Consumption in Daily Life”

Warm-up activity

1. Think about as many things made of plastic you have touched today that you can remember. Make a list.

Look at your list. Does every item necessarily have to be made of plastic? Consider what these items would be like if they were made of wood, metal or other materials.

2. You are going to watch a TikTok video by the environmental advocate Henry Ferland (@traashboyyy). What 3 solutions does he propose to start reducing plastic use in our daily lives?

Link to the video:

https://www.tiktok.com/@traashboyyy/video/6984747100403731718?is_from_webapp=1&sender_device=pc&web_id=7086829423144601093



traashboyyy Henry Ferland · 2021-7-14

Reply to @emiyls easy tips to reducing plastic waste #plastic #waste #trashboy

🎵 original sound - Henry Ferland



Henry Ferland, best known as “the Trash Boy”, is a 20-year-old environmental activist on TikTok who goes out every morning and records himself picking up trash from the streets, forests, parks, etc. He has a goal: picking up 500,000 pieces of trash. With his videos, Ferland expects to spread awareness about plastic pollution and its effects on the environment.

Main activity

2. Now it is your turn to spread awareness about plastic pollution in TikTok. In pairs, think of 3 new tips that can help people reduce plastic consumption in their daily lives. They can refer to actual habits in your daily routine (things you already do) or things you want to start doing in the near future.

With your mobile phone, record a video explaining those 3 tips and upload it to TikTok.

Use expressions for making suggestions:

- | | |
|--|---|
| - You should ... | - I suggest/recommend you to ... |
| - Why don't you ...? | - We could ... |
| - How about <i>verb</i> + <i>-ing</i> ? | - Don't you think it is a good idea to ...? |

Wrap-up activity

3. Watch your classmates' tips to reduce plastic consumption in daily life on TikTok. In your opinion, who has the most original tips? Leave them a comment explaining why you chose his/her video as your favourite one.

APPENDIX IV

Task 4: classroom materials (sessions 6 and 7)

“Good News for the Environment”

Warm-up activity

WRITING: A GOOD NEWS STORY

Main qualities of a good news story:

- ✓ **Shock factor:** Good news stories are those pieces of news that interest, surprise or shock readers.
- ✓ **Uniqueness:** They usually cover a unique or unusual event.
- ✓ **Clarity:** They are written in clear, simple, and easily comprehensible language.
- ✓ **Recentness:** They always talk about an event that has just happened.
- ✓ **Objectivity:** Don't inject your opinion into a news story. Let the readers interpret the facts on their own.

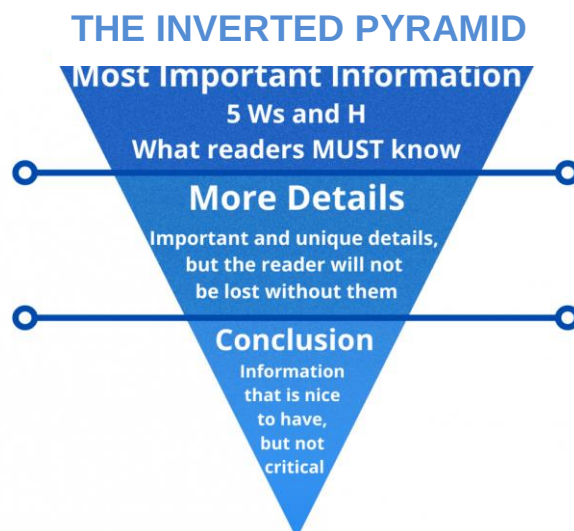
Structure of a good news story:

There are a few basic rules for writing and structuring any good news story:

Paragraph 1: Answer the 5 Ws and H: *who, what, when, where, why, and how.*

Paragraph 2: Add details to the information that has been introduced in paragraph 1.

Paragraph 3: Finish with pertinent background information. While this info is still useful to fully understand the context of the story, it is less important than the information included in paragraphs 1 and 2.



Don't forget to add a catchy headline!

1. Read the model good news story carefully. Pay attention to the inverted pyramid structure.

Refill shops: the new trend that's going mainstream

The UK now has hundreds of refill or zero-waste shops, helping people reduce packaging.



As a sleep-deprived new mother in November 2016, Tash Gorst (main picture) was scrolling through her phone rocking her baby son when she came across an article about the dangers of plastic pollution. Fast-forward to July 2019 and she had opened *Gather*, an organic 'zero-waste' shop on Bellenden Road, London.

Customers come to *Gather* to refill their own containers with everything from pasta and rice to sustainable toiletries and beauty products. And it's not only the produce that is sustainable – the shop is powered by renewable energy and financed by a more ethical bank.

Zero-waste shops have become increasingly common on our high streets in recent years as a result of the growing concern about plastic pollution and the climate crisis. "A lot of these shops opened up after David Attenborough's *Blue Planet* came out in 2018," Gorst says. Seeing the suffering of whales whose habitat has been contaminated by plastic was a big wake-up call for many, she notes.

More and more supermarkets are recently agreeing to install refill aisles. All very admirable, but aren't refill shops really mainly aimed at hipsters seeking to diminish their climate guilt? They largely fall into two categories, Gorst explains: the ones that prioritise accessible prices and others that prefer more ethically sourced, sustainable products.

On the whole, refill shops tend to be more expensive than supermarkets and chains, and Gorst acknowledges that not everyone can afford to buy from them. “But if you can, you should. You’ll feel good about the small decision that you’ve made in doing something that’s better for the planet,” she says.

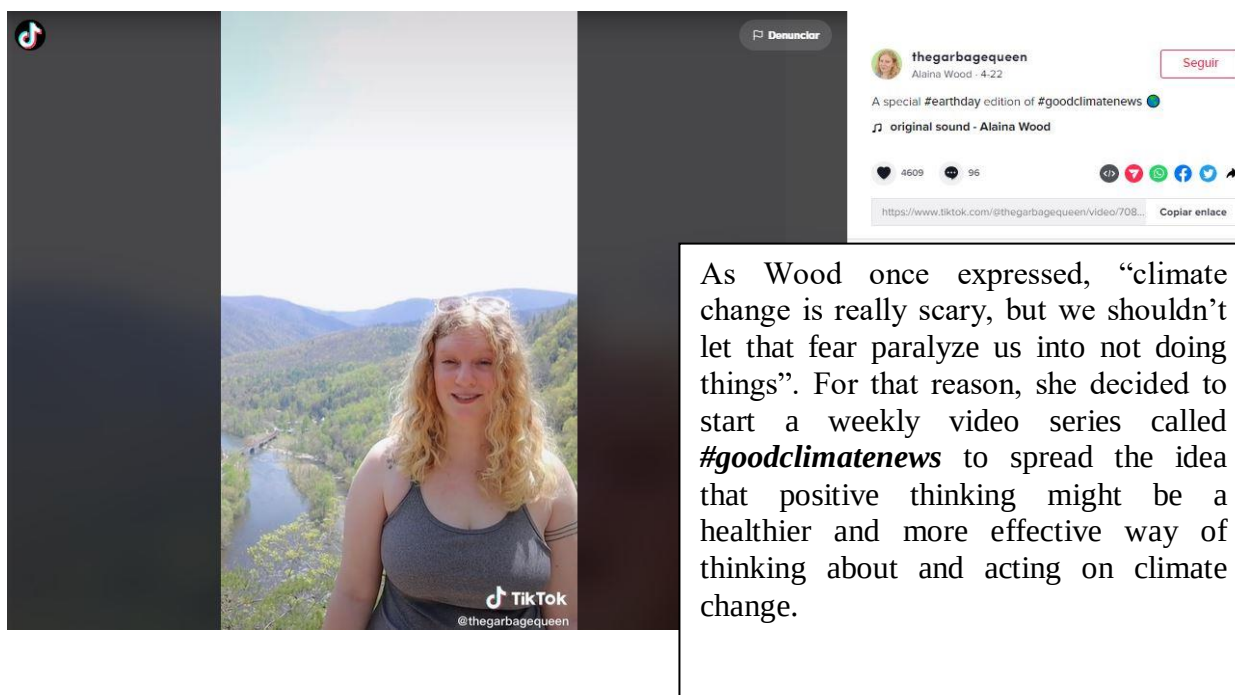
Text adapted from: <https://www.positive.news/society/refill-shops-the-once-niche-trend-thats-going-mainstream/>

Main activity

2. Write a short news story about any positive piece of news regarding climate change and the environment occurring in 2022. Use the inverted pyramid structure and the model to help you.

- Use future tenses (*will, be going to, Present Continuous*).
- Word limit: 50-70 words.

On the occasion of the World Environment Day (June, 5th), post your good news story as a reply to TikToker Alaina Wood’s (@thegarbagequeen) video “A special #earthday edition of #goodclimatenews”. Take a screenshot when you have posted your comment.



Wrap-up activity

3. Evaluate your writing skill completing the following self-assessment rubric:

Read the different items and write an “X” in the appropriate box.

Self-Assessment Rubric for Writing

	All the time	Most of the time	Not at all
FOCUS / ORGANIZATION			
My claim is strong and clearly stated.			
My ideas are coherently organised into separate paragraphs.			
I used transition words correctly and sufficiently.			
ELABORATION / STYLE			
The opening captures the reader's attention.			
General ideas are supported by specific details.			
The paper is neat, legible and presented in an appropriate format.			
SYNTAX / VOCABULARY			
Word order / sentence structure is correct.			
Each verb agrees with its subject.			
A variety of verbal tenses is used.			
Punctuation, capitalization and spelling are correct.			
A variety of vocabulary related to the topic is used.			

What I like the most about this piece of writing is

.....
The most difficult part about this piece of writing was

.....
One thing I need to improve in my next writing project is

.....
I would assess my work on this writing as OUTSTANDING / GOOD/ WEAK

APPENDIX V

Survey to evaluate students' perception of the use of TikTok application for EFL learning

ENCUESTA DE VALORACIÓN DE LA APLICACIÓN TIKTOK PARA APRENDER INGLÉS

Este cuestionario presenta una serie de preguntas que tienen que ver con las actitudes hacia el estudio de la materia INGLÉS a través del uso de la red social TikTok. Este cuestionario es anónimo. Es muy importante que responda a cada pregunta con total sinceridad.

1- Antes de participar en esta propuesta de innovación educativa, ¿disponías de una cuenta en la aplicación TikTok?

- a) Sí
- b) No

2- ¿Alguna vez habías utilizado la aplicación TikTok?

- a) Sí
- b) No

3- ¿Estás cansado/a de utilizar únicamente el libro de texto para aprender inglés en clase?

- a) Sí
- b) No
- c) Me gustaría combinar el libro de texto con otros recursos educativos en clase

4- Valora el uso de la aplicación TikTok para practicar la destreza de comprensión oral (Listening) (1 = nada satisfecho; 2 = poco satisfecho; 3 = satisfecho; 4 = muy satisfecho)

- a) 1
- b) 2
- c) 3
- d) 4

5-Valora el uso de la aplicación TikTok para practicar la destreza de expresión oral (Speaking) (1 = nada satisfecho; 2 = poco satisfecho; 3 = satisfecho; 4 = muy satisfecho)

- a) 1
- b) 2
- c) 3
- d) 4

6-Valora el uso de la aplicación TikTok para practicar la destreza de comprensión escrita (Reading) (1 = nada satisfecho; 2 = poco satisfecho; 3 = satisfecho; 4 = muy satisfecho)

- a) 1
- b) 2
- c) 3
- d) 4

7-Valora el uso de la aplicación TikTok para practicar la destreza de expresión escrita (Writing) (1 = nada satisfecho; 2 = poco satisfecho; 3 = satisfecho; 4 = muy satisfecho)

- a) 1
- b) 2
- c) 3
- d) 4

8-La comunicación con la profesora a través de TikTok ha sido fluida, rápida y adecuada, permitiendo resolver dudas y otras cuestiones relacionadas con la asignatura (1 = totalmente en desacuerdo; 2 = en desacuerdo; 3 = de acuerdo; 4 = totalmente de acuerdo)

- a) 1
- b) 2
- c) 3
- d) 4

9-La aplicación TikTok ha servido para poner en práctica los contenidos de la asignatura de manera motivadora y lúdica (1 = totalmente en desacuerdo; 2 = en desacuerdo; 3 = de acuerdo; 4 = totalmente de acuerdo):

- a) 1
- b) 2
- c) 3
- d) 4

10-Valora de forma general tu experiencia en la participación de la propuesta de innovación educativa utilizando la aplicación TikTok (1 = nada satisfecho; 2 = poco satisfecho; 3 = satisfecho; 4 = muy satisfecho):

- a) 1
- b) 2
- c) 3
- d) 4