



# Exploring English Education Students' Perceptions and Practices of Using TikTok for English Learning

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## Abstract

*This study investigates the perceptions and practices of English education students toward the use of TikTok as a medium for learning English. As digital platforms increasingly shape students' daily lives, especially among Generation Z, TikTok's potential as an informal learning tool warrants scholarly attention. However, limited research explores how English education students perceive and apply it in their language learning, particularly within Indonesian higher education contexts. Therefore, this study aims to identify students' attitudes toward TikTok and describe how they integrate the platform into their English learning routines. Grounded in Mobile-Assisted Language Learning (MALL) theory, social constructivism, and the principles of learner autonomy and digital literacy, this mixed-method study involved 12 second-semester English education students at Universitas Islam Malang. The purposive sample size was determined based on saturation principles appropriate for qualitative research, consistent with thematic analysis methodology. Data were collected through online questionnaires and semi-structured interviews with four selected participants. Thematic analysis examined students' perceptions, preferred content, strategies, and challenges in using TikTok for English learning. Findings revealed that all 12 students (100%) perceived TikTok as a valuable tool for vocabulary acquisition, while 11 students (92%) considered it educationally useful. Students generally viewed TikTok positively as an enjoyable, flexible, and motivating platform, with 83% reporting enhanced motivation to learn English. They accessed English content related to vocabulary, pronunciation, grammar, and speaking during leisure time, adopting strategies such as saving videos, rewatching content, mimicking pronunciation, and engaging through comments. However, distractions, rapid content flow, and questionable material accuracy were identified as challenges. In conclusion, TikTok demonstrates strong potential as a supplementary learning tool that*

*promotes autonomous, digitally literate, and engaging English learning when used critically and purposefully. These findings contribute to the growing body of MALL literature and highlight the significance of informal digital learning environments in contemporary language education.*

## **1. Introduction**

In the digital era, technological advancements have dramatically reshaped various aspects of life, including communication, entertainment, and education. One of the most prominent developments is the rise of social media platforms, which have become central to how individuals, especially young people, interact with the world. For university students, social media is not only a source of entertainment but also a tool that supports their academic and personal development. Among the many platforms available today, TikTok stands out as one of the most widely used, particularly by Generation Z.

TikTok is a short-video platform that allows users to create, watch, and interact with content in a visually engaging and time-efficient format. Originally developed for entertainment, TikTok has now expanded into various domains, including education. The platform is filled with educational creators who share content related to language learning, science, motivation, and more. According to Rahmawati and Puspitasari (2020), this shift aligns with the broader trend of Mobile-Assisted Language Learning (MALL), where learners make use of portable digital devices and platforms to access language resources outside traditional classroom settings.

In Indonesia, TikTok has gained tremendous popularity, with over 109 million active users reported in early 2024 (Nurul, 2023). Many Indonesian students use the platform on a daily basis, and some have begun to follow English-learning accounts, watch short tutorials, or engage with videos that include subtitles, pronunciation tips, and vocabulary explanations. TikTok's algorithm, which delivers content based on user behavior and interest, makes the learning experience feel personalized and informal—two elements that are appealing to modern learners. Moreover, features like subtitles, duets, and comment sections offer additional opportunities for language exposure and interaction.

A few studies have supported the potential of TikTok as a tool for English language learning. Sari et al. (2022) found that students believed TikTok helped them improve their vocabulary and motivation. Hidayati and Saputra (2021) noted that the audiovisual nature of TikTok made it more engaging than traditional media. Other researchers, such as Putra and Santosa (2022), argued that short-form content like that on TikTok could help learners stay focused and interested in longer periods of time, making it suitable for vocabulary retention and pronunciation practice. These findings reflect how TikTok can contribute to informal, self-directed learning in an enjoyable and low-pressure environment.

However, while these studies offer valuable insights, they primarily present descriptive data and lack critical theoretical engagement with why and how TikTok functions as a learning medium.

### *Theoretical Framework*

This study is grounded in four interrelated theoretical perspectives that collectively explain how TikTok functions as an informal English learning medium. First, Mobile-Assisted Language Learning (MALL) theory (Godwin-Jones, 2018; Rahmawati & Puspitasari, 2020) provides the primary framework for understanding how mobile applications and digital platforms facilitate language acquisition beyond the boundaries of the formal classroom. MALL emphasizes learner autonomy, flexibility, and the integration of informal learning into daily routines all of which are characteristics central to TikTok use.

Second, Vygotsky's (1978) Social Constructivism underscores the importance of social interaction in learning. On TikTok, students engage with content creators, interact through comments and duet features, and participate in speaking challenges, all of which reflect socially mediated learning processes. The platform thus serves as a digital social space where language learning is embedded in authentic communicative contexts.

Third, Self-Determination Theory (Deci & Ryan, 2000) offers a lens through which students' motivational orientations can be understood. TikTok's informal, self-paced, and visually stimulating nature supports intrinsic motivation by satisfying learners' needs for competence, autonomy, and relatedness key psychological needs that drive sustained engagement with learning activities.

Finally, the concept of Digital Literacy (Coiro & Dobler, 2007; Jin, 2024) is central to this study, as effective use of TikTok for learning requires students to critically evaluate content accuracy, navigate algorithmic recommendations, and distinguish between educational and non-educational material. These frameworks collectively suggest that TikTok, when used with intentionality and critical awareness, can function as a robust informal learning environment that promotes self-directed language development.

Despite the growing body of literature on this topic, there remains a significant gap in research particularly regarding how university students use TikTok for English learning in their daily lives. Most previous studies focus on general learners or high school students, and often rely on surface-level quantitative data, such as Likert-scale surveys that measure students' opinions in general terms. These studies do not explore in detail how students actually engage with TikTok for learning purposes: what types of content they consume, how they apply what they watch to their learning, and what features they use to support their language development.

Therefore, this study seeks to fill that gap by focusing specifically on English Education students at Universitas Islam Malang. This research explores not only their perceptions of TikTok as a learning medium but also how they practically

integrate it into their language learning routines, such as through saving videos, using subtitles, imitating pronunciation, or following English-related accounts. Unlike previous research, this study uses a mixed-methods approach that combines quantitative data from questionnaires with qualitative data from open-ended responses and interviews, providing a more comprehensive understanding of how TikTok functions as an informal learning platform for English in a higher education context.

### *Research Questions*

This study is guided by the following research questions:

1. What are the perceptions of English Education students at Universitas Islam Malang toward the use of TikTok as a medium for learning English?
2. How do English Education students at Universitas Islam Malang integrate TikTok into their English language learning routines?

## **2. Method**

In this study, a mixed-methods research design was employed, combining both quantitative and qualitative approaches to obtain a comprehensive understanding of students' perceptions and experiences in using TikTok as a medium for learning English. The use of mixed methods was considered appropriate to address the research questions from multiple perspectives and to enhance the depth and validity of the findings. The qualitative approach was employed through open-ended questionnaire items and semi-structured interviews, designed to explore in-depth insights into students' perceptions, motivations, learning strategies, challenges, and actual usage of TikTok in their language learning routines.

The qualitative data were analysed using thematic analysis to identify recurring themes and patterns that reflect the students' real experiences and perspectives. By integrating both methods, this study provides both statistical representations of student behaviour and uncovers the deeper contextual meanings behind those behaviours.

### *Data Sources and Setting*

Data collection was conducted at Universitas Islam Malang (UNISMA), specifically within the English Language Education Program. The research focused on second-semester students during the 2024/2025 academic period, who were selected due to their frequent engagement with social media platforms, particularly TikTok and their relevance to the research focus. The selection of this setting was based on purposive sampling, considering the suitability and uniqueness of the site in providing rich data for the study. The study was carried out during the second half of the 2024/2025 academic year, during which all data collection processes including questionnaires and interviews were completed both

online and offline depending on participants' availability and preference. The flexible setting also reflected the nature of TikTok usage itself, which occurs informally and in various contexts beyond the classroom.

### *Participants*

A total of 12 students were selected as participants to complete the questionnaire. From this group, 4 students were further selected for in-depth interviews to obtain more contextual information. The participants were selected using purposive sampling, a non-probability sampling technique based on the relevance of the subjects to the research objectives. The selection criteria were as follows:

- a) Active second-semester students of the English Language Education Program at UNISMA.
- b) Students who actively follow accounts that contain English language learning content on TikTok.
- c) Willingness to participate in all stages of data collection, including completing the questionnaire and being interviewed.

### *Sample Size Justification*

The sample size of 12 participants was determined based on purposive sampling principles commonly employed in qualitative and mixed-method research, where depth of data takes precedence over statistical representativeness (Nowell et al., 2017). In qualitative inquiry, thematic saturation the point at which no new themes emerge from additional data guides the appropriateness of the sample. Consistent with previous MALL studies employing mixed methods (Hidayati & Saputra, 2021), 12 participants were deemed sufficient to generate meaningful thematic patterns from questionnaire responses, while 4 interviewees provided in-depth contextual narratives. The selection of 4 interviewees aligns with phenomenological research traditions, where a small, information-rich sample yields nuanced and meaningful insights.

### *Research Instruments*

Data were collected using two main instruments: questionnaires and semi-structured interviews.

The questionnaire consisted of 20 closed-ended items divided into two sections: (1) students' perceptions of TikTok as an English learning medium, and (2) students' actual habits and practices in using TikTok. Items were adapted from validated instruments used in prior MALL and TikTok-based learning studies, including Hidayati and Saputra (2021), Sari et al. (2022), and Kohnke and Zou (2021). Content validity was established through expert review by two experienced English Education faculty members who evaluated the items for clarity, relevance, and alignment with the research objectives. Minor revisions were made based on their feedback prior to data collection.

The semi-structured interview protocol comprised five open-ended

questions addressing: (1) students' general patterns of TikTok use for English learning, (2) preferred types of English content, (3) learning strategies employed through TikTok, (4) perceived benefits, and (5) challenges encountered. The interview guide was piloted with one student outside the main sample to ensure clarity and flow before implementation. Interviews were conducted in both Indonesian and English to accommodate participants' comfort and lasted approximately 20–30 minutes each. All interviews were audio-recorded with participants' consent and subsequently transcribed verbatim.

#### *Data Analysis Techniques*

This study applied a combination of descriptive statistical analysis and thematic analysis. Questionnaire responses were analysed using simple frequency counts and percentages to summarize the distribution of student responses across items. Thematic analysis followed the six-phase process described by Braun and Clarke (2006): familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. Coding was conducted independently by the primary researcher, with thematic categories subsequently reviewed against raw data to ensure analytical consistency.

#### *Ethical Considerations*

This study adhered to established ethical principles governing human subjects' research. Prior to data collection, all participants were provided with a written participant information sheet explaining the purpose of the study, the nature of their involvement, and their right to withdraw at any time without consequence. Written informed consent was obtained from all participants before the commencement of data collection.

To protect participants' confidentiality, identifying information was anonymized in all data transcripts and research outputs. Participants were assigned pseudonyms (S1, S2, S3, S4) in the presentation of qualitative findings. Interview recordings were stored securely and accessible only to the research team. No personal data were disclosed to third parties, and all materials were handled in accordance with the university's research ethics guidelines.

#### *Trustworthiness of the Data*

The researcher employed member checking as the primary strategy to establish credibility. Member checking is a widely recognized technique in qualitative research in which participants are invited to review and validate the accuracy of the data transcriptions and the researcher's interpretations (Nowell et al., 2017). In this study, participants were given access to their interview transcripts and the thematic summaries derived from their responses. They were asked to confirm whether the content accurately represented their views and experiences. This process not only enhanced the credibility of the findings but also

minimized the potential for researcher bias by ensuring that the analysis remained faithful to the participants' intended meanings.

### 3. Result

#### *Students' Perceptions of Using TikTok for English Learning*

Table 1 presents students' attitudes toward TikTok as an educational platform based on closed-ended questionnaire responses.

*Table 1 Students' Perception of Using TikTok as Media for Learning English*

No	Statements	Yes	No
1	TikTok provides an opportunity to obtain new vocabulary	12	0
2	TikTok provides an opportunity to improve my writing skill	12	0
3	I consider TikTok to be an educational and useful platform	11	1
4	I feel motivated to learn English through TikTok content	10	2
5	I find TikTok more enjoyable than other English-learning media	10	2
6	TikTok provides an opportunity to improve my reading skill	10	2
7	I believe that short videos on TikTok help me understand English material better	9	3
8	I regularly watch TikTok videos related to English learning	9	3
9	TikTok provides an opportunity to improve my speaking skill	8	4
10	TikTok provides an opportunity to improve my listening skill	7	5

The data in Table 1 reveal that students hold predominantly positive perceptions toward TikTok as an English learning medium. Two statements received unanimous agreement from all 12 participants (100%): TikTok provides

an opportunity to obtain new vocabulary and TikTok provides an opportunity to improve my writing skill. These results highlight TikTok's strong perceived potential in supporting vocabulary acquisition and incidental writing practice, likely due to consistent exposure to lexical items, sentence structures, captions, and comment interactions on the platform.

Another highly rated statement was that TikTok is an educational and useful platform, endorsed by 11 out of 12 students (92%). This was followed by two statements each receiving 83% agreement: TikTok motivates students to learn English and TikTok is more enjoyable than other English-learning media. These findings indicate that students benefit not only cognitively but also affectively from TikTok, which functions as an emotionally supportive and engaging alternative to traditional learning tools.

Furthermore, 10 out of 12 students (83%) agreed that TikTok provides opportunities to improve reading skills, likely through regular exposure to English captions, subtitles, and comment sections. The perception that short videos support comprehension of English material was endorsed by 75% of participants (9 students), while 75% also reported regularly watching English-related TikTok content.

In contrast, skills requiring more active oral engagement specifically speaking and listening received comparatively lower agreement rates. Eight students (67%) believed TikTok improved their speaking skills, while only seven (58%) agreed it supported listening skill development. These lower ratings suggest that although students are exposed to spoken English through the platform, passive consumption may not sufficiently develop productive or receptive oral skills. Learners who do not actively engage in strategies such as shadowing, repeating, or participating in duet challenges may gain limited benefit in these areas.

Overall, TikTok is widely perceived as a useful, enjoyable, and motivating informal learning tool, especially for vocabulary acquisition and reading exposure. However, its perceived effectiveness for developing listening and speaking remains comparatively lower, suggesting that more structured or interactive engagement strategies are needed to maximize these language areas.

### *Students' Habits and Practices in Using TikTok to Learn English*

Table 2 presents how students practically use TikTok as part of their

learning process.

*Table 2 How Students Use TikTok to Learn English*

No	Statements	Yes	No
11	I use TikTok as an additional learning tool outside of the classroom	12	0
12	I use the subtitle feature on TikTok to help me understand English	11	1
13	I feel that the time I spend on TikTok also benefits my English learning process	11	1
14	I save English learning videos on TikTok to rewatch later	10	2
15	I use TikTok videos to practice my English listening skills	10	2
16	I regularly watch TikTok videos related to English learning	9	3
17	I take note of new vocabulary that I find in TikTok videos	9	3
18	I imitate pronunciation from TikTok videos to practice my speaking	8	4
19	I follow TikTok accounts that provide English learning content	7	5
20	I have tried to create English-related content on TikTok	4	8

The questionnaire results reveal a high level of engagement with TikTok as a supplementary English learning tool. All 12 participants (100%) reported using TikTok as an additional learning resource outside the classroom, indicating unanimous recognition of its value beyond formal instruction. Furthermore, 92% of students (11 out of 12) reported using subtitles to enhance comprehension of English content, and the same proportion acknowledged that their time spent on TikTok contributed positively to their English learning.

These findings demonstrate that students engage with TikTok intentionally leveraging platform features to support language understanding rather than simply consuming content passively.

Notably, 83% of students reported saving English learning videos for later review and using TikTok for listening practice, reflecting deliberate learning strategies aligned with repetition and content reinforcement. This behaviour indicates a degree of self-directed learning, in which students autonomously curate and revisit educational content. Similarly, 75% of participants (9 students) noted taking notes on new vocabulary encountered in TikTok videos, while 67% practiced pronunciation through imitation both of which represent active language processing strategies.

However, when it came to content creation, only 33% of students (4 out of 12) had attempted to produce English-related TikTok content. This significant gap between receptive engagement (consuming content, saving videos, listening) and productive output (creating videos, speaking challenges) suggests that most students remain in a receptive learning mode. Encouraging productive use of the platform such as participating in duet challenges or creating short English monologue videos may thus represent a meaningful pedagogical intervention.

Qualitative data from interviews further illuminated these patterns. Participant S1 explained that she routinely saves vocabulary and pronunciation videos to review during commutes:

*"Every day I look for new words in TikTok and save the video so I can watch it again later when I'm on the bus."*

Participant S2 noted the motivational value of informal learning through TikTok:

*"TikTok makes me feel like I'm not studying, but I'm actually learning a lot of new vocabulary and expressions."*

Participant S3, however, acknowledged challenges with content reliability:

*"Sometimes the grammar explanations are not correct, so I have to check again from other sources."*

Participant S4 reflected on her reluctance to create content:

*"I want to make English videos but I'm scared people will judge my pronunciation."*

These qualitative voices enrich the quantitative patterns, highlighting both the opportunities and the complexities of TikTok as an informal learning environment. Students' responses varied along a continuum from highly strategic learners who deliberately curate content and maintain vocabulary notebooks, to more passive consumers who benefit from incidental exposure without applying structured strategies. This variation underscores the importance of digital literacy guidance to help learners optimize their TikTok-based language learning practices.

*Table 3 Themes and Codes: Students' Use of TikTok for English Learning*

No	Themes	Codes
1	Usage Patterns of TikTok for Learning	Used in the morning and before bed; Accessed during free or relaxed time; Integrated into daily routines
2	Preferred Types of English Content	Vocabulary and idioms; Pronunciation tips; Grammar and sentence structure; Duet and speaking challenges
3	Learning Strategies via TikTok	Saving or screenshotting videos; Replaying videos repeatedly; Duetting and mimicking creators; Repeating dialogues and engaging in comment sections
4	Perceived Benefits of Using TikTok	Flexible and enjoyable learning; Accessible anytime and anywhere; Less monotonous than traditional learning; Improves vocabulary, listening, and pronunciation
5	Challenges and Obstacles	Easily distracted by unrelated content; Shyness or lack of confidence in creating content; Videos too fast or unclear; Concerns over content accuracy or credibility
6	Duration of TikTok Usage	15–30 minutes per day on average; Extended usage on weekends; Consistent daily habit; Use feels effortless due to entertainment aspect

#### 4. Discussion

The findings of this study reveal that English Education students at Universitas Islam Malang hold predominantly positive perceptions of TikTok as an informal English learning medium, and that they engage with the platform using a variety of receptive and active learning strategies. These findings are interpreted through the lens of MALL theory, Social Constructivism, Self-Determination Theory, and Digital Literacy frameworks, and are contextualized within the broader literature on digital language learning.

##### *Theoretical Interpretation of Findings*

The overwhelmingly positive perceptions of TikTok reported by participants are consistent with the principles of Mobile-Assisted Language Learning (Godwin-Jones, 2018; Rahmawati & Puspitasari, 2020). Specifically, TikTok's flexibility enabling learning anytime and anywhere directly supports the MALL premise that mobile platforms lower the barriers to incidental language exposure. Students in this study reported using TikTok primarily during free time and before sleep, integrating language learning seamlessly into their daily digital routines. This pattern aligns with Kohnke and Zou's (2021) observation that short-form mobile content facilitates microlearning short, focused episodes of language

engagement that accumulate over time to support vocabulary and listening development.

From a Social Constructivist perspective (Vygotsky, 1978), TikTok's interactive affordances comment sections, duet features, and speaking challenges create opportunities for collaborative meaning-making and peer learning that extend beyond passive content consumption. However, the low participation in content creation (33%) suggests that most students have not fully engaged with TikTok's constructivist potential. As participant S4 indicated, performance anxiety represents a significant barrier to productive engagement. This finding resonates with research by Wu and Marek (2021), who found that TikTok-based speaking tasks can reduce anxiety when appropriately scaffolded by instructors. The underutilization of TikTok's production features thus represents a missed opportunity for socially situated language practice.

Self-Determination Theory (Deci & Ryan, 2000) further illuminates why students find TikTok motivating. The platform's informal, self-paced format satisfies learners' need for autonomy the ability to choose what, when, and how they learn. The visually stimulating content and entertainment value fulfil the need for relatedness, as students engage with content that reflects their personal interests and social environment. Students' descriptions of TikTok as enjoyable and motivating (83%) are consistent with this theoretical framing and echo findings by Permatasari (2023) and Sari et al. (2022).

#### *Digital Literacy and Critical Content Evaluation*

The challenges reported by students particularly concerns over content accuracy and credibility (as highlighted by participant S3) underscore the critical importance of digital literacy in maximizing TikTok's educational value. Not all TikTok content provides linguistically accurate or pedagogically sound information; some creators may inadvertently model incorrect grammar, non-standard pronunciation, or culturally inappropriate usage. Jin (2024) and Chen and Zhang (2021) similarly caution that the proliferation of user-generated educational content on short-video platforms necessitates that learners develop the critical capacity to evaluate, verify, and selectively engage with content.

The present findings suggest that while students are aware of these concerns, they may lack the systematic tools to address them effectively. This points to a pedagogical need for educators to embed digital literacy instruction within language learning curricula.

#### *Receptive Versus Productive Engagement*

A key finding of this study is the disparity between students' high levels of receptive TikTok engagement (vocabulary review, subtitle use, video saving) and their low participation in productive activities (content creation, speaking challenges). This imbalance reflects a broader tension in informal digital learning

environments, where learners tend to gravitate toward comfort zones of input reception rather than output production (Krashen, 1985; Widodo, 2021). While receptive engagement undoubtedly supports vocabulary acquisition and reading fluency, it is less effective for developing speaking proficiency and communicative competence, which require active output and interaction (Richards, 2015).

This contrast also has implications for the development of language skills: while vocabulary and writing perceived benefits were highest (100%), listening and speaking benefits were rated comparatively lower (58% and 67%, respectively). This aligns with the inherent limitations of a primarily receptive platform: without deliberate strategies for active engagement such as shadowing native speakers, participating in pronunciation challenges, or responding to content in English the development of productive oral skills may remain limited.

Notably, individual variation was observed among participants: S1 demonstrated highly strategic, self-directed engagement, while other students engaged more passively. This variation suggests the need for differentiated instructional support in integrating TikTok into language learning.

#### *Implications for Educators and Curriculum Designers*

These findings carry important implications for English language educators and curriculum designers. First, educators may consider intentionally incorporating TikTok-based tasks into blended learning curricula, such as assigning students to curate English vocabulary videos, critically evaluate content accuracy, or create short spoken English recordings. Such tasks would bridge the gap between informal TikTok engagement and formal instructional objectives.

Second, digital literacy training should be integrated into language courses to equip students with the skills to navigate, evaluate, and critically engage with social media content for learning purposes. This aligns with the broader educational goal of preparing learners for a digitally mediated society, consistent with the advocacy of Jin (2024) and Coiro and Dobler (2007).

Third, given that performance anxiety is a significant barrier to productive TikTok use, educators could design low-stakes speaking tasks within a TikTok-style format for example, private video journals or peer-reviewed short recordings to build confidence before students engage in public content creation.

#### *Limitations and Future Research*

This study is subject to several limitations that warrant acknowledgment. First, the small sample size (12 participants) limits the generalizability of the quantitative findings beyond this specific context. Future studies should employ larger, more diverse samples to validate and extend these findings across different educational institutions and student populations. Second, the study was conducted at a single university in East Java, limiting its transferability to other regions or educational systems. Third, the self-reported nature of the data may be subject to social desirability bias, particularly in students' accounts of their learning

behaviours.

Future research could address these limitations by employing longitudinal designs that track changes in students' TikTok use and language proficiency over time, or by incorporating observational methods such as screen recording or log analysis to capture actual platform behaviour rather than relying solely on self-reports. Comparative studies examining TikTok use across different student populations, language proficiency levels, or institutional contexts would also enrich the theoretical and empirical landscape of MALL research.

## **5. Conclusion**

This study explored English Education students' perceptions of using TikTok as a medium for learning English and examined how they practically integrate the platform into their language learning routines. Grounded in MALL theory, Social Constructivism, Self-Determination Theory, and Digital Literacy frameworks, the study employed a mixed-methods design involving 12 students at Universitas Islam Malang.

Based on the findings, two major conclusions can be drawn. First, students hold predominantly positive perceptions of TikTok as an English learning platform. All participants (100%) recognized TikTok's potential for vocabulary acquisition, 92% considered it educationally useful, and 83% found it motivating and more enjoyable than other media. These findings align with the theoretical premise that platforms supporting autonomy, engagement, and incidental learning can serve as effective supplements to formal language instruction.

Second, students actively integrate TikTok into their English learning routines using a variety of receptive strategies including subtitle use, video saving, listening practice, and vocabulary note-taking that reflect self-directed, autonomous learning behaviours consistent with MALL principles. However, productive engagement through content creation remains limited (33%), suggesting that most students have yet to harness TikTok's full potential as a platform for practicing speaking and writing output.

Overall, TikTok shows strong potential as a supplementary tool that promotes autonomous, informal, and engaging English learning experiences. However, its educational value is contingent upon students' digital literacy competencies and their ability to critically evaluate and purposefully engage with content. To maximize the platform's learning benefits, educators are encouraged to integrate TikTok-based tasks and digital literacy instruction into language learning curricula. Future research should explore TikTok's impact on measurable language outcomes across diverse populations and longitudinal timeframes.

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