Tiktok’s effect on english vocabulary learning: an empirical study of English major curriculum

Efeito do Tiktok no aprendizado do vocabulário inglês: um estudo empírico do currículo principal de inglês

Du Thanh Tran

Abstract
TikTok is a famous social networking site in Vietnam and throughout the world. Although several research on social media platforms has been undertaken for educational objectives, there are currently very few studies on TikTok. The purpose of this study is to determine the impact of TikTok on vocabulary learning of English Major students at Thu Dau Mot University, Vietnam as well as the attitudes of students and teachers about TikTok in learning vocabulary and developing other language abilities. The study involved 122 participants, and data were gathered using questionnaires, controlled experiments, tests (pre- and post-test), and organized interviews with students and teachers. The results suggest that survey participants thought TikTok was a good tool for learning English. It was also discovered that using videos on the TikTok platform as an English learning approach improved students’ capacity to retain English vocabulary. This study aims to give insights into the possibilities of utilizing TikTok as a tool for learning English vocabulary as well as developing other language abilities.

Keywords: Tiktok’s Effect. Attitude. English Vocabulary Learning. English Major Students. Teaching English.

Resumo
TikTok é um site de rede social famoso no Vietnã e em todo o mundo. Embora várias pesquisas sobre plataformas de mídia social tenham sido realizadas com objetivos educacionais, existem...
atualmente muito poucos estudos sobre o TikTok. O objetivo deste estudo é determinar o impacto do TikTok no aprendizado de vocabulário dos principais estudantes de inglês da Universidade Thu Dau Mot, Vietnã, bem como as atitudes dos alunos e professores sobre o TikTok no aprendizado de vocabulário e no desenvolvimento de outras habilidades linguísticas. O estudo envolveu 122 participantes, e os dados foram coletados por meio de questionários, experimentos controlados, testes (pré e pós-teste) e entrevistas organizadas com alunos e professores. Os resultados sugerem que os participantes da pesquisa pensaram que o TikTok era uma boa ferramenta para aprender inglês. Também foi descoberto que o uso de vídeos na plataforma TikTok como uma abordagem de aprendizagem de inglês melhorou a capacidade dos alunos de manter o vocabulário inglês. Este estudo tem como objetivo dar ideias sobre as possibilidades de utilizar o TikTok como uma ferramenta para aprender vocabulário em inglês, bem como desenvolver outras habilidades linguísticas.


Introduction

The term vocabulary has been defined differently by many specialists, but they all share the same view that vocabulary is a key aspect of language ability that affects macro abilities like speaking, reading, listening, and writing. Vocabulary, according to Richards and Schmidt (2002: 580), is a group of lexemes that contains single words, compound words, and idioms. While Jackson and Amvela (2000: 11) contend that the terms "vocabulary," "lexis," and "lexicon" are interchangeable, Nunan (1999: 101) sees vocabulary as a list of words from the target language. While the Random House Webster's Unabridged Dictionary (Flexner, 2003, p.1864) defines the word as "a unit of language, consisting of one or more spoken sounds or their written representation, that functions as a principal carrier of meaning," the Oxford Advanced Learner's Dictionary Sixth Edition (2000) defines vocabulary as "all the words a person knows or uses." Nation (1990) goes on to say that mastering a word's spelling, pronunciation, collocations, and appropriateness are all part of knowing it. Vocabulary is a part of the language that keeps all information regarding the meaning and use of words (Kridalaksana, 1993:27). Allen (1983) defines vocabulary as the total number of words in a language as well as the total number of words required to understand or communicate with a certain set of individuals. Researchers like Laufer (1998), Lehr, Osbon, and Heibert (2004),
and Nation (2001) distinguish between receptive and productive vocabulary. Productive vocabulary refers to the words people use when they talk or write, receptive vocabulary refers to the capacity to recognize word structures when listening to or reading and recall their meaning.

Vocabulary serves as the cornerstone of language competency and gauges a person's capacity for speaking, listening, reading, and writing (Richards & Schmidt, 2005). Vocabulary development is the first stage in language learning that can help students properly understand the meaning and context of communication (Richards, 2002). Students who have a strong command of vocabulary may comprehend the language that is being taught to them with ease, which promotes learning and academic success. McCarthy (1990) highlights the importance of vocabulary in meaningful communication, claiming that even with a command of sounds and syntax, conversation in a second language is impossible without words to represent a wider range of meanings. Meaningful communication is impossible without a firm command of terminology (Vossoughi & Zargar, 2009). Folse (2004) continues by saying that while a lack of syntax may restrict dialogues, a lack of vocabulary might put a complete stop to them. Because vocabulary development is the cornerstone of all academic success, it must occupy a prominent place in the language curriculum (Benjamin & Crown).

The success of vocabulary learning is partially influenced by the learners' motivation, which is a critical aspect. According to Heyde (1979), speaking a second language well and having high levels of self-esteem are positively correlated. Nation (1990; 2001) recommends that students take responsibility for their vocabulary development by adopting autonomous learning practices. This approach should be supported by vocabulary development programs that include training in learning strategies, as suggested by Schmitt (1995). It is important to offer pupils a variety of learning methodologies so they can choose the ones that work best for them. To understand why some students perform better than others in learning English, particularly in vocabulary acquisition, it is important to consider the various factors that affect the learning process. As the most crucial element that determines success is the use of effective learning strategies, it is important for teachers to guide their students in selecting and using the most effective learning strategies for their individual needs. Nation (2001) underlines that vocabulary acquisition strategies are a part of language learning strategies, which are in turn a subset of general learning strategies.

Language learning techniques encourage independent study, giving students more power over their education. According to Tran et al. (2021), English majors in the Educational Sciences experienced the most public speaking apprehension compared to other majors.
According to Oxford (1990), self-directed learners are those who can assume control over their learning while steadily developing confidence, engagement, and proficiency. These skills must be developed for vocabulary learning methodologies because they demand students to accept responsibility for learning new words and work proactively to increase their competency. Both vocabulary learning strategies and language learning strategies give students the ability to take a more independent and active role in their learning. Language learners need to use a variety of vocabulary acquisition tactics in order to learn and acquire vocabulary, and each learner may have their preferred approach. A learner's primary purpose, whether it is to comprehend the language in reading or listening or to generate it in speaking or writing, will also affect the specific tactics that are used. Regardless of a learner's level of language competence, Nation (2001) feels that vocabulary acquisition tactics can be quite helpful in assisting them in acquiring a large amount of vocabulary. Teachers can also assist students by exposing them to various vocabulary learning strategies and allowing them to practice because learning strategies can be taught (Oxford & Nykios, 1989).

The use of social media in language learning has been well-documented in previous studies. According to Wang, Chen, and Liang (2021), social media can provide learners with an authentic environment to practice their language skills, which can improve their proficiency and confidence in using the language. Similarly, Chen and Yang (2019) found that social media can enhance learners' motivation and engagement in language learning, leading to better learning outcomes. TikTok is a social media video-sharing platform that enables users to create, share, and watch short videos. The platform has grown in appeal among young people and has been used for a variety of purposes such as entertainment, education, and activism (Suh et al., 2021). It is a medium that can be heard as well as seen. There are many people using this social media, especially students. The fact that TikTok is a form of entertainment for students when they are bored makes them very delighted to utilize this social media.

TikTok has been used for language learning in various ways, including through user-generated content, such as short videos created by language learners themselves (Wei et al., 2021). TikTok has also been used to share and access educational content, including language learning materials (Cao et al., 2021). Despite the challenges and limitations, TikTok has the potential to be an effective tool for language learning, particularly for vocabulary acquisition. TikTok's short, engaging videos can be used to introduce and reinforce vocabulary, and the platform's algorithm can be used to personalize vocabulary learning for individual learners (Wei et al., 2021).
Methods

2.1 Participants

This study examined English Major students from Thu Dau Mot University's English Speaking Clubs in Binh Duong Province, Vietnam. There were 152 English Major students in the sample. These students are homogeneous in terms of their learning conditions and share the same cultural background. These participants were randomly divided into two groups consisting of 76 members each: the experimental group and the control group. The experimental group was exposed to the innovative approach of learning English vocabulary through TikTok videos (suggested to improve their memory of English vocabulary through TikTok) while the control group was not (did not receive any specialized guidance). During the experimental period, the participants from the experimental group were provided with an opportunity to improve their memory in acquiring vocabulary.

2.2 Procedure

A survey questionnaire survey included questions related to students’ awareness, opinions, attitudes, behaviors, and satisfaction towards the usage of TikTok as a tool to acquire vocabulary, which was used to gather information from participating students. Volunteers received a briefing on the goals and restrictions of the study prior to the survey's administration, and that their privacy and confidentiality would be respected. Each participant completed a self-reporting survey after providing their informed permission. The research team also explained the subject through the procedure before they filled out the questionnaire.

A controlled experimental design allowed for a direct comparison of the effectiveness of the new approach versus the traditional approach. The experimental group's performance was compared to the control group's performance, which allowed for an assessment of the effects of using TikTok videos in learning English vocabulary. These two groups participated in the survey of their own will. To assure voluntary participation and contribution, these students were suggested to have rewards and extra moral points after going through the experimental process. As the outcomes of the study were clearly stated, this policy was highly approved by the dean of the faculty and the Office of Students’ Affairs at Thu Dau Mot University, Vietnam. This was also to motivate students to perform to the best of their abilities. Initially, the experimental group received instruction concerning TikTok from the research
group and was provided with specialized accounts for learning and memorizing English vocabulary through the platform.

The study also made use of one-on-one interviews with a selected number of teachers and students (10 students and 7 teachers) to gather more in-depth information about their experiences and perceptions of using TikTok as a tool for learning English vocabulary (see Table 1). These interviews were conducted by the research group themselves right at the end of experimental practice.

<table>
<thead>
<tr>
<th>For teachers</th>
<th>For students</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) What are the advantages of TikTok in English language teaching and learning?</td>
<td>(1) What are the benefits of TikTok in your language learning?</td>
</tr>
<tr>
<td>(2) Which language skills can be developed for students with TikTok?</td>
<td>(2) What does it help you in your vocabulary learning?</td>
</tr>
<tr>
<td>(3) What aspects of teachers’ teaching practice are facilitated by the use of TikTok in language instruction?</td>
<td>(3) What are the possible disadvantages of your TikTok?</td>
</tr>
</tbody>
</table>

Table 1. Interview Questions
Source: the author

To ensure the validity and reliability of the data collected from experimental practice, the study recruited two groups of students with similar proficiency levels in English vocabulary (based on the results from the pre-test). At the end of the experimental practice, the final scores of the post-test among the two groups were collected, analyzed, and compared to evaluate the effectiveness of the technique under discussion. The proficiency levels of the tests ranged from level B1 (pre-test) to B2 (post-test) according to the Common European Framework of Reference for Languages.

2.3 Measurement

To determine students’ awareness, opinions, attitudes, behaviors, and satisfaction levels toward using TikTok as a tool for vocabulary acquisition, this study used a survey created specifically for students. Survey questions were asked on a scale from 1 to 5 (1 = Strongly Disagree, 2 = Disagree, 3 = Somewhat Agree, 4 = Agree, 5 = Strongly Agree). One-on-one interviews were also conducted with a select group of teachers and students (10 students and 7 teachers). Malhotra and Birks (2007) reported a method for ranking discrete values, as follows: (Maximum—Minimum)/n = (5−1)/5 = 0.8. Based on this method, the rankings used were never (1.00–1.80), rarely (1.81–2.60), sometimes (2.61–3.40), regularly (3.41–4.20) and always (4.21–5.00).
**Results**

The findings of the survey to examine English students' awareness and attitude toward TikTok in enhancing their vocabulary are shown in Table 2. The first statement received a high level of agreement (M=4.31; SD=0.82), with 80.3% of the participants responding that they either agree or strongly agree. This result suggests that TikTok has the potential to improve students' ability to memorize English vocabulary. The second statement received a high level of agreement (M=4.26; SD=0.80), with 77.0% of the participants responding that they either agreed or strongly agreed. This result suggests that TikTok has the potential to engage students and stimulate their interest in vocabulary acquisition. The third statement received a high level of agreement (M=4.25; SD=0.79), with 75.4% of the participants responding that they either agree or strongly agree with the statement. This result suggests that as a versatile tool, TikTok can be used for both academic and leisure objectives. The fourth statement, received a high level of agreement (M=4.26; SD=0.80), with 78.7% of the participants responding that they either agree or strongly agree with the statement. This result suggests that TikTok can be used as an effective tool for improving students' vocabulary efficiency. The fifth statement received a high level of agreement (M=4.26; SD=0.80), with 77.1% of the participants responding that they either agreed or strongly agreed with the statement. This result suggests that students view TikTok as a user-friendly, manageable, and interactive tool that can facilitate collaborative learning among peers. The sixth statement received a high level of agreement, (M=4.25; SD=0.79) with 77.1% of the participants responding that they either strongly agree or agree with the statement. This result suggests that TikTok can be an effective tool for reviewing and practicing English assignments. The seventh statement received a high level of agreement (M=4.25; SD=0.79), with 77.1% of the participants responding that they either agreed or strongly agreed with the statement. This result suggests that TikTok can be considered an effective tool for facilitating students' understanding of English vocabulary. The eighth statement received a high level of agreement (M=4.16; SD=0.85), with 73.8% of the participants responding that they either agreed or strongly agreed with the statement. This result suggests that TikTok can be used as an advantageous tool for English language acquisition. The ninth statement received a high level of agreement (M=4.03; SD=0.88), with 70.5% of the participants responding that they either agreed or strongly agreed with the statement. This result suggests that TikTok has been considered an innovative and effective approach to English vocabulary acquisition. The tenth statement received a mixed response (M=2.74; SD=0.75), with 36.1% of the participants...
adopting a neutral perspective and 54.9% showing their disagreement or strong disagreement. This suggests that while some students find the activities on TikTok unengaging, others may find them interesting.

<table>
<thead>
<tr>
<th>Options</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 TikTok enhances students’ capacity to memorize new vocabulary.</td>
<td>4.31</td>
<td>0.82</td>
</tr>
<tr>
<td>2 TikTok stimulates interest in the acquisition of English vocabulary.</td>
<td>4.26</td>
<td>0.80</td>
</tr>
<tr>
<td>3 TikTok is can be used as a multifaceted application that supports both academic and leisure objectives.</td>
<td>4.25</td>
<td>0.79</td>
</tr>
<tr>
<td>4 TikTok has the potential to foster vocabulary efficiency through various mechanisms.</td>
<td>4.26</td>
<td>0.80</td>
</tr>
<tr>
<td>5 TikTok is an user-friendly, manageable, and interactive application conducive to collaborative learning among peers.</td>
<td>4.26</td>
<td>0.80</td>
</tr>
<tr>
<td>6 TikTok exhibits potential to serve as a tool to aid students in reviewing and practicing vocabulary assignments.</td>
<td>4.25</td>
<td>0.79</td>
</tr>
<tr>
<td>7 TikTok demonstrates the potential in facilitating students' understanding and clarification of word definitions.</td>
<td>4.25</td>
<td>0.79</td>
</tr>
<tr>
<td>8 TikTok is an advantageous tool to support English language acquisition.</td>
<td>4.16</td>
<td>0.85</td>
</tr>
<tr>
<td>9 TikTok is an innovative approach to English vocabulary acquisition.</td>
<td>4.03</td>
<td>0.88</td>
</tr>
<tr>
<td>10 The activities offered by TikTok are unengaging and monotonous in nature.</td>
<td>2.74</td>
<td>0.75</td>
</tr>
<tr>
<td>Overall</td>
<td>4.08</td>
<td>0.807</td>
</tr>
</tbody>
</table>

Table 2. Descriptive statistics of students’ perceptions and attitudes towards TikTok
(1=Strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly agree)
Source: the author

The data acquired from pre-test and post-test scores were evaluated using Google Forms for the first study question, which focused on the usefulness of TikTok in boosting English vocabulary learning amongst English Major students at Thu Dau Mot University, Vietnam. Each vocabulary exam consisted of 50 multiple-choice questions designed to assess students' vocabulary knowledge; each question was worth two points. Each test had a total score of 100 points. Table 3 shows the descriptive data for the students’ scores.

<table>
<thead>
<tr>
<th>Tests</th>
<th>Experimental group (N=76)</th>
<th>Control group (N=76)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test (Total=100 marks)</td>
<td>79.05</td>
<td>78.97</td>
</tr>
<tr>
<td>Post-test (Total=100 marks)</td>
<td>91.87</td>
<td>84.47</td>
</tr>
</tbody>
</table>

Table 3. The mean scores of the results from the pre-test and the post-test
Source: the author
As indicated in Table 4, there is almost no difference between the mean scores of the two groups. While both groups share the same highest score (90 out of 100), the lowest scores of the experimental group and the control groups are 67.5 and 62.5 respectively. From these results, it can be concluded that these groups have the same level of proficiency levels in English vocabulary. This creates an assurance of the validity and reliability of the data collected from experimental practice.

At the end of the experimental practice, the final scores of the post-test among the two groups were also collected, analyzed, and compared to evaluate the effectiveness of the technique under discussion. The data from Table 5 revealed that the treatment group had a significantly higher mean score than the control group by 7.40 marks \((M=91.87\text{ compared to } M=84.47)\). While the mean scores of both groups in the post-test increased in comparison with those in the pre-test, the treatment group was perceived to produce a considerably higher increase than the other group (7.40 compared to 5.5).

After conducting the questionnaire survey and administering the tests (the pre-test and the post-test), the research group also interviewed 10 randomly selected students, asking them questions with reference to their attitude towards TikTok in their language learning (Table 2). There were three main questions to be addressed: (1) What are the benefits of TikTok in your language learning? (2) What does it help you in your vocabulary learning? (3) What are possible disadvantages with your TikTok? The extracts from the responses are presented in Table 5.

<table>
<thead>
<tr>
<th>Students</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>TikTok’s fun and engaging, and it can make learning more enjoyable. There can be distractions from TikTok videos that are not related to English language learning.</td>
</tr>
<tr>
<td>Student 2</td>
<td>TikTok helps me remember new words through the visual aids in the videos. The problem with TikTok is that there may exist contents which are unreliable or inaccurate in terms of grammar and vocabulary.</td>
</tr>
<tr>
<td>Student 3</td>
<td>Short videos on TikTok are easy to understand. They can be helpful for our language learning if used effectively. Using TikTok can be time-consuming as it may takes time to find appropriate videos for my learning needs.</td>
</tr>
<tr>
<td>Student 4</td>
<td>With TikTok, I can study at my own pace and choose the topics that interest me. TikTok may not provide enough contexts or explanations for some words or phrases.</td>
</tr>
<tr>
<td>Student 5</td>
<td>TikTok allows me to practice my pronunciation by repeating what I hear in the videos. The videos may not cater to all learning styles, such as those who prefer reading.</td>
</tr>
<tr>
<td>Student 6</td>
<td>With TikTok, I can interact with other learners and get feedback on my performance. There may be a lack of interaction with the teacher or the instructor for personalized feedback.</td>
</tr>
<tr>
<td>Student 7</td>
<td>TikTok provides a variety of contenta, from elementary to advanced levels. The app may not cover all the necessary vocabularies for academic or professional purposes.</td>
</tr>
</tbody>
</table>
| Student 8 | I can access the app anytime and anywhere, making it convenient to learn English and vocabulary as well.  
It may not be suitable for those who are not familiar or comfortable with modern technology or apps. |
| Student 9 | TikTok helps me improve my listening skills as well as broaden my vocabulary. It’s a modern and trendy way to learn English.  
TikTok may not work for those who need more structured and formal learning environments. Besides, it may not be accessible for those who do not have smartphones or stable internet connections. |
| Student 10 | There are many ways to learn vocabulary and I can practice using just a device connected to the internet.  
I was confused when I had bad results on tests due to a bad internet connection and my poor computer skills. These inconveniences in fact caused and affected the results I got in vocabulary assignments using this app. |

Table 4. Responses from the students  
Source: the author

In response to the interview questions, most of the students showed their positive attitudes towards TikTok in improving their vocabulary learning and other skills as well. The majority of them found the application to be a useful and engaging tool to improve their language skills. These students confessed they felt more confident, flexible, and supportive of their English skills on TikTok. The opportunities to learn through videos, to interact with other learners, and to practice English in a fun and engaging way were among the recognized benefits. It is interesting and relaxing to study using this app. With TikTok, their language learning is well-supported and highly beneficial. These students noted that they could memorize vocabulary more easily with the help of the device, and they appreciated the convenience of being able to study anywhere and at any time with TikTok.

Unfortunately, some students also expressed their concerns about the accuracy of the information presented on TikTok, the potential for distraction from TikTok videos that are not related to English learning, and the lack of structure in their learning process. Some of these students also show their concern for internet connection as this is one of the important factors for the effective use of TikTok in their language learning. While TikTok has the potential to be a valuable resource for language learning, it should be used in conjunction with more traditional methods to ensure a comprehensive and accurate learning experience. To have a deeper insight and also to improve the effectiveness of TikTok, further research is necessary to explore its potential benefits and drawbacks in language learning in general and in vocabulary learning as well.

To have deeper insights into the teachers’ attitudes towards TikTok and its effectiveness in language instruction in general and in vocabulary learning in particular, 7 teachers of English from the university were interviewed using a semi-structured format. The teachers chosen were those who were experienced in utilizing electronic applications in their...
Tiktok’s effect on English vocabulary learning: an empirical study of English major curriculum

language teaching. The interview questions were designed to elicit information related to the issues under investigation: (1) What are the advantages of TikTok in English language teaching and learning? (2) Which language skills can be developed for students with TikTok? and (3) What aspects of teachers’ teaching practice are facilitated by the use of TikTok in language instruction?

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers 1</td>
<td>There are many benefits when using TikTok in learning English. However, the main drawback is the poor internet connection. This poor internet connection is sometimes a big trouble which can affect students’ online or offline learning.</td>
</tr>
<tr>
<td>Teachers 2</td>
<td>Students now try to use English to describe or give an example and practice more than in the past. TikTok is one of the useful apps that they can use in their language learning. The problem is that there is a lot of useless information that can distract students from educational purposes.</td>
</tr>
<tr>
<td>Teachers 3</td>
<td>The advantages of TikTok in English language teaching and learning are numerous. Firstly, it engages students in a more creative and interactive way of learning. Secondly, it helps students to improve their listening and speaking skills as they can watch and listen to short videos with different accents and dialects. Finally, it provides students with a platform to practice and demonstrate their language skills with their peers.</td>
</tr>
<tr>
<td>Teachers 4</td>
<td>Using TikTok in language instruction can develop all four language skills for students: reading, writing, speaking, and listening. The videos can be used to improve reading skills through subtitles, writing skills by creating scripts for videos, speaking skills through recording and practicing pronunciation, and listening skills by comprehending different accents and languages in the videos.</td>
</tr>
<tr>
<td>Teachers 5</td>
<td>TikTok can facilitate various aspects of teachers’ teaching practices. Firstly, it can save time and effort by providing a source of authentic language input, so teachers can focus more on facilitating students’ comprehension and interaction. Secondly, it can help them to differentiate instruction as students can choose videos and topics based on their interests and proficiency levels. Lastly, it can enhance students’ motivation and engagement in learning by making language learning more fun and relevant to their daily lives.</td>
</tr>
<tr>
<td>Teachers 6</td>
<td>Using TikTok in teaching English can help teachers to address different learning styles and needs from the students. Visual learners can benefit from the videos and animations while kinesthetic learners can practice their speaking and pronunciation skills by recording and playing their own videos. TikTok can also provide a good platform for students to collaborate and share their learning experiences, which can enhance their social and emotional development.</td>
</tr>
<tr>
<td>Teachers 7</td>
<td>This application is really helpful for teachers and students in English language teaching and learning. In the era of 4.0, more and more students resort to TikTok as well as other apps for their language learning. TikTok can be an effective tool if used effectively and for meaningful purposes.</td>
</tr>
</tbody>
</table>

Table 5. Responses from the teachers
Source: the author

It can be clearly shown from Table 6 that most of the teachers are aware of the importance of TikTok in English language teaching and learning, with the aim to incorporate activities that inspire curiosity and motivate students to study more effectively together with the aim of developing learners’ abilities. According to these teachers, TikTok has a range of advantages in English language teaching and learning. One of the major benefits is the improvement of language skills, particularly in vocabulary acquisition and in other language skills as well. TikTok provides a platform for creative and interactive learning, which can
enhance students' motivation and engagement. TikTok can be considered as an effective way to support students' language learning and foster a positive and engaging learning environment. Teachers also find TikTok to be a useful tool in facilitating their teaching practice as it provides authentic language input and allows for differentiation and collaboration among students. Some teachers also show their concern for poor connection as it is sometimes a big trouble that can affect students in carrying out their learning activities and in TikTok as well. Only one teacher expressed his dissatisfaction with TikTok because there is a lot of useless information on this app which can distract students from their educational purposes.

**Discussion**

This study sheds light on the potential benefits of utilizing technology in language learning, notably through the usage of popular and entertaining apps like TikTok. As stated by Khazaei and colleagues (2021), TikTok may be used as a tool for learner-centered training, giving students the ability to take control of their learning process and progress their language abilities at their own pace. In a related research, Alqahtani (2021) predicted that allowing students to record and analyze their language performance on TikTok may develop self-reflection and self-assessment (Bsharat & Hamarsha, 2023). According to the findings of the study, English majors who use TikTok may practice English more frequently and engage in a range of classes that interest them, thus improving their learning experience. Practice and strengthen your memory for new words. The results indicate that TikTok has the potential to be a beneficial resource for these students in terms of vocabulary learning and retention. Furthermore, the study's findings also show that using TikTok videos as a learning approach improved participants' memory of English vocabulary significantly in the experimental group. This discovery is also consistent with Rama, Hamdani, and Prihatini's (2023) findings, the majority of students felt TikTok would make studying English more pleasant, based on survey findings. They also believe that using TikTok will help them improve their English. They also agree that there are several benefits to learning English with TikTok, such as the fact that it may help with vocabulary growth (Rama, Hamdani, and Prihatini, 2023). Positive findings from surveys and test analyses indicate that the application encourages more interaction, therefore providing students with confidence in their job of utilizing English in face-to-face conversation and other kinds of expression. TikTok has also dramatically improved students' confidence and communication abilities.
The majority of students are positive about using TikTok as an extra tool and its potential for improving their vocabulary and other English language abilities (M4.16). These pupils reported a desire to use TikTok to investigate and absorb English language information, particularly those relevant to core English language abilities. Those who utilized this program as an excellent additional aid for English language acquisition are unquestionably more driven than those who did not. This is congruent with the findings of Manggo, Liando, and Wungow (2022), who found that the majority of research respondents feel that the TikTok app has a generally positive influence on users' English learning, particularly speaking, at SMP Negeri 14 Dumoga. The interview with teachers also revealed the same results as most of the respondents showed their positive attitude towards TikTok and the use of other apps in English language teaching and learning. These results are generally consistent with the results from the study conducted by Tangirbergen (2022) that instructors appreciate mobile applications' potential for student involvement. Teachers choosing applications they know something about or how to use implies that teacher training is critical in increasing the use of mobile apps in English instruction.

TikTok's impacts as a pedagogical learning aid in language learning have not been completely examined because of its dynamic nature, as this software is still relatively new in educational contexts (Tan et al. 2022). Students' confidence and communication skills have increased as a result of using technology in language teaching. As a result of this integration, social media platforms such as TikTok have arisen as a new tool for language learners. There has been a growing amount of study in recent years investigating the possible benefits of TikTok for language acquisition. Many of these studies have found that TikTok is an excellent and enjoyable way to learn a new language. TikTok may be an excellent resource for learning English as a second language. The platform's short-form films and distinct communication styles can provide a fun and engaging approach for language learners to practice their abilities (Ibrahim, Shafie, & Rahim 2023). The latest study's findings are, of course, no exception. Teachers should be recommended to research and have proper ways to make the greatest use of TikTok and other applications in their teaching practices since TikTok has proven to be a useful asset in vocabulary teaching and learning. Learners must actively participate in the learning process in order to remember new terminology, especially when selecting efficient TikTok study approaches. To properly acquire new vocabulary, learners must understand the many components of words, including their form, grammar, collocation, meaning, and creation processes. These apps can completely support context, pictures, associations, and classification. In vocabulary learning, students must be able to properly use the words they
have learned, which needs a deeper understanding of their definition, mode of usage, and context-sensitivity. Teachers must provide opportunities for their pupils to utilize language in communicative contexts that are typical of real-world situations. Classroom education may be effective using this software because it provides students with real-world examples, activities, and resources that they can use to practice and enhance their word knowledge.

**Limitations and Implications**

It is crucial to remember that this study has significant limitations. To begin with, the sample size in this study was rather small compared to the whole student population of over 1000, and the study was only confined to English Major students at a University in Vietnam, thus its conclusions may not apply to other sociocultural situations or nations. Second, because a thorough investigation of the causal link between components was not possible within the scope of this study, the research is cross-sectional. The study did not investigate the long-term effects of utilizing TikTok as a language learning aid because of time constraints. Further study into and testing solutions to solve the challenges and restrictions originating from the application process is required for the app's effective application. Future research should broaden the scope of the study to cover the possibility of employing TikTok as an educational tool for additional language learning goals, as well as with diverse and bigger student groups, in order to improve research validity and generalizability.

**Conclusion**

The main objective of this research is to investigate the impact of TikTok on vocabulary learning among Thu Dau Mot University, Vietnam English majors. According to the study's findings, TikTok may be regarded as an effective application for improving the language abilities of English major students as well as their performance in the vocabulary acquisition process. TikTok has been shown in studies to assist and inspire English majors at Thu Dau Mot University, Vietnam in acquiring language in general and vocabulary in particular. As a result, TikTok should be used not only for amusement but also to educate and acquire language. Teachers may use this app to teach vocabulary by having students play TikTok vocabulary games, providing exercises, or having students practice pronouncing learned words. Teachers should carefully choose videos that match their students' skills, interests, and learning styles to get the most out of the program. In addition to its contributions,
the study has certain limitations due to its limited sample size and time constraints. Further study with a larger scope is required to better comprehend the problem and give fresh insights that can expand the present literature, while also investigating other elements of English and other languages' vocabulary teaching and learning in Vietnam.

References


Submetido em: 22.09.2023
Aceito em: 25.10.2023