

TeachTok: Enhancing Elementary Learners' Visual and Multimedia Literacy through TikTok as Mobile-assisted Language Learning Tool

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Abstract. This study investigated the effect of integrating TikTok application into English language instruction through Mobile-assisted Language Learning (MALL). The researcher employed a mixed-methods technique utilizing an explanatory sequential design in two phases. By comparing learners' performance in pretest and posttest assessments, a researcher-developed instrument validated by experts was used. Additionally, a semi-structured interview was conducted with key informants to explore the affective, behavioral, and cognitive aspects of their experiences, further corroborating the quantitative findings. Through a purposive sampling technique and carrying out inclusion and exclusion criteria, eighty (80) grade 5 learners from an elementary public school in the Schools Division of Bulacan during the school year 2023 - 2024 were selected as participants. The research opted to utilize a two-group pretest-posttest design with experimental and control groups. Various statistical tools, such as the arithmetic mean and standard deviation, were used for descriptive analysis, and the t-test for Paired Samples was used for inferential statistics, which answered the research hypothesis. At the same time, the qualitative data were analyzed and interpreted through a thematic analysis approach. Results indicated a significant difference in learners' English language performance, as evidenced by the posttest scores. Utterances revealed positive changes in participants' attitudes, behavioral, and cognitive responses to the subject matter, highlighting the multifaceted benefits of incorporating TikTok in educational contexts. This study contributed to the growing body of research on TikTok and MALL offering Teach instructional framework aiming to leverage contemporary digital tools to enhance English language learning outcomes.

Keywords: TeachTok; Visual; Multimedia literacy; TikTok; MALL.

1.0 Introduction

Technology in the globalized era offers numerous advantages, significantly enhancing education and learning. It aids teachers in imparting knowledge and students acquiring it, making teaching and learning more engaging and enjoyable (Ellitan, 2020; Tuma, 2021). Integrating technology in classrooms has positively transformed the educational experience, introducing a new and widely embraced concept of learning (Inderawati et al., 2019). Furthermore, ICTs (Information and Communication Technologies) have revolutionized daily life by improving work conditions, information exchange, teaching methods, and research practices (Ratheeswari, 2018). Technology continues to shape and improve various aspects of human life, particularly education.

The rise of digital technology has shifted knowledge sharing and literacy from print-based to internet-based formats, introducing new literacy practices (Silvhiany, 2019). The abundance of online platforms requires

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individuals to develop critical thinking skills to evaluate their functions and implications (Silvhiany et al., 2021). In the digital age, literacy extends beyond traditional reading and writing, including navigating and critically assessing online content. In the era of innovation, English Language Education (ELE) has evolved significantly with the integration of Web 2.0 tools, fostering active and participatory learning through technology (Hu, 2022). The availability of online language resources has become crucial in complementing traditional materials, benefiting learners by enhancing language acquisition and emotional and social development in both formal and informal contexts (Benson, 2021; Sam & Shalini, 2021). However, informal learning remains challenging to define and assess, influenced by various factors, prompting scholars to focus on formal, classroom-based learning for generating new knowledge and promoting critical reflection (Heidari et al., 2021).

Social media, designed initially for communication, is increasingly used as an informal learning platform, offering diverse learning opportunities and enhancing education (Sobaih et al., 2020). This shift highlights its potential to encourage informal learning and transform how information is accessed. Social media engagement strategies are collaborative, purposeful, and dynamic, fostering active participation in learning activities (Bailey, 2021). It can also help users accomplish tasks or activities tailored to their needs. Social media is a widely used internet-based tool that enables individuals to share ideas and information through digital interaction (Cataldo et al., 2022). Platforms like Twitter, Instagram, YouTube, Facebook, Skype, and TikTok serve different communication roles across age groups. A 2021 survey found that YouTube and Facebook are popular among most American adults, while Instagram, TikTok, and Snapchat are more favored by younger adults under 30 (Anderson & Smith, 2021). There are age-related differences in platform preferences, with YouTube and Facebook being used by all age groups, while younger people gravitate toward Instagram, TikTok, and Snapchat.

Social media serves various purposes depending on user interests, including enhancing teaching and learning by facilitating knowledge sharing (Ahmad & Murad, 2020). Collaborative group work on social media helps students achieve their learning goals and boosts motivation (Manca, 2020). Social media is a valuable educational tool that provides up-to-date content, fosters engagement, and is accessible, participatory, and user-friendly (Erarslan, 2019). It also allows individuals to exchange information globally, making it an effective medium for learning. Social media apps are valuable for language acquisition and literacy development, enabling easy interaction and improving language skills (Pikhart & Botezart, 2021). They support various aspects of language learning, such as reading, pronunciation, vocabulary, speaking, writing, and listening, using features like online reading groups (Adebimpe & Rasidat, 2021). With the rise of mobile learning, especially during the COVID-19 pandemic, mobile apps have gained popularity for teaching and learning (Yuan et al., 2021). Mobile learning, defined as using mobile devices for learning anytime and anywhere (Criollo et al., 2021), has become essential in educational settings, where platforms like TikTok are shaping modern learning trends.

TikTok is a popular social networking platform, ranking second in global app downloads across Google Play and the Apple Store in 2019 (Sensor Tower Blog, 2020). Launched in 2016 by Zhang Yiming and owned by ByteDance, TikTok allows users to create and share short-form videos on various topics. Initially launched in China as Douyin, TikTok expanded internationally in 2017. In 2018, TikTok faced a temporary ban in Indonesia due to concerns over harmful content, but the app returned after a partnership with the Ministry of Women's Empowerment and Child Protection. TikTok's broad functionality and large user base make it a fun and engaging platform for learning. TikTok attracts a wide range of users, including children, teens, and adults, with 100 million users at its inception and videos reaching up to 1 billion people (Arkansyah et al., 2021). In Indonesia, some users became TikTok celebrities due to their viral videos. The platform engages users through Challenge programs, where individuals or groups complete tasks and challenge others to create videos. TikTok allows users to produce and share music videos, offering editing tools for near-professional results. The app's user-friendly interface and special effects make it easy for anyone to create engaging content, contributing to its popularity (Bhandari & Bimo, 2022).

Mobile-assisted Language Learning (MALL), which involves using mobile devices and technology to enhance foreign language learning in traditional classrooms, is emerging as a key area of research. This study is crucial for understanding the future of education, especially in the post-pandemic era (Shinas et al., 2022).

Mainland China has embraced technology-enhanced English Language Education (ELE) to improve national English proficiency and support its internationalization efforts in the digital era (Zeng, 2018). The rapid adoption of Web 2.0 platforms and the normalization of online learning due to the COVID-19 pandemic have made Mobile-assisted Language Learning (MALL) increasingly important (Paul & Liu, 2018; Rong & Abdullah, 2022). However, while MALL has gained attention, research has primarily focused on its impact on language proficiency, leaving a gap in exploring other effects and specific tools used in MALL (Chen & Jia, 2020; Li et al., 2022).

TikTok has emerged as a dynamic educational tool in the Philippines, leveraging its popularity among the youth to enhance learning outcomes. According to Cagas et al. (2022), the platform has proven effective in improving speaking and grammar skills among higher education students. Through creating and consuming short, engaging videos, learners develop linguistic competencies while enjoying a fun and interactive learning process. Similarly, Navera et al. (2024) emphasize that TikTok assignments, such as producing content aligned with curriculum objectives, foster creativity, critical thinking, active student engagement, and blending entertainment with education.

Moreover, the use of TikTok in the classroom extends beyond language learning. Quinto and Cho-oy (2022) argue that the app supports collaborative learning and enhances digital literacy by encouraging students to script, edit, and produce team content. Teachers also use TikTok to introduce complex concepts in simplified, visual formats, improving learners' comprehension and retention (Salasac & Lobo, 2022). These studies illustrate how TikTok is reshaping education in the Philippines, offering an innovative platform that bridges traditional teaching methods with the preferences of a digitally savvy generation.

The Philippines' poor performance in the 2022 Program for International Student Assessment (PISA) indicates that students in the country are approximately five to six years behind in learning abilities, according to the Department of Education (DepEd). The average PISA scores for participating countries were 472 in mathematics, 476 in reading, and 485 in science, while the Philippines scored significantly lower: 355 in math, 347 in reading, and 373 in science. The OECD notes that every 20 points below the average represents a one-year learning gap for 15-year-olds in PISA-participating countries.

According to Regional Memorandum No. 230, s. 2023, a fourth-quarter assessment was conducted in Kindergarten, Grades 1-10, and Senior High School core learning areas to measure student achievement. In the researcher's locality, the results revealed that the learning competency "Analyze how visual and multimedia elements contribute to the meaning of a text" was among the least learned. Out of 410 examinees, only 295 (72.18%) correctly answered questions related to this competency.

The Department of Education - Region 3 issued Regional Memorandum No. 502, s. 2022 outlines the "Guidelines on the Conduct of the 2022 Regional Diagnostic Assessment" for Grades 1-10 and Core Learning Areas in Grades 11-12. The objectives of the assessment are: (1) to determine the percentage of learners who met the minimum proficiency level in various learning areas; (2) to identify the most mastered and least learned competencies; (3) to use the results to enhance teaching skills through Learning Action Cell sessions; and (4) to create school intervention or remediation plans for addressing identified learning gaps, led by the School Head with support from Master Teachers (if applicable).

In compliance with Regional Memorandum No. 502, the researcher's locale conducted the Regional Diagnostic Assessment (RDA) on September 13-14, 2024. The results showed that only 4 out of 399 exam takers (1%) achieved or exceeded the 60% minimum proficiency level (MPL). Specifically, in items 41-50 of the 50-item test, which focused on the competency "Analyze how visual and multimedia elements contribute to the meaning of a text," only 139 learners (35.11%) answered correctly. This indicates a significant gap in understanding this competency that needs immediate attention.

Studies suggest that TikTok can enhance students' engagement and motivation in language learning, improving communication skills. Chen et al. (2020) found that TikTok helped students improve English pronunciation, intonation, and rhythm. Similarly, Gao et al. (2020) observed improved speaking and listening skills, as TikTok provides real-world language materials. These findings highlight TikTok's positive impact on language

acquisition, suggesting it is a valuable tool for enhancing various language abilities, including speaking, listening, and pronunciation.

Several studies have shown that TikTok can help learners develop creativity and critical thinking skills. Chen and Chen (2020) found that TikTok allows students to create videos, fostering creativity and innovation. Saeed et al. (2020) suggested that TikTok encourages students to analyze and assess video language, enhancing their critical thinking abilities. These studies demonstrate TikTok's educational potential, showing that it can be used beyond its role as a social media platform to promote creativity and critical thinking in various educational contexts.

Affini (2020) found that 86.36% of students reported that TikTok was beneficial for learning descriptive text, suggesting its potential as an educational tool to improve learning competency. The study used mobile-assisted language learning, with students tasked with creating a one-minute video on TikTok as a performance task. This aligns with De Matta et al.'s (2023) study, which showed that TikTok can track language learning progress and motivate students to improve their English skills outside the classroom. Several studies highlight the growing importance of mobile applications, such as TikTok and Instagram, in enhancing language skills. Lee (2023) noted that these social media platforms have become essential in language teaching, offering dynamic and engaging features. However, few studies have explored using TikTok in second-language instruction (Yang, 2020). While research indicates that social media can positively impact language learning, there is limited exploration of newer platforms like TikTok. This gap presents an opportunity to investigate how TikTok can be used to practice literacy.

Building on prior research on social media for language practice, this study aimed to explore how learners use TikTok to express ideas inside and outside the classroom and their views on using mobile devices for literacy practice. The focus was narrowed to Douyin (TikTok) in ESL learning, as it is the most popular Web 2.0 application among Generation Z. The study follows an experimental approach, aiming to provide insights into how learners use TikTok for literacy and assist teachers in utilizing TikTok for the teaching and learning process by proposing an instructional framework based on the findings.

2.0 Methodology

2.1 Research Design

The study used a mixed-method approach, combining quantitative and qualitative methods to address the research objectives comprehensively. As defined by Chumney (2015), this approach involves collecting and analyzing both data types. The independent variable was the integration of Project TeachTok, using TikTok for English instruction, while the dependent variable was learners' academic performance in English. A pretest-posttest design was implemented with experimental and control groups to collect data. The experimental group used Project TeachTok, while the control group followed traditional teaching methods. Quantitative data were gathered through pretests and posttests and analyzed using statistical methods, including paired-sample and hypothesis testing. Qualitative data were obtained through semi-structured interviews with key informants and analyzed thematically to validate the quantitative findings.

The study followed a sequential explanatory design (Creswell, 2007), prioritizing quantitative data collection and analysis in the first phase and qualitative data in the second phase. The pretest/posttest assessed learners' competency in analyzing visual and multimedia elements of a text, covering topics on "Analyzing Visual Media Elements" and "Analyzing Texts Using Multimedia." The research spanned 11 sessions: one for the pretest, eight for Project TeachTok implementation, one for the posttest, and one for interviews. The eight sessions followed DepEd's Budget of Work for English 5, with the first topic covered in three sessions and the second in five, each lasting 50 minutes. The systematic approach ensured the study's validity and reliability, providing insights into the effectiveness of TikTok-integrated instruction.

2.2 Research Locale

This study took place in one of the public elementary schools in the Schools Division in the province of Bulacan. The inclusion of the school as the locale of the study was based on the following: (1) researcher's locality; (2) context of the baseline data; (3) participants' mobility and data accessibility; (4) ethical considerations for the vulnerable participants; (5) research feasibility; and (6) collaboration opportunities among school's internal and external stakeholders.

2.3 Research Participants

The study participants were 80 intermediate-level learners (40 males and 40 females) from a public elementary school in the Schools Division of Bulacan during the 2023–2024 school year, with ages ranging from 10 to 12 years. The learners, identified as bilingual in English and Filipino, faced difficulties in English-related learning activities, as shown by their low academic performance in previous quarters. The study focused on low-achieving learners who struggled more in English than other subjects. Specific inclusion criteria for Project TeachTok and subsequent interviews required participants to be Grade 5 students, identified as low achievers, and own smartphones capable of using TikTok. Learners who did not meet these criteria, including those in the control group or with high previous academic performance, were excluded.

From a population of 429 Grade 5 learners (221 males and 208 females) across 10 sections, 80 learners were purposively sampled – equally divided into experimental and control groups. This purposive sampling method, as described by Campbell et al. (2020) and Retchie (2023), enabled the researcher to deliberately select participants with the most relevant characteristics for the study, ensuring meaningful insights. Key considerations included access to smartphones for TikTok use and alignment with the study's focus on English performance. This targeted sampling strategy facilitated a manageable and in-depth investigation, enhancing the study's relevance and contribution to understanding primary education challenges in Bulacan during the 2023–2024 school year.

Table 1. Respondents of the Study

Public Elementary School	English Learners (N)	English Learners (n)	
		Experimental Group	Control Group
Male	221	20	20
Female	208	20	20
Total	429	40	40

2.4 Research Instrument

The study utilized tests and interviews to gather data and address the research questions. A pretest/posttest assessment tool evaluated learners' academic performance in English 5, measuring their progress and the impact of teaching activities.

Quantitative Instrument

The pretest assessed participants' prior knowledge before treatment using TikTok-based instructional materials. The treatment spanned eight sessions covering two topics: "Analyzing Visual Media Elements" (items 1-20) and "Analyze Texts Using Elements of Multimedia" (items 21-50). The posttest measured knowledge after the treatment, similar to the pretest but with shuffled questions. The 50 multiple-choice questions were sourced from validated self-learning modules used in the Schools Division of Bulacan. The assessment tool was validated by six experts, including Master Teachers and District Coordinators. Pilot testing with 30 non-participant learners yielded a Cronbach's Alpha of 0.81, indicating high reliability. Normality testing via the Kolmogorov-Smirnov One-Sample Test ($p < .001$) confirmed that the population data followed a Gaussian distribution, guiding the selection of the appropriate statistical test for analysis.

Qualitative Instrument

A semi-structured interview after the posttest assessed participants' attitudes toward learning English with TikTok, focusing on affective, behavioral, and cognitive aspects. Questions were adapted from Rahmawati and Anwar (2022). Each interview took 10–15 minutes per participant and provided insights into their learning experiences with mobile-assisted language learning.

Validators

Table 2 depicts the data outline of the professional profiles of individuals holding various positions within the educational context of Marilao North District, where the research was carried out. Each entry includes information on the position or area of specialization, educational qualifications, age, gender, and years of service of the individual. This structured format provides an overview of the diverse roles, qualifications, and demographic characteristics within the MND, highlighting a range of expertise from district leadership to English coordination and teaching roles. The data not only delineates their professional roles and educational attainment but also

underscores their collective experience in the field of education specifically in English as one of the learning areas in basic education, showing their qualification as validators of the pretest/posttest assessment tool, nonprint TeachTok materials, content analysis of the qualitative findings, and proposed instructional framework through their position and areas of specialization in DepEd throughout the years.

Table 2. *Profile of Validators*

Code	Position/Area of Specialization	Profile
PMV1	District English Adviser/Principal III	Have a master's degree, 54 years old, male, and 32 years in the Department of Education.
PMV2	Master-in-Charge of English/Master Teacher I	Have a master's degree, 46 years old, female, and 24 years in the Department of Education
PMV3	District English Coordinator/Teacher III	Have master's degree units, 34 years old, female, 11 years in the Department of Education
NPV1	District LRMSD Adviser/Principal III	Have doctorate degree units, 52 years old, female, and 30 years in the Department of Education.
NPV2	Master-in-Charge of LRMSD/Master Teacher I	Have doctorate degree units, 40 years old, female, 17 years in the Department of Education.
NPV3	District LRMSD Coordinator/Teacher III	Have a master's degree, 27 years old, female, and 6 years in the Department of Education
CAV1	District Research Coordinator/Master Teacher I	Have a doctorate degree, 36 years old, male, 11 years in the Department of Education, and 1 year in a local community college.
CAV2	Teacher III	Have a doctorate degree, 35 years old, female, and 12 years in the Department of Education.
CAV3	Teacher III	Have a doctorate degree, 33 years old, male, and 10 years in the Department of Education.

2.5 Data Gathering Procedure

The mode of gathering information was conducting pretest and posttest assessments of the study participants using printed questionnaires. The researcher followed these steps to collect data:

Quantitative Procedures

The pretest/posttest questionnaire underwent the process of validation to ensure that it was sufficient to assess the knowledge of the participants regarding English topics prior to the treatment. The researcher requested the Dean of Graduate Studies to provide a recommendation letter for applying the research review of ethical considerations under the LCUP's Research Ethics Committee. Upon securing approval from the REC, a permission letter was sent to the Schools Division Superintendent of Bulacan to request approval to conduct the study and request permission to distribute questionnaires to the participants. Also, the researcher asked for permission from the District Supervisor and the School Head of the participating school to conduct the study. With the approval of the institutional authorities, the researcher sought the approval of parents/legal guardians of the selected participants through consent and assent forms. With survey authorization, participants were advised that the information collected was handled privately and used solely for research purposes. The pretest was administered to the study participants with complete confidentiality and by ethical rules. The TikTok application integration was offered as an innovative treatment with the potential to generate beneficial knowledge and results. Following the treatment's implementation, participants were given a full explanation of the post-test procedures, emphasizing the necessity of their continuing involvement.

Qualitative Procedures

An email was sent to the author of the semi-structured interview questions to seek permission for the utilization to assess the attitude of the learners towards TikTok application integration through MALL to English classes. Finally, the researcher conducted the semi-structured interview with chosen key informants with the potential to validate the collected data from the assessments. The interview was audio-recorded with participants and their parents/legal guardians' permission to ensure that the research correctly captured the complexity of their remarks.

The researcher adhered to comprehensive procedures for data collection, security, storage, transfer, and destruction. Initially, assent forms were distributed and collected from the willing participants, with collected data encrypted and securely protected. Data were retained for 60-90 days or until all necessary information for statistical analysis was gathered, then transferred to offline storage. The personally identifiable information

collection was limited as per approved research protocols. Electronic data containing personally identifiable information was encrypted during transport on portable devices and transmitted via e-mail without third-party services, with caution exercised in public internet access. Remote access to such information is utilized VPN or encrypted desktops. Disclosure or dissemination of personally identifiable data only occurred with explicit approvals or legal requirements. Hardcopy information was securely stored in restricted-access institutional settings, while electronic data was stored on secure servers, with no storage outside such environments. Non-secure server or personal device storage employed encryption. Personally identifiable information was retained per La Consolacion University Philippines Graduate Studies policy, and securely destroyed after statistical submission. Decommissioned computers have all personally identifiable data removed securely. Furthermore, administered questionnaires were deleted after one week to ensure data security and confidentiality.

2.6 Ethical Considerations

The data collection procedure for this study was handled with the highest respect for the respondents' privacy. Permission to conduct the study in the DepEd Basic Education was obtained by formal correspondence with university authorities. Respondents/participants were informed about the study and asked for consent before participating. They were asked to sign written informed consent forms before participating in the survey, interview, and focus group discussion. To protect the confidentiality and privacy of the participants and responders to this study, the following procedures were followed: (1) any information acquired from the participation in this survey was anonymous, no one is identifiable since no name(s) are necessary for participation in this study, all identifying information was removed during the recording and interpretation processes, and only the researcher has access to the data and information obtained (2) participation in this study is optional; even if one decided to take the survey, he/she may withdraw at any moment, and no one should face any negative consequences for discontinuing participation as a responder; (3) any information one does not desire to share was closely monitored by the researcher; (4) during data collection, respondents/participants have the option to refrain from answering questions, and their request was granted and honored; and (5) all data received from informants was kept strictly secret. Furthermore, the researcher secured the participants' identity and rights in line with the Data Privacy Act of 2012.

3.0 Results and Discussion

3.1 Digital Literacy

Table 3 presents the control group's scores in terms of pretest (n=40). It can be gathered from the table that the group's mean score is 19.68, where 20 of the scores are higher than the mean, while 20 scores are lower than the mean. Also, the standard deviation of 7.95 indicates a moderate to high level of variability where the data points are away from the mean value. Data shows that elementary learners in the control group had a wide range of digital literacy abilities before introducing TikTok as an educational tool. The same proportion of scores above and below the mean and moderate to high variability suggests that the group's digital literacy was pretty diverse. This baseline data is critical for assessing the success of the TikTok-based educational intervention in future study phases.

Table 4 illustrates the mean scores obtained by the experimental group regarding the pretest (n=40). According to the table, the mean score of the experimental group is 19.45, where 23 scores are lower than the mean, while 17 scores are higher than the mean. Subsequently, the 7.11 standard deviation value means the individual scores varied significantly from the mean score. A higher standard deviation signifies that the scores are spread out over a broader range of values, reflecting diverse levels of digital literacy among the participants before the Project TeachTok intervention. The findings in Table 4 indicated that the experimental group, like the control group, had a wide range of digital literacy levels before the intervention. The slight variations in mean scores and score distribution served as the baseline for measuring the impact of using TikTok as an educational tool to improve digital literacy through mobile-assisted language learning. The similarity in pretest scores between the two groups contributes to a fair comparison when analyzing the intervention's success.

Table 5 demonstrates the mean score attained by the control group in terms of a post-test (n=40). It can be gleaned from the table that the group's mean score is 21.83, with a standard deviation value of 5.11. This suggests that the individual scores are somewhat scattered, but they are closer to the mean than the pretest results, with a standard deviation of 7.95. The mean score increased from 19.68 (pretest) to 21.83 (posttest), indicating that the control

group's digital literacy improved during the research. This improvement might be attributable to overall learning and exposure over the research period, regardless of the specific TikTok intervention. The decrease in standard deviation from 7.95 (pretest) to 5.11 (posttest) indicated that the scores became more consistent and less dispersed. This might indicate that the learners' digital literacy abilities grew more consistent, possibly due to regular educational procedures or other variables impacting their learning environment. Table 6 shows the mean score acquired by the experimental group in terms of post-test (n=40). According to the table, the group obtained a mean score and standard deviation (37.70, 5.11), respectively.

Table 3. *Pretest Mean Score of Control Group*

N	Mean	SD
40	19.68	7.95

Table 4. *Pretest Mean Score of Experimental Group*

N	Mean	SD
40	19.45	7.11

Table 5. *Posttest Mean Score of Control Group*

N	Mean	SD
40	21.83	5.11

Table 6. *Posttest Mean Score of Experimental Group*

N	Mean	SD
40	37.70	5.11

The experimental group's mean score improved considerably, from 19.45 (pretest) to 37.70 (posttest). This significant improvement indicates that the use of TikTok as an educational tool had a significant beneficial influence on the learners' digital literacy. The standard deviation 5.11, corresponding to the control group's posttest results, suggests that the scores were uniformly distributed around the average. Despite the considerable rise in the mean score, the variability remained moderate, suggesting that the improvement was consistent across the board. The significant increase in mean score compared to the pretest and the control group's posttest mean score (21.83) demonstrates the usefulness of the TikTok-based educational tool. This showed that the experimental group gained much more from the intervention than the control group, which did not utilize TikTok.

Table 7 uncovers the difference between the pretest mean scores of control and experimental groups (n=80). According to the data, there is no significant difference between pretest mean scores of control and experimental groups, reflected in the t-value of .147 with the corresponding p-value of .884, which is higher than $\alpha = 0.05$. Thus, the null hypothesis is accepted.

Table 7. *Difference between the Pretest Mean Scores of Control and Experimental Groups*

Variable	t	df	p-value	Decision	Interpretation
Pretest of Control and Experimental Group	0.14	39	.884	Accept	There is no significant difference between the pretest scores of the learners in the control and experimental groups.

The lack of significant difference in pretest scores indicates that both groups started at a similar level of vocabulary knowledge. This is crucial for ensuring that any subsequent differences observed in posttest scores can be more confidently attributed to the intervention rather than pre-existing differences in digital literacy. Establishing that the groups were comparable at the start strengthens the validity of the study's findings. It ensures that the experimental group's performance improvements are attributed to the context clue teaching strategies rather than a prevailing method of teaching English.

Table 8 discloses the difference between the post-test mean scores of control and experimental groups (n=80). According to the table, it can be gathered that there is a significant difference between posttest mean scores of control and experimental groups, reflected in the t-value of -6.104 with the corresponding p-value of <.001, which is lower than $\alpha = 0.05$. Thus, as per the decision rule, the null hypothesis is rejected.

Table 8. *Difference between the Posttest Mean Scores of Control and Experimental Groups*

Variable	t	df	p-value	Decision	Interpretation
Posttest of Control and Experimental Group	-6.10	39	<.001	Accept	There is a significant difference between the post-test scores of the learners in the control and experimental groups.

The significant difference in posttest scores between the groups suggests that integrating Project TeachTok effectively enhances digital literacy among elementary learners. The experimental group, which received the intervention, showed substantial improvement in digital literacy compared to the control group, which did not receive the intervention. The use of TikTok and MALL as educational tools appears to be highly effective in improving digital literacy, indicating the potential of these tools to engage students and enhance their learning experiences. Enhancing digital literacy is crucial in today's technology-driven world, where a practical approach to achieving this goal using popular and accessible digital platforms is highly needed.

Table 9 unveils the difference between the control group's pretest and posttest mean scores (n=80). According to the data, it can be gathered that there is no significant difference between the pretest and posttest scores of the control group, reflected in the t-value of -1.582, with the corresponding p-value of .122, which is higher than $\alpha = 0.05$. Thus, the null hypothesis is accepted. According to the statistics, the control group's digital literacy did not increase significantly between the pretest and the posttest. Score changes were insufficient to be declared statistically significant. The absence of substantial change in the control group suggested that the prevailing teaching method employed throughout the research period had little influence on improving the learners' digital literacy. This finding established an important benchmark for assessing the effectiveness of the TikTok intervention in the experimental group.

Table 9. *Difference between the Pretest and Posttest Mean Scores of the Control Group*

Variable	t	df	p-value	Decision	Interpretation
Pretest and Posttest of Control Group	-1.58	39	.122	Accept	There is no significant difference between the pretest and posttest scores of the learners in the control group.

Table 10 reveals the difference between the experimental group's pretest and posttest mean scores (n=80). It can be gleaned that there is a significant difference between the pretest and posttest scores of the experimental group, reflected in the t-value of -22.892, with the corresponding p-value of <.001, which is lower than $\alpha = 0.05$. Thus, as per the decision rule, the null hypothesis is rejected.

Table 10. *Difference between the Pretest and Posttest Mean Scores of the Experimental Group*

Variable	t	df	p-value	Decision	Interpretation
Pretest and Posttest of Experimental Group	-22.89	39	<.001	Reject	There is a significant difference between the pretest and posttest scores of the learners in the experimental group.

The statistics indicated that the experimental group improved significantly in digital literacy from the pretest to the posttest. The large t-value emphasizes the magnitude of the improvement, which suggests that using TikTok as an educational tool significantly influenced the learners' digital literacy. This shows that the TikTok-based intervention improved elementary learners' digital literacy. Compared to the control group, which showed no significant change (as shown in Table 6), the experimental group's considerable improvement demonstrated the added benefit of the TikTok intervention. This illustrates that adopting TikTok as an educational tool can result in significant advances in digital literacy, as opposed to the control group's prevailing teaching method.

This is parallel to the results of the study by Rahmawati and Anwar (2022) which revealed that the improvement percentage of 95% means that the TikTok application effectively affected students' learning outcomes and based on the interview results, the participants showed positive attitudes toward learning English through the TikTok application which is further conforms by the result of the study of Tanza (2022) which showed that based on

participants' perspective and experience, the finding of this study revealed that utilization of Tik-Tok has a positive impact on literacy and language practices beyond the classroom.

Meanwhile, it is noteworthy that the findings of the study oppose the result of the study of Hu and Du (2022) which stated that its quantitative results demonstrated that MALL, where TikTok was used to supplement classroom-based teaching, did not exert the profound effects on language learning as suggested by qualitative participants and in previous literature, and that learners were less motivated for English learning and communication. While the literature on TikTok's effectiveness in educational contexts offers differing perspectives, this study's findings provide compelling evidence supporting its potential as a valuable tool for enriching digital literacy and language learning experiences in elementary education. Using TikTok's distinctive features, teachers may build engaging and dynamic learning environments that cater to young learners' different needs and preferences, promoting their growth and development in the digital age.

3.2 Qualitative Findings

One prominent theme from the responses was Happiness from Learning. The participants expressed their delight and happiness with the TikTok application as a novel technique for learning English. Despite staying home, kids were content because they could continue learning. Learning English using this platform made learners happy since it helped them improve their language abilities with the simple mobile app usage. The usage of technology in the classroom has made the process of teaching and learning more fun (Tuma, 2021). They emphasized their good emotions and how utilizing TikTok as a learning tool enhanced their attitude. As one informant noted, "*Ang pakiramdam ko po ay masaya dahil kahit ikaw ay nasa iyong tahanan, ikaw ay matututo*" which translates to "I feel happy because even if you are in your home, you will learn".

Table 12. Matrix of Informants' Responses in Terms of Affective

Questions	Informants' Responses	Themes
1. How do you feel after getting a new strategy to learn English through the TikTok application? [<i>Ano ang pakiramdam mo pagkatapos makakuha ng bagong pamamaraan upang matuto ng Ingles sa pamamagitan ng TikTok application?</i>]	B1: "Ang pakiramdam ko po ay masaya dahil kahit ikaw ay nasa iyong tahanan, ikaw ay matututo." B2: "Masaya po, dahil po natututo po ako gumamit ng English kahit ang gamit ko lang po ay application." B3: "Naging masaya ang aking pakiramdam dahil sa pamamagitan ng TikTok application ay natututo ako ng English."	Happiness from Learning
2. Do you feel proud to be able to learn English through watching videos on the TikTok application? Why or why not? [<i>Ipinagmamalaki mo ba na natututo ka ng Ingles sa pamamagitan ng panonood ng mga videos sa TikTok application? Bakit o bakit hindi?</i>]	B1: "Ipinagmamalaki ko po na natututo ako gamit ang TikTok app dahil hindi lahat ng bata ay nagkakaroon o merong gadget na nakakapag download ng TikTok app" G1: "Opo, ipinagmamalaki ko po na natututo ako sa mga pinapanoud ko po na TikTok videos"	Pride in Learning through TikTok
3. Do you feel excited to come to class when English is taught using the TikTok application? Why or Why not? [<i>Nasabik ka bang pumasok sa klase kapag ang Ingles ay itinuro gamit ang TikTok application? Bakit o bakit hindi?</i>]	G1: "Opo, excited po akong pumasok lalo na po kung ang English subject po is napapalitan ng araling pang TikTok po" G2: "Ako po ay excited na mag-aral ng English dahil bukod po sa ang English po ang paborito kong subject, ang paggamit din po ng TikTok app ay masaya."	Excitement for Learning English

Another theme that emerged is the Pride in Learning English through TikTok. Participants were proud of their capacity to learn English by viewing videos on the TikTok program. They underlined their importance on learning successes through this novel technique, emphasizing a sense of satisfaction in acquiring English using a current and accessible platform such as TikTok. According to Silwal (2021), TikTok's short-form video format offers pupils a unique chance to engage in real language use. As one respondent stated, "*Ipinagmamalaki ko po na natututo ako gamit ang TikTok app dahil hindi lahat ng bata ay nagkakaroon o merong gadget na nakakapagdownload ng TikTok app*"

which translates to “I am proud that I learn using the TikTok app because not all children have a gadget that can download the TikTok app”.

The third theme, Excitement for Learning English, underscored how ICT enhances teaching and learning. Using the TikTok app, participants showed their pleasure in attending English-language sessions. Ferstephanie and Pratiwi (2021) show that the use of TikTok in classrooms is effective in improving learners' motivation to speak English due to the online resources' interactive, innovative, and enjoyable features. They cited their interest in English and the participatory aspect of TikTok-based learning as reasons for their eagerness to attend the lessons. As one informant highlighted, “*Ako po ay excited na mag-aral ng English dahil bukod po sa ang English po ang paborito kong subject, ang paggamit din po ng TikTok app ay masaya*” which translates to “I am excited to learn English because not only English being my favorite subject, using the TikTok app is also fun”.

Ease of Use is one of the prominent themes that emerged regarding behavioral aspects. Participants discussed their experiences using the TikTok app to improve English with different preferences for friends and teachers. According to Khazaei et al. (2021), TikTok may be used as a tool for learner-centered training, allowing students to take command of their learning process and progress their language abilities at their own pace. Overall, participants appear to use TikTok mostly for self-study, although they recognize its importance in improving their English abilities, whether or not with direct engagement with peers or teachers. As one informant mentioned, “*madalas ko rin po ginagamit ang app na TikTok nadadalian po akong gamitin at madali rin po ako natuto*” which translates to “I also often use the TikTok app, it's easy to use and I also learned easily.”

Table 13. Matrix of Informants' Responses in Terms of Behavioral

Questions	Informants' Responses	Themes
4. Are you using the TikTok application more often to practice English with friends or teachers? Why or why not? [Mas madalas mo bang ginagamit ang TikTok application para magsanay ng Ingles kasama ang mga kaibigan o guro? Bakit o bakit hindi?]	B2: "madalas ko rin po ginagamit ang app na TikTok nadadalian po akong gamitin at madali rin po ako natuto." B3: "madali ko pong ma-access ang TikTok application tuwing magsasanay ng English." G2: "may mga TikTok videos din po na nakakatulong para po maintindihan ko pa po nang mas maayos at madali ang English."	Ease of Use
5. Do you look forward to learning more about English in the TikTok application? Why or why not? [Inaasahan mo bang matuto nang higit pa tungkol sa English sa TikTok application? Bakit o bakit hindi?]	B1: "Inaasahan ko pong matuto ng English ng higit pa dahil ito ay masaya at ikaw ay malilibang" G1: "inaasahan ko pong matututo ako sa pamamagitan ng panunoud ng mga videos sa TikTok tungkol po sa English" G2: "inaasahan ko po na matuto ng higit sa English gamit ang TikTok app dahil mas marami po akong natututunan mula dito."	Enhanced Learning
6. Are you able to finish your assignment/homework if the material is in the form of videos? Why or why not? [Nagagawa mo bang tapusin ang iyong takdang-aralin kung ang materyal ay nasa anyo ng mga videos? Bakit o bakit hindi?]	B1: "Opo, kasi ito ay matatapos ko po agad dahil mas mapapadali mong gawin ang takdang aralin" G1: "opo mas matatapos ko po kung nasa videos para po susundan ko nalang po ang mga gagawin pero minsan po kasi nalilito po ako eh kaya po nag papaturo pa po ako kay Mama kung pano po ang gagawin" B3: "ako ay nakakapagpasa ng takdang-aralin at nalilibang pa."	Learning Efficiency

Table 14. Matrix of Informants' Responses in Terms of Cognitive

Questions	Informants' Responses	Theme
7. Is learning English using the TikTok application easy? Why or why not? <i>[Madali ba ang pag-aaral ng English gamit ang TikTok application? Bakit o bakit hindi?]</i>	B1: "Madali naman po dahil ikaw rin ay malilibang" B3: "Opo, dahil ang TikTok application ay <i>easy-to-use</i>" G2: "ito po ay madali kapag gamit ang TikTok app dahil po sa may iba't-ibang paraan po para mas natutunan ito at napapatanili akong <i>motivated</i> na mag aral."	Ease of Learning
8. Do you think English is an important world language for communication? If yes, how will the TikTok application help you learn English? <i>[Sa palagay mo, ang Ingles ba ay isang mahalagang pandaigdigang wika sa komunikasyon? Kung oo, paano makatutulong ang TikTok application sa iyong pag aaral ng wikang Ingles?]</i>	B1: "Makatulong po ito sa aking pag aaral ng English dahil ito po ay mapapadali" G1: "opo mahalaga po ang wikang English. Makakatulong po ang TikTok sa pamamagitan ng pagpapakita ng mga videos tungkol sa English minsan naman po ay matututo ka pong mag English kasi po pag tumatagal tagal na po ang pa gamit mo po ng TikTok na tungkol po sa English dun ka na po matututo" B3: "Opo, makatutulong ang TikTok <i>application</i> sa aking pagaaral ng wikang English sa pamamagitan ng mga <i>videos</i> tungkol sa bokabularyo at gramatika."	Assistance in Learning English
9. Do you agree that watching videos using the TikTok application in English lessons helps you to improve a lot? Why or why not? <i>[Sumasang-ayon ka ba na ang panonood ng mga videos gamit ang application ng TikTok sa mga aralin sa Ingles ay nakakatulong upang ikaw ay labis na umunlad? Bakit o bakit hindi?]</i>	B2: "Sumasang-ayon poko, dahil natututo po ko ako kahit nasa bahay lang, nakakatulong rin po sakin ang panonood sa TikTok dahil mahalaga po ang aking napapanuod." G1: "opo sumasangayon po ako kasi po may iba't-iba akong natututunan gamit ang TikTok at mas lalo pong umunlad ang natututunan ko po sa English" G2: "ako po ay sumasang-ayon na ang panonood at paggamit ng TikTok <i>app</i> ay higit na nakakatulong para sa subject na English dahil marami pong TikTok <i>videos</i> na English at ito rin Po ay nakakatulong para naiintindihan po Ang English."	Positive Impact
10. What benefits do you get after learning English through the TikTok application? <i>[Anong mga benepisyo ang makukuha mo pagkatapos matuto ng Ingles sa pamamagitan ng TikTok application?]</i>	B1: "Ang ating makukuha ng benepisyo na matuto gamit ang TikTok <i>app</i> ay masaya dahil masayang matuto ng English" G1: "natututo po ako ng wikang English at mga gawaing pang English sa pamamagitan ng TikTok" G2: "Ang benepisyo po na makukuha pagkatapos matuto ng English gamit ang TikTok <i>app</i> ay marami ito po ay ang nakakatulong umintindi at kayang makipag kamunikasyon gamit ang English."	Learning English with Enjoyment

From the responses provided, Enhanced Learning emerged as a theme. Participants indicated interest in learning more about English using the TikTok app, citing various reasons for their excitement. Their eagerness originated from the assumption that TikTok would give them a wealth of information, showing a positive attitude toward their continuing learning experience with the program. According to Zhao and Wagner (2022), TikTok's support

for multimodal learning is another factor contributing to its success as an English training platform. Overall, participants were enthusiastic and optimistic about improving their English skills using TikTok, which was fueled by its interesting and instructive material. One informant mentions, *"Inaasahan ko pong matuto ng English ng higit pa dahil ito ay masaya at ikaw ay malilibang"* which translates to *"I look forward to learning English more because it is fun, and you will have fun"*.

One theme that emerged from the responses is Learning Efficiency. Participants related their experiences completing projects or homework when provided in video format, with varying replies. It means that video resources helped learners complete tasks and increased their engagement with the learning content. TikTok is a new social media app that allows users to produce intriguing movies, connect with other users in comments and private conversations, and show attractive and simple-to-use special effects (Bhandari & Bimo, 2022). Overall, participants recognized the benefits of having assignments in video format, such as ease of completion and greater interest, though some may need occasional assistance or explanation. An informant stated, *"opo mas matatapos ko po kung nasa videos para po susundan ko nalang po ang mga gagawin pero minsan po kasi nalilito po ako eh kaya po nag papaturo pa po ako kay Mama kung pano po ang gagawin"* which translates to *"Yes, I can finish it better if there are videos so I'll just follow the steps to be taken, but sometimes I'm confused, so I'm teaching mom how to do it"*.

One prominent theme from the responses is Ease of Learning. Participants offered varying viewpoints on the ease of learning English using the TikTok app. They found the platform simple to use, implying that its accessibility and broad material add to the ease of learning English. Social media is an excellent medium for assisting the teaching and learning process since it is open, participatory, and people-friendly (Erarslan, 2019). Overall, users feel that learning English on TikTok was simple, citing characteristics such as entertainment value, usability, and motivating features as significant considerations. A participant responded, *"Ito po ay madali kapag gamit ang TikTok app dahil po sa may iba't-ibang paraan po para mas natutunan ito at napapatanili akong motivated na mag-aral"* which translates to *"It's easy when using the TikTok app because there are different ways to learn it better and keep me motivated to study"*.

Another theme TikTok offered was Assistance in Learning English, which has emerged. Participants recognized the value of English as a worldwide language for communication. It implied that the site provided functional instructional materials for language learning. According to the study conducted by Saeed et al. (2020), TikTok may be used to improve students' critical thinking abilities by encouraging them to assess and analyze the language used in the videos. Overall, participants appreciated the value of English in communication and saw TikTok as a valuable tool for improving their English abilities by providing interesting video material focusing on vocabulary and grammar. One informant uttered: *"Opo, makatutulong ang TikTok application sa aking pagaaral ng wikang English sa pamamagitan ng mga videos tungkol sa bokabularyo at gramatika"* which translates to *"Yes, the TikTok application can help me learn the English language through videos about vocabulary and grammar"*.

The third theme underscored the Positive Impact of using the TikTok application in English class. Participants believed watching videos on the TikTok app during English sessions greatly helped them improve. According to Hu (2022), TikTok is a potential tool for teaching English since it is entertaining and participatory. Overall, participants acknowledge TikTok's importance in improving their English, citing its accessibility and various materials as crucial reasons for their progress. As one informant noted, *"Ako po ay sumasang-ayon na ang panonood at paggamit ng TikTok app ay higit na nakakatulong para sa subject na English dahil marami pong TikTok videos na English at ito rin po ay nakakatulong para naiintindihan po ang English"* which translates to *"I agree that watching and using the TikTok app is more helpful for the English subject because there are many TikTok videos in English and it also helps to understand English"*.

Lastly, Learning English with Enjoyment emerged as a theme. Participants discussed the different benefits of learning English with the TikTok app. They confirmed that TikTok improved understanding and allowed for successful language communication. TikTok can potentially be an extremely successful platform for teaching English as a second language (Tan, 2022). Overall, users believed that learning English using the TikTok app provided benefits such as enjoyment, skill gain, and enhanced communication skills. One of the informants said, *"Ang ating makukuha ng benepisyo na matuto gamit ang TikTok app ay masaya dahil masayang matutuo ng English"* which translates to *"What we can benefit from learning with the TikTok app is fun because we can learn English happily"*.

3.3 Integration of QUAN-QUAL Data

Through the presented findings, the quantitative data revealed that there is a significant difference between the pretest and posttest mean scores of the experimental group indicating that there is sufficient evidence to conclude that Project TeachTok is effective in enhancing the digital literacy skill of the grade 5 learners meanwhile, based on the qualitative results, the participants responded with positive comments on the mobile-assisted language learning where TikTok application was carried out reflective of the recurring themes in affective, behavioral, and cognitive aspects of their attitude towards MALL.

Integrating TikTok as an educational tool has proven to enhance elementary learners' digital literacy and engagement in learning English. The significant statistical improvement observed in the experimental group, coupled with enthusiastic qualitative feedback, underscores the platform's ability to make learning more accessible, enjoyable, and impactful. Educators can foster a more dynamic and effective learning environment by leveraging familiar and engaging digital media.

As for the point of convergence, across the abovementioned studies, there was a consensus that the experimental group, which used TikTok as an education tool, improved significantly in digital literacy compared to their pretest scores. Their posttest mean scores showed a significant rise, indicating progress. This showed that TikTok has the potential to be an effective medium for improving digital literacy among elementary learners. Despite variances in research designs and situations, the continuous improvement seen in the experimental group highlights TikTok's ability to enhance digital literacy in educational settings favorably.

Table 15. *Integration of Quan-Qual Data*

Quantitative findings	Qualitative findings	Integrated theme
The statistics indicated that the experimental group improved significantly in digital literacy from the pretest to the posttest. The large t-value emphasizes the magnitude of the improvement, which suggests that using TikTok as an educational tool had a major beneficial influence on the learners' digital literacy. This shows that the TikTok-based intervention improved elementary learners' digital literacy. Compared to the control group, which showed no significant change (as shown in Table 6), the experimental group's considerable improvement demonstrated the added benefit of the TikTok intervention. This illustrates that adopting TikTok as an educational tool can result in significant advances in digital literacy, as opposed to the control group's prevailing teaching method.	Excitement for Learning English G1: "Opo, excited po akong pumasok lalo na po kung ang English <i>subject</i> po is napapalitan ng araling pang TikTok po" Ease of Use G2: "may mga TikTok <i>videos</i> din po na nakakatulong para po maintindihan ko pa po nang mas maayos at madali ang English." Positive Impact B2: "Sumasang-ayon poko, dahil natututo po ko ako kahit nasa bahay lang, nakakatulong rin po sakin ang panonood sa TikTok dahil mahalaga po ang aking napapanuod."	Engaging Digital Learning TikTok is an effective educational tool that enhances digital literacy and increases student engagement in learning English. The platform's familiar and interactive format not only makes learning more accessible and enjoyable but also provides substantial educational benefits, making it a valuable addition to contemporary teaching strategies.

The research's result, as well as the findings of Rahmawati and Anwar (2022) and Tanza (2022), showed that TikTok has a beneficial influence on language learning outcomes depicting convergence against Hu and Du's (2022) study where they discovered that when TikTok was utilized as a complement to classroom-based instruction, it had no meaningful benefits on language acquisition and made learners less motivated. This discrepancy in data implied that TikTok's usefulness as a language learning tool may vary depending on instructional design, learner motivation, and contextual circumstances.

While the research environment provided interesting possibilities and obstacles to integrating TikTok into educational practices, the data showed that TikTok has the remarkable capability to improve elementary learners' digital literacy and language development. However, the observed variations highlight the importance of additional investigation and evaluation of many elements to maximize TikTok's usefulness as a teaching tool in various learning settings. These factors were carefully considered when crafting the proposed instructional framework, which was the end output of the study.

4.0 Conclusion

The participants in both control and experimental groups have equal variances by their pretest mean scores. In contrast, the posttest mean scores of the groups illustrate a significant difference, indicating that the experimental group participants enhanced their digital literacy much more than the control group through Project TikTok. Integrating TikTok as an educational tool can significantly improve digital literacy abilities among grade 5 learners compared to the prevailing teaching method. This demonstrates the ability of innovative educational tools such as TikTok to improve learning outcomes and prepare learners for success in the digital era.

The study found that learners had a favorable attitude about using the TikTok mobile application to learn English, with substantial affective, behavioral, and cognitive consequences. Participants reported excitement and satisfaction with TikTok as an educational tool for language acquisition, citing its ease of use and capacity to improve their language skills. They were proud of their TikTok learning achievement, acknowledging the platform's distinctive features and influence on their participation in English-language classes. Furthermore, users underscored the app's significance in increasing learning efficiency and providing valuable aid in studying English.

The study's findings emphasized the possibility of using the TikTok application to improve elementary learners' digital literacy abilities in the educational setting. Teachers may use the TEACH educational framework, which is particularly designed for TikTok integration, to methodically target, engage, apply, check, and hone learners' digital abilities wholly and logically. By aligning with the Department of Education's MATATAG Curriculum goals and emphasizing learner outcomes such as digital tool proficiency, critical thinking, and adaptability, the TeachTok framework aims to create a dynamic and inclusive learning environment in which learners actively participate, innovate, and collaborate.

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The author's contributions to a research paper include conceptualizing the study, writing, data collection and analysis, methodology design, supervision, project management, securing funding, and reviewing/editing the manuscript.

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7.0 Conflict of Interests

The author declares that there are no conflicts of interest.

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