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**CARRERA DE LA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**Influence of the TikTok app as an educational tool for learning English vocabulary**

**Trabajo de titulación para optar al título de**
**Licenciada en Pedagogía de los idiomas Nacionales y Extranjeros**

**Autor:**
Fiallos Andrade Aneth Emilia

**Tutor:**
Mgs. Adriana Carolina Lara Velarde

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I, Aneth Emilia Fiallos Andrade with ID number 1600547937, author of the research work titled **"Influence of the TikTok app as an educational tool for learning English vocabulary".** In the city of Riobamba in Chimborazo province, during the academic period 2024 -2025, certify that the production of ideas, opinions, criteria, content, and conclusions exposed are my sole responsibility.

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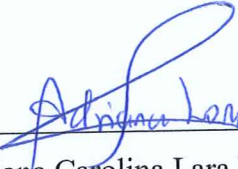
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C.I: 1600547937

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I, the undersigned, Adriana Carolina Lara Velarde, professor in the Faculty of Ciencias de la Educación, Humanas y Tecnologías, as a result of this certify that I have guided and reviewed the development of the research work entitled **"Influence of the TikTok app as an educational tool for learning English vocabulary"**, under the authorship of Aneth Emilia Fiallos Andrade; for which it is authorized to execute the legal procedures for its sustentation.

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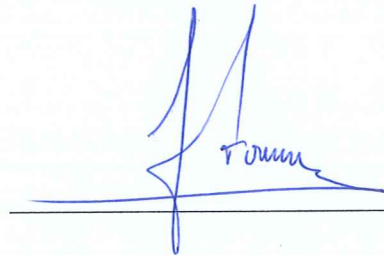
# COMMITTEE MEMBERS CERTIFICATE

We, the undersigned, professors appointed as members of the Degree Tribunal for the evaluation of the research work **"Influence of the TikTok app as an educational tool for learning English vocabulary"**, presented by Aneth Emilia Fiallos Andrade, with ID number 1600547937, under the tutorship of Mgs, Adriana Carolina Lara Velarde; we certify that we recommend the APPROVAL of this for degree purposes. The research work has been previously evaluated and the author has been previously evaluated and the author has been heard; having no further observations to make.

In accordance with applicable regulations, we sign, in Riobamba on November 22th, 2024.


Mgs. Mónica Cadena
**COMMITTEE PRESIDENT**

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PhD. Mónica Torres
**COMMITTEE MEMBER**

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Mgs. Daysi Fierro
**COMMITTEE MEMBER**

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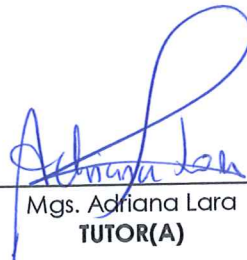

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**TUTOR**

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# CERTIFICACIÓN

Que, **FIALLOS ANDRADE ANETH EMILIA** con CC: **1600547937**, estudiante de la Carrera **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**, Facultad de **CIENCIAS DE LA EDUCACIÓN HUMANAS Y TENCOLOGÍAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado **"INFLUENCE OF THE TIKTOK APP AS AN EDUCATIONAL TOOL FOR LEARNING ENGLISH VOCABULARY"**, cumple con el 10 %, de acuerdo al reporte del sistema Anti plagio **TURNITIN**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 14 de noviembre de 2024

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**TUTOR(A)**

# DEDICATORY

*To God, for fulfilling His promise in this journey that has now come to an end:* **"The Lord himself goes before you and will be with you; he will never leave you nor forsake you"** **(Deuteronomy 31:8).** *In every step and every challenge, I felt His faithfulness, granting me the peace and courage needed to move forward.*

*To my parents, Germán and Lupita, for the deep love and silent sacrifice with which they have always supported me. Their hard work, words of encouragement, and constant prayers were my strength in the darkest moments. It is a great privilege to be their daughter.*

*To my sisters, Gabriela and Kelly, for their invaluable example of courage and perseverance in difficult times, for their encouragement, and for always watching over me, supporting me in all that I needed.*

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**Aneth Fiallos**

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**Aneth Fiallos**

# GENERAL INDEX

# RESUMEN

El presente estudio, titulado "The Influence of the TikTok App as an Educational Tool for Learning English Vocabulary", tiene como objetivo analizar la efectividad de la plataforma TikTok en el aprendizaje de vocabulario en inglés de los estudiantes. Debido a su capacidad de presentar contenido audiovisual de manera atractiva y dinámica, TikTok ha comenzado a ser implementado en entornos educativos.

La investigación se desarrolló con un enfoque cualitativo, utilizando fichas de observación y entrevistas semiestructuradas como instrumentos de recolección de datos. La población de estudio estuvo compuesta por estudiantes de 2do de bachillerato. Estos instrumentos permitieron explorar el uso de TikTok en el aula, así como su impacto en la motivación y el desempeño de los estudiantes en el aprendizaje de vocabulario en inglés.

Los resultados indicaron que TikTok es percibido como una herramienta útil, mejorando la retención de vocabulario y promoviendo un aprendizaje más autónomo y participativo por parte de los estudiantes. En conclusión, la investigación demuestra que TikTok no solo es efectivo como herramienta educativa para el aprendizaje del vocabulario en inglés, sino que también fomenta una mayor motivación y participación activa de los estudiantes, lo que resalta su potencial en la enseñanza contemporánea.

**Palabras claves:** TikTok, Adquisición de vocabulario, Aprendizaje del idioma inglés, Contenido tecnológico

# ABSTRACT

This study, titled "The Influence of the TikTok App as an Educational Tool for Learning English Vocabulary," aims to analyze the effectiveness of the TikTok platform in enhancing students' English vocabulary acquisition. Due to its ability to present audiovisual content engagingly and dynamically, TikTok has started to be implemented in educational settings.

The research followed a qualitative approach, utilizing observation sheets and semi-structured interviews as data collection instruments. The study population consisted of second-year high school students (2nd Bachillerato A) and their teacher, referred to as Teacher_2024_1. These instruments facilitated an exploration of TikTok's use in the classroom and its impact on students' motivation and performance in learning English vocabulary.

The results indicated that TikTok is perceived as a useful tool, improving vocabulary retention and fostering more autonomous and participatory learning among students. In conclusion, the research demonstrates that TikTok is effective as an educational tool for learning English vocabulary and fosters greater motivation and active participation among students, highlighting its potential in contemporary teaching.

**Keywords:** TikTok, Vocabulary acquisition, English language learning, Educational technology

Reviewed by:

Mgs. Monica Noemí Cadena Figueroa
English Professor
C.C. 0602935926

# CHAPTER I

## 1. REFERENTIAL FRAMEWORK

### 1.1 INTRODUCTION

In the digital age, there has been an increasing emphasis on innovative educational tools that enhance student engagement and facilitate effective language acquisition. One platform that has emerged as a promising resource is TikTok, known for its dynamic audiovisual content. This project investigates the role of TikTok in enhancing English vocabulary learning among students, with a particular focus on its implementation within the educational framework.

Research by Johnson et al. (2021) highlights the effectiveness of social media platforms in fostering active learning environments, suggesting that TikTok can significantly contribute to vocabulary acquisition through its engaging format. The platform allows learners to interact with content in a way that promotes creativity and independent exploration, thereby enhancing their motivation and retention of new vocabulary.

This study aims to analyze the effectiveness of TikTok as an educational tool for vocabulary learning among second-year high school students and their teacher, referred to as Teacher_2024_1. Through a qualitative approach utilizing observation sheets and semi-structured interviews, this research seeks to uncover the impact of TikTok on student motivation, performance, and the overall learning experience in the context of vocabulary acquisition.

The findings of this research are expected to provide valuable insights into the integration of TikTok into language teaching strategies, highlighting both its benefits and challenges. As

a result, this study will contribute to the growing body of literature on digital tools in education, paving the way for future research in various educational settings.

The present research work is organized into five chapters, detailed as follows:

**Chapter I:** Referential Framework. This chapter introduces the study, outlining the research problem, justification, and specific objectives.

**Chapter II:** Theoretical Framework. This section reviews the theoretical underpinnings of the study, referencing relevant literature to support the research variables.

**Chapter III:** Methodology Framework. This chapter describes the research design, including the approach, type, and level, along with information regarding the population, sample, data collection methods, and instruments employed in the study.

**Chapter IV:** Analysis and Interpretation of Results. This section presents the analysis and findings of the research.

**Chapter V:** Conclusions and Recommendations. Finally, this chapter summarizes the key conclusions drawn from the results and provides practical recommendations for educators.

## 1.2   PROBLEM STATEMENT

Nowadays, learning a foreign language has become a valuable opportunity in various fields, such as academia, professional development, and technology. English is one of the most significant languages used as a tool for global communication. This language has become a lingua franca in several countries around the world, including leading economic powers like China, Russia, and Japan (Srinivas, 2019).

According to a survey carried out by the Education First [EF] company for the English Proficiency Index [EPI], which is done annually and involves 2.2 million participants, people in Latin America generally have moderate to low English proficiency, except for Argentina,

the only Latin American country where people have a high level of English. Although studies in South America have shown some progress, since 2015 there has been an overall decline in English proficiency among 18- to 20-year-olds, which was exacerbated by the COVID-19 pandemic and has not yet fully recovered. (Education First, 2023).

The survey indicates that Ecuador is ranked 80th out of 113 countries worldwide and 18th out of 20 in Latin America, representing a marginally improved position compared to a decade ago. Among provinces, Pichincha has the highest level of English proficiency, followed by Azuay, Chimborazo, and Guayas, with a difference of 50 points between them. Pastaza ranks in the last positions, only ahead of Galapagos and Napo. It suggests that individuals with elevated English proficiency are predominantly concentrated in Pichincha, and to a lesser extent, in several other mentioned cities, whereas English proficiency indices are comparatively lower in the remaining provinces (Education First, 2023b)

English language learning is impacted by a wide range of factors that interact with each other to define a learner's success. Among these are limited student perception of the future importance of English, lack of effective teaching methods, and insufficient teacher training. In addition, external factors, such as limited access to quality English language resources, may also influence the student's performance in language learning. Otherwise, the lack of motivation and boringness in the classroom, as well as the poor self-learning strategies of the students, also contribute to the low level of English proficiency (Garzón et al., 2024).

A crucial skill in language learning is the assimilation of vocabulary, which expands the learner's lexicon and facilitates effective oral and written communication. Over time, several authors agree that the purpose of vocabulary learning is to enhance the student's listening, reading, and writing skills, leading to increased language fluency. A 1998 study found a strong correlation between vocabulary level and students' academic performance. Similarly,

other authors claim that the lack of strategies for acquiring a broad vocabulary leads to lower student performance (Medellín, 2008).

In today's education, many students experience significant difficulty learning and retaining vocabulary, which can limit their ability to communicate effectively and understand complex texts. These difficulties result from several instructional factors: First, vocabulary lacks contextualization because students often learn words in isolation without seeing how they are used in real contexts. Additionally, traditional memory methods, such as word lists, may be ineffective if not combined with interactive exercises. Lack of motivation and engagement can also lead to low retention rates; as repetitive activities can be boring for students. On the other hand, the diversity of student learning styles requires different approaches that are not typically found in traditional approaches. Finally, the disconnect between vocabulary and real-life situations makes learning meaningless. The difficulties were addressed by the institution through the decision to use TikTok as an innovative educational tool. TikTok provides a platform to help present vocabulary in a visual, hands-on environment, encourage active engagement through content tailored to different learning styles, and connect vocabulary to relevant and current topics. In this way, TikTok not only improves students' enthusiasm and interest but also contributes to a deeper and more lasting understanding of vocabulary.

Indeed, this research aims to Analysis of the application and effectiveness of TikTok as a tool for vocabulary learning in the Second-Year General Unified Baccalaureate Students at Unidad Educativa "Camilo Gallegos Dominguez," Class "A" according to Teachers, in the parish of Shell, Pastaza Province, during the academic period 2024-2025.

Considering the arguments presented, it is imperative to implement new teaching methods that capture students' attention and facilitate the acquisition of valuable knowledge such as vocabulary. The potential future may lie in the use of information technologies,

particularly social media, one of the main ways of communication and an important source of information for adolescents. In this case, the most used application by young people is TikTok, a social media platform that allows for quick and easy sharing of videos. Since 2020, due to the pandemic, the TikTok app has experienced exponential growth and demonstrated to be an important source of information and education on various topics, including learning languages (Fiallos et al., 2021).

## 1.3    PROBLEM FORMULATION

How is the application and effectiveness of TikTok as a tool for vocabulary learning among Second-Year General Unified Baccalaureate students at Unidad Educativa "Camilo Gallegos Dominguez", Class "A," in Shell parish, Pastaza Province, during the 2024-2025 academic period?

## 1.4    JUSTIFICATION

The implementation of TikTok as an educational tool plays a crucial role in enhancing students' vocabulary acquisition in English. By examining the application of this platform, it was observed that students engaged actively with audiovisual content, facilitating a dynamic and interactive learning environment. TikTok's format encourages creativity and autonomy, allowing students to explore and practice vocabulary outside the traditional classroom setting.

The significance of integrating TikTok into the teaching and learning process is emphasized by the positive correlation observed between its use and students' motivation and engagement. The platform fosters collaboration and peer interaction, enabling students to exchange ideas and apply vocabulary in varied contexts. By participating in TikTok-related activities, students not only enhance their vocabulary retention but also develop critical language skills necessary for effective communication.

Conducting this research on the impact of TikTok at the educational institution allowed for access to essential resources and the cooperation of the school's authorities. The environment supported the collection of data through observations and interviews with Teacher_2024_1, ensuring a comprehensive understanding of TikTok's effectiveness in vocabulary learning.

The primary beneficiaries of this research include both students and educators, particularly those involved in English language instruction. They gain valuable insights into utilizing TikTok as a motivational and interactive tool, leading to more effective vocabulary instruction and enhancing overall language learning experiences.

## 1.5    OBJECTIVES

### 1.5.1    GENERAL OBJECTIVE

Analyze the application and effectiveness of TikTok as a tool for learning vocabulary in Second Year students of the Bachillerato General Unificado of Unidad Educativa "Camilo Gallegos Dominguez" according to the teachers, of the Shell parish, Province of Pastaza, during the 2023-2024 academic period.

### 1.5.2    SPECIFIC OBJECTIVES

✓ To identify the epistemological foundation supporting the effective implementation of TikTok as an educational platform.

✓ To determine if the process of applying the TikTok tool for vocabulary learning is being effectively implemented.

✓ To identify teachers' perspectives on the effectiveness of using the TikTok app for vocabulary learning.

# CHAPTER II

## 2. THEORETICAL FRAMEWORK

### 2.1 THEORETICAL BACKGROUND

In today's digital age, new technologies in education, especially foreign language learning, have become increasingly important. Below we will detail recent studies that examined the effectiveness of TikTok as an English vocabulary learning tool in a variety of research.

A study entitled "Learning English Vocabulary Using TikTok" was conducted to assess students' attitudes towards learning English vocabulary using TikTok and to identify the advantages and disadvantages of this application for the education sector. To achieve this objective, was collected data from 76 participants from private and public universities in Bandung, Jakarta, and Lampang using quantitative methods through online questionnaires and a survey with 23 questions including a linear response. Findings showed that using TikTok increased students' vocabulary knowledge, fluency, and communication skills and that they reported more positive attitudes toward using the app as a learning tool. The study found that TikTok can be an effective tool for learning English vocabulary because it allows students to learn at their own pace and interact with native speakers, making the learning process more enjoyable and easier.

Another study titled "TikTok for Learning English vocabulary: Perspectives of Indonesian students from English departments" aimed to explore the perceptions of L2 students from English language departments on using TikTok for learning to examine vocabulary. A qualitative research approach was used, using semi-structured interviews to gather detailed descriptions of participants' opinions and experiences of TikTok as a learning

tool. Participants were selected based on responses to a preliminary survey with 116 students from different universities. The results showed that participants had generally positive attitudes toward using TikTok for learning vocabulary, and three recurring themes emerged from the thematic analysis: students can acquire English vocabulary by watching different English videos on TikTok ; the effectiveness of TikTok in supporting vocabulary learning depended on how well students used it; and TikTok helped students learn English vocabulary through content created by native speakers. The study found that TikTok can be an effective tool for learning vocabulary, if learners use it well, demonstrating TikTok's potential as a complementary tool for language learning.

In Malasia, the study entitled "Enhancing ESL Learners' Vocabulary Through TikTok Videos" conducted by Audrey A. Bernard Anning its purpose was to investigate how TikTok can be used to promote vocabulary learning among English as a second language learners. How to use it as an enhancement tool. Using a qualitative approach, this study conducted focus group interviews with eight participants selected from College Vocational Cannango who were participating in pre-primary education internships. Participants were selected based on purposive sampling, and data were collected using semi-structured interviews and open-ended questions. The results showed that TikTok helps to improve vocabulary learning of ESL learners by introducing them to words and vocabulary across different topics. In addition, it provides a wide range of language learning resources and introduces students to a variety of vocabulary through real-world experiences. Research has shown that TikTok is an excellent tool for vocabulary learning because it engages students in learning and reinforcing language in a fun and interactive way.

In another study titled "Students' Perceptions on the use of TikTok to Improve Students' Vocabulary" aimed to investigate the impact of social media platforms such as TikTok on students' vocabulary development with a focus on expanding students' vocabulary

beyond simply understanding definitions, especially for common words and phrases on social media. The study used a pre-experimental research design with a quantitative approach to data collection via a questionnaire sent to 32 Grade 12 students of SMAN 14 Bandarlamping who were selected through cluster sampling and whose responses were analyzed using a Likert scale. positive attitude towards the use of TikTok to learn English vocabulary, with many students being positive about TikTok and preferring it to other social media platforms. The study concluded that TikTok has contributed significantly to the development of English vocabulary due to the different vocabulary levels on the platform. and emphasized that students' language skills improved along with vocabulary, which can be improved by engaging with TikTok content.

In Ecuador, the aim of the study, titled "TikTok and English Vocabulary Learning," was to investigate the impact of TikTok on students' English vocabulary knowledge. This study used a mixed-methods approach that combined qualitative and quantitative methods, including field research and direct interviews with participants, literature reviews to obtain additional information, and previously unconducted experimental and quasi-experimental studies, pre- and post-tests to assess vocabulary learning success. The results showed that TikTok videos significantly improved students' ability to learn and retain English words, as evident by comparing pre- and post-test scores. The study concluded that TikTok can be an effective tool to enhance English vocabulary learning, motivate students, and make the learning process fun and engaging.

## 2.2 THEORETICAL FOUNDATION BASIS

### 2.2.1 Web 2.0

Web 2.0 represents the evolution of the internet towards greater user-friendliness and interactivity, allowing individuals with little or no technical knowledge to contribute, share,

and collaborate online. It encompasses the technologies, features, and uses of the web that followed its original form, particularly interfaces that make it easy for users to adopt new functionalities. This evolution enables users to actively participate in the exchange of information and interact with content and each other, thus creating the social web. Users engage with the tools available to them, acting as active contributors rather than passive consumers. The term "2.0" has become a generic term, extending the concept of Web 2.0 to various other application domains (Sfetcu, 2020).

One study that aimed to identify the factors predicting preservice teachers' intentions and actual use of Web 2.0 tools in their classrooms. Employing a two-phase, mixed-method, sequential explanatory design, the first phase examined factors based on the decomposed theory of planned behavior that predict preservice teachers' intentions to incorporate Web 2.0 tools in future teaching. The follow-up phase assessed how these intentions translated into actions during student teaching and the influencing factors. Results indicated that perceived usefulness, self-efficacy, and student expectations were the strongest predictors of intentions and actual use of Web 2.0 tools (Sadaf et al., 2016).

### 2.2.1.1 Social media apps

According to Carr & Hayes (2015) in their study "Social Media: Defining, Developing, and Divining" the meaning of social media is: "Social media are Internet-based channels that allow users to interact selectively, in real-time or asynchronously, with both broad and narrow audiences who derive value from user-generated content and the perception of interaction with others". Since young people use social media a lot, many teachers are looking for ways to use these platforms in their lessons. As we mentioned before social media are apps on the internet where people can create and share content, talk about themselves, and interact with others.

A literature review of 271 articles found that the use of social media in education can be summarized by three key points: reaching a wider audience, motivating students, and improving transparency in communication, assessment, and evaluation (both internal and external). Another important consideration was that students are already familiar with social media apps. However, this led to the objection that social media belongs to the students' leisure time. A school-level condition is the facilitation of teachers, especially organizational (i.e., time) and technical support. Additionally, teachers need support to develop their knowledge and skills in social media. They perceive the lack of this support as a barrier (Den et al., 2020).

Another systematic review, which included 160 studies, based its analysis on some areas: digital competence and teacher digital competence; social networks as a tool for creating virtual environments, and others. It determined that, in addition to this more social dimension, social networks have served as a highly potential way for educational resources. One of the most limiting aspects of teaching through social networks is that one can fall into the infrequent practice of generating resources and relying more on networks for information retrieval than for creation, leading to a significant loss of educational material. Nevertheless, the literature clearly indicates the improvements that networks have brought to learner-centered education, autonomy, cooperative work, critical and dialogic capacity, and evaluative feedback (Gil & Calderón, 2021)

### 2.2.2 TikTok Application

TikTok, as one of the leading social media platforms in China, has gained significant international exposure, ranking alongside platforms like Twitter, YouTube, Instagram, and WeChat. Despite studies showing that social networks can positively impact language learning, research on TikTok's educational use is limited. A study with 187 Chinese high

school students found that most participants had positive attitudes towards using TikTok for English learning, especially in listening comprehension, vocabulary, and speaking. They preferred videos focused on authenticity (Yang, 2020).

Another study aimed to understand students' perceptions of using TikTok for English learning involved students from the 2021 English Language Education program. With 21 students answering questionnaires and 6 participating in interviews, the study found that TikTok enhanced their English skills and made learning enjoyable and stress-free (Novitasari & Addinna, 2022).

A study on TikTok's primary audience, tweens and teens, distributed questionnaires to students across sixty schools in Denmark. The data revealed that passive consumption behaviors were prevalent, with entertainment and affective gratification being the primary motivators. Preadolescents showed higher activity and engagement compared to adolescents, driven by desires to expand social networks, seek fame, express themselves, and create identity (Bucknell & Kottasz, 2020).

Lastly, Sánchez and Arias studied 32 undergraduate students from the National University of Huancavelica, comparing traditional instruction to TikTok video-based learning. The TikTok group performed better (Sánchez & Arias, 2021).

### 2.2.2.1  Features and functionalities of TikTok

TikTok offers comprehensive content creation and various features designed to improve user engagement, making it one of the most effective social media platforms. The app's main feature is the video maker, allowing users to create short videos ranging from fifteen seconds to three minutes. This flexibility accommodates various formats, from tutorials to stories and presentations. The video creation tools are intuitive and easy to use, offering editing options such as trimming, cropping, and merging images. Users can add

songs from a library of licensed music, apply special effects and filters, and use augmented reality (AR) effects to insert virtual objects into their videos.

TikTok's interactive features greatly contribute to its popularity. The Duo tool allows users to create split-screen videos with others, encouraging collaboration and interaction, while the embed feature lets users incorporate parts of other videos into their own, fostering creativity. The platform's most notable feature is its personalized recommendation system, the "For You" page, which uses machine learning algorithms to stream videos based on user preferences. This personalized feed keeps users engaged by providing a continuous supply of content tailored to their interests, leading to longer sessions and increased app usage.

TikTok also supports live streaming, enabling users to broadcast live messages to their followers in real time, allowing direct interaction through live comments and virtual gifts. This feature has become valuable for influencers and brands to connect with their audience authentically and dynamically. Additionally, TikTok is expanding into e-commerce with a shopping feature that allows users to purchase products directly through the app. Brands can create showcases, and content creators can link products to their videos, positioning TikTok as a dynamic social marketplace. Overall, advanced video creation tools, interactive features, and personalized recommendations make TikTok a versatile and innovative platform (Montag et al., 2021; Anderson, 2020; Xu et al., 2020).

### 2.2.2.2 TikTok, the impact of social media in education

Social media platforms like TikTok are transforming education by providing new ways to engage students and facilitate learning. TikTok's short, engaging format is effective for delivering educational content, complementing traditional methods, and enhancing student engagement. It excels in informal learning, offering various educational content from science

experiments to language lessons, presented in an accessible, visual format for all ages, encouraging exploration and retention (Sternberg & Gutiérrez, 2020).

TikTok promotes peer-to-peer learning, where users share knowledge and skills. This is particularly useful for language learning, as learners can practice speaking and listening by watching videos from native speakers or peers. Creating and sharing videos fosters a supportive community, increasing motivation and engagement. Additionally, TikTok supports multimodal learning by combining visuals, audio, and animation, catering to different learning styles. For example, a science teacher can use TikTok to demonstrate experiments while explaining them verbally, enhancing understanding through visual and auditory input.

Teachers can use TikTok to create educational videos, share resources, and encourage student participation. Students can create videos, conduct experiments, or present research, promoting critical thinking. TikTok's interactive features, like challenges, stimulate creativity. For instance, a history teacher might challenge students to create a video about a historical event, making learning fun and engaging. TikTok bridges traditional education and the digital age, providing new learning opportunities. Effective integration requires creative design and alignment with educational goals to enhance learning without distractions (Garcia et al., 2021; Sternberg & Gutierrez, 2020).

### 2.2.2.3 Strategies for implementing Tik tok in the classroom

Implementing TikTok in the classroom necessitates careful planning and strategic execution to ensure it corresponds with the educational objectives of the curriculum. Firstly, it is essential to clearly define the educational goals and outcomes for TikTok activities. Establishing specific objectives ensures that the use of TikTok is purposeful and focused on enhancing student learning. Aligning TikTok activities with learning standards is another crucial strategy. Ensuring that the content created and consumed on TikTok adheres to

educational standards helps integrate the platform seamlessly with the curriculum, whether for subjects like science or interpretive studies.

Moreover, setting clear guidelines and restrictions on TikTok use is vital to ensure students use the platform responsibly. Educators must establish boundaries to promote a safe and productive learning environment. Recognition and feedback are key components when implementing TikTok in the classroom. Constructive feedback aids students in their learning journey by providing insights into their performance and areas for improvement, thereby enhancing their language and other academic skills. Providing scaffolding and support is necessary to ensure students produce high-quality content. Teachers can offer examples, tutorials, and guidance throughout the content creation process. For instance, a history teacher might provide a template for creating TikTok videos that summarize historical events, ensuring the inclusion of critical elements like dates and significant figures.

Additionally, encouraging collaboration through TikTok can enhance learning and foster teamwork. Collaborative projects allow students to dissect topics, provide feedback, and learn from each other, thereby deepening their understanding and engagement with the material. Incorporating interactive elements can boost creativity and engagement among students. Using immediate feedback and recognition can further enhance the learning experience, helping students refine their skills and understanding in real-time. By implementing these strategies, educators can effectively integrate TikTok into student learning, creating a dynamic and interactive learning environment that supports student engagement and achievement (Smith, 2020; Johnson et al., 2021).

### 2.2.2.4 Evaluation of the use of TikTok in the classroom

Evaluating the effectiveness of TikTok in the classroom requires a multi-method approach to understand its impact on student learning and engagement. Collecting feedback

through surveys and feedback forms is one effective method. These surveys reflect students' perceptions of using TikTok for learning, including engagement, enjoyment, and perceived benefits. For instance, surveys can ask students to rate their engagement with TikTok compared to traditional methods, helping teachers gauge its impact on their learning experience (Johnson et al., 2021).

Pre- and post-tests are also important for measuring information gained through TikTok-based lessons. Conducting these tests allows teachers to assess changes in students' understanding and appreciation of the material. For example, pre-tests on vocabulary knowledge followed by post-tests after TikTok activities can measure the effectiveness of the tool.

Classroom observations provide insights into how students interact with TikTok content and engage in learning. Observing student behavior and participation during TikTok-based lessons can reveal changes in engagement compared to formal instruction.

Student feedback, through written reflections or video testimonials, offers qualitative data on the platform's impact. Students can share their thoughts on how TikTok has influenced their understanding of concepts.

Comparative studies using traditional methods help evaluate TikTok's effectiveness by comparing learning outcomes and engagement levels between TikTok-based and traditional classes. This approach highlights TikTok's potential and limitations as an educational tool.

Overall, a combination of feedback, testing, observation, and comparative studies provides a comprehensive understanding of TikTok's impact on education (Johnson et al., 2021; García et al., 2021).

### 2.2.3    Theories of Vocabulary Acquisition

Several theories provide valuable insights into vocabulary acquisition. Krashen's (1985) Input Hypothesis posits that learners acquire language by being exposed to comprehensible input slightly above their current proficiency level. This exposure allows learners to infer the meanings of new words within context, thereby emphasizing the importance of rich and varied language input for effective vocabulary development. In addition to this, Craik and Lockhart's (1972) Depth of Processing Hypothesis suggests that deeper processing, such as semantic analysis, enhances memory retention and recall. Therefore, engaging learners in meaningful tasks that require analysis and contextual use of new words is crucial for improving vocabulary retention.

Furthermore, Laufer and Hulstijn's (2001) Involvement Load Hypothesis argues that vocabulary acquisition is more effective when learners are more cognitively involved. Specifically, tasks that necessitate the active use of new words in meaningful contexts result in better learning outcomes, which highlights the importance of task design in vocabulary instruction. Similarly, Paivio's (1986) Dual Coding Theory posits that vocabulary learning is enhanced when new words are associated with both verbal definitions and visual images. Consequently, this dual representation facilitates easier retrieval and recall by providing multiple cues for memory.

Moreover, Nation (2001) emphasizes the importance of both receptive (understanding and recognizing) and productive (using accurately) vocabulary knowledge. Effective instruction should address both aspects by offering learners opportunities to encounter and use new words. Additionally, Schmitt (2008) supports the notion that repeated exposure to vocabulary in varied contexts is essential for robust acquisition. Therefore, deliberate practice involving focused activities further enhances vocabulary knowledge. Together, these theories

underscore the significance of comprehensive input, deep processing, cognitive involvement, dual coding, and both receptive and productive knowledge in designing effective vocabulary instruction.

## 2.2.4 English Vocabulary

Several studies highlight the effectiveness of multimedia tools in vocabulary learning. Mosquera (2011) demonstrated that multimedia resources, including PowerPoint, images, and native voice recordings, were effective for autonomous vocabulary learning among elementary school children. The study concluded that while receptive skills (listening) improved more than productive skills (speaking), multimedia was beneficial for vocabulary acquisition. Similarly, Berthely and Esquivel (2023) conducted a quasi-experimental study with university students and found that multimedia resources significantly enhanced vocabulary learning, as evidenced by improvements in pre- and post-training measurements.

Acha (2009) explored the impact of different presentation modes—verbal, visual, or combined—on children's vocabulary learning. The study revealed that verbal annotations alone were more effective than combined or visual annotations, highlighting cognitive load issues. Additionally, Chen et al. (2019) examined multimedia's impact in high school classes, comparing it to traditional methods. Their findings indicated that multimedia was more effective for learning and retaining new vocabulary, demonstrating its superior impact over conventional techniques.

Overall, these studies collectively underscore the positive influence of multimedia tools on vocabulary acquisition across various educational levels, revealing their effectiveness in enhancing both receptive and productive language skills.

## 2.2.4.1 Importance of vocabulary in language learning

Vocabulary is crucial for language learning, underpinning all language skills. Nation (2001) highlights its necessity for effective listening, speaking, reading, and writing. Wilkins (1972) underscores its importance, stating, "Without grammar, you can say little, and without words, you can say nothing." Laufer and Nation (1995) found that a larger vocabulary positively correlates with better reading comprehension, as students with extensive vocabularies engage with text more fully. Schmitt (2000) emphasizes that vocabulary helps learners extract meaning from context and retain unfamiliar words, crucial for reading comprehension and language development.

Moreover, Stahl and Fairbanks (1986) observed that vocabulary knowledge impacts academic success, with students who have larger vocabularies performing better academically. Beck, McKeown, and Kucan (2013) argue that integrating vocabulary instruction into the curriculum is vital for improving reading comprehension and academic achievement. Harmer (2007) also notes that a diverse vocabulary enhances effective communication and social interaction, allowing individuals to express themselves clearly and engage in varied conversations.

In summary, vocabulary is foundational to language learning, impacting reading, communication, and academic performance. Effective vocabulary instruction is essential for building a strong language foundation.

## 2.2.4.2 Process for Teaching Vocabulary

Teaching vocabulary effectively involves several strategic steps, each aimed at aiding learners in understanding, remembering, and using new words. Firstly, selection of relevant words is crucial. According to Nation (2001), teachers should choose high-frequency and pertinent words that match learners' proficiency levels and interests. This selection ensures

that the vocabulary is essential for basic communication and is in line with learners' needs, thereby enhancing motivation and engagement.

Next, providing contextualized definitions helps learners grasp new vocabulary more effectively. Graves (2006) emphasizes the importance of teaching words in context rather than in isolation. By presenting vocabulary within stories or thematic units, learners can see how words function in various contexts, making them more meaningful and memorable.

Using varied instructional methods is also important. Paivio (1986) suggests incorporating visual aids, such as pictures and diagrams, to help learners associate words with images, which enhances memory retention. Additionally, techniques like word maps and semantic grouping, as discussed by Craik and Lockhart (1972), support deeper processing and organization of vocabulary knowledge. Repetition and spaced practice are crucial for long-term retention. Schmitt (2008) highlights that repeated exposure to vocabulary in different contexts, along with spaced practice, helps transfer words from short-term to long-term memory.

Encouraging active use of vocabulary in speaking and writing activities further reinforces learning. Nation (2001) points out that using new words productively in role-plays, discussions, and writing tasks helps solidify knowledge and improve retrieval. Finally, assessment and feedback play a critical role. Formative assessments, such as quizzes and informal checks, help monitor progress, while timely and constructive feedback enables learners to correct errors and refine their understanding (Schmitt, 2008).

In summary, these interconnected steps collectively help learners understand, remember, and use new words effectively, thereby supporting their overall language development.

### 2.2.4.3 TikTok in Vocabulary Learning

TikTok is an effective tool for vocabulary acquisition due to its engaging and interactive nature. Johnson et al. (2021) highlight that the platform's short, captivating videos capture students' attention, making learning more enjoyable. TikTok's personalized content delivery, tailored to learners' interests, boosts motivation and engagement. Additionally, García et al. (2021) note that TikTok offers valuable exposure to authentic language usage through varied content, helping learners understand and retain new vocabulary in real-life contexts.

TikTok's multimedia capabilities, which combine visual, auditory, and textual elements, enhance memory retention through dual coding (Paivio, 1986). For example, a video might show an object, provide its word, and use it in a sentence, linking the word with its meaning effectively. The platform also promotes active learning by allowing students to create videos incorporating new vocabulary, fostering deeper processing and practical use (Craik & Lockhart, 1972).

Furthermore, TikTok's interactive features, such as comments and duets, support collaborative learning. Learners can interact with peers and native speakers, receive feedback, and engage in discussions, aligning with social constructivist theories on language development (Vygotsky, 1978). The platform accommodates diverse learning styles, benefiting visual, auditory, and kinesthetic learners. Overall, TikTok offers a dynamic environment for enhancing vocabulary instruction.

### 2.2.4.3.1 Specific strategies for teaching vocabulary with TikTok

To maximize TikTok's potential for vocabulary instruction, educators can use several targeted strategies. First, themed vocabulary challenges, where students create videos using specific vocabulary sets related to topics like travel or food, can increase motivation and

engagement (Johnson et al., 2021). Multimedia elements such as captions, images, and sound effects enhance vocabulary retention by reinforcing connections between spoken and written forms and creating memorable associations (Paivio, 1986).

Encouraging students to generate their own content with new vocabulary fosters active learning. The Involvement Load Hypothesis (Laufer & Hulstijn, 2001) indicates that cognitively demanding tasks improve vocabulary acquisition. Creating videos helps students use new words meaningfully, enhancing retention. Additionally, TikTok can provide contextualized vocabulary examples through teacher-created videos, showing word usage in various contexts like dialogues or narratives (Schmitt, 2008).

Promoting collaboration through TikTok's features, such as commenting and joint video projects, supports vocabulary learning and aligns with social constructivist theories on interaction and language development (Vygotsky, 1978). Integrating TikTok into curricula, such as with vocabulary units on environmental science, ensures that its use corresponds with educational goals (Nation, 2001). Overall, these strategies leverage TikTok's features to enrich vocabulary instruction and enhance learning.

### 2.2.4.3.2 Use of short videos to introduce new words

Short videos are highly effective for introducing new vocabulary due to their visual and concise nature. Snelson (2016) highlights that these videos offer contextual reminders that aid in understanding and memorizing new words, aligning with Paivio's (1986) dual coding theory which emphasizes that information is better retained when presented visually and verbally.

Teachers can utilize short videos to demonstrate vocabulary in various contexts, such as using a cooking video to teach culinary terms or a travel vlog for geography-related vocabulary. García et al. (2021) suggest that these realistic examples make new words easier

to grasp and remember. Additionally, repeated viewing of videos supports vocabulary retention, as noted by Schmitt (2008), by allowing learners to revisit and reinforce new terms.

Interactive activities based on video content, such as discussion prompts and creative tasks, further enhance vocabulary learning. Snelson (2016) found that these activities boost vocabulary awareness and application. Overall, short videos provide a dynamic and engaging way to introduce, reinforce, and apply new vocabulary, supporting effective language learning (Nation, 2001).

## CHAPTER III

## 3. METHODOLOGICAL FRAMEWORK

### 3.1 RESEARCH APPROACH

This research had a qualitative method. It was characterized by nature, as it will directly analyze the opinions, experiences, and thoughts of the teachers about learning English vocabulary through TikTok videos, interpreting their understanding of the topic. Additionally, the use of the tool was qualitatively decided based on the important points found in the bibliographic evidence to ensure its correct application. (Ahmad et al., 2019).

### 3.2 RESEARCH MODALITY

This research followed a bibliographic-documentary approach, characterized by an extensive review and analysis of various written sources, such as books, academic articles, reports, and other relevant resources. This approach was appropriate for our investigation into the effectiveness of the TikTok application as an educational tool for learning English vocabulary, as it allowed us to develop a solid theoretical framework and build an analysis based on organized concepts.

According to Arias (2006), this analysis was crucial for identifying patterns, trends, and gaps in the existing literature. Furthermore, the collection of secondary data through this approach enabled the comparison and contrast different results, thereby enhancing the analysis and conclusions of this work.

## 3.3 LEVEL OR TYPE OF RESEARCH

The level or type of research in this study was exploratory. This approach was chosen to investigate the new and under-researched area of using TikTok as a tool for vocabulary learning among Second-Year General Unified Baccalaureate students at Unidad Educativa "Camilo Gallegos Dominguez", Class "A." The exploratory nature of this research allowed for an open-ended examination of how teachers perceived the effectiveness and application of TikTok in the classroom. It aimed to uncover insights, generate hypotheses, and establish a foundational understanding of the potential benefits and challenges associated with this innovative educational tool during the 2023-2024 academic period in the Shell parish, Province of Pastaza (Goundar, 2012).

Additionally, this study was descriptive in nature as it focused on detailing the perspectives of teachers regarding the use of TikTok and its perceived effectiveness in enhancing vocabulary learning. According to Creswell (2014), descriptive research aimed to provide a comprehensive portrayal of specific phenomena by documenting and analyzing the characteristics and perceptions of the participants involved. In this context, the study systematically described teachers' views on TikTok, examining how they perceived its impact on students' vocabulary acquisition and the practical application of this tool in the educational setting. This descriptive approach helped create a detailed understanding of the effectiveness of TikTok from the educators' point of view, providing insights into how this social media platform was integrated into classroom practices.

## 3.4 STUDY POPULATION

The study population consisted of the teacher and also the students of the Second-Year General Unified Baccalaureate class at Unidad Educativa "Camilo Gallegos Dominguez", Class "A," during the 2023-2024 academic period. The teacher provided insights into the application and effectiveness of TikTok as a tool for vocabulary learning. This approach allowed for a detailed qualitative analysis based on the teacher's observations, interactions, and experiences with the students in the classroom setting. this study aimed to explore the practical implications and pedagogical outcomes of integrating TikTok into vocabulary instruction from the teacher's perspective.

## 3.5 SAMPLE SIZE

Due to the population being small, it was not necessary to take a sample.

## 3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

For data collection, the following techniques and instruments were used:

## 3.6.1 OBSERVATION SHEET/GUIDE

The observation technique in this study involved evaluating the process of applying TikTok videos to teach vocabulary. This technique was based on established studies that describe the best methods for using TikTok in an educational context. The researcher, systematically observed and documented how the videos were integrated into the lessons, how students engaged with the content, and the overall effectiveness of this approach in enhancing vocabulary acquisition. The observations focused on key indicators such as student participation, comprehension, and retention of vocabulary, as well as any challenges or benefits identified during the implementation process. This qualitative data provided valuable insights into the practical application of TikTok as a teaching tool.

According to the technique, an observation guide was used, which was informed by findings from previous studies. The observation guide enabled the observer to systematically immerse themselves in the subject of study for the research. This instrument facilitated the collection of truthful information, drawing from insights garnered in previous research, and, therefore, such information was interpreted with a clearer vision (Kawulich, 2005).

## 3.6.2 SEMI STRUCTURED INTERVIEWS

The semi-structured interview technique was utilized in this study aims to delve into the teacher's perspectives on this tool. Through semi-structured interviews, the researcher engaged with the teacher in guided conversations to explore their criteria, opinions, and experiences regarding the use of TikTok as an educational tool for vocabulary learning. These interviews provided a flexible framework for the teacher to express their insights, preferences, and concerns related to the integration of TikTok into the classroom environment.

By capturing the teacher's viewpoints in-depth, the study sought to gain a nuanced understanding of their attitudes towards this innovative pedagogical approach. The semi-structured interviews generated rich qualitative data that enriched the analysis of TikTok's effectiveness as a tool for vocabulary instruction in the educational context (Jamshed, 2014).

## CHAPTER IV

## 4. RESULTS AND DISCUSSION

The purpose of this chapter is to present the results obtained throughout the research, whose general purpose was: "Analyze the application and effectiveness of TikTok as a tool for learning vocabulary in Second Year students of the Bachillerato General Unificado of Unidad Educativa "Camilo Gallegos Dominguez", Class "A," according to the teachers, of the Shell parish, Province of Pastaza, during the 2023-2024 academic period".

This chapter presents the main results derived from the analysis of the data collected. These results allow to examine how TikTok has been implemented in the vocabulary teaching process and how it has been perceived by the teacher involved. Through the research, a deeper understanding of the impact that this digital tool has had on student learning was obtained, providing a detailed perspective on its effectiveness in the educational context studied.

## 4.1 RESULTS

The first objective, "Identify the epistemological rationale supporting the effective implementation of TikTok as an educational platform," revealed key findings in the reviewed literature that support its pedagogical use, particularly in vocabulary teaching. First, authors such as Vygotsky (1978) highlight that learning is more effective when it occurs in a social and interactive environment. TikTok, by allowing content creation, not only facilitates exposure to authentic language but also promotes active student participation, which is essential in the constructivist approach to learning.

Furthermore, the literature analysis revealed that TikTok improves vocabulary retention thanks to its multimedia capabilities. Paivio (1986) and his dual coding theory suggest that using visual and auditory elements simultaneously significantly improves the retention of new information. In this context, TikTok offers students short videos with images, text, and sound that strengthen word comprehension.

Another relevant finding is that repetition and spaced practice, crucial elements for vocabulary acquisition (Schmitt, 2008), are facilitated by the structure of the platform. Students can repeatedly watch videos containing the new vocabulary in different contexts, which promotes greater consolidation of the learned terms.

Finally, the use of TikTok also reflects Nation's (2001) emphasis on the importance of teaching vocabulary within relevant contexts. Thematic videos on TikTok allow vocabulary to

be presented in a contextualized way, facilitating the transfer of words to practical situations. In this way, students not only learn the meaning of words but also their proper use in various situations, which reinforces their applicability in real life.

In summary, the literature review shows that TikTok is not only an engaging and accessible tool for vocabulary teaching but also supports key principles of learning theories, such as constructivism and dual coding, which strengthens its effectiveness as an educational platform.

In relation to the second objective: "To determine if the process of applying the TikTok tool for vocabulary learning is being effectively implemented," an observation guide with seven key points was used to evaluate how TikTok was integrated into the teaching process. This guide provided detailed insights into the strategies employed by the teacher and the overall impact of TikTok on student engagement and vocabulary acquisition.

According to the first step, the careful selection of vocabulary by the teacher was observed. Consistent with Nation's (2001) recommendation that vocabulary selection should align with students' needs and the current topic of study, the teacher prioritized words that would be directly useful for students. This method ensured that the vocabulary was both practical and meaningful, boosting student engagement and making the learning experience more relevant. Such alignment plays a crucial role in motivating students and aiding long-term retention (Schmitt, 2008).

In the second step, contextualized learning was also emphasized, frequently presented words within stories or real-life situations. Graves (2006) stresses the importance of teaching words in context, as it allows students to grasp how vocabulary operates within different scenarios. During the observations, it was noted that while most vocabulary was taught within a single context, there were occasions when multiple contexts were introduced, providing students with a broader understanding of how words could be applied. This method

significantly enhanced comprehension, as students could relate the vocabulary to everyday situations.

For the third step, although vocabulary instruction was primarily oral, visual aids such as images and videos were sporadically used to reinforce the meanings of new words. Paivio's (1986) dual coding theory highlights the cognitive benefits of pairing visual stimuli with verbal input, which enhances memory retention. While the use of visual aids was not consistent throughout all lessons, when applied, these resources appeared to significantly bolster student understanding and recall, demonstrating the value of incorporating multimedia elements into vocabulary instruction.

As for the fourth step, the role of repetition in vocabulary learning was evident in the classroom. Repetition for both pronunciation and comprehension was utilized by the teacher, consistent with Schmitt's (2008) emphasis on spaced practice to promote long-term retention. However, it was noted that repetition often occurred within the same context, limiting the variety of applications that students were exposed to. Expanding the use of words across multiple contexts could further enhance retention, as Nation (2001) recommends. Nonetheless, this approach proved beneficial in helping students memorize vocabulary, even if the application in diverse situations remained a challenge.

In the fifth step, various activities to encourage active vocabulary use were incorporated by the teacher, such as role-plays and structured exercises from textbooks. These activities allowed students to practice using the vocabulary in controlled scenarios, consistent with Nation's (2001) recommendation that active engagement is essential for vocabulary acquisition. While students demonstrated an ability to use the words in these contexts, challenges arose when they were required to apply them to less structured, more diverse situations. This aligns with the idea that vocabulary acquisition is more effective when students are encouraged to use words across a range of tasks and interactions (Schmitt, 2008).

For the sixth step, feedback was another critical element in the vocabulary learning process. Although there were no formal assessments for monitoring progress, constructive and timely feedback to students were provided by the teacher, allowing them to correct mistakes and improve their understanding. This practice is consistent with Schmitt's (2008) recommendation that formative assessment and feedback play an essential role in supporting student learning. However, the absence of formal monitoring tools suggests an opportunity for improvement in tracking students' long-term vocabulary development.

Finally, in the seventh step, the integration of TikTok proved to be a highly motivational tool for vocabulary acquisition. Students engaged with the platform not only for entertainment purposes but also for educational content, which they used to practice and learn new vocabulary in English. This corresponds with Johnson et al. (2021), highlighting the motivational benefits of personalized and engaging platforms like TikTok. The platform's short, multimedia-rich content offers students a dynamic and modern method of engaging with the language, promoting both motivation and active learning. While the use of TikTok did not fully replace traditional methods, its inclusion fostered a more diversified learning environment where students could access educational content independently, reflecting the growing role of technology in autonomous learning (García et al., 2021).

According to specific objective number three, "to identify teachers' perspectives on the effectiveness of using the TikTok app for vocabulary learning," a 10-question semi-structured interview was conducted to explore Teacher_2024_1's experience with incorporating TikTok into vocabulary teaching. Questions covered topics such as motivation for using the tool, its benefits, challenges, and strategies for implementation in the classroom.

Firstly, it was shared by the teacher that her experience incorporating TikTok into vocabulary teaching had been positive. She stated, "Yes, it was an amazing experience because I found that my students were more motivated" (Teacher_2024_1). This increase in

motivation was identified as a key factor for effective learning, emphasizing the importance of student engagement.

It was further mentioned by the teacher that her motivation for using TikTok stemmed from her own experience with the platform. She explained, "I use TikTok too, so there was a day that I was on TikTok, and I saw an educational video, and I said, ok, if for me it's interesting learning through TikTok, it could be the same for my students" (Teacher_2024_1). This link between informal learning and classroom instruction was recognized as critical in inspiring other educators to adopt innovative methods.

Regarding content selection, it was explained by the teacher: "In this case, I selected three videos about irregular verbs because the general topic that I'm teaching is present perfect and past simple, so they need to know irregular verbs" (Teacher_2024_1). This strategic selection demonstrated a commitment to aligning educational resources with lesson objectives.

In terms of TikTok integration, linguistic strategies were applied, as noted by the teacher: "In this case, I use linguistic strategies because it is about teaching through first vocabulary" (Teacher_2024_1). The importance of a solid theoretical foundation for implementing new tools in the classroom was highlighted.

It was observed by the teacher that students were more focused and motivated during lessons incorporating TikTok. She stated, "Yes, I saw that my students were more motivated; they were more concentrated, I think because TikTok is a fun way to learn" (Teacher_2024_1). The gamification of learning was presented as an effective strategy for capturing student interest.

Regarding challenges, it was mentioned: "In this case, I didn't find any issues" (Teacher_2024_1). The absence of difficulties was seen as a positive indicator of the tool's

successful implementation, although the process would need to be continuously monitored to address potential future challenges.

Concerning the benefits, it was highlighted: "There are a lot of benefits; I think the most important is that the students can learn in their homes and not only at school" (Teacher_2024_1). This was viewed as expanding learning opportunities and allowing students to practice at their own pace, which is essential for their development.

The effectiveness of TikTok was evaluated by the teacher through students' oral production. She noted: "In speaking production, when I listen to my students singing the song about irregular verbs" (Teacher_2024_1). This approach was found to creatively measure learning, indicating that students had internalized the content.

It was also stated that an increase in students' motivation and attitudes toward vocabulary learning had been noticed since the implementation of TikTok activities. The teacher shared: "Yes, of course, I think that my students are more motivated because they come to the class and say, 'Teacher, yesterday I was on TikTok and I found a video about how to make sentences correctly'" (Teacher_2024_1). This active participation suggested that TikTok fosters greater engagement in the learning process.

Lastly, it was recommended by the teacher that other educators consider using TikTok, with the following advice: "Yes, I recommend to other teachers that if they want to put into practice this TikTok tool, take into account that it can work well with teenagers but not with children" (Teacher_2024_1). This recommendation emphasized the importance of adapting the use of technology to the age and needs of students to ensure effective learning.

## 4.2 DISCUSSION

The epistemological rationale behind the implementation of TikTok as an educational platform is deeply rooted in constructivist approaches that advocate for active and meaningful

learning experiences. Vygotsky's (1978) theory posits that learning is most effective when it occurs within a social and collaborative framework. The use of TikTok facilitates this dynamic, as students are not merely consumers of content but also active creators. This participatory learning environment fosters greater autonomy, allowing students to take charge of their own educational journeys. The flexibility offered by TikTok to access educational material outside the classroom supports self-directed learning, aligning with the views of Piaget (1970) and Bruner (1996), who emphasize the importance of providing tools that enable students to learn at their own pace.

Reflecting on the implementation process of TikTok for vocabulary learning, the results indicate a predominantly positive outcome, particularly in terms of heightened student motivation. It was observed that students demonstrate increased engagement during lessons and actively seek educational content on TikTok, highlighting a continuous learning process that transcends the traditional classroom setting. This corresponds with Schmitt's (2008) assertion that vocabulary acquisition is most effective when students are motivated and frequently exposed to words across diverse contexts. The active pursuit of knowledge by students suggests that TikTok serves as a catalyst for fostering a culture of independent learning.

Nonetheless, during the observation at the educational institution, the lack of contextual diversity in vocabulary teaching was identified as a problem. It was observed that the teacher focused mainly on the repetition of words within a single context, without exploring varied situations that facilitated the application of these terms in different scenarios. Although repetition is essential for vocabulary learning (Schmitt, 2008), when it is limited to contexts with little variety, it can make it difficult for students to transfer acquired knowledge to new situations. This limitation reduces the flexibility with which students can apply vocabulary in varied contexts and limits their practical use of the language.

According to Nation (2001), effective vocabulary teaching must combine repetition with exposure in different contexts, as a lack of variety can lead to superficial learning, in which students do not fully understand the functional use of vocabulary in various situations. Laufer and Hulstijn (2001) point out that without exposure to different contexts, vocabulary learning tends to be shallow, resulting in rote memorization of words without a full understanding of their applications.

Furthermore, Krashen (1985) argues that limited exposure in terms of context hinders the development of greater fluency in language use, as students fail to internalize vocabulary in a meaningful way. This limitation in vocabulary instruction can make it difficult for students to use the words learned in everyday situations or in more complex interactions.

Therefore, it is key for teachers to understand the importance of incorporating a range of contexts in vocabulary teaching. It is not just about repeating words, but about enriching learning with varied experiences that help students apply vocabulary in real, practical situations. This approach promotes more dynamic and useful learning, helping students to use vocabulary flexibly and effectively in different scenarios, both inside and outside the classroom.

The insights gathered from the semi-structured interviews with the teacher further elucidate the perceived effectiveness of TikTok as an educational tool. It was expressed that TikTok has a strong capacity to engage students, particularly teenagers, reinforcing Prensky's (2001) notion that contemporary learners, often labeled "digital natives," respond more favorably to technology-driven learning environments. The dynamic and entertaining nature of TikTok content was viewed as a significant factor in elevating student motivation, compelling them to participate more actively in their learning processes. The incorporation of

such engaging platforms corresponds with modern pedagogical strategies aimed at enhancing student engagement.

While the benefits of using TikTok are clear, challenges remain, particularly concerning the selection of appropriate content for vocabulary instruction. These challenges were navigated by the teacher through the curation of specific videos tailored to the learning objectives, reflecting the findings of Kukulska-Hulme and Traxler (2005). It is argued that the effectiveness of technological tools heavily relies on how teachers thoughtfully integrate these resources into the curriculum. This underscores the necessity for educators to engage in ongoing professional development and reflection on their practices, ensuring they are equipped to leverage digital tools effectively for educational purposes.

In summary, the incorporation of TikTok into vocabulary instruction not only aligns with constructivist principles but also fosters an engaging and motivating learning environment. The positive outcomes observed in student motivation and independent learning highlight the potential of TikTok as an innovative educational resource. Nevertheless, ongoing reflection and adaptation of instructional practices will be essential to fully realize the benefits of this platform in vocabulary acquisition and beyond.

## CHAPTER V

### 5.1 CONCLUSIONS

- The use of TikTok as an educational platform effectively meets modern learning needs by promoting collaborative learning and active student participation. Its audiovisual format and accessibility extend vocabulary acquisition opportunities beyond the classroom.

- Although TikTok offers an innovative approach to vocabulary teaching, its implementation in the observed context presents shortcomings, especially regarding the diversity of contexts and interaction between students. These limitations affect the depth of learning, highlighting the importance of incorporating more varied and collaborative strategies to improve its effectiveness.

- The implementation of TikTok in vocabulary learning demonstrates significant effectiveness, as evidenced by increased student engagement and autonomous learning. The platform facilitates students' exploration of educational content beyond the classroom, enhancing their motivation and supporting their vocabulary acquisition.

## 5.2 RECOMMENDATIONS

- It is recommended to curate content that aligns with specific learning objectives and incorporate interactive features, such as collaborative projects or peer reviews of student-generated content, to enhance motivation and promote practical application of vocabulary outside the classroom.

- It is advised to implement weekly challenges on TikTok where students create mini-videos using the new vocabulary, as this will not only promote practice in different contexts but also encourage creativity and engagement with learning.

- It is suggested to encourage autonomous learning by creating groups on TikTok where students share and discuss educational content related to vocabulary, which will expand their learning opportunities and motivation.

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**OBSERVATION SHEET**



**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**

**EXTRANJEROS**

**OBSERVATION SHEET**

**Objective:** To determine if the process of applying the TikTok tool for vocabulary learning is being effectively implemented.

**Author:** Aneth Emilia Fiallos Andrade

**Date:**

**Observer:**

**Observation Focus Areas:**

| Indicators | Yes | No |
|---|---|---|
| 1.  SELECTING RELEVANT WORDS | | |
| High-relevance words are chosen that match students' proficiency levels and interests. | | |
| Selected words are aligned with students' | | |

| | | |
|---|---|---|
| needs. | | |
| **2. TEACHING WORDS IN CONTEXT** | | |
| Words are taught in thematic contexts or within stories. | | |
| Students can see how words function in different contexts. | | |
| **3. VISUAL INSTRUCTIONAL METHODS** | | |
| Visual aids, such as pictures and diagrams, are incorporated to help students associate words with images. | | |
| **4. REPETITION AND SPACED PRACTICE** | | |
| Repeated exposure to vocabulary is provided in different contexts. | | |
| Spaced practice is implemented to help transfer words from short-term memory to long-term memory. | | |
| **5. ACTIVE USE OF VOCABULARY** | | |
| Active use of new vocabulary is encouraged in speaking and writing activities, such as role-plays, discussions, and written assignments. | | |
| Students productively use new words in practical contexts. | | |
| **6. ASSESSMENT AND FEEDBACK** | | |

| | | |
|---|---|---|
| Timely and constructive feedback is provided so that students can correct errors and refine their understanding. | | |
| Formative assessments, such as questionnaires and informal check-ins, are conducted to monitor progress. | | |
| **7. USING TIKTOK IN VOCABUARY LEARNING** | | |
| Using TikTok increases students' motivation and engagement with vocabulary learning. | | |
| Students use TikTok in creative and innovative ways to learn and practice their understanding of vocabulary. | | |
| Students are encouraged to explore different ways to learn and use new vocabulary on TikTok. | | |

**Semi Structured Interview**

# UNIVERSIDAD NACIONAL DE CHIMBORAZO

## FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

| CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS |
|---|
| **EXTRANJEROS** |
| **SEMI STRUCTURED INTERVIEW** |

**Objective:** To identify teachers' perspectives on the effectiveness of using the TikTok app for vocabulary learning.

**Author:** Aneth Emilia Fiallos Andrade

**Date:**

**Observer:**

**Interview Questions:**

1. Can you describe your experience with incorporating TikTok into your vocabulary teaching practices?

2. What motivated you to use TikTok as a tool for vocabulary learning in your classroom?

3. How do you select or create TikTok videos to support vocabulary instruction?

4. What strategies do you employ to integrate TikTok activities into your lessons effectively?

5. Can you share any observations or insights on how students engage with TikTok content during vocabulary lessons?

6. What challenges, if any, have you encountered when using TikTok for vocabulary instruction, and how have you addressed them?

7. In your opinion, what are the benefits of using TikTok as a teaching tool for vocabulary learning?

8. How do you assess the effectiveness of TikTok in enhancing students' vocabulary acquisition?

9. Have you noticed any changes in student motivation or attitudes towards vocabulary learning since implementing TikTok activities?

10. Can you provide any recommendations or best practices for other teachers interested in using TikTok for vocabulary instruction?