

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Mouloud MAMMERI University of Tizi-Ouzou**  
**Faculty of Letters & Languages**  
**Department of English**

**Domain:** Foreign Languages

**Field:** English Language

**Specialism:** Language and Communication



**Dissertation Submitted in Partial Fulfillment of the Requirements for the  
Degree of Master in English**

**Title**

EFL Teachers' Views and Learners' Attitudes towards the Use of  
TikTok as a Microlearning Tool in the department of English at  
Mouloud Mammeri University of Tizi-Ouzou: A Survey Study

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**Academic Year: 2022/2023**

## *Dedication*

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*This work is dedicated to:*

My immediate family including;

My precious mother 'Ourida' and humble father 'Ahmed'.

My adorable and supportive sister and brother, Melissa and Hakim.

To my closest friends.

I also dedicate this work to my teacher Mrs. "Matki Djedjiga" for her strength and soft heart

To myself and dear binomial, Chahira.

**Hadjila CHIKHI**

**I dedicate this work to:**

My cherished mother, Miassa.

To the memory of my loving father Amer

To my two brothers Jugurta and Aghiles.

My dear sisters Kahina and Djedjiga.

To the extended family including my uncles and aunts and their children.

To my fiancé Juba and his family.

My two best friends Hamza and Abdurrahman.

To my dear friend Ikram and my roommate Dihia and all my wonderful friends.

To myself and lovely binominal, Lydia.

**Chahira GUETTAF**

## *Acknowledgements*

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We are deeply indebted to our supervisor, Dr. Sadia BELKHIR, for her patience, thorough guidance and assistance, along with her wise feedback that has helped in the completion of our dissertation.

Our heartfelt gratitude goes to the board of examiners who have agreed to review and evaluate our work despite their busy schedule; Dr. Kamila Ammour and the head of our specialty Mr. Madjid Chetouane.

We sincerely thank the committed English faculty members whose outstanding instruction has enhanced our academic experience over the last five years.

Lastly, we thank all the students and teachers of the Department of English at Mouloud Mammeri University of Tizi-Ouzou who have taken part in this study as well as everyone who has provided us with moral support in a way or another, directly or indirectly, during this process.

## **Abstract**

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*Since the shift in paradigm in higher education from traditional (face-to-face) instruction to E-learning; social media, including TikTok, serve as online means for teaching and learning across different fields, encompassing EFL. Accordingly, the present research explores EFL teachers' views and students' attitudes towards the use of TikTok as a form of microlearning in the department of English at MMUTO. In order to achieve the purpose of this research; Davis' (1989) Technology Acceptance Model has been relied on as a theoretical foundation. In This exploratory study, a mixed-methods research has been employed to collect and analyse data. In what concerns data collection instruments; a questionnaire has been randomly distributed to a total of 40 students (10 per each level of study L1, L2, L3 and M1) along with a structured interview conducted with 11 randomly selected teachers of the same department. The collected data have been analysed using the Descriptive Statistical Method for quantitative data and the Qualitative Content Analysis for the qualitative ones. The findings of the interviews have revealed that most EFL teachers consider TikTok as an advantageous and helpful tool that facilitates English language learning. The results of the questionnaire show that most students have expressed a positive attitude towards using TikTok to learn English and have confirmed that their language skills have improved using TikTok. The last finding demonstrates that perceived usefulness and ease of use are critical factors that influence EFL students' acceptance or rejection of TikTok.*

**Key words:** *Attitude, Microlearning, Technology Acceptance Model (1989), TikTok.*

## List of Abbreviations

<b>MMUTO</b>	<b>Mouloud Mammeri University of Tizi-Ouzou</b>
<b>MALL</b>	<b>Mobile- Assisted Language Learning</b>
<b>EFL</b>	<b>English as a Foreign Language</b>
<b>ICT's</b>	<b>Information and Communication Technologies</b>
<b>APP</b>	<b>Application</b>
<b>PEU</b>	<b>Perceived Ease of Use</b>
<b>PU</b>	<b>Perceived Usefulness</b>
<b>TAM</b>	<b>Technology Acceptance Model</b>
<b>N</b>	<b>Number</b>
<b>Q</b>	<b>Question</b>
<b>HP</b>	<b>Hypothesis</b>

## List of Diagrams

<b>Diagram</b>	<b>Title</b>	<b>Page</b>
<b>Diagram 01</b>	<b>Students' gender</b>	<b>29</b>
<b>Diagram 02</b>	<b>Students' use of social media</b>	<b>30</b>
<b>Diagram 03</b>	<b>Students' frequency of using TikTok</b>	<b>32</b>
<b>Diagram 04</b>	<b>Students' opinion on using TikTok</b>	<b>33</b>
<b>Diagram 05</b>	<b>Students' satisfaction when using TikTok to learn English</b>	<b>34</b>
<b>Diagram 06</b>	<b>Students' agreement on the improvement of their language skills using TikTok</b>	<b>34</b>
<b>Diagram 07</b>	<b>Students' opinion on their language skills improvement with TikTok</b>	<b>35</b>
<b>Diagram 08</b>	<b>Students' opinion about which language aspect TikTok is best used for</b>	<b>35</b>
<b>Diagram 09</b>	<b>Students' degree of agreement on the usefulness of TikTok to learn English</b>	<b>36</b>
<b>Diagram 10</b>	<b>Students' opinion on the helpfulness of TikTok.</b>	<b>36</b>
<b>Diagram 11</b>	<b>Students' opinion on TikTok's ease of use</b>	<b>37</b>
<b>Diagram 12</b>	<b>Students' opinion on the amount of effort required when using TikTok</b>	<b>38</b>
<b>Diagram 13</b>	<b>Assessment of the clarity and understandability of the content on TikTok</b>	<b>38</b>
<b>Diagram 14</b>	<b>Students' preferred materials for learning English</b>	<b>39</b>
<b>Diagram 15</b>	<b>Students' recommendation for using TikTok to learn English.</b>	<b>40</b>

## List of Tables

<b>Table</b>	<b>Title</b>	<b>Page</b>
<b>Table 01</b>	<b>students' level of study</b>	<b>30</b>
<b>Table 02</b>	<b>students' use of TikTok</b>	<b>31</b>
<b>Table 03</b>	<b>students' purpose of using TikTok</b>	<b>31</b>
<b>Table 04</b>	<b>Teachers' gender</b>	<b>41</b>

**List of Figures**

Figure 1: Earliest version of Technology Acceptance Model, Davis, 1986 extracted from Lai,  
P. C. (2017).....21

## Content

Dedication. ....	I
Acknowledgments.....	II
Abstract .....	III
List of Abbreviations .....	IV
List of Diagrams.....	V
List of Tables .....	VI
List of Figures .....	VII

### General Introduction

• Statement of the problem .....	1
• Aims and significance of the study.....	2
• Research questions and hypotheses.....	3
• Research techniques and methodology.....	4
• Structure of the dissertation .....	5

### Chapter one: Literature Review

Introduction.....	6
1. Attitude.....	6
1.1 Components of attitude .....	7
1.2 Attitudes towards Language Learning.....	8
1.3 Attitudes towards English Language Learning.....	9
2. Mobile-Assisted Language Learning .....	10
2.1 Mobile and social media application in Language learning.....	10
2.2 TikTok platform.....	11
2.3 Positive aspects of TikTok.....	12

2.4 Negative aspects of TikTok.....	12
3. Microlearning.....	13
3.1 Features of microlearning.....	14
3.2 Benefits of microlearning .....	16
3.3 Drawbacks of microlearning.....	18
3.4 Relationship between TikTok and Microlearning.....	19
4. Theoretical framework.....	20
4.1 Davis' Technology Acceptance Model (1989) .....	20
Conclusion .....	22

## Chapter two: Research Design and Methodology

Introduction.....	23
1. Research method and design.....	23
1.1. Mixed- Methods Research .....	23
2. Data collection procedure. ....	24
2.1 Context and sample.....	24
2.2 Questionnaire.....	25
2.3 Pilot study.....	26
2.4 Interview.....	27
3. Data analysis procedures.....	27
3.1 Descriptive Statistics Method.....	27
3.2 Qualitative Content Analysis.....	28
Conclusion .....	29

## **Chapter three: Presentation of the Findings**

<b>Introduction.....</b>	<b>30</b>
<b>1. Presentation of the results of the questionnaire.....</b>	<b>30</b>
<b>1.1 Participants' background information.....</b>	<b>30</b>
<b>1.2 Students' knowledge and acquaintance with the use of TikTok.....</b>	<b>31</b>
<b>1.3 Students' attitudes towards the use of TikTok to learn English .....</b>	<b>34</b>
<b>2. Presentation of the results of the interview .....</b>	<b>42</b>
<b>Conclusion .....</b>	<b>47</b>

## **Chapter four: Discussion of the Findings**

<b>Introduction .....</b>	<b>48</b>
<b>1. Discussion of teachers' views concerning the use of TikTok .....</b>	<b>48</b>
<b>1.1. Teachers' acquaintance with the use of TikTok.....</b>	<b>48</b>
<b>1.2. Teachers' opinion on the use of TikTok to learn English.....</b>	<b>49</b>
<b>2. Discussion of students' attitudes .....</b>	<b>51</b>
<b>2.1. Students' attitudes towards using TikTok to learn English .....</b>	<b>51</b>
<b>2.2. Students' opinion on the enhancement of their language skills using TikTok.....</b>	<b>52</b>
<b>3. Discussion of the factors that influence students' acceptance or rejection of TikTok.....</b>	<b>55</b>
<b>3.1. Perceived Usefulness of TikTok .....</b>	<b>55</b>
<b>3.2. Perceived Ease of Use of TikTok .....</b>	<b>56</b>
<b>Conclusion .....</b>	<b>57</b>
<b>General conclusion.....</b>	<b>59</b>
<b>Reference list .....</b>	<b>63</b>
<b>Appendices</b>	

## *General Introduction*

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### **Statement of the problem**

Online learning is an educational method that makes use of electronic media to deliver educational content, facilitate communication, and assess students' progress. This takes place online using digital technologies such as computers, tablets, and smart phones. E-learning was once a revolutionary idea, it developed into an ordinary one (Bezhovski and Poorani, 2016). E-learning has been around since the early 1990s, when internet first became widely available, in other words, internet has fuelled the emergence of E-learning. Since then, it has evolved to include a variety of different tools, technologies, and social media applications.

Web 2.0 applications also called social media changed the process of teaching and learning English as a foreign language. Students are provided with many interactive platforms in order to practise their English skills and connect with native speakers. TikTok is among the various popular social media applications used for learning. It allows the delivery of a rather small (micro) but carefully designed language learning content. The platform provides a fun and interactive way for students to practice their language skills in a more engaging way than traditional methods, through the use of videos, audio clips, shorts along with other features. It is claimed that learners learn better when words and visuals are physically near one another (Adnan, Ramli, & Ismail, 2021). This principle, which is the core of TikTok videos, is called the spatial contiguity principle which suggests placing related text and images close together on the screen to help learners make connections more easily and improve comprehension and retention of material. For example, when teaching about different items that may be found in a classroom, the words for each item could be placed directly next to the corresponding image allowing students to draw the link between the image and the textual elements.

At the international level, a large number of quality papers have been published on the use of TikTok in an ELT context. Among them, an experimental study was conducted by Yossi

## *General Introduction*

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Rahmawati and Khoirul Anwar at Muhammadiyah Gresik University in Indonesia in 2022, entitled “*The Use of TikTok Application: The Impact on Students’ Vocabulary and Attitude*”. The findings of the study indicate that using TikTok platform had positive effect on students’ mastery of vocabulary, with an improvement percentage of 95%. Interviews with participants have revealed that they had a favourable attitude of learning English through TikTok. Another exploratory study entitled “*Investigating the Usefulness of TikTok as an Educational Tool*” was conducted by Nur Ilianis Adnan, syahirah Ramli and Isma Noornisa Ismail in Malaysia, in 2021. It sought to explore the efficacy of TikTok as an educational resource as well as collect feedback from students after the utilization of TikTok application in their listening comprehension. The primary results of this study have revealed that the majority of the respondents expressed satisfaction with the application’s use in their language learning journey. The findings of this study indeed according to its researchers, can serve as a resource for teachers and policy makers to explore new educational supplies to facilitate the teaching and learning process.

Most of the studies regarding the use of TikTok platform in an EFL educational setting have been conducted in foreign countries. However; at the national level, in the Algerian context, no attention has been given to exploring EFL teachers’ views or learners’ attitudes towards TikTok use as a form of microlearning. Our study aims at narrowing this literature gap concerning TikTok in the EFL space in the Department of English at Mouloud Mammeri University of Tizi-Ouzou.

### **Aims and significance of the study**

TikTok is a fast-growing social media platform used for different purposes; including learning English as a foreign language. Therefore, the overall aim of this dissertation is to explore EFL teachers’ views and the attitudes that students across different levels (L1, L2, L3,

## *General Introduction*

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and M1) hold towards the use of TikTok as a form of microlearning at the Department of English at MMUTO. This study has four main objectives; first, to determine how TikTok is viewed by teachers at the department of English. Second, to investigate whether students have positive or negative attitudes towards TikTok use. Third, to find out whether students think that TikTok improves their language learning skills. Fourth and last objective is to determine the factors that influence students' acceptance or rejection of TikTok as a tool for language learning.

This dissertation goes beyond the boundaries of Mouloud Mammeri University of Tizi Ouzou and has pedagogical contributions at all levels, to expand research that certainly enriches the field of ELT in the Algerian context as well as overseas. It also shows that social media and more precisely TikTok platform is more than just an entertainment tool, but it can also be an alternative educational resource that EFL teachers and learners may benefit from.

### **Research questions and hypotheses**

In an attempt to reach the objectives mentioned previously, the following questions are intended to guide our research:

- **Q1:** what are EFL teachers' views on the use of TikTok as a form of microlearning at MMUTO?
- **Q2:** Do EFL students hold positive or negative attitudes towards using TikTok to learn English?
- **Q3:** Do students believe that TikTok improves their language learning skills?
- **Q4:** what are the factors that influence students' acceptance or rejection of TikTok as a form of microlearning?

## *General Introduction*

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The following hypotheses have been proposed, so as to answer the previously mentioned research questions:

- **Hp1:** EFL teachers at MMUTO view TikTok as being advantageous and useful in the process of learning English.
- **Hp2:** EFL students hold positive attitudes towards using TikTok.
- **Hp3:** students believe TikTok improves their language learning skills.
- **Hp4:** The factors that influence students' acceptance or rejection of TikTok are its usefulness and ease of use.

### **Research techniques and methodology**

In this present study, concerned with the investigation of EFL teachers' views and students' attitudes towards the use of TikTok as a form of microlearning in the Department of English at MMUTO; a Mixed-Methods Research has been adopted. It is a mix of both quantitative and qualitative designs in the collection and analysis of data. The collection of data is conducted using two instruments: a questionnaire intended to capture students' opinions across different levels (L1, L2, L3 and M1) about TikTok use, and a structured interview with a number of teachers (N=11) at the Department of English in order to obtain their perspective on the subject matter and gain greater understanding concerning their views about TikTok as a form of microlearning in an EFL context. The gathered information is analysed quantitatively using the descriptive statistical method, and qualitatively using Qualitative Content Analysis.

To conduct this research, we have adopted Davis' (1989) *Technology Acceptance Model* as the theoretical framework that guides our study. This theory of technology acceptance holds that an individual's intention to use a given technology is driven by two factors namely:

## *General Introduction*

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“perceived usefulness” (PU) and “perceived ease of use” (PEU). It is these two factors that determine whether an individual accepts, adopts and uses a given information technology or rejects it. The purpose of using this theory is to determine the factors that govern students’ acceptance or rejection of TikTok as well as determining the views teachers hold which in turn influence their attitude towards TikTok from a professional standpoint.

### **Structure of the dissertation**

This dissertation follows the simple traditional pattern which consists of a General Introduction, four chapters, and a General Conclusion.

The General Introduction encompasses the statement of the problem, aims and significance of the study, research questions and hypotheses, research techniques and methodology, as well as the structure of the dissertation. The first chapter which is the Review of the Literature provides us with the available body of knowledge in relation to our topic, stated differently it is the theoretical background of the study .the second chapter is concerned with the research design and methodology; consisting of the procedures followed in order to collect and analyze data. The third chapter is the Presentation of the Findings; it is the objective articulation of the raw data gathered throughout the study using a questionnaire and interview. The last chapter is the Discussion of the Findings; it provides an explanation for the results of the study and a concrete answer to the research questions previously stated. The General Conclusion is a recapitulation of the whole work and includes suggestions for further research.

# *Chapter One : Literature Review*

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## **Introduction**

This chapter is concerned with reviewing the main concepts underlying our research topic. It is structured in four (4) sections; the first provides some definitions of “Attitude”, its components and highlights its significance in language learning. Then the second section covers aspects related to MALL (Mobile-Assisted Language Learning), and social media applications used in language learning. Next, it discusses TikTok application in general, its purpose, as well as its positive and negative aspects. And finally it explains the concept of microlearning and its features, benefits, drawbacks and the correlation between both TikTok and Microlearning. The last section sheds light on the theoretical framework used to guide our research that is Technology Acceptance Model proposed by Davis (1989).

### **1. Attitude**

The term “attitude”, originates from the French word “*attitude*”, which means manner or position (Merriam-Webster, n.d.). It was first used in the context of psychology by the American psychologist Gordon Allport in the 1930s. In his earliest definition of attitude, Allport (1935) defines it as: “*a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related*” (cited in Schwarz and Bohner, 2001, p.2). In other words, attitudes are the mental structures that influence how people perceive and respond to the world around them

Moreover, Eagly and Chaiken (1993) state that attitude is an evaluative judgment, simply put; attitudes refer to the assessment or evaluation made about something or someone. In a similar vein they join that an attitude is: “*a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor*” (cited in Schwarz and

## *Chapter One : Literature Review*

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Bohner, p.2). This is further supported by Bem (1970) in his concise words "*Attitudes are likes and dislikes*" (cited in Jain, 2014, p. 3).

Along with this, Ajzen (2005) defines attitude as "*a learned predisposition to respond in consistently favorable or unfavorable manner with respect to a given object.*" (p.3). For him, attitudes are not embedded in our biology and can be changed through contact and communication. It can be understood that attitude is learnt and it is the tendency to positively or negatively react to a thought, object, or context.

The concept of attitude evolved through time and research; Hogg and Vaughan (2005) note that attitudes are influenced by various factors, including personal experiences, social norms and cultural values. An example of how attitudes can be influenced by personal experiences is when someone has a negative experience with a particular social media platform like instagram. For instance someone gets his account hacked and all their pictures have been leaked; this causes frustration and disappointment as well as developing a negative attitude towards instgram. These experiences among others play a significant role in shaping a person's attitude towards something.

### **1.1. Components of attitude**

Attitude is the building block of social psychology. According to wenden (1991, as cited in Syukur, 2016) attitudes involve an interaction between three components affective, cognitive, and behavioral. These attitudes mirror people's feelings, thinking, and evaluation of a specific object, person, or concept.

- **The affective component:** Also called the emotional component is based on feelings, it reflects how an individual feels about a particular object or situation, and this

## *Chapter One : Literature Review*

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feeling can influence one's attitude in different ways either positive or negative but also uncertain at times.

- **The Behavioral component:** refers to the action or behaviors that an individual is likely to engage in as a result of their attitude towards an object. It follows the consistency principle meaning that a person's behavior is consistent with the attitude they hold towards something.
- **The cognitive component:** is related to the thoughts or ideas that an individual associates with the object and can influence how they evaluate it. In other words, it is their knowledge and conviction about that specific object.

### **1.2. Attitudes towards Language Learning**

Attitude is the main factor that guides language learning (Perić and Radić, 2021). Attitudes towards language learning refer to an individual's overall evaluation, feelings, beliefs, and expectations towards the process of acquiring a new language. It is said that *“Language learners with positive attitudes persevere to achieve mastery of new languages, while negative attitudes hamper learning”* (Alhamami, 2022, p.2). According to Alhamami language learning success or failure depends on one's attitude; positive attitudes lead to an increased motivation towards language learning and result in better outcome than those leaning the language merely as a means to achieve a goal. These two scholars emphasize the importance of attitudes in predicting language learning outcomes.

Attitudes towards language learning are influenced by two factors as suggested by Getie (2020); internal and external factors. Among the internal factors that affect students' attitudes regarding English Language Learning we find; self-confidence, willingness to take risks as well as anxiety. Confidence as defined by Brown (1994) is the faith that students have

## *Chapter One : Literature Review*

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in their abilities to accomplish tasks. In this sense when students' self confidence is high, they are more likely to take risks. Anxiety, however, is a fear of making mistakes or being negatively evaluated. This fear hinders language learning process as well as learners' academic achievement.

The external factors on the hand are everything related to the environment where language learning takes place. Factors like learning time, opportunities for practice, teachers' role "*Learning is facilitated when a close positive relationship exists between a teacher and a student*" (Dadi, 2018, p.38), as well as learning and teaching materials. They either promote or impede the attitudes that learners hold toward language learning.

### **1.3. Attitudes towards English Language Learning**

Attitudes towards English language learning refer to learners' feelings, beliefs, and affective disposition towards the English language and the process of learning it. Therefore, understanding learners' attitudes towards English language learning can help teachers and researchers identify potential sources of motivation and resistance in order to design more effective language learning programs. An interesting thought is articulated by Perić and Radić (2021) that "*Language learning requires dynamic in it and a big involvement from a person*" (p.1). In other words it is learners' attitudes and full dedication that determine the course of their journey in learning the English language.

When a person has positive attitudes towards learning English she/he behaves accordingly and it is sensed in the actual language performance and academic results. Meanwhile having a positive attitude does not exclude a negative performance due to some barriers like shyness, fear of embracement or other obstacles.

### **2. Mobile-Assisted Language Learning**

Mobile-Assisted Language Learning (MALL) is an approach to language learning that involves the use of mobile devices, such as smartphones and tablets to support and enhance the language learning process. Miangah and Nezarat (2012) hold that “*MALL deals with the use of mobile technology in language learning*” (p. 313). Simply stated, it is the use of portable mobile devices to assist language learning and teaching.

MALL is based on the idea that learners can use mobile devices to access language learning materials such as texts, videos anytime and anywhere (Kutulsha-Hulme and Shield, 2008). Additionally, O’Malley et al. (2003) define “*mobile learning as a type of learning that takes place when the learner is not at a fixed location, or when the learner takes advantage of the learning opportunities offered by mobile technologies*” (Gaber, 2015, p. 4) . In simple terms, Mobile Assisted Language Learning allows learners to engage in language learning activities beyond traditional classroom settings, and it can be used for a variety of language learning tasks, like vocabulary practice, grammar drills, listening comprehension, and communication practice.

As the use of mobile devices has become more affordable, the concept of MALL has gained popularity; owing to this, it has been recognized by educators and researchers. Likewise, the use of mobile and social media applications in the learning process became knowledgeable.

#### **2.1. Mobile and Social Media Applications in Language Learning**

Using mobile and social media tools for language learning provides new opportunities for learners. It allows them to learn in authentic and real life contexts, to collaborate and interact with others, and to have a personalized learning experience that can increase their

## *Chapter One : Literature Review*

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motivation and success in learning. “A typical m-learning activity could build in more opportunities for digitally-facilitated site-specific activities, and for ownership and control over what the learners do” (Laurillard, 2007, p.165). These mobile and social applications provide room for expression, creation, and socialization.

As stated by Warschauer and Matuchniak (2010) Mobile and social media technologies have the potential to address issues of equity and access in language learning, as they provide learners with flexible and affordable ways to access high-quality language learning materials and interact with native speakers as well as other learners from different backgrounds and cultures, breaking down geographical and social barriers to language learning. That is to say, mobile and social media technologies can help solve problems related to fairness and availability in language learning.

### **2.2. TikTok platform**

TikTok is a mobile video-sharing platform that launched in 2016 in china under the name of Douyin and grew to become one of the most downloaded social media applications around the world (Wu, 2021). It enables users to create and share short-form videos, usually set to music or other audio pieces, which can be embellished with various visual effects and edited using a wide range of tools.

Many people consider TikTok to be a great platform for providing educational content in a straightforward and easy-to-understand format. For example, a study conducted by Pratiw, Ufairah, and Sopiah in 2021 on the use of TikTok as a media for learning English Pronunciation showed that TikTok application plays an important role in making learning less demanding and more entertaining. Additionally, Khlaif and Salha’s (2021) research has revealed that the use of TikTok in education can be beneficial, as it can be used to create

## *Chapter One : Literature Review*

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authentic and unique learning content that upgrades e-learning. Nevertheless, there are both advantages and disadvantages associated with this platform.

### **2.3. Positive aspects of TikTok**

TikTok, thanks to its benefits, has drawn the attention of several scholars who are investigating its use exhaustively. To mention a few positive aspects; TikTok increases learners' engagement and motivation to learn English. It is available to anyone with a Smartphone and can be accessed anywhere at any time of the day, making it a convenient application for educational content delivery. And finally, TikTok provides its users with a platform that is totally free where they can express themselves and create social ties (Omar and Dequan, 2020). Similarly, it serves as an outlet for young learners to express and develop their creativity. TikTok features, such as adding effects, music, and filters encourage them to be creative, think outside the box and engage with educational content in new and innovative ways.

### **2.4. Negative aspects of TikTok**

TikTok like any other social media platform has its negatives to consider. For instance, there is a high risk of addiction when over using TikTok leading to users spending more time browsing useless content than focusing on educational materials; in other words it is a distraction. Moreover, this TikTok addiction hinders learners' interpersonal skills, as they neglect the world around them and keep themselves sealed off from real life relationships (Lu and Lu, 2019). Another disadvantage of TikTok is the lack of control on the part of educators because of the user generated nature of this platform; they don't have power over the content learners are exposed to. TikTok has also been subject to many reports about its hidden "dark" side filled with child predators, bullying, and deadly challenges. One last but not least drawback of TikTok is the privacy concern. Data collection practices are not ethical they spy

## *Chapter One : Literature Review*

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on the user in a discrete manner; what is meant by this is that they collect personal data without you noticing, usually in the form of online cookies. This may discourage some learners as well as educators from using this social media platform.

### **3. Microlearning**

The word “Microlearning” was first coined by Hector Correa in 1963 in his book entitled “*The Economics for Human Resources*”. Microlearning has been around for an extended period of time, but did not thrive in the field of education until the 1990s, when internet developed and education was introduced online; even more with the proliferation of mobile devices that provide information at the click of a button.

Etymologically speaking, the term “*Microlearning*” is composed of two words; “*micro*” deriving from the Greek term “*mikrós*” meaning extremely small, tiny or short and “*learning*” which has different definitions in the literature but generally speaking it is a process done in order to acquire knowledge concerning a topic or a skill through practice and experience (Brown, 2007). Thus, microlearning can be defined as the activity of gaining knowledge by means of rather small pieces of content.

Microlearning is referred to as a pedagogy that emphasizes on learning in short pieces that is backed up by various platforms (Simonson et al., 2018, cited in Fitria, 2022). This teaching method consists of having lessons or topics in a ‘micro’ compressed format accessible by students at anytime and everywhere through digital devices including platforms like social media; Twitter, Instagram, Facebook, and TikTok amongst others.

Microlearning is tied to the concept of microcontent which is synonymous with molecular information and knowledge or something that is small in volume. Microcontent however is not only limited to being small in size; it also indicates content that fully conveys

## *Chapter One : Literature Review*

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one single narrow topic. Microlearning is perceived as E-Learning 2.0 coupled with microcontent (Lindner, 2006).

Microlearning refers to an educational approach that proposes bite-sized, small learning modules with just the essential quantum of information to help learners attain an objective (Gutierrez, 2018). In this sense, this approach delivers the right dose of information that satisfies learners “at-the-moment” needs. Microlearning content is a collection of small pieces designed in a way that helps learning to sink in without a lot of difficulties.

Kapp and Defelice (2019) describe microlearning as “*an instructional unit that provides a short engagement in an activity intentionally designed to elicit a specific outcome from the participant*” (as cited in McNeil and Fitch, 2022, p. 2). Microlearning content is meant to yield one single result from individuals; this comes parallel with one of its features that is single focused content.

According to Hug (2012), microlearning features focused short instances of learning that vary from a few seconds up to several minutes (cited in Semington, Crosslin, & Dellinger, 2015); it does not normally exceed 10 minutes. The duration of microlearning content is highly depends on the learning objectives to be achieved.

There is no standard definition of Microlearning in the literature, but these definitions outline one key principle of a microlearning lesson which is its brief, compact and small format.

### **3.1. Features of Microlearning**

Microlearning, as compared to other methods, has its distinct characteristics that are convenient for learning and teaching in the digital era. According to Allela (2021) these

## *Chapter One : Literature Review*

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characteristics include the following: briefness, single-focused, flexibility, accessibility, and use of infographics.

- **Briefness:** microlearning content should be as concise and succinct as possible without sacrificing quality. In other words anything that does not help learners adequately achieve a learning objective should be avoided. Generally speaking people do not want to spend ages studying something in order to upgrade themselves. In the educational sphere teachers as well as learners have busy, overcrowded schedules in addition to other responsibilities, in and off campus. Hence, what they need is short, digestible content that can be easily adsorbed and integrated in their daily routine.
- **Single- focused:** one core value of microlearning is that it is narrowed to cover a single, focused topic. It targets only one learning objective that is teaching learners how to perform only one task at a time, which could be part of a bigger task that is divided into sub-tasks. This in fact keeps learners focused on one thing at once reducing cognitive surcharge.
- **Flexibility:** microlearning allows learners to have control over how, what, where, and when they learn. Flexibility of learning is concerned with providing learners with increased choice, convenience, and personalization that suit their learning (Shurville et al., 2008). In this case learners can view or dismiss contents as they wish with no restrictions. Microlearning adjusts to various contexts and situations.
- **Accessibility:** microlearning goes hand in hand with mobile learning (Hug, 2010, cited in Semington, Crosslin, & Dellinger, 2015). Microlearning is generally digitally-focused as learners can access these ‘micro’ contents through digital devices like: smartphones, laptops and tablets. These mobile entities surpass the constraints of time and place and offer on-demand content. It supports ubiquitous (anywhere, and anytime) learning.

- **Use of infographics:** this refers to the **aesthetic** combination of text and visuals that simplify a complex concept. Infographics help communicate an idea in an easy-to-comprehend manner; it is the key to engaging students in E-Learning courses. Multimedia presentations result in a more meaningful learning than single-medium presentations (Morgan, 2019). Expressed in a different way, learning is easier with a visual component rather than just texts, and words in isolation. As mentioned earlier in this paper learners grasp information better when words and visuals are physically close to one another (Adnan, Ramli, & Ismail, 2021).

### **3.2. Benefits of microlearning**

As for Allela (2021), Microlearning has several advantages to consider including; preventing cognitive overload, self-paced learning, mobile-friendly, cost and time effective along with being a learner-centered approach.

Cognitive load is the amount of mental effort a person has to use in order to accomplish a task. According to Sweller (1988), the human brain has a restricted capacity to process information; it cannot handle a large volume of data in a limited timeframe. He also holds that Instructional methods should avoid overloading our working memory in order to optimize learning (Sweller, 1988). An interesting view is held by Herbert (1971), who states that *“what information consumes is rather obvious: it consumes the attention of its recipients. Hence a wealth of information creates a poverty of attention and a need to allocate that attention efficiently among the overabundance of information sources that might consume it”* (cited in Leong et al., 2021, p.2). Herbert explains the link between attention and information in the following way; as the information at hand grows exponentially, our attention is challenged. Microlearning enhances retention as the human brain grasps more information

## *Chapter One : Literature Review*

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when the content is divided into small chunks. These lessons require minimum effort, reduce cognitive overload and give learners time to process data and link it to their prior knowledge.

Microlearning supports flexible and autonomous learning. It allows learners to learn at their own pace that suits their schedule and needs; they get to choose which content to view and focus on at any time of the day. This closely corresponds to the characteristics of flexibility and accessibility. Simply put, in addition to making the most of timeslots that may be encountered throughout the day, and thanks to the accessibility of microlearning lessons on mobile devices, there is no need to be desk-bound while learning.

Another advantage of microlearning is that it is mobile-friendly and budget friendly. Since microlearning lessons are short, they are fairly easy to produce; owing to the existing technologies in E-Learning that support microlearning like social media (TikTok). These platforms are free; In other words all that is required in order to design microlearning lessons is an internet connection. This offers a chance to develop, access, share and update content across multiple devices, and various environments without spending money.

Microlearning is furthermore associated with the student-centered approach because it supports the patterns of using media daily to tackle new generations' learning needs and preferences (Nikou & Economides, 2018). Most traditional methods of teaching are teacher-centered, leading to learners being passive consumers of knowledge. Hence, microlearning allows learners' involvement and active engagement in the learning process. This is further supported by Al-Rahmi and Zeki (2017) who claim that when students are not under the controlled, traditional way of learning, their motivation and academic resourcefulness expand.

### **3.3. Drawbacks of Microlearning**

While microlearning is an essential approach to teaching and learning that keeps learners highly engaged (Gutierrez, 2018), it does not systematically suit every situation or every learner. There are several drawbacks associated with microlearning that should not be taken for granted.

Microlearning content is shortened and narrowed so as to meet an instantaneous need (Bersin, 2018). In this sense, microlearning offers ‘moment of need’, quick and efficient reinforcement of concepts and information, but it fails to account for topics or tasks that are detailed, complex and difficult to accomplish and require following a certain pattern or need for physical practice. According to Petrone (2017) microlearning addresses symptoms rather than core problems (as cited in Asni and Muhammad Zahid, 2017/2018). In other words Microlearning may be ill-suited for complicated, delicate topics that require a rather detailed explanation.

Microlearning makes people believe that learning something can be achieved quickly and rapidly (Petrone, 2017, cited in Asni and Muhammad Zahid 2017/2018). What people want is a quick fix; fast and easy solution to an immediate problem. This is a mistaken assumption as learning takes much more than a ‘**how-to**’ or a ‘**DIY**’ (do-it-yourself) microlearning video.

Another challenge of microlearning is that of technology barriers. In addition to poor internet connection or no networking availability, students and teachers may not have access to certain technologies and platforms or may not be acquainted with their use. These challenges among others represent threats to the success of microlearning lessons. If they are

left unaddressed, it may result in teachers and learners disengagement and uninvolvement with this teaching and learning process

In a nutshell, every approach has drawbacks, and microlearning is no exception. One way to overcome such barriers is to train both teachers and learners to this E-Learning approach.

### **3.4. Relationship between TikTok and Microlearning**

Since the appearance of the Internet and the rapid development of social media in today's digital world, people expect instant satisfaction of their needs. TikTok is a social media platform that covers the full range of human interests encompassing: art, literature, music, dance, cuisine, daily routines, cleaning routines, maths, mechanics, chemistry, diverse language learning content and many other topics. TikTok has gained popularity due to its unique approach to delivering content; the educational video content available on this platform is notably different than any other social media platform; it is attractive, fresh, up-to-date, fun, and bite-sized which fits into a microlearning trend . Therefore, the correlation between TikTok and the concept of Microlearning is obvious; TikTok conforms to the same principles as Microlearning and seeks to yield a similar end. According to some research, E-learners prefer content that is made in correspondence with microlearning principles (Javorcik & Polasek, 2018); small-chunked over long-duration, traditional sit-down learning. Microlearning, offers students digestible format of learning content that permits them to process information quickly, multi task, and better retain the subject at hand (Gutierrez, 2018). The biggest beneficiaries of TikTok obviously are students as this social media platform combines learning and pleasure altogether through small, well-designed videos that meet learners' needs and interest as well as their diminishing attention span, and fatigue.

### **4. Theoretical framework**

#### **4.1. Davis' (1989) Technology Acceptance Model**

Technology Acceptance Model or (TAM) in short has been established by Fred Davis in 1986. TAM is rooted in social psychology; it is an adaptation of the Theory of Reasoned Action (TRA) proposed by Fishbein and Azjen in 1975. It is specifically made to model users' acceptance of information systems or technologies. In 1989, Davis uses Technology Acceptance Model with the aim of explaining the determinant factors of computer acceptance that lead to users' behavior across a wide range of computing technologies. As far as our research is concerned, the aim of using Davis' (1989) Technology Acceptance Model is to determine the factors that influence EFL learners' acceptance of using TikTok, a social media platform, as a form of microlearning in the Department of English at MMUTO. This theoretical framework justifies our study on students' attitudes. Additionally, since an attitude involves a feeling and a mindset, this theoretical framework seeks to discover what teachers think of the utilization of TikTok in an EFL context.

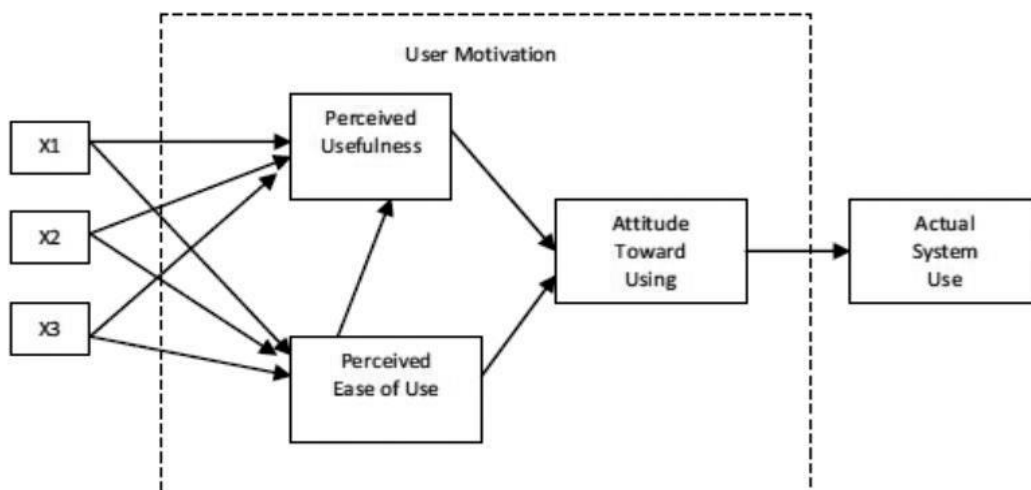
Technology Acceptance Model advances that the actual use of a technology is directly linked to how and for which purpose an individual is willing to use the technology. As far as TikTok is concerned, learners' motivation to use TikTok to learn English determines its actual use. These intentions are predicted by two factors; the user's perception of the usability of the technology as well as the perception of its ease of use.

*Perceived Usefulness* is defined by Davis (1989) as “*The degree to which a person believes that using a particular technology will enhance his or her job performance*” (p.320). It is the subjective users' expectation that the use of a certain technology improves her/his performance. Regarding our research, it is the degree to which TikTok is beneficial and

## Chapter One : Literature Review

helpful for English language learners. As an individual's Perceived Usefulness of a given technology, which is in this case TikTok, increases their intentions to use TikTok also increase. The more they perceive it as being productive and useful the more they are likely to use it.

Perceived Ease of Use is described as “*The degree to which a person believes that using a particular technology would be free from effort*” (Davis, 1989, p.320). In other words, it is the user's expectation that the target technology would be used effortlessly. The more a



given technology (TikTok) can be used without furnishing a lot of efforts, the more it is likely to be used by an individual.

**Figure 1: Earliest version of Technology Acceptance Model, Davis, 1986 extracted from Lai, P. C. (2017).**

The key attribute of this model is that it gives priority to the perceptions of the potential user. Explained differently, although the inventor of a given technology system may assume that this technology is useful and uncomplicated, it will be rejected by its potential users until they share the same view as its producer.

## *Chapter One : Literature Review*

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### **Conclusion**

This literature review chapter accounts for a compilation of reviewed key concepts related to our topic of research specifically investigating EFL teachers' views and learners' attitudes towards the use of TikTok as a form of microlearning. It also relates our study to pre-existing literature that has been published by accredited scholars; this chapter relies mainly on secondary data. Additionally, it gives a detailed explanation of the theoretical framework adopted in this dissertation; Davis' (1989) Technology Acceptance Model.

## ***Chapter two: Research Design and Methodology***

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### **Introduction**

This chapter is concerned with outlining the methodology followed throughout this research process that aims at investigating the use of TikTok as a form of microlearning at the Department of English at MMUTO from two perspectives; that of teachers as well as that of students. This chapter highlights the research method, design, and procedures adopted for the collection and analysis of data. It also provides a justification for the chosen research plan, that is to say, how this research has been designed and why the data collection tools; designed in correspondence with Davis'(1989) Technology Acceptance Model, have been selected in order to address the research questions mentioned in the general introduction. The research design and methodology chapter is divided into three main headings; the first deals with the research method and research design. The second outlines the data collection procedures encompassing, the context, sample and instruments with which data has been gathered. The last section explains how the primary quantitative and qualitative data have been analyzed.

### **1. Research Method and Design**

#### **1.1. Mixed-Methods Research**

This present dissertation relies on a Mixed-Methods Research. It is the procedure of collecting and analyzing data by mixing or combining both quantitative and qualitative designs within the same study (Creswell, 2009). This method provides us with an in-depth and rich understanding of TikTok use in an EFL setting that cannot be obtained when using quantitative or qualitative research alone. The Mixed-Methods Research is known for its “*capacity to address different aspects of a research question*” (Brannen and O’Connell, 2015, p.7). Additionally, it supports the comprehension of a research problem from different

## ***Chapter two: Research Design and Methodology***

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positions; it is convenient as we benefit from the detailed and contextualized insights of qualitative research as well as the valid and generalizable insights of quantitative research.

This research is exploratory in nature and survey-based. As its name implies, an exploratory study aims at exploring an unfamiliar area of research for the purpose of gaining greater understanding and advancing some knowledge on that specific phenomenon. In this case it is the investigation of how TikTok can be beneficial for both EFL teachers and learners. The survey part is referred to as a quantitative method for gathering data from a considerable number of respondents via various tools as questionnaires and interviews.

### **2. Data collection procedure**

In social sciences a researcher has the opportunity to better understand the subject being explored using different tools. In order to investigate how students and teachers in the Department of English at MMUTO view TikTok as a form of microlearning, two instruments have been used in the data collection process: a questionnaire designated to students and an interview for teachers.

#### **2.1. Context and sample**

This study took place in the Department of English at MMUTO during the academic year of 2022/2023. Due to the constraints of time, half of the questionnaires have been distributed to students of the four levels on March 2023 and the other half on April right after the holidays. As for teachers' interview, it has been assigned within the same timeframe.

In order to obtain a sample one must first define the population from which it is selected. The population under study is EFL teachers and students in the Department of English at MMUTO. Therefore a representative sample of ten (10) students per level

## ***Chapter two: Research Design and Methodology***

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including L1, L2, L3 and M1 students is haphazardly drawn from the large number of students at the Department of English; as well as 11 randomly selected teachers from all those working in the Department of English at MMUTO. The random nature of this sampling procedure means that every unit of the population has an equal chance of being selected in the sample (Leavy, 2017). This sample choice of including L1, L2, L3 and M1 students is done simply because these levels correspond to beginner and intermediate learners who are more likely to use TikTok to learn English. Master 2 students are excluded from this study fairly because after exchanging with our classmates and relying on their feedback, we have come to the conclusion that Master 2 students with their advanced level do not specifically use TikTok application to enhance their language learning skills.

### **2.2. Questionnaire**

A questionnaire is a research instrument that consists of a set of items, closed-ended and open-ended questions, intended to capture answers from respondents in a standardized manner. As for Mathers, Fox, & Hunn (2007), “*A questionnaire is a very convenient way of collecting useful comparable data from a large number of individuals*” (p. 19). The questionnaire allows for the quick and easy collection of data from a large number of participants concerning a specific research topic.

The questionnaire designed for students in this research is composed of a mixture of 20 open-ended and closed-ended items. The open-ended questions give respondents the freedom to respond using their own words, whereas closed-ended questions require the respondents to select an answer from a given set of pre-determined choices; in other words they are “conditioned” by having to select. The questionnaire is arranged in three sections. The first section serves to collect background information about the participants, gender and level of study. The second section aims at assessing students’ knowledge and acquaintance

## ***Chapter two: Research Design and Methodology***

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with the use of TikTok; it contains seven (07) items, two closed- ended (or dichotomous Yes/ No) questions (Q3, 4), two multiple choice questions (Q5, 6), two open- ended questions (Q6, 7) and one semi-structured question where the participants need to select an option first and then justify their answer (Q9). The last section is designed for the purpose of gathering students' attitudes towards TikTok use to learn English; it is composed of eleven (11) items. Two multiple choice questions (Q12, 13), six 5 point likert scale questions (Q10, 11, 14, 16, 17, 18), one closed-ended question (Q15), and two semi-structured questions (Q19 and 20).

At the bottom of the questionnaire a space has been left for students in case they have additional information, or suggestions they want to articulate.

### **2.3. Pilot study**

The questionnaire as a quantitative data collection tool forms the backbone of any survey and its success highly depends on the questionnaire design. In order to anticipate any issues regarding the wording, layout, clarity and understanding of the questions asked in the questionnaire, it has been distributed to four EFL students, one student from each level as a pretest. Generally speaking, the four students have responded positively to our questionnaire by stating that the wording of items is rather simple, understandable, free from ambiguity, and moving from general to specific. Only one item has been amended, which is question 12, "which language skill (s) do you think has/have improved?" an option needed to be added in the answers which is 'None of them'. This question is linked to the previous one (Q11) meant to assess students' degree of agreement on whether their language skills have improved or not using TikTok. Hence, when students disagree on the fact that their language skills did not improve there is an inconsistency when answering the following question (Q12) which has been fixed thanks to the pretest.

### **2.4. Interview**

A structured interview is highly controlled by the researcher. It is a purposeful exchange between two or more individuals; the term “structured” however refers to the fact that the interviewer asks questions in a predetermined or already set order (George and Merkus, 2022). When using the structured interview there is no room for improvisation or going “off-script”. In this part, the interviews have been distributed in two forms; asynchronous online interview (via email) used for practical reasons and in-person interview in the Department of English at MMUTO.

The structured interview conducted with 11 teachers is meant to collect their thoughts and opinions concerning the use of TikTok as a form of microlearning. The interview contains ten (10) items; the first two questions gather teachers’ gender as well as their familiarity with the use of TikTok while the rest of the questions are intended to assess how they view the use of TikTok in the EFL sphere.

## **3. Data Analysis Procedures**

Following data collection, the information gathered is analyzed and articulated in an objective way. The type of data collected determines which data analysis procedure to follow; quantitative or qualitative. Regarding the quantitative part of this study, it is analyzed using the descriptive statistical method, and the qualitative part using Qualitative Content Analysis (QCA).

### **3.1. Descriptive Statistical Method**

Quantitative data analysis is the procedure of analyzing numerical data using statistical tools. The descriptive statistical method we rely on while we examine our data is a technique

## ***Chapter two: Research Design and Methodology***

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used to analyze the data gathered through closed-ended questions. It is accomplished manually using the rule of three to get percentages that are used later on in the description of the immediate data at hand. Descriptive statistics are generally used to display quantitative descriptions in an uncomplicated structure (William, 2006). Said differently it is the explanation and summary of a large quantitative data set, obtained from the closed-ended questions about the use of TikTok, into simple and easy to understand pieces by means of tables, pie charts, graphs and other methods.

### **3.2 Qualitative Content Analysis (QCA)**

Qualitative data analysis is the examination of non-numerical or textual data obtained from the open ended questions of the questionnaire answered by students and the interview conducted with teachers. This type of data depends on the researcher's interpretive skills and familiarity with the social context where data is gathered. The data analysis procedure used in this study is the Qualitative Content Analysis. Hsieh & Shannon (2005) hold that "*Qualitative content analysis is one of numerous research methods used to analyze text data*" (p.1278). They further describe it as a "*research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns*" (Hsieh & Shannon, 2005, p.1278). This technique is used to identify, from the words and sentences previously collected from the questionnaire and interview, clear and coherent categories and themes. In this research the identified themes and categories are; teachers' familiarity with the use of TikTok as well as their opinion on its use to learn English, in addition to students' attitude and opinion on their language skills improvement using TikTok and finally the perceived usefulness and perceived ease of use of TikTok.

## *Chapter two: Research Design and Methodology*

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### **Conclusion**

This chapter has described the research framework that underlies our study. It has provided details concerning the design of this research and gives an explanation for the methodological choices used in order to gather and analyze EFL teachers' views and students' attitudes towards using TikTok as a form of microlearning in the process of learning English.

### Introduction

This chapter called **Presentation of the Findings** is devoted to the objective articulation of the results of our investigation; it is organized in two sections. The first seeks to expose the findings obtained from the questionnaire distributed randomly to forty (40) students of the Department of English at MMUTO; along with the second part that presents the results yield from the structured interview administered to eleven (11) teachers of the same department.

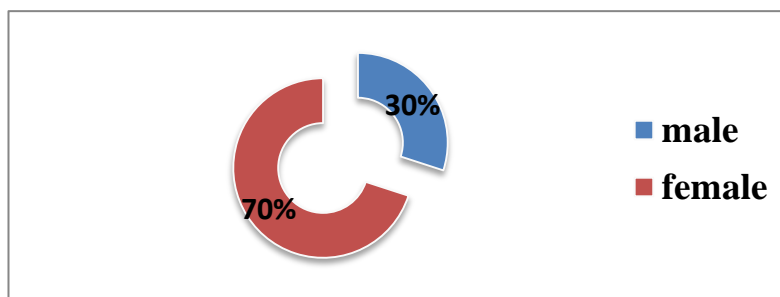
### 1. Presentation of the results of the questionnaire

The survey consists of three sections: background information of participants, their knowledge and familiarity with TikTok, and their attitudes concerning its use for the purpose of learning English. The results of these sections are evaluated through the use of the Descriptive Statistical Method and the Qualitative Content Analysis.

#### 1.1. Participants' background information

This section is meant to gather information about the participants' general profile including gender and level of study.

#### Question 1: Specify your gender



**Diagram 01: Students' gender.**

## Chapter Three: Presentation of the findings

Diagram (01) shows the distribution of the participants according to their gender. The majority representing (70%) are females; while, the remaining (30%) are males.

### Question 2: specify your level of study

Level of study	L1	L2	L3	M1	Total
Number of participants	10	10	10	10	40
percentage	25%	25%	25%	25%	100%

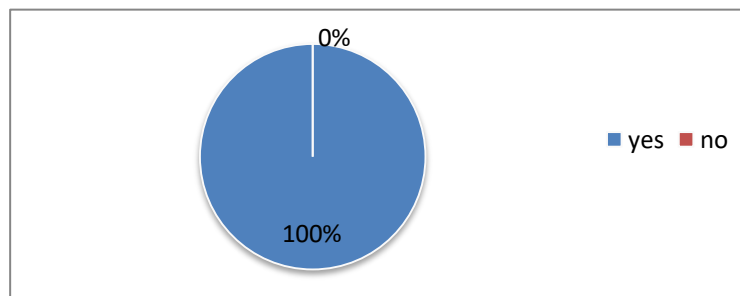
**Table 01: students' level of study.**

Table one displays the number of participants starting from L1 to M1. The random sample size is of 10 participants' per level. There is a total number of 40 students who have taken part in this study or (25%) of each level.

### 1.2. Students' knowledge and acquaintance with the use of TikTok.

This second section aims at assessing students' knowledge, familiarity, frequency of use, purpose and degree of satisfaction of the Social Media platform TikTok.

### Question 3: Do you use Social Media?



**Diagram 02: students' use of Social Media.**

## *Chapter Three: Presentation of the findings*

The results shown in this second diagram illustrate that all (100%) of the participants included in this research, with no exception, use social media.

### **Question 4: Do you use TikTok?**

options    L1        L2        L3        M1        total    percentage

Yes	6	8	7	9	30	75%
No	4	2	3	1	10	25%
total	10	10	10	10	40	100%

**Table 02: students' use of TikTok**

Table two reveals that the majority of students from each level (30) coinciding with (75%) use TikTok whereas, a minority of ten (10) resembling (25%) do not use the application.

### **Question 5: For which purpose do you use it?**

options	Entertainment purposes	Educational/ language learning purposes	Both	Other purposes	No response	Total
Number of responses	2	6	21	10	5	44
percentages	4.5%	13.6%	47.7%	22.8%	11.4%	100%

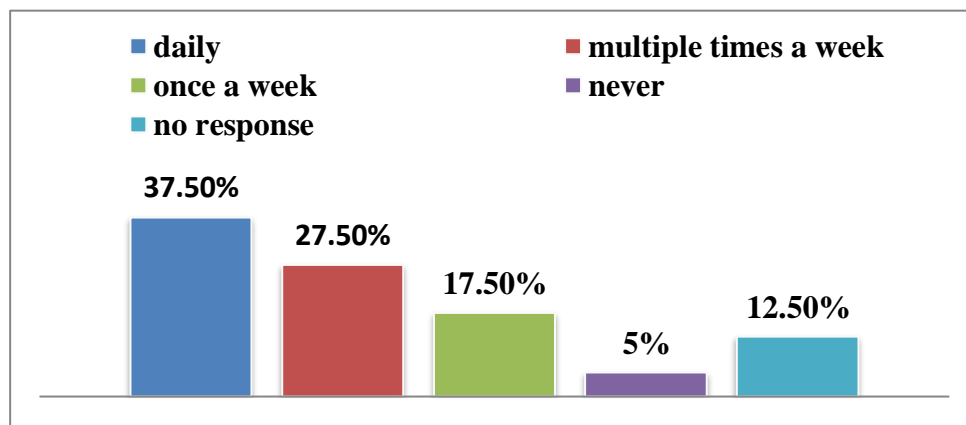
**Table 03: Students' purpose of using TikTok.**

Table three shows that 21 participant (47.7%) of the total number of participants claim that they use TikTok for both entertainment and educational/ language learning purposes. On

## Chapter Three: Presentation of the findings

the other hand 22.8% of the participants use it for other purposes, 13.6% for educational/ language learning purposes only and 4.5% or (2participants) have selected entertainment purposes as an only answer. There is a percentage of 11.4% of participants who have not answered this question.

### Question 6: if you use it for language learning purposes how often do you use it?



**Diagram 3: students' frequency of using TikTok.**

This third diagram illustrates how frequently students use TikTok. From their responses (37.5%) of the participants have said that they use the application on a daily basis. 22.5% of them admit utilising TikTok several times a week. 17.5% of the respondents claim to use the platform just once a week. Lastly, 5% indicate that they never use TikTok. The remaining 12.5% of students have not responded at all.

### Question 7: what subjects or topics do you think are best suited on TikTok?

The findings reveal that half of the participants believe that the most appropriate themes to be found on TikTok are those related to education, learning new languages, and even learning about various languages' historical and cultural backgrounds. The second part can be divided into two groups. The first group has proposed topics like music, dance,

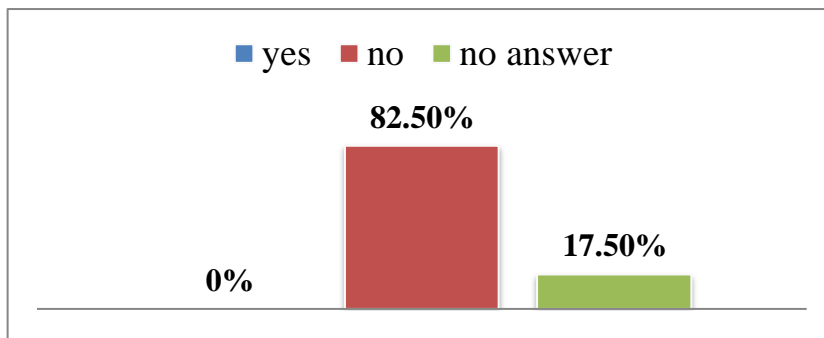
## Chapter Three: Presentation of the findings

fashion, comedy, humour, food, sports, gaming, and editing. The final group highly recommend topics related to motivation, social experiences, and health.

### Question 8: In your opinion, what are the advantages of using TikTok to learn English?

The outcomes of this eighth question show that most students estimate that the greatest benefit of TikTok is giving them the chance to communicate with English native speakers, which improves their range of language abilities including speaking (pronunciation), listening, and writing at different levels. The other participants believe that TikTok is advantageous since it facilitates learning and memorization in addition to being simple to use. A select handful of them think that the platform is useful since it allows them to be inspired and guided.

### Question 9: Do you encounter problems when using TikTok?



**Diagram 4: students' opinion about using TikTok.**

As indicated in diagram (04), 82.5% of the participants claim that they have not encountered any difficulty when using TikTok application. The remaining 17.5% have not provided any answer to this question.

### 1.3. Students' attitudes towards TikTok use to learn English

This third section is dedicated to the evaluation of the attitudes that participants' form different levels of study hold towards using TikTok to learn English. It is designed in

### Chapter Three: Presentation of the findings

correspondence with the second, third and fourth questions that have been advanced in the General Introduction.

#### Question 10: How satisfied are you when using TikTok to learn English?

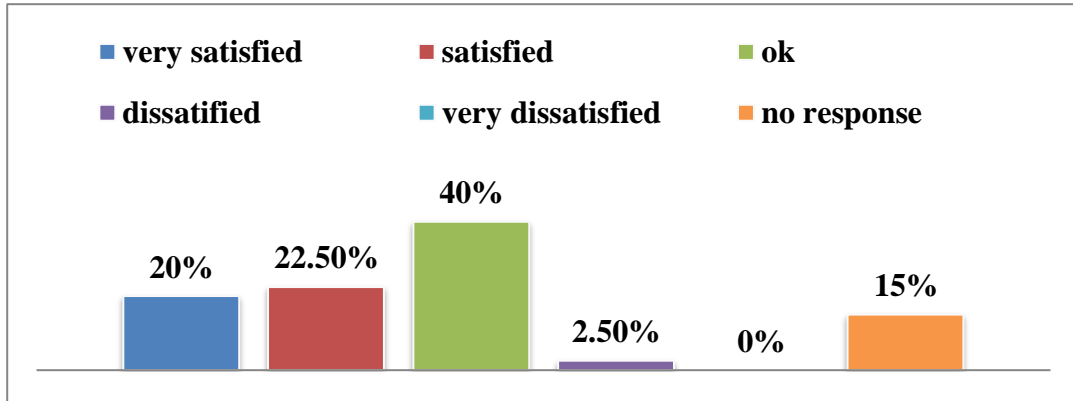


Diagram 5: students' degree of satisfaction when using TikTok to learn English.

As the question has been asked to 40 participants, the findings show a high percentage of 40% from the total number of respondents who declare that they are “**ok**” with the use of TikTok to learn the English language. 22.5% affirm that they are “**satisfied**” along with 20% who assert that they are “**very satisfied**” of their English language experience on TikTok. On the other hand, barely 2.50% (or 1 participant) is **dissatisfied** and 15% of them have chosen not to provide any answer.

#### Question 11: do you agree that your language skills have improved with the use of TikTok?

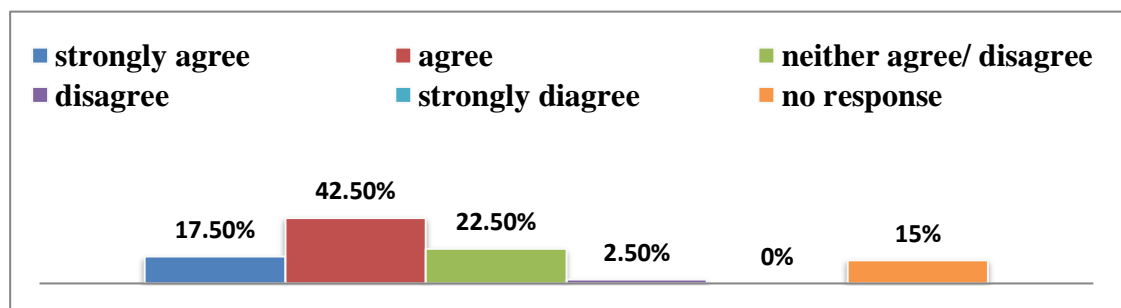
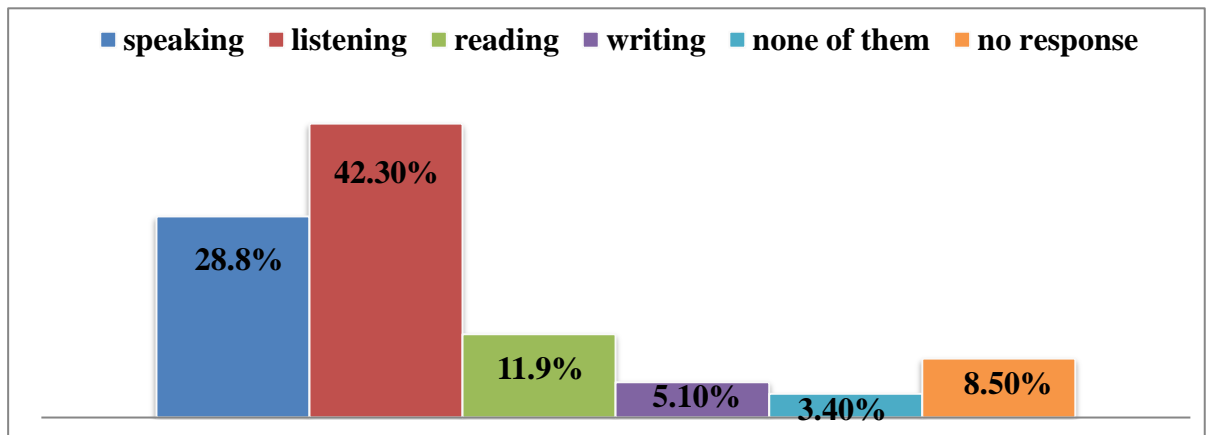


Diagram 6: students' agreement on the improvement of their language skills using TikTok.

## Chapter Three: Presentation of the findings

Of the 40 students who have taken part in this research; 17.5% of them *strongly agree* that their language skills have improved with the use of TikTok, a great number (42.5%) *agree* while 22.5% have had a neutral position, on the other hand only 2.5% of the respondents *disagree* and 15% have not given any response to this question.

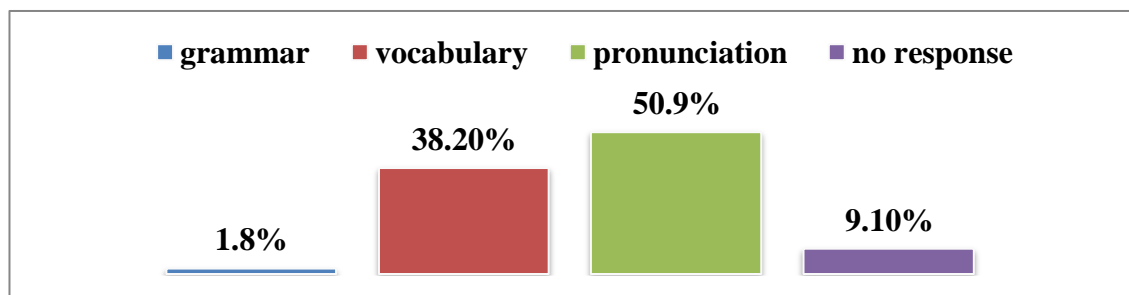
**Question 12: which language skill(s) do you think has/ have improved?**



**Diagram 7: students' opinion on their language skills improvement with TikTok.**

Diagram seven shows which language skill or skills students think have been enhanced with the use of TikTok. Listening has had the majority of the votes with a percentage of 42.30% while speaking comes second with 28.8% then reading with 11.9% and writing come last with 5.10%. Furthermore, 3.40% of the respondents have said that none of their language skills have improved while 8.50% have not responded to this question.

**Question 13: among these aspects of language which one do you think TikTok is best used for?**



**Diagram 8: students' opinion about which language aspect TikTok is best used for.**

## Chapter Three: Presentation of the findings

The diagram above displays students' thought about which aspect of language TikTok is used for the most. From the findings 50.9% of the respondents have selected pronunciation, and 38.20% of them chose vocabulary while grammar scores only 1.8%. This question has not been answered by 9.10% of the participants.

### Question 14: TikTok is useful when learning English:

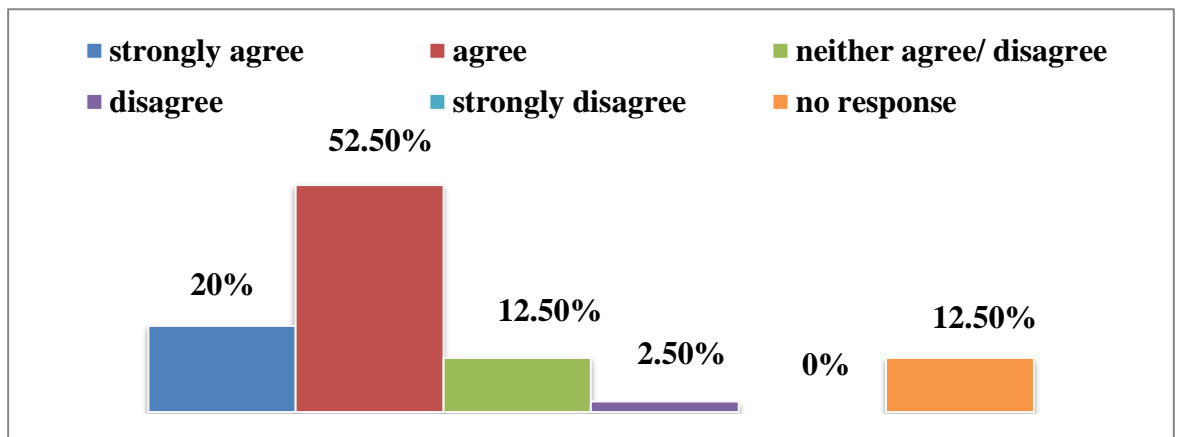


Diagram 9: students' degree of agreement on the usefulness of TikTok to learn English.

Diagram nine puts on view that 20% of the respondents strongly agree that TikTok is useful when learning English and 52.50% agree on this view. 12.50% remain neutral whereas 2.50% have a different view on the usefulness of TikTok in the process of learning English. A percentage of 12.5% have not responded at all.

### Question 15: does TikTok help you accomplish your assignments quickly?

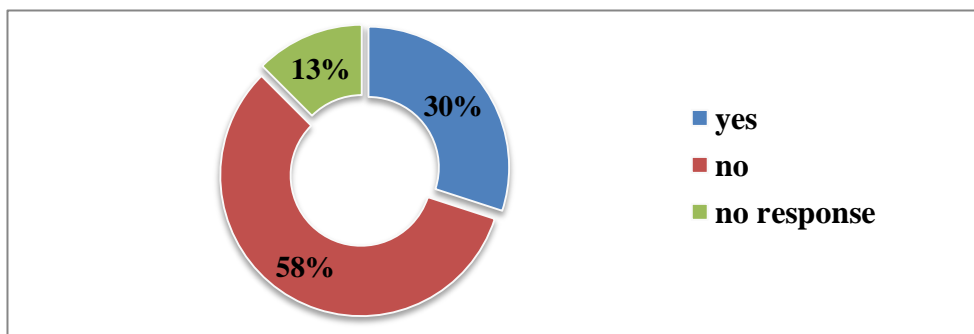


Diagram 10: students' opinion on the helpfulness of TikTok.

The diagram above meant to collect students' opinion on whether TikTok helps them accomplish their assignments quickly; shows that the majority (58%) of students do not agree

### Chapter Three: Presentation of the findings

while 30% do agree on the fact that TikTok helps them fulfill their assignments fast. A minority of students however represented by 13% have given no answer to this question.

#### Question 16: TikTok is Easy to use;

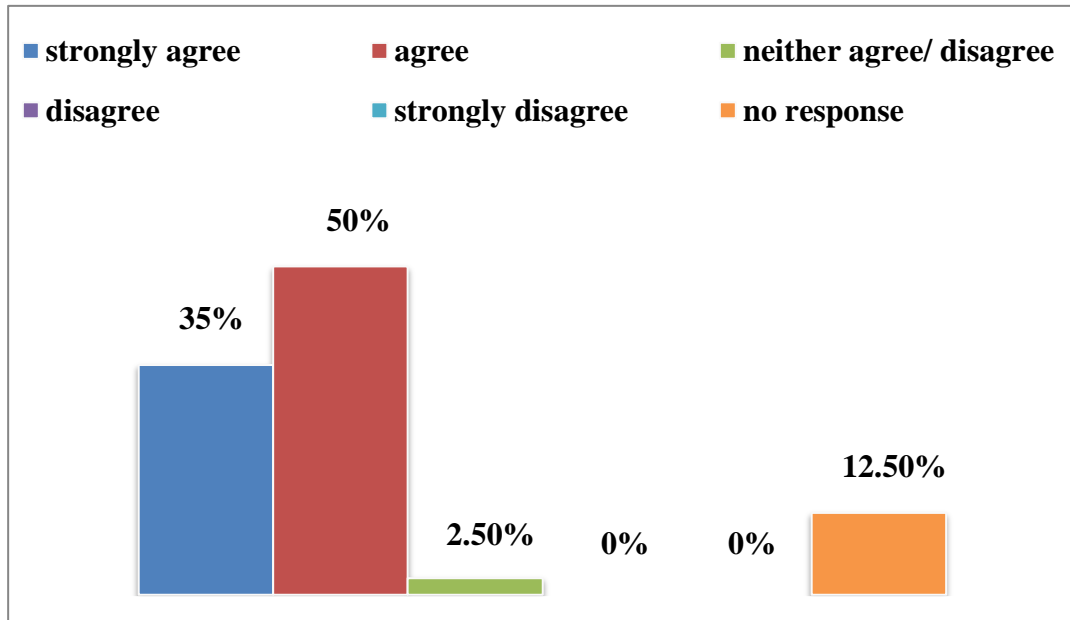
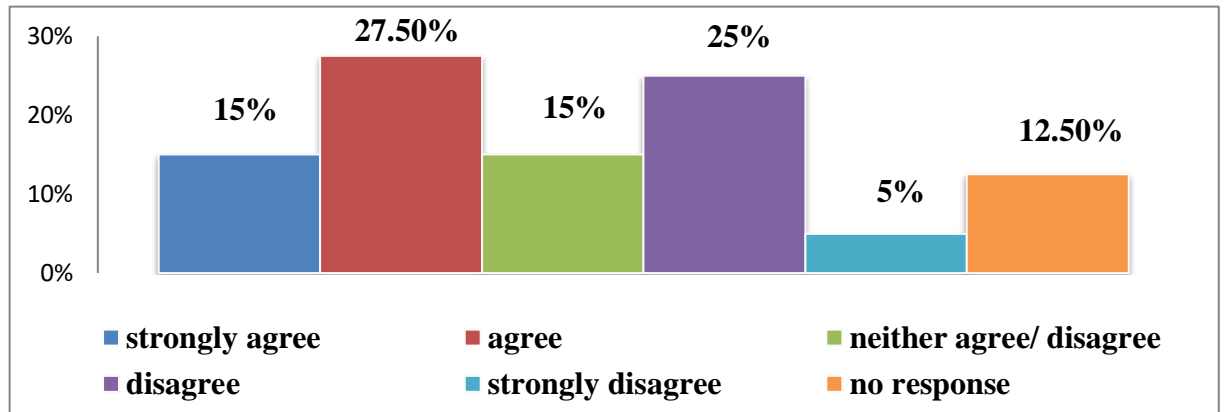


Diagram 11: students' opinion on TikTok's ease of use.

Diagram eleven depicts students' opinion on how easily TikTok platform can be used and the results are described as follows; 35% of students strongly agree that TikTok is a user-friendly platform in addition to 50% of them who agree on this point; whereas, only 2.50% have chosen not to take any side along with 12.50% who have not provided any answer at all. No disagreement has been recorded concerning this question.

## Chapter Three: Presentation of the findings

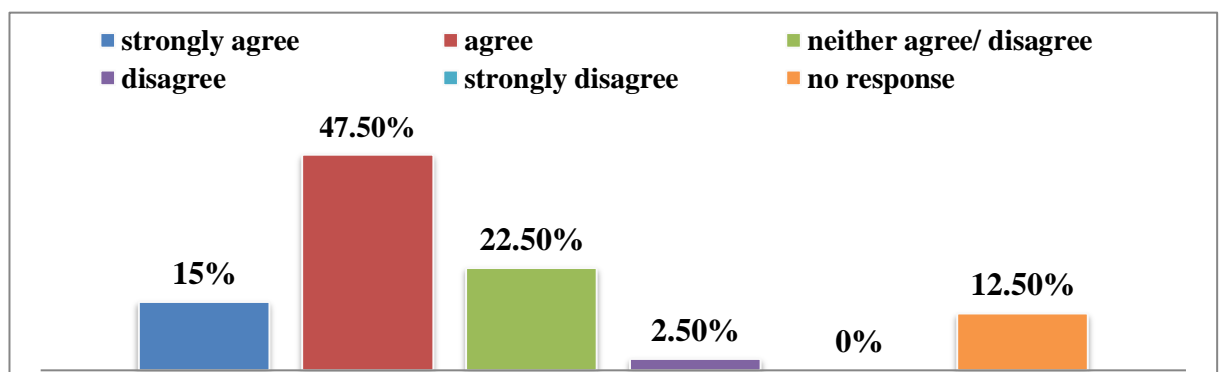
### Question 17: using TikTok requires little effort;



**Diagram 12: students' opinion on the amount of effort required when using TikTok.**

This diagram illustrates students' opinion on the amount of effort needed to use TikTok. 15% of them strongly express their agreement that using TikTok requires little effort and this is supported by 27.50% of students who think slightly alike. Besides 15% of the participants have had a neutral position and 12.50% have not answered this question. Nevertheless 25% of the respondents disagree that the use of TikTok requires little effort and this is strongly endorsed by 5% of the participants.

### Question 18: English content on TikTok is clear and understandable;



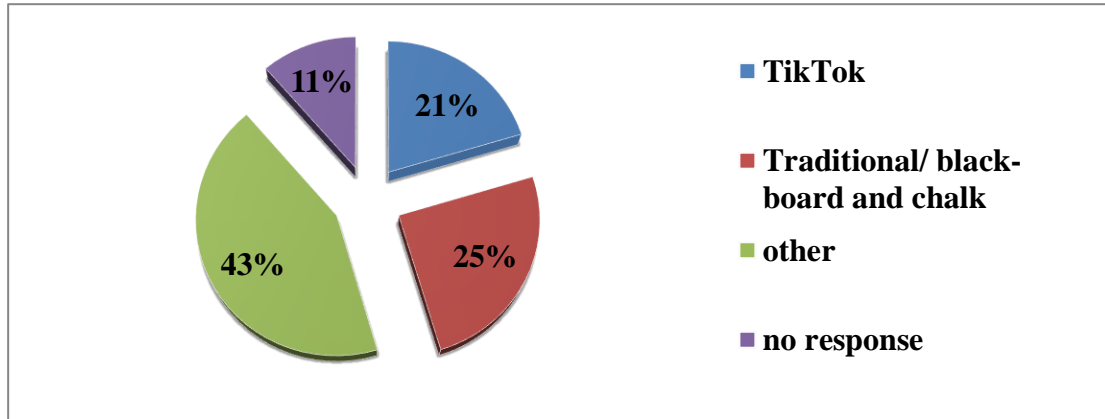
**Diagram 13: assessment of the clarity and understandability of the content offered on TikTok.**

The diagram above portrays the results of students' estimation of how clear and understandable the content available on TikTok is. Most of the participants (47.50%) agree that the content is clear and understandable and 15% strongly do as well, on the other hand 22.50% have

## Chapter Three: Presentation of the findings

chosen not to give any opinion on this. 12.50% have not answered this question. Furthermore only 2.50% disagree with the statement overhead.

### Question 19: which materials do you prefer when learning English?



**Diagram 14: students' preferred materials for learning English.**

In the first half of this question the respondents have been required to select their preferred resource for learning English and the results are displayed in the diagram above. Only 20% of the respondents prefer using TikTok to learn English while 25% prefer the tradition/ black-board and chalk. The highest percentage of the respondents which is 43% has enumerated different other materials for learning English. A percentage of 12% have had a neutral position.

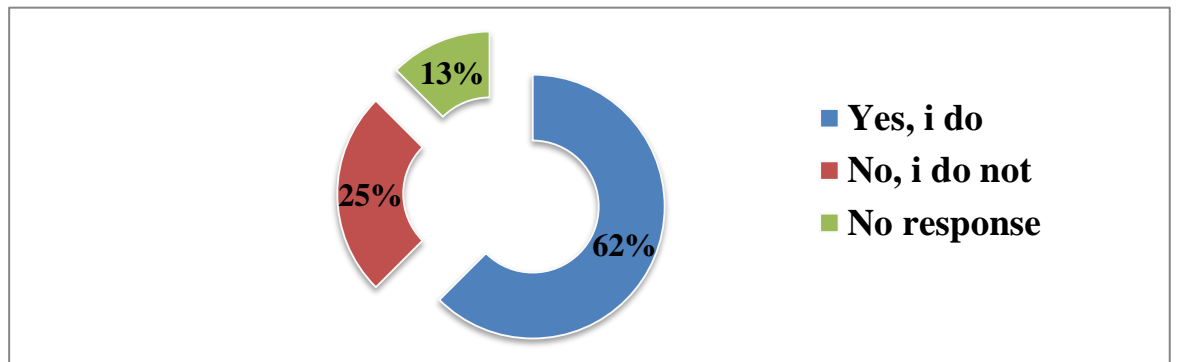
#### **\*please justify**

In this second half of this semi-structured question; nine (9) respondents have not justified their answers while thirty-one (31) have; they are arranged as follows; those who have chosen TikTok justify by saying that it is easy to use, it combines learning and entertainment and at the same time provides a variety of content. On the other hand, those who prefer the traditional method of learning explain by saying that it improves the four skills at once, it is more interesting and helpful and classic for beginners. Others state that students achieve better memorization, as this method is free from distractions. Furthermore, students

## Chapter Three: Presentation of the findings

appreciate physical contact with their teachers as stated in their own succinct words it is “*more concrete*”. The last category of respondents have listed various other ways of learning English including; watching TV and movies, YouTube, listening to music, reading books, and group work. Some explained that these methods are more efficient than TikTok.

**Question 20: as a learner, do you recommend using TikTok to learn English?**



**Diagram 15: students' recommendation of using TikTok to learn English.**

Diagram fifteen aspires to collect whether students recommend their fellow students using TikTok to learn and upgrade their English. The results show that most students (62%) definitely recommend the use of TikTok to learn English whereas 25% do not. Some students (13%) however prefer not to give an opinion about this question.

**\*please justify**

Out of a sample of forty participants; thirteen (13) have not justified their answers while twenty-seven (27) have. Those who have not recommended the use of TikTok to learn English believe that if one wants to improve their English they should read books. Others believe that TikTok comes with many distractions and it is a waste of time using it. Another explicitly says that it depends on the persons' choice of content and that there are other alternative ways of learning. According to another one, who disapproves the use of TikTok to learn English, this platform is accessible by the general public including illiterate people and they can influence their English language learning badly. Despite the above mentioned

## *Chapter Three: Presentation of the findings*

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reasons not to use TikTok to learn English another category of students strongly recommend it because it is easy to use, it has an interactive nature, delivers clear content suitable for beginners; it is accessible without efforts and proposes different topics. Others claim that it joins both learning and pleasure and that they find extraordinary teachers on TikTok.

The space set aside for participants to express any additional thought about the use of TikTok for English language learning purposes reveals that most students believe that TikTok is beneficial and a source of motivation for language learners but it is to be used with caution. Others explicitly express their concern about the application's real purpose (by saying that it is made more for *entertainment* than *learning*) while some disclose that there is a high risk of bad influence, and addiction. On the other hand, one student explains that TikTok is no different than any other social media networks.

### **2. Presentation of the results of the interview**

This second part of the chapter displays the results of the structured interviews conducted with eleven randomly selected teachers in the department of English at MMUTO.

#### **Question 01: please specify your gender**

<b>gender</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
<b>Number of participants</b>	<b>7</b>	<b>4</b>	<b>11</b>
<b>percentage</b>	<b>64%</b>	<b>36%</b>	<b>100%</b>

**Table 04: teachers' gender**

The table above shows the distribution of Teachers according to their gender. Out of a total number of eleven (11) teachers' interviewed; 7 are females and represent 64% whereas the remaining 36% are males (N=4).

## *Chapter Three: Presentation of the findings*

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### **Question 02: are you familiar with the use of TikTok platform?**

Ten out of eleven teachers who have been interviewed claim that they are familiar with TikTok application; among them one has admitted being a bit familiar with the platform. While, the eleventh teacher has said that they are not.

### **Question 03: do you think the use of TikTok requires a lot of effort?**

As this question has been asked to eleven teachers, the outcomes are organised as follows; two have responded to this question by stating that, depending on the circumstances, using TikTok can be quite effort-consuming. Oppositely, according to five teachers using TikTok doesn't need much effort. Three additional teachers detail their answers about why using the application requires little effort, saying that all that is required for a person to use TikTok is to be proficient in ICT's. They also mention that one could easily spend many hours using it without even noticing. One teacher however believes that this application takes a lot of effort.

### **Question 04: how would you describe, in a few words, the language learning content offered on TikTok?**

For this fourth question, eight teachers have responded that TikTok is a helpful and engaging language learning material that provides users with more practice and enhances their language skills. They also emphasize on the fact that TikTok centres around one specific language item at once, which provides tips that can enhance their language. As per two other teachers, the material is very simple however it depends on the video itself, whether the language is formal and understandable.

## *Chapter Three: Presentation of the findings*

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### **Question 05: do you think students will benefit from that content?**

According to ten (10) teachers, students indeed benefit from the content offered on TikTok platform, especially beginners because this application proposes simple English videos packed with different vocabularies. The remaining teacher (N=1) believes that TikTok would somehow be advantageous for students.

### **Question 06: do you think that the use of TikTok enhances learners' language skills?**

**\*If yes, how?**

**\*If no, why?**

Nine (09) teachers state that TikTok platform helps students with their diverse language skills. The rest of them (N=02) on the other hand have a different point of view.

Out of the nine (09) teachers who agree that TikTok enhances learners' language skills; four say that it gives them the opportunity to communicate with native speakers on a regular basis, which exposes them to new vocabulary and lexicon along with enhancing their grammatical and pronunciation skills. Additionally, according to three teachers, the key to improving language skills is the learner's careful selection of the video's content on TikTok. Lastly, the two remaining teachers claim that TikTok is an active learning tool that provides visuals and auditory techniques.

The rest of teachers interviewed (N=02) who do not believe that TikTok enhances learner' language skills advance that TikTok is a time-consuming application and put emphasis on how the used lexicon in this platform is condensed; this is the main reason of their disagreement with the idea that TikTok helps learners improve their language abilities.

## *Chapter Three: Presentation of the findings*

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**Question 07: in your opinion, what are the potential benefits that TikTok has on EFL learners' performance?**

Teachers' opinion about the benefits of TikTok on EFL learners' performance varies. They are organized as follows; a category of teachers explain that TikTok is *a learning platform* and *a social network* at once and that students can use the vocabulary they hear on TikTok to practice their English. Some other teachers say that TikTok has a positive influence on students' listening, speaking and even reading skills; and boosts their vocabulary acquisition, grammar and pronunciation. TikTok according to two teachers is accessible *anytime* and *anywhere* and corresponds to a "*new style of learning*". As for the remaining teachers TikTok provides the opportunity to choose between various contents and represents an "*authentic input*" to language learning, and allows *daily contact* with the "*language*" and "*target culture*".

**Question 08: do you think TikTok videos are more effective than traditional methods of learning English?**

There is a great difference in opinion between teachers. A lot of them (N=6) articulate that TikTok is rather an additional or a complementary tool but it cannot, in any way, replace the traditional methods of learning English. Some teachers support their disagreement by saying that it lacks contact between teacher and learner "*something necessary for the clarification of certain uses of language*". On the other hand a minority of four (4) teachers agree that TikTok can be more effective than traditional methods in the way that it tackles topics in "*an innovative and creative manner*", according to one of them the videos available on TikTok are funny, short and bring a rich content; and based on another teachers' perspective graphics help visualize the content better. As for another teacher when a learner watches videos of native speakers or teachers of English she/he is likely to imitate and

## *Chapter Three: Presentation of the findings*

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pronounce words in a native like way. Finally one teacher explains that every method is worth considering; in her/his own words “*each method has its own value and material*”.

**Question 09: do you think TikTok can be used as a supplement to traditional methods of teaching English as a foreign language?**

All teachers agree that TikTok can work as supplement to the traditional methods of teaching English as a Foreign Language. Some expand their answers by saying that it represents a very good teaching material in addition to the fact that students in today’s digital era favor the use of social media to learn. Two teachers add that a lot of teachers already provide lessons on TikTok and that their videos are more detailed and rich than those covered in the classroom due to time constraints.

**Question 10: would you recommend your learners to use TikTok in order to learn English?**

Although ten (10) teachers out of (11) eleven do recommend their learners to use TikTok to learn English, they recommend using it with caution. Choosing carefully the content to follow, being attentive to obscenities and wasting time on non sense content, *it is preferable to consider learners’ learning goals first*; this is further supported by one teacher who says that students have to differentiate between academic and non academic language. Likewise another teacher argues that the content should be published by “*experts*” in the domain. There is however one teacher who does not recommend the use of TikTok to learn English for the same reasons cited by their colleagues.

### **Conclusion**

This chapter reports our study's findings in an organized, visual and easy-to-read manner. It has shown the results obtained from both the questionnaire distributed to students and the interview held with teachers on the topic of using TikTok as a form of microlearning in an EFL sphere. The results of the questionnaire answered by forty (40) students at the Department of English at MMUTO show that the majority of participants, i.e. students, have a positive attitude towards the use of TikTok as a form of Microlearning; simultaneously the results reached from the interviews conducted with teachers at the same Department show that most of the teachers involved in this study are receptive to using TikTok as an online additional method of leaning English. The results presented in this chapter are discussed in more details in the following one.

## *Chapter Four: Discussion of the findings*

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### **Introduction**

This chapter called the **Discussion of the Findings** is concerned with the critical evaluation of the findings of our research. It intends to provide explanations for the obtained results in the light of our dissertation's research questions and literature review. The aim is to identify the results that validate, fail to support or partially support the hypotheses outlined in the introduction of the study. There are four points to discuss in this chapter, first teachers' views about the use of TikTok as a form of microlearning. Then students' attitudes towards using TikTok to learn English together with students' opinion about their language skills improvement with the use of TikTok and lastly the factors that influence students' acceptance or rejection of TikTok as a form of microlearning.

### **1. Discussion of teachers' views concerning the use of TikTok**

#### **1.1. Teachers' acquaintance with the use of TikTok**

The introductory questions 1, 2, and 3 are designed to include teachers' gender, familiarity with TikTok platform and their opinion on the effort required in order to use this application. In brief, from the eleven (11) teachers of the Department of English at MMUTO included in this study; most of them are acquainted with the use of TikTok and agree that its use requires little effort or at least some knowledge in Information and Communication Technologies (ICTs). These findings suggest that the teachers, of the department of English at MMUTO that have taken part in our study have some level of experience and knowledge about this social media platform. The simplicity and ease of use of TikTok are its greatest benefits according to these teachers. They can indeed use this application to assign video tasks to their students, such as recording a presentation, role-playing dialogues, or creating storytelling videos. By setting specific language goals or giving prompts based on the target grammar or vocabulary, teachers can guide their students to create content that aligns with

## *Chapter Four: Discussion of the findings*

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their learning objectives. Overall, teachers' technological literacy plays a major role in determining their use and attitude towards TikTok. This implies that EFL teachers who are already comfortable with using technology are more likely to embrace and utilize TikTok as an instructional method.

### **1.2. Teachers' opinion on the use of TikTok to learn English**

As noted from teachers' description of the content available on TikTok (Q4), it is clear that they find this application advantageous and of great help for English language learners and helps develop their language skills both in and out of the classroom setting, as they express their positive view about TikTok, finding it, "*interesting*", "*informative*", "*simple*", "*specific*", "*efficient*", "*useful*", and "*entertaining*". Teachers' views indeed align with Pratiwi, Ufairah, & Sopiah's (2021) study's findings that TikTok application makes learning uncomplicated and delightful or enjoyable (see section 2.2 in chapter 1). Our study is similar to this previous study in the sense that it investigates the use of TikTok videos for English language learning, but contrary to this present research it did not focus on teachers' views or learners' attitudes; it focused instead on the use of TikTok as a means to enhance English pronunciation. Thus, our study adds a different angle from which TikTok is investigated.

From the results of questions 5, 6, and 7, the majority of teachers agree on the fact that language learners can benefit from the language learning content offered on TikTok and that it eventually enhances their language skills especially speaking, and listening even reading (since students sometimes are required to read texts when collaborating with other participants). Additionally TikTok boosts students' vocabulary acquisition, grammar and pronunciation as they are in constant contact with the target language. The greatest benefit teachers acknowledge regarding TikTok in the EFL context is that it is both a learning platform and a social network. Further explained, learners have the opportunity to create social relationships with people worldwide therefore, they learn "**with**" and "**from**" their

## *Chapter Four: Discussion of the findings*

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foreign fellow friends. Students can in fact invite each other to participate in language learning challenges, or collaborate on creating videos together. Teachers maintain that TikTok fosters collaboration and camaraderie among students.

Questions 8 and 9 are asked in order to uncover whether teachers think that TikTok has a greater impact on learning English compared to the traditional methods and if it can be used as a supplement to them; it is revealed that teachers hold contrasting views upon that. On the one hand, the majority of teachers argue that TikTok is not a better but an additional tool that cannot compete with the traditional methods of learning English. On the other hand, four (04) teachers definitely agree that TikTok is more effective as regards to its features of briefness, narrowness, use of infographics and many others which fall into a microlearning trend . All things considered, each and every teacher who has taken part in this research agrees that TikTok can be an extra- curricular supplement to the traditional ways of teaching/learning English.

Finally regarding question 10 that seeks to assess whether teachers would recommend their learners to use the application or not; we have received favorable results from the majority of teachers (N= 10) who definitely do recommend its use oppositely one does not. Despite their recommendation, teachers suggest using TikTok with caution as students can come across different inappropriate contents including violence, sexually explicit content, deadly challenges along with other contents (see section 2.3 in chapter 1); as for teachers this side of TikTok hinders the English language learning process; unfortunately, they have little control over these issues.

Overall, since there is no available literature that focuses on teachers' perspectives regarding TikTok use to learn/ teach English, it is difficult to produce a concrete comparison. However, according to the collected data it can be concluded that TikTok as for teachers has the potential to be a useful tool for EFL learners; these results support our suggested

## ***Chapter Four: Discussion of the findings***

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hypothesis number 01. Nevertheless, teachers stress that the effectiveness of TikTok as a language learning tool may depend on a variety of factors including the quality of content, the level and needs of students, as well as the teaching methods and materials used by the teacher.

### **2. Discussion of students' attitudes**

#### **2.1. Students' attitudes towards using TikTok to learn English**

This second section discusses the attitudes that learners in the Department of English at MMUTO hold towards using TikTok to learn English. It aims at determining whether students have a positive, negative or neutral position concerning the use of TikTok to learn English.

As expected 100% of our 40 students sample, use social media and a three quarters (75 %) use TikTok application. A considerable percentage of 47.7% of students claim that they use TikTok for both entertainment and educational/ language learning purposes while 22.8% use it for other purposes (see table 03). According to diagram (03), 37.5% of students report using TikTok daily while 27.5% use it several times a week. Most of the participants indeed claim that they use TikTok and their frequency of use is very important.

From the results of questions 7 and 8 the majority of students mention a variety of helpful content encompassing both education and leisure; this variety of content is what attracts and influences learners to use this application in their language learning journey. The greatest asset of TikTok as for learners is that it is attractive, interesting, enjoyable, and less tiring; these positive feelings students' hold concerning the use of TikTok represent the affective or emotional component of attitude and certainly influence their position in a positive way; as attitudes per (Bem 1970, cited in jain, 2014, p. 3) "*are likes and dislikes*". In simple terms, when students' have an approving attitude, they behave accordingly following the consistency principle and the outcomes are more likely to be positive as advanced by Alhamami (2022), "*Language learners with positive attitudes persevere to achieve mastery of*

## ***Chapter Four: Discussion of the findings***

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*new languages, while negative attitudes hamper learning*” (p. 2). Students also grant that TikTok makes learning faster, allows better memorization, and greater understanding of the English language. Since TikTok is a form of microlearning; these opinions confirm what Gutierrez (2018) claims about microlearning that it provides learners with an easy to grasp content that allows them to learn quickly, balance between different things and better memorize the subject matter. It is also supported by Sweller (1988) that the human brain can only process a limited amount of information at once, hence; TikTok as a form of microlearning reduces cognitive overload. The cognitive component is sensed in students’ evaluation of this application, they feel that TikTok is motivating, allows academic progress and reduces the anxiety students may feel when learning through the traditional methods, a claim supported by Al-Rahmi and Zeki (2017).

The positive attitude is also obtained from students’ agreement that they have not experienced any difficulty using TikTok (diagram 4), since they encounter no issue using this App they are ought to be satisfied with their English language learning experience on TikTok; a fact that is partially supported by our data as 22.5% and 20% of them are “*satisfied*” and “*very satisfied*” while others (40%) declare that they are “*ok*” with using TikTok to learn English (diagram 5).

### **2.2. Students’ opinion on the enhancement of their English language skills using TikTok**

Form questions 11 and 12 which intend to capture how students evaluate their language skills using TikTok, it is revealed that 42.5% of students agree that their language skills have improved using TikTok as well as 17.5% strongly do. Regarding which language skill(s) has/ have improved; 42.30% of students place their receptive skill listening in first position, speaking (productive skill) in second with 28.8% and barely 11.9% for reading. This result meets our expectation; as a matter of fact listening is more valued than speaking

## *Chapter Four: Discussion of the findings*

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because it allows understanding and retention of vocabulary which in turn helps in language production i.e. speaking as supported by Doff (1995) listening has a significant effect on developing speaking; in fact they go hand in hand as it is necessary to understand the input for greater output.

As far as the aspects of language best suited on TikTok are concerned (from diagram 08), 50.9% of students chose pronunciation or expanding their oral expression with the help of the content published by native English speakers and 38.20% for vocabulary and only 1.8% for grammar; In fact vocabulary is the building block of language learning as it serves as the foundations with which a person is able to communicate in a foreign language. The fact that students sense that their language skills have improved using TikTok their attitude is likely to be positive. As supported by Zaitun, Hadi, & Indriani in their research conducted in 2021; from the results of the pre-test and post-test sessions they concluded that TikTok is used in their speaking workshops, boosts students' confidence in speaking English as they scored better in the post-test sessions. Confidence by far is a key element to a successful outcome.

The results of question 14 show that a percentage of 52.50% of students *agree* and 20% *strongly agree* that TikTok is useful when learning English. These results reinforce Those of Adnan, Ramli, and Ismail's (2021) research on "*Investigating the Usefulness of TikTok as an Educational Tool*" revealed that most of the participants, had a positive response concerning the use of TikTok in language learning.

From diagram 10, 58% of students do not think that TikTok helps them accomplish tasks quickly whereas 30% do and this is argued by students that they waste time searching for content and distractions from other videos hamper the process of learning. Responses to question 16 reveal that 50% of students agree that TikTok is easy to use and 35% strongly hold the same opinion. Responses to question 17 shown in diagram 12 represent the amount of effort students think is required in order to use TikTok; 27.5% agree that it requires little

## *Chapter Four: Discussion of the findings*

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effort and 15% strongly support that whereas 25% of students argue that TikTok does require effort. The results of diagram 13 clearly reflect that students at 47.5% agree that the language content is clear and understandable which contributes to its usefulness. These questions meant to collect students' evaluation on the usefulness and ease of use of TikTok play a determinant role in students' attention to use TikTok.

The results shown in diagram 14 however contradict the claim of Javorcik & Polasek (2018) that E-learners favor content that conforms to the principles of microlearning. The current results to "*which method do you prefer when learning English?*" suggest that 43% of the participants prefer the traditional methods and 25% have named other methods like watching TV shows, movies, listening to music and other methods (go back to chapter 3) and only 20% of students prefer TikTok. These unexpected results are due to students' view that TikTok is merely a platform for entertainment and less for learning. (They have voiced this concern at the end of the questionnaire in the comments section dedicated to them).

Despite their preference for the traditional blackboard and chalk method and other methods students at 62% recommend using TikTok to learn English (see diagram 15). They argue that like other methods using TikTok to learn English deserves consideration.

In brief, according to the results of the questionnaire answered by students in the department of English at MMUTO it is evident that the majority hold a positive attitude regarding the use of TikTok to learn English as for its features of ease of use, simplicity and usefulness. Meanwhile there is a minority of students who have negative attitudes towards TikTok as they either do not use it or see it more as a distraction than a learning tool because it does not benefit them in their daily lives and serve as a waste of time.

Both our study and that conducted by Rahmawati and Anwar in 2022 pointed out a similar pattern of results that students have a positive attitude towards learning English through TikTok. This suggests that incorporating technology, specifically a popular social

## *Chapter Four: Discussion of the findings*

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media platform like TikTok, can engage and motivate students in their language learning process. This finding is particularly significant in today's digital age where technology can serve as a powerful teaching tool. Nevertheless, it is worth noting that Rahmawati and Anwar focused on another methodology as the basis of their data collection and analysis. The fact that we arrived at similar findings suggests that the positive impact of TikTok on English language learning is not limited to a specific methodology.

This section indeed provides an answer to the second and third research questions raised in the General Introduction namely; “*Do EFL students hold positive or negative attitudes towards using TikTok to learn English?*” and “*Do they think that TikTok improves their language learning skills?*”. Accordingly, from the results of the collected data, the second and third advanced hypotheses are confirmed.

### **3. Discussion of the factors that influence students' attitude towards TikTok**

This last section seeks to discuss the factors that affect students' acceptance or rejection of TikTok as a form of microlearning, the aim is to provide an answer to the fourth research question raised at the beginning of this dissertation.

#### **3.1. Perceived Usefulness of TikTok**

From the findings of the questionnaire, it is concluded that the majority of the 40 students, included in our study, in the Department of English at MMUTO have a positive feedback on the use of TikTok in their language learning process, it is also important to take into consideration the minority that has held a negative attitude. In order to analyze the factors affecting students' acceptance or rejection of TikTok as a tool for language learning; a questionnaire has been designed to this end.

## *Chapter Four: Discussion of the findings*

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As already mentioned in the theoretical framework, there are two main factors that influence a person's intention to use a technology or software; Perceived Ease of Use (PEU) and Perceived Usefulness (PU). The former refers to an individual's belief that a technology's use is undemanding and free from effort, it focuses on how simple and straightforward a technology is perceived to be. The later refers to a person's belief that a particular technology has benefits and values that can be advantageous in their work or daily lives (Davis, 1989).

From the results of question 14, it is revealed that 52.5% and 20% *agree* and *strongly agree* that TikTok is useful and enables progress of their language skills in their own words "*TikTok enables us to develop our accent and speak fluently*", "*TikTok helps us enrich our vocabulary and learn new things*". As the total of positive responses to this question is of 72.5%, students are likely to actually use TikTok as it improves their language performance and makes them more engaged in the learning process. It is also important to highlight that because TikTok uses different media and designs to deliver content along with the combination of both texts and visuals within the same space; it results in a better outcome as supported by Morgan (2019) as well as Adnan, Ramli, and Ismail (2021).

From Responses to question 15 also meant to assess TikTok's usefulness, 58% of learners argue that TikTok does not help them accomplish tasks faster compared to only 30% who do. These results are unexpected but can be explained by the simple fact that according to students they spend a lot of time searching for the "*appropriate*" and "*relevant*" content; this slows the learning process in addition to the presence of distractions that redirect their attention towards other videos.

### **3.2. Perceived Ease of Use of TikTok**

The analysis of Questions 16, 17 and 18 from section 3 of the questionnaire designed to evaluate students' opinion on the ease of use of TikTok are organized as follows; from the results of question 16 displayed in diagram (11) 50% and 35% of the respondents *agree* and

## *Chapter Four: Discussion of the findings*

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*strongly agree* that TikTok is easy to use and from the results shown in diagram (12); 27.5% and 15% of students agree and strongly agree that TikTok requires little effort compared to 25% of students who think it requires effort. Finally the results of question 18 illustrate that 47.5% and 15% of the respondents believe that the content on TikTok is of great clarity and understandability. From these statistics it is clear that the feature of Ease of Use of TikTok is what gets students to use it, because the more difficult and complex a technology is; the more productivity is lowered resulting in rejection on the part of users because they see it as energy draining. TikTok's design allows users to easily navigate through the app, discover content and create their own videos. This easy accessibility of diverse content on TikTok helps students explore videos relevant to their language learning goals, such as pronunciation tips, idiom learning, or cultural insights. This second factor eventually plays an important role in attracting students to use TikTok for language learning.

Therefore, relying on Davis' (1989) Technology Acceptance Model and the data collected throughout this investigation; it is noted that students' intention to use a technology, as TikTok to learn English, is directly linked to their Perceived Usefulness (PU) and Ease of Use (PEU) of TikTok. As from figure 01 presented in the literature review, external factors like (the system's characteristics) generate cognitive responses known as (Perceived Usefulness and Perceived Ease of Use) which, in turn, create an affective response which is (the attitude towards the technology) controlling an individual's behavior to adopt and use a specific technology (Davis, 1989).

### **Conclusion**

This chapter has explained and considered the findings of our study in the light of existing research on a similar topic which is TikTok in an EFL context. Based on Davis' (1989) Technology Acceptance Model along with the data collected from the questionnaire answered by students and the structured interview with teachers; rational answers have been

## *Chapter Four: Discussion of the findings*

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given to the research questions previously mentioned in the introduction confirming the four suggested hypotheses . The first hypothesis to be confirmed is that most teachers have a positive feedback concerning the use of TikTok to learn English as they find it advantageous and useful for language learners. Based on the results of the questionnaire discussed all together in the last two sections, the majority of students across different levels of study express a positive attitude towards using TikTok to learn English and have noticed that their language skills have improved with TikTok Confirming then, the second and third hypotheses. Concerning the last hypothesis that Perceived Ease of Use and Perceived Usefulness are factors that determine students' acceptance or rejection of TikTok as a form of microlearning, it is confirmed that these two elements influence students' attitude towards TikTok.

## *General Conclusion*

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The present dissertation has investigated EFL teachers' views and learners' attitudes towards the use of TikTok as a form of microlearning in the Department of English in MMUTO.

This research has sought to achieve four main objectives. The primary objective is to determine teachers' views on the use of TikTok application for English language learning. The second objective is to explore whether students hold favourable or unfavourable attitudes towards the use of TikTok to learn English. Third, to evaluate whether students believe that TikTok enhances their language skills. The last objective of this research is to identify the factors that influence students' acceptance or rejection of TikTok as a form of microlearning. In order to accomplish our research goals, we have relied on Davis' Technology Acceptance Model (TAM) proposed in 1989 as a theoretical foundation. TAM describes how user attitudes determine whether they accept or reject a certain technology or software. This particular model posits that an individual's inclination towards employing a technology is influenced by two principal factors: the individual's perception of the technology's usefulness as well as their perception of the technology's ease of use. These two factors are the primary determinants of whether the use of an information technology is to be accepted or rejected by the individual.

In this exploratory study, a Mixed-Methods Research approach has been employed, incorporating both quantitative and qualitative designs in the collection and analysis of data as stated in the introduction. Data have been collected using two instruments: a questionnaire designed to collect the opinions of forty (40) randomly selected students across various levels (ten per each of these levels; L1, L2, L3 and M1) regarding their use of TikTok platform, and a structured interview with eleven (11) selected teachers to obtain their perspective and gain further insight into their views on TikTok's potential as a form of micro-learning in an EFL

## *General Conclusion*

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context. The collected quantitative and qualitative data have been analyzed using the Descriptive Statistical method and the Qualitative Content Analysis.

From the structured interviews that have been conducted with 11 teachers to investigate their perspectives regarding the utilization of TikTok for educational/ English language learning purposes; it is revealed that the majority of the participants believe that the content presented on this platform is beneficial to students, as it provides well designed English videos encompassing diverse vocabulary. However, a few teachers have dissented from the idea that TikTok aids in the development of language proficiency due to its downside. Despite the different opinions, the first hypothesis of this study is confirmed as the majority of teachers are convinced that TikTok is a dynamic learning instrument that employs both visual and auditory strategies in its delivery of content that assist students in their English language learning.

The analysis of the questionnaire's findings has demonstrated that a significant part of students who have taken part in this study consider TikTok as a compelling and enjoyable instrument for acquiring and developing their English language skills. Likewise, the platform facilitates interaction with native speakers of English, increasing language proficiency and strengthening memory. Additionally, the discussion chapter has highlighted the potential role of TikTok in providing learners with motivation and less anxiety. Furthermore, the majority of students have expressed a strong approval concerning the use of TikTok platform in their English language learning journey as an additional pedagogical resource for support. Overall, carefully selected materials, coupled with relevant content, is essential in realizing the full potential of this application as a valuable tool in the context of English language learning. Everything considered, it is clear that the second and third advanced hypotheses are

## *General Conclusion*

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confirmed but; like mentioned in the discussion, there is a minority of students who do not hold a positive attitude towards TikTok use to learn English.

The administered questionnaire also has sought to ascertain the factors that influence students' acceptance or rejection of TikTok as a form of microlearning. After the analysis of the results, it has been revealed that the majority of students had a positive attitude towards the use of TikTok, as they perceived it as both easy to use and useful, confirming then the fourth hypothesis. However, a minority of participants has expressed a negative attitude towards the use of TikTok, because as for these students TikTok lacks the aspect of "*Perceived Usefulness*" since they believed it to be a futile application.

In conclusion, this study has addressed the four research questions and confirmed the four proposed hypotheses outlined in the General Introduction. The findings have indicated that teachers within the Department of English at MMUTO are convinced that TikTok application is an advantageous and effective tool that facilitates English language learning. Additionally, the results have demonstrated that EFL students within the same department hold a positive attitude towards the use of TikTok as a form of microlearning and perceive it as a means of enhancing their language skills. Finally, two key factors, namely Perceived Usefulness and Ease of Use, have been identified as critical in influencing students' acceptance or rejection of the use of TikTok application in an EFL context. It can be said that TikTok's acceptability is a matter of perspective; but when considering the positive findings of our research from both teachers and students which go along the line of previous research, they contribute as additional findings approving the use of TikTok for English language learning process.

As no research is perfect, the present study has encountered certain limitations mainly in the process of data collection. The challenge has been to get respondents to answer the

## *General Conclusion*

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questionnaires and interviews since they have been distributed during the examination period. In addition to the restriction in the availability of resources concerning the investigated topic. For further investigation, since the topic of using TikTok in EFL settings has not been investigated at all at the national level, it is recommended that future research may focus on the effectiveness of utilizing TikTok to learn English from different stances using another methodology and data collection tools, like corpus based (the corpus would be the short videos on TikTok) to be analysed. Such an approach would not only represent a valuable contribution to the academic community but also facilitate the development of a more refined and effective pedagogical approach. Despite these limitations this research can be seen as a first step towards investigating the use of TikTok in the educational EFL sphere nationally, but also integrating two lines of research, TikTok and microlearning, which, are directly linked.

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## *Appendices*

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### **Questionnaire**

**Dear students,**

This questionnaire is part of an **MA** research; it explores learners' attitudes towards the use of TikTok as a form of microlearning at the department of English at MMUTO. This questionnaire is administered to students across different levels. This questionnaire is not meant for evaluation, in other words, there is no right or wrong answer. What is kindly requested of you is that you answer all the questions displayed below as faithfully as possible. All the data gathered from this questionnaire will be held confidential and will be used for academic purposes only. Thank you in advance for your valuable contribution in the completion of this work.

**Instructions:** please tick (✓) the adequate answer (s) or provide full ones where necessary.

#### **Section one: students' background information.**

**Q1-** specify your gender:  Male  Female

**Q2-** specify your level of study:  L1  L2  L3  M1

#### **Section two: learners' knowledge and acquaintance with the use of TikTok.**

**Q3-** Do you use social media?  Yes  No

**Q4-** Do you use TikTok?  Yes  No

**Q5-** For which purpose do you use it?

Entertainment purposes.  Both

Educational/ language learning purposes.  Other purposes

## *Appendices*

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**Q6-** If you use it for language learning purposes how often do you use it?

Daily     multiple times a week     once a week     never

**Q7-** what subjects or topics do you think are best suited on TikTok?

\*provide an answer

.....

.....

**Q8-** In your opinion, what are the advantages of using TikTok to learn English?

\*Provide an answer

.....

.....

**Q9-** Do you encounter problems when using TikTok to learn English?

Yes                       No

\*if any, can you please enumerate them

.....

### **Section three: students' attitudes towards TikTok use to learn English.**

**Q10-** How satisfied are you when using TikTok to learn English?

Very satisfied     satisfied     ok     dissatisfied     very dissatisfied

**Q11-** Do you agree that your language skills have improved with the use of TikTok?

Strongly agree     agree     neither agree/ disagree     disagree     strongly

disagree

## *Appendices*

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**Q12-** Which language skill(s) do you think has/have improved?

Speaking       listening       reading       writing       none  
of them

**Q13-** Among these aspects of language which one do you think TikTok is best used for?

Grammar       vocabulary       pronunciation

**Q14-** TikTok is useful when learning English;

Strongly agree     agree     neither agree/ disagree     disagree     strongly  
disagree

**Q15-** Does TikTok help you accomplish assignments quickly?

Yes       No

**Q16-** TikTok is easy to use;

Strongly agree     agree     neither agree/ disagree     disagree     strongly  
disagree

**Q17-** Using TikTok requires little effort;

Strongly agree     agree     neither agree/ disagree     disagree     strongly  
disagree

**Q18-** English content on TikTok is clear and understandable;

Strongly agree     agree     neither agree/ disagree     disagree     strongly  
disagree

## *Appendices*

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**Q19-** Which materials do you prefer when learning English?

TikTok     traditional/ black-board and chalk method     other methods

\*please justify

.....  
.....

**Q20-** As a learner, do you recommend using TikTok to learn English?

Yes, I do                       No, I don't

\*please justify

.....  
.....

❖ Please use this space for any additional information you think is worth mentioning.....

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

**Thank you indeed for completing this questionnaire!**

## *Appendices*

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### **Interview**

**Dear teachers,**

This interview is designed as part of our research; it aims at gathering teachers' views concerning the use of TikTok as a form of microlearning in an EFL context. Accordingly, you are kindly invited to give us your honest opinion that will be used for academic purposes only. We promise to keep confidentiality and anonymity. Thank you in advance for your participation.

**Q1-** Please specify your gender:  Female  Male

**Q2-** Are you familiar with the use of TikTok platform?  Yes  No

**Q3-** Do you think its use requires a lot of effort?

**Q4-** How would you describe, in a few words, the language learning content offered on TikTok?

**Q5-** Do you think students will benefit from that content?

**Q6-** Do you think that the use of TikTok enhances learners' language skills?

\*if yes, how?

\*if no, why?

**Q7-** In your opinion, what are the potential benefits that TikTok has on EFL learners' performance?

**Q8-** Do you think TikTok videos are more effective than traditional methods of learning English?

## *Appendices*

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\*in what way?

**Q9** - Do you think TikTok can be used as a supplement to traditional methods of teaching English as a foreign language?

**Q10**- Would you recommend your learners to use TikTok in order to learn English?

**Thank you for participating in this interview.**