

***STUDENTS' PERCEPTIONS OF TIKTOK EDUCATIONAL CONTENT
IN LEARNING ENGLISH VOCABULARY AT JUNIOR HIGH SCHOOL*****Rahmita^{1*}, Ishak², Arni Arsyad Sultan³**^{1,2, 3} Undergraduate in English Education, Institut Agama Islam Negeri Bone

Email Correspondence: rahmitaitha095@gmail.com

Abstract

The integration of social media has created new opportunities for English vocabulary learning. This study aimed to explore junior high school students' perceptions of TikTok educational content in learning English vocabulary. A qualitative phenomenological approach was employed involving 10 eighth-grade students of SMP Negeri 7 Watampone. Data were collected through classroom observations and semi-structured interviews and analyzed using thematic analysis. The findings revealed that TikTok improved students' vocabulary understanding, motivation, and participation through multimodal learning experiences. However, challenges included fast-paced videos, distractions, and informal language. Overall, TikTok can effectively support EFL vocabulary learning when integrated with appropriate teacher guidance.

Keywords: Collaborative Learning, EFL Students, Peer Feedback, Pre-Experimental Study, Writing Skills

INTRODUCTION

The rapid advancement of digital technology has transformed language learning by creating more flexible, interactive, and learner-centered educational environments (Mena-Nagua et al., 2026; Ochoa-Tataje et al., 2024). Social media platforms, originally developed for communication and entertainment, have increasingly been adopted as informal learning spaces that facilitate autonomous learning and authentic language exposure (Da Silva et al., 2020; Kumar & Nanda, 2024; Lee & Im, 2025). Among these platforms, TikTok has attracted considerable attention because its short-video format, personalized algorithm, and interactive features enable learners to access educational content repeatedly and conveniently. Consequently, TikTok has evolved beyond entertainment and emerged as a promising digital resource for English language learning (Alino et al., 2024; Mulyanah & Amarullah, 2024; Vargas-Saritama & Espinoza-Celi, 2026).



Creation is distributed under the Creative Commons License Attribution
Share Alike 4.0 International Published in
<https://ejournal.umpri.ac.id/index.php/smart/index>
SMART Journal: Journal of English Language Teaching and Applied
Linguistics

Vocabulary is a fundamental component of English as a Foreign Language (EFL) learning because it underpins learners' ability to comprehend texts, communicate ideas, and develop listening, speaking, reading, and writing skills (Choi et al., 2025; Matthews & Lange, 2024; Zheng, 2023). Effective vocabulary learning requires meaningful exposure to words through contextualized learning experiences rather than isolated memorization (Garofano & Nand, 2023). Recent studies consistently indicate that multimedia learning environments enhance vocabulary acquisition by integrating visual, auditory, and contextual information, thereby improving comprehension and long-term retention (Alhazmi, 2024; Reynolds et al., 2022; Teng, 2023; Teng & Zhang, 2023). These findings suggest that audiovisual platforms such as TikTok have considerable potential to support vocabulary learning.

TikTok also aligns with the principles of microlearning by presenting concise instructional videos that combine pronunciation models, contextual examples, and entertaining elements. Previous studies have reported that TikTok improves vocabulary learning, pronunciation, learner engagement, and motivation, particularly among university students and adult learners (Davinnov & Wiryawan, 2025; Ghani et al., 2023; Jumaat et al., 2025; Siraji, 2025). These studies collectively demonstrate that TikTok can function as an effective learning medium by creating engaging and low-anxiety learning environments.

However, existing studies predominantly emphasize learning outcomes, instructional effectiveness, or specific language skills such as pronunciation and vocabulary achievement (Antar & Elsayed, 2025; Cahyani et al., 2025; Klinjuy, 2025). Comparatively little attention has been given to learners' lived experiences and perceptions of using TikTok for vocabulary learning. Moreover, most previous research has focused on university students, while junior high school students remain underrepresented despite having different developmental, cognitive, and social characteristics that may shape their perceptions of digital learning. Consequently, how younger EFL learners perceive TikTok-based vocabulary learning in formal classroom contexts remains insufficiently understood.

Students' perceptions are essential because they influence learners' motivation, engagement, and behavioral responses toward learning activities (Joao & Silva, 2025). Positive perceptions encourage active participation and autonomous learning, whereas negative perceptions may reduce learning effectiveness. Furthermore, TikTok is not without limitations. Its algorithm-driven content, fast-paced videos, and the frequent use of informal

language may distract learners, reduce conceptual understanding, and expose students to inaccurate educational information (Jumaat et al., 2025; Lopes et al., 2025; Shah et al., 2025). Understanding students' perceptions is therefore important not only for identifying the educational benefits of TikTok but also for recognizing the challenges that may affect its classroom implementation.

Based on the reviewed literature, this study addresses two research gaps. First, previous studies have largely emphasized learning outcomes rather than exploring students' subjective experiences of learning vocabulary through TikTok. Second, research examining junior high school students' perceptions in formal EFL classrooms remains limited. Addressing these gaps is important because younger learners possess unique developmental characteristics that may influence how they interpret, engage with, and benefit from social media-assisted learning. Exploring these experiences is expected to provide a deeper understanding of the pedagogical value of TikTok beyond its instructional effectiveness.

Accordingly, this study aims to explore junior high school students' perceptions of using TikTok educational content for learning English vocabulary. Specifically, it investigates students' cognitive, affective, and conative responses as well as the challenges they encounter during the learning process. Unlike previous studies that primarily evaluated learning outcomes, this study adopts a phenomenological perspective to understand students' lived experiences in using TikTok as a vocabulary learning medium.

This study contributes theoretically by extending the literature on ICT integration in EFL through a perception-based analysis of TikTok-assisted vocabulary learning. Practically, the findings provide insights for English teachers in designing structured and pedagogically appropriate learning activities that integrate social media into classroom instruction, particularly for junior high school learners.

RESEARCH METHOD

This study employed a qualitative research design with a phenomenological approach to explore students' perceptions of TikTok educational content in learning English vocabulary. The study focused on understanding students' experiences, responses, and difficulties during the learning process. The research was conducted in a natural classroom setting to obtain authentic data related to students' behavior and perceptions. A

phenomenological approach was selected as it enables the researcher to explore and interpret participants' lived experiences and the meanings they construct from those experiences. This approach is particularly appropriate for examining how students perceive and emotionally respond to the use of TikTok as a learning medium, as it prioritizes subjective interpretation over measurable outcomes.

The subjects of this study were eighth-grade students of SMP Negeri 7 Watampone. The class consisted of 32 students; however, 10 students were selected as participants using purposive sampling. The selection was based on students' experience in using TikTok as a learning medium and their ability to provide relevant information related to the research focus. The inclusion criteria included students who had prior exposure to TikTok educational content, actively participated in classroom activities, and were willing to share their learning experiences.

Prior to data collection, formal permission was obtained from the principal of SMP Negeri 7 Watampone and the English teacher responsible for the participating class. Because the participants were minors, written informed consent was obtained from parents or legal guardians, while verbal assent was obtained from all participating students. Participation was entirely voluntary, and students were informed that they could withdraw from the study at any time without academic consequences. To ensure confidentiality, participants' identities were anonymized using participant codes (P1–P10), and all interview recordings, observation sheets, and transcripts were securely stored and used solely for research purposes.

The instruments used in this study were observation and semi-structured interviews. Observation was conducted using an observation checklist and field notes to document students' cognitive, affective, and conative responses during TikTok-based vocabulary learning.

The observation checklist consisted of 12 indicators covering three dimensions of students' perceptions: four cognitive indicators (vocabulary understanding, pronunciation recognition, contextual understanding, and responses to teacher questions), four affective indicators (interest, enthusiasm, motivation, and confidence), and four conative indicators (active participation, vocabulary practice, willingness to continue learning, and classroom interaction). One observation item was: *"The student actively responds to the teacher by*

correctly using newly learned vocabulary during classroom activities.” Field notes were used to record classroom situations and students' spontaneous behaviors.

The interviews were conducted using a semi-structured interview guide to explore students' perceptions, experiences, and difficulties in learning English vocabulary through TikTok.

The interview protocol consisted of 10 open-ended questions covering students' perceptions, perceived benefits, motivation, and learning challenges. Sample questions included: “How does TikTok help you understand new English vocabulary?” and “What challenges do you experience when learning vocabulary through TikTok?” Each interview lasted approximately 15–20 minutes, was audio-recorded with participants' permission, and transcribed verbatim for analysis.

The data were analyzed using thematic analysis. The analysis consisted of three stages: data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selected and simplified relevant data obtained from observation and interviews. In the data display stage, the data were organized and presented systematically in descriptive form. Finally, conclusions were drawn based on the identified patterns and themes related to students' perceptions and difficulties. Furthermore, the analysis involved a coding process in which data were categorized into meaningful units, followed by the identification of recurring themes related to cognitive, affective, and conative dimensions. This systematic coding process enabled the researcher to interpret patterns and relationships within the data more rigorously.

To ensure the trustworthiness of the findings, this study employed several strategies to enhance the credibility, dependability, confirmability, and transferability of qualitative research (Creswell & Creswell, 2014). Credibility was established through methodological triangulation by comparing findings obtained from classroom observations and semi-structured interviews. Member checking was conducted by returning interview summaries to participants to verify the accuracy of the researchers' interpretations. Peer debriefing was also carried out by discussing the coding process and emerging themes with a fellow researcher experienced in qualitative research to minimize researcher bias. Furthermore, an audit trail was maintained throughout the study by documenting observation records, interview

transcripts, coding procedures, analytical memos, and research decisions, thereby ensuring the transparency and dependability of the research process.

FINDING AND DISCUSSION

Findings

Cognitive Aspect of Students' Perception

The cognitive aspect of students' perception focuses on how learners understand and interpret English vocabulary through TikTok educational content. Based on classroom observations and interview data, students demonstrated clear comprehension of vocabulary meaning, pronunciation, and contextual usage. During the learning sessions, students were able to recognize target vocabulary and respond accurately to teachers' questions, indicating a consistent level of understanding.

Observation data showed that students actively followed the video content, particularly when vocabulary was presented with visual illustrations and audio pronunciation. Students were also able to relate vocabulary to real-life contexts presented in the videos, indicating their ability to connect meaning with situational use.

The thematic analysis revealed one dominant theme, namely "TikTok facilitates contextual vocabulary understanding through multimodal learning." Most participants described that the combination of visual images, pronunciation, and contextual examples enabled them to understand vocabulary more easily than conventional classroom instruction. Participant P2 explained:

"The videos help me understand words faster because I can see the context. I don't only memorize the word, but I also know how it is used." (P2)

Similarly, Participant P6 stated:

"I can hear how the words are pronounced, so I know how to say them correctly. It is easier than reading from the textbook." (P6)

These statements indicate that students experienced vocabulary learning as a contextual rather than a memorization process. The participants perceived that TikTok integrated visual, auditory, and contextual information simultaneously, allowing them to construct meaning more naturally.

As shown in Table 1, all cognitive indicators were achieved by the participants during the learning process.

Table 1. Cognitive Aspect of Students' Understanding

Criteria	Result
Students understand vocabulary meaning	All participants (10/10)
Students recognize pronunciation	Majority (9/10)
Students respond to teacher's questions	All participants (10/10)
Students understand vocabulary in context	Majority (9/10)

Affective Aspect of Students' Perception

The affective aspect refers to students' emotional responses, including their interest, motivation, and comfort during the learning process. Based on observation data, students demonstrated high levels of enthusiasm and engagement while interacting with TikTok educational content. The analysis generated the theme "TikTok creates an enjoyable and motivating learning environment." Participants consistently described positive emotions while learning through short educational videos. Rather than perceiving vocabulary learning as difficult, students viewed it as enjoyable and engaging.

Participant P1 commented:

"Learning with TikTok is more fun because the videos are interesting." (P1)

Participant P8 expressed a similar opinion:

"I feel more motivated because the videos are not boring. I enjoy learning English this way." (P8)

These findings suggest that students' positive emotions were closely associated with the attractive presentation of TikTok videos, which reduced boredom and increased motivation during vocabulary learning.

As presented in Table 2, students' affective responses were consistently positive across all observed indicators.

Table 2. Affective Aspect of Students' Responses

Criteria	Result
Students show interest	High (observed in most students)
Students show enthusiasm	High (observed in most students)
Students feel motivated	Majority (9/10)
Students feel comfortable	Majority (9/10)

Conative Aspect of Students' Perception

The conative aspect focuses on students' behavioral tendencies, including their participation, willingness to learn, and independent learning practices. Observation data indicated that students actively participated in classroom discussions and attempted to use newly learned vocabulary.

The thematic analysis identified the theme "TikTok encourages independent vocabulary learning." Students reported that learning did not stop after classroom activities, as they voluntarily searched for additional TikTok educational videos to expand their vocabulary.

Participant P4 explained:

"After watching the videos, I try to learn more words at home because I become curious."
(P4)

Participant P9 stated:

"I want to watch more English videos because I can learn new vocabulary every day." (P9)

These narratives demonstrate that TikTok not only influenced classroom participation but also promoted self-directed learning beyond formal instructional settings.

As shown in Table 3, students demonstrated active behavioral engagement across all conative indicators.

Table 3. Conative Aspect of Students' Behavior

Criteria	Result
Students participate actively	Active (observed in most sessions)
Students practice vocabulary	Majority (8/10)
Students show willingness to learn	High (observed in most students)

Students' Difficulties in Using TikTok

Despite the positive findings, several challenges emerged during students' learning experiences. The thematic analysis generated three major themes: (1) difficulty following fast-paced videos, (2) distraction caused by non-educational content, and (3) confusion regarding informal language.

Participant P5 stated:

"The videos are too fast, so sometimes I cannot follow the explanation." (P5)

Participant P7 explained:

"Sometimes I watch other videos and forget about learning because there are many interesting contents." (P7)

Another participant (P10) commented:

"I am confused because some words are informal and different from what the teacher teaches at school." (P10)

These experiences indicate that although TikTok offers engaging learning opportunities, students also encounter challenges related to information overload, distraction, and distinguishing between formal and informal English. Such experiences reflect the dual nature of TikTok as both a learning resource and an entertainment platform.

Table 4. Students' Difficulties in Using TikTok

Difficulties	Description
Fast video pace	Difficult to follow explanations
Short duration	Limited detailed explanation
Distraction	Exposure to non-educational content
Informal language confusion	Difficulty distinguishing formal and informal usage

Discussion

The findings indicate that junior high school students perceived TikTok educational content as an effective medium for learning English vocabulary across cognitive, affective, and conative dimensions. Cognitively, students reported that TikTok helped them understand vocabulary meaning, pronunciation, and contextual usage through the integration of visual, auditory, and textual information. Rather than memorizing isolated words, students learned vocabulary in authentic contexts, making learning more meaningful. This finding is consistent with previous studies showing that multimedia input enhances vocabulary comprehension and retention by combining verbal and visual information (Alhazmi, 2024; Reynolds et al., 2022).

From a theoretical perspective, these findings support Multimedia Learning Theory and Dual Coding Theory, which explain that information is processed more effectively through multiple channels (Teng, 2023). Beyond these theories, the present study suggests that TikTok is particularly effective for junior high school students because adolescents tend to learn better through contextual, visual, and interactive experiences. Consequently, TikTok helps students construct vocabulary meaning in authentic situations rather than through rote

memorization. This finding highlights the potential of TikTok as a complementary resource for EFL vocabulary instruction (Kumar & Nanda, 2024; Vargas-Saritama & Espinoza-Celi, 2026).

The findings also revealed positive affective responses, as students reported greater interest, motivation, and enjoyment while learning through TikTok. The platform's interactive and visually appealing content reduced boredom and encouraged active classroom participation. These findings support previous studies demonstrating that TikTok-based microlearning enhances learner engagement and motivation because of its concise and interactive format (Davinnov & Wiryawan, 2025; Ghani et al., 2023). Moreover, the familiarity of TikTok with adolescent learners appeared to reduce learning anxiety and create a more comfortable learning environment, suggesting that students' everyday digital experiences positively influenced their engagement in EFL learning.

The findings further showed that students became more willing to participate in classroom activities and continued learning independently outside school by exploring additional English content on TikTok. This indicates the development of self-directed learning behaviors, supporting previous studies that social media promotes learner autonomy and extends learning beyond formal classroom settings (Basak, 2025; Kumar & Nanda, 2024). Such independent learning is particularly valuable in EFL contexts where opportunities for authentic English exposure remain limited.

Despite these benefits, participants also experienced several challenges, including the fast pace of videos, limited explanations, distractions from entertainment content, and confusion between formal and informal language. These findings are consistent with previous research suggesting that short-form videos may encourage superficial learning if not supported by appropriate instructional guidance (Arlind & Princes, 2025). Therefore, teachers should carefully select educational content and provide guidance to help students critically evaluate online materials and distinguish appropriate language use (Vargas-Saritama & Espinoza-Celi, 2026).

Compared with previous studies, this research contributes by adopting a phenomenological perspective to explore the lived experiences of junior high school students in learning English vocabulary through TikTok. While most previous studies focused on learning outcomes using quantitative approaches (Cahyani et al., 2025; Klinjuy, 2025;

Punkhoom et al., 2025), this study explains how students cognitively, affectively, and behaviorally experience TikTok-based learning. These findings provide a more comprehensive understanding of social media integration in EFL vocabulary learning, particularly in the context of junior secondary education.

CONCLUSION

The findings of this study indicate that TikTok educational content contributes positively to students' vocabulary learning across cognitive, affective, and conative dimensions. Cognitively, students demonstrated improved understanding of vocabulary meaning, pronunciation, and contextual usage. Affectively, students showed increased interest, motivation, and enjoyment during the learning process, reflecting a more engaging learning environment. Conatively, students exhibited more active participation in classroom activities and a greater tendency to engage in independent vocabulary practice outside the classroom. Despite these benefits, several challenges were identified, including the fast pace of videos, potential distractions from non-educational content, and confusion related to informal language usage. Overall, these findings suggest that TikTok can function as a supportive learning medium that enhances vocabulary acquisition when used appropriately.

The results of this study have important pedagogical implications, particularly in emphasizing the need for structured integration of TikTok into classroom instruction and careful selection of appropriate educational content by teachers. Effective guidance is essential to maximize learning benefits while minimizing potential drawbacks. However, this study is limited by its small sample size and qualitative scope, which may restrict the generalizability of the findings. Future research is recommended to involve larger participant groups and employ mixed-method or experimental designs to examine the effectiveness of TikTok more comprehensively. Such efforts will contribute to a deeper understanding of the role of digital media in supporting English vocabulary learning and advancing innovative practices in EFL education.

REFERENCES

Alhazmi, K. (2024). The Effect of Multimedia on Vocabulary Learning and Retention. *World Journal of English Language*, 14(6), 390–399. <https://doi.org/10.5430/wjel.v14n6p390>

- Alino, E. M., Malimata, C. A., Romasanta, J. K. N., Vicente, A. C., Tavu, L. E. J., & Sacdalan, J. U. (2024). Exploring TikTok as an Educational Tool: Student Insights and Perspectives. *2024 IEEE International Conference on Computing, ICOCO 2024*, 469–473. <https://doi.org/10.1109/ICOCO62848.2024.10928217>
- Antar, D., & Elsayed, H. (2025). Enhancing University Students' Arabic Language Skills Through Social Media: A Case Study of TikTok. *Theory and Practice in Language Studies*, 15(8), 2683–2692. <https://doi.org/10.17507/tpls.1508.26>
- Arlind, J., & Princes, E. (2025). A Qualitative Study of Learning Continuance through Short-Form Videos among College Students. *Proceedings of ICITDA 2025 - 10th International Conference on Information Technology and Digital Application*. <https://doi.org/10.1109/ICITDA68167.2025.11332546>
- Basak, R. (2025). Reconceptualizing the Education System with Social Media. In *Psychology and Intricacies in Social Media Interactions: A Critical Perspective* (pp. 243–262). <https://doi.org/10.1201/9781003614326-14>
- Cahyani, I., Buriev, K. T., Ngongo, M., Mamadiyarov, Z., Ino, L., Herman, H., Saputra, N., & Baxtishodovich, S. B. (2025). Exploring the Use of TikTok Application in Enhancing the Skill of Pronunciation: A Case on Students' Perception. *Studies in Media and Communication*, 13(2), 150–158. <https://doi.org/10.11114/smc.v13i2.7553>
- Choi, S., Park, S., & Tak, J.-Y. (2025). Exploring Vocabulary Patterns in ESL and EFL Learner Corpora: Implications for Language Teaching. *Korean Journal of English Language and Linguistics*, 25, 1378–1394. <https://doi.org/10.15738/kjell.25..202510.1378>
- Creswell, J. W., & Creswell, J. D. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th Eds)*. London: sage.
- Da Silva, R. F., Gimenes, I. M. S., & Maldonado, J. C. (2020). Assessing virtual communities of practice in informal learning environments. *Proceedings - IEEE 20th International Conference on Advanced Learning Technologies, ICALT 2020*, 117–121. <https://doi.org/10.1109/ICALT49669.2020.00042>
- Davinnov, J. K. P., & Wiryawan, D. (2025). Microlearning Factors to Impact the Digital Literacy Capabilities in the TikTok Application. *IEEE Symposium on Computers and Informatics, ISCI*, (2025), 293–298. <https://doi.org/10.1109/ISCI65687.2025.11167167>

- Garofano, R., & Nand, A. (2023). How To Turn Vocab Acquisition into Student Empowerment. *International Conference "The Future of Education."*
<https://www.scopus.com/inward/record.uri?eid=2-s2.0-105029562115&partnerID=40&md5=c9d0538c4d1df6e6bb47e0b0bf111406>
- Ghani, M. M., Mustafa, W. A., Bin Hashim, M. E. A., Hanafi, H. F., & Alzubaidi, L. H. (2023). Beyond Trends: Tiktok's Educational Symphony by Unmasking the Digital Revolution. *International Conference for Technological Engineering and Its Applications in Sustainable Development, ICTEASD 2023*, 69–74.
<https://doi.org/10.1109/ICTEASD57136.2023.10585108>
- Joao, I. M., & Silva, J. M. (2025). Enhancing Learning Through Activities: Student Perceptions in Design of Experiments. *2025 6th International Conference of the Portuguese Society for Engineering Education, CISPEE 2025*.
<https://doi.org/10.1109/CISPEE64787.2025.11124152>
- Jumaat, N. A. F., Shanthi, A., Suppiah, P. C., Johar, E. M., & Arumugam, N. (2025). TikTok For Education: Implications for Language Learning in a Second Language Context. *Asian Journal of University Education*, 21(3), 734–749.
<https://doi.org/10.24191/ajue.v21i3.50>
- Klinjuy, R. (2025). Effects of Utilizing Mobile-Assisted Language Learning through YouTube and TikTok Applications on Enhancing English Communication Skills for Higher Education Students as Generation Z Learners. *Journal of Multidisciplinary in Social Sciences*, 21(1), 90–108. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-105011654480&partnerID=40&md5=715b8a9493120db0e3c33140f03d27b9>
- Kumar, V., & Nanda, P. (2024). Social Media as a Learning Tool: A Perspective on Formal and Informal Learning. *International Journal of Educational Reform*, 33(2), 157–182.
<https://doi.org/10.1177/10567879221094303>
- Lee, Y. J., & Im, M. (2025). Revolutionizing vocabulary acquisition through journaling and popular culture: A media-enhanced approach to second language learning. In *Supporting Linguistic Differences Through Literacy Education* (pp. 287–324).
<https://doi.org/10.4018/979-8-3373-3496-7.ch009>
- Lopes, C., Morais, N. S., Gouveia, T., & Raposo, R. (2025). Motivations and Consumption Patterns on TikTok among Higher Education Students. *Proceedings of the 12th*

- European Conference on Social Media, ECSM 2025*, 166–176.
<https://www.scopus.com/inward/record.uri?eid=2-s2.0-105011584177&partnerID=40&md5=c13fd8b54af0271ff640e1c2895c1600>
- Matthews, J., & Lange, K. (2024). Inadequate Aural Vocabulary Knowledge of High-Frequency Words: Can Mobile-Assisted Language Learning Help Solve the Problem? *CALICO Journal*, 41(2), 99–121. <https://doi.org/10.1558/cj.23455>
- Mena-Nagua, J., Mallitasig-Sinchiguano, M., Chuquitarco-Aguayo, A., & Núñez-Hernández, C. (2026). Inclusive Educational Technologies in Distance Education for Students with Disabilities. *EAI/Springer Innovations in Communication and Computing*, 281–295. https://doi.org/10.1007/978-3-032-10310-9_19
- Mulyanah, E. Y., & Amarullah, A. (2024). TikTok: How the Application Became the Motivation for Online Learning for EFL Students During the COVID-19 Pandemic in Indonesia. *Theory and Practice in Language Studies*, 14(4), 1264–1273. <https://doi.org/10.17507/tpls.1404.34>
- Ochoa-Tataje, F., Alanya-Beltran, J., Ruiz-Salazar, J., Velarde-Vela, L., Perez-Peralta, E., & La-Chira-Loli, M. (2024). Beyond the classroom: Integrating cutting-edge pedagogies in 6G curriculum development. In *6G Security Education and Multidisciplinary Implementation* (pp. 58–75). <https://doi.org/10.4018/979-8-3693-7421-4.ch004>
- Punkhoom, W., Sutthisan, S., Suksawas, W., Raksasat, N., & Jehma, H. (2025). TikTok-Enhanced Language Learning: Evaluating Short-Form Video Content Impacts on Thai EFL Students' Vocabulary Growth. *REFlections*, 32(3), 1768–1792. <https://doi.org/10.61508/refl.v32i3.285882>
- Reynolds, B. L., Cui, Y., Kao, C.-W., & Thomas, N. (2022). Vocabulary Acquisition through Viewing Captioned and Subtitled Video: A Scoping Review and Meta-Analysis. *Systems*, 10(5). <https://doi.org/10.3390/systems10050133>
- Shah, A., Bourmand, R., Albaladejo, F., Jarugula, K., Olsson, S., Farzal, Z., & Shah, V. (2025). Quality, Reliability and Accuracy of Hyperthyroidism-Related Content on Social Media Platform TikTok. *Endocrinology, Diabetes and Metabolism*, 8(5). <https://doi.org/10.1002/edm2.70105>

- Siraji, A. D. (2025). Exploring how TikTok contents drive student's motivation for linguistic competence in English. *Environment and Social Psychology*, 10(1).
<https://doi.org/10.59429/esp.v10i1.3091>
- Teng, M. F. (2023). The effectiveness of multimedia input on vocabulary learning and retention. *Innovation in Language Learning and Teaching*, 17(3), 738–754.
<https://doi.org/10.1080/17501229.2022.2131791>
- Teng, M. F., & Zhang, D. (2023). The associations between working memory and the effects of multimedia input on L2 vocabulary learning. *IRAL - International Review of Applied Linguistics in Language Teaching*, 61(3), 1021–1049. <https://doi.org/10.1515/iral-2021-0130>
- Vargas-Saritama, A., & Espinoza-Celi, V. (2026). Pedagogical Benefits and Challenges of Integrating TikTok Into EFL Learning. *International Journal of Computer-Assisted Language Learning and Teaching*, 16(1), 1–20.
<https://doi.org/10.4018/IJCALLT.397403>
- Zheng, F. (2023). EFL Lexical Chunk Teaching in Chinese Senior High School: Current Practices and Challenges. *Theory and Practice in Language Studies*, 13(9), 2227–2235.
<https://doi.org/10.17507/tpls.1309.08>