

TikTok as a Coping Strategy in Learning English during the COVID-19 Pandemic: Exploring the Acceptance and Usage among Malaysian Undergraduates

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Abstract

TikTok has become popular and widely used globally across various fields, including education, particularly during the Covid-19 pandemic, as teaching and learning methods shifted to online distance learning from physical interaction. This paper explores TikTok as a coping strategy in learning English during the Covid-19 pandemic as well as the acceptance and usage of TikTok among Malaysian undergraduates. This quantitative study employed a questionnaire-based approach to gather insights from 130 undergraduate students at a local university in Penang and the study delves into the frequency and extent of TikTok engagement, revealing that a majority of the 130 surveyed students actively utilise the platform multiple times a day. The collected data were then subjected to thorough analysis to identify patterns, trends, and key factors influencing the participants' attitudes and behaviours towards TikTok in the context of language learning. The results underscore TikTok's emergence as a noteworthy and frequently employed tool in the educational landscape, aligning with existing literature that recognises digital platforms as valuable supplementary tools in education.

Keywords: TikTok, education, Covid-19, coping strategy, acceptance, usage, English learning

1. Introduction

The field of education, especially tertiary level, has witnessed significant changes in recent years, particularly with the global impact of the Covid-19 pandemic. This has led to a rapid transition from face-to-face classes to Online Distance Learning (ODL) or a combination of both, prompting educators and students to swiftly adapt to digital methods utilising social media and other online educational resources. Lacka, Wong, and Haddoud (2021) note the widespread use of digital technologies like Virtual Learning Environment (VLE) and social media (SM) in tertiary level, though the direct impact of these tools on students' achievement of tertiary education goals still requires further investigation.

As social media platforms gained popularity in Higher Education, TikTok has entered the scene to capitalize on digital educational tools, aiming to enhance the teaching and learning experience. Originally named Douyin in China, TikTok expanded internationally in 2017 and gained immense popularity, surpassing a billion downloads by April 2020 (Kaye et al., 2020; Xiuwen & Abu Bakar, 2021). Since its introduction to the educational landscape, TikTok has emerged as a significant learning platform globally, evident in the widespread use of the hashtag #LearnOnTikTok, accumulating more than seven billion views (Faktor, 2021; Iqbal, 2020).

TikTok has become a crucial platform for educators to connect and share their experiences amid a challenging period marked by a global pandemic, enforced lockdowns, and a shift to digital education as the default mode. While the specific factors that make TikTok appealing to teachers are poorly understood, these digital practices have been widely commended for offering educators a means of expression during a demanding time (Hartung et al., 2022). Studies indicate a substantial rise in mental health issues such as anxiety, depression, and psychological distress (Husky et al., 2020; Al Omari et al., 2020).

The ongoing COVID-19 pandemic (World Health Organization, 2019) has heightened the stress and workloads of university faculty and staff who were already grappling with the demands of teaching, research, and service, not to mention maintaining work-life balance (Houston et al., 2006; Houlden & Veletsianos 2020).

As TikTok gains increasing recognition as an educational platform and demonstrates advantages for Higher Education (HE), an increasing number of researchers have turned their attention to exploring and contributing insights into its novel application in education. These studies delve into TikTok's acceptance in educational settings, its pedagogical utilisation to enhance English language teaching and learning, and its role in fostering the development of students' language skills and proficiency (Lindade, 2020; Literat, 2021; Muftah, 2022; Pratiwi et al., 2021; Zaitun et al., 2021). However, limited attention has been given to its role as a coping strategy during unprecedented challenges such as the COVID-19 pandemic.

Therefore, with the identified research gap in mind, this study aimed to assess the extent of TikTok as one of the coping strategies for learning the English language. The outcomes of this investigation have the potential to offer valuable insights into the utility of TikTok within the technology-driven Education 5.0 landscape, especially in Higher Education (HE). Additionally, the study may contribute to enhancing awareness and acceptance of TikTok's pedagogical possibilities for English language learning among educators and university students. TikTok has emerged as a notable platform for the exchange and dissemination of knowledge among young individuals, progressively playing an important role in language instruction and knowledge sharing (Si Xi, 2020). Moreover, the research sought to illuminate the potential of TikTok in the realm of English language instruction and contribute new perspectives to ongoing research across related disciplines.

Research Objectives:

1. To examine the extent to which Malaysian undergraduates utilise TikTok as a coping strategy for learning English during the COVID-19 pandemic.
2. To explore the perceived benefits and challenges associated with utilising TikTok as a coping strategy for learning English among Malaysian undergraduates during the COVID-19 pandemic.

2. Literature Review

2.1 Covid-19 and TikTok

Education 4.0 extends beyond the traditional classroom setting (Efendi, 2019). TikTok is considered a child-friendly learning media due to its vibrant colours and diverse digital features, making it more engaging for students compared to traditional books. The combination of colours, visuals, and audio in TikTok creates effective learning media, enhancing learning independence during the pandemic (Wijaya, 2021). TikTok's role during the pandemic includes minimising the spread of COVID-19 in schools by allowing teachers to deliver material through engaging videos without face-to-face interaction (Nadiyah, 2021). While TikTok has

become a popular platform for interactive learning, it has drawbacks, such as potentially fostering narcissism among users, particularly children (Watis, 2021). Despite concerns, TikTok's positive impact lies in its potential for entertainment, especially amid the challenges of the COVID-19 pandemic (Moerni, 2021).

Students using the TikTok application during the COVID-19 social distancing period tended to employ an emotional coping strategy, using TikTok as a mean of diversion or emotional outlet when facing pressure or stress (Hajriah et al., 2021). This approach proved effective for coping during the pandemic, with TikTok's entertainment content, such as comedic messages or brief singing, offering a valuable outlet. The use of TikTok, particularly for musical content, was found to boost students' confidence in the subject, familiarise them with technology 4.0, enhance interaction during distance learning, and facilitate the creation of music learning videos by utilising the platform's features (Herdiati et al., 2021). Overall, TikTok served as both an effective coping mechanism and a tool for promoting engagement and learning in music education during challenging times.

2.2 The Role of TikTok

Despite its widespread popularity, TikTok's role as an educational tool for language learning, particularly in Malaysia, remains an underexplored area. While research on the impact of social media platforms like Facebook, YouTube, Twitter, and WhatsApp on English language learning among adults and university students has gained attention, TikTok's specific influence in this context is not thoroughly studied, especially in the Malaysian context, amid the Industrial Revolution 4.0 and the Covid-19 pandemic (Desta et al., 2021; Muftah, 2022; Namaziandost & Nasri, 2019; Xiuwen & Abu Bakar, 2021; Yadav, 2021).

However, TikTok, rapidly growing in popularity, has made its way into the education sector, including Higher Education (HE), owing to its global reach that supports learning. Yélamos-Guerra et al. (2022) affirmed that TikTok's use in HE is considered an "innovative approach to learning, highly integrated with new technologies that foster comprehension and active learning, enhancing understanding in a stimulating and motivating manner" (p. 83). Consequently, HE students have shown a positive attitude toward TikTok as an effective educational tool.

As the most downloaded app in mid-2020, TikTok has emerged as a leading social platform, popular among youths for sharing short videos (Xiuwen & Abu Bakar, 2021). Praised for its user-friendly features, TikTok's ability to capture creativity and moments directly from smartphones has positioned it as a niche in a competitive market, potentially serving as a language learning tool (Putri, 2021). Distinguishing itself from YouTube with its focus on micro-videos, TikTok is seen as a more user-friendly medium for quick information sharing (Al-Marouf et al., 2021).

While TikTok has gained global popularity, its potential as an educational tool, particularly in Malaysia, deserves attention from the education industry. Local studies have explored the awareness, acceptance, and usefulness of TikTok in education, though research on its involvement in language learning in Malaysia remains limited (Aida Nabilah et al., 2021; Nur

Ilianis et al., 2021; Diana et al., 2020; Noor Syazana et al., 2019; Xiuwen & Abu Bakar, 2021; Tan et al., 2022). Existing studies have focused on incorporating TikTok for specific language learning objectives. However, there remains an underexplored area regarding its overall acceptance and usage, particularly in terms of how students cope with learning English using TikTok as a strategy during the COVID-19 pandemic. This gap is especially evident from a quantitative perspective and in understanding TikTok's role as a coping mechanism during times of crisis. Thus, this study aimed to address this gap by investigating the extent to which Malaysian undergraduates utilise TikTok as a coping strategy for learning English during the COVID-19 pandemic. Additionally, the study explored the perceived benefits and challenges associated with its usage for this purpose.

3. Methodology

3.1 Participants and Context

Table 1

Demographic Information of Respondents (n = 129)

		n (%)
Gender	Female	69 (53.5)
	Male	60 (46.5)
Age	18–20 years old	55 (42.6)
	21–23 years old	73 (56.6)
	24–26 years old	1 (0.8)
Level of Study	Diploma	40 (31)
	Degree	89 (69)
Current Semester	First Semester	52 (40.3)
	Second Semester	1 (0.8)
	Third Semester	20 (15.5)
	Fourth Semester	10 (7.8)
	Fifth Semester	29 (22.5)
	Sixth Semester	17 (13.2)

The study included 130 undergraduate students from a local public university located in Penang, Malaysia. As illustrated in Table 1, demographic information about the participants revealed that a slight majority of respondents were female (53.5%, n = 69) compared to male respondents (46.5%, n = 60). The age distribution also indicated that the majority of respondents fell within the 21-23 age range (65.7%, n = 73), followed by the 18-20 age group (42.6%, n = 55), with minimal representation in older age categories. In terms of academic

levels, the majority were pursuing a degree (69%, $n = 89$), while the rest were enrolled in a diploma program (31%, $n = 40$). Semester-wise, the highest representation was in the first semester (40.3%, $n = 52$), followed by the fifth semester (22.5%, $n = 29$), offering a diverse depiction of academic progression among respondents.

3.2 Data Collection tools and Procedures

This quantitative study employed a multiple-choice questionnaire-based approach. The survey instrument, designed to gather data efficiently, was distributed using Google Forms, facilitating convenient data collection. The questionnaire items are close-ended, multiple-choice questions with predefined options, as presented in the respective tables within the findings section. Structured to gauge students' acceptance and utilisation of TikTok as a tool for English language learning during the pandemic, serving as one of their coping strategies, the questionnaire comprised three sections. These sections included: (1) Demographic Information, collecting basic demographic details such as age, gender, educational background, and current academic status; (2) TikTok Usage for Learning English, exploring participants' frequency and methods of utilising TikTok as a tool for English language learning during the COVID-19 pandemic; and (3) Perceived Benefits and Challenges, investigating participants' perceptions regarding the advantages and obstacles associated with using TikTok for language learning purposes. The items in the questionnaire were adapted from relevant sources, with the ideas from these sources adjusted to suit the context of the current study. Table 2 presents the summary of the questionnaire details, including the items and the sources from where they were adapted.

Table 2

Summary of Questionnaire Details

Section	Number of Items	Items	Sources
A (Demographic Information)	4	Gender, Age, Level of Study, & Current Semester	-
B (TikTok Usage for Learning English)	5 (for other than "never" respondents), 2 (for "never" respondents)	1. How often did you use TikTok for learning English during the COVID-19 pandemic? <hr/> 2. Why did you not use TikTok as a learning tool for English during the COVID-19 pandemic? (Question for "never" respondents). <hr/> 2. How many minutes did you usually spend on TikTok for learning English each time during the COVID-19 pandemic?	Hu & Du, 2022; Lee (2023); Novitasari & Addinna (2022); Nur Ilianis & Berlian Nur Morat (2022)

		3. Why did you use TikTok for learning English during the COVID-19 pandemic?	
		4. Which types of English language content did you mainly watch on TikTok for learning purposes during the COVID-19 pandemic?	
		5. How did you include TikTok in your English language learning practices during the COVID-19 pandemic?	
C (Perceived Benefits and Challenges)	3	1. In your opinion, does watching TikTok videos as a coping strategy contribute to improving your English language skills during the COVID-19 pandemic?	Hu & Du, 2022; Lee (2023); Novitasari & Addinna (2022); Nur Ilianis & Berlian Nur Morat (2022)
		2. In your opinion, what are the benefits of using TikTok as a coping strategy for learning English during the COVID-19 pandemic? (Question for “Yes” respondents)	
		3. What challenges or limitations have you encountered while using TikTok for learning English?	

3.3 Data Analysis

The collected data were subjected to thorough analysis using descriptive statistics, including frequency and percentages, to identify patterns, trends, and key factors influencing the participants' attitudes and behaviours towards TikTok in the context of language learning. This analysis provided insights into the acceptance and utilisation of TikTok as a coping strategy among Malaysian undergraduates during the COVID-19 pandemic.

3.4 Reliability and Validity

To ensure the reliability of the research instruments, two inter-raters were employed to independently assess and evaluate the items and options which were adapted from relevant sources. Each rater provided qualitative assessments of the clarity, relevance, and appropriateness of the questionnaire items, along with any comments or suggestions for improvement. This qualitative approach allowed for the examination of agreement between raters based on their assessments of the items and options, as well as any comments provided. While numerical inter-rater reliability statistics were not calculated, the qualitative synthesis of the raters' assessments provided valuable insights into the reliability and validity of the questionnaire.

4. Findings and Discussion

4.1 *Research Question 1: To what extent do Malaysian undergraduates employ TikTok as a coping strategy for learning English during the COVID-19 pandemic?*

Table 3

Overall Frequency of TikTok Use for Learning English during the COVID-19 Pandemic (n = 129)

Usage	Frequency	Percentage (%)
Multiple times a day	46	35.7
Once a day	12	9.3
A few times a week	31	24
Once a week	9	7
Rarely	20	15.5
Never	11	8.5
Total	129	100

The exploration of TikTok usage as a coping strategy for learning English among Malaysian undergraduates during the COVID-19 pandemic yielded intriguing insights into the frequency and patterns of engagement. As demonstrated in Table 3, the findings on the frequencies of usage, with the majority (35.7%) reported using TikTok multiple times a day, indicate the platform's significance as a frequent coping strategy for learning English during the COVID-19 pandemic. This aligns with past studies emphasising the popularity of TikTok as a versatile and engaging platform for various teaching and learning purposes during the pandemic (Yélamos-Guerra et al., 2022), including language learning (Putri, 2021). Interestingly, 11 respondents (8.5%) fell into the 'never' category, showcasing a subset of participants who abstained from using TikTok for English language learning. This finding echoes previous research that acknowledges variations in platform adoption among language learners, particularly during the pandemic (Çelik et al., 2023; Nur Ilianis & Berlian Nur Morat, 2022).

Table 4

Reasons for Not Using TikTok as a Learning Tool for English during the COVID-19 Pandemic (n = 11)

	Frequency	Percentage
I am not familiar with using TikTok for learning English	2	18.2
I prefer using other online resources for learning English	5	45.5
I am worried about the quality of English language content on TikTok	0	0
I do not have access to a good internet connection	1	9.1
I do not have suitable devices (e.g., smartphones/tables) to use TikTok for learning English	1	9.1

I am worried about privacy/security when using TikTok for learning English	0	0
I do not have enough time to use TikTok for learning English	2	18.2
Other	4	36.4

Among the 11 respondents who reported never using TikTok, as shown in Table 4, specific reasons were provided. Notably, 45.5% (5 respondents) expressed a preference for other online resources for learning English. Additionally, 18.2% (2 respondents) mentioned not being familiar with using TikTok, emphasising the significance of user familiarity. Concerns about the quality of English language content on TikTok and worries about privacy/security were not prominent, as 0% of respondents cited these concerns. Technological barriers included a lack of access to suitable devices (9.1%, n=1) and concerns about a reliable internet connection. Furthermore, 18.2% (2 respondents) reported not having enough time, and 36.4% (4 respondents) provided 'Other' reasons. These findings on the reasons for not using TikTok align with the literature emphasising the importance of user familiarity and the influence of external factors on platform adoption (Cochrane, 2021).

Table 5

Duration of TikTok Usage for Learning English during the COVID-19 Pandemic (n = 118)

	Frequency	Percentage
Less than 15 minutes	36	30.5
15-30 minutes	43	36.4
30-45 minutes	14	11.9
45-60 minutes	8	6.8
Above 60 minutes	17	14.4

The subsequent analysis focuses on the 118 participants who actively engaged with TikTok for learning English, excluding those who reported 'never' using it. Table 5 reveals diverse patterns in the duration of TikTok usage during the COVID-19 pandemic. The finding that the majority of the respondents spent 15–30 minutes on TikTok for learning English is consistent with moderate engagement observed in previous studies (Sadapotto et al., 2023; Chuah & Ch'ng, 2023). As for their reasons for using TikTok (Table 6), the most prevalent reason was the easy access to English language learning content on TikTok, with a substantial 74.6% (88 respondents) acknowledging this convenience. Additionally, 65.3% (77 respondents) found the English language content on TikTok to be engaging and entertaining. Notably, 55.1% (65 respondents) appreciated the ease of use of TikTok for learning English. These findings resonate with prior studies on social media and language learning, emphasising the significance of accessible and engaging content for effective learning experiences (Nadiyah, 2021; Yang, 2020). The observed finding of users valuing the ease of use on TikTok corresponds with

established usability factors discussed by Anumanthan and Harwati Hashim (2022), highlighting the role of user-friendly platforms in technology assisted language learning.

Table 6

Reasons for Using TikTok as a Learning Tool for English during the COVID-19 pandemic (n = 118)

	Frequency	Percentage
Easy access to English language learning content on TikTok	88	74.6
Engaging and entertaining English language learning content on TikTok	77	65.3
Interactivity with other English language learners on TikTok	42	35.6
Easy use of TikTok for learning English	65	55.1
Recommendations from friends or educators to use TikTok for learning English	18	15.3
Availability of TikTok on the devices (e.g., smartphones/tables) that I use for learning	54	45.8
Interesting English language challenges or trends on TikTok	47	39.8
Participation in English language learning communities or hashtags	16	13.6
Other	3	2.5

Table 7

Types of English Language Content Mainly Watched on TikTok for Learning Purposes during the COVID-19 Pandemic (n = 118)

	Frequency	Percentage
Vocabulary lessons	55	46.6
Grammar explanations	58	49.2
Pronunciation practice	75	63.6
Examples of everyday English conversations	56	47.5
Tips for improving reading skills	30	25.4
Tips for improving writing skills	32	27.1
English songs	84	71.2
Clips from English movies or dramas	84	71.2
Other	5	4.2

The diverse preferences for English language content on TikTok among respondents during the COVID-19 pandemic also align with previous research highlighting the platform's versatility. As shown in Table 7, the popularity of 'English songs' and 'clips from movies or

dramas' resonates with studies emphasising the appeal of entertaining content in fostering engagement and language learning (Nadiyah, 2021; Yang, 2020). The substantial engagement in pronunciation practice (63.3%) and grammar explanations (49.2%) suggests a notable shift toward using utilising short-form video platforms like TikTok for educational purposes, especially amidst remote learning conditions (Hu & Du, 2022). Moreover, the variety in content consumption, including vocabulary lessons, everyday English conversations, and writing tips, highlights the adaptability of TikTok as a diverse language learning resource (Nur Ilianis & Berlian Nur Morat, 2022).

Table 8

Ways TikTok was Utilised in English Language Learning Practices during the COVID-19 Pandemic (n = 118)

	Frequency	Percentage
Watching educational TikTok videos related to English language learning	96	81.4
Following English language learning accounts on TikTok	54	45.8
Interacting with other English language learners through comments	39	33.1
Creating my own TikTok videos to practise English	8	6.8
Seeking English language learning tips and advice from TikTok creators	37	31.4
Participating in English language learning challenges or trends	20	16.9
Exploring English language learning communities or hashtags	36	30.5
Other	8	6.8

The findings in Table 8 shed light on the multifaceted ways in which TikTok is leveraged for English language learning during the COVID-19 pandemic. The predominant use of TikTok for educational videos (81.4%) aligns with the platform's role as an accessible and engaging educational resource, corroborating the literature on the growing trend of digital platforms as supplementary learning tools (Lee, 2023). The substantial engagement in following English language learning accounts (45.8%) also suggests a preference for carefully selected language content. Additionally, interaction through comments (33.1%) and seeking advice from TikTok creators (31.4%) demonstrate the collaborative nature of language learning on TikTok, mirroring the trends seen in community exploration on social media platforms (Ajibade & Zaidi, 2023; Lee, 2023).

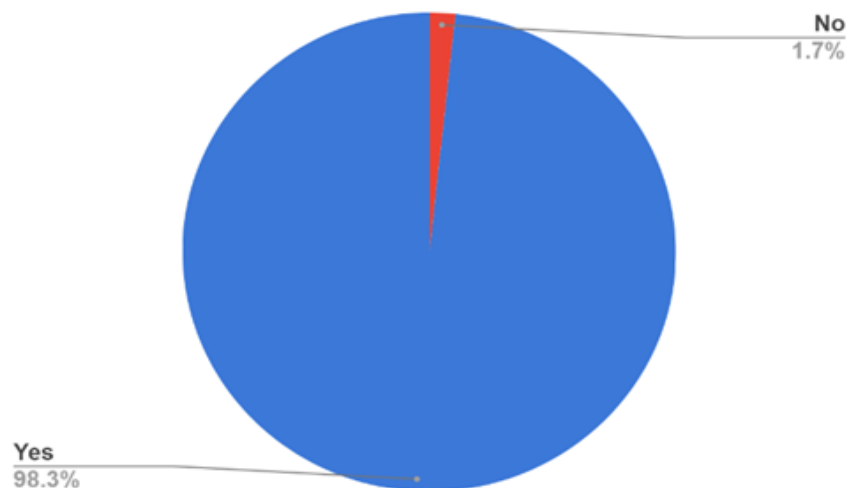
4.2 *Research Question 2: How do Malaysian undergraduates perceive the benefits and challenges associated with utilising TikTok as a coping strategy for learning English during the COVID-19 pandemic?*

In addressing Research Question 2, this section explores Malaysian undergraduates' perceptions regarding the benefits and challenges linked to the utilisation of TikTok as a coping strategy for learning English amid the challenges posed by the COVID-19 pandemic. The

widespread acceptance of the effectiveness of this coping strategy is highlighted by the majority of respondents (98.3%, n=116) who affirmed that watching TikTok videos significantly contributes to improving their English language skills during the COVID-19 pandemic (Figure 1). In contrast, a small fraction (1.7%, n=2) expressed a contrary opinion. Exploring perceived benefits among these respondents (Table 9), 86.2% (n=100) appreciated TikTok for its short and easy-to-understand language learning content, making it the most recognised benefit. Furthermore, 75% (n=87) found TikTok's fun and engaging approach valuable, and 57.8% (n=67) valued exposure to different English accents and informal expressions. TikTok's role in inspiring creativity and fostering community was acknowledged by 46.6% (n=54) and 19% (n=22) of respondents, respectively. 'Other' benefits were mentioned by 1.7% (n=2).

Figure 1

Perceived Contribution of Watching TikTok Videos as a Coping Strategy to Improving English Language Skills during the COVID-19 Pandemic (n = 118)



The study also underscores TikTok's widespread acceptance as an effective coping strategy for learning English among Malaysian undergraduates during the COVID-19 pandemic. A significant majority (98.3%) affirmed that TikTok significantly contributes to improving their English language skills, aligning with literature recognising TikTok's adaptability during the pandemic (Yélamos-Guerra et al., 2022; Putri, 2021). Analysing key benefits, 86.2% appreciated TikTok for concise language content, and 75% found it engaging. These findings align with the literature that highlights the effectiveness of concise and accessible content in facilitating language learning and that enjoyable learning experiences enhance motivation (Deng & Yu, 2023; Yang, 2020).

Table 9

Perceived Benefits of using TikTok as a Coping Strategy for Learning English during the COVID-19 Pandemic (n = 118)

	Frequency	Percentage
TikTok provides short and easy-to-understand language learning content	100	86.2
TikTok offers a fun and engaging way to practice various English language skills	87	75
TikTok exposes me to different English accents and informal expressions	67	57.8
TikTok inspires creativity and self-expression through language challenges and expressing thoughts in English.	54	46.6
TikTok fosters community and connection among English language learners	22	19
Other	2	1.7

Table 10

Perceived Challenges or Limitations Encountered While Using TikTok for Learning English during the COVID-19 pandemic (n = 118)

	Frequency	Percentage
Finding reliable and accurate language learning content is challenging	58	49.2
Finding relevant material in a large volume of content takes time	47	39.8
Distractions from unrelated TikTok content can disrupt focus on English language learning	78	66.1
Limited interaction with other English speakers for feedback and practice	25	21.2
It can be difficult to use TikTok content for specific language learning goals or class requirements.	30	25.4
Other	3	2.5

Navigating TikTok for English language learning also presents challenges for respondents during the COVID-19 pandemic. As presented in Table 10, a substantial 66.1% of respondents highlight distractions from unrelated content as a key challenge, aligning with existing literature highlighting the potential for interruptions in online learning environments, impacting concentration and engagement (Novitasari & Addinna, 2022). The difficulty in finding reliable language learning content (49.2%), resonating with ongoing discussions about the quality and authenticity of educational materials available on digital platforms, aligns with

the findings of Tlili et al. (2023) and Ferri et al. (2020). Furthermore, the time-consuming nature of searching for relevant material (39.8%) reflects challenges identified in managing and curating content in online learning spaces, as supported by the same studies.

6. Conclusion

In conclusion, this research provides valuable insights into the utilisation of TikTok as a coping strategy for English language learning among Malaysian undergraduates during the COVID-19 pandemic. The study reveals that TikTok has become a significant and frequently employed tool, with a majority of respondents engaging multiple times a day. The findings emphasise the platform's usefulness in assisting language learning, aligning with the broader literature on digital platforms as supplementary educational tools. Despite the widespread acceptance and positive contributions acknowledged by participants, challenges such as distractions from unrelated content, difficulty in finding reliable educational material, and the time-consuming nature of content curation are displayed. These challenges underscore the need for a careful approach to leveraging TikTok for language learning, emphasising the importance of addressing content quality and minimising distractions. However, it is essential to acknowledge the limitation of the study, as the research focuses solely on the perspective of Malaysian undergraduates, and the findings may not be universally applicable. Overall, the study contributes to the understanding of how emerging digital platforms can play a crucial role in language education, shedding light on both their benefits and challenges in the context of online learning during a global pandemic.

7. Recommendations for Future Research and Language Learning Practices

Building on the insights gained from this study, future research in the realm of digital platforms for language education, particularly focusing on TikTok, could explore strategies to enhance content quality and mitigate distractions. Investigating effective methods to curate educational content on TikTok and evaluating interventions to minimise unrelated distractions would be valuable. Additionally, examining the role of instructor guidance or curated playlists in directing learners towards reliable and relevant language learning material on TikTok could be proven beneficial. Future studies might also delve into the development of guidelines or best practices for educators and learners to navigate TikTok effectively for language learning, addressing the identified challenges. Furthermore, exploring the long-term impact of TikTok as a language learning tool and its effectiveness in comparison to traditional methods could provide good insights for educators and policymakers. Overall, future research endeavours should focus on refining and optimising the use of TikTok in language learning, considering the dynamic nature of digital platforms and their evolving role in the context of remote learning during global crises.

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The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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