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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

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

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Título de Licenciado/a en Pedagogía del Idioma Inglés.**

Theme:

“TIKTOK AND ENGLISH VOCABULARY LEARNING”

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SUPERVISOR APPROVAL

CERTIFY:

I, Mg Manuel Xavier Sulca Guale, holder of the I.D No1802447548, in my capacity as supervisor of the Research dissertation on the topic: “TIKTOK AND ENGLISH VOCABULARY LEARNING” investigated by Miss Jennifer Belen Zuleta Alvear with I.D No 1805462775, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled “TIKTOK AND ENGLISH VOCABULARY LEARNING” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

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DEDICATION

This is the perfect time to thank all the people who have been part of my life and have contributed more than they think to make this dream come true.

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ABSTRACT

TITLE: “TikTok and English vocabulary learning”

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TikTok and English vocabulary learning

This research aimed to analyze how useful TikTok is for English vocabulary learning in students from 3rd of Bachillerato General Unificado from “Juan Leon Mera La Salle” School. This research was quasi-experimental, and had a mixed approach, considering it was carried out in a qualitative and quantitative way. Also, a validated Cambridge Assessment English test called “A2 Flyers” was the instrument used to collect data from 22 participants, which was adapted and applied as pre-test and post-test. This test consisted of 3 parts, which focused on testing vocabulary through activities such as matching words to definitions, gapped text, and multiple-choice questions focused on vocabulary. Moreover, the treatment consisted on including the use of TikTok videos in daily lessons for students to learn new vocabulary using multimedia content from technological tools, such as the TikTok app, and to determine whether or not TikTok influences English vocabulary learning. Finally, the conclusion of the research proposed that the application of TikTok videos increased the range of English vocabulary that students had because the scores they obtained in the post-test were higher than the ones they obtained in the pre-test, and the Shapiro-Wilk normality test, Wilcoxon test, and T-test provided statistical evidence to verify the hypothesis. Therefore, the use of TikTok videos was suggested to improve students' experience when learning English vocabulary due to the variety of content that the app offers, which should be considered by the teacher according to the needs and interests of students in order to obtain successful results.

Keywords: TikTok, English vocabulary learning, technological tools, multimedia content.

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RESUMEN

TÍTULO: “TikTok y el aprendizaje de vocabulario en Inglés”

AUTOR: Jennifer Belén Zuleta Alvear

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TikTok y el aprendizaje de vocabulario en Inglés

Esta investigación tuvo como objetivo analizar la utilidad de TikTok para el aprendizaje de vocabulario en Inglés en alumnos de 3° de Bachillerato General Unificado del colegio "Juan León Mera La Salle". Esta investigación fue cuasi-experimental, y tuvo un enfoque mixto, considerando que se realizó de manera cualitativa y cuantitativa. Asimismo, el instrumento utilizado para la recolección de datos de los 22 participantes fue una prueba validada de Cambridge Assessment English denominada "A2 Flyers", la cual fue adaptada y aplicada como pretest y postest. Esta prueba constaba de 3 partes, que se centraban en evaluar el vocabulario a través de actividades como emparejar palabras con definiciones, texto con huecos y preguntas de opción múltiple centradas en el vocabulario. Además, el tratamiento consistió en incluir el uso de vídeos de TikTok en las clases diarias para que los alumnos aprendieran nuevo vocabulario utilizando contenidos multimedia de herramientas tecnológicas, como la app TikTok, y determinar si TikTok influye o no en el aprendizaje de vocabulario en Inglés. Finalmente, la conclusión de la investigación propuso que la aplicación de los vídeos de TikTok aumentó el rango de vocabulario en Inglés que tenían los alumnos porque las puntuaciones que obtuvieron en el postest fueron superiores a las que obtuvieron en el pretest. Por lo tanto, se sugirió el uso de los videos de TikTok para mejorar la experiencia de los estudiantes en el aprendizaje del vocabulario en Inglés debido a la variedad de contenidos que ofrece la app, los cuales deben ser considerados por el profesor de acuerdo a las necesidades e intereses de los estudiantes para obtener resultados exitosos.

Palabras clave: TikTok, aprendizaje de vocabulario en Inglés, herramientas tecnológicas, contenido multimedia.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

1.1.1 Independent variable

1.1.1.1 TikTok

In a paper called “Making every second count”: utilizing TikTok and Systems Thinking to facilitate scientific public engagement and contextualization of chemistry at home”, Hayes et al. (2020) used a system thinking approach to create 16 educational videos in an account called “The Chemistry Collective” on the TikTok platform, which is an application that allows users to create eye-catching videos with which 8500 views were obtained. Moreover, The questionnaires completed by the 29 participants who were followers of the created account concluded that it is possible to learn through videos created on TikTok, because they can promote the learning, engagement, and understanding of chemistry at home.

Another study called “Uses and gratifications sought by preadolescent and adolescent TikTok consumers” by Bossen and Kottasz (2020) proposed a study in which the researcher used the log-likelihood method for the variation test, and a two-step cluster analysis that were applied to students from 60 schools in Denmark with the aim of knowing how often pre-adolescent and adolescent, which are the target audience of social media, use the TikTok app. Therefore, the conclusion of the research stated that pre-adolescent groups are active users in the app.

Moreover, in the research called “Teachers act like we’re robots”: TikTok as a window into youth experiences of online learning during COVID-19”, Literat (2021) selected the #onlineschool hashtag used on the app to apply a qualitative analysis, and a methodological approach, from which it was possible to conclude that TikTok and its

content is material that is available to everyone who wants to share experiences with the world. In this way, students and teachers have been able to know how education is perceived, and how it can improve to become more equitable and empowering for everyone in the educational context.

In another study entitled “TikTok and education: discovering knowledge through learning videos”, Fiallos et al. (2021) stated as conclusion that TikTok is an application that has a young audience, which is attracted by entertaining videos that can also have an educational nature, and thus allow the spread of learning topics that users can find easier to understand due to the content TikTok videos can offer. The sample of this research are 1495 videos posted on the app, which were found by researchers when they used the hashtag #learnontikok, and analyzed exploratively and demographically to evaluate what type of content is shared on the platform, the creators, and what their videos offer.

Moreover, an exploratory study called “Investigating the usefulness of TikTok as an educational tool” by Adnan (2021) stated as conclusion that TikTok is an application that can be used as an educational tool, considering that the researcher considered that it is possible to include the app in the educational context. Also, the sample for the study were 105 diploma students from UiTM Permatang Pauh, who belonged to second semester, and a major part of students from the population suggested that it is a novel and interesting tool from what is traditionally used in class.

A different exploratory study entitled “The use of TikTok in the educational context” was applied to 46 recent college graduates between the ages of 17 and 24, in which Barin et al. (2020) affirmed that due to the pandemic that started last year, the use of technological resources in the educational context could be experienced in depth, therefore the researcher's experience suggested that TikTok has been a social network with evident support, which can be attractive to students and can promote learning through social networks.

In an additional study called “TikTok and the “Algorithmized Self”: a new model of online interaction”, Bhandari and Bimo (2020) suggested that TikTok is a social network different from the others, because it feels that it has a life of its own by promoting users interaction through its algorithm, which presents personalized content

for each user, its design, characteristics and all the videos that can be created on it based on daily personal experiences. Also, the study researchers used the walkthrough method to collect data systematically during 30 minutes being active on the app for a month through fieldnotes, screenshots, and screen recordings .

1.1.2 Dependent variable

1.1.2.1 English vocabulary learning

In a paper called “An analysis of English vocabulary learning strategies”, Bai (2018) created a questionnaire survey based on vocabulary learning strategies for the development of the quantitative empirical study, which was applied to second graders who do not study English from a university. Additionally, the purpose of the research was to find the problem learners have when learning English vocabulary, and to provide information about helpful strategies for them to use in the process, which led us to the conclusion of the study that suggested that English vocabulary learning should include the use of strategies that help learners to be independent, show effectiveness in communicating, using the correct phrases or words, and being accurate when using the vocabulary.

In another study called “Designing mobile apps for English vocabulary learning”, Wang (2017) proposed an experimental study, in which the researcher used a questionnaire to collect information about how learners feel about learning English vocabulary with the aim of providing help for them with an app that can improve their English learning and skills. Moreover, this study was applied to 30 students from A2 level, and its conclusion suggested that the use of applications in an educational context promotes learners’ motivation, self-learning and confidence in learning a new language, also learners consider it is very useful including the use of an application to acquire new vocabulary.

In a different study called “An experiment on supporting children’s English vocabulary learning in multimedia context”, Sun and Dong (2004) proposed an experimental study in which the researchers tried to know how children learn English vocabulary using multimedia and identify how their productive learning can be enhanced. This study was applied to 61 students from a school in Beijing, and the analysis of their performance suggested as conclusion that multimedia content such as

audios, videos or pictures is not easily understood by students without help from their teacher, because by not understanding the content, they are not attracted, and it is difficult for them to pay attention or showing interest.

An additional pilot study proposed by Hao et al. (2019) called “An evaluative study of a mobile application for middle school students struggling with English vocabulary learning” had as purpose the use of an app to learn English vocabulary, so that students do not have to struggle when learning a foreign language. This study had 10 participants from seventh grade with low grades from a catholic boys’ middle school in Taiwan, and the data collected by the researches through interviews, observation, surveys, and exams showed as conclusion that the use of the application allowed the participants to improve their performance when using the English language, because their writing and pronunciation of the English vocabulary improved due to the fact that they could use the application at any time and in any place, for this reason the authors suggested that teachers should use technological tools if necessary for a large class.

One more experimental study proposed by Chen et al. (2018) called “An English vocabulary learning app with self-regulated learning mechanism to improve learning performance and motivation” presented as its purpose the use of an application to learn English vocabulary, which can allow students to have the opportunity to learn self-regulated mind due to the mechanism of the app. This study had 46 participants from fifth grade from a school in Taiwan, and the data collected allowed the researchers to conclude that the participants who were part of the experimental group showed better performance and higher motivation. However, the control group participants showed lower performance and motivation.

In another study called “Developing android-based English vocabulary learning materials for primary school students”, Santosa et al. (2020) proposed an experimental study, which had as main objective the creation and development of an application with an Android operating system that would be useful for learning English vocabulary, specifically for primary school students. Moreover, the participants of the study were students from fourth, fifth and sixth level, and its conclusion suggested that the application was of high quality, fully developed, and ready to be installed on Android devices. It also offered different activities that include vocabulary practices,

quizzes and games for fourth, fifth and sixth-grade students in order to learn English vocabulary.

An additional descriptive study proposed by Derer et al. (2018) called “The investigation of secondary school students' English vocabulary learning strategies” set the goal of knowing the strategies used by secondary school students to learn English vocabulary. This study had 210 participants from fifth, sixth, seventh and eighth grade from a secondary school in Kahramanmaraş City Elbistan District, and the data collected by the researches stated that girls use more English vocabulary learning strategies than boys, older students are likely to use fewer learning strategies, and participants who use dictionaries frequently are likely to use more learning strategies.

1.2 Theoretical framework

1.2.1 Independent variable

1.2.1.1 Web 2.0

Sadaf et al. (2015) suggested that Web 2.0 is a current technology that promotes communication through websites such as social networks, forums, blogs and wikis, where users tend to work collaboratively, to share information and to build knowledge due to its extensive variety of technological tools that have become a free implement for education during the last years.

According to Newman et al. (2016), Web 2.0 has been created due to the need of services or websites that allow the creation of content by users, which benefits this kind of sites because of the collaborative work that exists on them , where the addition of daily content from different users makes them richer and more popular.

1.2.1.2 Online community

According to Faraj et al. (2016), the technologies that arrived with the creation of Web 2.0 allowed Online Community growth, considering that it promotes community buildings based on collaboration and communication through the use of technology. An online community is considered as the union of an extensive group of people from different places around the world, who organize and interact between each other through technologies because they share interests, identify with the same things , have agreements, or want to achieve a common good.

Faraj et al. (2016) additionally said that online communities show how innovative means of communication are nowadays, in view of the fact that people search for information from diverse sources to build their own knowledge, and join communities of all types according their concerns to participate, create share and exchange wisdom with other people that also are motivated for the same reasons to contribute with knowledge.

Another research by Christensen et al. (2017) stated that Online Communities, such as Facebook, Instagram, and Twitter are identified as a big influence for people to create content based on personal interests for others around the world. These types of communities are locus points that help users to join specific groups of people with which they can interact and generate new knowledge, because those are attracted to the same topics.

In addition, Bateman et al. (2011) suggest that Online Communities work successfully, because users can choose if they participate or not on websites, and they have the option to access them any time they can or they want to. However, Online Communities can fail or lose their significance if users decide not to contribute with content anymore, or not to visit the website for a long period of time.

1.2.1.3 Social media apps

Steckman and Andrews (2017) supported that years ago, it would have been impossible to think about a world where people create online content that can be shared worldwide, but now it is a reality due to the internet and social media platforms and apps that have been created for twenty years so far for users to communicate rapidly with others in real-time, send information and their own created content. Besides, social media apps or platforms work efficiently in every smart device, permitting users to navigate at high-velocity using interfaces that are easy to operate.

Additionally, Steckman and Andrews (2017) suggested that social media apps or platforms work as online spaces where users can find people who share the same interests and concerns, this way they will start creating content based on different topics in which their community is attracted to, and to share their content in their social circles. Social media apps are not different from websites on the internet, considering that some of them have been created as official apps of these different websites to

make users' experience more comfortable; while using mobile apps with operating systems similar to sites.

Furthermore, Steckman and Andrews (2017) declared that social media apps are chosen according to what they offer and users' needs and interests, considering that people use social media apps for diverse purposes and there are some motivations for them to navigate on them. For instance, some users who want to talk to family and friends will prefer apps such as Messenger or WhatsApp, because they are designed mainly for sending messages, while other users who want to share videos or photos will prefer apps such as Instagram, YouTube or TikTok, because these ones were created to upload these type of media.

In addition, Anderson (2017) stated that social media apps have a massive impact in the community, considering that apps such as Facebook, WhatsApp, YouTube and Twitter have turned into vital tools that allow users' online connections all over the world. These apps have enormous significance, because due to them users have the chance to collect data, exchange information and build their knowledge of the world through interacting with others on platforms like them. However, there is a possibility of spreading and finding false information on social media, and the best option to avoid misunderstandings is not to delete apps, because the decrease in their use could cause the disappearance of online communities, instead people can act responsibly giving a worthy use to their social media accounts.

1.2.1.4 TikTok

According to Hayes et al. (2020), TikTok is a social media app known worldwide as a platform that allows users to create their own content, which has to be videos that last from 15 to 60 seconds. These videos are characterized by being fun, striking and attracting the attention of the various users that navigate on the app.

Hayes et al. (2020) also said that TikTok is an app that was merged in 2018 with a well-known app called Musical.ly, which caused the union of these two to be a total success around the world, considering that more than 1,500 million users have downloaded it and it is considered as one of the most famous apps used by young people, although you can also find several users over 18 years old.

Additionally, Hayes et al. (2020) stated that the success of TikTok is due to the fact that it is an app created for smartphones with Android or iOS systems. TikTok has a very successful system, because it allows creators to record videos or use pre-recorded videos that last from 3 to 60 seconds, to which you can add filters, effects, gifs, stickers and so on. A very famous type of tik Tok content is Lip-Sync, in which users use existing audios in the app and create videos with them while moving their mouths to simulate their voice. In addition, TikTok has several tools that allow interaction between its users, such as being able to make duets or reactions to other videos in the app, being able to give likes, comment, make live broadcasts and send messages.

A research by Herrman (2019) suggested that TikTok is a social media app where users can upload videos that have a short duration, which can be edited with filters and different tools such as filters, stickers, videos in responses to other users, etc. In addition, something that draws attention in the app is the constant use of hashtags with which the various contents can be identified, such as challenges or jokes, which can be included in the videos to join content in the application and in this way be possible to find it easily; while navigating on the app.

Weimann and Masri (2020) declared in their research that something that is not seen much in other apps is that the app used by users, in this case tik Tok, encourages its netizens to create content from their cell phone, motivating them to think that anyone can create content without the need for expensive equipment , and that what matters in the videos in the creativity and passion with which you express yourself. This is the reason why several videos that show originality go viral.

Besides, Weimann and Masri (2020) supported that TikTok gained popularity because its content is generally aimed at young people and they are the ones who have taken responsibility for making the app viral. The TikTok algorithm is what allows young people to enjoy the content of the app, because it shows different types of creativity from different users in short periods of time, taking into account that young people prefer quality of content instead of quantity.

According to Bossen and Kottasz (2020), what makes TikTok popular is the number of users who join the platform to have the opportunity to become famous tiktokers with viral content, which can be choreographies or hidden talents such as singing or

drawing, considering that professionals have declared TikTok as the key to making your products more successful by trending and viralizing them.

Another research by Vázquez-Herrero et al. (2020) supported that TikTok is a social media app that is more suited to Gen Z, while millennials and boomers are still trying to figure out how it works. This app uses a system of algorithms called "anesthetic effect", which is based on the belief that it is better for users to watch short content for a long period of time, in this way they will not notice in greater quantity how much time they consume using the app and they will not get bored easily while navigating on it.

Additionally, Vázquez-Herrero et al. (2020) suggested that TikTok has a different algorithm than what we are normally used to having in apps like Facebook or Instagram. However, this algorithm can classify and identify which content is the one that interests each user due to the likes and comments sent. There are some features of the app that impact different users differently, for example, how much content, music and sounds affect users' emotions, how much interaction users have in the app and how much they use all the tools for content creation.

Finally, Ahlse et al. (2020) considered that the motivation for generation Z to participate in apps where daily graphic content is generated, such as TikTok, is because this generation is surrounded by technology, knows how to use it and their learning style is more visual than any other, so it is considered TikTok as an app what combines the best attractions for these young people.

1.2.2 Dependent variable

1.2.2.1 Second language learning

A study by Ettliger et al. (2015) stated that learning a second language is a process in which learners have to develop the different language abilities known as skills, such as listening, reading, speaking and writing. Also, learners need to ensure their understanding of the target language for its use to communicate.

Another research by Mwakapina et al. (2016) affirmed that some approaches and methodologies related to teaching and learning, such as communicative approach, are considered efficient for second language learning. However, they can cause struggles

when trying to implement them in class, considering that learning a second language demands human, technological, and physical resources.

1.2.2.2 English language learning

A research by Ahmadi (2018) supported that a language is a tool that promotes interaction between people no matter where they come from, and in the case of learning the English language, its speakers are expected to develop skills such as listening, reading, speaking and writing, which will allow learners to develop competence linguistics so that they can communicate through the English language. The different elements that the teacher adds to the class should also be considered, such as methods and materials so that their students are facilitated in the process of learning a language.

Moreover, the author Ahmed (2015) suggested that learning a language, and to be more specific, learning the English language occurs because people consider that learning a second language such as English, which is an international language to communicate, opens doors to new opportunities and experiences. This will depend on the preferences of the learners, considering that depending on their motivations, they will learn a language according to their need. For example, some learners may decide to go to live in countries such as the United States or Canada to get in touch with the language; while others may learn it in the place they reside for a better performance in their work.

Another research by Mokhtar and Dzakiria (2015) stated that the impact of the English language all over the world has given it the relevance it has today, because this is the language taught in some schools around the world as a second language ,making it a mandatory subject taught to learners. Teachers try to ensure the teaching of the English language through the use of pedagogies, teaching methods and work tools that provide effectiveness to the teaching and learning process of this globalized language.

In addition, Bouchaib et al. (2018) declared in their research that the success in learning the English language is due to all the strategies that can help learners reach their full potential, because learning the English language is not only based on how the teacher teaches or how his planning influences the students, but it is also an individual process, which must be taken responsibly by learners to obtain effective results in their learning.

1.2.2.3 Sentence production

A research by Antón-Méndez (2020) stated that sentences are concepts that were previously constructed through a complex process to obtain a linguistic form that uses the words that correspond correctly to communicate what was initially had in mind. Some speakers prefer to determine the topic of their sentence before proceeding with the production process; while others choose the subjects for the sentences and continue before deciding what to say about it.

Additionally, Antón-Méndez (2020) mentioned that the production of sentences is a very natural process, which shows the fluency and efficiency with which speakers can talk, considering that the speakers will not always have an idea of how their utterances will end, but they still pronounce them, because it is easy for them to add vocabulary; while speaking when they have already developed proficiency of this skill.

Hartsuiker and Pickering (2008) stated in their research that when wanting to produce a sentence, speakers must fulfill two processes that are coordinated to construct their utterances. The first process is the one that collects the words of the mental lexicon, which will be occupied in the sentence, while the other process orders the words chosen, so that they go according to the grammatical structures. These processes can become more difficult for bilingual learners, because they will have to select the vocabulary and grammatical structures of the language that should be produced at that time.

Another study by Myachykov et al. (2012) suggested that it is believed that the production of sentences will be according to the context and the exposure to which the learners are. For example, if a learner is exposed to passive voice sentences, they will end up creating passive voice sentences; whereas if they are exposed to active voice sentences, they are likely to create active voice sentences as their environment will influence the structure they use in their production.

Myachykov et al. (2012) also supported that it can be said that it is not known exactly how the integration of linguistic and non-linguistic information works for the production of sentences, although it is known with certainty that the production of sentences is born as the intention to create a message, which should be represented in

a linguistic and grammatical way for the understanding of those who will receive the message.

Finally, Alqahtani (2015) stated that to express a concept that we have in mind, we must produce sentences, which will be made up of words that we have stored in our lexicon and which will make our grammatical productions have a linguistic order and form.

1.2.2.4 English vocabulary learning

Chen and Chung (2008) stated in their research that learning the English language in countries where the official language is not in the English language can be difficult for learners, because learning a new language consists of retaining large amounts of vocabulary and various grammatical structures to use them in different situations of everyday life . Therefore, learning English vocabulary is important as you cover the basic building blocks that are part of English sentences.

Additionally, Chen and Chung (2008) stated in their research that vocabulary is one of the important components when developing a language, considering that with this one it is easier to give meaning to what is read or heard. However, learning English vocabulary is considered difficult and even more so when the words are large, because this can create misunderstandings and hinder English language learning. Also, learners are considered to have 2000 words in their English vocabulary to be fluent.

A research by Alqahtani (2015) suggested that a vast vocabulary knowledge is the key for learners to communicate successfully without complications when trying to convey a message. Also, vocabulary allows a language to be used correctly; while language makes vocabulary essential in different settings inside and outside the classroom, which increases the need to learn new vocabulary.

Alqahtani (2015) also said that learning new English language vocabulary is relevant to developing language skills of the language, such as reading, listening, speaking and writing, because with an extensive vocabulary learners can express themselves properly using grammatical structures and language functions, which are key to communication of the language, as well as they will be able to understand the external information they receive in English.

Moreover, Alqahtani (2015) suggested that learners must understand that it is more important to have a vast knowledge of English vocabulary than to know how to use grammatical structures, because a grammatical structure does not make sense if there is no correct use of a vocabulary that helps to convey the message. Therefore, to produce language you need an extensive vocabulary from which you can choose the best options to express what you want to communicate. Another important fact to know is that the biggest problem for English learners is to retain vocabulary knowledge for a long period of time, which can cause difficulty to develop English language skills.

Furthermore, Alqahtani (2015) declared that learning English vocabulary can help learners achieve mastery of English vocabulary over time, depending on their individual dedication and what their motivations are for achieving this mastery. In addition, when learners master the English vocabulary, it will be easier for them to express their ideas and also understand the ideas of others, whether oral or written, because the English vocabulary knowledge they have will allow the development of the four language skills.

A research by Chen and Li (2010) stated that learning English vocabulary is very relevant for learning the English language, because it is part of the basic building blocks that create English sentences. However, it is considered that the learning of the English language and its vocabulary can be positively affected when the learning process is influenced by the social, cultural and vital contexts that surround the learner.

Additionally, Chen and Li (2010) declared that some learners learn vocabulary using dictionaries because they think it is the easiest way to do it, but reading abstract definitions in dictionaries is not always the most effective technique for learning English vocabulary. Also, this is a daily practice, as it is estimated that learners can add at least 13 words a day to their vocabulary knowledge if they learned these words in a meaningful way, know how to use them, and understand their meaning.

Hao et al. (2019) stated in their research that learning English vocabulary can ensure in the future the vocabulary mastery of this language, which would show the ability that a person has to learn the English language. In addition, vocabulary having an important role in the English language would allow learners to develop their reading comprehension and understanding of the context.

Hao et al. (2019) also mentioned that learning English vocabulary can help students improve their performance, so that they could understand the content they receive in class. Also, learners can learn vocabulary if they are in an environment where they are exposed, but normally the exposure in learning environments is very low, so their memorization of vocabulary is passive. In addition, it has been confirmed that it takes a long period of time to see results in the use of teaching or learning strategies of the English language.

In addition, Hwang and Wang (2016) said that when learning English vocabulary, we must realize what kind of vocabulary it is. For example, active vocabulary knowledge is the vocabulary we use to transmit and express ourselves; while passive vocabulary knowledge is the one we only understand to identify meanings. There are several learners who can express what they read or see; while others can only understand it but not transmit it; therefore, it is important that learners know how to promote their active knowledge to be able to communicate.

1.3 Objectives

1.3.1 General objective

-To analyze how useful TikTok is for English vocabulary learning.

1.3.2 Specific objectives

-To recognize the most effective type of TikTok videos to learn English vocabulary.

-To identify the range of English vocabulary knowledge students have.

-To describe how TikTok improves English vocabulary learning.

CHAPTER II METHODOLOGY

2.1 Resources

The resources needed to develop the research include human, institutional, and technological resources that were considered by the researcher with the aim of making the project progress successfully. Human resources include students from 3rd of Bachillerato General Unificado from “Juan Leon Mera La Salle” School who were the population in the project, the researcher and the research tutor; while institutional resources include classrooms and material resources from “Juan Leon Mera La Salle” School, and finally, the technological resources used for the research were laptops, internet and apps that helped the researcher to collect enough data from the field and from internet.

2.2 Basic Methods of research

2.2.1 Research approach

This research had a mixed approach, considering it had a qualitative and quantitative approach. It was qualitative because the researcher acted as the main instrument to collect data from a real context, in which she was able to observe directly participants’ opinions, experiences, and thoughts when learning English vocabulary from TikTok videos, and to interpret her understanding of the research from a critical position (Farnsworth, 2019). Furthermore, it was a quantitative research considering that the researcher made an observation and use empirical methods to collect information, which was analyzed and manipulated to be used in its numerical form in order to explain the influence of TikTok to learn English vocabulary using numerical data analyzed by statistics (Farnsworth, 2019).

2.3 Research modality

2.3.1 Field

This research was a field research in view of the fact that the researcher was part of a situation in which she learnt and understood about participants' actions and behavior by interacting with them (Bhasin, 2020). Also, considering that the researcher is the main instrument for collecting first-hand information, the researcher lived along with the participants from 3rd of Bachillerato General Unificado from "Juan Leon Mera La Salle" School for a period of time, in which she participated in various activities that involved the use of TikTok videos that were useful for capturing in detail the development of the participants in terms of learning English vocabulary.

2.3.2 Bibliographic

This research was a bibliographic research because the researcher looked for all the resources available for her to find the necessary information such as published articles, books, journals, etc., which were useful to support and to develop the research, because they included information from physical or virtual resources (Leong et al., 2006). Moreover, the researcher was able to find enough information from these sources and websites to set up the influence TikTok has on English vocabulary learning.

2.3.3 Experimental research

This research was quasi-experimental, because the researcher used a pre-test and a post-test, which were applied to the population or group before and after the treatment to evaluate existing changes and effects after all the treatment sessions (Rogers & Revesz, 2019). Furthermore, this research was done with the aim of carrying out an experiment in which the use of TikTok videos for learning vocabulary in English is proposed.

Additionally, for the creation of the pre-test and post-test, a certified test from the Cambridge website called "A2 Flyers" was adapted, which was sample papers for exams from 2018. Therefore, the adapted test that was also validated consisted of 3 exercises based on evaluating English vocabulary, which were applied to the students from 3rd of Bachillerato General Unificado from "Juan Leon Mera La Salle" School.

Finally, some TikTok videos were chosen for the application of the treatment based on learning English vocabulary , so that the researcher can adapt the material (TikTok videos) to the school lessons and their contents. In addition, the application of the treatment lasted a period of time of 2 weeks, in which the researcher taught vocabulary using videos from TikTok in eight sessions of treatment with which the population could practice what they have learned and the objectives of the research could be met.

2.4 Level or type of research

2.4.1 Exploratory research

The research was an exploratory research considering that the researcher tried to identify what the problem was and explore the topic on which she based the research to answer its questions (Research-Methodology, 2012). Furthermore, the exploratory research allowed her to decide on a methodology of sampling and data collection based on the understanding of the problem, this way the research aims to collect information based on the topic variables to analyze it in an educational context.

2.5 Population and sample

The population of this research was 22 students from 3rd of Bachillerato General Unificado from “Juan Leon Mera La Salle” School, of which 9 were men and 13 were women, who had an age average between 17 and 18 years old.

Table 1.

Population

| Population | Experimental group | Total | Percentage |
|-------------------|---------------------------|--------------|-------------------|
| Male | 9 | 9 | 40,9% |
| Female | 13 | 13 | 59,1% |
| Total | 22 | 22 | 100% |

Source: Direct research

Prepared by: Zuleta, J. (2021)

2.6 Techniques and instruments

The technique used in this research was a validated test, considering that it was adapted from an existing test, which was taken from Cambridge Assessment English website, which is called “A2 Flyers”, and it was sample papers for exams from 2018. This

adapted test consisted of 3 questions, which specifically focused on testing English vocabulary, also these questions added a total of 25 items, which consisted of matching words to definitions, gapped text, and multiple-choice questions. Moreover, this test was used as a pre-test and post-test to evaluate the knowledge regarding the English vocabulary of the students, and thus be able to develop the research.

Furthermore, the treatment was applied due to the use of TikTok videos that were chosen previously, which had the purpose of supporting the researcher in the development of the lesson, in which the pertinent material was added based on the contents. Moreover, TikTok videos were used for the treatment considering that the content creators provide specific and summarized information to the audience about basic vocabulary that can be useful in real contexts of our daily lives.

In addition, the numerical information that was collected through the application of the pre-test and post-test at the beginning and end of the treatment based on the use of TikTok as a tool for learning English vocabulary was useful for the quantitative part of the research, considering that the statistical software called SPSS could provide us with information on the analytical data of the results of the tests, and in this way it was possible to carry out the respective analysis of the information collected regarding the outcome of using TikTok to learn English vocabulary, and how useful it can be.

2.7 Hypothesis

2.7.1 Alternative hypothesis

TikTok does influence the English vocabulary learning of students of 3rd of Bachillerato General Unificado from “Juan Leon Mera La Salle”

2.7.2 Null hypothesis

TikTok does not influence the English vocabulary learning of students of 3rd of Bachillerato General Unificado from “Juan Leon Mera La Salle”

2.8 Variable identification

TikTok (Independent Variable)

English Vocabulary Learning (Dependent Variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter contains the analysis and discussion based on the information collected in the application of the pre-test and post-test to 22 students from “Juan Leon Mera La Salle” School with whom the application of the use of TikTok to learn English vocabulary was carried out. Moreover, the following tables and figures show the statistical results of students’ answers from each part tested in the pre-test and post-test, the contrast between both of them, and their respective analysis and interpretation. Furthermore, this chapter shows a table and a figure that represent the statistical results of students’ total scores in the pre-test and post-test, the contrast between them, and their analysis and interpretation. Finally, to verify the hypothesis, the Shapiro-Wilk normality test was applied based on the information obtained in the research to know whether the Wilcoxon test or T-test suits the different indicators and their results provided by the SPSS software.

3.1.1 Descriptive analysis

3.1.1.1 Part 1: Ability to relate words to their meaning focused on vocabulary

Table 2 compares the descriptive statistics between the pre-test and post-test results according to the scores students obtained in Part 1: "Ability to relate words to their meaning focused on vocabulary".

Table 2.

Ability to match words to their meaning focused on vocabulary

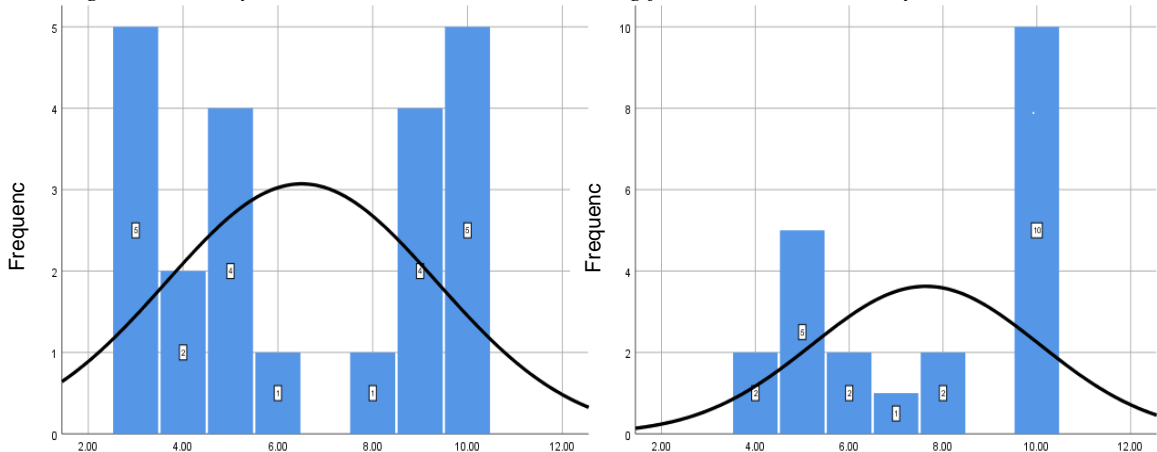
| Statistics | | Pre-test | Post-test |
|--------------------------------------|-------------|----------|-----------|
| Mean | | 6.5000 | 7.6364 |
| 95% confidence interval for the mean | Lower limit | 5.2329 | 6.5629 |
| | Upper limit | 7.7671 | 8.7098 |
| Standard deviation | | 2.85774 | 2.42105 |
| Minimum | | 3.00 | 4.00 |
| Maximum | | 10.00 | 10.00 |

Source: Direct research

Prepared by: Zuleta, J. (2021)

Figure 1.

Histograms: Ability to match words to their meaning focused on vocabulary



Source: Direct research

Prepared by: Zuleta, J. (2021)

Analysis and interpretation

The results show an increase in the pre-test and post-test mean from 6.500 to 7.6364. According to this apparent improvement, the post-test mean is located at the upper end of the intersection of the confidence intervals (the intersection goes from 6.5629 to 7.7671), so a hypothesis test was necessary to check if the difference obtained was significant.

The dispersion of the data is slightly reduced in the post-test because the standard deviation goes from 2.85774 in the pre-test to 2.42105 in the post-test and the minimum score increases to 4. This reveals that the ability to relate words to their meaning was more leveled among the students after the application of TikTok videos. This appreciation is visible in the histograms in Figure 1, where it is clearly observed how students with scores of 10 increased; while those with low scores decreased in the post-test.

It can be concluded that the increase of students with higher scores in the post-test compared to the pre-test was due to the application of TikTok videos, which were considered useful for students to get better scores in the post-test. Also, this type of content was used to contribute to the learning of English vocabulary with TikTok creators showing new words written in videos along with emojis, dynamic creators showing new words with objects related to the topic, and creators using these new words in a real context of their daily lives, because these dynamic videos are more likely to catch the attention of young students.

3.1.1.2 Part 2: Ability to read for specific and essential information focused on vocabulary

Table 3 compares the descriptive statistics between the pre-test and post-test results according to the scores students obtained in Part 2: " Ability to read for specific and essential information focused on vocabulary ".

Table 3.

Ability to read for specific information and for gist focused on vocabulary

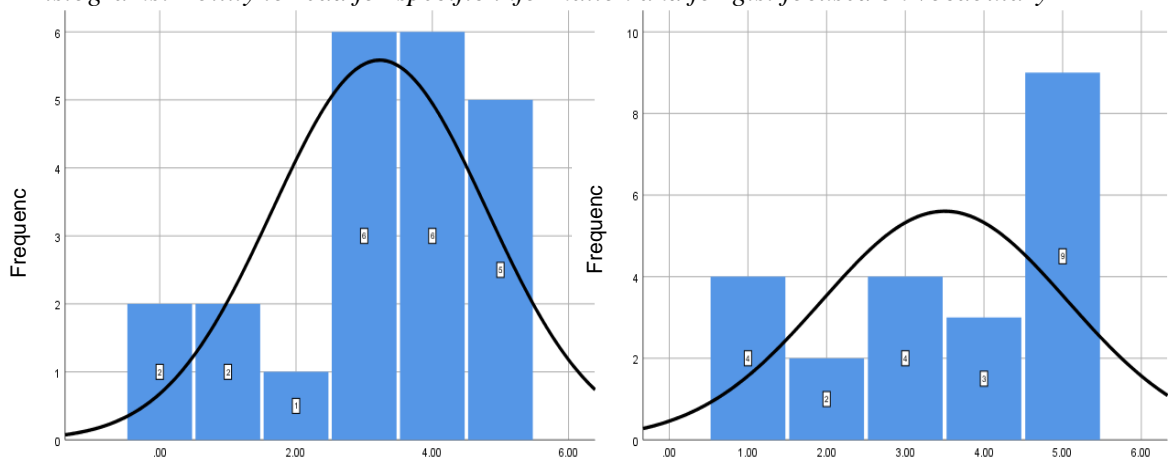
| Statistics | | Pre-test | Post-test |
|--------------------------------------|-------------|----------|-----------|
| Mean | | 3.2273 | 3.5000 |
| 95% confidence interval for the mean | Lower limit | 2.5305 | 2.8057 |
| | Upper limit | 3.9240 | 4.1943 |
| Standard deviation | | 1.57153 | 1.56601 |
| Minimum | | 0.00 | 1.00 |
| Maximum | | 5.00 | 5.00 |

Source: Direct research

Prepared by: Zuleta, J. (2021)

Figure 2.

Histograms: Ability to read for specific information and for gist focused on vocabulary



Source: Direct research

Prepared by: Zuleta, J. (2021)

Analysis and interpretation

The results show a slight increase of the pre-test and post-test mean from 3.2273 to 3.5000 respectively. In this small improvement, the post-test mean is located in the middle of the intersection of the confidence intervals, (the intersection goes from 2.8057 to 3.9240), so a hypothesis test was necessary to check if the difference obtained was significant.

The dispersion of the data is slightly reduced in the post-test, because the standard deviation goes from 1.57153 to 1.56001 and the minimum score increases to 1. This reveals that the ability to read for specific and essential information maintained the differences among the students after the application of TikTok. This appreciation is visible in Figure 2, where it is clearly observed that there was no significant change between the histogram of the pre-test and post-test.

It can be concluded that the application of TikTok videos was not helpful enough for students to learn vocabulary to complete a grapped text, considering that the pre-test and post-test results in part 2 do not show a significant increase. Therefore, the videos used to reinforce this part of the test, which were videos that contained multiple choice exercises, dialogues for practice, English speakers and Spanish subtitles videos, English speakers and English subtitles videos, videos of English speakers explaining with detailed information written in English about the topic , and videos with examples were not useful for students to perform accurately in the post-test, because videos with the most content explained in Spanish are not likely enough to encourage students to practice their comprehension skills.

3.1.1.3 Part 3: Ability to read and comprehend factual text, and lexical and grammatical knowledge focused on vocabulary

Table 4 compares the descriptive statistics between the pre-test and post-test results according to the scores students obtained in Part 3: " Ability to read and comprehend factual text, and lexical and grammatical knowledge focused on vocabulary ".

Table 4.

Ability to read and understand a factual text. It also tests their lexical and grammatical knowledge focused on vocabulary

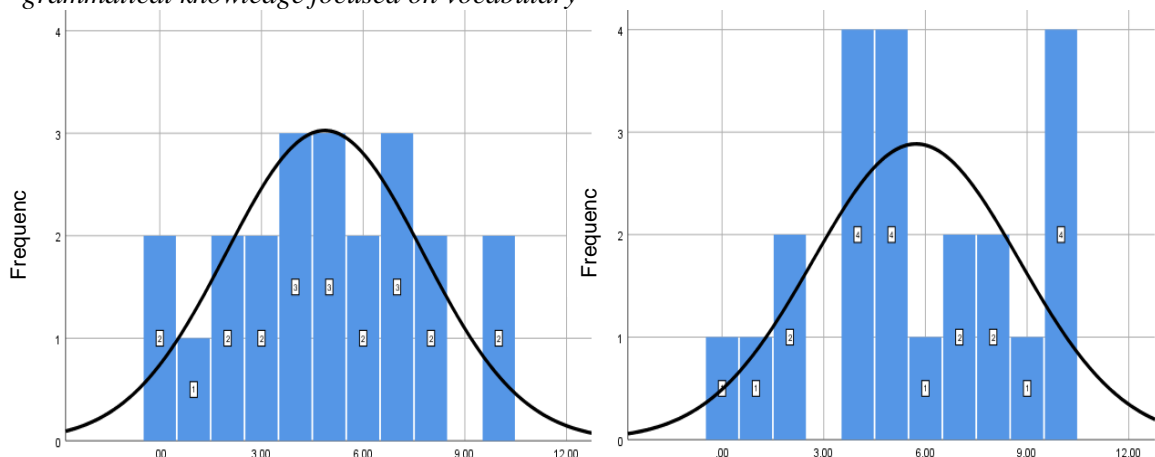
| Statistics | | Pre-test | Post-test |
|--------------------------------------|-------------|----------|-----------|
| Mean | | 4.8636 | 5.7273 |
| 95% confidence interval for the mean | Lower limit | 3.5779 | 4.3784 |
| | Upper limit | 6.1494 | 7.0761 |
| Standard deviation | | 2.89984 | 3.04227 |
| Minimum | | 0.00 | 0.00 |
| Maximum | | 10.00 | 10.00 |
| Asymmetry | | 0.033 | -0.083 |

Source: Direct research

Prepared by: Zuleta, J. (2021)

Figure 3.

Histograms: Ability to read and understand a factual text. It also tests their lexical and grammatical knowledge focused on vocabulary



Source: Direct research

Prepared by: Zuleta, J. (2021)

Analysis and interpretation

The results show an increase in the pre-test and post-test mean from 4.8636 to 5.7273. In this apparent improvement, the post-test mean is located at the upper end of the intersection of the confidence intervals (the intersection goes from 4.3784 to 6.1494), so a hypothesis test was necessary to check if the difference obtained was significant.

The dispersion of the data increases slightly in the post-test because the standard deviation increases from 2.89984 to 3.04227; while the minimum score remains the same. This reveals that the ability to read and comprehend factual text, and lexical and grammatical knowledge was more different among the students after the application of TikTok. This appreciation is visible in the histograms in Figure 3, where it is clearly observed how students with scores of 10 increased; while those with scores of 6 and 7 decreased, increasing those with scores of 4 and 5 in the post-test.

It can be concluded that the TikTok video application helped students with average scores between 6 and 7 in the pre-test get the highest score in the post-test; while students with lower scores under 4 got a higher score the second time taking the test creating a contrast between their pre-test and post-test results. Also, it is necessary to mention that the type of content that allowed students to improve their scores was TikTok videos that contained examples in English and their respective translation, definitions in English, explanations and written examples, comparison between formal and informal language, examples of pronunciation, dynamic videos with pictures, and dialogues for practice, which provide comfort to students by including dynamics or trends used on TikTok that match with the type of content they usually consume on it.

3.1.1.4 Contrast between pre-test and post-test results

Table 5 compares the descriptive statistics between the pre-test and post-test total results according to the final scores students obtained by adding their marks from Part 1,2, and 3 from the English vocabulary knowledge test adapted from Cambridge assessment applied to test vocabulary proficiency.

Table 5.

vocabulary proficiency

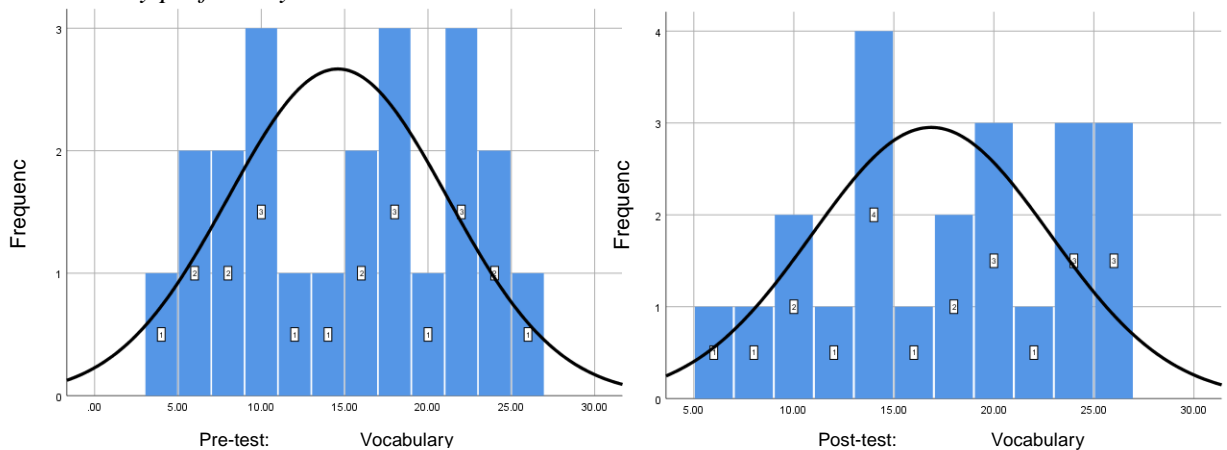
| Statistics | | Pre-test | Post-test |
|--------------------------------------|-------------|----------|-----------|
| Mean | | 14.5909 | 16.8636 |
| 95% confidence interval for the mean | Lower limit | 11.6734 | 14.2271 |
| | Upper limit | 17.5085 | 19.5002 |
| Standard deviation | | 6.58034 | 5.94655 |
| Minimum | | 4.00 | 6.00 |
| Maximum | | 25.00 | 25.00 |
| Asymmetry | | -0.116 | -0.170 |

Source: Direct research

Prepared by: Zuleta, J. (2021)

Figure 4.

Vocabulary proficiency



Source: Direct research

Prepared by: Zuleta, J. (2021)

Analysis and interpretation

The results show an increase in the pre-test and post-test mean from 14.5909 to 16.8636. In this apparent improvement, the post-test mean is located at the upper end of the intersection of the confidence intervals (the intersection goes from 14.2271 to

17.5085), so a hypothesis test was necessary to check if the difference obtained was significant.

The dispersion of the data is reduced in the post-test, because the standard deviation goes from 6.58034 to 5.94655 and the minimum score increases to 6. This reveals that vocabulary proficiency was more leveled among the students after the application of TikTok. This appreciation is visible in the histograms in Figure 4, where it is clearly observed how students with scores higher than 15 marks increased; while those with low scores decreased in the post-test.

It can be concluded that the TikTok videos, focused on learning English vocabulary, which showed a variety of content already mentioned above, were a useful tool to be included in class for students to learn vocabulary, in this way more students scored higher than 15, and low scores were lowered. Moreover, the application of TikTok led students to succeed in their post-test results by getting higher scores, because combining technology that young students know with learning English vocabulary made learners adapt easily to the use of TikTok videos implemented in class, and connect with the material chosen for them to practice.

3.2 Verification of hypotheses

3.2.1 Shapiro-Wilk normality test

In order to verify the relationship between TikTok and English vocabulary learning, a hypothesis test based on the comparison of dependent samples was established. For this purpose, a normality test was initially applied in order to establish the appropriate statistic for the characteristics of the data obtained in the research.

Table 6.

Shapiro-Wilk normality test

| Variable | Sig. |
|---|-------------|
| Pre-test: Ability to match words to their meaning | 0.002 |
| Pre-test: Ability to read for specific information and for gist | 0.010 |
| Pre-test: Ability to read and understand a factual text. It also tests their lexical and grammatical knowledge | 0.682 |
| Pre-test: Vocabulary proficiency | 0.189 |
| Post-test: Ability to match words to their meaning | 0.000 |
| Post-test: Ability to read for specific information and for gist | 0.001 |
| Post-test: Ability to read and understand a factual text. It also tests their lexical and grammatical knowledge | 0.215 |
| Post-test: Vocabulary proficiency | 0.250 |

Source: Direct research

Prepared by: Zuleta, J. (2021)

Table 6 shows the results of the Shapiro-Wilk normality test. The test values (Sig.) higher than 0.05 indicate normality in the data series, therefore, there is normality in the variable: Ability to read and understand a factual text. It also tests their lexical and grammatical knowledge and vocabulary proficiency.

3.2.2 Hypothesis test results

Based on the normality test, the Wilcoxon test was established to compare the indicators: Ability to relate words to their meaning and Ability to read for specific information and for gist. On the other hand, the T-test was required for: Ability to read and comprehend factual text. It also tests their lexical and grammatical knowledge and vocabulary proficiency.

Hypothesis tests were applied using the following criteria:

- Statistical hypotheses

H₀: The mean of the pre-test results is equal to the mean of the post-test results.

$$H_0: \bar{X}_1 = \bar{X}_2$$

H_1 : The mean of the pre-test results is different from the mean of the post-test results.

$$H_1: \bar{X}_1 \neq \bar{X}_2$$

- Significance level and decision rule

With a significance level of 5% the decision rule is:

$$H_0: Sig > 0.05$$

$$H_1: Sig \leq 0.05$$

Table 7.

Hypothesis test results

| Variable | Statistical test | Sig. |
|--|------------------|-------|
| Ability to match words to their meaning | Wilcoxon | 0.001 |
| Ability to read for specific information and for gist | T – test | 0.186 |
| Ability to read and understand a factual text. It also tests their lexical and grammatical knowledge | Wilcoxon | 0.098 |
| Vocabulary proficiency | T – test | 0.000 |

Source: Direct research

Prepared by: Zuleta, J. (2021)

The results of the hypothesis test are shown in Table 7. It is observed that the differences are significant (Sig. < 0.05) in the variables: Ability to match words to their meaning and Vocabulary proficiency.

3.2.3 Decision

There is sufficient statistical evidence to affirm that: The use of TikTok improves English vocabulary learning based on the development of Ability to match words to their meaning.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the analysis and interpretation of the data collected during the research about TikTok and English vocabulary learning, it is required to set conclusions based on the results of the research.

- It can be concluded that the type of videos TikTok offers based on learning English vocabulary contains a variety of creators who make different videos using trends from the app, dialogues, examples, pronunciation practice, translations, etc. to satisfy the audience' preferences. However, the most effective type of TikTok videos to learn English vocabulary were videos of TikTok creators showing new words written on the screen along with emojis, dynamic creators showing new words with objects related to the topic, and creators using these new words in a real context of their daily lives, considering that they led students to get higher scores in the post-test, and increased the pre-test and post-test mean from 6.500 to 7.6364 in the first part of the test according to the results of the study.
- A2 Flyers test suggests that students should know 500 words from their A2 Flyers word list to take the test. However, the results obtained from students from 3rd of Bachillerato General Unificado from "Juan Leon Mera La Salle" School showed that they did not know that amount of words from A2 level when they took the pre-test, and according to their scores, it can be concluded that 3 students had a range from 80 to 100 words, 5 students had a range from 160 to 200 words, 3 students had a range from 240 to 300 words, 5 students had a range from 320 to 400 words, and 6 students had a range from 420 to 500 words.

- TikTok improves the English vocabulary learning by providing students with a different experience than what they normally experience in the classroom by giving them access to TikTok videos, which they probably use on a daily basis for entertainment and information spreading (Fiallos et al., 2021). Also, the variety of content that the TikTok app offers improves the English vocabulary learning, considering that the pre-test and post-test mean increased from 14.5909 to 16.8636, and the vocabulary knowledge was more leveled among the students after the treatment. In addition, learning English vocabulary becomes an unconscious learning process by including the use of technology and trendy videos that are considered enjoyable for students, catch their attention, and provide useful information at the same time.

4.2 Recommendations

The following recommendations emphasize the possibility of adding technological resources, such as TikTok, to improve the learning of English vocabulary in young learners.

- The teacher can use TikTok content that includes new words written on the screen along with emojis, dynamic creators showing new words with objects related to the topic, and creators using these new words in a real context with the aim of applying TikTok videos as resources in class, and providing students with a variety of content. However, the teacher also should find the content that best suits the class according to its needs, interests, and preferences if they want to see positive results.
- It is recommended to pay attention to the level of vocabulary that students have, and to try to improve it with the use of technological tools, such as the TikTok app and its dynamic videos, because these can help increase the amount of English vocabulary that students know, and in this way their range will go up as they are exposed to content created to learn new English words, and they will be able to perform accurately when taking tests.
- It is suggested to use dynamic TikTok videos and to include them in class, considering the results of the research provided positive results in the students from 3rd of Bachillerato General Unificado from “Juan Leon Mera La Salle” School by including technology that is nowadays used by large masses of young people. In addition, young students show more engagement when watching short videos that are eye-catching, are varied, and include dynamic trends that are familiar to their specific taste.

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ANNEXES

Annex 1. Carta de compromiso

CARTA DE COMPROMISO

Ambato, 21 de Octubre de 2021

Doctor
Marcelo Núñez Espinoza
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Silvana Meléndez en mi calidad de Rectora de la Unidad Educativa Juan León Mera La Salle, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "TikTok and English Vocabulary Learning" propuesto por la estudiante Jennifer Belen Zuleta Alvear, portadora de la Cédula de Ciudadanía No. 1805462775, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.
Atentamente.


Mg. Silvana Meléndez
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2840941
TU PARTICULAR
0992678849
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RECTORADO

1

Annex 2. Pre-test and post-test

ENGLISH VOCABULARY KNOWLEDGE TEST ADAPTED FROM CAMBRIDGE ASSESSMENT ENGLISH TEST.

OBJECTIVE: Evaluate learners' vocabulary knowledge.

TIME: 25 minutes

CEF: A2 Test

LEVEL: 3rd BGU

AVERAGE AGE: 17-18

INSTRUCTIONS: Complete the question papers that consist of 25 items divided into 3 sections (25 marks), and follow the general instructions given in class.

PART 1 (Matching words to definitions)

ASSESSMENT: This part tests the ability to match words to their meaning.

- **Look and read. Choose the correct words and write them on the lines. There is one example. (10 marks)**

- This person can fly to the moon in a rocket. an astronaut
- 1 This is made from fruit and you can put it on your bread with a knife.
- 2 Players in this game throw, catch and hit the ball on a sports field.
- 3 These have pictures on them and you can write on the back and send them to friends when you're on holiday.
- 4 It is this person's job to write about news in a newspaper.
- 5 You buy these and put them on your envelopes before you post them.
- 6 This person flies a plane and usually wears a uniform.
- 7 People like reading these because they have stories with pictures or photos on their pages.
- 8 You can play this game inside on ice or outside on a field.
- 9 Some people like this in their tea or coffee and they put it in with a spoon.
- 10 People don't usually play this game in teams. They use a small, hard white ball.

| |
|---------------------|
| golf |
| sugar |
| hockey |
| magazines |
| baseball |
| postcards |
| a photographer |
| letters |
| a journalist |
| stamps |
| jam |
| salt |
| basketball |
| <i>an astronaut</i> |
| a pilot |

Adapted from: Cambridge Assessment English (2018)

PART 2 (Gapped text)

ASSESSMENT: This part tests the ability to read for specific information and for gist.

- **Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example. (5 marks)**



| | | | | |
|----------------|--------|--------|------------|---------|
| example | | | | |
| island | fridge | pushed | restaurant | missing |
| ready | pepper | sky | storm | cut |

Last weekend, Harry and his parents went to a small hotel on an
..... island in a lake. On Saturday afternoon the hotel
cook went by boat to the town to see a friend. But then suddenly a
(1) came, with rain and strong winds, and he
couldn't sail back to the hotel.

At six o'clock everyone in the hotel went to the (2)
to have dinner, but it was closed. 'What's the matter?' Harry's mum asked
the waiter. 'The dinner isn't (3) ,' he said, 'because
there is no-one to cook.'

So Harry's parents decided to do something. They went into the kitchen where they looked in the (4) and in the cupboards. They found some flour, tomatoes, cheese and vegetables. Dad made pizzas and Mum (5) the vegetables into small pieces for a salad.

'That smells good,' said the waiter.

Harry ate a piece of pizza. 'And it tastes very good!' he said. Everyone loved the dinner and thanked Harry's parents.

Adapted from: Cambridge Assessment English (2018)

PART 3 (Multiple-choice cloze)

ASSESSMENT: This part tests the ability to read and understand a factual text. It also tests their lexical and grammatical knowledge.

- Read the text. Choose the right words and write them on the lines. (10 marks)

The Seasons



Example In^{many}..... countries there are four seasons in the year. These are

1 called spring, summer, autumn and winter. season is

2 about three months long and then a new season comes.

3 In the north of our planet summer usually in June. It

4 is the warmest time of the year and it sometimes does not get dark

5 10 o'clock at night. In September it gets colder and the

6 trees their leaves. This season is called autumn. Winter

7 comes in December it is usually very cold and a lot of

countries have snow. On some winter days, it gets dark at about

4 o'clock the afternoon so the days are very

..... and the nights are long.

8 In March the weather gets warmer and plants and flowers start to
 grow This season is called spring.
 9 In the south of the planet the countries have the seasons,
 10 but they happen at different times the year. They have
 summer in December and winter in June.

| | | | |
|----------------|---------|--------|-----------|
| Example | many | much | any |
| 1 | Each | Other | All |
| 2 | began | begins | beginning |
| 3 | until | for | during |
| 4 | lost | loses | lose |
| 5 | which | when | where |
| 6 | at | in | on |
| 7 | shorter | short | shortest |
| 8 | after | again | already |
| 9 | both | same | more |
| 10 | of | up | with |

Adapted from: Cambridge Assessment English (2018)

ENGLISH VOCABULARY KNOWLEDGE TEST
ADAPTED FROM CAMBRIDGE ASSESSMENT
ENGLISH TEST.
ANSWER SHEET

Name: _____

Date: _____

TIME: 25 minutes

INSTRUCTIONS: Complete the question papers that consist of 25 items divided into 3 sections (25 marks), and follow the general instructions given in class.

PART I (Matching words to definitions)

| | |
|----|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

PART 2 (Gapped text)

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

PART 3 (Multiple-choice cloze)

| | |
|----|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

Annex 3. Lesson plans

LESSON PLAN #1

| Teacher: Jennifer Zuleta School year: September 2021-July 2022 Class: 3 rd BGU “C” | | Topic: Letters, postcards, and photography. Number of students: 22 Duration: 10 minutes | |
|---|---|--|---------------|
| Lesson objectives: General objectives: <ul style="list-style-type: none"> - Students will be able to use new vocabulary related to letters, postcards, and photography in sentences. Specific objective: <ul style="list-style-type: none"> - Students will be able to memorize the new vocabulary by watching TikTok videos to learn English vocabulary. - Students will be able to repeat the new vocabulary after watching TikTok videos. | | | |
| Procedure | | | |
| Teacher’s activities | Student’s activities | Materials | Time |
| <ul style="list-style-type: none"> - T. gives a brief introduction about the topic of the TikTok videos they are going to watch. - T. presents the videos to the whole class. - T. presents the videos again. - T. answers students’ questions about the videos. - T. asks students questions about the vocabulary presented in the videos. - T. asks random students to use the new vocabulary from the videos in a sentence. - T. gives feedback if it is necessary. | <ul style="list-style-type: none"> - Ss. pay attention to the introduction. - Ss. watch the videos. - Ss. ask questions if they have any doubt. - Ss. answer the questions made by the teacher. - Ss. give examples. - Ss. pay attention to the feedback. | Youtube: https://youtu.be/cWPQc3ac4eU | 10 minutes |
| Homework/Further work: Students will have to watch extra TikTok videos sent by the teacher for practice. https://vm.tiktok.com/ZML2M89GK/ https://vm.tiktok.com/ZML26qWYq/ https://vm.tiktok.com/ZML26Tpkb/ | | | |

Prepared by: Zuleta, J. (2021)

LESSON PLAN # 2

| | | | |
|---|---|---|---------------|
| Teacher: Jennifer Zuleta School year: September 2021-July 2022 Class: 3 rd BGU “C” | Topic: ain’t and y’all (informal expressions) Number of students: 22 Duration: 10 minutes | | |
| Lesson objectives: General objectives: <ul style="list-style-type: none"> - Students will be able to use ain’t and y’all in sentences. Specific objective: <ul style="list-style-type: none"> - Students will be able to memorize the new vocabulary by watching TikTok videos to learn English vocabulary. - Students will be able to repeat the new vocabulary after watching TikTok videos. | | | |
| Procedure | | | |
| Teacher’s activities | Student’s activities | Materials | Time |
| <ul style="list-style-type: none"> - T. gives a brief introduction about the topic of the TikTok videos they are going to watch. - T. presents the videos to the whole class. - T. presents the videos again. - T. answers students’ questions about the videos. - T. asks students questions about the vocabulary presented in the videos. - T. asks random students to use the new vocabulary from the videos in a sentence. - T. gives feedback if it is necessary. | <ul style="list-style-type: none"> - Ss. pay attention to the introduction. - Ss. watch the videos. - Ss. ask questions if they have any doubt. - Ss. answer the questions made by the teacher. - Ss. give examples. - Ss. pay attention to the feedback. | Youtube: https://youtu.be/b2pKmVMiXDQ | 10 minutes |
| Homework/Further work: Students will have to watch extra TikTok videos sent by the teacher for practice. https://vm.tiktok.com/ZM8GYGLf9/ https://vm.tiktok.com/ZM8GYKPqq/ | | | |

Prepared by: Zuleta, J. (2021)

LESSON PLAN #3

| | | | |
|---|---|---|---------------|
| Teacher: Jennifer Zuleta School year: September 2021-July 2022 Class: 3 rd BGU "C" | Topic: FANBOYS (conjunctions) Number of students: 22 Duration: 10 minutes | | |
| Lesson objectives: General objectives: Students will be able to use new vocabulary related to FANBOYS (conjunctions) in sentences. Specific objective: - Students will be able to memorize the new vocabulary by watching TikTok videos to learn English vocabulary. - Students will be able to repeat the new vocabulary after watching TikTok videos. | | | |
| Procedure | | | |
| Teacher's activities | Student's activities | Materials | Time |
| <ul style="list-style-type: none"> - T. gives a brief introduction about the topic of the TikTok videos they are going to watch. - T. presents the videos to the whole class. - T. presents the videos again. - T. answers students' questions about the videos. - T. asks students questions about the vocabulary presented in the videos. - T. asks random students to use the new vocabulary from the videos in a sentence. - T. gives feedback if it is necessary. | <ul style="list-style-type: none"> - Ss. pay attention to the introduction. - Ss. watch the videos. - Ss. ask questions if they have any doubt. - Ss. answer the questions made by the teacher. - Ss. give examples. - Ss. pay attention to the feedback. | Youtube: https://youtu.be/dcCVkHvnC_g | 10 minutes |
| Homework/Further work: Students will have to watch extra TikTok videos sent by the teacher for practice. https://vm.tiktok.com/ZM8GXPqsE/ https://vm.tiktok.com/ZM8GXHVA1/ | | | |

Prepared by: Zuleta, J. (2021)

LESSON PLAN # 4

| | | | |
|---|---|---|---------------|
| Teacher: Jennifer Zuleta School year: September 2021-July 2022 Class: 3 rd BGU “C” | Topic: After, before, for, since, during, and until. Number of students: 22 Duration: 10 minutes | | |
| Lesson objectives: General objectives: - Students will be able to use after, before, for, since, during, and until in sentences. Specific objective: - Students will be able to memorize the new vocabulary by watching TikTok videos to learn English vocabulary. - Students will be able to repeat the new vocabulary after watching TikTok videos. | | | |
| Procedure | | | |
| Teacher’s activities | Student’s activities | Materials | Time |
| <ul style="list-style-type: none"> - T. gives a brief introduction about the topic of the TikTok videos they are going to watch. - T. presents the videos to the whole class. - T. presents the videos again. - T. answers students’ questions about the videos. - T. asks students questions about the vocabulary presented in the videos. - T. asks random students to use the new vocabulary from the videos in a sentence. - T. gives feedback if it is necessary. | <ul style="list-style-type: none"> - Ss. pay attention to the introduction. - Ss. watch the videos. - Ss. ask questions if they have any doubt. - Ss. answer the questions made by the teacher. - Ss. give examples. - Ss. pay attention to the feedback. | Youtube: https://youtu.be/HAgF2SbuX8o | 10 minutes |
| Homework/Further work: Students will have to watch extra TikTok videos sent by the teacher for practice. https://vm.tiktok.com/ZM8Gv6em9/ https://vm.tiktok.com/ZM8GvLnCP/ https://vm.tiktok.com/ZM8GvJAXW/ | | | |

Prepared by: Zuleta, J. (2021)

LESSON PLAN #5

| | | | |
|---|---|---|---------------|
| Teacher: Jennifer Zuleta School year: September 2021-July 2022 Class: 3 rd BGU “C” | Topic: at, in, on (prepositions) Number of students: 22 Duration: 10 minutes | | |
| Lesson objectives: General objectives: <ul style="list-style-type: none"> - Students will be able to use at, in, on in sentences. Specific objective: <ul style="list-style-type: none"> - Students will be able to memorize the new vocabulary by watching TikTok videos to learn English vocabulary. - Students will be able to repeat the new vocabulary after watching TikTok videos. | | | |
| Procedure | | | |
| Teacher’s activities | Student’s activities | Materials | Time |
| <ul style="list-style-type: none"> - T. gives a brief introduction about the topic of the TikTok videos they are going to watch. - T. presents the videos to the whole class. - T. presents the videos again. - T. answers students’ questions about the videos. - T. asks students questions about the vocabulary presented in the videos. - T. asks random students to use the new vocabulary from the videos in a sentence. - T. gives feedback if it is necessary. | <ul style="list-style-type: none"> - Ss. pay attention to the introduction. - Ss. watch the videos. - Ss. ask questions if they have any doubt. - Ss. answer the questions made by the teacher. - Ss. give examples. - Ss. pay attention to the feedback. | YouTube: https://youtu.be/Z0rqHC7ZVMU | 10 minutes |
| Homework/Further work: Students will have to watch extra TikTok videos sent by the teacher for practice. https://vm.tiktok.com/ZM8tEsAyF/ https://vm.tiktok.com/ZM8tEGBpU/ | | | |

Prepared by: Zuleta, J. (2021)

LESSON PLAN #6

| | | | |
|--|---|---|---------------|
| Teacher: Jennifer Zuleta School year: September 2021-July 2022 Class: 3 rd BGU "C" | Topic: False Friends Number of students: 22 Duration: 10 minutes | | |
| Lesson objectives: General objectives: <ul style="list-style-type: none"> - Students will be able to define what False Friends are with examples in sentences . Specific objective: <ul style="list-style-type: none"> - Students will be able to memorize the new vocabulary (examples of False Friends) by watching TikTok videos to learn English vocabulary. - Students will be able to repeat the new vocabulary (examples of False Friends) after watching TikTok videos. | | | |
| Procedure | | | |
| Teacher's activities | Student's activities | Materials | Time |
| <ul style="list-style-type: none"> - T. gives a brief introduction about the topic of the TikTok videos they are going to watch. - T. presents the videos to the whole class. - T. presents the videos again. - T. answers students' questions about the videos. - T. asks students questions about the vocabulary presented in the videos. - T. asks random students to use the new vocabulary from the videos in a sentence. - T. gives feedback if it is necessary. - T. asks students to define what False Friends are | <ul style="list-style-type: none"> - Ss. pay attention to the introduction. - Ss. watch the videos. - Ss. ask questions if they have any doubt. - Ss. answer the questions made by the teacher. - Ss. give examples. - Ss. pay attention to the feedback. - Ss. give their definition. | Youtube: https://youtu.be/AJ288jMpUwM | 10 minutes |
| Homework/Further work: Students will have to watch extra TikTok videos sent by the teacher for practice. https://vm.tiktok.com/ZM8n6SLW3/ https://vm.tiktok.com/ZM8n6uKfh/ | | | |

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LESSON PLAN #7

| | | | |
|---|---|---|---------------|
| Teacher: Jennifer Zuleta School year: September 2021-July 2022 Class: 3 rd BGU "C" | Topic: Either, Neither and Both. Number of students: 22 Duration: 10 minutes | | |
| Lesson objectives: General objectives: <ul style="list-style-type: none"> - Students will be able to use either, neither and both in sentences. Specific objective: <ul style="list-style-type: none"> - Students will be able to memorize the new vocabulary by watching TikTok videos to learn English vocabulary. - Students will be able to repeat the new vocabulary after watching TikTok videos. | | | |
| Procedure | | | |
| Teacher's activities | Student's activities | Materials | Time |
| <ul style="list-style-type: none"> - T. gives a brief introduction about the topic of the TikTok videos they are going to watch. - T. presents the videos to the whole class. - T. presents the videos again. - T. answers students' questions about the videos. - T. asks students questions about the vocabulary presented in the videos. - T. asks random students to use the new vocabulary from the videos in a sentence. - T. gives feedback if it is necessary. | <ul style="list-style-type: none"> - Ss. pay attention to the introduction. - Ss. watch the videos. - Ss. ask questions if they have any doubt. - Ss. answer the questions made by the teacher. - Ss. give examples. - Ss. pay attention to the feedback. | Youtube: https://youtu.be/HZ315TrQvrw | 10 minutes |
| Homework/Further work: Students will have to watch extra TikTok videos sent by the teacher. https://vm.tiktok.com/ZM8nPbYQR/ https://vm.tiktok.com/ZM8nPVJFT/ https://vm.tiktok.com/ZM8nPmhfo/ https://vm.tiktok.com/ZM8nPXkUe/ | | | |

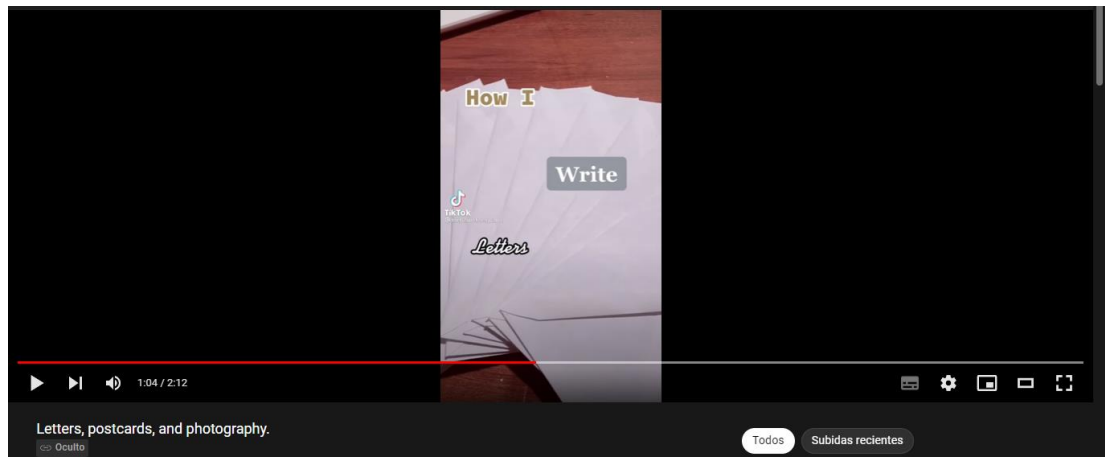
Prepared by: Zuleta, J. (2021)

LESSON PLAN # 8

| | | | |
|---|--|---|---------------|
| Teacher: Jennifer Zuleta School year: September 2021-July 2022 Class: 3 rd BGU "C" | Topic: Practice with dialogues Number of students: 22 Duration: 10 minutes | | |
| Lesson objectives: General objectives: <ul style="list-style-type: none"> - Students will be able to practice all the new vocabulary presented in previous lessons with dialogues from TikTok. Specific objective: <ul style="list-style-type: none"> - Students will be able to recall previous vocabulary by watching TikTok videos to learn English vocabulary. - Students will be able to practice vocabulary pronunciation through dialogues. | | | |
| Procedure | | | |
| Teacher's activities | Student's activities | Materials | Time |
| <ul style="list-style-type: none"> - T. gives a brief introduction and instructions to the class. - T. chooses 5 students to read the dialogues from TikTok videos. - T. asks students to read the dialogues one by one in front of the class. - T. answers students' questions about the videos. - T. gives feedback if it is necessary. | <ul style="list-style-type: none"> - Ss. pay attention to the instructions. - Ss. read the dialogues in front of the class. - Ss. ask questions if they have any doubt. - Ss. pay attention to the feedback. | Youtube: https://youtu.be/jwSytx4YfAg | 10 minutes |
| Homework/Further work: Students have to watch all the extra TikTok videos sent by the teacher again. | | | |

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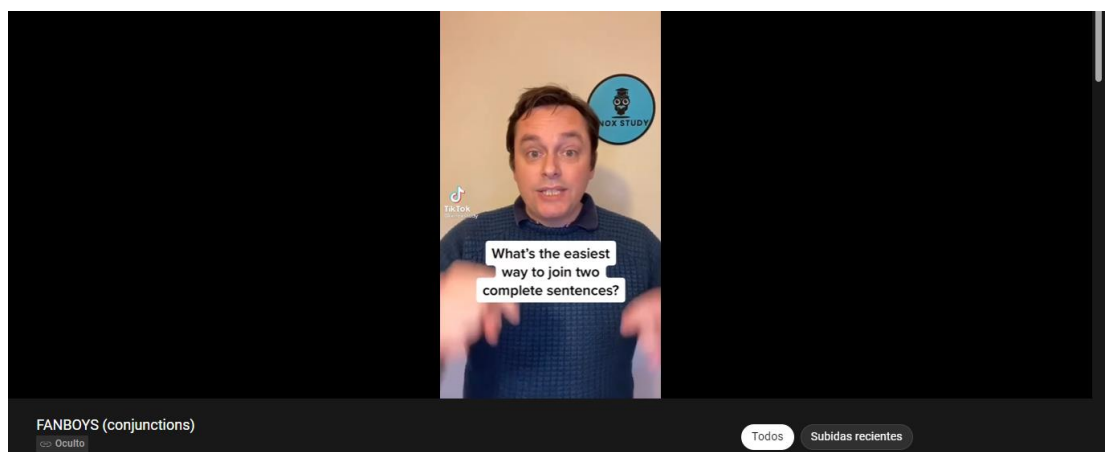
Lesson plan 1



Lesson plan 2



Lesson plan 3



Lesson plan 4

e.g I have been living in Valencia for 3 years

For = How long an action is 'Duration'

after, before, for, since, during, and until.

Oculto

Todos Subidas recientes

Lesson plan 5

Location

at Specific locations

in cities, countries, neighbourhoods

on streets, avenues

at the bus stop, at the door, in Ireland, in Dublin, in Temple Bar, on Grafton street

at, in, on (prepositions)

Oculto

Todos Subidas recientes

Lesson plan 6

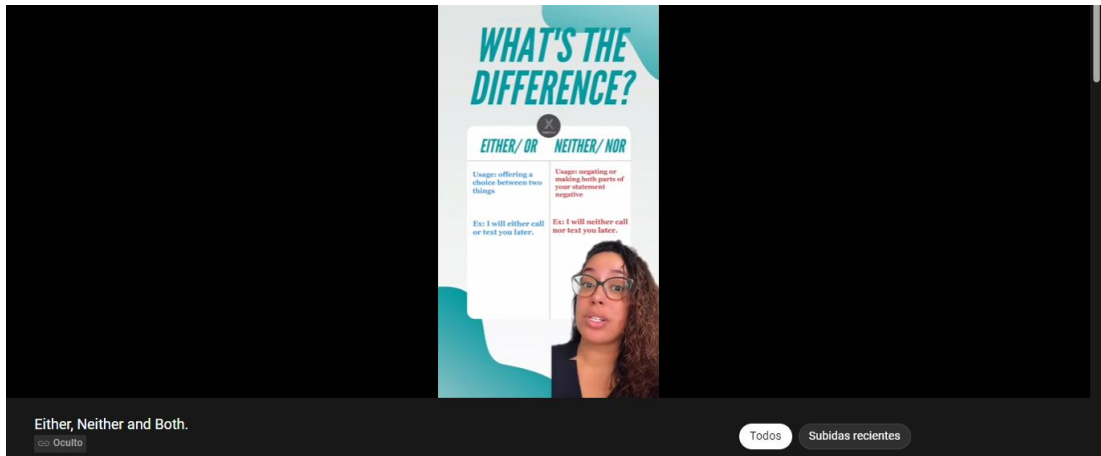
Y success no significa Suceso

False Friends

Oculto

Todos Subidas recientes

Lesson plan 7



The screenshot shows a video player with a central video frame. The video frame has a teal background with the title "WHAT'S THE DIFFERENCE?" in large white letters. Below the title, there are two columns of text. The left column is titled "EITHER/ OR" and describes its use for offering a choice between two things, with an example: "Ex: I will either call or text you later." The right column is titled "NEITHER/ NOR" and describes its use for negating or making both parts of a statement negative, with an example: "Ex: I will neither call nor text you later." A woman with glasses is visible in the bottom right corner of the video frame. Below the video frame, the text "Either, Neither and Both." is displayed. At the bottom left, there is a small icon and the text "Oculto". At the bottom right, there are two buttons: "Todos" and "Subidas recientes".

Lesson plan 8



The screenshot shows a video player with a central video frame. The video frame features a man in a blue polo shirt with his hands clasped. Above him, the text "Hi" and "Good morning." is displayed. In the background, there is a logo for "MELEON theatre" with a green figure. At the bottom right of the video frame, there is a small icon and the text "Oculto". Below the video frame, the text "Practice with dialogues :)" is displayed. At the bottom left, there is a small icon and the text "Oculto". At the bottom right, there are two buttons: "Todos" and "Subidas recientes".

Annex 4. Urkund report



Document Information

| | |
|--------------------------|---|
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Sources included in the report

