Review

The Potential of TikTok's Key Features as a Pedagogical Strategy for ESL Classrooms

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Abstract: The predominance of the use of the English language on social media entails its potential usefulness in regard to ESL learning. Amongst all social media platforms, none can boast the ubiquity of TikTok. This application has been, and continues to be, one of the largest and most influential social media platforms, as well as a massive success across a range of fields with the most active users in the world. In the field of education, it has the potential to enhance educational pedagogies. Although TikTok has various features aligned to language learning, TikTok's application within the education field is still largely unexplored. This scoping review aims to identify the key features of TikTok that can be used to enhance pedagogical strategies in sustaining the teaching of language skills in ESL classrooms. Although studies have been conducted on this subject, they have often lacked clarity and also lacked the possibility of synthesis in regard to the contribution of this platform to language education. Thus, this scoping review is conducted in order to identify the useful TikTok elements that strengthened pedagogical strategies in ESL classrooms. A total of 60 publications with publication dates spanning from 2018 to 2021 were chosen from searches on the EBSCOhost, Google Scholar, and ERIC databases in order to illustrate the current state. The outcome of using the identified features of TikTok and key pedagogical TikTok strategies for the purposes of ESL learning were the two themes used to synthesize the data. Findings indicated that video-related features and the duet challenge feature in TikTok have potential in promoting engaging and meaningful learning, in the context of a virtual environment. This potential has enabled the use of major pedagogical strategies, such as digital assignment; active learning; collaborative and team-based learning; experiential learning; and incidental and constructive learning. Although using TikTok is beneficial for the purposes of language learning, the findings of this study also revealed several limitations associated with the platform, such as users' behavior, poor infrastructure, and an absence of online discussion forums. This review contains suggestions for the purposes of assisting teachers in terms of maximizing their use of TikTok, via overcoming the challenges that were highlighted in previous studies.

Keywords: TikTok features; education; pedagogical strategies; virtual learning environment

1. Introduction

The digitalization of technology is a critical component of Industry 4.0. Parallel to this, all digitalization examines the language being used. Not surprisingly, English predominates among the languages used in digital communications worldwide.

The most vibrant development that is interconnected with the teaching and learning of English is social media. This is due to the fact that most students are actively engaged in social media, thereby allowing them to be susceptible to the interconnection of technology and the learning of English as a second language.

Social media platforms, particularly TikTok, have revolutionized how people socialize and communicate. The app is now the most downloaded app on the entire globe with over 1 billion downloads. TikTok is also transforming the educational environment in the education sector, including in the case of online learning [1]. Applying social-networking

learning is the new frontier in the context of improving learning social media such as TikTok also aids in improving students' self-efficacy toward academic improvements [2]. As one of the most popular social media platforms worldwide, TikTok is also present in the education sector. Pedagogical strategies denote abstract teaching techniques that influence instructional design models, such as collaborative, reflective, integrative, constructivist, and inquiry-based learning [3]. This is consistent with the vision of Generation Z, who use social media to communicate, discuss ideas, and obtain—as well as to provide—educational information. TikTok has thus been examined for its pedagogical potential, due to this same influence and/or impact on teaching and learning.

In light of COVID-19's limitations on group or paired activities, this review takes into consideration the issue of decreased and inhibited language practices in past studies. An alternative method of language practice, particularly in regard to practice using social media, is required for students as they spend more time at home. Students rarely interact with their friends during school closure. Their English lessons were reduced to written exercises due to the fact that the hardware and software limitations at the time made online lessons able to barely support group speaking exercises. Thus, there is a gap that this review seeks to fill, namely, to identify and synthesize the enabling features of TikTok in regard to promoting pedagogical strategies, as well as to identify the unique ability of TikTok to do just that.

Background of the Study

Technology advancement has gently forced most countries, even those that were previously hesitant to include foreign languages (such as in China, Russia, and Japan), into accepting English as the language of technological progress. This use of English is known as Digital English [4]. Furthermore, the impact of technology, in many fields, has brought positive impact to most, if not all, countries. In regard to education, technology has led to many positive changes and development in the teaching and learning process as well. Moreover, there is also an intertwined relationship between technological development and English language development in respect to the teaching and learning process.

Social media has a pull factor that can be exploited in order to attract students' attention and provide positive reinforcement. A theory that is relevant to TikTok is the 'uses and gratification theory' (which is commonly also known as the U&G theory). The uses and gratification theory is an analytic tool that helps to explain the use of media in the context of gratifying specific needs and wants. For purposes of this study, there is a need for learners to have learned to speak using a social media app, such as TikTok. This theory helps with understanding the user as an active element, rather than as a passive element (which is the case in other theories). U&G theory is utilized in order to focus on the user as an active user who has control over their media consumption. It is also used to investigate the satisfaction of the users when they use social media in order to find information. The fact that TikTok has been downloaded over a billion times entails the fact that it has certainly gratified users and, by extension, theoretically increases the chances of learning taking place [5].

Undeniably, the power of social media to garner attention among the masses is immense. Social media presence is not merely infiltrating individuals, but is also being actively applied in organizations in order to increase presence and to thus improve the quality of information dispersion to the public [6].

When narrowing the scope to the education sector, social media can be a free-for-all platform for teachers to disseminate information and champion education beyond more traditional classroom concepts. This is also reiterated by [7], whereby they stated that learning writing through social media presents opportunities for students to write and expose their writing to the outside world. This provides meaning to their writing process, which helps them to develop their writing skills. Social media platforms such as Facebook provide a platform for writing to occur, while other social media such as Twitter emphasize summarizing what you have to say within a word limit. Therefore, these social media apps can provide a two-thronged approach for English teachers, be it in regard to the open

writing that is developed through Facebook or the learning of how to summarize while using Twitter. Thus, students subconsciously improve their writing skills and benefit from the sharing that takes place on social media. This is due to the fact that students are able to read other materials outside the classroom, which also relate to the world as well.

There are many social media platforms that are open access and thus free to use. For this review study, the focus will be on the platform TikTok. The use of TikTok, particularly in the context of using short educational videos, helps learners to learn media and improve their speaking, English pronunciation, and English writing skills. Therefore, in this regard, TikTok has become useful tool in regard to teaching English to second language learners as a pedagogical strategy. The context of English as a second language (ESL) is where students who are not native English speakers are primarily taught in English by focusing on language skills more than content [8]. Furthermore, the technological upper hand also improves students' quality of life in regard to engaging better with friends and people around the world [9]. TikTok has several features of note for this purpose, such as shared audio, which allow users to use the audio to listen and mimic voices. It also possesses the duet feature, whereby a user can stitch their video with someone else in order to create new content that looks similar to two individuals conversing. All these features and possibilities render it easy for students to be involved in learning English in a manner that entails that the ESL students rely on it positively. This also promotes a blended learning process, which improves the teaching and learning process of English as a second language, such that students will be fully immersed in their experiences. The TikTok app can thus aid students in improving their reading and speaking skills when it is used correctly in the context of an ESL classroom.

2. Materials and Methods

A scoping review framework was adopted in this study. This was conducted in order to perform a review of the research where TikTok was used as a pedagogical strategy among ESL learners [10]. A scoping review method is preferred as this form of review enables a mapping out of the selected important, relevant literature that is related to the focus area discussed in this review. Furthermore, it provides necessary guidance and clarity on broad issues, such as this very same issue that focuses on social media usage in English classrooms. All five steps of the framework were followed. These steps comprise the following: (1) research question identification; (2) identification of relevant studies; (3) study selection; (4) data charting; and (5) report summarizing and reporting.

2.1. Scoping Review Research Questions

Review question: What features of TikTok can be used as a pedagogical strategy in ESL classrooms?

In the scoping review framework developed for this study, four objectives for conducting a scoping review were identified [11]. One of these aims was to establish the extent, nature, and range of existing research activity. Such an objective is appropriate in mapping fields in cases where visualizing an available range of materials is challenging. Using TikTok as a pedagogical strategy is one such field. Therefore, such an objective was adopted for this paper. The main goal, in this study, was to determine how much research has been conducted on the role of TikTok in the context of teaching ESL students. Therefore, this study adopted broad research questions that would enable the achievement of the aforementioned aim. The preliminary research question of the study was to identify "What are the features of TikTok that can be used as a pedagogical strategy in ESL classrooms?". Identifying this aspect of the research question is critical. Moreover, this informs the search strategy that was used to retrieve the articles [10]. TikTok, pedagogical strategies, features, and ESL learners are all also important concepts within this study area. These concepts were thus defined from the outset of the studies; further, the implications of adopting certain positions in their review were also assessed. For instance, the study adopted a broad and generalized approach to defining and discussing these concepts. Adopting

such a broad perspective minimized the chances of missing out on relevant articles. The generalized approach allowed the retrieval of an equally wide selection of articles. The article may not have mentioned the concept directly, but could have addressed related issues. In this paper, the recommendation of [11] in the context of generating wide coverage was followed.

2.2. Identification of Relevant Studies

As mentioned, scoping reviews mainly aim to establish the extent, nature, and range of previous research; as such, it is required to be as wide and as comprehensive as possible. Therefore, the methods used to identify articles should support the comprehensive goal of the study. This includes searching for relevant articles from key databases, namely EBSCOhost, Google Scholar, and ERIC databases. EBSCOhost was selected due to the fact that it is one of the largest electronic databases for credible, peer-reviewed scholarly articles [10]. The researchers were certain that it would be possible to retrieve a relevant and wide array of articles from this website. ERIC also offers a wide variety of academic articles. The authors used it in order to diversify the selection of sources and consequently increase the breadth of the retrieved articles. Finally, Google Scholar was selected due to its advanced search algorithms, ability to connect researchers to other electronic databases, and the fact that it presents only credible academic sources.

Only articles published between 2018 and 2022 were included. The decision to limit the time frame of published articles was necessitated by, first and foremost, the time and budget constraints the researchers faced. The time range is also critical in enhancing the practicability of a scoping literature review. Recent articles are arguably more effective in highlighting the scope of research existing in a given field.

The aim of this study also informed the search terms used in the study. The research team used broad search terms in order to increase the breadth of the findings, instead of using Boolean search operators that could narrow down the findings to specific keywords. The broad search terms used in this study are mostly in the form of search questions and phrases. The precise search phrases used in this scoping review included the following:

1. How to use TikTok as a pedagogical strategy among ESL learners;
2. Using TikTok to learn a second language;
3. Features of TikTok as a pedagogical strategy;
4. TikTok, Pedagogical Strategy, and ESL learners.

Charting the Data

After the selection process, each article was classified according to its main issues and what was based on its research questions. Figure 1 shows a PRISMA 2009 flow diagram that details the process that was undertaken when identifying the relevant studies involved in this review.
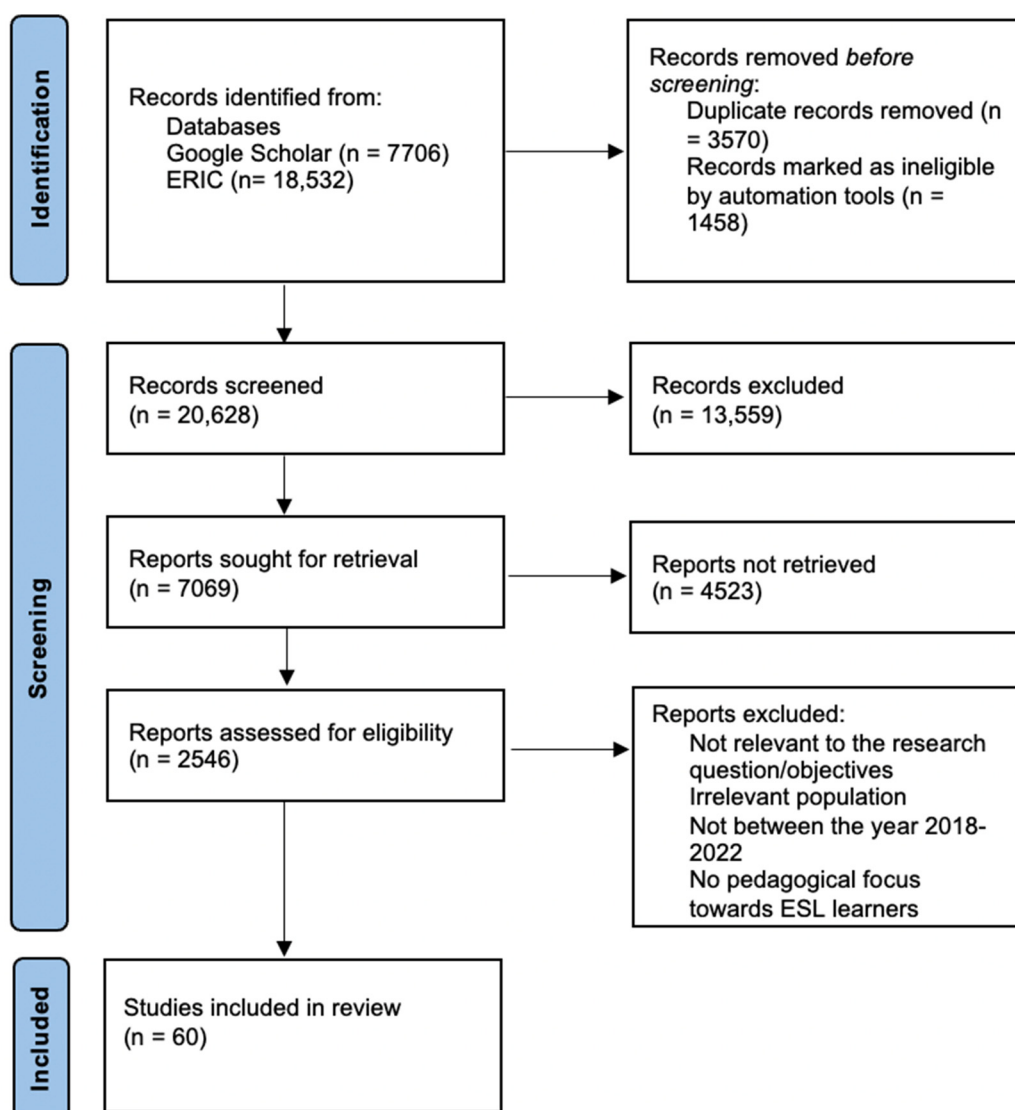
Figure 1. PRISMA flow diagram of the articles searches and study selection process (Moher, Liberati, Tetzlaff, Altman, and The PRISMA Group) [12].

3. Results

A total of 60 articles were retrieved to be used for the scoping review that was intended for this study. The articles were categorized based on the theme or key issues they addressed. These issues were often based on the ESL learners' perceptions in the context of the outcomes of using TikTok, as well as the key pedagogical features of TikTok that led to potential pedagogical strategies being used on TikTok. Table 1 contains a summary of information retrieved from these selected articles. The summary and categorization of these studies were conducted in accordance with the content of the author, title, location, sample, research design, type of instruments, findings, and features. The studies were conducted in various areas of the world. However, the majority of these articles were from Malaysia (12), Indonesia (6), China (7), and India (4). The study also used various research designs, namely, qualitative, quantitative, and mixed methods.

Table 1. Review of the articles selected.

	Author	Title	Location	Sample	Research Design (Quantitative/ Qualitative)	Type of Instrument (e.g., Questionnaire)	Findings	Key Features and Pedagogical Strategies
1	Yang (2020) [13]	Secondary-school Students' Perspectives of Utilizing TikTok for English learning in and beyond the EFL classroom	China	n = 187	Qualitative survey research	Online questionnaire	Students demonstrated positive attitudes toward using TikTok for the purposes of video assistance in their classroom.	Short videos improve retention and provide information in the best way. (Digital assignment)
2	Fahdin (2020) [14]	Student's perception toward the use of TikTok in learning English vocabulary	Australia	n = 95	Qualitative	Online questionnaire	Short videos on TikTok, containing English learning content, assists students in expanding their English vocabulary.	Various vocabulary is taught and there were different developed videos with this application and its various features (i.e., video, duet features, and audio). (Constructive learning)
3	Anumanthan & Hashim (2022) [8]	Improving the Learning of Regular Verbs through TikTok among Primary School ESL Pupils.	Malaysia	n = 150	Mixed methods	Questionnaire and semi-structured interview	Students show positive feedback when using TikTok as their language learning media.	Multimedia usage in order to provide the necessary knowledge relevant for the purposes of language learning. (Video learning, digital learning, and digital assignment)
4	Bernard (2021) [15]	Expanding ESL student's vocabulary through TikTok videos	Japan	n = 87	Qualitative	Questionnaire	Students expressed a positive impact in regard to English material content that increased their vocabulary by the watching of those videos.	Developing vocabulary for language learning activities across four modules, such as listening, speaking, reading, and writing. (Active learning)
5	Ufairah & Sopiah (2021). [16]	Utilizing TikTok application as media for learning English pronunciation	China	n = 95	Qualitative	Observations and questionnaire	Students expressed a strong desire for being guided and supported by teachers using TikTok for the purposes of English learning.	A focus on punctuation while editing texts (such as full stop, commas, and question marks) in TikTok videos. Relevant to understanding its meaning rather than its structure. (Active learning)
6	Peng (2019) [17]	A Study of the Differences between EFL and ESL for English Classroom Teaching in China	China	n = 120	Quantitative	Questionnaire	Students enjoyed lessons utilizing TikTok. They found it useful in creating their verb videos and related educational content.	English content shared by users containing varied new information and examples that were applicable to learners. (Experiential learning)

Table 1. *Cont.*

	Author	Title	Location	Sample	Research Design (Quantitative/ Qualitative)	Type of Instrument (e.g., Questionnaire)	Findings	Key Features and Pedagogical Strategies
7	Xiuwen & Razali (2021) [18]	An Overview of the Utilization of TikTok to Improve Oral English Communication Competence among EFL Undergraduate Students.	China	Number of sample size not stated	Qualitative	Questionnaires	TikTok is a useful teaching tool—particularly when teaching regular verbs, as well as sentence construction—among ESL learners.	The duet challenge feature allows English language learners to practice their language output with other speakers, including native speakers. (Learner-centered)
8	Pratiwi et al. (2021) [19]	An exploratory study of English teachers	Indonesia	n = 143	Survey research design	Interviews	Students have shown an improved level of interest, attention, and understanding of subject matter when using TikTok videos.	Pupils explored the language and its meaningful usage outside the classroom through watching English videos. (Experiential learning and video learning)
9	Zaitun. et al. (2021) [20]	TikTok as a Media to Enhancing the Speaking Skills of EFL Student's	Indonesia	n = 164	Descriptive qualitative method	Questionnaire	Participants held positive attitudes toward using TikTok for the purposes of English learning in and beyond the ESL classroom setting. The videos helped to improve their English skills. Students preferred TikTok videos, with an authenticity-centered approach in order to help them improve their learning skills across different subjects.	Pupils record themselves speaking in English and received instant feedback for improvements through the comment section (similar to the gallery walk design, but as an online version). (Team-based learning)
10	Adnan et al. (2021). [21]	Investigating the usefulness of TikTok as an educational tool	Malaysia	Number of sample size not stated	Qualitative	Questionnaire	Using TikTok has a positive impact on learners' engagement levels in ESL courses.	Content that promotes learning English in a fun and interactive manner in order to allow further development in English-speaking ability. (Active learning)
11	Ferstephanie & Lady (2021) [22]	TikTok effect to develop student's motivation in speaking ability	Indonesia,	n = 25	Mixed methods	Questionnaire (pre-test and post-test)	Students' motivation level was moderate. The student's post-test revealed a better score than the pre-test. Hence, using TikTok proved helpful in improving ESL motivation in a learning and speaking capacity.	Promotes confidence as pupils record themselves, review it and re-record themselves. These trials lead to practicing the language. (Video and experiential learning)

Table 1. *Cont.*

	Author	Title	Location	Sample	Research Design (Quantitative/ Qualitative)	Type of Instrument (e.g., Questionnaire)	Findings	Key Features and Pedagogical Strategies
12	Che et al. (2019). [23]	TikTok in enhancing ESL pupil's learning skills focusing on action verbs	Malaysia	n = 60	Action research approach	Planning, Acting, Observing, and Reflecting	Using TikTok improved students' writing skills and resulted in an improvement of the students' mean score in the context of examinations.	A young target audience leads to more suitable content that is relevant to young learners. Hence, duet features are more appealing. (Duet features and collaborative learning)
13	Aranego (2020) [24]	Reducing student's affective filter in spoken English through exposure to TikTok challenge	Philippines	n = 89	Quasi-experimental research design	Questionnaire	Increased exposure to TikTok video challenges in the classroom setting increased students' motivational and confidence levels, especially in their spoken English.	Pupils are less worried about learning a foreign language. TikTok promotes fun learning and allows pupils to experiment with the language without being reprimanded. (Team-based learning)
14	Tarmizi (2021) [25]	TikToking to improve speaking skills. A case study of Malaysian ESL learners.	Malaysia	n = 20	Qualitative	Interviews	TikTok promotes ESL student motivation in order to learn novel skills and create an engaging learning environment, which further supports the development of skills and creativity.	Constant practice through video recording and trials in speaking. (Video learning and digital assignment)
15	Khlaif & Salha (2021) [26]	Using TikTok in Education	Palestine	Number of the sample size not stated	Qualitative	Questionnaire	TikTok is an active learning and collaboration tool, which helps to foster the development of creativity, as well as promote learning in ESL learners. These facts all result in a significant impact among the learners.	Learners learn English through modeling other speakers, mostly native speakers who are endeavoring to ensure the learning of English to be meaningful. (Duet features and collaborative learning)
16	Escamilla-Fajard et al. (2021) [27]	Incorporating TikTok in higher education: Pedagogical perspectives from a corporal expression sport sciences course	Spain	n = 65	Qualitative	Questionnaire	Using TikTok supports student motivation and develops an engaging learning environment, which is highly desired (and often required) by ESL learners in various schools.	Pupils share information, in English, that are specific and relevant to their field or focus with others from different geolocations. (Team-based learning)
17	John & Yunus, (2021) [28]	A systematic review of social media integration to teach speaking	Malaysia	n = 32	Descriptive qualitative method	Questionnaire	TikTok is a viable and versatile tool essential for teaching speaking skills. Students' improvement in learning skills is high when utilizing TikTok.	Promoted confidence and lowered the affective filter, which lead to a better speaking performance. (Video learning, duet features, and collaborative learning)

Table 1. *Cont.*

	Author	Title	Location	Sample	Research Design (Quantitative/ Qualitative)	Type of Instrument (e.g., Questionnaire)	Findings	Key Features and Pedagogical Strategies
18	Afidah (2021) [10]	Student perspective on the use of TikTok as an instructional media in distance learning	Malaysia	n = 20	Quantitative	Questionnaire	The short TikTok videos that contained English material were found to be helpful in assisting ESL students improve their vocabulary. The words in the videos were easily memorized.	Similar to video conferencing, but its Live features allow discussions to be held in a forum with more engagement, as the app is famous and used by many. (Video learning and digital assignment)
19	Wang (2020) [29]	From banning to regulating TikTok: Addressing concerns of national security, privacy, and online harms.	East Asia	n = 45	Qualitative	Questionnaire	TikTok video content could be used as a tool to teach English pronunciation. Students exhibited improved pronunciation and vocabulary after watching the videos.	Various designs are applicable in order to diversify language learning and to promote independent learning processes. Pupils often engage with each other at all manner of times. (Team-based learning)
20	Azman et al. (2021) [30]	Acceptance of TikTok on the Youth towards Education Development	Malaysia	n = 46	Quantitative	Questionnaire	TikTok improved the students' ability and confidence to speak English. By watching short captivating videos, students understood English words, and were able to speak more fluently.	Language learning occurs all the time through the app as its instructional language is English and the community speaks English most of the time. (Incidental learning)
21	Sachs, (2021) [31]	The TikTok Self: Music, Signaling, and Identity on Social Media	UK	Sample size not included	Qualitative	Questionnaire	TikTok videos with English content helped students expand their vocabulary. Using this media as a tool for learning helped them understand and memorize the various words in the videos.	Constant exposure to the similar vocabulary using sight allowed the pupils to recap the words and memorize it for usage in the future. (Incidental learning)
22	Lunden, (2020) [32]	TikTok tests a Learn tab to showcase education and how-to videos	United Kingdom	Sample not included	Quantitative	Questionnaire	Utilizing TikTok is helpful in capturing students' attention and interest in learning English. As such, they exhibited improved learning and speaking skills by understanding the content in the videos they watched.	Covers various elements in language learning, such as phrases for speaking, listening, and replying. All is performed in English in order to promote language usage and application. (Video learning, duet features, and collaborative learning)

Table 1. *Cont*.

	Author	Title	Location	Sample	Research Design (Quantitative/ Qualitative)	Type of Instrument (e.g., Questionnaire)	Findings	Key Features and Pedagogical Strategies
23	Fajardo et al. (2021). [27]	Incorporating TikTok in higher education	Jarkata	n = 45	Qualitative	Questionnaire	The study exhibited an optimistic attitude among ESL students regarding the introduction of TikTok as a learning and teaching tool. Using TikTok as an instructional tool increased students' interest in learning English.	Sounds and song snippets were conducted in English in order to promote fun learning elements and provide learners with a variety of learning concepts in English when using TikTok. (Video learning and digital assignment)
24	Jaffar et al. (2019). [33]	Living in a Moment: Impact of TikTok on Influencing Younger Generation into Micro-Fame	UAE	Sample size not included	Qualitative	Questionnaire	The findings highlighted the respondents' positive perspectives on using TikTok as a learning aid. ESL students expressed their strong desire to use the short videos in order to understand and enhance their English speaking skills.	Creative delivery of content in order to teach English, which increases retention toward understanding a video. (Video learning and digital assignment)
25	Escamilla-et al. (2021) [27]	Incorporating TikTok in higher education: Pedagogical perspectives from a corporal expression	Vietnam	n = 94	Qualitative	Questionnaire	This study indicated that ESL students were able to understand TikTok videos, which had basic English words. Therefore, TikTok is an effective tool for teaching and learning English.	Videos that are watched repeatedly lead to a better understanding of language usage. As TikTok has various attractive features, videos being watched repeatedly is common. (Video learning and digital assignment)
26	Edwards & Ashley A. Hanna (2021) [34]	From TED Talks to TikTok: Teaching Digital Communication to Match Student Skills with Employer Desires	US	n = 150	Mixed methods	Online Questionnaires	Findings indicated that TikTok video content has a massive impact on an ESL student's ability to understand and speak English. Hence, using TikTok improved their vocabulary.	Magic tricks and funny elements were performed to attract attention in order to increase engagement and allow incidental language learning to occur. English is applied in the videos, as well. (Video learning and digital assignment)

Table 1. *Cont.*

	Author	Title	Location	Sample	Research Design (Quantitative/ Qualitative)	Type of Instrument (e.g., Questionnaire)	Findings	Key Features and Pedagogical Strategies
27	Dilon (2020) [35]	TikTok Influences on Teenagers and Young Adults Students	US	Sample size not included	Qualitative	Questionnaire	The study established that TikTok is an effective tool for learning English. ESL students exhibited plenty of interest in using this strategy to improve their literacy and speaking skills when using their mobile devices.	A broader scope for video creation that showed various explorations of TikTok's features that benefit language improvement. Most TikTok content is in English. (Video learning, audio learning, and digital assignment)
28	Simanullang (2018) [36]	The effect of applying video on the Students' English Pronunciation Accuracy	Indonesia	n = 79	Quantitative	Questionnaire	Watching short appealing videos with rudimentary English content helped ESL students grow their vocabulary. Students showed a lot of interest in watching TikTok clips with English content.	Repeated videos with the same content provided pupils with a general idea of the concept taught. It led, as a result, to better retention. (Video learning and digital assignment)
29	Aziz & Gresik (2021). [37]	TikTok as media of learning English. Journal of Education and Technology	Malaysia	Sample size not included	Qualitative	Questionnaire	A notable potential of using TikTok for the purposes of teaching English to ESL and international undergraduate Chinese students exists. This improved their English communication competence.	Localized content that helped pupils to be familiar with English cultural usage in their locality. (Constructive learning)
30	Galuh (2020) [38]	Student's perception toward the use of TikTok in learning English vocabulary	Malaysia	n = 87	Qualitative	Questionnaire	ESL learners affirmed that TikTok challenges inspired them to use the English language more often, which thus improved their English skills.	Unlimited vocabulary obtained through many videos shared by various people, which are gathered by similar unique hashtags. (Video learning and digital learning)
31	Beemt, (2019) [39]	Towards an understanding of social media use in the classroom	The Netherlands	n = 271	Qualitative	Questionnaire	TikTok is easy to use and a useful tool, it bridges the communication barrier by establishing support socially.	Social support communication among people leads to a better practice of English language at any time, not only when meeting in person outside. (Video learning and digital learning)

Table 1. *Cont.*

	Author	Title	Location	Sample	Research Design (Quantitative/ Qualitative)	Type of Instrument (e.g., Questionnaire)	Findings	Key Features and Pedagogical Strategies
32	Bakan (2022) [40]	Academics perception and practices of online education during the COVID-19 pandemic	Turkey	n = 110	Quantitative	Questionnaire	Adequate time allocation is important for online education, together with the use of social media platforms, such as TikTok, in order to guide better course preparation.	TikTok contains various content for all levels, which is more informal and thus easier to be understood by all levels. (Experiential learning)
33	Asher (2021) [41]	COVID-19, Distance Learning, and the Digital Divide: A Comparative Study of Higher Education Institutions in the US and Pakistan	Pakistan	Sample size not indicated	Qualitative	Questionnaire	Generally, ESL students' have a positive perception of online education when using TikTok.	TikTok's bank of content is relevant and easy to be understand. This is reinforced by the fact that its app features of videos are not excessively lengthy. (Video learning and digital assignment)
34	Williams, (2020). [42]	Pandemic politics, pedagogies and practices	East Asia	Sample size not indicated	Qualitative	Questionnaire	Online education experience among ESL learners is improved with the use of TikTok, which, in turn, increases trust.	The creation and editing of videos for the purposes of online learning and mutual sharing with others. (Video learning, editing features, and digital learning)
35	Xodabande (2017) [43]	The effectiveness of social media network telegram in teaching Literacy language pronunciation to Iranian EFL learners	Iran	Sample size not indicated	Qualitative	Questionnaire	Social media platforms, including TikTok and Instagram, are beneficial to ESL and EFL learners.	Many TikTok profiles are focused on teaching English and producing English language content. (Video learning and active learning)
36	Kacetl & Klímová (2019) [44]	Use of Smartphone Applications in English Language Learning	C. Republic	Sample size not indicated	Mixed methods	Questionnaire	Mobile learning creates the opportunity to use various apps, including TikTok, in order to enhance learners' acquisition of new skills.	TikTok renders m-learning to be convenient with its easy navigation and various content that is relevant to learning English. (Active learning)
37	Gangaiamaran, (2017) [45]	Review on use of mobile apps for language learning	India	n = 89	Qualitative	Questionnaire	Mobile apps, such as TikTok, promote the learning of new skills and improves competence.	Easy-to-access app with user-friendly navigation leads to popular usage among all, especially for pupils. (Video learning)

Table 1. *Cont*.

	Author	Title	Location	Sample	Research Design (Quantitative/ Qualitative)	Type of Instrument (e.g., Questionnaire)	Findings	Key Features and Pedagogical Strategies
38	Ipan et al. (2020) [46]	Enhancing Form 4 Pupils' Speaking Skills via TikTok	Malaysia	n = 30	Qualitative	Questionnaire	Findings revealed that learners' speaking skills improved upon using TikTok in the classroom setting.	Many videos in English provide a good opportunity for modeling among pupils. (Video learning, audio learning, and digital assignment)
39	Zainal & Rahmat, (2020) [47]	Social Media and Its Influence on Vocabulary and Language Learning:	Europe	n = 150	Qualitative	Online questionnaire	Using TikTok inspired learners to study in formal and informal settings through repetition and constant practice	Videos created by content creators contained new vocabulary that is applicable in daily life. (Video learning and digital assignment)
40	Zakaria & Sulima (2019) [48]	The Potential Use of Social Media on Malaysian Primary Students to Improve Writing	Malaysia	n = 30	Quantitative	questionnaire	Integrating reading activities with using TikTok improved learner understanding and increased their desire to learn respondents' writing output significantly.	Videos with information in English and captions in English help pupils to generate ideas for writing. (Video learning and incidental learning)
41	Zhao & Tok, (2019) [49]	Analysis of the Reasons and Development of Short Video Application —— Taking TikTok as an Example	China	n = 130	Quantitative	Questionnaire	The study hoped to assist ESL students and teachers to better recognize the value of TikTok in writing classes. This was conducted as an effort to improve writing performance.	TikTok content allows pupils to generate ideas better. It reduces mental loads, thus allowing pupils to focus more on language acquisition and usage for writing. (Video learning digital assignment)
42	Zhu et al. (2020) [50]	How Health Communication Via TikTok Makes A Difference:	China	n = 29	Qualitative (Content analysis	Questionnaire	TikTok is more suitable for the purposes of online learning in order to improve ESL students' communication desires, as well as their technology skills.	Promotes effective communication techniques in order to improve speaking skills. (Video learning and digital assignment)
43	Hadi (2019) [20]	The Use of Song in Teaching English for Junior High School Student.	Indonesia	n = 25	Qualitative	Questionnaire	A positive improvement exists in ESL students when using TikTok songs to learn English.	Songs are useful tools to improve pronunciation. TikTok has various catchy songs that students sing to. (Video learning, audio learning, and digital assignment)
44	Kuimova et al. (2018) [51]	Positive effects of mobile learning on foreign language learning	Russia	Sample size not included	Quantitative	Questionnaire	TikTok has a positive influence toward education development, especially among ESL learners.	The app allows learners to form a support group by following various teachers. (Team-based learning)

Table 1. *Cont.*

	Author	Title	Location	Sample	Research Design (Quantitative/ Qualitative)	Type of Instrument (e.g., Questionnaire)	Findings	Key Features and Pedagogical Strategies
45	Zuhriya (2017) [52]	Storytelling to Improve Students' Speaking Skill. English Education	Malaysia	Sample size not included	Qualitative	Questionnaire	ESL learners showed improvements in their pronunciation. The findings affirmed the importance of TikTok among ELS learners who lacked confidence in speaking	Videos promote retention in regard to various pronunciations. (Video learning and digital assignment)
46	Crellin (2020) [53]	Students have switched to online classes due to coronavirus and their TikToks are chaotic	US	n = 99	Qualitative	Questionnaire	Students agreed that TikTok as a social media platform has a substantial impact in understanding complex vocabularies.	TikTok provides necessary support for learners to consolidate their English knowledge and practice it within a safe environment. (Video learning and digital assignment)
47	Ngoc, (2020) [3]	Learning Literacy Beyond the Classroom: Perception and Practice in a Vietnamese Context	Vietnam	n = 120	Qualitative	Questionnaire	Students exhibited significant feedback in regard to using TikTok as their language learning media by exhibiting fluency and clarity in their speech.	The app provides necessary social support in order to gather those who are interested in improving their language skills. Their English skills are then channeled through making comments in order to better apply the language. (Team-based learning)
48	Nabilah et al. (2021) [54]	Students' perception toward the use of tiktok video in learning.	Pakistan	n = 85	Quantitative with a survey approach	Questionnaire	Short videos on TikTok, especially those containing English material content, helped ESL learners in expanding their English vocabulary.	Useful content relevant to the demand of learners. (Video learning and digital assignment)
49	Ratheeswari (2018) [55]	Information Communication Technology in Education	India	Sample size not indicated	Qualitative	Questionnaire	The proper usage of the TikTok application in regard to learning English is effective. It is also interactive in relation to improving the students' confidence with regard to their skills in speaking English with scores.	Pupils watch videos and imitate them, Thus rendering them more confident in using the language. (Video learning and active learning)

Table 1. *Cont.*

	Author	Title	Location	Sample	Research Design (Quantitative/ Qualitative)	Type of Instrument (e.g., Questionnaire)	Findings	Key Features and Pedagogical Strategies
50	Raja & Nagasubramani, (2018) [56]	Impact of modern technology in education	India	n = 89	Quantitative	Questionnaire	TikTok created new experiences among ESL learners as they were able to learn English in unconventional ways.	Videos are interactive and allow better retention in comparison to the traditional (and more boring) method. (Duet features and collaborative learning)
51	Silvhian et al. (2021) [57]	Critical Digital Literacy: EFL Students' Ability to Evaluate Online Sources	Indonesia	n = 152	Qualitative	Online questionnaire	The reliance on the TikTok application rendered it easy for teachers and ESL students to obtain information and feel happy about learning due to these new experiences of learning English.	Abstract vocabulary can be explained better. Pupils can learn while they are at home or accompanying their parents at the shopping complex. (Flipped classroom and digital assignment)
52	Jung & Qiyang (2019) [58]	Learning and Sharing Creative Skills with Short Videos	US	Sample size not indicated	Quantitative	Questionnaires	Given the numerous features of the TikTok application, it can be easily implicated in learning English, wherein ESL students can rely on the application in a positive direction.	TikTok has manifold content to cater to the needs of the learners. (Digital learning, active learning, and video learning)
53	Van den Beemt et al. (2020) [39]	Towards an understanding of social media use in the classroom	The Netherlands	n = 120	Qualitative	Questionnaire	The application and proper use of suitable learning techniques, including on TikTok, serves as an interactive learning tool to improve students' speaking capacity.	Learners use TikTok as a reference point, which provides a basis for a better understanding of listening and speaking concepts. (Digital assignment)
54	Literat, (2021) [59]	"Teachers Act Like We're Robots": TikTok as a Window Into Youth Experiences of Online Learning During COVID-19	Colombia	n = 65	Qualitative	Questionnaire	TikTok suits the expressive and creative content of the course through music. As such, this guided the learners to improve their various skills.	Caters to various types of learning, such as musical, kinesthetic, and audio-lingual. (Active learning)
55	Kennedy (2020) [60]	'If the rise of the TikTok dance and e-girl aesthetic has taught us anything, it's that teenage girls rule the internet right now'	UK	n = 88	Qualitative	Online questionnaire	This study indicated the introduction and complete reliance on TikTok as a teaching–learning tool, particularly in corporal expression courses or subjects, owing to its significant educational potential.	The app provides solutions for various issues, such as expensive materials and inadequate printed learning materials. (Video learning, duet features, and digital assignment)

Table 1. *Cont.*

	Author	Title	Location	Sample	Research Design (Quantitative/ Qualitative)	Type of Instrument (e.g., Questionnaire)	Findings	Key Features and Pedagogical Strategies
56	Slim & Hafedh, (2019) [61]	Social media impact on language learning for specific purposes	Saudi Arabia	n = 64	Qualitative	Questionnaire	Using TikTok promotes the development of relevant skills, including a curiosity and creativity to learn complex vocabulary; hence, it is helpful in ESL classrooms.	TikTok is similar to a mini-Google with more interesting, specific, and content-oriented materials based on its hashtags. (Digital learning, flipped classroom, and digital assignment)
57	Looichi & Chuah, (2021) [2]	The use of voiceover challenges on TikTok as ESL speaking activities	Malaysia	n = 60	Qualitative	Online Questionnaire	Students held positive attitudes about the new learning experience because they could take various turns in practicing intonation and pronunciation.	Pupils imitate the voices and improve their pronunciations, tones, pauses, and facial expressions. (Duet features and collaborative learning)

4. Discussion

Based on the abovementioned articles, the two main themes that were able to be synthesized from these past studies were the outcomes of using TikTok pedagogical key features and the pedagogical strategies of TikTok that are relevant to ESL learning.

The pedagogical strategies elicited were found in 29 of the papers on digital learning and assignment; 8 papers on active learning; the 7 papers on collaborative and team-based learning; the 4 papers on experiential learning; the 3 papers on incidental learning; and the 2 papers on constructive learning. This shows that there is a wide range of strategies that TikTok has promoted and can make possible. The results also highlight the impact of social media, whereby focusing on TikTok toward its potential in the teaching and learning process for pupils—as it encompasses an array of strategies that can be applied by educators and teachers—in order to enhance the speaking skills of learners, specifically, as well as the proficiency of learning English, in general.

There are various key features—which were obtained following the review of the selected articles—that are useful to discuss in this section. The most prominent key features include the inclusion of technology in the learning process. The impact of technology is undeniable as the factor that pulls users in to improve their speaking skills. This is because it allows imitation and modelling, which provide real-time examples with various content that are based on different situations. This is also highlighted by [27], who advised that project-based learning can be conducted easily when using TikTok, due to the fact that it serves the right purpose of assessment for the purposes of improving English speaking. It is likened to a bank of content, ready to be used at any time by the teacher. Hence, it reduces the burden of the teacher to prepare materials, who are then able to use ready-made materials that are already contextualized within a real-world scenario. This will have a positive impact on pupils' proficiency as they are able to practice the language when it is based on real-world situations that are available through TikTok's duet challenge concept [55]. This is in line with the most frequent pedagogical strategy that is analyzed in all of these papers: the cases of digital learning and digital assignment. Therefore, there is a need to acknowledge the importance of utilizing the correct digital learning strategies. Furthermore, this is important due to the fact that they are a vital component in planning present and future classroom strategies in order to further develop teaching pedagogical and methodological skills [56].

Another study explored the features and outcomes of using TikTok, especially in the case of the ESL learning environment [36]. ESL students who did not understand complex vocabulary found it easy to understand English using TikTok, which is a significant outcome. This includes the pronunciation of difficult words and the manner of speaking, such as tone and intonation. Therefore, when utilizing TikTok's duet challenge feature, other strategies, such as incidental learning and constructive learning, also take place. This fact allows pupils to learn at their own pace, achieve their mastery, and move toward a better understanding of English structures and concepts (which can be difficult to properly learn and understand). Similarly, other studies have confirmed that utilizing TikTok helps learners to improve their communication, speaking, and writing skills, respectively [27]. Another outcome linked with TikTok is that ESL learners can learn how to express themselves inside and outside of the classroom setting. This leads to an emphasis toward active learning and experiential learning strategies, which is crucial for gaining experience in order to understand how speaking English occurs outside the classroom context [54]. This is further validated by another study in which it was advised that social media use, such as using TikTok (which is actively used for this study), leads to an increased positive perception toward valid academic success, especially when the learner is not a native speaker of the language. Using short videos promotes confidence among learners, thereby significantly impacting academic performance and interaction, or via socialization with others. That said, TikTok has a positive influence on educational development; thus, it is appropriate for online learning and improves communication desires among different students.

The effectiveness of using TikTok in the context of ESL learning has arguably been examined by numerous studies [2,62–64]. Based on these studies, students tend to express positive emotions toward English material content, thereby improving their vocabulary as they watch TikTok videos in class. Other learners similarly demonstrate positive attitudes toward using TikTok, which serves as an aid in their classroom. This clearly indicates that TikTok positively or significantly affects how interested ESL students are in their classes. This is also related to the collaborative learning strategy that is a key strategy through the TikTok duet challenge feature. This is because pupils learn and support each other's learning through this feature [40]. As such, this leads to a warm, non-hostile, and positive environment for the purposes of better development toward learning English, despite English being their second language. The impact of collaboration, despite not being performed face-to-face, can be seen as a success in regard to preaching the idea that learning can happen anywhere and everywhere, including from one's own home.

TikTok, is focused on providing entertainment, information, and socialization and is thus useful for academic purposes. Due to the result of educators' practice in regard to establishing TikTok and other social media applications—as well as in developing teaching and learning contexts in order to improve ESL learners' language proficiency—the academic element has, thus, become the main factor [5]. For instance, language-learning based on TikTok videos is now ranked as the most popular knowledge-sharing type of video during the period of 2019 to 2020; this is even in spite of the fact that this trend has been affected by the COVID-19 pandemic. Substantial studies have examined the effects of using TikTok in order to support language learners and improve their language proficiency and skills [61]. This indicates that the effectiveness of utilizing TikTok in the classroom setting is not restricted to borders; instead, it has become a global phenomenon with massive benefits to learners. The purpose of teaching and learning in English, or any other language, is to equip learners with the skills to communicate with it effectively [52]. Communication indicates understanding and being understood. It is by using TikTok that learners learn not only diverse sounds, but also improve their speaking and writing skills.

TikTok's presence in the education field, mostly in the English language sphere, has paved the way for the development of M-learning. TikTok assists learners by providing a variety of features, such as broadcasting music videos, short musical clips, special effects, notifications, search box video feeds, settings, likes, comments, duets, reactions, and the editing and sharing of videos, as well as opportunities to make money via this platform. TikTok is used by students due to the fact that the videos are engaging [18]. They can watch short videos more quickly and with less effort in order to learn more. Any age group can fully benefit from using this platform. TikTok users can use this app anywhere and anytime. As such, this fact also helps to emphasize the educational strategies used, such as collaborative learning, digital learning, and digital assignment—which goes hand-in-hand with the features exhibited through the TikTok duet challenge feature. These features support the strategies that teachers implement, thus ensuring that the application of using TikTok is in line with the advancement of educational prospects, not merely as a gimmick or trendsetter [65].

TikTok is a fun social media platform, or application, for the purposes of classroom activity where students can become a participant in controlling the pace of classroom activity. The social media app, TikTok, allows users to create and share brief videos; further, it is gaining more and more popularity. TikTok is popular among young people in particular, due to the fact that they can use it to share innovative ideas that they and their friends possess [38]. Students can utilize TikTok to create videos that are up to 10 min long. These videos are subsequently posted in a series of posts known as "TikTok moments", which are shared with their friends and followers. Posts made by students will be visible to instructors. The material can be altered by instructors, including the duration of each video. The pupils' competitiveness and enthusiasm in their studies would be sparked by likes and shares. TikTok also offers the option for teachers to provide take-home assignments that students can do after class. The recordings that are made and shared via YouTube,

and other social media platforms, can thus be stored and retrieved by the teachers. This could be an opportunity for teachers and parents to work together in order to support students' learning outside of the classroom. In so doing this, promotes incidental learning and experiential learning, thereby allowing pupils to be responsible toward their own learning curve and decide how they would prefer to approach it [2]. It must be noted that the theory behind this notion is the theory of social constructivism. This theory entails a focus on the importance of learners to collaborate in order to learn. It also results in the focusing on of other parties, such as parents and teachers, in order to provide necessary support and facilitate the learning process, be it directly or indirectly [5]. TikTok is a helpful and successful instrument for the purposes of improving language teaching and learning. However, it necessitates an examination of its effects, which will provide all stakeholders in the education sector with significant information.

The practical implications of this study are enormous. Practicing speaking will no longer be confined to the classroom, monitored by teachers, or only with their own peers. Instead, it will be further developed in order to include practice sessions with native speakers of English beyond the classroom. This would improve the quality of practice that will be received by students.

Yet, another practical implication that must be considered is that understanding the impact of TikTok would provide an input for relevant authorities, such as the Ministry of Education, in order to analyze the impact of TikTok usage for English classes. It would also be a practical suggestion for students to use TikTok, either as a practice tool or an assessment tool. Social media roles can be expanded in the field of education, not merely by providing information through short videos, but also as a practical tool for practice and assessment. However, more studies and research with relevant parties and reviews from other literature studies must be conducted before a conclusive step can be derived. For the time being, these practical implications require more reviews and must be further scrutinized with more literature studies that are based on ESL experiences around the world.

5. Future Work

In regard to the findings found in this study, future studies may wish to further develop this teaching methodology that uses TikTok for educational purposes, particularly in the case of better English speaking. Future work may include creating a TikTok profile with content and ideas that are relatable to a class textbook's speaking activities with unique hashtags. Thus, students can duet with those videos created by other students aligned with the school curriculum. This could also be a great platform to kickstart a flipped classroom concept in classrooms, whereby they can prepare their speaking materials through those duets before being taught. In addition, this future work could also translate into a content bank of speaking ideas. The idea of unique hashtags would help students to refer to other students' videos in order to learn and obtain certain insights into how speaking can be performed. All this also shows the impact of collaborative learning taking place without the teacher's presence. Therefore, these future works should represent a bigger picture of the topic included in this review study, which is to create an English learning ecosystem with TikTok as its impetus.

6. Conclusions

Due to its evolving nature, the effects of TikTok as a pedagogical learning tool in language learning have not been fully explored due to the fact that this app is still relatively new in educational settings. The results of this review show that this app is gaining popularity among students worldwide due to its functionality and features. These features allow users to have fun and acquire language skills, whilst also serving as an effective and beneficial pedagogical learning tool for millennials. According to the findings of a number of studies, TikTok's distinctive characteristics not only successfully attract students of all ages, but also improve user engagement and determination. Although the TikTok app has certain challenges due to its infrastructure problems—such as slow internet and malfunc-

tioning equipment—these can be fixed by ensuring all students have access to the right tools. As the Fourth Industrial Revolution begins, all parties involved in the educational sector must embrace educational tools such as TikTok in the context of supporting and increasing learning as technology-based learning gradually gains further importance.

7. Limitations of the Study

In this study, the scope of research available in regard to using TikTok as a pedagogical strategy among ESL learners was reviewed. However, this review suffers from a few limitations. One of the main limitations was that it relied on a relatively dated but classic scoping review procedure, as recommended by [10]. This framework was selected due to its simplicity, as well as its clear and straightforward manner of application. However, this was compensated by the use of the new PRISMA–ScR framework search strategy. Time and financial constraints also minimized the chances of the researchers reviewing more articles. Thus, a paid independent assessor was used in order to further confirm the validity of the included articles.

The synthesis of the past studies implied that limitations in regard to the use of this app may include the restriction, by parents, in using TikTok. As TikTok is a social media tool that has a multifaceted use, its application for education may be overlooked by its primary use—which is for socializing. There may be issues with its acceptance in being used and applied for educational purposes, as many issues such as privacy and monitoring may arise. However, it is important for parents to play an active role in supporting the learning process of their children, which can be achieved (in this context) by monitoring their children while they are on the app. Another limitation of the study is the use of mobile phones and internet access. The successful use of this app is only relevant for students with a mobile phone equipped with a camera and internet access. However, there will be issue regarding accessibility in using the app, such as specific learners' internet speeds and internet access, be it due to hardware issues or software issues.

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