

The Acceptance of TikTok as a Tool in English Language Learning among University Students

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Abstract

TikTok is considered a potential tool for enhancing the development of students' language skills and proficiency. However, research on the extent of students' acceptance of using it as a language learning tool is limited. Therefore, this study aimed to examine the level of acceptance of TikTok in English language learning and the factors contributing to the actual use of TikTok among undergraduate students in Malaysia. This study employed quantitative research methodology by disseminating a 32-item questionnaire to 200 undergraduate students at a public Malaysian university via a Google Form link. Sections A, B, C, D, E, and F of the questionnaire sought responses on the demographic profile, perceived usefulness, ease of use, attitudes, behavioural intention, and actual use of TikTok in English language acquisition, respectively. The findings revealed that the average scores for the individual items and the overall scores for each component being studied were within the range of 3 to 4.1 on a 5-point Likert scale. This result indicated that the student's level of acceptance was above average. Students' behavioural intentions were also found to be the most significant factor in determining whether or not TikTok was used for English language instruction. Students acknowledged the use of TikTok in English language learning, suggesting that it could be used as a pedagogical instrument in English language classrooms. Consequently, the findings highlight TikTok's potential as a language learning tool in English language courses, as it strengthens educational platforms and enhances instruction by giving students more ways to learn languages.

Keywords: acceptance, English language learning, Technology Acceptance Model, TikTok

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Introduction

The education sector, particularly Higher Education (HE), has undergone substantial transformations in recent years, particularly when the Covid-19 pandemic swept the world. As a result, there has been a rapid shift from physical classes to Online Distance Learning (ODL) or hybrid classes, requiring both educators and students to quickly adjust to more digital approaches based on the viability of social media and other digital educational resources. According to Lacka, Wong, and Haddoud (2021), digital technologies such as Virtual Learning Environment (VLE) and Social Media (SM) are widely used in HE. However, the direct link between how these tools support students to achieve HE goals is still understudied. With the rise in popularity of social media platforms in HE, TikTok has entered the market to leverage digital educational tools to enhance the teaching and learning experience. Originally known as Douyin in China, TikTok was introduced as the international twin in 2017 and has become increasingly popular, with over two billion downloads in April 2020 (Kaye et al., 2020; Xiuwen & Abu Bakar, 2021). Since its debut in the education landscape, TikTok has become one of the most significant learning platforms in the world over the last few years with the hashtag #LearnOnTikTok, which has garnered more than seven billion views (Faktor, 2021; Iqbal, 2020).

Given its growing popularity as an educational platform and its benefits for HE, more researchers have started to invest interest and contribute insights on the novelty of TikTok's acceptance in education, its pedagogical implementation in enhancing English language teaching and learning, and its use to help develop students' language skills and proficiency (Lindade, 2020; Literat, 2021; Muftah, 2022; Pratiwi et al., 2021; Zaitun et al., 2021). However, since TikTok is a social media application, there is a timely need to address its usefulness as an educational tool from the perspective of technology acceptance. The Technology Acceptance Model (TAM) by Davis (1989) is one of the most significant and leading models to measure the acceptance of various digital technologies (Sprenger & Schwaninger, 2021). It has been applied in multiple disciplines, contexts, and geographical locations, offering a critical theoretical tool for forecasting user behaviour (Marikyan & Papagiannidis, 2023). Hence, without an understanding of users' behaviour and attitude based on technology acceptance, any implementation of technology may not be fruitful because according to Turner et al. (2010), technologies with low user acceptance are used less often.

Therefore, based on the research gap presented, this study aimed to investigate the level of acceptance of TikTok as a tool for English language learning. The findings obtained from this study have the potential to provide insights into the usefulness of TikTok in the technology-dominated Education 5.0 landscape, particularly in HE. Moreover, it may help boost the awareness and acceptance of the pedagogical possibilities of TikTok for English language learning among educators, and university students. TikTok has emerged as a significant platform for young individuals to exchange and disseminate knowledge, thereby assuming a progressively prominent role in language instruction and dissemination (Si Xi, 2020). Furthermore, this study was to shed light on the potential of TikTok in the context of English language instruction and

contribute further research perspectives across related disciplines. Hence, this study was designed 1) to identify the level of acceptance of TikTok as a tool in English language learning and 2) to determine the aspect that contributes the most to the actual use of TikTok among undergraduate university students. Consequently, the purpose of this study was to address the following research questions:

1. What is the level of acceptance of TikTok as a tool in English language learning among undergraduate university students?
2. Which aspect contributes the most to the actual use of TikTok?

Literature Review

Technology Acceptance Model

The Technology Acceptance Model (TAM) was first established by Davis (1989), and it was founded on the theory of Reasoned Action (TRA), which was developed by Fishbein and Ajzen, (1975), in the field of psychological research. According to the TRA social psychology model, a person's behaviour is driven by their intention, which also determines the attitude towards their behaviour and their subjective norm (Mafarhanatul Akmal, Bazrina, Noor Shariena, & Ilham Alia, 2022). According to the TAM, which is an adaptation of the TRA, the primary determinants of an individual's inclination to adopt new technology are their perceived usefulness and simplicity of use (Charness & Boot, 2016; Mafarhanatul Akmal et al., 2022). Given that these are factors of user attitude towards using the system, TAM suggests that users' true behavioural intentions may be influenced by their prior intentions and attitudes about the activity, which in turn impacts actual system use (Davis, 1989). Figure 1, as depicted below, presents the five variables of the Technology Acceptance Model (TAM) proposed by Davis in 1989.

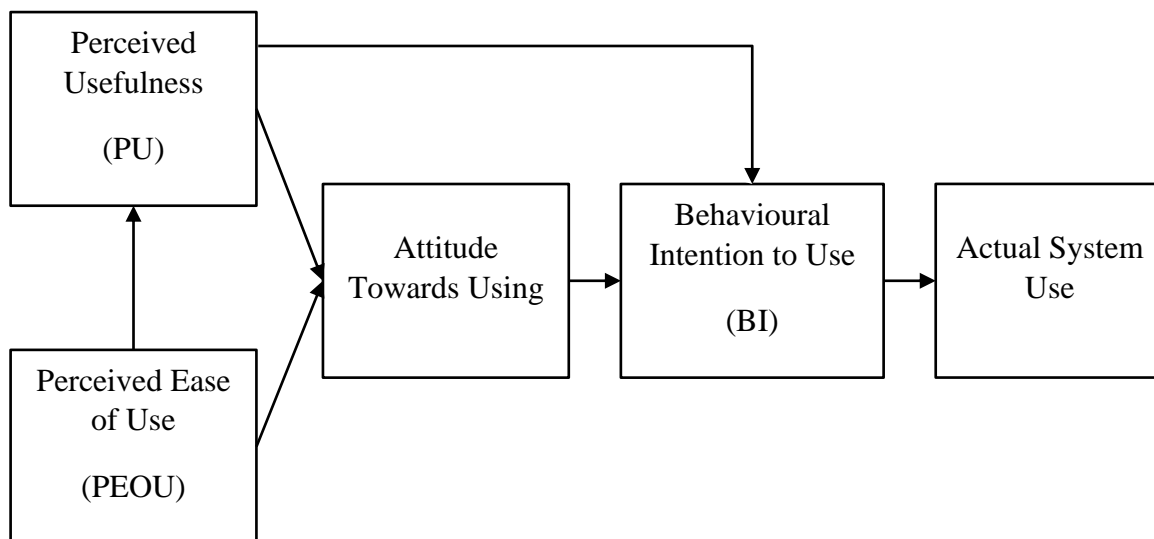


Figure 1. Technology Acceptance Model (Davis, 1989)

TAM consists of five main variables, as illustrated in the figure above. Davis (1989) defined the first variable, which is perceived usefulness as "the degree to which a person believes that using a particular system would enhance his or her job performance", while perceived ease of use refers to "the degree to which a person believes that using a particular system would be free of effort," (Davis, 1989, p. 320). Although perceived ease of use is also expected to influence perceived usefulness and attitude toward technology use, these are seen as distinct variables impacting the user's attitude toward utilising the technology (Maslin, 2007). As a result, a person's attitude toward adopting a technology affects their behavioural intention to use it. Next, behavioural intention is defined as "the degree to which a person has formulated conscious plans to perform or not perform some specified future behaviour" (Warshaw & Davis 1985, p. 214). Ramayah and Ignatius (2005) acknowledged that behavioural intention has been successful in predicting actual use. Lastly, according to previous research in social media technology, the behavioural intention to engage in direct and significant usage will affect the existing system (Al-Maatouk et al., 2020; Denker et al., 2018).

TAM is recognized as one of the most successful models in the field of technology acceptance and has become popular among researchers. A systematic review of the literature on e-learning research from 2009 to 2018 reveals that TAM is one of the theories that researchers utilize the most (Mustafa & Garcia, 2021; Valverde-Berrocoso et al., 2020). Moreover, Granić and Marangunić (2019), in their systematic literature review of TAM in the education context revealed that "TAM along with its many different versions called TAM++, is a leading scientific paradigm and credible model for facilitating assessment of diverse technological deployments in the educational context" (p. 2572). Therefore, in this study, TAM is employed due to its reliability in facilitating the evaluation of various learning technologies, particularly the use of social media in the digital or E-Learning environment. The use of TAM is because "for the E-Learning process to be successful and efficient, educators should identify the factors affecting users' intentions to adopt the online platform," (Chen, 2022, p. 1141). Without an understanding of users' intentions and behaviour, the incorporation of technology may become a hindrance to the process. "In fact, a great technology and application might be designed and developed but if people do not get involved and do not use it, the project is failed, thus, user acceptance is an undeniable key to any further implementation and development of any technology and application," (Taherdoost, 2019, p. 2).

Social Media and Language Learning

Social media is continuously affecting how people live in various ways. Today's social media platforms have an impact on all facets of life, including communication, information delivery, knowledge exchange, commerce, and education (Bhatti, 2018; Bhatti et al., 2019; Muftah, 2020). Moreover, the adoption of new technology, such as social media has significantly influenced "the roadmap for language teaching and learning which has experienced huge changes in the era of deployment of new technologies around the globe" (Nurul Afifah et al., 2019 as cited in Nur Ilianis et al., 2021, p. 1). While social networking sites for language learning are a subset of social

media services, they are primarily created for particular functions and are devoted to language learning (Muftah, 2020). According to Yadav (2021), the growth of high-tech electronic devices, such as computers, smartphones, tablets, and laptops, has made it convenient and flexible for EFL and ESL students to use various social media tools to learn English. Al-Maatouk et al. (2020) in their study of Task-Technology Fit (TTF) and Technology Acceptance Model (TAM) Application to Structure and Evaluate the Adoption of Social Media for Academic Purposes hypothesised that “TTF applied to social media for learning will affect technology, task, and social characteristics that in turn improve students’ satisfaction and students’ academic performance” (p. 78427). Their findings supported the hypothesis whereby a significant relationship was discovered and established between TTF, TAM, and social media for educational purposes, all of which increased the students’ performance and happiness. Therefore, it is evident that the utilisation of social media has been integral in education, particularly in language learning.

TikTok As an Educational Tool for Language Learning

Despite TikTok’s immense popularity as a beneficial educational tool, the novelty of TikTok in language teaching and learning is still relatively understudied, specifically in Malaysia. Compared to other rivalled social media platforms especially Facebook, YouTube, Twitter and WhatsApp, the research on the utilisation of these platforms and their impacts on English language learning among adults and university students have gained more attention since the Industrial Revolution 4.0 movement and the Covid-19 pandemic (Desta et al., 2021; Muftah, 2022; Namaziandost & Nasri, 2019; Xiuwen & Abu Bakar, 2021; Yadav, 2021). However, the rapidly growing TikTok has entered the education system, including HE due to its extensive global outreach that supports learning. Yélamos-Guerra et al., (2022) verified that the use of TikTok in HE is regarded as an “innovative approach to learning being highly integrated with new technologies that fosters comprehension and active learning, thus enhancing comprehension in a stimulating and motivating way” (p. 83). Hence, HE students demonstrated a highly encouraging attitude towards the effectiveness of TikTok as an educational tool. Moreover, according to Wu (2020, as cited in Xiuwen & Abu Bakar, 2021) “youths aged 30 and below, i.e., generation Z, dominate the major users of TikTok and they spend an average of 52 minutes every day on TikTok” (p. 1441). Therefore, from the average time spent and its massive popularity among the youths in HE, TikTok may be a good platform for innovative educational and pedagogical opportunities.

As the most downloaded application in July 2020, TikTok has become one of the most famous social networking sites that targets the youths to share their 60-second to three-minute-long videos (Xiuwen & Abu Bakar, 2021). Putri (2021) claimed that TikTok’s functionality and user-friendly technical advantages in capturing and presenting creativity, knowledge, and precious moments straight from the phone have become a niche in this competitive market, and thus could be useful as a tool for language learning. Furthermore, TikTok has established itself

as a micro-video, distinguishing itself from YouTube, which features long videos. According to Al-Marouf et al. (2021), TikTok has appeared as a new technology that stands in contrast to lengthy videos and offers the most important features “which are the time limitation and the availability of up-to-date information quickly” (p. 198). Therefore, TikTok appears to be a more user-friendly medium for reflecting users’ schemata and capturing new information compared to YouTube, which lacks several of TikTok's implemented features. Not only that, Al-Khasawneh et al., (2022) expressed that limited study has been performed to identify why people prefer to use TikTok applications and their findings demonstrated that the most significant positive contributing factor towards users’ intention to use TikTok is the user-generated content based on the Perceived Usefulness and Perceived Ease of Use. Hence, given all the advantages, TikTok could act as an essential tool in language learning.

Although its popularity is proven amongst its global users, it still needs more attention from the stakeholders of the education industry to be aware of its usefulness and potential as an educational tool, specifically in Malaysia. Albeit the novelty, it has piqued the interest of some local research about its awareness, acceptance, and usefulness as an education tool (Aida Nabilah et al., 2021; Nur Ilianis et al., 2021). Notably, limited studies have also investigated TikTok’s involvement in language learning in schools in Malaysia (Diana et al., 2020; Noor Syazana et al., 2019) and a previous study done by Xiuwen and Abu Bakar (2021) only focused on incorporating TikTok into teaching and learning to improve the international Chinese undergraduates’ English communicative competence and motivation to communicate in English. On the other hand, Tan et al., (2022) focused on scoping review framework to find the potential of TikTok’s key features as a pedagogical strategy for ESL classroom based on their review of 60 recent studies dated from 2018 to 2021. Since the research on the use of TikTok for language learning purposes is still under exploration (Aida Nabilah et al., 2021; Pratiwi et al., 2021), particularly quantitatively as well as from the perspective of technology acceptance, this research intends to identify the level of acceptance of TikTok as a tool in English language learning and identify the aspect that contributes the most to the actual use of TikTok among the HE students in Malaysia.

Methods

The quantitative research design using a survey approach was employed in this study given that it is necessary to collect, analyse, and interpret quantifiable data to investigate TikTok as an effective language learning tool. Queirós et al., (2017) stated that as quantitative research design emphasises objectivity and is particularly applicable when it is possible to collect quantifiable measures of variables and inferences from representative samples of a population, the data are collected objectively and systematically. In addition, many social science researchers used the survey design to collect data quickly. It is also not expensive, familiar, and can be accessed by a wider group of people (Gürbüz, 2017).

Participants

This study included 200 undergraduate students from UiTM Shah Alam and UiTM Selangor (Puncak Alam Campus) who were enrolled in three different disciplines of study: Science and

Technology, Business and Administration, and Social Sciences and Humanities. The study employed a random sampling technique as this technique gives an equal chance for individuals in the population to be selected (Iliyasu & Etikan, 2021). According to Israel (2013), for any given population over 25,000, the sample size should be around 204 with 95% confidence and $\pm 7\%$ margin error. Therefore, this study has gathered 200 students as the sample size. Participation was voluntary, and their responses were kept confidential following the Universiti Teknologi MARA Research Ethics Committee (REC/05/2022, ST/MR/100).

Research Instruments

The study utilised an online questionnaire that included five demographic questions about gender, fields of study, time spent on TikTok, MUET result, and place of residence as well as 27 questions regarding the acceptance of TikTok as a tool for English language learning. The five-point Likert scale survey, extending from 'Strongly Disagree' to 'Strongly Agree,' was modified from the Technology Acceptance Model (TAM) proposed by Davis (1989). The adoption of TikTok as a tool in English language learning was examined using TAM, taking into account its perceived usefulness, perceived ease of use, users' attitude, behavioural intention, and users' actual use of TikTok as a tool in English language learning.

Research Procedures

The questionnaire was created in Google Forms and distributed via a shared link to respondents. Then, the data from the Google Form was analysed with the Statistical Package for Social Science (SPSS) Version 28 statistical analysis software, which generated descriptive and inferential statistics using means and stepwise multiple regression respectively. The Cronbach Alpha value for all questionnaire items was 0.979. Taber (2017) states that if the value of the internal consistency of the items is greater than 0.90, then the items have a very high degree of internal consistency.

Data Analysis

The data were analysed using both descriptive and inferential statistics. Means were used to describe the undergraduate students' level of acceptance of TikTok as a tool in English language learning in terms of its usefulness, ease of use, students' attitudes, students' behavioural intentions, and actual use. Then, a stepwise regression was employed to analyse the most contributing aspect to the actual use of TikTok. The analyses were done by using SPSS version 28 and the level of significance was set at 0.05.

Results

The findings of this research will be presented and discussed according to the research objectives of the study.

Research Objective One: To Identify the Level of Acceptance of TikTok as A Tool in English Language Learning Among Undergraduate University Students

Table 1. *Usefulness of TikTok in English Language Learning*

Item No	Usefulness of TikTok	Mean
B3	Using TikTok would increase my knowledge of the English language.	3.92
B4	Using TikTok would enhance my ability to use the English language.	3.90
B5	I would find TikTok useful in English language learning.	3.87
B1	Using TikTok would enable me to learn the English language quickly.	3.79
B2	Using TikTok would improve my English language skills.	3.78
Overall Mean		3.85

Table One shows that item B3, “*Using TikTok would increase my knowledge about English language*” had the highest mean at 3.92 and the second highest mean was item B4 “*Using TikTok would enhance my ability to use English language*” at 3.90. Next was item B5, “*I would find TikTok useful in English language learning*” which had a mean of 3.87 and was followed by item B1, “*Using TikTok would enable me to learn English language quickly*” with a mean of 3.79. Item B2, “*Using TikTok would improve my English language skills*” had the lowest mean of 3.78.

Table 2. *Ease of using TikTok in English Language Learning*

Item No	Ease of Using TikTok	Mean
C1	I would find English language content on TikTok easy to follow and focus on.	4.06
C4	I would find TikTok to be flexible in English language learning anytime and anywhere.	4.02
C2	I would find it easy to access TikTok which has English language learning content.	4.01
C6	I would find TikTok easy to access to learn the English language.	3.97
C3	My English language learning via TikTok would be clear and understandable.	3.82
C5	It would be easy for me to become skilful at using TikTok in English language learning.	3.82
Overall Mean		3.95

Table Two presents that the highest mean was item C1, “*I would find English language contents on TikTok easy to follow and focus on*” at 4.06. Item C4 “*I would find TikTok to be flexible in English language learning anytime and anywhere*” had a mean of 4.02 and was closely followed by item C2, “*I would find it easy to access TikTok that has English language learning contents*” which had a mean of 3.08. Next was item C6, “*I would find TikTok easy to access to learn the English language*” at 3.97. Meanwhile, items C3 and C5, which represented “*My English language learning via TikTok would be clear and understandable*” and “*It would be easy for me to become skilful at using TikTok in English language learning*” respectively, shared the lowest mean of 3.82.

Table 3. *Attitudes towards TikTok in Language Learning*

Item No	Attitudes towards TikTok	Mean
D4	Learning English via TikTok is enjoyable.	4.01
D1	Learning English via TikTok is a good idea.	3.82
D5	I like using TikTok to learn the English language.	3.81
D3	I am enthusiastic about using TikTok to continue improving my English skills.	3.73
D2	Learning English via TikTok is a wise idea.	3.71
Overall Mean		3.81

Table Three indicates the mean for item D4, “*Learning English via TikTok is enjoyable*” was the highest at 4.01. Item D1, “*Learning English via TikTok is a good idea*” came second at 3.82. Item D5, “*I like using TikTok to learn the English language*” was next with a mean of 3.81 and was followed by item D3, “*I am enthusiastic about using TikTok to continue improving my English skills*” at 3.73. Item D2, “*Learning English via TikTok is a wise idea*” had the lowest mean of 3.71.

Table 4. *Behavioural Intention in Using TikTok as A Tool in English Language Learning*

Item No	Behavioural Intention	Mean
E4	I intend to recommend TikTok to my friends to learn English.	3.53
E3	I intend to use TikTok as one of my tools to learn English.	3.51
E1	I intend to use TikTok frequently to learn English.	3.32
E2	I intend to spend more time on TikTok to learn English.	3.28
E5	I intend to make TikTok my number one choice for learning English.	3.20
Overall Mean		3.37

As shown in Table Four, it was discovered that item E4, “*I intend to recommend TikTok to my friends to learn English*” had the highest mean and was followed by item E3, “*I intend to use TikTok as one of my tools to learn English*” with a mean of 3.51. Then, the mean for item E1, “*I intend to use TikTok frequently to learn English*” came next at 3.32. Item E2, “*I intend to spend more time on TikTok to learn English*” had a mean of 3.28 and the lowest mean was for item E5, “*I intend to make TikTok as my number one choice of learning English*” at 3.20.

Table 5. *Actual use of TikTok as A tool in English Language Learning*

Item No	Actual Use	Mean
F3	I use TikTok as one of my tools to learn English.	3.39
F4	I recommend TikTok to my friends to learn English.	3.36
F1	I use TikTok frequently to learn English.	3.21
F5	TikTok is my number one choice for learning English.	3.11
F2	I spend more time on TikTok to learn English.	3.10
Overall Mean		3.23

In Table Five above, item F3, “I use TikTok as one of my tools to learn English” was discovered to have the highest mean. Item F4 came in second, “I recommend TikTok to my friends to learn English” with a mean of 3.36. Then, it was followed by item F1, “I use TikTok frequently to learn English” at 3.21. The second lowest mean was for item F5, “TikTok is my number one choice of learning English” at 3.11, and item F2, “I spend more time on TikTok to learn English” had the lowest mean which was 3.10.

Research Objective 2: To Determine the Aspect That Contributes to The Actual Use Of TikTok The Most

Table 6. Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.904 ^a	.818	.817	.43191

a. Predictors: (Constant), Behavioural Intention

A stepwise multiple regression was conducted to investigate the most contributing factor to predict the actual use of TikTok as a tool in learning the English language. Table Six indicates that the multiple correlation coefficient was .904, indicating approximately 81.8%% of the variance of actual use could be accounted for by behavioural intention. At step 1 of the analysis, behavioural intention entered into the regression equation and was significantly related to the actual use of TikTok, $F(1,198) = 887.149, p < 0.001$ (see Table Seven).

Table 7. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	165.498	1	165.498	887.149	<.001 ^b
	Residual	36.937	198	.187		
	Total	202.435	199			

a. Dependent Variable: Actual Use

b. Predictors: (Constant), Behavioural Intention

Usefulness ($t = .640, p > 0.05$), ease of use ($t = -.722, p > 0.05$), and attitudes ($t = .217, p > 0.05$) did not enter into the equation at step 2 of the analysis as shown in Table Eight.

Table 8. Excluded variables^a

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	Usefulness	.027 ^b	.640	.523	.046	.519

Ease of Use	-.029 ^b	-.722	.471	-.051	.555
Attitudes	.011 ^b	.217	.828	.015	.373

a. Dependent Variable: Actual Use

b. Predictors in the Model: (Constant), Behavioural Intention

Table 9. *Coefficients*

Model		Unstandardized Coefficients		Standardised	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	.073	.110		.662	.509
	Behavioural Intention	.938	.031	.904	29.785	<.001

a. Dependent Variable: Actual use

The regression model for predicting the actual use of TikTok using the coefficients in was:

$$\text{Predicted Actual Use} = 0.073 + 0.938 (\text{Behavioural Intention})$$

Therefore, it can be concluded that behavioural intention contributes to the actual use the most as the model shows that the regression coefficient related to behavioural intention is 0.938; a unit increase in behavioural intention is associated with a 0.938 unit increase in the actual use in the usage of TikTok as an aid for English learning.

Discussion

This study investigated the level of acceptance of TikTok as a tool in English language learning among undergraduate university students, and the aspect that contributes the most to the actual use of TikTok. The findings revealed that students' acceptance of TikTok as a language learning tool was higher than usual. Based on the findings, the means for the individual items and the overall means of each aspect under investigation were between 3 to 4.1 out of a 5-point Likert scale. The highest mean was reported for Ease of Using TikTok (Perceived Ease of Use) at 3.95 and Usefulness of TikTok (Perceived Usefulness) at 3.85 among the key factors that determine the acceptance of TikTok as a tool for English language learning. The results of this study are consistent with those of Al-Khasawneh et al. (2022), who found that Perceived Usefulness and Perceived Ease of Use both have a substantial favourable influence on users' intentions to use TikTok. It has been demonstrated in this study that students' acceptance of TikTok is mostly determined by these aspects. Moreover, the findings of this study also agree with those of Al-Marroof et al. (2021) whereby the role of these two aspects to facilitate the acceptance of video platforms (Youtube and TikTok) are the immediate predictors of behavioural intention because

when technology is categorised as effortless and beneficial, it signifies a higher level of acceptance (p. 207). Evidently, this also illustrates the direct correlation between perceived ease of use and perceived usefulness in terms of students' behavioural intention to use TikTok for language learning.

Next, this study also demonstrated behavioural intention as the most influential factor in the actual use of TikTok for English language learning. The system utilisation of social media technology will depend on the behavioural intention to use it directly and significantly (Al-Maatouk et al., 2020; Denker et al., 2018). As was prior stated, the findings of this study corroborated the findings by Al-Maatouk et al. (2020) that associated factors related to behavioural intention to use higher education-based social media were influenced by other linked factors, with a Cronbach's reliability coefficient of 0.931. Furthermore, Mafarhanatul Akmal et al. (2022) found that Perceived Usefulness is one of the most significant factors in raising the desire to use technology in language learning. This variable leads to the intention to use the new technology, which was the focus of their study. Therefore, this has demonstrated that Behavioural Intention positively affected the acceptance of using a social media platform, such as TikTok.

All in all, the findings from this study indicated that the students' level of acceptance was above average and proved that the majority of the students acknowledged that given the different technology acceptance criteria, TikTok could be considered a useful tool for English language learning. The finding agrees with Yélamos-Guerra et al. (2022) that HE students regarded the use of TikTok as an innovative approach that stimulates and motivates active learning while supporting and enhancing understanding. The finding also ties well with Nur Ilianis et al. (2021) whereby the majority of respondents preferred TikTok as a method for learning English due to its novelty and interesting features. Aida Nabilah et al. (2021) found university students accepted TikTok as a tool for education development when it was used as a social media platform, a window for online learning, and a way to improve communication skills and technology skills. In line with their findings, this study discovered a positive correlation between university students' use of TikTok as a language-learning tool. Therefore, the evidence from this study generally points to favourable feedback from the students.

Conclusion

The findings of this study demonstrated that the perceived usefulness and ease of use of TikTok have a substantial positive impact on the intention to use TikTok for language learning. This, in turn, influences students' behavioural intentions to use TikTok in language learning and affects their acceptance of utilising the platform. Due to TikTok's great popularity in education as well as its ability to captivate students' interest through its functionality and user-friendly interface, TikTok empowers education platforms and improves teaching and learning by providing students with different means to learn languages. It is therefore suggested that TikTok could be utilised as a prospective language learning tool in English language classrooms. However, as this study explores language learning in general, it is recommended that more studies investigate the level

of acceptance of using TikTok for specific language skills, such as speaking, listening, reading, and writing.

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Declaration Of Conflicting Interests

The authors declare that there is no conflict of interest.

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