



TikTok's EduTok: A Learning Tool for Grammar

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ABSTRACT: This study aims to investigate the impact of educational TikTok videos on Grade 11 students' learning of grammar via a pretest-post-test experiment. While previous studies have been able to demonstrate the effectiveness of TikTok in increasing student engagement, there still exists little evidence indicating the effectiveness of TikTok on actual learner performance through formal graded assessments. This study is one of the first attempts to investigate the effects of TikTok as a learning tool on learner performance through a controlled experiment. Sixty-seven (67) Grade 11 students from St. Dominic College of Asia who are low-performing in English represent the population. A one-group pretest post-test experiment was used as the data collection method. In the experiment, the participants' English subject teacher administered (via Google Meet) an online grammar test (via Google Forms) before and after exposing them to a selection of ten (10) educational TikTok videos by Filipino educational content creators. Moreover, qualitative and quantitative analysis (paired samples t-test) were used as data analysis methods. Overall, the evidence from this study indicates positive feedback as most of the students preferred this new method as compared to the traditional mind-map due to its novelty as well as the interesting features. Apart from that, the use of TikTok by familiar social media influencers demonstrates its effectiveness as a learning tool since the more students feel connected to someone, the more that they trust the person and adhere to the information given, so it signifies a better learning experience. Despite the small sample size and its exploratory nature, this study offers some insight into the possibility of integrating social media into language education. However, further work is needed to assess the application of this method with other language components such as reading, writing, pronunciation, and vocabulary enrichment.

Keywords: TikTok, EduTok, Learning, Tool, Grammar

1. Introduction

Integrating technology into education has been an ongoing process since the early ages of technology. As the internet and ICT developed, the concept of virtual class and distance learning has become a reality. With online education, the process of using the Internet to facilitate different ways of communication for the purpose of learning and teaching has introduced a whole new world for knowledge seeking and information sharing. Aside from online education, educators have been adopting social media



platforms for learning purposes as well. Since the pandemic, online education already goes far beyond the virtual class setting. Learning can take in different forms in the online world, which can be formal or informal. One of the informal forms of education is through the social network, TikTok. TikTok is a social media platform that is growing in popularity among this generation of learners especially the Gen Z. In 2022, it was the most downloaded app in the entire world with over 1 billion monthly active users. Of these, 60% are Gen Z-ers, specifically between the ages of 16-24 (Wallaroom Media, 2023).

With TikTok, it allows users to create, share, and watch short videos (3 to 60 seconds) that are quick and easy to edit with various effects and sounds included in its gallery (Fiallos et al., 2021). Its novelty and intriguing key features (short format, engaging audiovisual elements, storytelling element, and connectivity) that can be used as pedagogical strategies make it a promising learning tool that could potentially revolutionize the way we learn. A study by Giurgiu (2017) found that smaller chunks of content helped students to better retain information and perform better in an end-of-course test. Another study by Liu, Wei, and Gao (2016) found that students' interest in learning and understanding the material significantly improved.

In 2019, content creators have started using the [#EduTok](#) trend as a way to share their knowledge and democratize learning. As the name suggests, #EduTok is a portmanteau of "education" and "TikTok," and has helped make education more accessible and engaging than ever before. This is especially true for younger audiences who may not be drawn to traditional classroom settings or spend increasing time getting their information from social media. Through #EduTok, content creators are sharing their knowledge on a wide range of topics, from science and math to history and language learning. They use creative and entertaining methods to engage their audience, such as using humour, animation, or catchy songs. This approach, coupled with TikTok's short-form video format not only makes learning fun but also helps to break down complex concepts into more digestible pieces, making education more accessible to a wider audience (Asuncion, 2023). In May 2020, it was launched in the Philippines after the company had recognized its booming popularity among the Filipino community, especially in the height of the pandemic. Currently, EduTok videos have over 160 billion views, and hundreds are being uploaded every day, further strengthening its potential for revolutionizing the global education landscape (TikTok, 2023).

Numerous studies have been conducted on TikTok and usually covers perceptions of students towards TikTok as a learning tool and the effectiveness of TikTok in increasing learner engagement. A study by Yang (2020) on secondary school students showed that students demonstrated positive attitudes toward using TikTok for the purposes of video assistance in their classroom. This implies that short videos improve retention and provide information in the best way, which can be applied by teachers using digital assignments. Simanullang (2018) also acknowledged these features and his study demonstrated that watching short appealing videos with basic English content helped ESL students grow their vocabulary.



Similarly, Addinna et al., (2022) in their study aims to know and describe students' perception on the use of TikTok for learning English. The participants of this study were students of the 2021 English Language Education study program who used TikTok to learn English, totalling 21 students who filled out questionnaires and 6 students as interviewees. In determining the participants, the researcher used a purposive sampling technique. This study used a descriptive method with a qualitative approach. In collecting data, the researcher used observation sheets, questionnaires, and interviews. And based on the results of their research, it was found that students have a positive perception of using TikTok to learn English.

Furthermore, Ufairah & Sopiah (2021) found that students expressed a strong desire for being guided and supported by teachers using TikTok for the purposes of English learning. The focus on punctuation while editing texts (such as full stop, commas, and question marks) in TikTok videos helped them to understand its meaning rather than its structure, which, pedagogically, is the application of active learning. Indeed, learning English by using TikTok can improve students' English skills. Learning English on TikTok is fun and stress-free. In addition, TikTok has many advantages such as easy to access, varied video content, interesting content and easy to understand, can learn from native speakers, free and many others.

While social media has been significant in facilitating communication in the contemporary era, it is evident that most students' proficiency in effectively communicating in English is insufficient. In the Philippines, despite teaching and learning English since basic education, Filipino students continue to face challenges in mastering proficiency in grammar. This has been evident in a study conducted by the European Chamber of Commerce of the Philippines, which states that 75% of more than 400,000 Filipinos who graduated from college have inadequate proficiency in grammar (Leonen, 2018). Therefore, proficiency in grammar is also a competency that Filipinos should have to be globally competitive. The Senate already inquired into the declining English proficiency of Filipino students, which is expected to pose problems for the country's labour force competing in global markets. That is why, better instructional strategies should be employed that will play a crucial role in determining the proficiency of Filipino students in grammar.

Educators and researchers have been trying for so long to find solutions to prevent this decline in English ability with all these warning signs. Several studies have been conducted on addressing the problem like that of Cadiao and Tan (2020), which used the Flipped Classroom in improving the grammar proficiency of the students. The result showed that the level of English proficiency of the Grade 9 learners after the conduct of the intervention had improved a great deal compared to their level of English grammar proficiency before the intervention.

However, in terms of employing social media platform such as TikTok in revolutionizing the learning of grammar, only a handful of studies have been undertaken so far. With this study, it is hoped that the researchers could determine the effectiveness of TikTok as an innovative learning tool in grammar through a formal graded assessment. To do this, sixty-seven (67) Grade 11 students from a private school in Bacoor, Cavite



who are low-performing in English represent the population of the respondents. In the experiment, the participants are exposed to a selection of ten (10) educational TikTok videos by Filipino educational content creators, and answered questions to evaluate what they learned from the videos. Therefore, the study aims to investigate the impact of educational TikTok videos in learning grammar, which is guided by the following research questions:

1. What is the grammar proficiency level of the students before watching EduTok videos?
2. What is the grammar proficiency level of the students after watching EduTok videos?
3. Is there a significant difference between the results from the pretest and posttest?
4. What do the results imply about the effect of educational TikTok videos on the students' learning of grammar?

Specifically, this research will directly benefit the students as its findings may lead to their utilization of TikTok as a self-directed or supplementary learning tool in learning English lessons inside or outside their English subjects. Also, the findings of this study will help improve students' grammar proficiency and academic performance in English subjects. The *Teachers* will gain a sense of satisfaction and their high morale will be boosted to reduce feelings of stress, fatigue, and frustration brought about by low student performance, mental blocks in lesson planning, and failed pedagogical strategies, by presenting TikTok as a proven-and-tested approach they can apply in their classroom instruction. Also, the use of TikTok as a learning tool would greatly assist teachers in the teaching and learning process as it would be a low-cost, easily accessible, and highly engaging learning tool for improving students' learning of grammar, and even in other areas of learning. Also, *Academic Institutions and Administrators* locally and globally may be convinced to officially implement TikTok in their curriculum as a way to improve the general academic performance of their student population. Likewise, *Future Researchers* can cover information involving TikTok as an approach to improving students' learning of grammar. Thus, the result of this study can be used for future discussions on the capabilities of TikTok in improving the learning of other areas of English and/or subject areas.

As an attempt to analyse and discover different motives behind social media use, a theory that has been discussed among scholars and researchers, and those specialists in the media and communications fields is what they refer to it as the Uses and Gratifications Theory (UGT) (Ruggiero, 2000; Stafford, Stafford & Schkade, 2004; Kara Krisanic, 2008; Frogot et al, 2013). This theory was developed from previous research and theories that focused on communication (Woods, Moni, & Rafi, 2008; West, Turner, & Zhao, 2010) to answer the question of how and why people actively seek and search for a selected number of media that play a role in satisfying their needs. The difference in the UGT that other theories do not possess is that other media effect theories focus on answering the question "What do media do to people?", while UGT tackles a different aspect of the field, by focusing on finding an answer to the question: "What do people



do with media?” (Katz, 1959). Generally, the theory described five major types of needs to the response of media (Katz, Blumler, & Gurevitch, 1974; Frogot et al, 2013):

1. “Cognitive needs”, including consumption of knowledge and information.
2. “Affective needs”, including enjoyment, excitation, pleasure and fulfilling the emotions.
3. “Social needs”, including influencing, creating a feeling of group belonging, and contributing to others, etc.
4. “Individual needs”, including self-promotion, the response to personal needs, personal gain, and improvement of personal confidence.
5. “Escapist needs”, i.e., adopt the technology to escape from reality and create an alternative reality, both virtual and imagined.

As researchers are trying to explain the different use, implications, and impact of social media platforms, this research aims to contribute to the literature yet with a new perspective that was rarely explored by previous work. The author found that most of the studies that had interest in social media, especially from a pedagogical perspective, were focused on the user as a consumer and neglecting the user who is the creator of the content. Amidst the ocean of quantitative research about social media uses, this qualitative study comes to shed light on the content creators’ side and explore the connection between their motives and uses of the social network, specifically TikTok, through the lens of uses and gratification theory.

The researchers believe that User Gratification Theory will help identify the possible association of the motives of the participants in this study, who are educational content creators on TikTok platform and experts on educational technology. With this theory, it will investigate the uses and gratifications of users who are willingly using the TikTok app to learn from educational videos rather than being mere consumers of content on the fastest-growing social network. Also, this theory can be a powerful tool that can be used in such scenarios to understand the interaction between learners, educators, social networks, and computer-mediated communication in general when used for education.

However, the review of related literature and studies agree with a comprehensive look into the use of social media, particularly TikTok, for teaching and learning purposes. Indeed, the increasing amount of educational content on the new app TikTok has made it interesting for investigating whether it could be used as a valuable teaching tool. As commonly discussed, TikTok could serve as an important function in the education industry if properly used. But with the limitations in the virtual space in online contact between teachers and students, educators are encouraged to explore ways for utilizing the potential of TikTok by producing engaging educational videos that could be consumed by interested learners.

2. Method

This study utilizes a one-group pre-test-post-test design, in which the same grammar test was administered to the participants both before and after they were exposed to a selection of educational TikTok videos. This is to determine if there are any significant changes in the students' grammar proficiency level that could be attributed to the educational TikTok videos.

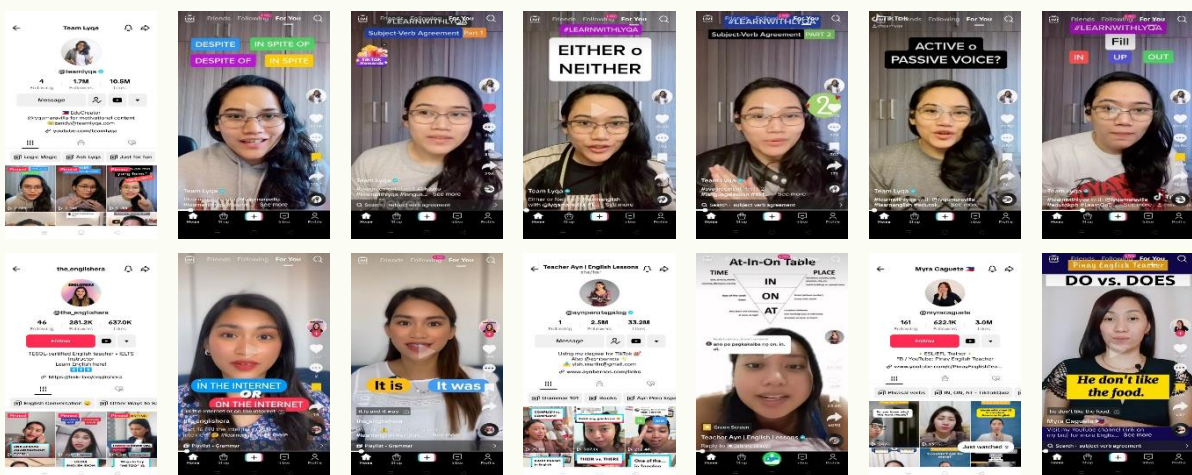
Sixty-seven (67) Grade 11 students at St. Dominic College of Asia were selected as the representative sample of this study. These are males and females between the ages of 16-19, identified to be low-performing in an English subject (21st Century Literature from the Philippines and around the World) by their respective subject teacher based on student records and observation.

Purposive sampling and convenience sampling were used to select the sample of this study. Because this study aims to investigate the impact of educational TikTok videos on Grade 11 students' learning of grammar, the researchers purposefully selected Grade 11 students who are low-performing in English. Moreover, due to the time and budget constraints of the researchers as students, the researchers selected their sample at St. Dominic College of Asia for convenience based on location.

A 50-item online grammar test via Google Forms was created by the researchers and pre-validated by their research adviser prior to administration. Its content is based on the content of the educational TikTok videos, and it is split into four parts using various test types for each topic (i.e. *Classification, Identifying Sentence Errors, and Multiple Choice*) in order to cater to various learning styles.

Ten (10) educational TikTok videos by popular Filipino educational content creators namely: *Lyqa Maravilla, Ayn Bernos, Pinay English Teacher, and The Englishera* were purposefully selected by the researchers.

Figure 1
Influential EduTok content creators





A one-group pre-test-post-test experiment was used as the data collection method of this study. This was conducted in a time frame of two (2) days, with three (3) batches of participants per day. Each batch was allotted one (1) hour for the entire experiment. In the experiment, the participants' English subject teacher acted as the facilitator. The facilitator gathered the participants online via Google Meet, clearly explained the instructions, and administered the grammar test by presenting the Google Forms page to the participants and sending the link on the chat box for them to click and complete. Questions, concerns, and clarifications were handled by the facilitator with the guidance of one of the researchers. After all, the participants had completed the pretest, the facilitator presented the videos for all the participants to watch at the same time before taking the post test.

The data from the questionnaires were gathered, analysed, and tabulated. After the raw data have been recorded and tabulated, they were subjected to statistical treatment as basis of results and interpretation for the following statistical measures. In determining the grammar proficiency level of the students, frequency and percentage distribution was used for the results of the study. Frequency and Percentage Distribution is a representation of a gathered data in tables and graphs that shows the number of observations, variables, and responses corresponding to each category. Weighted mean was also used to calculate the average responses from different statements of the questionnaire based on the respondents' degree of frequency. Weighted Mean is used to calculate the average responses from different statements on the second part of the questionnaire based on the respondents' degree of frequency.

To interpret the scores more accurately, a data verbal interpretation guide was made. This was established using the mean value of 23 and the standard deviation of 5. Since the data are raw scores from the assessment done, the interval range is also expressed in scores. However, the five levels of proficiency were adopted from Department of Education (DepEd) Order No. 31, as a new assessment tool to assess the level of proficiency of students.

3. Findings and Discussion

Before exposure to EduTok videos, it was found that 55 students or 84.62% is "Developing Proficient" in grammar; 36, or 55.38% were found to be at the level "Approaching Proficient"; and only 14 students, or 21.54% were found to be at the "Proficient" level in grammar. This shows that the majority of the students have proficiency in grammar that still needs to be developed. However, the total average mean score of 5.94 would suggest that most of the students before exposure to EduTok videos are "Approaching Proficient" in grammar. These findings are illustrated in the table below:



Table 1
Pre-test Score Result

STUDENT	PRE-TEST SCORE	MEAN SCORE	INTERPRETATION
1	25	6.25	Approaching Proficient
2	23	5.75	Approaching Proficient
3	32	8	Proficient
4	19	4.75	Developing Proficient
5	19	4.75	Developing Proficient
6	22	5.5	Approaching Proficient
7	24	6	Approaching Proficient
8	18	4.5	Developing Proficient
9	14	3.5	Developing Proficient
10	27	6.75	Approaching Proficient
11	25	6.25	Approaching Proficient
12	15	3.75	Developing Proficient
13	18	4.5	Developing Proficient
14	25	6.25	Approaching Proficient
15	27	6.75	Approaching Proficient
16	16	4	Developing Proficient
17	26	6.5	Approaching Proficient
18	22	5.5	Approaching Proficient
19	20	5	Approaching Proficient
20	32	8	Proficient
21	28	7	Proficient
22	19	4.75	Developing Proficient
23	22	5.5	Approaching Proficient
24	20	5	Approaching Proficient
25	26	6.5	Approaching Proficient
26	20	5	Approaching Proficient
27	19	4.75	Developing Proficient
28	23	5.75	Approaching Proficient
29	26	6.5	Approaching Proficient
30	28	7	Proficient
31	22	5.5	Approaching Proficient
32	21	5.25	Approaching Proficient
33	24	6	Approaching Proficient
34	20	5	Approaching Proficient
35	22	5.5	Approaching Proficient
36	25	6.25	Approaching Proficient



STUDENT	PRE-TEST SCORE	MEAN SCORE	INTERPRETATION
37	21	5.25	Approaching Proficient
38	19	4.75	Developing Proficient
39	18	4.5	Developing Proficient
40	33	8.25	Proficient
41	24	6	Approaching Proficient
42	24	6	Approaching Proficient
43	23	5.75	Approaching Proficient
44	24	6	Approaching Proficient
45	25	6.25	Approaching Proficient
46	16	4	Developing Proficient
47	21	5.25	Approaching Proficient
48	18	4.5	Developing Proficient
49	17	4.25	Developing Proficient
50	31	7.75	Proficient
51	27	6.75	Approaching Proficient
52	32	8	Proficient
53	27	6.75	Approaching Proficient
54	31	7.75	Proficient
55	28	7	Proficient
56	25	6.25	Approaching Proficient
57	26	6.5	Approaching Proficient
58	24	6	Approaching Proficient
59	28	7	Proficient
60	22	5.5	Approaching Proficient
61	28	7	Proficient
62	33	8.25	Proficient
63	17	4.25	Developing Proficient
64	35	8.75	Proficient
65	33	8.25	Proficient
TOTAL		5.938461538	Approaching Proficient

After exposure to EduTok videos, it was found that 27 or 41.54% of the students are “Approaching Proficient” in grammar, 22 or 33.85% has a “Proficient” level in grammar, and 16 or 24.82% is “Developing Proficient” in grammar. Based on the total mean score of 6.142307692, it can be concluded that most of the students are in level “Approaching Proficient” in grammar after exposure to EduTok videos.

These findings are illustrated in the table below:



Table 2
Post Test Result

STUDENT	POST TEST SCORE	MEAN SCORE	INTERPRETATION
1	24	6	Approaching Proficient
2	23	5.75	Approaching Proficient
3	32	8	Proficient
4	21	5.25	Approaching Proficient
5	14	3.5	Developing Proficient
6	24	6	Approaching Proficient
7	22	5.5	Approaching Proficient
8	16	4	Developing Proficient
9	26	6.5	Approaching Proficient
10	14	3.5	Developing Proficient
11	17	4.25	Developing Proficient
12	15	3.75	Developing Proficient
13	25	6.25	Approaching Proficient
14	28	7	Proficient
15	26	6.5	Approaching Proficient
16	19	4.75	Developing Proficient
17	29	7.25	Proficient
18	21	5.25	Approaching Proficient
19	19	4.75	Developing Proficient
20	34	8.5	Proficient
21	30	7.5	Proficient
22	19	4.75	Developing Proficient
23	24	6	Approaching Proficient
24	24	6	Approaching Proficient
25	31	7.75	Proficient
26	15	3.75	Developing Proficient
27	19	4.75	Developing Proficient
28	20	5	Approaching Proficient
29	33	8.25	Proficient
30	34	8.5	Proficient
31	30	7.5	Proficient
32	31	7.75	Proficient
33	25	6.25	Approaching Proficient
34	20	5	Approaching Proficient
35	23	5.75	Approaching Proficient
36	22	5.5	Approaching Proficient



STUDENT	POST TEST SCORE	MEAN SCORE	INTERPRETATION
37	27	6.75	Approaching Proficient
38	17	4.25	Developing Proficient
39	18	4.5	Developing Proficient
40	35	8.75	Proficient
41	22	5.5	Approaching Proficient
42	10	2.5	Developing Proficient
43	25	6.25	Approaching Proficient
44	28	7	Proficient
45	27	6.75	Approaching Proficient
46	28	7	Proficient
47	19	4.75	Developing Proficient
48	15	3.75	Developing Proficient
49	17	4.25	Developing Proficient
50	31	7.75	Proficient
51	28	7	Proficient
52	33	8.25	Proficient
53	26	6.5	Approaching Proficient
54	26	6.5	Approaching Proficient
55	33	8.25	Proficient
56	24	6	Approaching Proficient
57	26	6.5	Approaching Proficient
58	25	6.25	Approaching Proficient
59	32	8	Proficient
60	23	5.75	Approaching Proficient
61	31	7.75	Proficient
62	33	8.25	Proficient
63	25	6.25	Approaching Proficient
64	34	8.5	Proficient
65	30	7.5	Proficient
TOTAL		6.142307692	Approaching Proficient

However, Table 3 shows the 95% confidence interval of the difference between the means ranged from [-4.97 to ppp0.84] and did indicate a difference between the means of the samples. Therefore, the null hypothesis is rejected, and that there is no difference between the means. This concludes that EduTok videos has an effect on the grammar test scores.

Moreover, the results also suggest that the implausible decline of one student (2%)’s grammar proficiency level from “Average” to “Low” is solely due to an uncontrolled variable in the experiment (i.e. the participant choosing not to complete the posttest) rather than the influence of the EduTok videos itself.

Table 3
Paired Samples T-Test

			Paired Differences					t	df	Sig. (1-tailed)
			Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
						Lower	Upper			
Pair 1	PRE TEST	POST TEST	2.06	11.72	1.45	-4.97	0.84	1.41824	64	<.10

Furthermore, the findings also show that the 95% confidence interval of the difference between the means ranged from [-4.97 to ppp0.84] indicates a difference between the means of the samples. Therefore, the null hypothesis is rejected, and that there is no difference between the means. This concludes that EduTok videos has an effect on the grammar test scores. Moreover, the results also suggest that the implausible decline of one student (2%)’s grammar proficiency level from “Average” to “Low” is solely due to an uncontrolled variable in the experiment (i.e. the participant choosing not to complete the post test) rather *than the influence of the EduTok videos itself*.

4. Conclusion

Based on the result of the findings, it can be noticed that although the number of students with *Approaching Proficiency* level in grammar during the Pre-test (36) slightly decreased during the Post-test (27), the number of Proficient students in grammar increased from 14 (Pre-test) to 22 (Post-test). Also, the students with *Developing Proficiency* level during the Pre-test (55) significantly decreased during the Post-test (16). This means that after exposure to EduTok videos, a high percentage of students positively improved their scores. These results may reveal that TikTok could make a significant effect on the academic achievement of the students and suggests that students responded positively to the use of TikTok as a platform for learning grammar.

However, despite the limited sample size and exploratory nature of the study, this research sheds some light on the potential for combining social media and language teaching. This agrees to the study of Syah et al. (2020) who stated that TikTok can be used as a contemporary medium of learning. This makes TikTok an audiovisual media packaged into more realistic and exciting learning content that was initially abstract and



difficult to see in reality. It will also encourage students to learn as it offers special and fascinating features such as providing learning material to users.

Further investigation is necessary to assess how well this strategy integrates with other language-related skills like reading, writing, pronunciation, and vocabulary growth. Based on the study's findings, it can be concluded that the app can be utilized as an interactive learning tool to assist students develop their speaking abilities when used with the proper approaches and procedures. It can provide fun English learning activities and encourage collaboration, communication, creativity and critical thinking. However, in addition to the benefits, teachers also need to be aware of the downsides that TikTok can cause. They have to make strategic decisions about how to reduce deficiencies while using the application.

It is also encouraged that future research pursues the following aspects: (1) coverage of other areas of English (i.e. vocabulary, spelling, pronunciation, etc.); (2) a larger sample size by including public, national, and international Philippine schools to create diversity, in which more accurate data can be obtained; (3) a longer time frame for data collection, ideally with a 1-week interval between the pre test and post test to accurately assess learning retention; and (4) the use of a controlled experiment in a face-to-face setting to eliminate uncontrolled variables (e.g. participants skipping the videos or guessing their answers).

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