EFFECTS OF TIKTOK ENGLISH TEACHING VIDEOS ON ELEMENTARY LEARNERS' SECOND LANGUAGE ACQUISITION

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Abstract

This study aimed to examine the Effects of TikTok English teaching videos in the Second Language Acquisition of Elementary Learners. The participants of this study were the 21 intermediate learners in Nababarera Elementary School, Baao, Camarines Sur. The researchers came up with the three main questions in this study: (1) What is the level of Second Language Acquisition of elementary learners during: a. Pre-Assessment b. Post-Assessment (2) Is there a significant difference between the raw scores of pre-assessment and post-assessment? (3) What are the challenges encountered in utilizing mobile phones as a tool for second language acquisition? The researchers used mixed method approach to answer the research questions. A pre- and post-assessment and a semi-structured interview were used as tools. It is discovered that learners who use mobile devices for language learning experience learning setbacks due to physical, pedagogical, and psycho-social issues. The result also showed that there is a significant difference between the raw scores of the learners' pre- and post-assessment. Hence, TikTok can be an assessment tool for evaluating learners' language learning progress and an out-of-class learning tool to motivate and engage students in their English language skills development.

Keywords: *Second Language Acquisition, TikTok, TikTok English teaching videos*

INTRODUCTION

Social media has drastically changed the way people interact with each other and move through today's social landscape. Since these media interactions are likely to occur within the same linguistic communities or across them, social media opportunities today could even be linguistically rewarding for users. Social media use is becoming more popular and accessible everywhere, especially among younger people (Pikhart & Botezat, 2021).

Also, humans develop the flexibility to perceive, understand, produce, and use language in communication through a process referred to as language acquisition. There are two types of language acquisition; 1.) first language acquisition (FLA) and 2.) second language acquisition (SLA). Prasetiawan (2017) discussed in his research that first language acquisition is acquiring a child's mother tongue. It occurs naturally during childhood, usually within the family or community environment. On the other hand, acquiring languages in addition to one's native tongue is known as second language acquisition. Second language acquisition is the method used to acquire the

English language. The study of second language acquisition draws on several linguistics subfields, including phonetics, phonology, morphology, syntax, and semantics. This field is becoming more and more interdisciplinary.

Furthermore, the coronavirus has affected the students' schedules, routines, and habits. These radical new changes completely altered their daily lives, forcing them to regulate. Teachers' workloads have increased over the past few months, parents have found themselves teaching their children, and students have had to adjust to the new realities of education. The foremost important thing to recollect is to approach learning with an open mind, although the environment and available resources have changed significantly. No matter the pandemic, learning languages remains imperative.

In addition, it is crucial to be adaptable and ready to suit the new learning environment. E-learning was forced upon us unavoidably, but it is also shown that it can replace traditional classroom instruction when appropriately used. TikTok is one of the most compelling platforms where students acquire language through short educational clips. It has provided us with new ways to communicate with and stay in touch with the world around us as well as avenues for our self-expression, entertainment, and education. Moreover, TikTok is a very influential application since it is useful, advantageous, and makes learning simple and fun. It could be argued that TikTok has features that assist students in learning the English language if properly used (Rahmawati & Anwar, 2022). Thus, this study selected the TikTok application as the medium for further investigation.

Significantly, TikTok is a social media platform that encourages the development of 21st-century skills, including critical thinking, creativity, and mobility. In reality, many studies have explored the effects of utilizing social media to support language learners but the coronavirus has affected the student's educational system. Due to COVID-19, many content creators are exploring their types of content, one of those are educational videos, specifically English-teaching videos. Through TikTok videos, it is possible or not that this type of videos can assist the language acquisition of learners.

However, limited studies have examined the effects of TikTok English teaching videos from the students' perspectives. Hence, this study aimed to fill the gap by determining the effects of TikTok English teaching videos on elementary learners. The present study has aimed to answer these research questions: (1) What is the level of Second Language Acquisition of elementary learners during pre- and post-assessment? (2) Is there a significant difference between the raw scores of pre-assessment and post-assessment? (3) What are the challenges encountered in utilizing mobile phones as a tool for second language acquisition?

METHODOLOGY

Research Method

This study used a pre-experimental design, under the category One-group Pretest-posttest research design. The researchers conducted a test in one group (intermediate learners of Nababarera Elementary School), to examine the level of the Second Language Acquisition (SLA) of each learner. The researchers utilized mixed method, which is the qualitative and quantitative method to gather data. By using mixed method, it gives a better understanding of the problem and yields more complete evidence (Sirisilla, 2022). Quantitative approach was used to collect and analyze numerical data in examining the level of Second Language Acquisition (SLA) of elementary learners. Qualitative approach was used to collect ideas and perspectives in determining the challenges encountered by elementary learners in utilizing mobile phones as a tool for SLA.

Participants of the Study

The study's participants are intermediate learners in Nababarera Elementary School, Baao, Camarines Sur, Philippines who are willing to participate. The researchers ensured that the participants are qualified based on the following criteria: 1.) Intermediate learner 2.) Low proficiency level and 3.) Affirmed with the guidelines indicated in the Informed Consent Form. Also, participants or learners who reached Intermediate Fluency in the pre-test did not undergo the intervention period and post-test since they had reached the highest scale. 21 learners returned the informed consent form and met the criteria to be the participants in the present study.

In selecting the participants, the researchers utilized convenience sampling wherein research data is collected from a conveniently available pool of respondents. It is the most often utilized sampling technique since it is prompt, uncomplicated, and economical. This is utilized to ensure that the participants are qualified in the criteria set by the researchers.

Research Instruments

Before conducting the data collection, the researchers sent an Informed Consent Form (ICF) to the gatekeepers. Further, the researchers explained in detail the measures and procedures of data collection as well as guaranteed the confidentiality of the collected data.

The research instruments that were used in gathering data are test papers for the pre-assessment and post-assessment, and interview guide questions. The test papers were used for research questions 1 and 2, and the interview guide questions were used for research question 3. Moreover, the research instruments that were used in this study are drawn from the theories. Additionally, the TikTok English teaching videos were utilized as intervention material based on the level of Second Language Acquisition (SLA) yield on the diagnostic assessment of the participants. Further, the selection of TikTok videos was based on the following criteria: level of second

language acquisition of the learner after the pre-assessment, reliable content creators, and aligned with the variables covered in the test questionnaire.

Significantly, the test questions are anchored from the characteristics of each level of Second Language Acquisition framed by Krashen and Terrell (1983). The test papers that were used were made by the researchers. Some questions were based on assessments and worksheets made by K5 Learning (2021) and K12 Reader (2014) and the reading passages were adapted from the book Developing Reading Power 2 (2004). These test questionnaires are validated by four experts through an Expert Validation Form.

Data Gathering Procedures

In this study, an intervention was carried out where participants were asked to watch TikTok English teaching videos that mainly focuses on topics about vocabulary, comprehension, and grammar. The viewing of TikTok videos was limited to two hours only to adhere to the recommended screen time of the learners. The duration of data collection lasted for a month due to the limitations of the time framework.

In collecting the data, the researchers used a pre- and post-assessment questionnaire that the participants answered which this assessment measures the level of literacy of the learners. For research question no. 1, the researchers gave the learners a test questionnaire that was anchored from the Five Stages of Second Language Acquisition. These stages are Preproduction, Early Production, Speech Emergence, and Intermediate Fluency (Krashen & Terrell, 1983). Afterward, the researchers identified the level of Second Language Acquisition of the learners.

In addressing research question no. 2, the researchers applied rigorous statistical methods, specifically employing the paired sample T-test. This method facilitated an examination of the disparity between pre- and post-assessment raw scores of the learners, leveraging the SPSS application for robust statistical analysis. The objective was to discern the impact of TikTok English teaching videos on the second language acquisition of elementary learners by gauging the observed differences.

To fortify their claims, the researchers not only assessed the overall difference but also delved into specific variables—namely, vocabulary, comprehension, and grammar—within the test questionnaire. This granular examination allowed for a more nuanced understanding of the effects of TikTok English teaching videos on each individual aspect, contributing to a comprehensive evaluation of their influence on second language acquisition.

For the third research question, the researchers pursued a comprehensive approach. They conducted a semi-structured interview, skillfully recorded in audio format. Following data collection, the researchers meticulously transcribed the interview and employed coding and theming methodologies to systematically

organize and extract relevant information. The aim was to discern the specific difficulties students faced when utilizing mobile phones for second language learning. To ensure the credibility of the findings, an external validator performed intercoding, contributing an additional layer of scrutiny to the analysis process.

The researchers opted for thematic analysis during the data examination phase. This method allowed them to identify and explore recurring themes, providing a nuanced understanding of the challenges encountered by learners in the context of utilizing mobile phones for second language acquisition.

Statistical Treatment of Data

In order to rigorously evaluate the impact of the teaching intervention, the researchers opted for a paired sample T-test, which specifically compares pre- and post-assessment raw scores. This statistical analysis was conducted using the widely employed software tool, SPSS (Statistical Package for the Social Sciences). As elucidated by Bevans (2020), a T-test stands out as a crucial statistical method for discerning differences between two groups. It finds frequent application in hypothesis testing, aiding in the determination of whether a given procedure or treatment significantly influences the population of interest or if discernible distinctions exist between the two groups under consideration. The T-test's computation relies on the following formula:

$$t = \frac{\bar{d}}{\sqrt{\frac{s^2}{n}}}$$
$$d = n - 1$$

Where:
    d bar = average difference between samples
    s = sample deviation of the difference
    n = count of one set of the pairs

RESULT/FINDINGS AND DISCUSSION

In this section, the analysis and interpretation of the results from the pre-assessment and post-assessment scores of the learners are presented. The study's findings are grouped into themes and sub-themes, systematically presented in tables. Following this presentation, in-depth analysis and discussions are provided to elucidate the significance and implications of the observed patterns and trends.

Level of Second Language Acquisition of Elementary Learners

This section furnishes crucial insights into the participants' level of second language acquisition, derived from assessments conducted both before and after the intervention period. The inclusion of this information is paramount for the study as it enables the researchers to ascertain the initial level of second language acquisition

among participants and to gauge whether any noteworthy improvements or significant changes occurred following the intervention.

To provide a comprehensive overview, a table has been included below, delineating the distribution of participants across different stages during both the pre-assessment and post-assessment phases. This table serves as a visual aid, facilitating a clear understanding of the changes in participants' second language acquisition levels over the course of the study.

Table 1 shows the frequency and percentage distribution of the learners according to their level of second language acquisition. The data were collected through pre-assessment and post-assessment. The results from the assessments were analyzed, following the conditions set by the researchers. The condition states that the four parts of the test questionnaire were assigned to represent the four stages of SLA. Each part of the test questionnaire was carefully grouped according to the qualifications, on the basis of the framework named Stages of Second Language Acquisition framed by Krashen and Terrell (1983). The highest score among the four parts of the assessment will determine the level of second language acquisition of the learner. The researchers then ranked the learners' stage according to their results on the assessments.

Table.1. Level of Second Language Acquisition

Stages of Second Language Acquisition	PRE-ASSESSMENT		POST-ASSESSMENT	
	f	%	f	%
Preproduction	20	95%	5	24%
Early Production	1	5%	13	62%
Speech Emergence	0	0%	3	14%
Intermediate Fluency	0	0%	0	0%
TOTAL	**21**	**100%**	**21**	**100%**

Table 1 shows the data during the pre-assessment, a total of 21 participants answered the test questionnaire. Majority of the learners' fall under the Preproduction stage, representing 20 or 95% of the participants. While 1 or 5% of the learners is in the Early Production stage. Krashen and Terrell (1983) described the Preproduction stage as the "silent period" which means that learners are likely to have no utterances and have limited to almost no comprehension. On this basis, most of the learners have a low literacy level in the English language considering that they fall under the first stage of second language acquisition.

Based on the findings, it can be inferred that the learners have difficulty comprehending and producing written or even spoken English. This may impact their ability to effectively communicate in English, understand academic or technical materials, or engage in various activities that require proficiency in the language. Additionally, it suggests that these learners require additional support or interventions to improve their English literacy skills.

It has been noted that Philippine Daily Inquirer (2022), stated that 9 out of 10 Filipino learners struggle to read and comprehend simple texts. According to that report, the World Bank asserted that the given figures make the Philippines one of the countries with a high rate of "learning poverty." In addition, the World Bank calculates that 91% of Filipino primary pupils are unable to read English text, and the International Lending Institution deems intermediate learners to be "learning deprived" because they are unable to read and comprehend texts appropriate for their grade levels. The top reason for the low literacy rate of Filipino learners is caused by the COVID-19 pandemic. The pandemic affected the quality of teaching and learning since the mode of teaching is through modules and online classes. However, the majority of learners were unable to follow this setup because of several factors such as parents capability to teach, learner's motivation, and low family income.

Meanwhile, after the intervention period, approximately 62% or 13 learners moved from Preproduction to Early Production stage. Precisely, 14% or 3 learners are now in the Speech Emergence stage, while 24% or 5 of the learners remain in the Preproduction stage. This implies that the majority of the learners were able to learn from the TikTok educational videos presented during the intervention period since a total of 16 or 76% of learners were able to move to the next stages. These figures proved that the intervention is effective in improving the literacy skills of the learners.

The result above connotes that TikTok's educational video is an effective tool to assist learners in improving and developing their English language literacy. The features of TikTok played a big role in the improvement of the learners. This feature includes multimodality and brief yet straight-to-the-point explanations in the videos. Through this, the TikTok videos provided an effective means of delivering instruction in a way that was easy to understand and engaging for the learners.

Xiuwen and Razali (2021) explored the possibility of utilizing TikTok to develop English language skills. Their study revealed that TikTok has the edge of providing short educational videos for language students that are produced and shared by English teachers and native speakers. This would allow young English language learners to acquire language skills in an innovative way without the constraints of time and environment (Hassan et al., 2021). Moreover, TikTok's short video format, which lasts from a minimum of fifteen seconds to a maximum of ten minutes, is especially advantageous for those learners with limited attention spans. For this reason, English language learners can focus on learning the language in an easy and effective manner.

However, it is important to note that the improvement in the level of second language acquisition of the learners is not necessarily indicative to the overall performance of the learners. Therefore, further study is needed to investigate the language development of a learner.

Effects of TikTok English Teaching Videos in SLA

The statistics collected from the assessment were analyzed and interpreted using tables and discussions. Subsections were created to discuss and interpret the variables in the assessments. The summary of the calculations for the significant difference between the pre-and post-assessment is presented in the table below:

Table.2. Paired sample T-test Result

Paired Sample	Mean	Standard Deviation	95% Confidence Interval of the Difference		t	df	Significance	
			Lower	Upper			One-side d p	Two-side d p
Pre-assessment - Post-assessment	-13.143	4.234	-15.070	-11.215	-14.224	20	<.001	<.001

Table 2 presents the results of the hypothesis testing. The researchers conducted a paired sample t-test to determine whether there is a significant difference between the raw scores from the pre-assessment and post-assessment of the learners. Results show that the computed mean or the average between the pre-assessment and post-assessment is -13.143 while the standard deviation is 4.234 which represents the distance between the scores from the mean. The data from the hypothesis testing reveals that the null hypothesis is rejected, therefore the impact of the intervention is significant. With a significance level of 0.05, there is sufficient evidence to support the claim that there is a significant difference between the mean of the pre-assessment and post-assessment of the students, (t(20)=-14.224, sig(two-sided p<.001). This suggests that there is an increase in the scores of the learners after the intervention.

These findings support the idea that the intervention given to the learners after the pre-assessment affected or improved their literacy skills in the English language. Hence, TikTok can serve as an assessment tool for evaluating learners' language learning progress, and as an out-of-class learning tool to motivate and engage students in their English language skills development. Additionally, the features of TikTok can allow teachers to track learner's language literacy progress and at the same time, provide them with an innovative and creative approach to language learning. By taking advantage of this side of TikTok, it can facilitate learners' in improving their language literacy. However, in order to achieve this goal, learners must use the application appropriately and receive proper guidance from parents or teachers. Therefore, it is important to consider how to use TikTok in a way that maximizes its benefits for learners.

Moreover, the positive result from the intervention implies that mobile-assisted education is a highly effective approach to language learning. This mode of learning allows self-paced learning, accessibility, interactivity, and the ability to replay videos until the learners fully understand the topics.

This is relative to the statement of Yélamos-Guerra, et al. (2022), who highlighted the benefits of utilizing TikTok for educational purposes, this includes enhancing the learner's ability to retain information from the videos they watched. This can result in improving the knowledge of the learners in the language they are learning. Therefore, it can be asserted that the use of TikTok for educational purposes can promote digital literacy while also expanding their knowledge of the subject matter being learned. Thus, it is crucial to recognize the potential of social media platforms as educational tools and to leverage their benefits for learners. However, according to Zaitun and Indriani (2021), proper guidance is needed in order for these applications to be an effective learning medium.

a. Vocabulary

The results of the hypothesis testing uncovered a noteworthy difference between the pre- and post-assessment scores of the learners. However, recognizing the need for a more in-depth examination of its impact on second language acquisition, the discussion is subdivided into sections focusing on the effects of TikTok English teaching videos on learners' Second Language Acquisition (SLA) for each variable.

The test questionnaire encompasses three variables, with one of them being vocabulary, comprising 13 items in the assessment. These distinct sub-sections allow for a nuanced exploration of the specific influences of TikTok English teaching videos on various facets of learners' second language acquisition, offering a comprehensive analysis of the observed differences within each variable.

Table.3. Vocabulary

	VOCABULARY	
	Average Scores	**Difference between means**
Pre-assessment	8.95	3.48
Post-assessment	12.43	

As shown in the table above, the average score for each assessment on the variable vocabulary is 8.95 on the pre-assessment and 12.43 on the post-assessment. The difference between means is 3.48. This difference of 3.48 suggests that the group of participants being assessed showed improvement from the pre-assessment to the post-assessment since the average score increased by 3.48 points. The initial average score of the learners is already high enough. This suggests that the learners are proficient when it comes to vocabulary even prior to the intervention being conducted.

Overall, the data indicate that the learners improve their vocabulary as reflected in the increase in the average score from the pre-assessment to the post-assessment. Although the learners were deemed to be proficient in vocabulary, the intervention still helped them to widen their vocabulary. Given that the lessons were visually appealing (use of pictures and graphics), it became a powerful tool to make the learners engaged in the contents. Hence, this technique of applying visual representation in the discussion is successful in conveying the meanings of the words, which results in better retention of the vocabulary.

According to Umah and Anggraini (2022), TikTok can serve as an educational tool to improve the English vocabulary skills of primary school students. The key factor for its effectiveness is the use of captivating audio-visual content on the TikTok platform, as it provides real-life objects for students to comprehend unfamiliar words and clarifies the meaning of new vocabulary. Utilizing audio-visual media offers various benefits in the learning process, one of which is the motivation of students to engage in the content.

Further, Opsahl and Levin (2022) explored the perception of both students and teachers regarding the ability of students to learn language through exposure to content on the TikTok application. Similar to the present study, this study also found that students learned new vocabulary after watching content on TikTok. A total of 70% students claimed that they had learned new words from random content on TikTok.

It is important to note that the present study dealt with TikTok content about English teaching videos while the mentioned study dealt with random content on TikTok. However, both results were positive in claiming that the TikTok application is indeed beneficial when it comes to learning, acquiring, and improving new vocabulary.

b. Comprehension

Evaluating reading comprehension serves as a method to ascertain a learner's stage in second language acquisition. To gauge this, the assessment incorporates a reading comprehension question, totaling 17 points. This strategic inclusion allows for a comprehensive understanding of the learners' proficiency levels in comprehending and interpreting written material within the context of the second language acquisition process.

Table.4. Comprehension

	COMPREHENSION	
	Average Scores	**Difference between means**
Pre-assessment	7.71	6.19
Post-assessment	13.90	

The data above reveal that the average score for the variable comprehension is 7.71 and 13.90, respectively. The difference between the two means is 6.19, which refers to the increase in the average score from pre-assessment to post-assessment. Considering that 17 is the highest possible score in comprehension, the average score of 7.71 on the pre-assessment implies that the students have poor comprehension skills. However, with the 6.19 increase in the post-assessment, the students showed significant improvement in their comprehension skills. This indicates that the intervention was effective when it comes to improving the comprehension skills of the learners.

The claim above is relative to the findings of Al Momani (2020), where he proved that the use of Telegram for improving the reading comprehension skills of learners is effective. The study also highlighted that the audio-visual feature of telegram is a key tool in why the students developed their reading comprehension skills. Aside from that, telegram promotes self-directed learning where a student can create a learner-centered environment that aligns with modern ways of learning, centered around student motivation and involvement. This can be done through Extramural English (EE) or the use or acquisition of the English language from out-of-class activities like watching movies, scrolling through social media, etc. According to Sundqvist (2016), as cited by Opsahl and Levin (2022), EE can be highly beneficial for learners because it allows for the natural acquisition of the language, as it is not forced and is initiated by the learners themselves.

c. Grammar

Grammar, on the other hand, forms the framework of a language, but it is also the most complex aspect to master. The assessment includes 10 items that are intended to evaluate the learners' proficiency in grammar.

Table.5. Grammar

	GRAMMAR	
	Average Scores	**Difference between means**
Pre-assessment	1.38	3.62
Post-assessment	5	

As shown in Table 5, the average score for pre-assessment is 1.38, which appears to be the weakest skill of the learners among the three variables. However, after the intervention, there is an increase of 3.62 which shows an improvement in the grammar skills of the learners. Nevertheless, it is important to note that although there is an increase in the scores it still did not reach the passing average. Overall, the intervention improved the grammar skills of the learners, but it was not that effective compared to other variables. Therefore, TikTok educational videos which tackle

grammar are not sufficient enough to assist the learners to improve their grammatical awareness.

This asserts that TikTok educational videos alone are not sufficient to enhance the grammar skills of the learners. It requires more than just exposure to TikTok videos and needs additional factors to support the learning. These factors include individualized teaching, practice, and feedback from the teachers.

Revesencio et al. (2022) had similar findings in which they discovered that TikTok videos with content focusing on grammar helped improve the grammar skills of the students. They claimed that TikTok provided abundant and fundamental knowledge in grammar, specifically in sentence construction. However, their study also identified the disadvantages of using TikTok for learning grammar, with some respondents expressing confusion about verb tenses, pronouns, and sentence structure.

The present study covered the same grammar topics on the test questionnaire. In connection with that, the results were not that impressive as the learners' performance did not surpass the passing average, indicating that the lessons were not very effective in improving their grammar skills compared to the two previous variables. This suggests that TikTok videos on grammar lessons may be too difficult to comprehend for intermediate learners.

Challenges Encountered by the Learners

This section is dedicated to exploring the final research question, aiming to uncover the challenges encountered by learners in utilizing mobile phones for language learning. The data collection involved one-on-one interviews with all 21 participants engaged in the study. Throughout these interviews, participants were provided with the opportunity to use mobile phones to access educational videos on TikTok, adding a practical dimension to the investigation.

The ensuing discussion presents the themes derived from these interviews, strategically anchored in the key issues of mobile-assisted language learning (MALL) as proposed by Stockwell and Hubbard (2013). This thematic analysis serves as a means to illuminate the prevalent challenges and nuances experienced by learners in the context of mobile-assisted language learning using TikTok.

a. Physical Issues

Mobile phones, commonly referred to as cell phones, are multifunctional electronic devices providing a range of services encompassing entertainment, education, and communication. Their widespread popularity stems from the combination of accessibility and portability, making them integral in our daily lives. This section of the paper delves into an exploration of the features of mobile phones, shedding light on the pertinent issues associated with these ubiquitous devices.

Table.6. Physical Issues in Mobile Phones

Physical Issues	Frequency	Percentage
Small screen size	9	43%
Low quality sound	8	38%
Phone processor lagging/ malfunctioning	8	38%
Low brightness	6	29%
Battery life	2	10%
Broken/ cracked screen	1	5%
Don't know how to navigate mobile phones	1	5%

Based on the participants' answers, it generated the following results (see Table 6). The data suggest that the participants experienced different issues regarding mobile phones. The most frequent problem is related to the small screen size of the mobile phone. Based on the empirical data, the participants stated the following comments in relation to small screen size.

> "'di ko po nababayad tulos ta kasasadit, pala di ko po mabasa sa igo…"- P6
> "sasadit su cellphone di ko po gayong nababayad su mga text."- P9
> "pag nagsasadit po a picture tapos surat." -P21

This implies that a small screen is a great factor in the presentation of the videos in the phone as it directly affects the quality of the videos especially when it deals with the pictures and texts presented. In connection with that, low-quality sound comes in second in the issues of mobile phones. Particularly, 38% of the participants complained that they could not fully understand the discussion because of the low volume of phones. One of the participants even said that they had to put the phone speaker near their ears for them to hear the sound.

> "Su volume kaya pag nagkakapot ika, makukuwaan ku kamot mo, magluluway su volume. Kaya iaarog kadi nganing marungog (demonstrates putting phone
> speaker near the ears)." -P10

Additionally, low brightness and broken screen were also mentioned in the interviews. These issues have a direct impact on the viewing experience of the learners. It is challenging for them to watch and read the contents on the mobile phone since it can distort the images or text, making it hard for them to discern and comprehend the lessons. Hence, the stated issues make it tough for the participants to engage in the content and it also makes the learning experience less enjoyable, which can directly affect their possibility of learning the content. Apart from the mentioned issues, phone malfunctions and battery life were also expressed. The participants

claimed that the malfunctions were a major problem when watching the videos. These malfunctions cause the mobile phones to run slow and the applications to crash. This is problematic to the learners because it consumes a lot of time and it can distract them from learning the contents. Similar to the short battery life of mobile phones, it can limit the amount of time that a learner can use their mobile phone for language learning. Thus, when the battery dies in the process of watching, it can interrupt their learning and it will result in frustration and loss of interest. For this reason, some learners even resort to using mobile phones for other purposes (see Table 8 below).

Furthermore, one participant confessed that he does not know how to use a mobile phone. This digital illiteracy is one of the reasons why learners cannot improve their English literacy skills because they cannot maximize the benefits of technology. However, digital illiteracy is also connected with poverty. Not being able to afford a mobile phone hinders a learner to see the opportunities that a mobile phone has. It is important to note that the participants of this study live in a far-flung area, so access to mobile phones and the Internet is limited. Besides that, the phone interface is also a reason why some learners find it difficult to navigate the device. The complex interface of the mobile phone and application prevents the learners from using mobile phones. This infers that the complex interface of mobile phones and applications prevents learners from accessing learning materials that could aid them in their language acquisition. Thus, it is important to encourage mobile phone producers and app developers to create devices that are easy to navigate, to provide the best possible user experience.

In a similar study conducted by Tangirbergen (2022) that examined the challenges of using mobile applications for teaching English, it was found that tech issues are common problems when it comes to utilizing mobile devices for teaching. The study discussed that poverty is the common denominator of why teachers are experiencing difficulties in teaching. It was noted that the internet, small screen and keyboard, and outdated devices are the top issues in the teaching and learning process. They further stated that teachers who work in rural areas are conflicted when it comes to internet connection and the availability of quality devices. For this reason, mobile applications often freeze during discussion. Therefore, the flow of discussion is disrupted, making it hard for both teachers and learners to stay concentrated. Likewise, Zain and Bowles (2021), argued that insufficient technological literacy hinders learners from utilizing mobile devices in learning. The underlying cause for this is that not all learners are technology literate. This makes the learners feel embarrassed in actually using technology and they tend to isolate themselves from technology-related learning.

b. Pedagogical Issues

The pedagogy in mobile-assisted language learning is typically informal since it is often delivered in an indirect way. The way of teaching varies on the content

creator, so it has its issues as well. This part discusses the pedagogical issues encountered by the participants of this study.

Table.6. Pedagogical Issues in Mobile-Assisted Language Learning

Pedagogical Issues	Frequency	Percentage
Complicated topics	14	67%
Fast teaching and reading	9	43%
Language barrier	2	10%
Ambiguous instructions/ teaching	1	5%

As shown in Table 7, several pedagogical issues were experienced by the participants. On top of the list are complicated topics, this can be attributed to the topics covered in the intervention such as vocabulary, comprehension, and grammar. This caused problems for the participants because the TikTok content creators tend to simplify explanations to adhere to the time limit of the application. There are topics that require in-depth explanations to which the pedagogy in TikTok is impossible to execute. It is important to consider that not all learners have the same pace of learning. Therefore, special approaches are needed such as comprehensive and hands-on lectures, supplementary examples and materials, and repetitive exercises and activities.

Additionally, the issue of fast teaching and reading of the content creators, and the ambiguous instructions or teaching were also mentioned. Some of the participants showed their concern that the teaching style in TikTok is very rapid compared to the pace of teaching they are used to.

> "Dipisil, makaskas kaya magbisara. Di ko po gayong maintindihan." -P1
> "Mabilis po ang pag discuss nila don (referring to TikTok videos)" -P5
> "Pero su pagtutturo kaya sadto cellphone, masyadong makaskas kaya di ko
> naintindihan." -P10
> "Abo ko po ta malibong magturo." -P3

This implies that fast and ambiguous teaching from the content creator has left a negative impression on the participants. One of the participants even said that she does not want to utilize a mobile phone for language learning. The discouragement from the participants can impact the incorporation of mobile-assisted learning on a larger scale. In light of that, the issue stated is considered a big factor in the study of the effectiveness of language learning through mobile phones. Since TikTok is prominent for its bite-size videos, it contradicts the approach of teaching that the learners wanted.

Meanwhile, language barriers also caused an issue in the teaching of content creators via mobile devices. Two of the participants stated that they had an issue

understanding the contents due to the language spoken by the content creator being the English language.

> (participant's answer when asked about the teaching in TIkTok)
> "Hmm dipisil man po ta English." -P14
> "Dipisil po ta English" -P16

Although English is the subject being taught, learners still wanted the discussion to be in the language or dialect they can understand such as Filipino or Rinconada dialect. The reliance on these languages is the very reason why learners still struggle to master the English language. This alarming issue is caused by the habit of translating the lessons into the mother tongue of the learners. Hence, this hinders them to get accustomed to hearing the language and be comfortable with using it.

This is substantiated by Zain and Bowles (2021), who provided issues in mobile-assisted language learning. Among the issues is the learning anxiety of the students. They found that students tend to get overwhelmed by the contents from the internet or devices. This makes them feel frustrated especially when teachers require them to answer assignments and projects through mobile devices. The learning anxiety can be attributed to the pedagogical issues in the present study. In a way that learners experience frustration and difficulty in comprehending the content as well as the approach of the teaching of the content creators. In addition, the study by Zaitun and Idriani (2021) found that English teachers seldom use the English language for instructions and discussions. This caused problems in the performance and confidence of the learners in using the English language. Hence, it affected the overall competence of the learners in the English language.

Overall, the pedagogy in TikTok videos can be an issue to different types of learners. It is imperative to remember that a teaching approach varies from person to person, thus knowing the learner's needs and level of second language acquisition is crucial. It can be inferred that the teaching approach in mobile phones and topics covered (TikTok videos) play a significant role in the learning progress of the learners. Thus, it is essential for content creators to explore a different approach to teaching.

b. Psychosocial Issues

Apart from knowing the physical and pedagogical issues in mobile-assisted language learning (MALL), issues in psycho-social are also worth discussing. This addresses the psycho-social issues experienced by the participants.

Table. 8. Psycho-social Issues in Utilizing Mobile Phones for Language Learning

Pedagogical Issues	Frequency	Percentage
Utilize phone for gaming	2	10%
Utilize phone for social media	1	5%

Table 8 presents the gathered information from the participants. In this study, the term psycho-social issues refer to the learner's attitude and beliefs towards the use of mobile devices. As stated by Stockwell (2022), learners tend to separate learning from entertainment, so it has become an issue in mobile-assisted learning because most learners fail to see the potential of mobile devices in assisting their language learning. When the participants were asked how they would utilize their mobile devices, some of them answered that they would use it for gaming and social media. Hence, the perception of learners to mobile devices is actually for entertainment and not for learning purposes. This proves that a mobile device is not a go-to option for learners to learn a language.

The study of Yang (2020) regarding students' perception of utilizing TikTok for learning English lends weight to the findings of this study. It was emphasized that TikTok was developed as a social media platform that is centered around entertainment instead of an educational platform. So, this infers that the application does not have a feature that supports effective learning. Additionally, the said nature of the application prevents the learners from having an effective academic gain. Mainly because the learner's lack self-control and are easily distracted.

In general, it is uncovered that psycho-social issues have an impact on the learning progress of learners utilizing mobile devices for language learning. This issue causes setbacks in the use of mobile devices for language learning, and they are often neglected. Therefore, it is crucial to address these issues to improve the effectiveness of mobile-assisted language learning.

CONCLUSION

The findings of this study revealed that the intermediate learners from Nababarera Elementary School have low literacy skills in the English language. Albeit at their grade level, they are still in the pre-production stage of second language acquisition which implies that the learners are greatly affected by the sudden shift of educational modality during the pandemic. Thus, it is necessary to undergo interventions and provide them access to educational resources that can assist the learners in improving their English language skills. After the intervention, an increase in the results in the post-assessment proved that TikTok educational videos helped the learners improve their literacy skills in the English language.

Particularly, it helped expand their vocabulary and enhance their comprehension and grammar skills. Hence, TikTok educational videos are good intervention material in assisting learners in improving their English language skills. However, problems with physical, pedagogical, and psycho-social well-being of language learners were also discovered. In reference to the findings, it can be inferred that certain challenges in using mobile phones for language learning hindered the learners from completely learning the materials. Particularly, it made them lose focus and feel demotivated to

utilize mobile devices for learning. Therefore, resolving these problems is essential to enhancing the efficiency of mobile-assisted language learning.

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