

Exploring the Use of TikTok as an Authentic Learning Tool for Enhancing Foreign Language Competency: A Quantitative Study on Arabic Learners

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Abstract

The influence of social media on the current generation of learners can be observed in the way they react to online learning content. In an array of social media applications, TikTok, a video sharing social network, has emerged as one of the most popular platforms. Even though it started mostly as an outlet to upload dancing videos, it has progressed to being used in explaining concepts and creating bite-size content, to the point that it has to be viewed as a pedagogical tool. In addition, it can create simulated situations of cooperative video. The TikTok duet, for example, enables users to perform communicative tasks with another user. This experience could create an authentic task for language learners which would enable them to practice their communication skills with native speakers in a fun and engaging way. This study seeks to explore the use of TikTok in creating an authentic learning experience for learners of foreign languages. This study will involve students who learn Arabic. It aims to provide a platform for learners to practice their listening and speaking skills through various video creation activities. The proposed videos will require students to perform certain tasks such as making introductions, reading skills, and responding to queries or grammar exercises. The activities encompass the quintessential aspects of 21st-century learning. Upon completing the tasks, learners are to upload their videos for peer reviews. Learners will also complete a questionnaire to ascertain their experiences on the use of TikTok in improving their foreign language competency.

Keywords: Authentic learning, TikTok, social media, Arabic, foreign language