

THE LEARNING MANAGEMENT WITH TIKTOK MEDIA FOR ENGLISH SPEAKING SKILL OF GRADE 7 CHINESE STUDENTS IN YUNNAN PROVINCE CHINA

BY
WANG YUETONG

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Assoc.Prof. Marut Patphol, Ed.D. Examination Committee Chairperson

Asst.Prof. Nipaporn Sakulwongs, Ed.D.

Member

Techameth Pianchana, Ph.D.

Member and Advisor

Approved by Graduate School

(Asst.Prof.Plt.Off. Vannee Sooksatra, D.Eng.)

Dean of Graduate School

October 16, 2023

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Wang Yuetong Researcher 6304991 : Wang Yuetong

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Abstract

This research aims to study the learning management with TikTok media for English speaking skills of grade 7 Chinese students in Yunnan Province, China. The researcher investigated whether the use of TikTok media improved English speaking skills of 30 grade 7 Chinese students and further explored their satisfaction. The cluster random sampling was conducted to select the sample from two grade 7 classes in a middle school.

The quantitative data were collected using speaking skill tests (pretest and post-test), and the student satisfactions collected from questionnaires were analyzed and interpreted using the inferential statistics t-test with $p \le 0.05$ significance, mean, and standard deviation. The results revealed that the mean score of the pretest is 10.73; a mean score of posttest is 17.20; and a mean difference is 6.46. In addition, the important obtained value (p) is .01. The results showed that post-test scores were higher, compared to the pretest scores, and the student satisfaction were also positive.

Therefore, the results of the study revealed that TikTok media could improve English speaking skills of the students and also their satisfaction.

(Total 118 pages)

Keywords: TikTok Media, Grade 7 Students, Student's Satisfaction

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CHAPTER 1

INTRODUCTION

This chapter explains the background and rationale of the study, the research objectives, the research questions, the research hypothesis, the scope of the study, the conceptual framework of the study, the operational definitions, the expected outcomes of the study, and the limitations of the study.

1.1 Background and Rationale for The Study

As the language of the world, English plays an important role in people's daily studies, work, and lives. With the development of the times, English teaching is facing reform to keep up with the times. In 2012, the newly promulgated English Curriculum Standards for Compulsory Education by the Ministry of Education required junior high school students to be able to achieve basic listening, reading, and writing levels, to be able to communicate with others in English in a simple way, and to emphasize the importance of developing thinking skills (Wang, 2018). In April 2018, the General Office of the Chinese Ministry of Education released the Chinese English Proficiency Scale, which not only quantifies the traditional Chinese English teaching skills of listening comprehension, reading comprehension, and written expression that are highly valued but also emphasizes the importance of speaking skill (Hu, 2021). Therefore, English-speaking instruction has become a "new rigid demand" in the new era.

With the rapid development and innovation of information technology and its continuous penetration into the field of education, the importance of education informatization in the process of education reform and development is becoming more and more prominent and has become an important engine to promote education reform and innovation. Social media platforms such as "Weibo", "B-station", "TikTok", and "YouTube"

have emerged precisely to meet the increased demand for real-time interaction. The device support of mobile learning is enough to realize that the convenience, fun, and timeliness of mobile learning are more attractive to middle school students growing up in the information age than traditional teaching methods (Wang, 2018). Therefore, the study of teaching English-speaking in middle school combined with mobile terminal apps has gradually attracted the attention of educators. The rapid development of new Internet technologies has brought two-way choices and diversity to learning and teaching, providing a quality platform and diverse learning styles for English teachers as well as learners (Zang, 2020).

TikTok, as a new type of social media platform, covers a variety of technical means such as images, pictures, and texts, which can meet the rich and diverse needs of users in a convenient way and satisfy the current users' desire for social communication and expression (Wang, 2021). This provides a new development path for education informatization.

Traditional English teaching is subject to social, family, and school pressures, and this education is limited in content to test-taking, teaching English as an exam subject rather than a language, and students are afraid to speak English, but limited to the English test questions on the test paper. The development of students' communicative skills in speaking classes is neglected (He, 2019).

When students enter an English-speaking environment, even those who are good learners of English find that they cannot speak English at a level that would allow them to speak freely with native speakers. Coupled with the fact that the general environment of everyday communication is different from the general environment of spoken English communication, it is difficult for students to use English after they leave the classroom. Trapped in superficial language imitation and mechanical repetition, lacking the creation of an appropriate context, and lacking a linguistic environment, students do not have a real, meaningful communicative act in language.

As a result, this has led to difficulties in the output of spoken English for many students (Hu, 2021). However, English learning includes four basic skills: listening,

speaking, reading, and writing, and being able to express oneself fluently in English and to talk freely with others is the greatest and ultimate goal of learners. Similarly, Liu (2021) suggests that speaking itself is a process of constant interaction. Therefore, regardless of which language is being learned, extensive oral training is necessary if one wants to develop a systematic language and master fluent English.

The benefit of TikTok media is that it creates real-life social situations where students can learn how to use language properly and try to communicate with an English way of thinking. It provides a simple and easy way for students to learn spoken English (Hu, 2021).

He (2019) mentioned that students develop some emotions, such as uneasiness and anxiety, during the learning process. Therefore, creating a learning environment that is conducive to a low emotional filter for learners is conducive to students' natural acquisition of language. According to Shi (2018), teaching English as a foreign language means abandoning traditional language indoctrination and guiding students to embark on a happy and mainly communicative process.

Therefore, how to combine TikTok media with English-speaking instruction to improve students' English-speaking skill will be the focus of this paper.

Secondly, it is inevitable in traditional English teaching that the speaking materials are outdated and do not meet the development conditions of modern society. Students' drills are boring and homogeneous, ignoring the importance of dialogue and communication. It also has a negative impact on teachers' teaching work. In the teaching process, it both affects the teaching progress and increases the teaching difficulty at the same time (Hu, 2021).

Therefore, in order to cope with this problem, the "teacher-centered" educational model needs to be changed to "student-centered", giving full play to students' subjectivity, but this does not ignore the teacher's guiding role (He, 2014).

For the traditional English classroom, Liu (2016) proposed this plan. First, in terms of communicative activities, set up relevant activity programs according to the content of conventional teaching so that students can use English in a natural state for group activities and learn together. Second, to help students understand the language characteristics and master the usual phrases; to improve the diversity of students' linguistic expressions, e.g., to introduce Western culture and promote students' English learning. Third, language and cognitive aspects. Create a good English-speaking environment and provide ways to diversify speaking. Build oral communication skills for students; design daily conversation situations to encourage students to speak English boldly. Finally, for evaluation strategies, scholars talk mostly about some aspects of teaching evaluation. There should be a corresponding evaluation mechanism for spoken English, which should be formed based on the characteristics of spoken English itself and can evaluate students' spoken English level to a certain extent and give teachers and related educators suggestions to improve their spoken English ability. This evaluation should be scientific, dynamic, and continuous.

Therefore, teachers can improve their teaching by using educational TikTok in the classroom. In the process of students using social media to improve their spoken English after class, teachers should insist on designing each speaking practice activity with the students in mind, focusing on their English-speaking practice works from the students' point of view, thus helping students to reduce their anxiety, improve their self-confidence, and enhance their speaking skill. The rich output practice also helps students improve the accuracy of spoken English in their lives or when communicating with others, not just when reading words and texts. By allowing students to be exposed to spoken English in various forms, such as picture books, dubbing, and reading aloud, passive learning will be transformed into active learning, and learning efficiency will be greatly improved (Shi, 2019).

In conclusion, it is feasible to use TikTok media to teach spoken English. Applying TikTok to teaching spoken English is in line with both the requirements of curriculum reform and the trend of educational technology. However, there is not enough research in this area, especially on spoken English in secondary schools in

Yunnan. There is much room for research on using TikTok media to improve students' English-speaking skill.

1.2 Research Objective

- 1.2.1 To compare the English-speaking skill of grade 7 Chinese students before and after using TikTok media.
- 1.2.2 To investigate the satisfaction of grade 7 Chinese students with TikTok media in English speaking skill.

1.3 Research Questions

- 1.3.1 Will the use of TikTok media improve the English-speaking skill of grade 7 Chinese students?
- 1.3.2 Will Chinese grade 7 students have positive satisfaction with the use of TikTok media in their English-speaking lessons?

1.4 Research Hypotheses

- 1.4.1 The English-speaking skill of grade 7 Chinese students will improve after using TikTok media.
- 1.4.2 The satisfaction of grade 7 Chinese students will be positive after using TikTok media.

1.5 Scope of The Study

This study is to be conducted within a particular scope as described here; therefore, generalizations of the results must be taken with caution, especially in the context of different educational levels and with the use of different research instruments.

Firstly, the setting of the study is a junior high school in Yunnan Province, China. In addition, data will be collected from grade 7 students in this school through questionnaires and test scores.

Second, instructors in China are given a handbook for teaching English. They are allowed to develop and execute their learning materials based on their students' requirements. As a result of this research, it recommends utilizing TikTok media to help students improve their English learning achievement.

1.5.1 Location of the Study

The study will be conducted at a lower secondary school in the Yunnan area. The school has 360 students and 16 teachers. The school is in an urban area. Figure 1.1 shows the location of the study school.



Figure 1.1 Location of the study school Source: Baidubaike, 1938

1.5.2 Population and Sample

Population: The study's target population consists of two classes of 60 students from a middle school in Yunan Province, China. Their ages vary from 12 to 15, and they are of various mixed genders and English learning abilities.

Sample: The researcher will select a cluster random sampling method to have one class (30 students) from the population with an equal number of male and female students with mixed English language ability.

1.5.3 Time Frame

The study will commence in June 2022 and run until August 2023. Twice a week, the researchers will use TikTok to teach English speaking and through various speaking activities. Table 1.1 below shows the timeline of the study.

Table 1.1 Timeline of the study

Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Literature						819						
Review												
Research						To the second						
Proposal				ir Si								
Data						7						
Collection				1/1	1.11				12/			
Data	2		47/	//				5	0			
Analysis		332						KIN				
Report		18	1720	9			Tier					
Writing			167E	รงลิ	in I	Sau	9					
Final												
Defense												

1.5.4 Content of the Lesson plans

In this study, the researcher will devise four lesson plans with a total of eight lessons, each lasting 90 minutes. The theme of each lesson was created based on the English textbook, English for Grade 7 of the Renminbi edition. The lessons will be based on these themes. Table 1.2 below provides an overview of the courses to be taught.

Table 1.2 Lesson Outline

Lesson Plan	Topics	Theme	TikTok Media Topics
Pretest			
Lesson Plan 1	Food	Session 1: Ordering at the	Food in English
(Week 1)		restaurant	
		Session 2: Ordering at the	
		restaurant	
Lesson Plan 2	Animal	Session 3: Describe animals'	100 Animals of
(Week 2)		expression preferences	the World
		Session 4: Describe animals'	
	44	expression preferences	
Lesson Plan 3	Transportation	Session 5: Talk about how to	What kind of
(Week 3)		get to the location	transportation do
			you usually take?
		Session 6: Talk about how to	
		get to the location	
Lesson Plan 4	Shopping	Session 7: Ask about prices	Supermarket
(Week 4)		and clothing	Scene English
	2	Session 8: ask about prices	
	18/72812	and clothing	
Posttest	N.C.D.	an Ruis	

1.6 Conceptual

In this study, the independent variable is the use of TikTok media to teach English skills, and the dependent variable is the improvement of students' English-speaking skill and their satisfaction with TikTok media usage.

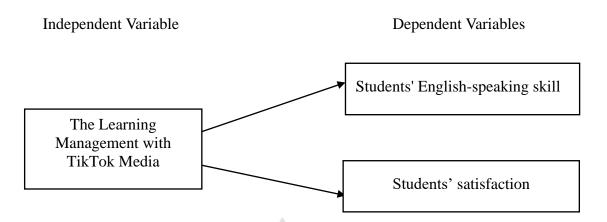


Figure 1.2 Independent and Dependent Variables

1.7 Limitations of The study

1.7.1 Time

Due to time constraints, the experiment for this study will be conducted only for a month. Therefore, the results of the study might differ if carried out over a longer period of time.

1.7.2 Number of Participants

The results of this study will be based on data to be collected from 30 seventhgrade students in one school in a district in Yunnan. Therefore, the larger or smaller the number of participants, the more different the results may be, and therefore, the results of this study should not be generalized.

1.8 Definitions of Terms

The Learning Management with TikTok Media Refer to the video social application for mobile terminals. The video content shared by users on the network platform can be effectively interacted with, transmitted, and accessed through users' likes, shares, reposts, and comments. The researcher designs the TikTok Media for

teaching as follows:

- 1) Introduction: Use TikTok to push the class pre-reading part to students to complete the independent pre-reading task so that students can have a basic understanding of the key vocabulary sentence patterns and topic background and stimulate their interest in learning.
- 2) Demonstration Stage: Ask all students to watch the TikTok video. Ask them to learn the pronunciation of the words and make some physical responses according to the pronunciation of the words. Be able to repeat the English words related to the topic. Focus one: learning strategies to increase students' vocabulary and correcting students' phonetic intonation. Focus two: developing students' interest in learning to speak and increasing their confidence in speaking English. This step will be carried out throughout the teaching activities and the whole study process.
- 3) Creation Stage: Teachers can use the teaching resources of TikTok to enrich the classroom with videos and pictures to increase interest in classroom activities and stimulate students' learning enthusiasm. In this process, students are allowed to practice questions and activities related to the topic in various ways, such as spelling words, reading sample sentences, and role-playing. Stimulate students to use oral expressions actively. Enhance the understanding of the content related to the topic.
- 4) Summary: The teacher invites some students to summarize what they have learned in the speaking lesson, and the teacher makes some additions. Assign related homework. Students discuss and share their understanding and knowledge of the lesson through TikTok media and apply it in real life.

Students' English-Speaking Skill Refer to the ability of grade 7 Chinese students to improve their speaking skill by using the TikTok application. In this study, the researcher will use open-ended questions to administer a pretest and posttest to the sample group to assess the students' speaking ability. The researcher will conduct an English-speaking interview with a series of questions focused on four topics: food, shopping, transportation, and animals. Students will choose a topic they are familiar with from the four topics (each topic includes three questions) and then be given three minutes to speak. The scoring criteria are based on language characteristics in spoken English expression

and language use characteristics in spoken English communication, including five aspects of fluency, lexical resource, accuracy, flexibility, and pronunciation (Appendix J).

Student's Satisfaction Refers to the effectiveness of student learning as measured using the TikTok teaching method in English-speaking classes for grade 7 Chinese students. The questionnaire consists of three parts: interest and motivation, engagement, and the efficacy of TikTok media on student learning. The survey will employ a Likert scale to gauge students' overall satisfaction with the English language learning process and teaching methodologies.

1.9 Significance of The Study

The study is expected to have a positive impact on the students who participated in the study.

- 1.9.1 The use of TikTok media helps to improve the English-speaking ability of grade 7 students in Yunnan Province, China.
- 1.9.2 Through the use of TikTok media, students' satisfaction with their English-speaking skill will significantly improve.

CHAPTER 2

LITERATURE REVIEW

This chapter explains the history of English and the use of TikTok media in teaching and learning, the importance of spoken English, the problems in teaching spoken English, and the advantages of using TikTok for education. Students' satisfaction with their English language learning. In addition, this chapter presents a literature review of learning theories and related research.

2.1 The Development of English Language in China

A significant step in modernization in China was achieved during the Qing dynasty as "Yang Jing Bang" English was introduced for purposes of communication and trade (Wang & Song, 2016). As a result of random exchanges between Chinese and English speakers, Yang Jing Bang English was a written language, not an oral language, and had no unified form. It features a wide range of variations. To replace Yang Jing Bang English, the Eleventh Central Committee of the Communist Party established a modern standard of English in 1978. Due to this, the government has emphasized teaching and learning English, requiring all students who sit for the national examination to pass an English test before advancing to higher education (Lu, 2012). Consequently, the number of modern schools has gradually increased.

English education in the Chinese domain has been introduced with economic development in mind. Several factors have influenced the development of English in China. By providing a systematic and comprehensive portrayal of this lingua franca, the efficiency and effectiveness of general English teaching and application can be improved (Ke, 2006), thereby consolidating English's status as an international language.

2.1.1 English Education in China

English has been taught in China's educational system since 1978, from middle school through university. Secondary school students are required to study English; at the university level, English is the only course studied continuously for two academic years. For most schools, the English IV exam serves as a benchmark for judging academic performance, and scores in foreign languages are also used to determine admission chances to graduate and postgraduate programs (He, 2019). Through this approach, students are more likely to succeed in their future studies and academic performance.

Students' abilities to think and express themselves are largely limited by traditional school strategies, which limit their creative thinking and their ability to communicate effectively in English. Oral expression skills are often one of the Chinese students' weakest areas of English instruction. Following the introduction of compulsory nine-year education in China, the previous English syllabus was replaced with a standard English curriculum divided into nine levels. Therefore, the old English education standards focused primarily on grammar and vocabulary. In contrast, the updated standards reduced reading and writing to emphasize listening and speaking more.

In a recent study by Lu (2012), it was noted that the new English education standards place less emphasis on reading and writing and more on listening and speaking. Thus, the Ministry of Education's reform also indicates a movement from test-based to applied education.

2.1.2 Positioning of English teaching objectives in China

China needs many international talents to achieve cross-cultural communication. To carry out this process, it is necessary to use spoken English. Song (2008) observes that speaking English has become a "new rigid demand" in the 21st century, which suggests creative methods for teaching English in Chinese English classrooms. A practical example of how foreign language teaching should be internationalized and localized is in terms of methods, content, and assessment. Students are better prepared to adapt to a diverse world

by incorporating world cultures and English content from various cultures. Consequently, students can develop the ability to express Chinese culture in English, discuss current social issues, and apply English to daily life situations.

The Chinese government has repositioned English education to benefit students, introduced a more flexible and current academic curriculum, and redefined and reevaluated its educational programs, policies, and methods. To increase student competition and allow English to be taught and applied widely, many universities include it as part of several courses (as cited in Ke, 2006). The provision of bilingual education with Chinese characteristics is an integral part of the educational process from early childhood through secondary school (Ke, 2006).

2.1.3 English in a Global Context

The internet has revolutionized how people acquire English. In addition to learning to read and understand, they are also learning to write. To effectively use English, students also learn how to listen, speak, write, and translate. It has been found in a study conducted by Xu (2019) that thousands of Chinese students seek degrees outside their home countries not because they wish to compete with their peers from countries within the inner circle but because it is more convenient for them to do so. Additionally, Jui (2010) claims that more and more individuals are required to socialize abroad due to the talent market and the need to develop foreign skills. The more highly qualified employees a company has, the greater the likelihood that the company will benefit in the future. Consequently, English has become standardized due to the nature of these situations.

The majority of industrialized countries are located in Europe and the United States. Most of the information is provided in English in these regions. As a result, language is one of modern industrialization's most challenging aspects. Fluency in a language can assist learners in becoming more knowledgeable about global events by providing them with additional insight. In response to the proliferation of the Belt and Road, the Chinese government has standardized signage and translations throughout

public spaces, resulting in increased foreign visitor numbers. The result is that cultural differences have been overcome through the convenience of travel, accommodation, and residence for foreigners. Additionally, it has enhanced the usefulness of English-speaking areas in China.

The Internet, which allows students to access information from around the world, has made English learning more popular in the modern world. The development of new media technologies, along with high-tech industries in English, like software, has changed how language is learned to be spoken (as cited in Shao, Guan, & Wang, 2021). In some large provinces, the introduction of human-computer testing has encouraged students to become more involved in conversational English to develop and increase their interest in the language by allowing them to practice speaking English. A revolutionary format for teaching English has emerged as part of the social media trend of TikTok, with its popularity increasing due to the popularity of social media.

By embracing globalization, the English language has evolved into a lingua franca, which is evident in China's social life, economic trade, and political diplomacy.

This discussion indicates that English education should be rethought considering its new status as an international lingua franca as its influence and importance increase. Educational planning and teaching strategies should reflect this change.

2.2 Importance of Speaking Skill

There was already a famous saying in China a decade ago that said, "There are three treasures outside: driving, foreign languages, and computer". English is more than just a language. It is also a tool for personal development, whether at home, at work, or in society. The English language is gradually becoming the world's lingua franca as our country becomes increasingly connected to the world. For learners, English-speaking ability reflects not only their basic English level but also their

quality of English (Dong, 2016). It is becoming increasingly critical for people to improve their English-speaking abilities as part of their language proficiency. Considering the growing pace of economic globalization, He (2019) suggests that students have more opportunities to speak English as they move into society.

According to Du (2017), English is an essential skill for mastering emerging technologies and staying current with emerging trends. Learning English is not simply about the ability to speak freely, as Zhang (2017) emphasizes. Fluent spoken English can enhance students' competitiveness at work, help them adapt to society, and enable them to communicate economically, culturally, and politically with countries worldwide. This will enable them to serve their communities more effectively. Regarding the mastery of spoken English, Wang (2018) emphasizes respecting students' individuality and differences. Teachers should provide conditions for students to develop their ability to learn independently to meet their social development needs.

For Chinese students, English is one of three subjects that will determine their future in college entrance examinations. This makes it a particular skill for further education, employment, or personal development. Despite this, "dumb English" presents a challenging problem for English language teachers and an obstacle to implementing quality foreign language education (Cao, 2016). There is difficulty in changing habits like these over time. Lack of self-confidence is the biggest obstacle to secondary school students learning English.

Schools need to invest in the development of teachers, train more teachers to possess professional competencies, and develop a variety of methods that consider the environment of new media to achieve adequate oral teaching (as cited by Li, 2021). Furthermore, a comprehensive teaching program must be developed to develop oral English communication skills in the classroom.

Learning a second language is difficult compared to learning the native language, according to Cao (2016). Thus, learners should be exposed to a second language as early as possible. With age, the mechanism for acquiring languages gradually declines. The

government intends to produce highly skilled bilinguals by incorporating foreign language education, which is easier to learn at a young age. According to Zhang (2018), English language knowledge is loosely remembered and quickly forgotten, so it becomes difficult to recall all those words, phrases, and grammar rules. In this way, learners can form a clear pulse map of the English language in their minds, enhancing their understanding and application of the language. Furthermore, Zhang (2018) argues that students have difficulty answering questions and that language is their first preference. Consequently, oral communication can have a positive effect on a learner's performance.

Teachers neglect to pay attention to students' English-speaking skill in many schools (Ren & Yang, 2013). According to them, schools should place a high value on students' language abilities. Some students still speak at a fundamental level regarding greetings at the highest level of their education. Additionally, Zhang (2017) contends that exam-oriented education in China has led teachers to believe that students do not need to practice speaking if they perform well in English examinations. Eventually, these students became accustomed to this method of learning English. For this reason, translation is employed as a method of mastering foreign languages (Ma, 2013), transmitting only knowledge and explanations of the language. Typically, learners do not participate in speaking activities because they are not interested in speaking English.

In our society, English is more highly regarded in spoken form than written form, so students inevitably learn English in spoken form (as cited in Yang, 2019). Consequently, people need to seriously consider changing some traditional English education concepts. With time and development, the English-speaking education department needs to reform to provide learners with a better learning environment.

2.2.1 Problems of Chinese school students in learning spoken English

Shi (2019) asserts that English is primarily learned through simulated scenarios for Chinese English learners. It is more critical to practice in a language environment than directly speaking with foreigners when learning a foreign language. Wang and

Sheng (2006) reported that communicating directly with foreigners is the most effective way to learn the language. Despite this, learners in China do not have the opportunity to practice English due to the English-speaking environment. In addition to these factors, several other factors contribute to these problems.

First, the educational system is flawed. In China, English instruction timetables, provincial requirements, and English instruction times are considered. In Chinese schools, English curricula are organized and evaluated following the English textbooks and assessment standards used in the provinces in which they are located. Most secondary schools in the region have large classes and traditional classrooms. Therefore, they have limited opportunities to practice speaking English outside of class. In addition, they cannot apply what they have learned in real life, so they lose interest in the program. A wide range of curriculum designs and rich teaching activities are needed to allow secondary school students to exercise various social skills through speaking and teaching English. Zhao (2010) argues for this.

Secondly, there is a lack of motivation to speak English. Du (2017) argues that students must acquire language through informal communication. Speaking and grammar are emphasized lightly in primary English education in China. Writing and overall scores are good, but intonation, vocabulary, and pronunciation do not meet the appropriate standards, and students' communicative expressions are confused and incoherent. It is not possible to accomplish the purpose of communication. Students frequently focus on grammar rules when expressing themselves in English, which makes them lose sight of the true purpose of language acquisition. Furthermore, Du (2017) emphasizes that secondary school teachers require adequate time to ensure the quality of their students' speaking.

Lastly, there are cultural differences. Every day, speakers of the English language come from a wide range of linguistic and cultural backgrounds, and they need a language that will ensure smooth communication between them in everyday life, the economy, technology, and academia. Language has deep ethnic roots and can reflect a country's thinking, so language communication that ignores connotations can lead to communicative

barriers and misunderstandings, according to Yang (2018). It is common for beginner English learners to use their native way of thinking when expressing themselves in English, which often leads to errors. In terms of the English language order, it is precisely the opposite of the Chinese language order. Westerners think logically, whereas Chinese think figuratively, from a subjective point of view. According to Chinese expressions, some English learners often say, "You go first" or "Go first, please" to express their respect. In English, the expression "after you" is the most authentic.

There are many students who wish to learn English fluently and express themselves easily and quickly, according to Wu (2021). As long as students only rely on classroom lessons to acquire their English knowledge, they will not be able to improve their spoken English ability. As languages are diverse and dynamic, so are the forms they take in their original spoken form, which reflects this diversity and variability. Furthermore, students with non-English majors should also improve their fluency and accuracy in speaking, which are closely related to their performance in this area, irrespective of their major.

Therefore, the primary method of learning English in secondary schools is in the classroom. Teachers need to combine targeted training and teaching methods to gradually remove barriers to spoken English. The importance of encouraging and motivating students cannot be overstated (Yu, 2008).

2.2.2 Speaking English in the New Era

There are two skills involved in Speaking English: listening and speaking. English teaching emphasizes the importance of the skill of "speaking." Based on the English Curriculum Standards for Compulsory Education (2011 Edition), speaking skill are divided into three, four, and five levels according to the three grades of junior high school.

Level 3 (Grade 7)

- 1) Be able to communicate in simple terms.
- 2) Be able to describe based on simple topics.

- 3) Be able to do role-playing activities.
- 4) Be able to describe things according to the given prompt.
- 5) Be able to briefly introduce themselves and their situation.
- 6) Be able to retell simple stories.
- 7) Be able to recite simple English poems and can sing simple English songs.

Level 4 (Grade 8)

- 1) Be able to give instructions based on prompts.
- 2) Be able to propose their topics and discuss them.
- 3) Be able to describe their or others' experiences in simple language based on pictures.
 - 4) Be able to participate in simple role-playing activities.
 - 5) Basic accuracy in speech and intonation.

Level 5 (Grade 9)

- 1) Be able to express their opinions in discussions on some topics.
- 2) Be able to cooperate with peers to complete classroom tasks.
- 3) Be able to self-correct in oral expressions.
- 4) Be able to ask for help or information in English.
- 5) Be able to have conversations about some topics.
- 6) Be able to perform simple English skits.
- 7) Be able to achieve correct voice and intonation in oral expression.

Based on the specific requirements of the new standards for students' speaking, junior high school English speaking objectives can be divided into four parts: the ability to pronounce, intonate, and read aloud correctly; the ability to organize language for contextual dialogues; the ability to describe chapters; and the ability to perform short plays. Typical junior high school textbooks contain tasks such as read, converse, and show, requiring students to move from essential vocabulary acquisition in elementary school to oral practice in integrated language applications, where difficulty spirals upward (as cited in Zhu, 2021).

In elementary school, speech instruction focuses on teaching learners how to communicate with simple speech segments—a process of self-reflection, self-discovery, exploratory learning, and cooperative communication between individuals. In addition, learners need to be able to use digital learning resources and online communication to improve their speaking skill. Two key factors must be considered as a first step towards achieving these objectives: the teaching methods and the content selection.

The English Curriculum Standards for Compulsory Education (2011 Edition) state that language is instrumental and mainly used to express one's thoughts and feelings, which is why learning English is intended to enhance communication with others and thus enhance the exchange of emotions. As a result, only the effective development of English-speaking skill will ultimately be able to achieve this objective (He, 2019). The two essential factors in achieving these objectives are selecting the appropriate teaching methods and materials.

Therefore, some classroom practice guidelines teachers must follow (Li, 2021) are:

- 1) Develop a more comprehensive knowledge system for students and grasp the basic language logic of English based on English pronunciation, language order, grammatical structure, etc. Enhance students' understanding of English and strengthen their language learning ability.
- 2) Boost students' comprehensive abilities and place an emphasis on language practice.
- 3) Maintain the systematic and rigorous nature of the original teaching materials while increasing the content of oral communication teaching.
- 4) Make reasonable use of new media to teach oral communication skills and create a more comfortable learning and practice environment for students.
- 5) Promote the diversity of oral classroom teaching and enhance crosscultural communication.
- 6) Diversify classroom content based on students' interests and encourage student participation in teaching and learning activities. Participants will be willing to participate in the teaching activities.
 - 7) Continuously strengthen their oral teaching skills and improve their

professionalism.

8) To develop students' self-learning abilities and increase their self-confidence.

Zheng (2001) noted three points regarding online teaching after adopting the isolation policy at home following the New Coronary Pneumonia Epidemic:

- 1) Online instruction needs to respond to the actual classroom lecture process and atmosphere.
- 2) The learners should be more engaged by setting up different questions, conversations, and exercises.
- 3) A fixed group of teachers and online learners to form an online learning group.

Through TikTok media, the speaking program provides students with a newage way of learning to speak, and it can be used as an educational tool in both formal and informal settings. As a result, in this study, teachers will use TikTok media to teach anything of interest to their students, as long as this helps them develop their communication skills as part of the learning process.

2.3 The Role of Technology in Education

It is well known among linguists that language skills alone cannot enable learners to speak English well and integrate into society. The development of technology has always accompanied language learning and teaching, according to Zhu (2021). Currently, English as a language is taught with the same emphasis on communication, interaction, and exchange as information, and they are naturally related.

A variety of technologies have been used in the oral English teaching process, including radio, television, tapes, CD-ROMs, multimedia, and intelligent speech. As technology has evolved, many tools have been phased out, such as tapes and CDs, while others, such as slide projection, are still used today (as cited in Zhu, 2021). As is well known, technology can be used as an effective teaching tool and teaching aid in

the classroom to assist students in learning more quickly and efficiently. With the advent of technology in the classroom, it is now possible to facilitate and enhance all the core competencies associated with language teaching and learning.

The Internet is difficult to access in rural areas, and abstract content is difficult for students to comprehend, particularly since English knowledge has always been complex, diverse, and confusing. The study by Xia (2012) indicates that the use of technology makes textbook graphics more concrete and allows students to view static book graphics in a more vivid manner, thereby optimizing the teaching process. A good teaching environment can be created using technology, according to Zhang's (2013) argument, by bridging the gap between knowledge, fun, and motivation for students.

Additionally, students have difficulties improving their learning efficiency. Using information technology, including sound, images, animations, and other online resources, Zhang (2013) argues that the focus can be highlighted. Furthermore, according to Lu (2011), modern educational technology can be used to design novel exercises to enhance the training experience for students by making the training richer, more innovative, and more appealing.

A traditional education approach involves a single indoctrination that penetrates the students' sensory organs superficially. Using technology in classroom teaching allows students to remain engaged in perceptual activities, thus maintaining a sense of freshness and novelty throughout their educational journey. Consequently, their minds will always remain under the teacher's control with a high degree of concentration, and they will be able to penetrate the inner levels of teaching (Zhu, 2021).

In addition to the issues discussed above, teaching English as a foreign language involves students' lack of active participation in classroom activities. This is inefficient and leads to students being bored with learning. In contrast to traditional teaching methods, technology can help educators spread knowledge quickly, enliven classroom atmospheres, improve classroom efficiency, and enhance teaching effectiveness. This dramatically facilitates junior high school English teaching. The use of technology has become an

integral part of modern education, and educators are striving to enhance it through various excellent multimedia tools as time goes by.

2.3.1 Using TikTok Videos as Learning Materials for English speaking skill

In recent years, TikTok has emerged on the Internet as an educational tool that has changed how learners learn and provided unparalleled advantages over traditional classrooms. Ma (2021) argues that more and more middle school English teachers and experts believe that sharing their skills on TikTok can help students learn better spoken English. However, Wang (2021) believes the platform provides students with relevant English learning resources that can help them solve their problems. In addition to making their lessons fast, this also makes them dynamic and educational.

The learner can access equal learning resources regardless of their family's income, location, or whether they are in a crowded city or a rural village (Wang, 2018). Students can learn the course through TikTok's platform whenever and wherever they want, instead of attending a fixed class time and place. Furthermore, as cited in Zhang et al. (2021), they emphasize that due to the nature of speech, students cannot achieve their full potential without the support of a professional teacher, and TikTok fills this gap, which is why TikTok is such a valuable tool. Learners can focus on learning deeper impressions more easily with dynamic audiovisual input (Hu, 2021). Feng (2021) explains that TikTok integrates a language material system to provide learners with real-time hot material that can be incorporated into the learners' material library for primary or supplementary use in speaking classes. In addition, TikTok provides teachers and students access to language improvement materials at any time and stimulates interest in language learning instead of using stale materials. Based on Yang and Wu (2018), TikTok presents learning content innovatively and humorously incomparable to traditional speaking practices, thereby improving students' motivation and language proficiency.

According to Polanyi, knowledge can be divided into explicit and tacit knowledge. TikTok, says Liu (2021), provides more than authentic language materials; it combines personal emotions and ideas of other academics, such as learning methods

suggested by someone with experience. For example, many people on TikTok share their methods of memorizing words, reading, and studying every day for various reasons. In this way, learners can learn not only the blatant spoken expressions but also more conversational and difficult-to-express skills, tips, experiences, and know-how, such as tacit understanding, perceptions, values, etc.

Despite seeing short videos, Liu (2021) notes that audiences seek correct information. With the help of TikTok, learners can access authoritative and authentic resources. Providing students with the opportunity to learn correct English expressions to the greatest extent is possible through videos released on platforms such as China Daily Bilingual News and China Global Television Network (CGTN), which are certified on TikTok. As a result of the authority of their publishers, audience members often choose these videos.

Using TikTok can increase students' interest in learning and make them more confident to actively participate in it, increasing interaction between teachers and students, according to Feng and Fu (2022). By taking control of, controlling, and regulating the timing, pace, and content of learning by themselves, students can become the subjects of their learning. TikTok allows students to monitor each other's progress, eventually becoming an online English-speaking training base that facilitates independent learning.

Consequently, for learning to remain lasting, it is paramount to include the interests and hobbies of today's youth and fully immerse them in the learning environment. As stated by Peng and Zhou (2020), TikTok provides learners with various authentic and contextualized resources that facilitate learners' actual use of English in their daily lives.

2.3.2 Benefits of Using TikTok Media Application in English speaking classroom

TikTok's adaptability means it's had a major effect on contemporary teaching practices. Learners will benefit immensely from the wide availability of digital learning tools. Students from a wide range of backgrounds want a more engaging and

creative learning environment; TikTok can help with students' oral language skills in this regard. Especially when learning how to speak English, it is a helpful tool for pupils to recall the sentence structure and grasp the meaning of the discourse. The primary foci are the following:

1) The diversity of English accents

There is a wide variety of English environments worldwide, and teachers need to understand this to help their students become fluent and confident communicators in the global English-speaking community. TikTok has users from all over the world, and students can hear a variety of English dialects and accents to understand the factual context in which English is spoken. According to Liu (2021), TikTok can help learners imitate pronunciation very quickly and then get people to master pronunciation skills very quickly by hearing other accents for comparison.

2) Easy to access and share

In a traditional classroom setting, students receive most of their educational materials through printed text. Ho (2019) argues that it is most convenient and rapid for learners to enter their content on their mobile devices and receive all available learning materials instantly on their smart mobile terminals. It is an excellent tool for instructors because it is fast and requires no prior computer experience. It completely breaks the traditional computer mouse and keyboard to perform tedious input without mouse and keyboard intervention. This saves both the learner and the instructor much time in learning how to operate and much energy.

3) Effective interaction

Traditional teaching uses a single indoctrination method, and students are passive in receiving knowledge and find it challenging to actively participate in classroom activities. As an open platform, TikTok allows students to no longer be limited to traditional classroom communication, through which an excellent two-way construct is formed between learners and teachers (Liu, 2019). Students can express themselves and comment on others' views openly. Educators have the opportunity to discuss learning tasks and develop strategies for completing them with classmates and

other professors. TikTok helps learners make more connections in their learning.

4) Resource optimization

Students' previous input and content of spoken English are relatively homogeneous, forming a fixed mindset that spoken English is about reading aloud texts and words and making sentences in groups. TikTok differs from traditional textbooks because it contains rich learning resources and various learning styles that are more evolving than static books of knowledge. According to Chen (2021), the data is fresh in the eyes of the public, and it is easier for learners to find the videos they want to learn from. Exposure to spoken English through various formats, such as voiceover and reading aloud, is more likely to stimulate students' interest in learning and exploration.

These benefits not only urge this researcher but also encourage teachers to adopt the newest TikTok learning resources to help students improve their English. It aids students' contextual understanding and linguistic comprehension in certain English settings. It will change the way traditional secondary school English classes are taught.

2.4 Current Situation of TikTok Media as a new Teaching Method in English-speaking

As technology evolves, researchers must adapt to integrating technology into the classroom. TikTok offers a practical and realistic way to teach English to students by connecting technology with them. Schools and educators have many possibilities and inspirations for using technology to improve the quality of education. They should, however, not only incorporate certain forms of technology into the classroom. Tan, Ye, and Li (2020) emphasize the importance of teachers providing more opportunities for students to engage in "mobile learning" to enhance their English proficiency.

In this study, TikTok will be applied to teaching spoken English. The teaching characteristics of TikTok are as follows:

1) It can quickly attract students' attention, stimulate their interest, and motivate them;

- 2) It can improve students' speaking and listening skills;
- 3) It can enrich English teaching content;
- 4) It helps students understand British and American culture (Ma, 2021).

In the TikTok classroom, classroom instruction is combined with teaching activities. The researcher designed the instruction as pre-class (TikTok to guide students' pre-learning directions), in-class (assigning tasks to promote knowledge understanding), and post-class (consolidating learning outcomes).

Foreign language learning starts with native language learning, and students with low native language skills are more likely to become anxious when learning a foreign language, according to Li (2017). Some learners struggle with psychological weaknesses such as shyness, fear, and a lack of vocabulary. They might also feel that their vocabulary is too small to express ideas accurately. As part of Hu's study in 2021, bloggers shared their personal experiences, ideas, and opinions to answer students' language questions. Study participants who participated in the study agreed that TikTok gave them a sense of authenticity. In real life, the student may encounter friends with different accents, including Thais, Indians, Koreans, Etc., and may not always speak English correctly. Some TikTok bloggers are non-native speakers, which may motivate learners and assist them in realizing that making mistakes or accents in English need not be embarrassing, thus helping them to develop a better understanding of language learning.

Furthermore, Chinese classrooms are problematic because teachers cannot observe every student, and the researcher suggests teachers form class groups on TikTok to provide students with summaries of talking articles with valuable information or specific ways to practice talking and to develop and update guidelines as needed (Liu, 2021). By obtaining the official TikTok number, teachers can further deepen the classroom experience. Through TikTok, students may learn English and browse English news articles about current events to improve their information processing skills and unknowingly improve their speaking skill and knowledge input (Zeng, 2020).

As middle school students enter adolescence, their primary educational challenge is that they are entering adolescence. Although many have a strong sense of independence, they lack a strong sense of independent learning. For various reasons, such as playfulness, students do not perform well in independent learning without parental and teacher supervision, resulting in poor learning outcomes (Tian, 2021). As a result, teachers may be able to improve teaching and learning by using TikTok to follow classes and post statements in class groups. It can be used to manage students as part of classroom management.

Students in advanced grades can benefit from independent learning, which Yao et al. (2022) argue is a viable alternative to traditional classroom teaching. Furthermore, it is critical to expanding students' exposure to topics, such as vocabulary and grammatical concepts, outside of the language classroom and academics. A TikTok educator changes from being a dominant figure to a supportive figure who can provide insight into cultural content and advice on overcoming language barriers.

In this study, teachers and students used TikTok videos to better understand and prepare for key concepts, challenges, and assessments across the curriculum, all to develop students' critical thinking, communication skills, and motivation to learn. And now, thanks to COVID-19, teachers must check students' learning through social platforms, and students' oral communication skills indirectly benefit from this practice.

2.4.1 Application of TikTok Media in Teaching Spoken English

When considering the use of social media in higher education language classrooms, there are two main approaches: integration and creation (Aiden, 2022). Teachers will need to devote class time to helping students learn how to access and efficiently use TikTok media, even if they are exposed to more second language input. This strategy is in line with the ways that second language classes already teach their students, where a variety of audio, video, picture, and text acquisition is utilized to support oral language training.

According to Ke (2018), learners of English as a foreign language are rarely likely to use English as accurately, fluently, and appropriately as native speakers of English. Generally, students are prone to rote memorization of knowledge. In light of this, educators must develop realistic goals for general English education. Recommendations are made in this regard (as cited in Tomlinson, 2006, pp. 142-147).

- 1) It is necessary to build a corpus containing various variants of English as an International Language (EIL).
- 2) It is not necessary to copy English textbooks from English-speaking countries in terms of structure and choice of content.
- 3) Teach learners the common core's linguistic features and expose them to various variants of the standard English language.
- 4) Test learners' ability to use the common core EIL and examine their ability to use other variants.

Creating this approach can help educators ensure that the content is reliable and closely related to the intended learning outcomes of the course while still utilizing the potential of social media. Therefore, according to Aiden (2022), the instructional strategy for this study followed these steps.

2.4.1.1 Learning Objectives

Hu (2021) points out that the knowledge in books is not updated fast enough to keep up with the trend of language development, so there will be a gap between the knowledge in books and the actual social situation. Therefore, Hu (2021) argues that developing English-speaking skill is closely related to the teaching style, and teachers must design targeted knowledge points to set goals based on the topics.

So first, the study should be based on the requirements of the curriculum standards, which analyze the teaching status and content of the lesson according to the standard's requirements and use the current teaching resource conditions to clarify the teaching theme. Secondly, we should fully understand students' readiness for learning, including learners' knowledge and skills, existing experiences, students' characteristics,

level differences, etc. Finally, the presentation of the teaching objectives should be behavioral and should not exceed or degrade the objectives.

2.4.1.2 Leading Learners with Questions

According to Zhu (2021), students are most deficient in strategic skills in speaking, and the most typical example is the rote memorization of "How are you?" and "I am fine, thank you. Students often fall into the misconception of fixed memory and conditioned reflexes and cannot adapt them to real-life situations. Therefore, to promote students' understanding, educators must ask questions related to the course topic so that learners can participate in the discussion. However, these questions are not limited to one way of answering, and teachers can also ask open-ended questions for learners to brainstorm.

In addition, the text (2021) mentions that if a large body of knowledge is framed or involves more knowledge than this physical space can handle, we need to use our imagination to accomplish it. Therefore, in the process of teaching contextual Q&A, teachers need to be aware that the questions asked should be commonly known and focused on by learners.

According to Li (2017), to increase students' engagement, teachers need to provide students with vocal opportunities to reduce students' boredom and fear of learning English. According to Zhu (2021), educators need to create situations close to students' learning lives based on their actual environment and interests. Let students ensure their confidence in oral expression with different forms of drills.

In summary, it becomes important to think about the current issues and the viability of social media in the higher education classroom environment. It is clear that we need to use the importance of social media in students' lives to shift our teaching methods; this shift confirms that the role of social media has become more important and that it is interactive.

2.4.1.3 Steps of Teaching the Lesson

This paper aims to use short videos from TikTok, a social media platform, to create realistic situations that will inspire students to learn English by making them learn in a simple and easy way. The teaching process can be illustrated in the following way:

- (1) Use TikTok videos when introducing new lessons. Teachers can choose short video content that is fun, simple, and related to the topic of the new lesson to create a new learning context for students.
- (2) Use TikTok videos to guide students through essential vocabulary. Teachers can choose short videos of native speakers pronouncing and demonstrating the words to encourage students to imitate and learn the correct diction and pronunciation. Alternatively, some interesting short videos, such as anime, movie lines, etc., deepen students' impressions of oral comprehension and memorization of words.
- (3) Use TikTok videos to break through the difficult points of oral language teaching. After explaining some boring knowledge, teachers can play videos that fit the content and summarize the problematic points and problem-solving skills to help students understand and internalize the knowledge more vividly, reducing the difficulty of the knowledge.
- (4) Use TikTok videos to practice and master English listening and speaking skill. Teachers can show short and interesting English conversation videos and ask students to practice listening and speaking through the videos. And speaking practice. Teachers can also organize students to work in groups to role-play and simulate situational conversations to enhance students' engagement in learning and activate the classroom atmosphere.
- (5) Review and consolidate through TikTok videos. Teachers and students can review their mistakes together to reinforce and review what they have learned to prevent forgetting. The teacher can also encourage students to collaborate in private on creating, directing, and performing videos relating to the course and to share these works with the class on TikTok. This will further stimulate students' motivation and creativity, allowing them to gain a sense of accomplishment and happiness and improve their oral skills.

To a certain extent, students can build their knowledge system through the guided activities of short videos, improve their English-speaking learning effect, and learn actively, which is an important reason why the researchers chose TikTok as the speaking learning material.

2.4.1.4 Evaluation

Zhang (2012) emphasizes that teachers are the gatekeepers of education and teaching quality, and ensuring that teachers' scientific, rigorous, and pragmatic self-assessment requires a long-term process. In order to achieve curriculum goals, classrooms need relative curriculum assessment, which plays an instrumental role in improving the quality of classroom teaching.

In addition, students can also learn about their development from curriculum assessment, which aims to record their learning progress and allow them to know themselves to achieve independent learning and development (Li, 2017).

The results of this study are not only affirming and motivating for educators but also have a tremendous impact on subsequent reflection on teaching and improving the quality of teaching.

2.4.1.5 Learning satisfaction in English speaking

According to Besalti and Satici (2022), learning satisfaction encompasses learners' engagement behaviors, cognitive as well as affective experiences during the learning process, and these aspects reflect learners' perceptions of their learning experiences and have a significant impact on students' learning outcomes. Therefore, student satisfaction plays a pivotal role in determining the success or failure of education.

Wang and Chui (2011) further state that interaction is a key factor in learners' sustained satisfaction. For example, providing students with information,

questions, feedback, and explanations of topics on discussion boards promotes communication between students and fosters positive motivation and self-confidence. When learners experience quality interactions, this is especially true in the early stages of a course, so teachers need to provide advice and assistance to learners to ensure that they continue to progress.

Interestingly, a study by She, Ma, Jan, Sharif Nia, and Rahmatpour (2021) found that students are more likely to be interested and motivated in their studies when they are successful and satisfied in their studies. Especially those students who have high academic self-efficacy are more inclined to actively participate in their studies. Therefore, teachers need to create effective learning environments that motivate students to continue learning and develop more self-efficacy in spoken English.

In addition, teachers as facilitators should recognize that students tend to develop their cognitive abilities and perspectives through interaction with course content. TikTok media as an interactive tool between students and teachers to create new learning experiences for students and to encourage the process and success of learning is a possible means of improving teaching and learning. Therefore, this research synthesizes these three aspects to develop a satisfaction decision to help students improve their oral English learning:

- (1) Student interest and motivation
- (2) Students' engagement
- (3) The Impact of TikTok Media on Students' Learning

In conclusion, these three dimensions are interdependent, and the lack of input from any one of them in the learning process will lead to a low level of learning satisfaction. Therefore, this research designed a learning satisfaction questionnaire about TikTok media, which consisted of 15 statements (5 items per subsection) rated on a five-point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree). In addition, in order to ensure the professionalism and validity of the questionnaire, three experts were asked to review it for evaluation and approval, and after the questionnaire

was approved, it was sent to the students in order to find out their overall evaluation of TikTok media.

Secondly, the differences in students' spoken English after being taught with TikTok media and the impact of TikTok media on students' learning of spoken English were compared through the high and low learning satisfaction scores. The learning satisfaction questionnaire was used to further understand students' attitudes and experiences with TikTok media, so as to better understand its role and effects in oral English learning and to provide valuable references for subsequent research and teaching practice.

To summarize, the heart of a school lies in the learning satisfaction of its students. As teachers, we must recognize the importance of improving and nurturing students' learning satisfaction so that we can better equip our students with effective learning methods to help them achieve their best.

2.4.2 Choosing the Right TikTok Short Videos for Students' Speaking Learning

Liu (2021) argues that short videos can be a great way to engage students in learning. However, without knowing the students' backgrounds and the expected outcomes of the course, it is difficult to determine which videos are most appropriate for a particular class. Therefore, selecting suitable TikTok videos for students is crucial to helping them improve their speaking and make the most of their time on the app. At the same time, it is essential to implement a set of criteria in education that will empower students to make informed decisions regarding their participation in speaking activities and practice. Some factors to consider when choosing TikTok videos for your students are discussed below.

1) Selecting the content

From the pedagogy perspective, many speaking videos are fast, with subtitles mainly in Chinese, lacking English and Pinyin subtitles, which are more difficult for students with a poorer foundation to understand. Therefore, He (2019) argues that teachers should select teaching materials relevant to the teaching content, highlight the important and difficult points, and their difficulty level should also depend on the students' speaking level. In addition, Hu (2021) argues that for students to experience learning and studying in an informal and enjoyable environment, it should have rich content, such as some humorous elements that are attractive and motivating for listening and watching.

2) Select age and student interest

Seventh-grade students are between 12 and 15 years old, relatively active, and have concise attention spans. Whether learners are interested in learning or not is directly related to their age. Therefore, it is critical to ensure student engagement in the classroom. The educational materials teachers use should be easy for students to understand, increase interest, and keep students motivated to learn for a long time (Yuan, 2018).

3) Classroom time control

Since students' attention and enthusiasm are limited, teaching with TikTok is best controlled to 45 minutes because students' enthusiasm is the key to a good speaking class. Suppose a short video is too long (more than 5 minutes) and too exciting. In that case, students will become engrossed in the scene or talk too much about the video, sometimes disrupting classroom discipline, which causes the video to lose its educational meaning.

4) Determining language level

One of the significant challenges that English teachers face in the classroom is the wide range of individual students, not only in terms of polarized learning levels but also in terms of students' distinctive personalities and diverse interests. Because each student enters school with different language skills, English proficiency tests can serve as a valuable barometer of the class average. Teachers group students with a common language background to achieve optimal learning outcomes. Assessing students' language skills and their level of interest in the topic is

crucial. In order to make an informed decision about implementing multimedia TikTok in the classroom, teachers need to have a firm grasp of their students' language skills and cognitive abilities.

Therefore, teachers should consider these points when selecting learning resources for students using TikTok rather than just using them, so that the teacher becomes a mere player in the teaching and the students are "viewers."

2.5 Related Theory

Learning theories describe the nature and laws of people's learning activities. Theories that explain and account for the psychological mechanisms of the learning process in order to guide people's learning. Different learning theories provide different learning accounts and clarify the link between learning content and learning conditions (Chen, 2010). Many theories of language learning serve as support to guide teachers and learners in second language learning. However, only three of the most relevant theories are discussed below.

2.5.1 Constructivist Theory

A student's ability to adapt to their environment contributes to the development of cognitive structures, according to Piaget (1981), and the acquisition of knowledge is inextricably linked to contextual knowledge. Learners can acquire meaningful knowledge and construct a body of knowledge with the help of learning aids and information resources (Hu, 2021).

According to Su et al. (2014), traditional English-speaking instruction is mainly teacher-led, and students are in a passive state of receiving knowledge. However, constructivist learning theory emphasizes that teaching should be based on the principle of student-centeredness. From this viewpoint, traditional oral English teaching is teacher-led, takes "teacher teaching as the fundamental starting point," and encourages students to carry out learning activities concerning their learning

situations, thereby improving the autonomy of learning and forming a meaningful knowledge construction system.

With the help of TikTok, students can acquire fundamental knowledge quickly and use it as a supplementary resource for learning spoken English. Teachers should adhere to student-centered instructional design and construct teaching situations under educational and teaching curriculum standards and content while considering the actual needs of students, as proposed by Liu (2019).

In this study, the entire classroom learning process is accompanied by learning tasks such as conversational communication, mutual discussion, and information gathering. When learners acquire new cognition in this way, they gradually form new ideas and a body of conversational knowledge, thus finally completing the construction of meaning.

2.5.2 Cognitive Theory of Multimedia Learning

In his book, Multimedia Learning, Richard E. Mayer, an American educational psychologist and cognitive psychologist, developed a cognitive theory of multimedia learning. He demonstrated the validity and correctness of the theory through a large number of psychological experiments. Under Mayer's theory, "multimedia information following a person's mental working style produces more meaningful learning than multimedia information not designed to follow a person's mental working style" (Zhang & Zhao, 2008).

- 1) Dual-channel hypothesis. It refers to the fact that when people perform cognitive processing, both visual and auditory representations have corresponding information processing channels. Therefore, TikTok will call on more of a person's visual channels than traditional classroom instruction.
- 2) Capacity-limited hypothesis. Cognitive resources are limited, and people need to consume cognitive resources for cognitive processing, so the amount of information processed at one time on each information processing channel will be

limited (Xu & Wang, 2014). TikTok has the advantage of repetitive learning, independent of current cognitive capacity. Different times can be selected for repetitive learning and review of knowledge repertoires.

3) Active processing hypothesis. Developing a mental representation of the presented material consistent with their experience requires people to actively engage in cognitive processing. Active cognitive processing involves forming attention, integrating newly accessed information with other knowledge, and organizing newly accessed information. In traditional classrooms, the teacher lectures, and the blackboard is used to write information. Images and visual information will be displayed on TikTok. Through visuals, such as images, it will assist students in remembering classroom content and promote understanding.

In this study, learning is defined as learner-centered learning using verbal language (spoken or written) and pictures (illustrations, diagrams, animations, or videos). TikTok provides a variety of rich spoken language videos that use visual and auditory senses to motivate students and integrate knowledge, creating more authentic language situations for students. In addition, the advantage of repetitive learning provides some help to improve students' learning situations and their speaking skill without a native language environment.

2.5.3 Theory of Communicative Language Teaching Approach

British applied linguists introduced communicative language teaching (CLT) in the 1970s. Students should acquire communicative competence through second language teaching. Instruction, therefore, focuses on language function. It is important to emphasize that the teaching process involves "doing something with language," intending to communicate with different people in different situations using the appropriate language (Hu, 2021).

The first step is cognitive contact. They were experiencing natural discourse in actual or simulated situations. Listening, speaking, reading, and writing activities allow learners to identify language skills and the ability to use language effectively.

The second step is imitation. With the teacher's guidance, students practice using language examples given by the teacher, and they are guided to imitate and do meaningful practice.

The third step is unstructured practice. Teachers should allow students to express themselves freely as they relax their control over them.

In this study, the three-step model can be used as an essential procedure for TikTok-assisted English-speaking instruction and as a framework for instructional design and detailed lesson plans. For example, at the beginning of the class, TikTok videos demonstrate essential words and sentences to expose students to the cognitive target language. In the classroom, students can imitate the pronunciation and words in the short videos. Once they are familiar with the language, they can use the short videos for collaborative activities that allow students to work independently and discover the language's communicative function.

As per CLT, the language used for communication must be appropriate to the situation and the role of the speaker. Thus, communicative activities are essential and should be presented in a communicative context. Students can experience real-life social situations through TikTok. The goal of communication is easier to achieve when students memorize the target language in a specific context. In addition, they are exposed to sounds and pictures instead of words and pictures.

2.6 Related Research and Studies

With the development of the Internet, applications such as TikTok and Weibo have emerged, which have provided a broad platform for people to share information and resources and have significantly influenced education. However, the rapid development of Internet technology has also presented new challenges to education. The popularity of COVID-19 has caused plenty of students to study at home, especially since the exam was announced a few weeks before. A study conducted by Wang (2020) demonstrates how TikTok can provide students with new strategies for

improving language acquisition, especially in independent learning, encouraging greater student engagement in the learning process. In comparison to other forms of media, TikTok is more complementary to the effective teaching of English, especially in the context of language learning.

TikTok media has been used in numerous studies to improve learners' English proficiency over the years. Research relevant to this topic is discussed in this section.

Shi (2019) studied using TikTok in middle school English to investigate how teachers used online information technology and found that it motivated them to speak and made it easier for them to communicate with their fellow teachers.

Hu (2021) studied the use of short videos in spoken English in middle school. TikTok media had a positive impact on students' attitudes toward learning in terms of cognitive, affective, and behavioral aspects. Through TikTok, by providing authentic language use, students also showed more critical thinking and improved academic performance.

Zaitun, Hadi, and Indriani (2021) studied TikTok as a medium for enhancing the speaking skill of EFL students. This study aims to determine the improvement of students' speaking skill by storytelling about a person, object, or place that they want to describe using the TikTok application. Students generate new experiences of free expression.

Ma (2021) studied the use of short videos in teaching English in middle school and investigated how teachers used TikTok to improve the speaking skill of middle school students in rural areas. It was found that long-term use of TikTok instruction improved their communication accuracy and motivation.

Rizkiyah (2022) studied the use of mini-vlogs on TikTok to enhance students' speaking skill. The study showed that students were more motivated to learn English, especially in speaking subjects, and, in addition, performed better than students who

did not use TikTok.

Peng and Zhou (2020) studied the application of mobile scenario-based teaching for English speaking improvement. They investigated how the use of TikTok simulated speaking scenarios found that the three levels of beginner, intermediate and advanced according to students' learning needs could keep learners' sustained attention and interest in learning.

Adnan, Ramli, and Ismail (2021) studied TikTok as a medium to enhance the speaking skill of EFL students. TikTok media had a positive impact on students' language performance. The study showed that students' English knowledge base was expanded through authoritative materials provided by TikTok; in addition, students showed positive attitudes towards it as an extracurricular learning strategy.

Based on the results discussed above, it is clear that TikTok is an effective tool to help teachers and students generate new experiences as a supplement to the classroom. Moreover, the limitations of TikTok research were pointed out. According to the researcher, in order to maximize the effectiveness of TikTok in teaching speaking skill, it is necessary to conduct research with students at different grade levels, especially at the middle school level, where there is a lack of relevant research.

กะกลัยรังสิต Rangsit

CHAPTER 3

RESEARCH METHODOLOGY

This study used TikTok to improve grade 7 Chinese students' English-speaking skill and their satisfaction with the TikTok medium. The descriptions are presented in the following order:

- 3.1 Research Design
- 3.2 Population and Sample
- 3.3 Research Instrument
- 3.4 Data Collection Procedure
- 3.5 Data Analysis

3.1 Research Design

In this study, the researcher used a quantitative approach to collect the data. We used a pretest and posttest to collect data on Chinese students' English-speaking skill, and then a questionnaire to answer their satisfaction with using TikTok media to improve their grade 7 English.

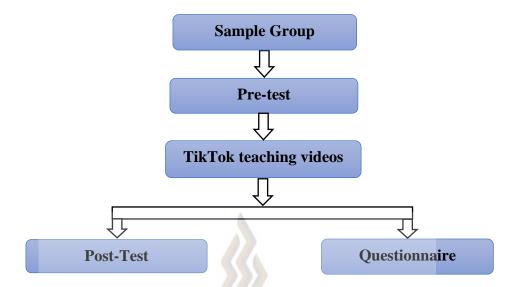


Figure 3.1 Illustration of Research Design

3.2 Population and Sample

3.2.1 Population

The study's target population consisted of two classes of 60 students from a middle school in Yunan Province, China. Their ages vary from 12 to 15, and they are of various mixed genders and English learning abilities.

3.2.2 Sample English Rangsit

The researcher applied a cluster random sampling method to have one class (30 students) from the population with an equal number of male and female students with mixed English language ability.

3.3 Research Instruments

Research instruments are tools for collecting, measuring, and assessing data on topics of interest to research participants (as cited in Lee, 2018). In this study, there were three research instruments: lesson plans, speaking skill tests, and student satisfaction questionnaires.

3.3.1 Lesson Plans

Over the course of one month, the researcher developed four lesson plans (one lesson plan = 90 minutes) that incorporate TikTok. Lesson topics were chosen based on the educational level of the sample group and the content of the lessons. The researcher obtained permission from the instructor of the relevant discipline prior to providing lessons to the sample group. The researcher designed the lesson plans by using TikTok media in four steps, which are detailed in Table 3.1.

Step 1: Introduction stage Used TikTok to push the class pre-reading part to students to complete the independent pre-reading task so that students can have a basic understanding of the key vocabulary sentence patterns and topic background and stimulate their interest in learning.

Step 2: Demonstration stage Asked all students to watch the TikTok video. The teacher also asked them to learn the pronunciation of the words, make some physical responses according to the pronunciation of the words, and be able to repeat the English words related to the topic. Focus one: learning strategies to increase students' vocabulary and correcting students' phonetic intonation. Focus two: developing students' interest in learning to speak and increasing their confidence in speaking English. This step was carried out throughout the teaching activities and the whole study process.

Step 3: Creation Stage Teachers used the teaching resources of TikTok to enrich the classroom with videos and pictures to increase interest in classroom activities and stimulate students' learning enthusiasm. In this process, students were allowed to practice questions and activities related to the topic in various ways, such as spelling words, reading example sentences, and role-playing. Stimulated students to use oral expressions actively. Enhanced the understanding of the content related to the topic.

Step 4: Summary Stage The teacher invited some students to summarize what they had learned in the speaking lesson, and the teacher made some additions. Assigned related homework. Students discussed and shared their understanding and knowledge of the lesson through TikTok media and applied it in real life.

Table 3.1 List of Lesson Plan

	m :	Time Length	T
Lesson	Topics	(Minutes)	Learning Objectives
Lesson 1	Food	90 mins	1. Participants will be able
Lesson 2	Shopping	90 mins	to incorporate TikTok
Lesson 3	Transportation	90 mins	media in the classroom.
Lesson 4	Animals	90 mins	Identify and understand
			the English words
			learned.
		555	2. Participants will be able
	0.4		to listen and respond to
			appropriate instructions
			and practice speaking and
			recognizing sounds
			repeatedly by watching
			videos and listening to
			sounds. They will be able
		In East	to apply what they have
91			learned to form their own
	723		knowledge of speaking.
	วิทยาลัยรังลี	Tier	3. Participants will be able
	'ศยริงลิ	a Rangs	to use the English words
			learned in this class to
			create sentences and learn
			to substitute them for
			real-life applications.

In this study, the content validity of the lesson plans was ensured through the process of Item-Objective Congruence (IOC) assessment. The IOC, originally proposed by Rovinelli and Hambleton (1977), is a widely used tool for evaluating the validity of dimensional or multidimensional items. To validate the lesson plans, three experts were invited to review the lesson plans and fill out the IOC form. The three experts include a

primary school principal from Yunnan and two English teachers currently teaching in China. The IOC scores were calculated based on each expert's rating.

The IOC index's result varies from -1 to +1, as mentioned below:

If the rating is 1, the item clearly meets the given objectives.

0 means the item is uncertain or unsure if it matches the objectives

or not.

-1 tells us that the item is clearly unrelated to the objective.

The formula used to calculate the IOC score is IOC = $\Sigma R/N$, where ' $\Sigma R'$ represents the total score of the experts' ratings and 'N' represents the number of experts. An IOC score of 0.67 to 1.00 indicates that the content validity of the scale is consistent and acceptable. If the mean of the three experts' scores for each question item falls below 0.67, the item is considered unclear and requires revision or deletion. In this study, the IOC score is 1. So, the lesson plans are valid. (See more detail in Appendix D.)

3.3.2 English Speaking Skill Tests (Pretest and Posttest)

- 1) For English-speaking skill tests on TikTok media, the researcher conducted an English-speaking test with a series of questions that focused on four topics: food, shopping, transportation, and animals. Students chose a topic they were familiar with from the four topics (each topic included three questions) and were then given three minutes to speak (Appendix E).
- 2) Participants were rated using the English-speaking skill test rubric. The rating scale included five aspects of speaking: fluency, lexical resource, accuracy, flexibility, and pronunciation (Appendix J).
- 3) The researcher found validity using the IOC. The criterion of itemobjective congruence was used. In the grading procedure, three experts were invited to review the observation assessment and fill out the IOC form. The three experts included a primary school principal from Yunnan and two English teachers currently teaching in China. The IOC scores were calculated based on each expert's rating.

The IOC index's result varies from -1 to +1, as mentioned below:

If the rating is 1, the item clearly meets the given objectives.

0 means the item is uncertain or unsure if it matches the objectives

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3.3.3 Student's Satisfaction Questionnaire

or not.

- 1) The questionnaire had three sections on interest, motivation, engagement, and the efficacy of TikTok media on student learning.
- 2) Students' satisfaction was examined with the use of TikTok media in English classes; a questionnaire was administered that included 15 (5 items per section) statements using a five-point Likert scale system ranging from 5 to 1. (5) Strongly agree, (4) Agree, (3) Neutral, (2) Disagree, and (1) Strongly disagree. The rubric scoring is as follows:

Table 3.2 The Level of Students' Satisfaction

Mean Score Range	Students' satisfaction Level
5 - 4.01	Highest
4 - 3.01	High
3 - 2.01	Moderate
2 - 1.01	Low
≤1	Need improvement

1) The researcher found validity using the IOC. The criterion of itemobjective congruence was used. In the grading procedure, three experts were invited to review the observation assessment and fill out the IOC form. The three experts included a primary school principal from Yunnan and two English teachers currently teaching in China. The IOC scores were calculated based on each expert's rating.

The IOC index's result varies from -1 to +1, as mentioned below:

If the rating is 1, the item clearly meets the given objectives.

0 means the item is uncertain or unsure if it matches the objectives

-1 tells us that the item is clearly unrelated to the objective.

The formula used to calculate the IOC score is IOC = $\Sigma R/N$, where ' $\Sigma R'$ represents the total score of the experts' ratings and 'N' represents the number of experts. An IOC score of 0.67 to 1.00 indicates that the content validity of the scale is consistent and acceptable. If the mean of the three experts' scores for each question item falls below 0.67, the item is considered unclear and requires revision or deletion. In this study, the IOC score is 0.96. So, the students' satisfaction questionnaire is valid (See more detail in Appendix H.).

4) Furthermore, the researcher conducted a test on another class of graders in an elementary school in Yunnan, and the Cronbach's Alpha coefficient was used to calculate the reliability coefficient. If the Cronbach's Alpha is equal to or greater than 0.70, it indicates that the questionnaire is reliable; otherwise, it is unreliable (Bland & Altman, 1997). The reliability is 0.78 more than 0.70, so the reliability is acceptable.

Table 3.3 Cronbach's Alpha Rule of Thumb

or not.

Cronbach's Alpha Rule of thumb	Internal consistency
α ≥0.9	Excellent
0.8≤α<0.9	Good
0.7≤α < 0.8	Acceptable
0.6≤α<0.7	Questionable

Table 3.3 Cronbach's Alpha Rule of Thumb (Cont.)

Cronbach's Alpha Rule of thumb	Internal consistency
0.5≤α<0.6	Poor
α<0.5	Unacceptable

3.4 Data Collection

3.4.1 Approval and Ethical Considerations

In order to conduct the study at the school, the researcher obtained a letter of approval from the school administration at Hengshui Middle School (see Appendix A). Since the participants in this study were between the ages of 13 and 16, the researcher also sought permission from school authorities and parents.

3.4.2 Confidentiality

Prior to data collection, the researcher informed participants of all information regarding each study procedure, including students' biological data, questionnaire responses, etc. All data were kept confidential and deleted by the researcher after the study was completed.

3.5 Data Analysis

Two aspects of the collected data were analyzed, which were consistent with the two study objectives. Quantitative data obtained from the pretest-posttest was used to analyze the improvement of English-speaking skill in the sample group. Also, data collected through questionnaires was used to analyze students' satisfaction with the use of TikTok in their English courses.

3.5.1 Analysis for Speaking Skill Tests

To compare the test results of the pretest and posttest on speaking skill, researchers designed the same test paper for the same group of students before and after using TikTok. The results were analyzed through a paired sample t-test (t-test for dependent sample) to define the students' achievement. The mean, standard deviation, and significance value of the pretest and posttest were calculated using reliable computer software.

3.5.2 Analysis for Students' Satisfaction Questionnaire

To determine the learning satisfaction of the participants, a questionnaire survey was used to collect the data. The questionnaire allowed the researcher to understand satisfaction on a deeper level. The survey questionnaire, with 15 statements categorized under three clusters, was administered to study the students' satisfaction with the use of TikTok in English-speaking lessons. The data gathered from the questionnaire were analyzed using the standard deviation and mean.



CHAPTER 4

RESULT OF DATA ANALYSIS

Chapter four contains a presentation and the interpretation of the study's findings. The data analysis was carried out in two parts. The first part was based on the results of an English-speaking skill test, which answered the first research question. The data was gathered through pretests and posttests. The second part was based on the students' satisfaction questionnaire, which was analyzed through content analysis, whose findings were used to respond to Research Question 2.

- 4.1 Analysis of the English-speaking skill of grade 7 Chinese students before and after using TikTok media.
- 4.2 Analysis of the students' satisfaction with grade 7 Chinese students through TikTok media in English-speaking skill.

4.1 Analysis to compare the English-speaking skill of grade 7 Chinese students before and after using TikTok media

This section specifies the results of the first research question, using TikTok media to improve 7th graders' English speaking skill test scores. The results of the study were obtained from both the pre-test and post-test. using paired sample t-tests. Comparisons were made on the basis of mean, standard deviation, and inferential statistics, with P<0.5 being the level of significance.

4.1.1 Analysis of Paired Sample T-Test

The data collected from the pretest and posttest were analyzed using paired samples T-Test (T-Test for dependent sample) by using a suitable computer program, as shown below.

Table 4.1 Sample T-test

	Paired Sample Statistics						
	n	Mean	Std.	Mean	+	D (voluo)	
	n	Mean	Deviation	Difference	ι	P (value)	
Pretest	30	10.73	2.32	6.47	26.416	.000**	
Posttest	30	17.20	2.04	0.17	20.110	.000	

^{*} p<0.05

As shown in Table 4.1 above, paired-sample analysis of the test scores showed positive results. The pretest mean is 10.73 with a standard deviation of 2.32; the posttest mean is 17.20 with a standard deviation of 2.04. The pretest and posttest mean differ by 6.47, resulting in an increase in the posttest mean. The obtained significance value (P) was .01, which was lower than 0.05 (P<0.05), indicates a statistically significant increase in the posttest score compared to the pretest score for the sample group.

4.1.2 Comparison of Pretest and Posttest Scores of the Sample Group

This section focuses on the use of TikTok media in the classroom and examines the enhancement of students' English-speaking skill. The students' speaking proficiency was evaluated based on the criteria for each speaking component, and the score ranges in the table below indicate their levels of English-speaking proficiency. The following table presents the speaking proficiency of the 30 students in this study, assessed over four weeks when TikTok media was used for teaching English lessons.

Table 4.2 Pretest & Posttest scores of the sample group

Student ID	Pretest Score (Full Score=20)	Posttest Score (Full Score=20)	Increase in test Scores	% Difference
1	10	16	6	30.00%
2	12	17	5	25.00%
3	13	18	5	25.00%
4	11	19	8	40.00%
5	9	16	7	35.00%

Table 4.2 Pretest & Posttest scores of the sample group (Cont.)

Student ID	Pretest Score	Posttest Score	Increase in test	% Difference
Student ID	(Full Score=20)	(Full Score=20)	Scores	70 Difference
6	6	15	9	45.00%
7	12	20	8	40.00%
8	14	18	4	20.00%
9	11	20	9	45.00%
10	10	20	10	50.00%
11	8	17	9	45.00%
12	8	19	11	55.00%
13	7	15	8	40.00%
14	9	16	7	35.00%
15	11	14	3	15.00%
16	13	18	5	25.00%
17	12	19	7	35.00%
18	15	19	4	20.00%
19	12	17	5	25.00%
20	14	18	4	20.00%
21	14	19	5.0	25.00%
22 %	10	16	6	30.00%
23	25 10	18	8	40.00%
24	18how	16	9	45.00%
25	11°7E/9\	12 18 ang	6	30.00%
26	10	13	3	15.00%
27	11	15	4	20.00%
28	12	18	6	30.00%
29	12	16	4	20.00%
30	8	17	9	45.00%
Mean (X) Scores	10.73	17.20	6.46	32.00%

Table 4.2 shows the scores of the pretest and posttest for the sample group. The maximum score on the pretest was 15 (out of a total of 20), and the minimum score was 6. The posttest scores increased significantly, with two participants receiving the highest score of 20 out of 20, an improvement of 9–10 points compared to the pretest scores, and one participant receiving the lowest score of 13 out of 20. All 30 students showed significant or slight improvement on the posttest, with score gaps ranging from 3 to 11 points. There were 19 students with growth rates of 30% or more, 11 students with growth rates of 40% or more, and 2 students with growth rates of 50% or more.

4.1.3 Pretest and Posttest Scores

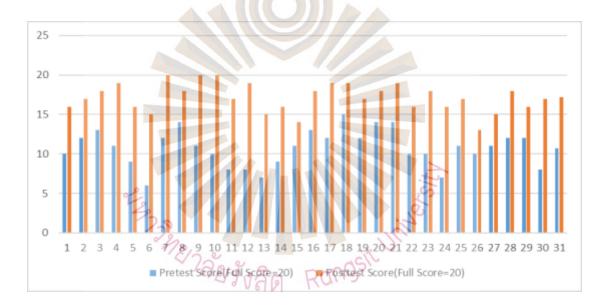


Figure 4.1 Individual student achievement in pretest and post test

Figure 4.1 above shows the individual participants' pretest and posttest scores. As shown in the figure, the blue bars represent the pretest scores, and the orange bars represent the posttest scores. Thus, it is clear that all participants improved in the posttest, affirming that the use of TikTok media contributed to improving students' English-speaking scores.

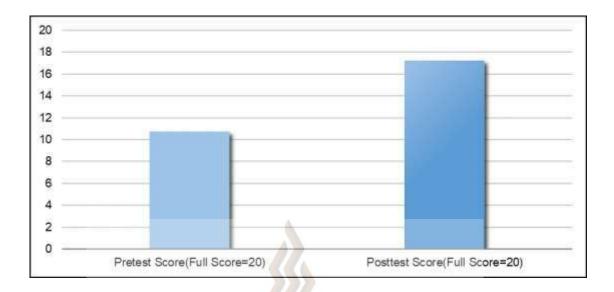


Figure 4.2 Comparison of Pretest and Posttest Mean

Additionally, Figure 4.2 shows the mean scores for the pretest and posttest, which are 10.73 and 17.20, respectively. The mean score on the posttest was higher than the mean score on the pretest. The posttest mean score is greater by 6.47 points compared to the pretest mean score. Therefore, it can be concluded that everyone progressed and scored higher on the posttest.

4.2 Analysis for the Student's Satisfaction of Grade 7 Chinese Students Through TikTok Media in English-Speaking Skill

To collect quantitative data and study students' perceptions about the use of TikTok media teaching in English-speaking classes, a five-point Likert scale was used, where 1-Strongly Disagree and 5-Strongly Agree. The questionnaire consisted of 15 items divided into 3 parts: Part A - Interest and Motivation; Part B – Engagement; and Part C - Efficacy of TikTok media on student learning. Descriptive statistics (mean and standard deviation) were used to analyze the survey results. In the mean interpretation, 5-4.01 is the highest level, 4-3.01 is the high level, 3-2.01 is the medium level, 2-1.01 is the low level, and ≤ 1 is the lowest level.

A questionnaire was administered to all 30 (N=30) study participants. Survey results were analyzed using descriptive statistics (mean and standard deviation).

Table 4.3 Questionnaire of the Sample Group

	N	Mean	Interpretation
Part A	30	4.20	Highest
Part B	30	4.11	Highest
Part C	30	4.08	Highest
Total	30	4.13	Highest

From the table above, we can see that the score for part A is 4.20, the score for part B is 4.11, and the score for part C is 4.08. All the parts had the highest interpretation, and the overall average score is 4.13, and the level is also the highest.

4.2.1 Analysis of Questionnaire part A: Interest and Motivation

Table 4.4 Analysis of Questionnaire part A: Interest and Motivation

	Part A: Interest and Motivation	Mean	Standard Deviation	Interpretation
1	Learning to speak English using	4.43	0.89	Highest
	TikTok media was fun.		1/5	
2	Using TikTok media made learning	4.20	0.88	Highest
	meaningful.	Tie M	76.	
3	Using TikTok media helped me better	4.10	0.84	Highest
	understand the lesson.			
4	Using TikTok media helped me	4.13	0.73	Highest
	develop confidence to speak English.			
5	Using TikTok media motivated me to	4.17	0.87	Highest
	speak English.			
	Average	4.20	0.84	Highest

Mean scores and standard deviations: PART 1 (N=30)

Table 4.4 above shows the mean scores and standard deviations of students' satisfaction with Part A - Interest and Motivation. "Learning to speak English using TikTok media was fun." (Item 1) had the highest mean score of 4.43, which is within the range of average score for the "top" level. Item 2 - "Using TikTok media made learning meaningful" had the highest mean score of 4.20. Item 4 - "Using TikTok media helped me develop confidence to speak English had a highest mean score of 4.13. Item 5 - "Using TikTok media motivated me to speak English" had the highest mean score of 4.17. Although the mean score for Item 3 - "Using TikTok media helped me better understand the lesson" was relatively low (\bar{x} =4.10) but still in the highest level. The interpretation of the highest mean score showed that students' perception, interest, and motivation for Part A of the questionnaire were at the highest level (\bar{x} =4.20).

4.2.2 Analysis of Questionnaire Part B: Engagement

Table 4.5 Analysis of Questionnaire Part B: Engagement

	Part B: Engagement	Mean	Standard Deviation	Interpretation
6	All the activities related to TikTok media were interesting	4.27	0.84	Highest
7	All the activities related to TikTok media were meaningful.	4.10)	0.96	Highest
8	I felt more engaged when using TikTok media.	4.07	0.74	Highest
9	TikTok videos helped me try to answer questions in English.	4.00	0.80	High
10	TikTok videos helped me improve my interaction with teachers.	4.13	0.90	Highest
	Average	4.11	0.85	Highest

Mean scores and standard deviations: PART 2 (N=30)

Table 4.5 below shows the mean and standard deviation of students' scores in Section B: Engagement. Item 6, "All the activities related to TikTok media were interesting," was rated the highest with a mean score of 4.27. Item 7, "All the activities related to TikTok media were meaningful," had a high mean score of 4.10. Item 8, "I felt more engaged when using TikTok media," had a high mean score of 4.07. Item 10 has a relatively high mean score of 4.13. Item 9, "TikTok videos helped me try to answer questions in English," had a high mean score of 4.00. Overall, this part had the highest mean score of 4.11 with a standard deviation of 0.85.

4.2.3 Analysis of Questionnaire Part C: Efficacy of TikTok media on student learning

Table 4.6 Analysis of questionnaire part C: Efficacy of TikTok media on student learning

	Part C: Efficacy of TikTok Media on	Mean	Standard	Interpretation
	Student Learning		Deviation	
11	Using TikTok media regularly helped	4.13	0.77	Highest
	improve my speaking skill.		13/15	
12	Using TikTok media regularly helped	4.07	0.82	Highest
	improve my pronunciation skill.	, Tio	Mr.	
13	Using TikTok media regularly helped	3.97	0.92	High
	improve my fluency skill.			
14	Using TikTok media regularly made	4.07	0.86	Highest
	it easier for you to receive new			
	knowledge.			
15	Using TikTok media regularly helped	4.20	0.88	Highest
	improve my oral presentation skills.			
	Average	4.08	0.85	Highest

Mean scores and standard deviations: PART 3 (N=30)

Table 4.6 below shows the mean and standard deviation of students' responses to Section C: Effectiveness of TikTok Media on Student Learning. Item 15, "Using TikTok media regularly helped improve my oral expression" had the highest mean score of 4.20. Item 12, "Using TikTok media regularly helped improve my pronunciation skill" and item 14, "Using TikTok media regularly made it easier for you to receive new knowledge" had a high mean score of 4.07. Item 13, "Using TikTok media regularly helped improve my fluency skill" had a high mean score of 3.97. And it can be confirmed that the use of TikTok media in teaching has improved students' oral English scores. Overall, this part had the highest mean score of 4.08 with a standard deviation of 0.85.

In summary, among the three parts, Part A has the highest mean score, with a mean of 4.20 and a standard deviation of 0.84. The mean score for Part B was 4.11, with a standard deviation of 0.85. The mean score for Part C was 4.08, with a standard deviation of 0.85. So, the overall average of 4.13 is the highest.



CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter provides the summary of the study, and the contents are presented in the following order:

- 5.1 Conclusion
- 5.2 Discussion
- 5.3 Recommendations

5.1 Conclusion

The two research objectives stated for this study were:

- 1) To compare the English-speaking skill of grade 7 Chinese students before and after using TikTok media.
- 2) To investigate the student's satisfaction of grade 7 Chinese students through TikTok media in English-speaking skill.

This study employed a quantitative research methodology to assess the English-speaking skill of Grade 7 Chinese students in Yunnan Province, China, for a period of four weeks. Additionally, a questionnaire was administered to collect data from the participants. Based on the gathered data, the following conclusions were drawn:

5.1.1 Results of Student's English-speaking Skill Analysis

The first objective of the study was to compare the English-speaking skill of grade 7 Chinese students before and after using TikTok media in Yunnan Province,

China. The results of the pretest and posttest were analyzed using a paired sample ttest to compare the differences between the sample groups.

- 1) The statistical analysis of the paired-samples t-test for the English-speaking skill scores showed that the mean score of the post-test (17.20) was higher than that of the pretest (10.73), with a mean difference of 6.47. Since the mean score of the post-test was higher, this indicates that learning English using TikTok media has a positive effect on English-speaking skill.
- 2) Thus, the results of this study clearly indicated that the use of TikTok media effectively improved the English-speaking skill of grade 7 Chinese students in Yunnan Province, China.

5.1.2 Results of the student's satisfaction questionnaire analysis

Quantitative data concerning the students' satisfaction with using TikTok to learn English was collected; the questionnaire contained 15 items divided into three parts.

Part A: Items related to interest and motivation.

Part B: Items related to engagement.

Part C: Items related to the efficacy of TikTok media on student learning.

1) The data from Part A of the questionnaire showed that learning English using TikTok media had the highest interest and motivation among learners (\overline{X} =4.20, SD=0.84). Item 1 scored the highest; students generally enjoyed using TikTok media to learn spoken English and found it interesting, with the highest satisfaction (\overline{X} =4.43, SD=0.89). In addition, item 2 (\overline{X} =4.20, SD=0.88) showed that students felt that using TikTok media enhanced the meaning of learning and gave it a higher value, with the highest satisfaction. Item 3 (\overline{X} =4.10, SD=0.84) showed that students were most satisfied with the use of TikTok media to help them understand the course. Item 4 (\overline{X} =4.13, SD=0.73) showed that TikTok media encouraged students' confidence in speaking English with the highest satisfaction. Finally, Item 5 (\overline{X} =4.17, SD=0.87) showed that students were most satisfied with using TikTok media to motivate them to speak English.

- 2) The data from Part B of the questionnaire showed that students had the highest level of engagement and satisfaction when using TikTok media. (\overline{X} =4.11, SD=0.85). The highest scores were indicated by item 6 (\overline{X} =4.27, SD = 0.84), showing that students felt the highest satisfaction with the enjoyment of TikTok media related activities. Item 7 (\overline{X} =4.10, SD=0.96) showed that TikTok media provided students with engaging and meaningful related activities with the highest satisfaction. Item 8 (\overline{X} =4.07, SD=0.74) showed that students felt immersed and engaged while using TikTok media with the highest satisfaction. Item 9 (\overline{X} =4.00, SD=0.80) showed that TikTok videos were helpful in trying to answer English questions with high satisfaction. Item 10 (\overline{X} =4.13, SD=0.90) showed that TikTok media helped the students improve their interaction with the teacher with the highest satisfaction.
- 3) The data from Part C of the questionnaire showed that TikTok media had a positive impact on the effectiveness of the students' learning, with the highest satisfaction (\overline{X} =4.08, SD=0.85). Item 15 (\overline{X} =4.20, SD=0.88) had the highest score, and students found the use of TikTok media to be very helpful in improving their oral presentation with the highest satisfaction. Item 11 (\overline{X} =4.13, SD=0.77) showed that TikTok media helped students practice speaking and improve their speaking skill with the highest satisfaction. Item 12 (\overline{X} =4.07, SD=0.82) showed that students found using TikTok media very useful in improving their pronunciation skills, with the highest satisfaction. Item 13 (\overline{X} =3.97, SD=0.92) showed that students found using TikTok media to improve their fluency to be highly satisfying. Item 14 (\overline{X} =4.07, SD=0.86) also showed that students found using TikTok media to gain new knowledge to be highly satisfying.

5.2 Discussion

As noted above, the study found two key results. The first finding showed that the use of TikTok media increased the English proficiency of Chinese students in Yunnan Province, China. A second finding was that Chinese students in grade 7 showed positive satisfaction regarding the use of TikTok media to learn English speaking. The following discussion evidently presented these findings in detail and explained how they addressed the research questions provided by this study.

5.2.1 Student's English-speaking Skill

The results indicated that the use of TikTok media improved students' English-speaking skill. The results of this study were very promising, as evident in the mean score of the posttest (17.20), which increased by 6.47 points from the mean score of the pretest (10.73). Therefore, all of the above findings addressed the first research question of this study. In addition, most of the participants —14 out of 30 participants in the sample group — scored higher than the mean score (\overline{X} = 17.20), and there were 11 students with improved scores of 40% or more.

The results of the study showed that using TikTok media to learn spoken English had a significant impact on improving spoken English, which corresponds to Hu (2021), who studied A Short Video Application to English Speaking Teaching in Junior High School. She found a positive shift in the way students learn and, more importantly, a marked improvement in their overall ability to interact with others. Wang (2018) explored the impact of using TikTok media on English-speaking learning outcomes. The results were the same as those of this study, demonstrating the successful implementation of TikTok media and the increase in students' understanding and proficiency in the subject. Data analysis showed that students' English-speaking skill would improve after using TikTok media teaching.

5.2.2 Students' Satisfaction Rough

For the data collection of students' satisfaction toward TikTok media to improve their English-speaking skill in the English classes, the questionnaire had three sections, each with five questions, for a total of 15 questions. The questionnaire was administered to all 30 (N=30) study participants. The findings of the descriptive statistical analysis of the survey data are as follows:

1) The data from Part A showed that TikTok media has a significant impact on learners' interest, motivation, and satisfaction (\overline{X} =4.20, SD=0.84). Item 1 showed (\overline{X} =4.43, SD=0.89) that students generally found learning English using TikTok media

very interesting and with the highest satisfaction. Thus, TikTok Media introduced innovative elements and fun into teaching activities, bringing a new learning experience for students, and increasing the fun and motivation of learning. Hussain's (2020) study found that teaching with TikTok had a positive impact on college students' motivation and engagement in learning. Students generally reported that TikTok instruction captured their attention and made the learning process more interesting and enjoyable.

- 2) The data in Part B showed that students are most satisfied with their engagement in activities related to teaching TikTok media (\overline{X} =4.11, SD=0.85). Item 6 showed (\overline{X} =4.27, SD=0.84) that TikTok media provided students with an enjoyable learning experience and with the highest satisfaction. Thus, the use of TikTok media captured students' attention in terms of audio-visual aspects; TikTok media influenced students' thinking skills in terms of output; and this multi-sensory experience helped improve students' information absorption and comprehension, enhancing interaction and motivation to learn. Chou's (2021) study found that TikTok instruction encouraged students to participate and share, which enhanced their motivation and incentive to learn. Students feel more motivated to continue learning because of the feedback and support they receive through interaction.
- 3) The data in Part C showed that TikTok media had a positive efficacy on students' learning, with the highest satisfaction (\overline{X} =4.08, SD=0.85). Item 15 (\overline{X} =4.20, SD=0.88) showed that TikTok media helped the students improve their speaking skill, presentation skill and self-confidence with the highest satisfaction. Thus, TikTok media provided students with more ideas and experiences that facilitated speaking practice and communication. Students received feedback and support in their conversational practice and improved their English oral expression. Li's (2020) study further illustrates that TikTok media has a more effective impact on students' learning outcomes through multisensory experiences, short attention spans, and social learning features.

To sum up, TikTok media as an educational tool improved the students English-speaking skill, contributed to their learning outcomes and learning experiences, and led the students to be more satisfied with their learning of English.

5.3 Recommendations

Based on the findings and conclusions made from the study, the following recommendations are proposed:

5.3.1 Recommendations for Implementation

- 1) The positive outcomes achieved through the utilization of TikTok for learning spoken English suggest that this approach can be extended to other languages as well. Provides advice on various aspects of listening, reading, writing, etc.
- 2) TikTok media not only enhances English learning for Chinese 7th graders but can also positively impact students of all ages, including elementary, middle school, and university students at all educational levels.
- 3) TikTok's versatility in providing a wide range of materials is also applicable to other disciplines and can be effectively used as supplementary materials to complement the traditional curriculum and enrich students' learning experiences.

5.3.2 Recommendations for Future Research

Considering some limitations of this study, the researcher suggests the following for further research.

- 1) This study was confined to 30 Chinese students in grade 7 in Yunnan Province, China. Therefore, a comparable study may be undertaken with a different sample in a different region of China, which would be valuable for replication and serve to validate and ensure the trustworthiness of the conclusions drawn from this study.
- 2) This study was limited by time and was conducted over a period of only 4 weeks. Therefore, further investigations over a longer period of time may result in different results.
- 3) In order to conduct a comparative study, this study can be repeated to examine the effectiveness of using TikTok media to learn spoken English in different schools in different regions.

All the details of the research have already been presented. Before ending this part, it is evident that the application of TikTok media remarkably provided positive effects on students' English-speaking skill and their satisfaction in learning English. The application of TikTok media may be an alternative and innovative way of teaching and learning for English language teachers and students in China and everywhere. The researcher believes that English teachers and English learners around the world will try more ways to learn to speak, and we especially welcome them to try using TikTok media to learn to speak.



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Certificate of Approval

Yunnan Hengshui Experimental middle School Administration Department

Subject: Approval of Data Collection for M.Ed. Thesis

Dear Sir/Madam,

I am currently enrolled in te master in Curriculum and Instruction at Rangsit University, Thailand, I am conduing a research on the "The learning management with Tik Tok media for English speaking skill of grade 7 Chinese students in Yunnan Province China". This research requires students participation. The instruments involved during the study pretest and post test, speaking skill tests, and student satisfaction questionnaires for obtaining the required data. Therefore, I would like to seek permission from the administration to allow me to collect data at this school where the names and identities of the students will be kept confidential and unfisclosed.

Yours Sincerely, Wangyuetong, Student

Thailand

Rangsit University Thailand

Since the study requires data for analysis purposes, Yuetong Wang would collecting data from this school and you are kindly requested so allow him to collect data with the following conditions.

Providing research participants with information to make an informed decision as to whether to take part in research (informed consent).

Follow the The prior mentioned document have been reviewed and approved by the administration of Clear Yunnan Hengshui Experimental middle School

Signature

Yunnan Hengshui Experimental medda Sch

Administration

Yuxi County Education Confer, 087

APPENDIX B PARTICIPANTS' INFORMATION SHEET



Participan's Legal Guardian Information Sheet

Dear Participant:

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully. Talk to others about the study if you wish.

Research School: Yunnan Hengshui Experimental middle School, Yunnan province, China.

Name: Wang yuetong Student ID:6304991

Studying University: Survadhep Teachers College of Rangsit University, Thailand

Research Title: THE LEARNING MANAGEMENT WITH TIK TOK MEDIA FOR
ENGLISH SPEAKING SKILL OF GRADE 7 CHINESE STUDENTS IN YUNNAN
PROVINCE CHINA

1. What is the purpose of the study?

To compare the English speaking skill of grade 7 Chinese students before and after using Tik Tok media.

To investigate the student's satisfaction of grade 7 Chinese students through Tik Tok media in English speaking skill.

2. Expected results

There might be an improvement in Grade 7 Chinese students in Yunnan province China and students' English speaking skill after using of Tik Tok media.

3. Outcome

82

Use of Tik Tok media will yield more effective achievement of Grade 7 Chinese students in Yunnan province China.

4. Number of participants in the study 30 individuals

5. Research procedures

The researchers will collect data in 4 steps. First, the participants will be pretested. Second, the participants will be given English speaking lessons using Tik Tok media. Third, a post-test will be administered after all the lessons have been given. Fourth, a questionnaire was given to the participants to investigate their satisfaction with learning spoken English using Tik Tok media.

6. Duration

The research period will be 4 weeks. 8 sessions,

Week:class1&2(to be announced) Week:class 3&4(to be announced)

Week:class5&6.(to be announced)Week:class 7&8(to be announced)

There is no possible risk in this research.

The school has asked students who have volunteered to participate to inform their parents and has obtained consent to volunteer for the research, and the data from the study are true and valid The school aslo allow 30 students to assist him with his thesis research, either voluntarily or by voluntary experiments, by agreeing to(Wang Yuetong), who is enrolled at Rangsit University in Thailand to research his thesis.

Signature. Just

Yunnan Hengshui Experimental middle chool

Yuxi County Education Center, 08

APPENDIX C EXPERTS WHO VALIDATED THE RESEARCH



No.	Name	Position/Title	Institutes
1	Zhang Min	College Teacher	College of Foreign Languages,
			Yunnan Normal University,
			China
2	Li Ziwei	College Teacher	College of Foreign Languages,
			Yunnan Normal University,
			China
3	Li Shuqing	Primary	Lijiang Experimental School,
		schoolmaster	Yunnan Province, China



Dear Wang yuctong

This is to confirm that I have read all the research instruments that you havedeveloped for your study title "THE LEARNING MANAGEMENT WITH TIK TOK MEDIA FOR ENGLISH SPEAKING SKILL OF GRADE 7 CHINESE STUDENTS IN YUNNAN PROVINCE CHINA", These questionnaire items and lesson plans are valid and reliable.

I wish you all the best in your research endeavor

Thank you!

Zhang Min 张教女

College of Foreign Languages, Yunnan Normal University, China

72 neralla Rangsit

Dear Wang yuctong

This is to confirm that I have read all the research instruments that you havedeveloped for your study title "THE LEARNING MANAGEMENT WITH TIK TOK MEDIA FOR ENGLISH SPEAKING SKILL OF GRADE 7 CHINESE STUDENTS IN YUNNAN PROVINCE CHINA", These questionnaire items and lesson plans are valid and reliable.

I wish you all the best in your research endeavor

Thank you!

Li ziwei \$3.4

College of Foreign Languages, Yunnan Normal University, China

Les van Rangsit

Dear Wang yuctorig

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I wish you all the best in your research endeavor

Thank you!

Li shuqing

好首

Littana Experimental School, Yunnan Province, China

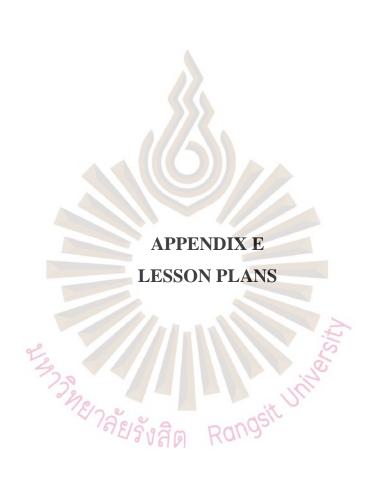
Rangsit



IOC OF LESSON PLANS

Item No	Attributes	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Lesson plan 1	+1	+1	+1	+1	Congruence
2	Lesson plan 2	+1	+1	+1	+1	Congruence
3	Lesson plan 3	+1	+1	+1	+1	Congruence
4	Lesson plan 4	+1	+1	+1	+1	Congruence
Overall Average +1			Congruence			





Lesson Plan 1

Lesson Plan 1

Subject: English

Topic: Food

Grade: 7

Class Strengths: 30 students

Time: 90 minutes (45 minutes/1session)

Teaching and learning strategy: ppt TikTok media, Some food and drink

Learning Content:

This unit is required to be able to listen, speak, recognize and read words:

Key vocabulary: hamburger, tomato, orange, ice-cream, salad, banana,

strawberry, pear, milk, bread

Expanded vocabulary: Noodles, dumplings, cola, grapes, chicken, carrots, apples, rice, eggs...

This unit requires the ability to listen, speak, recognize and read sentence patterns:

"What would you/he/she like? ...?" "Would you like...?" "I/He She'd like..."

"What about...?" "What size would you like?" ...

Be able to master the rising and falling tones when reading sentences aloud.

Lesson Objectives: At the end of this lesson, students will be able to.

- 1. Students will be able to talk about likes and dislikes the food.
- 2. Students will seek advice and express their wishes about their eating habits and preferences.
- 3. Students learn to order or buy food in restaurants or at food shops.

Stage & Duration	Teacher's activities	Time
Introduction	Four students were then randomly invited to use	5 min
	TikTok media to find a picture of the food (or drink)	
	they wanted to show to the group, followed by	
	writing the words on the board.	
	The teacher then asks questions to derive new words	
	by asking students to guess what food is in the fridge.	

Tanchar's activities	Time
reacher's activities	Time
Give recognition to students who answer the	
questions. Assist students who have difficulty	
answering.	
The teacher uses TikTok to show the pictures while	20 min
teaching the words.	
1. The teacher uses TikTok to play the situation from	
"what would you like" and listens to the dialogue	
while watching it. Play it twice so that students can	
get a basic understanding of the situation and the	
content of the dialogue.	
The second time illustrate the use of the following	
sentences and phrases.	
(1) Would you like something to drink?	
(2) What about something to eat?	
E.	
The third time, look at the images only, without	
playing the sound, and let the students understand the	
dialogue again by flashing things.	
1. Give students two minutes to read the dialogue	35 min
aloud, then practice the dialogue in pairs.	
2. Teacher uses TikTok to play the animation "what	
would you like The students play A together and	
the TikTok scenario plays B, or vice versa. You can	
repeat the exercise a few times.	
3. Show the teacher the pictures of the food and	
drinks they have learnt and use the dialogues in Part	
	questions. Assist students who have difficulty answering. The teacher uses TikTok to show the pictures while teaching the words. 1. The teacher uses TikTok to play the situation from "what would you like" and listens to the dialogue while watching it. Play it twice so that students can get a basic understanding of the situation and the content of the dialogue. The second time illustrate the use of the following sentences and phrases. (1) Would you like something to drink? (2) What about something to eat? The third time, look at the images only, without playing the sound, and let the students understand the dialogue again by flashing things. 1. Give students two minutes to read the dialogue aloud, then practice the dialogue in pairs. 2. Teacher uses TikTok to play the animation "what would you like The students play A together and the TikTok scenario plays B, or vice versa. You can repeat the exercise a few times. 3. Show the teacher the pictures of the food and

Stage &	Teacher's activities	Time
Duration	reaction 5 activities	Time
	2 to do substitution exercises.	
	Invite a few groups of students who have done well	
	to perform their own dialogues on stage, while the	
	teacher helps with pronunciation and intonation	
	problems.	
	Simulated scenario dialogue. As above, there can	20 min
	be as many pictures as possible. If possible, assign	
	students to collect a Coke bottle, can, etc. and place	
	them all on the podium for the dialogue. 30 students	
	practice in groups of 3. Teacher randomly selects 3-4	
	groups to perform	
	For example, if you are buying something from a	
	food shop, apart from using the above sentence	
	patterns, the teacher should add some more: Can I	
	help you? I don't know. What about something to eat	
	/ drink?	
Summary 5	1.The teacher summarizes the key sentence patterns	10min
	of the lesson with the students and then randomly	
	invites 2 students to listen to the recording on the	
	board and dictate some of the food words in the	
	lesson.	
	2. Assign relevant homework.	
	Have students use TikTok to find food from their	
	favorite countries, say why they like and dislike it,	
	and send it to a TikTok group using their voice, with	
	classmates rating each other. These works with the	
	class on TikTok, where they can be applied in real	
	life.	

Lesson Plan 2

Lesson Plan 2

Subject: English

Topic: animals

Grade: 7

Class Strengths: 30 students

Time: 90 minutes (45 minutes/1session)

Teaching and learning strategy: ppt TikTok media

Learning Content:

This unit is required to be able to listen, speak, recognize and read words:

Key vocabulary: tiger, elephant, koala, panda, lion, giraffe

Expanded vocabulary: kangaroo, rabbit, cat, dog, big, small, cute, smart, lazy, shy, friendly, beautiful, scary, small...

This unit requires the ability to listen, speak, recognize and read sentence patterns:

"Why do you like ...?" "Because they're...cute/...." "Where are.... from?" "they're from..."

▶Be able to master the rising and falling tones when reading sentences aloud.

Lesson Objectives: At the end of this lesson, students will be able to.

- 1. The students will be able to describe favorite animals.
- 2. The students will be able to apply the words and sentences that they have learned in their daily life.

Stage & Duration	Teacher's activities	Time
Introduction	Teachers use TikTok media to push the preview part of	5 min
	class, and let students finish the preview task	
	independently, so that students have a basic	
	understanding of key vocabulary and sentence patterns	
	and topic background.	
	1. Teachers show videos about "animals" through	
	TikTok.	

Stage &	Teacher's activities	Time
Duration	reaction 5 activities	Time
	2. Q: Do you like animals? Do you know these	
	animals?	
	3.Q: How many more of them can you name in	
	English?	
	Give recognition to students who answer the	
	questions. Assist students who have difficulty	
	answering	
Demonstration	1. Before playing, T: You will see a few beautiful	20 min
stage	pictures. Look carefully and tell us what they are.	
	Then show the students the pictures of the most	
	common animals in the zoo and introduce their	
	characteristics through the TikTok media. The PPT is	
	marked with the animal vocabulary and sentence	
	patterns they need to remember. For example: monkey,	
	tiger, elephant.	
	2. The teacher will ask the students to mark the	
92	vocabulary and sentence patterns they don't know in	
	the text, and the teacher will summarize the problem	
	points and hints with TikTok clusters.	
	3. The teacher will lead the students to follow the	
	words they don't know.	
Creation stage	1. Word practice: For the first time, the teacher asks	35 min
	the students to master the vocabulary in the video and	
	invites some of them to follow the animal words that	
	appear in the video.	
	The teacher uses TikTok to show some of the word	
	cards and the students practice in a 'train' format. Ask	
	students to stand up and say what animal is doing the	

Stage &	Teacher's activities	Time
Duration	i eacher's activities	Time
	action on the card. The teacher will reward the	
	students for the best imitation.	
	Conversation exercise: In the second exercise, the	
	teacher asks students to name their favorite animal and	
	then describe the vocabulary that corresponds to the	
	animal's characteristics.	
	Invite two students to the stage at random to complete	
	the conversation. If the students do not know how to	
	pronounce the words, the teacher will help guide them	
	to solve the pronunciation	
	For example: A: Let's see the	
	B: Why do you like them?	
	A: Because they'reinteresting.	
	B: Where are they from?	
	A: they're from	
200	5	
	Divide 30 students into 5 groups and each group was	
	given a representative to record their conversation	
	using TikTok media after they had familiarized	
	themselves with the quiz. The teacher takes a set of	
	'standards' to demonstrate.	
	The teacher plays the video again to correct the	
	students' pronunciation.	

Stage & Duration	Teacher's activities	Time
	Activity 1: Select some students at random to	20 min
	introduce an animal they have seen and use the words	
	they have learned to describe what this animal is and	
	what kind of food it likes to eat.	
	Activity 2: Divide 30 students into 5 groups.	
	Randomly select one group and tell a short story with	
	the words they have learned.	
	The giraffe is very tall. You can also tell The	
	students that color words are also used to describe	
	things. Encourage the students to talk about both the	
	appearance and color of a thing, such as: The panda	
	has two black eyes.	
Summary	1. The teacher invites some students to summarize	10min
	what they have learned in the oral English class. The	
	teacher makes some additions. Students use TikTok	
200	group to discuss and share their understanding and	
	knowledge of this lesson. 2. Assign relevant homework.	
	For example, ask students to use TikTok video to	
	practice listening and speaking English and review the	
	important and difficult points of the lesson.	
	Students are encouraged to collaborate privately to	
	create, direct and perform videos related to the course,	
	and to share these works with the class on TikTok,	
	where they can be applied in real life.	

Lesson Plan 3

Lesson Plan 3

Subject: English

Topic: Transportation

Grade: 7

Class Strengths: 30 students

Time: 90 minutes (45 minutes/1session)

Teaching and learning strategy: ppt. TikTok media, Word Cards

Learning Content:

This unit is required to be able to listen, speak, recognize and read words:

Key vocabulary: bus, train, car, taxi, subway, plane, ship, truck, motor bike,

Expanded vocabulary: work/by car/on foot /by school bus bullet train

This unit requires the ability to listen, speak, recognize and read sentence patterns:

"How do you go to school?" "By car. /By school bus." "How does ... go to school?"

"She /He goes to school on foot..." "How does your mother/... go to work?"

"She /He goes to work by bike."

Be able to master the rising and falling tones when reading sentences aloud.

Lesson Objectives: At the end of this lesson, students will be able to.

- 1. students will be able to ask others how they travel and gain information from their conversations
- 2. students will be able to express their own or others' modes of transport when travelling, both in oral communication and in written use

Stage & Duration	Teacher's activities	Time
Introduction	Use TikTok to show students a short video: some	5 min
	scenes in which transport appears.	
	The teacher introduces the words for transport and then	
	asks a random question: what transport did the students	
	use to come to school that day? Invite 3-5 students to	
	answer	

Stage &	Teacher's activities	Time
Duration	Teacher 5 activities	
	Give recognition to students who answer the questions.	
	Assist students who have difficulty answering	
Demonstration	A guessing games.	20min
stage	Play the video again using TikTok and ask students to	
	guess what kind of vehicle it is based on the sound.	
	Ask 3-5 students to answer. Give encouragement if	
	correct.	
	555	
	3. Teacher uses TikTok to show a picture of a school.	
	Point to the girl or boy in the picture. Invite 5 students	
	at random to answer.	
	Q1: How does he/she go to school?	
	Q2: He/she	
	Divide 30 students into 5 groups and send a	
	representative from each group to fill in the blanks on	
	the board.	
و ا	1. take the train(a)	
	2. take the bus(b)	
	3. take the subway (c)	
Creation stage	The teacher explains the different ways of expressing	35min
	transport through pictures. For example.	
	ride a bike by bike	
	walks on foot	
	take the subway by subway	
	take the train by train	
	2. Let students talk freely and investigate: How do	
	your classmates get to school?	
	The teacher sends a video of the lesson and asks	
	students to dub it using TikTok.	

Stage & Duration	Teacher's activities	Time
	3. Let students evaluate and mark each other's work	
	and then recommend the dubbing to the teacher, who	
	will then evaluate and model the correction of the	
	spoken language.	
	1.Fast conveyor belt game. The student answers based	20min
	on the actual the student answers how his or her	
	parents travel to work.	
	The student responds with a realistic answer about	
	the way his or her parents go to work. When the	
	teacher signals to stop, the student who has the card	
	stands up and chooses a student to ask: "How does	
	your father/mother go to work?" When the teacher	
	signals to stop, the student who has the card stands up	
	and chooses a student to ask: "How does your	
	father/mother go to work?"	
	£	
2	2.Ask the students to design their own vehicle and	
	give it a name. If possible, they must explain the	
	purpose of this vehicle. Final display in the TikTok	
	group. TESVAR Rangs	
Summary	1Teacher and students' summaries the lesson together	10min
	2. Assign relevant homework.	
	Using the pictures used in class, have students discuss	
	the pictures in as much detail as possible and send	
	them to the group as a recording.	

Lesson Plan 4

Lesson Plan 4

Subject: English

Topic:Shopping

Grade: 7

Class Strengths: 30 students

Time: 90 minutes (45 minutes/1session)

Teaching and learning strategy: ppt TikTok media,

Learning Content:

This unit is required to be able to listen, speak, recognize and read words:

Key vocabulary: Socks, T-shirts, shoes, jumpers, bags, hats, shorts, jackets

Expanded vocabulary: Red, orange, yellow, green, black, white, fives, tens,

hundreds...

This unit requires the ability to listen, speak, recognize and read sentence patterns:

"Can I help you? / What can I do for you?" "I'd like to buy...." "What color does she like?" "May I try it on?" How many / much would you like?...

Be able to master the rising and falling tones when reading sentences aloud.

Lesson Objectives: At the end of this lesson, students will be able to.

- (1) Students will be able to understand short conversations about shopping.
- (2) Students will be able to communicate using the communicative terms they have learned.

Stage & Duration	Teacher's activities	Time
Introduction	The teacher uses TikTok to show some advertisements. The teacher introduces the items in the advertisements and the teacher introduces the words and helps the students to understand the content.	5 min
Demonstration stage	1. Teachers use TikTok to show pictures of some items in the supermarket and lead the reading. Take turns to quiz the students in a separate format for boys and girls.	20 min

Stage &	To a showly a attivities	Time
Duration	Teacher's activities	Time
	Q: What is this?	
	This is.	
	Q: How much does it cost?	
	2. The teacher selects any item on the shopping shelf	
	and asks 5 students at random to correct the words, or	
	deliberately says the wrong word to the students for	
	random checking.	
Creation stage	Teacher Q: I want to buy some new shoes. I will go to	35 min
	the shop. What do you have in mind and what advice	
	would you like to give me?	
	Invite 5 students at random to give some good	
	suggestions. (Quality, color, price, style, etc.), with	
	the teacher assisting with additions.	
	2. Work in pairs to find pictures of things you want to	
	buy on TikTok. Talk to each other about discounts,	
2	shopping preferences, etc. Teacher gives instructions,	
	scores in the TikTok group and praises students who	
	do well.	
	1. In groups of 3, 30 students will talk about what is	20 min
	sold in the supermarkets near their homes. What are	
	the special features? What do you often go there to	
	buy? What time of day is the most crowded?	
	2. Flea market game.	
	Have students put prices on school supplies,	
	household items, toys, and books to buy and sell.	
	For example: How much is it? It's / They	
	areyuan.	

Stage &	Teacher's activities	Time
Duration		
	Here you are.	
	Here is the money.	
	I want to buy	
Summary	1. Teacher and students summarize the lesson together	10 min
	2. Assign relevant homework.	
	Have students use TikTok to find out how	
	supermarket items abroad differ from those at home	
	and see how foreigners talk about discounts and	
	preferences. Imitation exercise, recording to TikTok	
	group.	





Item		Expert	Expert	Expert		
No	Attributes	1	2	3	Average	Congruence
1	Can you describe how to	+1	+1	+1	+1	Congruence
	cook the food that you ate					
	for today?					
2	Give me the reason about the	+1	+1	0	0.67	Congruence
	food that you like or dislike?					
3	Explain the advantages and	+1	+1	+1	+1	Congruence
	disadvantage about the food.					
4	Do you like shopping? And	+1	+1	+1	+1	Congruence
	what did you like for					
	shopping?					
5	What shopping center/	+1	+1	+1	+1	Congruence
	department store/shop that					
	you would like to? Give me		4			
	the reason.					
6	In your ideas, if you need to	0	+1	+1	0.67	Congruence
	shop something how to do					
	to get the best one?	100-1	111		1	
7	Give me the advantages and	+1	+1	+1	\$ +1	Congruence
	disadvantages of the	IIA		170	5	
	transportation between the		1	" NU.		
	bus and the train.	250	Dang.	3/10		
8	What kind of the public	161-1	+1	+1	+1	Congruence
	transportation that the people					
	in your country prefer?					
9	Why do the people should	+1	+1	+1	+1	Congruence
	use the public					
	transportation?					
10	Describe the characteristic of	+1	+1	+1	+1	Congruence
	animal that you like most?					
11	Give me some differences	+1	0	+1	0.67	Congruence
	between animal and human					
	being.					

Item	Attributes	Expert	Expert	Expert	Average	Congruence
No	Attributes	1	2	3	Tiverage	Congruence
12	How do you feel about	+1	+1	+1	+1	Congruence
	wildlife? And how to					
	preserve them?					
Overall			().92		Congruence





SPEAKING SKILL TEST

Subjects: English Name:

Direction: Please answer the question all of the following.

TOPIC 1: Food

- 1. Can you describe how to cook the food that you ate for today?
- 2. Give me the reason about the food that you like or dislike?
- 3. Explain the advantages and disadvantage about the food.

TOPIC 2: Shopping

- 1. Do you like shopping? And what did you like for shopping?
- 2. What shopping center/department store/ shop that you would like to? Give me the reason.
- 3. In your ideas, if you need to shop something how to do to get the best one?

TOPIC 3: Transportation

- 1. Give me the advantages and disadvantages of the transportation between the bus and the train.
- 2. What kind of the public transportation that the do most people in your country prefer? Give the reason.
- 3. Why do the people should use the public transportation?

TOPIC 4: Animals

- 1. Describe the characteristic of animal that you like most?
- 2. Give me some differences between animal and human being.
- 3. How do you feel about wildlife? And how to preserve them?

APPENDIX H IOC OF SATISFACTION QUESTIONNAIRE



S1	T.	Expert	Expert	Expert		G
No.	Items	1	2	3	Average	Congruence
	PA	RT A: INT	EREST &	MOTIVAT	TION	
1.	Learning to speak	+1	+1	+1	+1	Congruence
	English using TikTok					
	media is fun.					
2.	Using TikTok media	+1	+1	+1	+1	Congruence
	makes learning					
	meaningful.					
3.	Using TikTok media	+1	+1	+1	+1	Congruence
	to better help you					
	understand the lesson.	1///=	0.0			
4.	Using TikTok media	+1	+1	+1	+1	Congruence
	helps me develop					
	confidence to speak		1			
	English.					
5.	Using TikTok media	+1	0	+1	0.67	Congruence
	motivates me to speak					
	English.	MARIE			12	
	PAI	RT B: ENG	AGEMEN	T .	5	
6.	All the activities	0	+1	+1	0.67	Congruence
	related to TikTok			IU Ji.		
	media were	รังสิต	Rang	2,		
	interesting	- 0101				
7.	All the activities	+1	+1	+1	+1	Congruence
	related to TikTok					
	media were					
	meaningful.					
8.	I felt more engaged	+1	+1	+1	+1	Congruence
	when using TikTok					
	media.					
9.	TikTok videos can	+1	+1	+1	+1	Congruence
	help you try to answer					
	questions in English.					

S1	T.	Expert	Expert	Expert		G
No.	Items	1	2	3	Average	Congruence
10.	TikTok videos help	+1	+1	+1	+1	Congruence
	you improve your					
	interaction with					
	teachers.					
	PART C: EFFICACY	OF TIKTO	K MEDIA	ON STUI	DENT LEA	RNING
11.	Using TikTok media	+1	+1	+1	+1	Congruence
	regularly will help					
	improve my speaking	44				
	skill.					
12.	Using TikTok media	+1	+1	+1	+1	Congruence
	regularly will help					
	improve my					
	pronunciation skill.					
13.	Using TikTok media	+1	+1	+1	+1	Congruence
	regularly will help					
	improve my fluency		-			
	skill.	1100-			2	
14.	Using TikTok media	+1	+1	+1	+1	Congruence
	regularly will make it		N N D	ije		
	easier for you to			14 111		
	receive new	ไร้งสิต	Rang	5/10		
	knowledge.	Val	110			
15.	Using TikTok media	+1	+1	+1	+1	Congruence
	regularly will help					
	improve my oral					
	presentation skills.					
	Overall Average		0.9	96		Congruence



Student's Satisfaction refer to the grade 7 Chinese students toward the TikTok media

Mark your level of opinion from 1-5 (strongly agree to strongly disagree) against each statement. The description of each scale 1-5 is as shown in the table below.

Scale
Strongly Agree (SA)-5 Agree(A)- 4 Neutral (N)-3 Disagree(D)-2 Strongly Disagree
(SD)-1

Sl	Items	SA	A	N	DA	SD
No.	Items		4	3	2	1
	PART A: INTEREST & MO	ΓΙVΑΊ	TION		I	
1	Learning to speak English using TikTok					
	media is fun.					
2	Using TikTok media makes learning					
	meaningful.		1/2			
3	Using TikTok media to better help you		12			
	understand the lesson.		8			
4	Using TikTok media helps me develop	(0)				
	confidence to speak English.	,				
5	Using TikTok media motivates me to speak					
	English.					
	PART B: ENGAGEM	ENT				
6	All the activities related to TikTok media					
	were interesting					
7	All the activities related to TikTok media					
	were meaningful.					
8	I felt more engaged when using TikTok					
	media.					

Sl	Items	SA	A	N	DA	SD
No.	items	5	4	3	2	1
9	TikTok videos can help you try to answer					
	questions in English.					
10	TikTok videos help you improve your					
	interaction with teachers.					
PA	ART C: EFFICACY OF TIKTOK MEDIA	ON ST	UDEN	T LE	ARNII	\G
11	Using TikTok media regularly will help					
	improve my speaking skill.					
12	Using TikTok media regularly will help					
	improve my pronunciation skill.					
13	Using TikTok media regularly will help					
	improve my fluency skill.					
14	Using TikTok media regularly will make it					
	easier for you to receive new knowledge.					
15	Using TikTok media regularly will help					
	improve my oral presentation skills.		7			

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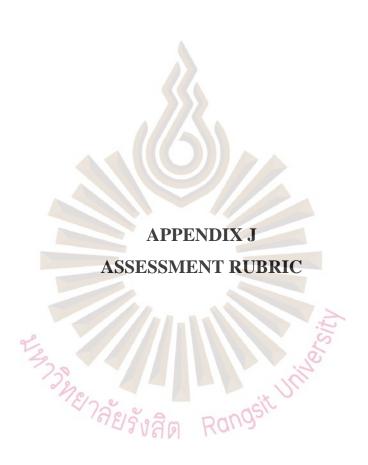


 Table 1 Speaking skill Observation Assessment Form

Itom		Level	Item Level							
Item	4-Excellent	3-Good	2-General	1-Failure						
Fluency	Expressions are	Expression is	Can speak	Long pauses,						
	fluent with	coherent without	fluently in	simple answers,						
	minimal repetition	significant	simple	often unable to						
	or self-correction;	difficulty,	language, but is	express basic						
	language is used	sometimes with	not very	meaning,						
	appropriately	language-related	articulate and	limited ability to						
		hesitant	slow in more	connect simple						
		repetition or self-	complex	sentences						
		correction	communication							
Lexical	Abundant use of	Proficient in the	Can talk about	Can only say						
resource	vocabulary,	use of	familiar topics,	scattered words						
	comfortable and	uncommon	but can only	or a few words						
	flexible,	vocabulary,	express basic	that have been						
	knowledge of	occasionally	meaning on	memorized in						
	language style and	inaccurate, and	unfamiliar	advance						
	collocation	largely	topics and often							
0	Awareness of	successful in	uses words							
7.	word	paraphrasing	inappropriately							
	combinations	all BB.	Rarely tries to							
	E/72512	a nands	rephrase							
Accuracy	Use grammatical	Flexible use of a	Can use basic	Many errors						
	structures	variety of	sentence	except for pre-						
	comfortably and	grammatical	patterns with	recited content,						
	appropriately,	structures; most	reasonable	attempts to use						
	except for slips of	statements are	accuracy, uses	basic sentence						
	the tongue that	accurate, except	limited complex	patterns, but						
	even native	for occasional	sentence	limited accuracy						
	English speakers	improper or	structures, but							
	make Always use	simple non-	usually makes							
	accurate	systematic errors	errors and can							
	grammatical		cause some							

Item		Level		
Item	4-Excellent	3-Good	2-General	1-Failure
	structures		comprehension	
			difficulties	
Flexibility	Can use a very	Talk about topics	Limited use of	Very limited use
	diverse	in a generally	language,	of language,
	vocabulary and	logical and	sometimes not	frequent errors
	grammar	persuasive	in line with the	and poor word
	depending on the	manner, using a	conversation,	usage
	conversation	variety of	unnatural	
	situation. Ability	vocabulary and	expression	
	to pronounce and	grammar		
	communicate	depending on the		
	clearly.	conversation		
		situation with		
		little problem		
Pronunciation	Can uses a full	uses a wide range	uses a limited	Using a limited
	range of	of pronunciation	range of	range of
	pronunciation	features	pronunciation	pronunciations,
~	features	sustains flexible	features attempt	failure to
1	with precision and	use of features,	to control	pronounce is
	subtlety	with only	features but	frequent and
	sustains flexible	occasional lapses	lapses are	difficult
	use of features	is easy to	frequent	
	throughout	understand	mispronunciatio	
	is effortless to	throughout;	ns are frequent	
	understand	accent has	and cause	
		minimal effect	some difficulty	
		on intelligibility	for the listener	

BIOGRAPHY

Name Wang Yuetong

Date of birth November 19, 1997

Place of birth Yu Xi, China

Education background Wenhua College of YAU, China

Bachelor of Arts, 2020

Rangsit University, Thailand

Master of Education in Curriculum

and Instruction, 2023

Address Yu Xi, China

Email Address 1415209711@qq.com

