ELT AND SOCIAL MEDIA:
INTEGRATING TIKTOK INTO CLASS PRACTICE[1]

MARCO CANANI, TANIA ZULLI
UNIVERSITÀ DEGLI STUDI "G. D'ANNUNZIO" CHIETI-PESCARA

marco.canani@unich.it, tania.zulli@unich.it

Abstract: This paper analyses the impact of social media (SM) applications on English Language Teaching (ELT) by focusing on their integration into classroom practice. By drawing on a survey conducted among the students of the "G. d'Annunzio" University of Chieti-Pescara, two accounts recently set up on TikTok – the SM app based on the creation and sharing of short videos – are considered as tools to improve class practice for the teaching of English vocabulary, pronunciation, and idioms. The quantitative analysis adopted in the survey provides the notional ground for two sample lesson plans in which the integration of these TikTok videos into a Presentation-Practice-Production (PPP) approach is proposed. The motivation aroused by the short videos and the students' perceived usefulness of these profiles prove instrumental in devising teaching strategies that may be successfully implemented in the EFL/ESL classroom.

Keywords: ELT; TikTok; foreign language learning; social media.

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[1] The research presented here was conceived jointly by the two authors; individual contributions in writing this article, however, may be identified as follows: Tania Zulli authored the following sections: Introduction; Theoretical Background, Method, and Data Collection; Data Analysis. Marco Canani authored the following sections: The Rationale for Integrating TikTok into the EFL Class; Introducing "Real-Life Vocabulary": TikTok as a Tool for Intentional Vocabulary Teaching; Duetting is the New Listen and Repeat; Winding Down: A Few (Preliminary) Conclusions.

1. Introduction

Social media (SM) has deeply changed the way we socialize, communicate, and learn. In recent times, the spread of mobile apps all over the world has grown enormously, and the ways to use them have increased accordingly. Among their many functions, these apps have also been considered as tools for learning new languages. In such a context, mobile phones have introduced new possibilities for language learning, making it a more spontaneous and personal process. In 2006, George Chinnery's famous article "Going to the MALL: Mobile Assisted Language Learning" paved the way for the academic discussion on MALL applications by examining their advantages and challenges. Subsequently, the years 2012 and 2013 marked a crucial moment in the exploration of the educational potential of portable devices such as smartphones. Since then, an enormous number of applications has been created for language teaching, and from 2013 onwards, the use of mobile phones as teaching tools has acquired increasing importance becoming the object of studies, conferences, articles, and books. Despite the fact that M-learning (mobile learning) shares much with e-learning (electronic learning), dedicated conferences (mLearn), associations and professional organizations (IADIS and IAmLearn), books and journals (International Journal of Mobile Learning and Organisation, International Journal of Mobile and Blended Learning) have widely dealt with the subject of M-learning by focusing on its specific features (Pegrum 2014). One of the main strengths frequently highlighted is the fact that M-learning technology can be employed both in and out of the classroom (Yang 2013). Also, it provides sources of real language which work as important motivators for the students, allowing them "to produce more language than they otherwise might have done" (Stanley 2013: 2).

The use of mobile devices for language learning has fostered newly integrated mobile technologies which show a great potential for the acquisition and strengthening of vocabulary, pronunciation, and idiomatic expressions. Some platforms, such as Facebook and Twitter have attracted the attention of scholars and researchers in the past few years (Chug and Ruhi 2018; Adams et al. 2018), while others, such as Instagram or Tik Tok, have not yet received the attention they deserve. In fact, their rapid spread and increasing popularity, especially among young people, call for a serious consideration of their potential in educational purposes. In addition to this, very recent studies (Pratiwi, Ufairah, and Sopiah 2021; Literat 2021) have demonstrated that in the present context of the COVID-19 pandemic, the transition to exclusive online learning has benefited from additional chances and positive effects supplied by language apps.

The aim of this article is to analyse the impact of TikTok – the SM app based on the creation and sharing of short videos – on ELT and to define its contribution to the students' learning. The study follows a double methodological perspective. Firstly, the didactic potential of two TikTok accounts featuring videos on English vocabulary, pronunciation and idioms is considered by drawing from a quantitative survey conducted among the students of the "Gabriele d'Annunzio" University of Chieti-Pescara. Secondly, two lesson plans are proposed so as to examine the integration of such videos into a *Presentation-Practice-Production* (PPP) teaching model. In terms of method, the quantitative analysis adopted for

the survey has provided a notional ground for the lesson plans. The motivation aroused by the TikTok videos and the students' perceived usefulness of the TikTokers' profiles have proved instrumental in devising teaching strategies that may be successfully implemented in the classroom.

2. Theoretical Background, Method, and Data Collection

Launched in China in September 2016 as "Douyin" by parent company ByteDance, TikTok is one of the fastest growing SM platforms in the world. With 600 million daily users in China in 2020 (Iqbal 2021), and 1 billion global monthly active users (DataReportal, September 2021), its implementation has accelerated to reach 205.4 million first-time download users in 2021. As of April 2020, the number of downloads on Google Play and the Apple App Store has exceeded two billion (Sensor Tower 2020), doubling in just one year. This incredible growth in popularity was already evident in 2019, when TikTok reached 33 million downloads in a single quarter (Sensor Tower 2019), outdoing YouTube, Instagram, WhatsApp, and Facebook Messenger (Mohsin 2021). Today, it is available in 154 countries and in 75 different languages.[2] The popularity of TikTok, especially among teenagers, is partly due to its unique feature of allowing anyone to create their own video, by choosing topics, styles, and themes, by adding music and creating "challenges" among different users who can compare notes on a specific subject. When considered as instruments for learning and/or teaching a foreign language, these videos have shown different interesting aspects, among which the fact that their length (from 15 seconds to a maximum of 5 minutes) keeps pace with today's needs of acquiring small bits of information in a short time.

Davide Patron and Norma Cerletti are two young Italian TikTokers who have used their accounts to share videos on English language, pronunciation, vocabulary and idioms. Short clips on the correct pronunciation of a word, on the right way to translate a specific expression and to use it in its proper context – all delivered in flawless English – have made their popularity increase in an incredibly short amount of time. Davide Patron's 30 seconds' micro-lessons have earned him almost 600k followers on TikTok and 300k followers on Instagram in one year. Similarly, Norma Cerletti's TikTok and Instagram accounts have reached about 372k and 700k followers, respectively, in the same amount of time. The success of both partly relies on a central, winning idea, that of using a SM such as TikTok with a didactic purpose, making it not only amusing but also useful.[3] Faultless pronunciation, direct connection to real life, and a good amount of lightness are the main elements young users point out when they are asked what makes these videos appealing.

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[2] The growth of TikTok has encountered some obstacles in its way. In 2020, the American President Donald Trump issued an executive order banning the use of the platform in the US (Brinkmann, Hall, Mitchell 2020), but the ban was blocked by a Pennsylvania federal Court issuing a preliminary injunction against the order (*Court Listener* 2020). Also, India's government banned the app in June 2020 together with other Chinese apps over illegal data use, and in January 2021 Bytedance decided to leave the Indian market (Hayakawa 2021).
[3] One of Norma's Teaching hashtags is, in fact, #ImparaConTikTok (#LearnWithTikTok).

The pilot study conducted among 110 students at the "G. d'Annunzio" University of Chieti-Pescara aimed to investigate the learning strategies offered by the two TikTok accounts. Despite coming from different undergraduate and graduate programmes (Letters, Psychology, Dentistry and Speech Therapy) all students shared B1/B2 English language course attendance and most of them declared having used SM to study a foreign language. They were invited to watch four short videos from the accounts of Norma Cerletti and Davide Patron and to fill in a short Office Forms questionnaire which they could access by using their University Teams account.

The two accounts were chosen out of a larger number of similar profiles for two reasons. First, they focus on the language skills that were later selected for the lesson plans, i.e. lexis/vocabulary, phonology/pronunciation, and discourse/idioms. Second, they are specifically addressed to Italian students, and often point out typical mistakes made by Italian speakers. This did not affect the purpose of the present research but has certainly had a significant impact in terms of interest and motivation on the part of the students who were interviewed.

A closer look at some of the videos shown to the students clarifies the methods of verbal and non-verbal expression adopted by the TikTokers to deliver their messages. In one of the videos shown to the interviewees, Davide Patron explains how to say "Svitare un tappo" in English. The video starts by introducing the idiomatic sentence to be dealt with, "Mi sviteresti il tappo, per piacere? Svitare un tappo. Come lo dici in inglese?" The first question presents the topic by contextualizing it in a real-life situation: what would you say in English if you needed help when opening a bottle? Such a method is instrumental in raising motivation and interest in the listener. Also, familiarity and closeness are established by asking the question every participant would recognize as familiar, "Come lo dici in inglese?". Subsequently, the translation is given: "Could you twist the lid off, please?", and "Don't forget to screw the lid back on". These two sentences are followed by a quick recap of the main linguistic structures ("Quindi 'avvitare' si dice 'to twist or screw on' mentre 'svitare' si dirà 'to twist or screw off'").[4] Visual support and contextualization are also given. Davide Patron holds a small plastic bottle which he opens and closes when explaining the meaning of the phrasal verb, while the recap is accompanied by the addition of overlay text.
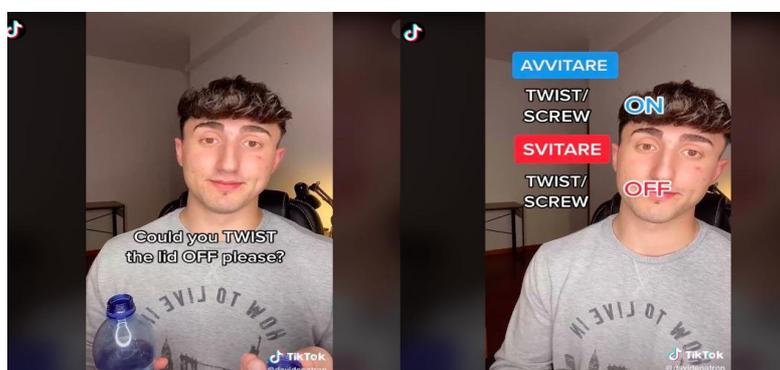

Figure 1. Davide Patron's TikTok clip on phrasal verbs: twist/screw on/off, @davidepatron.

[4] It is to be noted, however, that the verb "unscrew" is generally used instead of "screw off" in standard English.

Also Norma Cerletti's videos rely on visual details such as pop-ups and funny pictures which make her micro-lessons entertaining and dynamic. Moreover, overlay text is a fundamental part of Cerletti's TikToks as it often supplies unspoken details. As far as pronunciation is concerned, a mix of words of common use and popular brand names (i.e., PayPal, LinkedIn, Instagram, Nutella Biscuits) feature in her videos. For example, in a second TikTok presented to the students, Norma Cerletti explains how to pronounce the name of the famous Wimbledon Stadium correctly, the word Wimbledon is first shown on the screen, then pronounced incorrectly (ˈwɪmblɛdon) and finally given in its right pronunciation (ˈwɪmbəldən), together with both written and spoken phonetic spelling.

Figure 2. Norma Celetti's TikTok clip showing the right pronunciation of "Wimbledon", @normasteaching.

Both Davide Patron and Norma Cerletti further propose videos on words that are easily misunderstood by Italian native speakers. For example, on the different use of "forgot" and "left", Patron clarifies that the verb "left" should be used instead of "forgot" when you do not take something with you either intentionally or by accident ("I *left* my keys at home" and not "I *forgot* my keys at home"), and Cerletti explains that the word "china", when it is not written with a capital letter, means "servizio di porcellana".[5]

2.1. Data Analysis

The data shown below is based on the answers given by the "G. d'Annunzio" University students to a set of questions on the use of TikTok as a tool for language acquisition, the understanding of its effectiveness as an alternative/complementary method, and on its didactic potential in EFL teaching. The pie charts below illustrate the survey results. As reported in Figure 1, most of the students affirmed they use TikTok regularly (83%) and half of them confirmed they had used it to learn a new language (52%). According to the figures in Question #4, a high percentage of the interviewees believe that SM is helpful for self-study (75%), while only a small number of them finds the supervision of a teacher necessary (18%).

[5] Both accounts are enriched by videos on pronunciation challenges, and both TikTokers have personal pages in which they promote English courses and books.

1. Do you use Tiktok regularly?

- Yes   91
- No   19
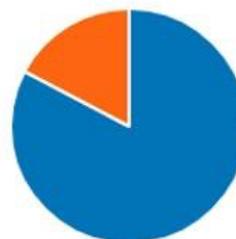
2. Have you ever used TikTok to learn a new language?

- Yes   57
- No   53
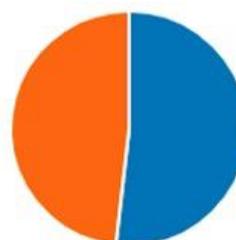
3. Do you think this could be a good method to learn English?

- Yes, it can be helpful for self-st...   82
- Yes, if supervised by a teacher   20
- Not really   8
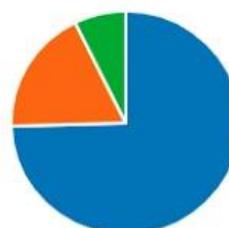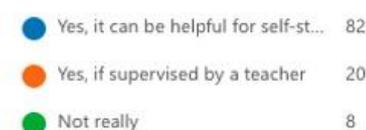
Figure 3. EFL on Social Media: Results of the Survey conducted at the "G. d'Annunzio" University in 2021 (I)

The results of Questions #5 and # 6provide further details on two important issues. First of all, most students seem to be aware of the actual role played by the TikTok videos, which cannot be used to learn English as such, but should instead be considered as a support to the much more complex process of the learning experience. In fact, 66% of them affirm they would still prefer learning English in a traditional way. However, the remaining 34% claim they would choose this method instead of a traditional class, which suggests the lack of a thorough knowledge of the process of language acquisition, as well as an overestimation of SM didactic efficacy. Nonetheless, a casual relation can be seen between this answer and the missing experience in language learning on SM shown in Question #3.

Question# 6 aimed at investigating specific areas of linguistic interest on the part of the interviewee. According to the data, improving pronunciation and expanding vocabulary were the most appreciated features of the videos. At the same time, the link to everyday language was an appealing characteristic for 22% of the students.

4. Would you prefer this method to a traditional English class?

| | Yes | 37 |
| | No | 73 |
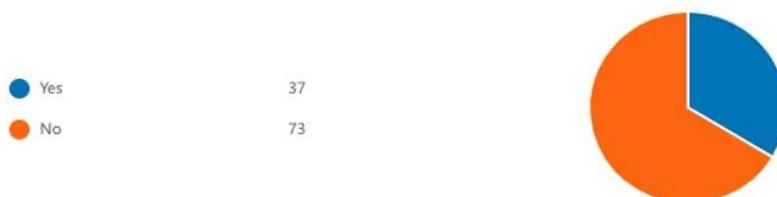
5. What do you like the most about this/these short video/s? What catches your attention?

	It is a good way to improve pr...	45
	It is a fun way to learn new wo...	41
	It is good to learn some 'real' ...	24

Figure 4. EFL on Social Media: Results of the Survey conducted at the "G. d'Annunzio" University in 2021 (II)

3. The Rationale for Integrating TikTok into the EFL Class

The quantitative analysis of the answers given by the students who took part in the English and SM survey illustrated above suggests a number of relevant considerations with reference to EFL class practice. At the end of a pilot study on mobile phones and vocabulary development published in 2005, at a time when MALL was still very much a pioneering teaching resource, Yamaguchi argued that computers provide a more efficient learning tool in comparison with mobile phones in that they allow the simultaneous management of different information, enabling students to be exposed to textual, visual, and sound stimuli. However, as Yamaguchi rightly pointed out, mobile phones offer the advantages of size and portability. These two features make them a more accessible alternative to computers, bringing to light the need for a thorough examination of the educational potential of cell phones (Yamaguchi 2005: 57).

The advent of smartphones and tablets has arguably combined the advantages of both computers and mobile phones, introducing a portable device that simultaneously manages a wealth of multimedia input and information. In addition, young adults such as university students are overall confident with using SM platforms. As already mentioned, 83% of the students interviewed in our survey admitted to using TikTok regularly, and 52% – that is, more than half of the statistic sample – stated that they have visited TikTok profiles for language practice at least once. EFL students belonging to this age group – the so-called "digital natives" – are therefore likely to feel engaged when presented with

language tasks and activities based on these platforms, and such engagement may be expected to enhance their learning motivation.

As several studies demonstrate, motivation is a crucial factor in the learning process across disciplines and age groups. In particular, Ciampa highlights that SM provides valuable tool in raising two key elements of intrinsic motivation, that is the students' sensory and cognitive curiosity. Sensory curiosity depends on "the attention-attracting value of variations and changes in the light, sound or other sensory stimuli of an environment". Cognitive curiosity, instead, is usually activated by the learners' awareness of inconsistent or incomplete knowledge, a discovery that encourages them to actively "attain new information and competence" (Ciampa 2014: 84). More specifically, SM has proved especially effective to trigger sensory and cognitive curiosity due to its ability to simultaneously present sound, visual, and verbal stimuli. This aspect is relevant in pedagogical contexts insofar as it makes SM a possible attention-getter for class activities regardless of the students' learning methods. Moreover, existing research indicates that these platforms might be successful in raising learners' awareness of potential knowledge gaps, that is, areas that require further practice.

When integrated into lesson plans, Patron's and Cerletti's TikTok clips can provide useful attention-getters in that they enable teachers to interrupt class routine with multimedia content. As existing research shows, this is crucial to limit attention lapses and keep students engaged in the language class (cf. Cummings et al. 2019: 117-18). Inasmuch as they specifically target Italian native-speakers and address their most common mistakes in English through recurring formulas such as "Pronunciation Challenge" and "Don't say...", Patron's and Cerletti's short videos represent useful hooks to raise the students' awareness of the language areas that they need to consolidate or improve.[6] Pedagogical research has suggested that nowadays SM "affects all student environment areas," and as such their classroom use "can transform teaching and learning practices by making them more social, open, and collaborative" (Escamilla-Fajardo, Alguacil and López-Carril 2021: 2-3).

The question, then, is whether, and to what extent, clips such as Davide Patron's and Norma Cerletti's may be effectively integrated into EFL daily class practice. To this end, the results of the survey illustrated above provide an interesting starting point. On the one hand, the majority of the participants felt that they would prefer social media-based activities to a traditional English class (cf. Question #4). On the other hand, they suggested that the integration of these TikTok clips into class activities is particularly instrumental in the acquisition of pronunciation and vocabulary (cf. Question #5). More to the point, Patron's and Cerletti's clips are perceived as useful resources to acquire real-life words and expressions in contrast with the lexical items presented in General English coursebooks, which tend to be selected on the basis of their frequency in standard English usage.[7]

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[6] Moreover, both TikTokers rely on the repetition of a few expressions at the beginning and at the end of each video – "Come lo dici in inglese?" and "Bella lì" for Davide Patron, and "How do you pronounce this word?", "Ok, let's do this", and "Amazing" for Norma Cerletti.
[7] On the main factors determining the compilation of word lists in EFL/ESL teaching and testing materials see Nation 2016, esp. chapter 1, 3-13.

In their study of vocabulary tasks for English Language Learners (ELLs), Graves, August and Mancilla-Martinez remark that English lexis consists of a large corpus of infrequent words and a relatively small number of recurring words. As they state, the 100 most frequent English words "account for about 50% of the words in a typical text; the 1,000 most typical words for about 70%; and the 5,000 most frequent words for about 80%" (Graves, Augus and Mancilla-Martinez 2012: 13). A key principle in devising language curricula is the use of high-frequency words, which help students refine their comprehension skills and facilitate their output even at low proficiency levels. However, insofar as one of the pillars of wordlists used for devising teaching and testing materials is the distinction between receptive and productive knowledge, one of the drawbacks of this selection criterion is the potential neglect of everyday words and expressions, which students are likely to be exposed to in more colloquial, informal, or familiar contexts. In examining the role of language input in second language acquisition (SLA), for example, Nava and Pedrazzini emphasise the importance of "natural" or "authentic" input in order to arouse the students' attention and motivation, and remark that materials specifically designed for language teaching might fail to train learners in "coping with the language used in the 'real world'" (Nava and Pedrazzini 2018: 30).[8]

By taking into consideration the results of the pilot study conducted at the "G. d'Annunzio" University of Chieti-Pescara and the methodological and theoretical context highlighted above, the following sections examine the educational potential of Patron's and Cerletti's TikTok 'stories' as comprehensible and meaningful input. Their possible integration into the ELT classroom is discussed with reference to sample lesson plans targeting young adult learners possessing B1/B2 skills in English and modelled on the *Presentation-Practice-Production* (PPP) approach. Classes based on these principles aim "to develop learner language by establishing a context and clear model sentence", followed by drills or teacher-led practice tasks "before learners are given the opportunity to 'produce' language" (Hall 2011: 65). In this pedagogical context, TikTok clips seem particularly fit as prompts to introduce the target language and foster innovative controlled-practice activities.

4. *Introducing "Real-Life Vocabulary": TikTok for Intentional Vocabulary Teaching*

According to Krashen and Terrell's seminal studies, second language acquisition is based on four pillars, which may be summarized as follows:

    a. comprehension precedes production;
    b. output is produced gradually;
    c. the teaching syllabus should be based on communication objectives;
    d. class tasks and activities should be aimed at lowering the students' "affective filter" – that is, the emotional variables that interfere with the learning/acquisition process – so as to encourage production. (Krashen and Terrell 1983: 20-21)[9]

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[8] On the role of input in SLA theories also see Hall (2011: 65-66).
[9] In Krashen's theory, the "affective filter" consists of the affective and environmental variables

As already mentioned, Patron's and Cerletti's TikTok clips involve the use of L1 and specifically address recurring mistakes made by Italian students. Krashen and Terrel's approach to SLA, it should be pointed out, does not involve the use of L1 in class. However, when limited to short and highly specific input, L1 may enhance language acquisition as long as it is used in a functional way, which includes "enabling contrasts between languages and the 'noticing' of language to take place" (Hall 2011: 73). At the same time, these TikTok clips fulfill the other three pillars formulated by Krashen and Terrell, and as such they might prove fruitful when used within a lesson plan based on a deductive approach. The contents of both TikTok profiles are created by young adults who are aware of the difficulties of Italian native speakers, and the use of SM and the exposition to peers lowers the students' "affective filter". Moreover, both profiles provide learners with relevant and comprehensible input, which they can also use for output production, and therefore with a focus on communication.

As far as vocabulary acquisition is concerned, one of the most common strategies consists in *intentional* (as opposed to *incidental*) vocabulary learning/teaching:

> *Incidental vocabulary learning* refers to acquiring new words from context without intending to do so, such as when engaging in a conversation or reading a text for meaning and processing new words as input and inferring their meanings. *Intentional vocabulary learning,* on the other hand, refers to learning new words while consciously attempting to do so, such as when studying a list of new words, trying to learn new words while viewing word-picture pairs, or consciously attempting to learn new words from context while reading a text. (Barcroft 2015: 26)

In intentional vocabulary teaching, learners are presented with individual words, that is, a set of items selected by the teacher and based on the lexical domains that the learners should expand or consolidate. One such example is real-life or colloquial English, which is not always adequately covered in intermediate level coursebooks but can be introduced by resorting to TikTok clips.

Using an interactive board or a PowerPoint presentation, the teacher introduces the concept of "Real-Life English". The goal is to encourage students to reflect on the difference between various degrees of formality with a focus on vocabulary. One simple but effective way is to show students the word "RETURN" and prompt them to use it in a few sample sentences. At this level, they will most likely use it as a synonym for the verb "to come back". Subsequently, the teacher will use an interactive board or a deck of slides to show the following two sentences:

- *Sean returned the faulty item to the retailer*
- *The manager returned Susan's call to enquire about the issues she had experienced*

that have a direct impact on second language acquisition, determining "the degree to which the [language] acquirer is 'open' to the input" provided in class (Krashen 2009: 9). Moreover, Krashen and Terrell (1983: 18-19) suggest that language *acquisition* is different, and may be more effective, than language *learning*.

In order to check the students' comprehension, teachers might find it useful to ask the class to rephrase the two sentences. Learners will most probably come up with sentences such as "Sean took the broken object back to the shop" and "The manager phoned/called Susan back to ask about the problems she had", all of which provide various hooks to expand on the difference between colloquial/informal and formal English. In this way, the context has been set for the teacher to elicit the polysemy of the verb return, but also the difference between degrees of formality, which should be further concept-checked by asking the class in which contexts they would use each sentence.[10] To follow up, learners should be invited to provide additional examples before moving on to the controlled practice stage.

At this point, the teacher will introduce TikTok by asking learners whether they use this SM networking site. Subsequently, they will be shown Davide Patron's profile and, should individual devices such as smartphones and tablets be available, teachers may want to allow learners to browse it for a few minutes before they report their impressions to the class. Once the students' curiosity has been stimulated, they will be informed that they will be using Patron's TikTok profile to learn words and expressions that can help them speak "like a native" in simple, every-day contexts. To this end, the teacher will use the interactive board or PPT slides to show them this short dialogue, which can also be distributed as a handout:

Handout **(Controlled Practice)** **"A Phone Conversation"**
Hello, Pete. So, you're still coming tonight, right? *Hey, Simon. I am going to stay home. I don't really feel well.* You're not serious, are you? *My nose is congested, and I don't feel like going out tonight.* Oh, no. That's bad! *I know. I hope you'll have fun. I have to go now, my battery is really low.* Okay. Have some good food and go to bed early. I'll call you tomorrow! *Bye!*

Depending on the duration of the class and the teacher's needs, the handout may be replaced with visuals in order to encourage students to produce their own version of the dialogue. After the learners have read the handout, the teacher will draw their attention to the register of the conversation and

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[10] Concept-check questions should foreground everyday situations, such as "Jane doesn't like the present that her grandma gave her, what can she do?" as opposed to more formal but still plausible/familiar communicative contexts, such as "Jane has emailed the online store OnLineShopping.Com because she doesn't like the jumper her grandma bought for her on that website. What is their answer?".

encourage them to reflect on whether it is suitable to the context. Students will then be allotted enough time to browse among a number of clips from Patron's profile previously selected by the teacher. In so doing, the learners will have to search for up to six possible alternatives to change the dialogue and make the conversation between Pete and Simon sound less formal.[11] By working alone or in small groups, they should browse through the clips and identify the following expressions:

-   *You're not serious   Come on / Tell me another one*
-   *My nose is congested   My nose is stuffy / I'm all bunged up*
-   *That's bad   That's pants*
-   *My battery is really low   I'm on one percent*
-   *Have some good food   Have some good nosh*[12]
-   *Go to bed early   Hit the sack early*

As Wheeler suggests, in order to successfully learn the difference between formal and informal English, and to discriminate between contexts and situations so as to produce the appropriate language output, students should "learn to actively code-switch" (Wheeler 2010: 138). Although the concept usually refers to the use of different languages (such as L1/FL), Wheeler intends code-switching as a metacognitive skill that enables learners to profitably turn to different language registers according to the needs of the communicative context. Due to its implications, the concept may arguably be extended to encompass the simultaneous use of verbal/non-verbal elements as well as teacher-produced vs. digital output. Insofar as they provide comprehensible and relevant language input by conflating visual, sound, and text elements, and they specifically target Italian native speakers, Patron's clips can be used to stimulate code-switching at all these levels. In so doing, this activity will prompt students to acquire new words, but it will also enable them to develop metacognitive and pragmatic skills that are key to addressing the needs and the peculiarities of different communicative settings – namely, formal vs. informal/colloquial.

Because of young adults' familiarity with TikTok, and the curiosity and metacognitive skills activated during the presentation and controlled practice stages, in the production phase learners should be encouraged to browse through a set of Patron's TikTok clips selected by the teacher to make a list of additional colloquial/informal expressions and practice them. For example, students can work in pairs or small groups to come up with short dialogues where they incorporate some of the informal words introduced in the videos, and then practice them in front of the class. At the end of the lesson, the new vocabulary can be revised in a quick teacher-led activity based on quiz questions ("What's another word for…?") or drills ("I caught a bad cold last week, how did I feel?").

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[11] Alternatively, expressions that need to be changed during the task might be highlighted or underlined in the handout.
[12] The *OED* defines the word "nosh" as a colloquial and chiefly British expression. This word is not recognized as common by English native speakers.

	Lesson Plan **EVERY-DAY ENGLISH ON TIK-TOK**	
Duration: one hour of class practice. Extension might include homework and related correction/practice in the next lesson (e.g. students record their own clips)		
Level: lower intermediate / intermediate		
Target language: colloquial expressions to be used in informal contexts, such as a phone conversation between friends/peers		
Equipment: Computer; PPT presentation or IWB to be used by the teacher for introducing target language; students' own smartphones or tablets to visit Davide Patron's TikTok profile (@davidepatron) for individual (or group) tasks		
Expected learning outcomes: vocabulary practice; pronunciation practice; oral interaction, peer-to-peer included (Ss > T and Ss – Ss)		

Stage and time	*Task and objective*	*Interaction*
1. Warm-up (ca. 10 mins)	Introducing the concept of "Every-day English" - The students reflect on the difference between various degrees of formality, with a focus on vocabulary - Students are guided by the teacher, but are invited to resort to their own vocabulary knowledge to supply relevant examples	T > Ss S > T
2. Controlled Practice: "A Phone Conversation" (controlled practice, 20 mins)	Students acquire colloquial/informal expressions - Vocabulary development - Activation of metacognitive skills, such as code-switching (informal vs. formal language)	T > Ss Ss > Ss Ss > T
3. Production (15 mins)	Students acquire colloquial/informal expressions and practice them in relevant output - Vocabulary practice - Production	Ss > Ss
4. Winding down (5-10 mins)	Language revision prompted by the teacher (e.g., through quiz questions / drills)	T > Ss Ss > T

5. Duetting is the New Listen and Repeat

Because of their short duration and their conflation of sound and text, TikTok clips can also be exploited by teachers wishing to insert interactive pronunciation activities into their syllabus. Although digital technologies offer a wealth of input for such tasks, existing research documents that pronunciation practice is often marginalized, delegated to self-practice tasks, or indirectly fostered via listening

(cf. Turcsan 2021). Even in this case, Patron's and Cerletti's TikTok profiles feature a number of short videos that can be implemented into ELT classes targeting Italian native speakers. In that they address recurring mistakes, and combine text and sound, these videos can be used to activate code-switching both as a linguistic and as a metacognitive skill, and in so doing they can also be exploited to target L1 interference on L2 pronunciation (Turcsan 2021).

An ideal PPP lesson plan on pronunciation might be modelled on the one illustrated above for vocabulary practice. Accordingly, teachers may want to start with a warm-up activity that elicits recurring mistakes and tricky words. This may be done, for example, by presenting students – either via the interactive board/slides, or with a handout – an extract from one of the most common pronunciation poems, Gerard Nolst Trenite's "The Chaos" (1922):

Handout **(Warm-Up)** **An extract from Gerard Nolst Trenite's "The Chaos" (1922)**
Dearest creature in creation Studying English pronunciation, I will teach you in my verse Sounds like corpse, corps, horse and worse. I will keep you, Susy, busy, Make your head with heat grow dizzy; Tear in eye, your dress you'll tear; Queer, fair seer, hear my prayer.

The extract is short enough to be suitable for (lower) intermediate students. Nevertheless, the teacher might want to pre-teach some of the words (such as corpse/dizzy) to facilitate the students' comprehension, even though the focus of this warm-up activity is pronunciation. The handout will enable teachers to draw the students' attention to frequently mispronounced words and explore language issues such as non-homophone homographs. To this end, learners might be asked to read the poem out loud, and teachers might find it useful to elicit self-correction instead of directly providing them with the right sound. This technique might be presented as "duetting", that is, a flipped listen and repeat activity that is largely employed by TikTokers such as Cerletti and Patron. By reversing the order usually proposed by listen and repeat tasks, "duetting" can be exploited to lower the learners' affective filter because of its ludic potential, and therefore to facilitate the acquisition of the right pronunciation. After this icebreaker, students should be encouraged to quickly browse through Cerletti's profile, whose "Pronunciation Challenges" are particularly enticing because of Norma's use of body language, from gestures to facial expressions.[13] Moreover, Cerletti draws the viewers' attention to their common mistakes, which is a

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[13] Even in this case, the teacher might find it useful to draw up a list of videos according to the specific learning objectives he/she has set for the lesson taking into account the students' more general needs and specificities.

further aid to enhance the students' memory. Here are a few words from one of Cerletti's most viewed challenges on TikTok:

- *All inclusive*
- *Hollywood*
- *Stage*
- *Funny*
- *Amazing*

Teachers might want to follow up through controlled practice and production activities that are prompted by duetting but activate different skills at the same time. For example, students might work in small groups and resort to their own experience to create a similar list of easily mispronounced words, and then use an online monolingual dictionary to check the correct pronunciation. Subsequently, they can use their lists to "challenge" the rest of the class in duetting activities as if they were TikTokers. Finally, the teacher can challenge the whole class to come up with sample sentences using one or more of the words introduced during the lesson. This final activity will keep the learners' affective filter down and help them consolidate what they have learned – namely pronunciation and meaning in context.

Lesson Plan
PROUNCIATION CHALLENGE ON TIK-TOK

Duration: one hour of class practice. Extension might include homework and related correction/practice in the next lesson (e.g., students record their own clips)
Level: lower intermediate / intermediate
Target language: colloquial expressions to be used in informal contexts, such as a phone conversation between friends/peers
Equipment: Computer; PPT presentation or IWB to be used by the teacher; students' own smartphones or tablets to visit Norma Cerletti's TikTok profile ("@normasteaching") for group tasks
Expected learning outcomes: pronunciation practice; oral interaction, peer-to-peer included (Ss > T and Ss – Ss); metacognitive skills (namely, using a monolingual dictionary)

Stage and time	*Task and objective*	*Interaction*
1. Warm-up: "Pronunciation Chaos" (ca. 15 mins)	Drawing the students' attention to some recurring pronunciation mistakes for Italian native speakers - The students reflect on easily mispronounced words, and are introduced to pronunciation issues such as non-homophone homographs	S > T

	- Students are guided by the teacher; self-correction should be favoured over T's correction	
2. Controlled Practice: "A Pronunciation Challenge" (controlled practice, 5-10 mins)	Learners practice duetting via TikTok - Pronunciation practice - Lowering of Ss' affective filter	Ss > Ss Ss > T
3. Production: "Duetting Challenge" (15 mins)	Leaners create their own list of words, which they will use to challenge the rest of the class in a "Duetting Context" - Pronunciation practice - Vocabulary development - Activation of metacognitive skills: using a monolingual dictionary to check pronunciation	Ss > Ss
4. Winding down (5-10 mins)	The teachers challenge students to come up with sample sentences using the words introduced during the lesson - Consolidation - Revision	T > Ss Ss > T

6. Winding Down: A Few (Preliminary) Conclusions

The quantitative analysis conducted in this research has defined the role that SM may have in ELT, and especially during classes directed at young adults. Data shows that TikTok is perceived as a valid method to enrich and support traditional language teaching by providing students with the relaxed and natural environment of peer-to-peer micro-lessons, which is instrumental in lowering the learners' affective filter. Moreover, the use of smartphones and SM may enhance the learners' proactive participation in the learning process insofar as it arouses their curiosity and keeps their attention alive.

Even if they cannot be regarded as teaching methods in themselves, these educational videos can be integrated into a number of teaching approaches. For example, they can provide short but effective prompts for classes that are based on guided-discovery approaches, such as the *Presentation-Practice-Production* (PPP) one. The rationale for this criterion is that TikTok clips appear particularly suitable for lessons where the target language is introduced before encouraging controlled practice and more spontaneous output production. Accordingly, they provide an innovative and appealing alternative to the audio-visual material traditionally employed in PPP coursebooks and classes.

In addition, the results of the survey indicate the need for further investigation of the educational potential of TikTok with specific focus on vocabulary, pronunciation, and idioms. The use of clips based on challenges and "duetting" provide an innovative resource to prompt students with relevant and

engaging input. However, one major drawback in using SM in the classroom is related to the learners' perception of these websites as a primary source of entertainment, which may paradoxically be a cause for attention lapses (Yunus, Salehi and Chenzi 2012: 45). Even though TikTok is one of the most recent SM platforms, existing research on the impact of Facebook and Twitter on ELT has foregrounded the need for careful lesson planning when teachers intend to exploit these websites for pedagogical purposes.

The importance of tailoring teaching materials on the target language, the expected learning outcomes, and the learners' proficiency level is no doubt imperative regardless of the methods and techniques employed by teachers. However, these aspects require even more attention when teachers intend to implement SM activities in the ELT classroom. Yunus, Salehi and Chenzi (2012), for example, have examined the strengths and weaknesses of SM as a tool to train English language learners' writing skills, and their conclusions may be reasonably extended to TikTok. EFL instructors should therefore be competent with the peculiarities of the website they intend to use, as improvisation may be counterproductive. A certain degree of familiarity with TikTok is therefore recommended so as to determine where and how to introduce tasks based on SM. This attention is imperative for the teacher to manage the class activity in a fruitful way, to minimize distraction, and to guide students towards the goals set for the lesson.

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