

English Majors' Perceived Effects of the Use of TikTok on Self-Regulated Learning

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ABSTRACT: The use of social media platforms has been popular among EFL learners and has become a topic of interest to researchers around the world in various academic contexts. This study, therefore, investigated the perceived effects of TikTok on self-regulated language learning strategies of English majors at a private university in Ho Chi Minh City, Vietnam. The study employed a mixed-methods approach, for comprehensive insights. The study involved 103 English-majored freshmen, who participated in the completion of the questionnaire; concurrently, 10 of them were recruited for the semi-structured interviews via convenience sampling. Subsequently, quantitative data were analyzed using descriptive statistics in SPSS 27, and qualitative data were examined through thematic analysis. There were 64 females (62.1%) and 39 males (37.9%), whose responses were considered valid for the analysis procedures. The findings of the numerical data and interview responses indicated that the use of TikTok for SRL activities was frequent and regular, with general positive perceptions towards its effects on autonomous learning, which were illustrated through 4 dimensions: Metacognition, Cognition, Motivation, and Behavioural/Emotional aspects. Moreover, the results of Skewness and Kurtosis fell within the recommended thresholds of ± 1 , suggesting acceptable normality of the data distribution. By acknowledging the favourable results, this study demonstrates TikTok's potential as a valuable tool for self-regulated English learning, fostering learners' autonomous behaviour and motivation. However, limited generalizability due to small sample size, reliance on self-reported data, cross-sectional design, and the focus on one group of participants remained the limitations of the current study, leaving room for future suggestions on longitudinal and multi-context studies.

KEYWORDS: English as foreign language, self-regulated language learning, students' perceptions, tiktok, mixed-methods research.

1. INTRODUCTION

The rapid technological developments have made a fundamental transformation in various fields, including machine engineering, medicine, commerce, etc. Particularly, the integration of technology in the field of education, in the profession of English language teaching (ELT) and English language learning (ELL) since the 20th century, has expedited the digitalization process in the English as a foreign language (EFL) context, extending EFL learners' opportunities to easily access authentic materials and connect with the language learning communities (Wang & Kabilan, 2024). Moreover, technology-supported language learning activities provide learners with good learning experiences, as well as augmenting learning motivation, engagement, and confidence (Shadiev & Wang, 2022).

By the same token, the swift emergence of diverse social media platforms (i.e., Facebook, YouTube, TikTok, and Instagram) in the movement of Industry 4.0 has underscored a newly established relationship between technological innovation and language education, promoting the potential implementation of digital tools in the paradigm of English learning, particularly in how students engage in the language acquisition process (Jah et al., 2024). The revision of 30 peer-reviewed studies was made by Choudhury et al. (2025), have documented some key benefits (i.e., vocabulary enhancement, improvement of language competence, development of autonomy, and heightened motivation) that are associated with the integration of social media platforms in EFL contexts.

Among various social platforms, TikTok, a social networking platform that enables users to create and share short videos on topics including entertainment, education, and daily news, has gained attention and continued to gain popularity across the globe, including Vietnam. This has inspired several authors to delve into its emerging function as an informal language input in the EFL milieu (Adnan et al., 2021; Nguyen & Tran, 2024; Puwo et al., 2023, October). Furthermore, numerous favourable outcomes of TikTok videos being used as a complementary tool for informal English learning tasks, resulting in the enhancement of learners' engagement and cognitive intelligence, have been established (Hidayah, 2024; Nguyen & Nguyen, 2025).



As stated by Zimmerman (2002), self-regulated learning (SRL) is one of the core factors for success in ELT and ELL, which deeply involves the establishment of academic objectives, self-monitoring, and self-evaluation of an individual's learning progress. Evidence shows that a considerable improvement in learners' writing and speaking performances was witnessed due to the implementation of SRL in tertiary language classrooms (Damra & Al-Sharah, 2024). It is believed that TikTok's accessibility, conveniences, and diversity in its content may foster learners' autonomy, enhance motivation, and promote language proficiency; nonetheless, there are several potential obstacles, such as distraction and lack of immediate feedback related to the employment of TikTok for SRL activities, which could hinder its effectiveness for SRL tasks (Bashori et al., 2022; Hidayah, 2024; Rowiyah et al., 2025).

Over the past two centuries, ELT has shifted from grammar-focused and teacher-centered instructional methods to communicative and learner-centered approaches (Howatt & Smith, 2014). Although TikTok has been shown to support vocabulary acquisition and syntax reinforcement (Ibrahim et al., 2023; Nguyen et al., 2025), little research has examined its role as a pedagogical tool for self-regulated language learning (SRL) in tertiary educational contexts, particularly in Vietnam. At the research site, large class sizes and limited curriculum time hinder opportunities for excessive active learning, leaving students with minimal individualized feedback. Given these constraints, TikTok emerges as a potential supplementary resource for English majors to enhance autonomous learning. A study to investigate the perceived effects of TikTok usage on SRL practices among EFL students at tertiary level is recommended. Collectively, this study aims to explore the perceptions of students who are majoring in the English language towards the influence of TikTok on the SRL process at a private university in Hochiminh city.

2. MATERIALS AND METHODS

2.1 Research Design

This study adopted a mixed-methods approach to examine the perspectives of the English majors at the research site, delving into the use of TikTok for SRL (Creswell & Clark, 2011; Creswell et al., 2003). The questionnaire and semi-structured interview were conducted concurrently to optimize the ratio and pace of the data collection procedure (Creswell & Creswell, 2018). According to Creswell's explanation (1999; as cited in Ipek & Mutlu, 2022), the concurrent procedure helped researchers gather the two types of data simultaneously. Afterwards, they were cross-checked and interpreted together using Descriptive statistics and Thematic analysis to produce in-depth results that would address the research question.

The study was conducted at a private university in Ho Chi Minh City due to its convenience, including geographical elements, and the participants, first-year English majors (Generation Z), who are usually engaged with social media and online communication platforms, for instance, TikTok. This platform has become increasingly popular among university students for many purposes, including entertainment, communication, and even education. It is commonly believed that the restricted classroom time often hinders students' English learning process and teachers' full delivery of lesson objectives. To address this, teachers occasionally encourage students to engage with online resources, fostering learners' language competence outside formal classrooms.

2.2 Research Instruments

The study employed a concurrent mixed-methods design, combining both quantitative and qualitative data to provide comprehensive insights into the research question. Specifically, the data were collected through a questionnaire and semi-structured interviews.

Regarding the implementation of the questionnaire, 103 first-year non-English majors were administered via Google Forms or a customized QR code. The questionnaire consisted of two sections, Part I of which collected demographic information (gender, age, English learning experience, and SRL activity timeframe). While Part II included 9 items, focusing on freshmen's perceptions of TikTok's effects on the four SRL strategies. A cover letter was attached to clarify the study's purpose, participants' rights, and the confidentiality guarantee. The items were adapted and developed from previous studies related to TikTok and SRL, using a 5-point Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree (Alshreef & Khadawardi, 2023; Bardak, 2023; Ilham et al., 2025; Nguyen & Tran, 2024; Susanto & Suparmi, 2024).

As per the semi-structured interviews, 10 volunteer EFL students participated to gain deeper insights into their experiences and perceptions of TikTok as a supplementary tool for autonomous language learning. Two guiding questions were adapted from prior research to explore learners' views regarding TikTok's effects in the SRL context (Qomariyah, 2024; Tran, 2023).

2.3 Research Participants and Sampling

The study's population was English-major freshmen due to their high exposure to English learning environments and they are more likely to engage with English learning content on social media, like TikTok. Convenience sampling was employed to gather participants, as well as to ensure voluntary participation, availability, and confidentiality.

Upon the distribution of an online questionnaire, 103 valid responses were collected to provide insightful discoveries on the students' backgrounds and perceptions towards the effects of TikTok on SRL. The sample was diverse in gender, age, years of English study, and daily self-study time on TikTok, with the percentage of 64 females (62.1%) outweighing the percentage of 39 males (37.9%) by 24.2% (See Figure 1).

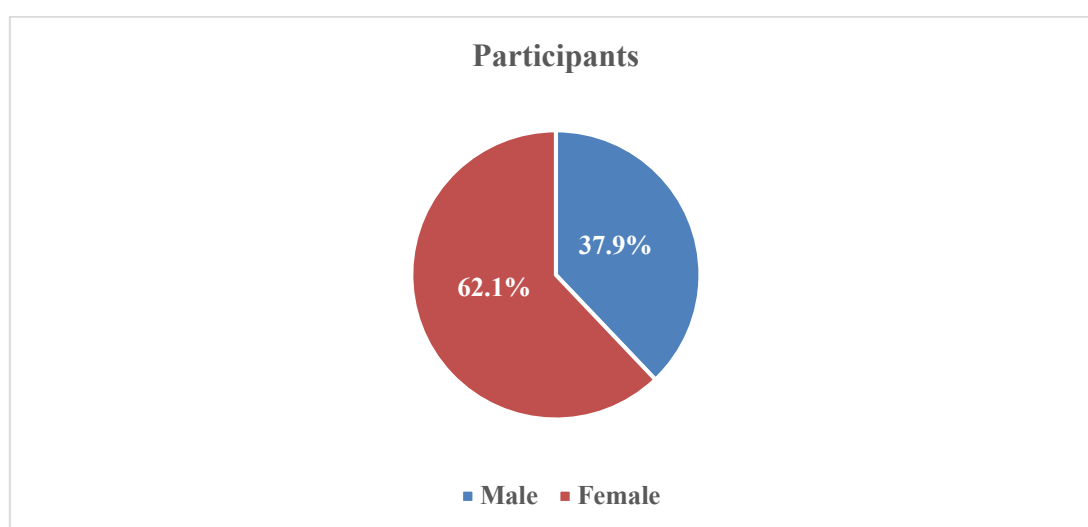


Figure 1. Distributions of the participants

2.4 Data Collection and Data Analysis Procedures

It took approximately three weeks (June 9th to 28th, 2026) to conduct the study at the university campus, where the allocated participants were administered the Google Form-based questionnaire via Group chats on Zalo, with the consent of the English lecturers in the class. Subsequently, the students completed the online survey in about 25 to 30 minutes. Concurrently, the semi-structured interviews were conducted with 10 EFL students to better complement the quantitative findings. Notably, the screening process was required, and 103 valid responses were accepted for the analysis procedures. Both processes of collecting the quantitative and qualitative data were scheduled in accordance with the participants' availability, recorded with consent, and securely saved.

As for the data analysis procedures, SPSS 27 and descriptive statistics (Means, Standard Deviation) were employed to identify the students' perceived effects on the 5 Likert-scale, which was interpreted as follows: 1.00 to 1.80: Strongly Disagree; 1.81 to 2.60: Disagree; 2.61 to 3.40: Neutral; 3.41 to 4.20: Agree; 4.21 to 5.00: Strongly Agree. Moreover, Skewness and Kurtosis were also examined to ensure data normality (Ali, 2021; Best & Kahn, 2014). The qualitative data were analyzed using thematic analysis (Boyatzis, 1998), which followed different steps: (1) Deductive coding; (2) Recording transcription and translation; (3) Labelling; (4) Thematic Categorization; (5) Examination and final report. It is important to note that all translations and transcripts were reviewed by an experienced English teacher to ensure validity, while inter-rater verification was applied to assess accuracy. Additionally, the qualitative data were also triangulated with the quantitative data and the transcripts were returned to the participants for content verification, thereby enhancing the credibility of the current study.

2.5 Ethical Considerations

Aiming to ensure trustworthiness and transparency, the current study strictly adhered to ethical principles. Specifically, the researcher received assistance and approval from the Faculty of English prior to the data collection procedure. The English lecturer and learners were both informed about the study's purpose, procedures, and confidentiality in person and via a cover letter attached

to the Google Forms link. The participants were voluntary and willing to participate in the surveys with a guarantee to be able to withdraw at any time. What is more, the students' anonymity was established as the utmost priority by encoding the survey data and assigning pseudonyms (i.e., S1, S2,... S10) to the interviewees. All responses were handled with integrity to reinforce the credibility of the findings, safeguarding it from any bias.

3. RESULTS

3.1 Perceived Effects of TikTok on English Majors' Self-Regulated Learning

The following descriptive results highlighted the EFL learners' perceptions towards the effects of TikTok on their self-regulated strategies, illustrated via 9 items, which were organized into the 4 dimensions of SRL, namely, metacognition, cognition, motivation, and behavioural/emotional aspects. Overall, the mean scores ranged from 2.93 to 4.17, indicating the positive viewpoints among the participants regarding TikTok's beneficial outcomes on various aspects of their self-regulated English learning.

3.1.1 Metacognition Strategies

Table 1. English majors' perceived effects of TikTok on the Metacognition Strategies

Items	N = 103	
	Mean	SD
i1. TikTok helps me monitor whether I achieve my English learning goals.	3.37	1.180
i2. TikTok influences how I evaluate if the content has improved my English skills.	3.49	1.083
i3. TikTok makes it easy to receive immediate feedback on my learning progress.	3.45	1.144

As per the metacognition dimension (See Table 1), the mean scores ranged from 3.37 to 3.49. Particularly, "TikTok influences how I evaluate if the content has improved my English skills" (i2: M = 3.49, SD = 1.083) achieved the highest mean score within this dimension, followed by "TikTok makes it easy to receive immediate feedback on my learning progress" (i3: M = 3.45, SD = 1.144). A moderately mean score was observed for "TikTok helps me monitor whether I achieve my English learning goals" (i1: M = 3.37, SD = 1.180). The results indicate that the participants generally perceived TikTok as useful for independently planning, monitoring, and evaluating their English learning progress.

While the quantitative findings provide a broad overview of participants' responses, the qualitative data offer deeper insights into how TikTok was a valuable tool in supporting their planning, monitoring, and evaluation of their learning process. For example, one of the students described adopting "micro-planning" by setting daily goals of "watching and taking notes on 3 English videos", while using the Watched History and previously recorded Duet videos to monitor learning progress, as well as to evaluate improvements in pronunciation and fluency (S3). This agreed with two other statements about "TikTok helps me easily plan, stay motivated to track learning progress and quickly assess knowledge through short videos" (S1) and "TikTok helps me plan more flexibly" (S4). In like manner, a student explained that TikTok encouraged them to set small learning goals, organize useful videos into separate collections for later review, and reflect on learning progress by monitoring the increase in comprehension of English videos over time (S10). These interview records suggest that TikTok facilitated learners' ability to self-regulate and evaluate their own learning processes.

3.1.2 Cognition Strategies

Table 2. English majors' perceived effects of TikTok on the Cognition Strategies

Items	N = 103	
	Mean	SD
i4. TikTok supports my retention of vocabulary and grammar.	3.38	1.112
i5. TikTok provides authentic content that aids my memory of English expressions.	3.47	.958

In terms of the dimension of cognition (See Table 2), the EFL learners moderately agreed that TikTok facilitate their vocabulary retention and memorization techniques. This was illustrated through 2 items, “TikTok provides authentic content that aids my memory of English expressions” (i5: $M = 3.47$, $SD = .958$) and “TikTok supports my retention of vocabulary and grammar” (i4: $M = 3.38$, $SD = 1.112$). It can be concluded that authentic English content input on TikTok was perceived as favourable for memorising, organizing, and remembering strategies, specifically, in the domains of lexical and syntactical retention.

Besides, the numerical trends are further supplemented by qualitative evidence, and several participants indicated that TikTok supported their vocabulary retention and English language learning via its online learning resources and platform features. To be more specific, a student mentioned using the search function to “find suitable learning materials, save useful videos, and monitor learning progress” (S2), while another student reported revisiting saved videos to reinforce previously acquired knowledge (S10). As a result, these findings imply that TikTok is a useful resource for English language input to further facilitate students’ cognitive learning strategies upon the consolidation of vocabulary and language knowledge.

3.1.3 Motivation Strategies

Table 3. English majors’ perceived effects of TikTok on the Motivation Strategies

Items	N = 103	
	Mean	SD
i6. TikTok increases my interest in learning English.	3.51	1.128
i7. TikTok motivates me to practice English independently.	3.60	1.042

For the motivation domain (See Table 3), the results of both items showed relatively high levels of agreement. For instance, “TikTok motivates me to practice English independently” (i7: $M = 3.60$, $SD = 1.042$) and “TikTok increases my interest in learning English” (i6: $M = 3.51$, $SD = 1.128$). This evidence underscores that TikTok played a positive role in fostering English language students’ motivation and encouraging their autonomous learning beyond traditional English classrooms.

Turning to the qualitative data, almost all interviewees viewed TikTok as an important source of learning encouragement. They explained that the content on the platform, like inspirational videos, English learning journeys shared by other users, and achievement-oriented videos, motivated them to actively study English more consistently. According to one of the highlighted claims, seeing other people share their English learning journeys motivated them to continue studying (S6), likewise, another student explicitly reported feeling inspired by “others’ successful language learning experiences” (S8). Therefore, as suggested, TikTok fostered students’ motivation and encouraged incessant English learning practices outside formal classrooms.

3.1.4 Behavioural and Emotional Aspects

Table 4. English majors’ perceived effects of TikTok on the Behavioural and Emotional Aspects

Items	N = 103	
	Mean	SD
i8. TikTok affects how I manage my study time for English learning.	4.17	1.086
i9. TikTok sometimes distracts me from focusing on English learning.	2.93	1.430

The behavioural and emotional dimension in Table 4 displayed the greatest variation in the students’ responses. As shown in Table 4, the obtained mean score of “TikTok affects how I manage my study time for English learning” (i8: $M = 4.17$, $SD = 1.086$) was the highest mean score among all 9 items, reflecting the freshmen’s strong perceived effects of TikTok on their self-regulated English learning routines and time management. Conversely, the result of “TikTok sometimes distracts me from focusing on English learning” (i9: $M = 2.93$, $SD = 1.430$) as the lowest mean score indicated that even though TikTok posed as a distraction for SRL practices, it was not perceived as a dominant effect. However, the relatively high standard deviation for this item suggested greater variation in the students’ opinions regarding the distracting nature of the platform.

Likewise, the acknowledgement of both the pros and cons of TikTok on SRL was mentioned during the interviews. On the one hand, several students reported that the short-video platform assisted them in establishing learning routines and maintaining their regular study interests. On the other hand, some interviewees admitted that entertainment content would occasionally distract them from learning. Furthermore, a student noted that although enjoyable and inspirational videos increased motivation to learn, constantly “seeing others improve quickly on the platform makes me feel pressured, anxious, and discouraged” (S1). In the same vein, two other students expressed that non-educational content could distract their attention from their primary learning goals (S5 and S9). The suggestion was made from these responses related to TikTok’s ability to promote SRL, but learners must be self-aware of the potential distractions and actively manage them to use the platform for SRL effectively with minimal drawbacks.

3.2 Assessment of Data Distribution

Table 5. Normality Testing Results of 9 Items

N = 103			
Skewness		Kurtosis	
Statistic	Std. Error	Statistic	Std. Error
-.245	.238	-.763	.472
-.410	.238	-.206	.472
-.387	.238	-.480	.472
-.450	.238	-.292	.472
-.379	.238	.208	.472
-.455	.238	-.429	.472
-.622	.238	.117	.472
-1.180	.238	.586	.472
-.166	.238	-1.304	.472

The examination of the data distribution showed that the Skewness values ranged from -1.180 to -.166, whereas the Kurtosis values ranged from -1.304 to .586. If the values of Skewness and Kurtosis are between -1 and +1, it is considered to be an acceptable approximation to a normal distribution, in agreement with Hair et al. (2017) and Hatem et al. (2022). Since all values fell within the recommended thresholds, the data were considered approximately normally distributed. This suggests that the assumptions for subsequent parametric statistical analyses were satisfactorily met (See Table 5).

4. DISCUSSION

4.1 Discussions of the main findings

As stated, the study aimed to examine the perceived effects of TikTok on English majors’ SRL across all four dimensions (metacognition, cognition, motivation, and behavioural/emotional aspects). Positively, the overall findings from both the quantitative and qualitative instruments suggested that the EFL learners perceived TikTok as a beneficial digital platform that can support various SRL processes. Additionally, the results also portrayed TikTok as a valuable resource of authentic English input, as well as encouraged learners to regulate, monitor, and sustain their own learning outside conventional classrooms.

The findings revealed that the participants generally perceived TikTok as a facilitator for their “Metacognition strategies”, particularly in planning, monitoring, and evaluating their own English learning processes; thus, demonstrating that the participants were not merely passively consuming TikTok content but actively managing their own acquisitional processes independently. These findings agree with Hidayah (2024) and Lukes et al. (2020), whose studies reported that TikTok facilitated learners’ metacognitive regulation via planning, monitoring, and self-evaluation during their English learning on the platform. In the same vein, the findings in several studies (Nguyen & Ngo, 2025; Rowiyah et al., 2025; Suard et al., 2025) found that TikTok’s affordances provided avenues for EFL learners to regulate their self-directed learning without any external educational instructions. Therefore, these findings suggest that students’ metacognition development can be supported through the active utilization of TikTok’s features for educational purposes.



Regarding the “Cognition strategies”, a general agreement was witnessed among the participants, indicating that TikTok supported their memorization processes, including vocabulary retention and grammar learning. The findings suggested that authentic short-form videos provided meaningful language input, offering the opportunity for learners to consolidate vocabulary and grammar knowledge with deeper understanding via contextualized situations, rather than through conventional means of memorization like mechanical repetition. These findings are consistent with Janastasya and Priyatmojo (2025), who concluded that TikTok promoted autonomous vocabulary acquisition through authentic and contextual content. Likewise, TikTok was claimed to be a beneficial and effective tool for acquiring lexical resources by providing learners with interactive and engaging content (Zaid & Sulaiman, 2025). Similar results in TikTok that contribute to vocabulary retention and active language learning were detected in Vietnamese university students (Pham et al., 2023; Tran, 2023). Collectively, these previous findings support the current results that authentic digital content on TikTok can strengthen students’ cognitive processing, fostering long-term language retention and development of language skills.

One of the strongest perceived benefits of TikTok, as witnessed among the four strategies, fell on the dimension of “Motivation strategies”. It was agreed among the participants that TikTok had increased their learning motivation, such as their interest in learning English and willingness to practice independently. Comparable results were observed in Deng and Yu’s study (2023), highlighting the ability of TikTok videos in improving the undergraduates’ learning interest and engagement. Not only that, TikTok’s short videos, catchy music, and relatable content have contributed to establishing it as a fun and effective tool to motivate the EFL learners (Le, 2023). In consensus with Ngo (2024) and Rowiyah et al. (2025), who found that TikTok promoted autonomous learning by creating engaging and motivating learning experiences. Thus, the current study provides further support for TikTok being an effective motivational tool for SRL activities.

Despite being the last strategy among the four dimensions of SRL, “Behavioural/Emotional aspects” produced the most interesting results. Arguably, these findings suggest that TikTok functions as a double-edged educational tool. Its educational value greatly depends on learners’ ability to self-regulate their own behaviours and emotions while using the platform, in line with the aforementioned discussion about active management of utilization for educational purposes in the “Metacognition strategies”. The deduction is in line with Hidayah (2024), Lu (2025), Quyen (2025), and Rowiyah et al. (2025), who similarly reported that although TikTok offers considerable affordances for favourable educational outcomes, excessive use or misuse may lead to distractions, thereby reducing learning efficiency. Consequently, the findings reinforce Zimmerman’s notion (2000) that a successful self-regulated learner must manage both their behaviours and emotions during the autonomous learning process.

4.2 Implications of the study

Several implications in terms of both pedagogical and practical contexts could be drawn from the study’s findings. One consideration for English teachers can be made regarding the integration of TikTok into the acquisition process of language learning, which highlights it as a supplementary educational tool rather than framing it solely in the role of an entertainment platform. English instructors could provide guidance to students towards authentic educational content and encourage activities like goal-setting, self-monitoring, and self-reflection to avoid passive usage of TikTok. As for EFL students, they should adopt a purposeful and self-regulated approach when using TikTok for English learning activities. Instead of passively interacting with online content, EFL learners are advised and encouraged to actively select authentic materials that echo their language proficiency levels, personal preferences, and academic goals, ultimately transforming TikTok into a productive language learning environment. The movement of incorporating social media literacy and SRL strategies into curricula from higher-educational institutions would play a tremendous role in bridging the formal and informal learning environments, which can be further complemented with workshops and classroom activities using authentic TikTok content. Last but not least, for researchers, this study provides additional empirical evidence from the Vietnamese tertiary educational context as well as highlights the need for conducting longitudinal and multi-context studies in the future, including teachers’ perspectives, to shed more light on the significance of TikTok in autonomous learning.

4.3 Limitations of the study

Although the study provided valuable insights into English majors’ use of TikTok for SRL practices, several limitations were discovered and should be acknowledged in the present study.

Firstly, because of the use of convenience sampling and the involvement of only 103 English majors, the findings of the study may not be fully generalizable to students from other universities, academic disciplines, and educational contexts in Vietnam. Secondly,



although the self-reported questionnaire responses and interview data effectively captured the participants' perceptions, thoughts, and experiences, the study's primary reliance on these instruments may influence the overall findings due to some factors like subjective judgements, memory bias, or social desirability bias. Thus, the findings should be interpreted as perceived rather than objectively measured effects of TikTok on English learning. Thirdly, the research adopted a cross-sectional design, which means collecting data at a single point in time. Ultimately, the potential changes in the students' SRL behaviours or perceptions towards the effects of TikTok could not be observed and examined. A longitudinal study would be more suitable to provide a deeper understanding of the long-term impacts of TikTok on English SRL.

Besides, even though the analysis and interpretation of the quantitative findings were enriched by employing the mixed-methods approach, the small qualitative sample size hindered the discovery of a wider range of learning experiences and perspectives because these interviews provided additional meaningful explanations for the statistical results. Finally, the present study predominantly focused on students' perceptions, leaving room for the assessment of English instructors' perceived effects of TikTok on SRL. Thus, future researchers should include English lecturers as an additional group of participants to provide deeper and more comprehensive insights into the effectiveness and potential of TikTok as a facilitator for autonomous English learning and teaching.

4.4 Recommendations for future research

Acknowledging the aforementioned limitations in the conduct of the present study, several recommendations are proposed for future research.

To begin with, future studies are encouraged to recruit larger and more diverse samples from different universities and educational settings across Vietnam. This helps expand the research population to include students from various academic backgrounds and institutions, increasing the generalizability of the findings and providing a more comprehensive understanding of the role of TikTok in SRL. Secondly, a consideration of adopting multiple sources of data collection, such as classroom observations, learning diaries, or learning analytics, would be favourable and provide a more comprehensive understanding of the students' actual learning behaviours via the triangulation analyses. Hence, reducing potential biases associated with self-reported data.

Thirdly, future research is recommended to employ longitudinal or experimental designs to effectively investigate how TikTok influences SRL processes over an extended period. Next, aiming to obtain richer and more diverse perspectives regarding learners' experiences with TikTok-based language learning, future studies may therefore increase the number of interviewees or employ alternative qualitative approaches, such as focus group discussions or classroom observations.

Lastly, future researchers are encouraged to incorporate English lecturers' perceptions alongside those of students, gaining deeper insights into the pedagogical effectiveness, instructional feasibility, and practical challenges when integrating TikTok into English instruction. Not only that, but the comparison of both perspectives may also shed light on TikTok's potential as a facilitator of autonomous English learning and teaching.

5. CONCLUSION

The present study aimed to investigate the English-major students' use of TikTok for SRL and to assess their points of view towards its effects on different dimensions of the SRL process at a private university in Ho Chi Minh City. As stated, the current study employed a mixed-methods approach to concurrently collect quantitative data from 103 freshmen through questionnaires and qualitative data from 10 semi-structured interviews.

The findings showed generally positive perceptions across the four dimensions of SRL. First, TikTok was perceived to support the metacognition strategies by helping them plan their learning activities, monitor their learning progress, and provide means to perform self-evaluation of their learning outcomes. Second, the platform was found to contribute to the enhancement of students' cognitive strategies by promoting vocabulary retention, facilitating grammar learning, and reinforcing learners' memory via exposure to authentic contextualized language. Third, with the ability to increase the EFL students' learning interest and encourage independent language practice outside traditional classrooms, TikTok was considered to enhance learners' motivation. Finally, although the participants acknowledged the possibility of occasionally getting distracted when engaging with TikTok content, they generally perceived the platform as beneficial for managing their English learning routines and sustaining long-term engagement. Moreover, the qualitative findings further elucidated the quantitative results by illustrating how learners actively selected appropriate learning resources, established personal learning goals, reflected on their learning progress, and regulated their behaviours while using TikTok.



In conclusion, TikTok possesses potential as an effective supplementary tool for English language learning. What is even more important, the current study suggests that TikTok's educational value does not solely originate from the affordances of the platform itself but significantly depends on learners' SRL ability. Therefore, students who intentionally and autonomously selected appropriate learning content, established clear learning goals, monitored learning progress, and effectively managed potential distractions seemed to gain more benefits from TikTok as an SRL tool. As a result, it requires learners' active engagement in SRL practices when interacting with TikTok for a successful integration of social media into language educational settings.

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