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**Impact of digital platforms such as TikTok on english language learning:
educational innovation and strengthening of communication skills**

***Impacto de las plataformas digitales como TikTok en el aprendizaje del
inglés: innovación educativa y fortalecimiento de habilidades comunicativas***

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RESUMEN

El presente estudio analiza el impacto de las plataformas digitales como TikTok en el aprendizaje del idioma inglés, considerando su aporte como herramienta de innovación educativa y su influencia en el fortalecimiento de las habilidades comunicativas. Se desarrolló una revisión sistemática de literatura bajo los lineamientos PRISMA 2020, mediante la búsqueda y análisis de investigaciones científicas publicadas entre los años 2020 y 2026 en las bases de datos académicas Scopus, Web of Science, SciELO, Redalyc y Dialnet. Los estudios seleccionados fueron organizados en categorías relacionadas con el uso educativo de plataformas digitales, motivación estudiantil, desarrollo de competencias comunicativas y desafíos de implementación. Los resultados evidencian que TikTok puede favorecer el aprendizaje del inglés al proporcionar espacios interactivos, audiovisuales y accesibles que permiten la práctica del vocabulario, pronunciación, comprensión auditiva y expresión oral. Asimismo, se identificó que estas plataformas incrementan la motivación y participación del estudiante al vincular los procesos educativos con sus experiencias digitales cotidianas. Sin embargo, su aplicación efectiva requiere planificación pedagógica, formación docente en competencias digitales y criterios claros de integración tecnológica. Se concluye que TikTok representa un recurso educativo innovador con potencial para complementar la enseñanza tradicional del inglés y promover experiencias de aprendizaje más dinámicas, participativas y centradas en el estudiante.

Palabras clave: TikTok; aprendizaje del inglés; plataformas digitales; habilidades comunicativas.

ABSTRACT

This study analyzes the impact of digital platforms such as TikTok on English language learning, considering their contribution as educational innovation tools and their influence on strengthening communication skills. A systematic literature review was conducted following the PRISMA 2020 guidelines through the search and analysis of scientific studies published between 2020 and 2026 in academic databases including Scopus, Web of Science, SciELO, Redalyc, and Dialnet. The selected studies were organized into categories related to the educational use of digital platforms, student motivation, development of communication competencies, and implementation challenges. The findings demonstrate that TikTok can support English language learning by providing interactive, audiovisual, and accessible environments that facilitate vocabulary practice, pronunciation improvement, listening comprehension, and oral expression. Furthermore, the evidence indicates that these platforms increase student motivation and participation by connecting educational processes with learners' everyday digital experiences. However, their effective implementation requires pedagogical planning, teacher training in digital competencies, and clear criteria for technological integration. It is concluded that TikTok represents an innovative educational resource with the potential to complement traditional English teaching and promote more dynamic, participatory, and student-centered learning experiences.

Keywords: TikTok; english language learning; digital platforms; communication skills.



1. INTRODUCTION

The learning of English as a foreign language has become a fundamental component of contemporary education systems due to the increasing globalization of knowledge, communication, and professional opportunities. In recent decades, English has been recognized as a key tool for accessing scientific information, participating in international contexts, and developing intercultural communication skills. However, despite its relevance, traditional approaches to English teaching continue to present limitations, particularly regarding students' motivation, active participation, and opportunities to use the language in authentic communicative situations. In this context, the incorporation of digital technologies has emerged as an alternative to transform teaching practices and promote more dynamic, interactive, and student-centered learning environments (Cabero-Almenara et al., 2021).

The rapid expansion of digital platforms has significantly modified the way individuals communicate, interact, and construct knowledge. Social networks have moved beyond their initial recreational purposes and have gradually become spaces with educational potential, allowing users to create, share, and access multimedia content. Among these platforms, TikTok has gained considerable popularity due to its short-video format, accessibility, and high level of user engagement. These characteristics have attracted the attention of researchers interested in analyzing its possible contributions to educational processes, particularly in foreign language learning, where audiovisual resources and authentic communication contexts can facilitate students' linguistic development (Godwin-Jones, 2021).

The integration of digital platforms into education responds to the need to adapt teaching methodologies to the technological environments in which students currently participate. According to Pérez-Escoda et al. (2021), digital transformation in education requires not only access to technological resources but also the development of digital competencies among teachers and students to ensure meaningful educational practices. Therefore, the educational value of platforms such as TikTok does not depend exclusively on their technological characteristics, but on the pedagogical strategies used to connect these tools with specific learning objectives.



In the field of English language teaching, digital environments provide opportunities for students to interact with authentic materials, observe real language use, and practice communication skills in contexts closer to everyday experiences. Social media platforms can contribute to vocabulary acquisition, listening comprehension, pronunciation improvement, and oral expression by exposing learners to diverse linguistic models and communicative situations (Sari & Wahyudin, 2022). From this perspective, TikTok may function as a complementary educational resource that promotes active participation and encourages learners to engage with the language beyond the traditional classroom setting.

The educational potential of short-video platforms is also related to their ability to increase student motivation and engagement. Motivation represents one of the most important factors in foreign language learning because students who demonstrate greater interest and involvement are more likely to participate in communicative activities and persist throughout the learning process. Research on social media use in education indicates that digital platforms can generate greater interaction, autonomy, and collaboration among learners when they are integrated through appropriate pedagogical approaches (Tang & Hew, 2022).

Furthermore, the use of TikTok in English learning can be associated with innovative teaching approaches based on multimedia learning principles. Digital videos combine visual, auditory, and textual elements, allowing students to receive information through multiple channels. According to Cabero-Almenara et al. (2021), technological innovation contributes to the creation of new learning environments where students can develop competencies through interactive and flexible experiences. Consequently, short educational videos may facilitate comprehension and retention by presenting linguistic content in meaningful contexts.

The relationship between technology and language learning has also been explored through mobile-assisted language learning approaches. Mobile devices provide learners with continuous access to educational resources, allowing learning processes to occur beyond institutional spaces and schedules. In this regard, social networks such as TikTok represent a form of informal mobile learning where students can practice language skills through content consumption and creation (Kohnke & Moorhouse, 2022). This possibility is particularly relevant in English learning because communicative competence develops through constant exposure and interaction with the language.



However, despite the opportunities offered by digital platforms, their educational implementation also involves several challenges. One of the main concerns is the difference between using technology for entertainment purposes and using it intentionally for learning. Although students are familiar with social networks, they may not automatically recognize their educational possibilities. Therefore, teachers play an essential role in designing activities that transform these platforms into meaningful learning experiences. As highlighted by Mishra and Koehler (2021), effective technology integration requires the combination of technological knowledge, pedagogical knowledge, and disciplinary knowledge.

At the international level, recent studies have demonstrated an increasing interest in analyzing social networks as educational resources. Digital platforms have been identified as tools capable of promoting creativity, collaboration, and learner autonomy; however, their effectiveness depends on appropriate instructional design and institutional support. Zhang et al. (2022) explain that social media can contribute to language learning by providing authentic communication environments, although further research is needed to determine the specific impact of individual platforms according to educational contexts.

In Latin America, the incorporation of digital technologies into education has accelerated due to the expansion of online and hybrid learning models. Nevertheless, significant challenges remain regarding digital infrastructure, teacher preparation, and the development of strategies that integrate technology effectively. According to Ramírez-Montoya (2020), digital transformation requires educational institutions to rethink traditional practices and promote innovation through flexible methodologies that respond to current social and technological changes.

Within the Ecuadorian educational context, English teaching continues to face challenges associated with students' limited opportunities for authentic language practice, low motivation levels, and the necessity of implementing innovative methodologies. Although digital resources are increasingly accessible, their application in classrooms is still developing, and many educational practices continue to rely mainly on conventional approaches. In this scenario, TikTok may represent an opportunity to connect students' digital experiences with academic learning objectives, promoting more meaningful and participatory English learning processes.



The development of communication skills in English requires methodologies that go beyond memorization of grammatical structures and encourage interaction, creativity, and real language use. Digital platforms such as TikTok allow students to become active participants by creating videos, explaining concepts, practicing pronunciation, and sharing ideas with others. This active role may contribute to strengthening communicative competence and increasing learners' confidence when using English in different contexts (Karim & Mondal, 2022). Nevertheless, despite the growing popularity of TikTok among young people, scientific evidence regarding its specific contribution to English language learning remains relatively recent. Existing research has examined the general influence of social networks and digital technologies in education; however, the relationship between TikTok, language acquisition, motivation, and communication skills requires deeper analysis. Therefore, it is necessary to examine current scientific literature to understand the opportunities and limitations associated with this platform as an educational resource.

Based on these considerations, the following research question emerges: What contributions does recent scientific literature report regarding the use of TikTok as a digital educational platform for English language learning and the strengthening of communication skills?

Accordingly, the objective of this study is to analyze scientific evidence published between 2020 and 2026 regarding the impact of TikTok as an innovative digital platform for English language learning, focusing on its influence on students' motivation, participation, and development of communication skills.

2. METHODOLOGY

The present research was conducted through a systematic literature review following the guidelines established by the PRISMA 2020 statement (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). This methodological approach was selected because systematic reviews allow the identification, evaluation, and synthesis of scientific evidence through a transparent and organized process, ensuring methodological rigor and reducing possible selection biases during the analysis of previous studies (Page et al., 2021). Therefore, the application of this protocol allowed the organization of current scientific knowledge regarding the impact of digital platforms such as TikTok on English language learning and the strengthening of communication skills.



The research process was structured into five sequential phases: (1) formulation of the research question and objectives, (2) bibliographic search strategy, (3) establishment of inclusion and exclusion criteria, (4) selection and extraction of information, and (5) analysis and synthesis of the findings. This structure facilitated the identification of relevant studies related to educational innovation, social networks, mobile-assisted language learning, and the development of communicative competence in foreign language education.

According to Xiao and Watson (2020), systematic reviews in educational research require a clearly defined methodological structure that allows the search, selection, and interpretation of scientific evidence to be reproducible and reliable. Therefore, this study followed a planned process to ensure consistency between the research objectives, the selection of documents, and the interpretation of results.

Phase 1. Definition of the research question and objectives

The systematic review began with the formulation of the following research question:

What contributions does recent scientific literature report regarding the use of TikTok as a digital educational platform for English language learning and the strengthening of communication skills?

Based on this research question, the general objective was established:

To analyze scientific evidence published between 2020 and 2026 regarding the impact of TikTok as an innovative digital platform for English language learning, focusing on its influence on motivation, participation, and the development of communication skills.

The specific objectives were:

- To identify the main theoretical contributions related to the integration of digital platforms in English language teaching.
- To analyze the educational applications of TikTok and short-video platforms in foreign language learning.
- To examine the benefits and challenges associated with the use of social networks as educational resources.

Phase 2. Bibliographic search strategy

The documentary search was conducted between January and June 2026 in five scientific databases recognized for their academic relevance: Scopus, Web of Science (WoS), SciELO, Redalyc, and Dialnet. These databases were selected because they contain



scientific publications related to educational technology, digital learning environments, and foreign language teaching.

The selection of these sources responded to the need to obtain updated and peer-reviewed evidence regarding the relationship between digital platforms and English language learning. According to Zawacki-Richter et al. (2020), research related to educational technology requires systematic identification of current studies due to the rapid evolution of digital tools and their applications in learning environments.

The search strategy was developed using Boolean operators through the following equation: ("TikTok" OR "short video platforms" OR "social media") AND ("English language learning" OR "EFL" OR "foreign language learning") AND ("communication skills" OR "language competence" OR "digital learning").

Additionally, complementary keywords were incorporated:

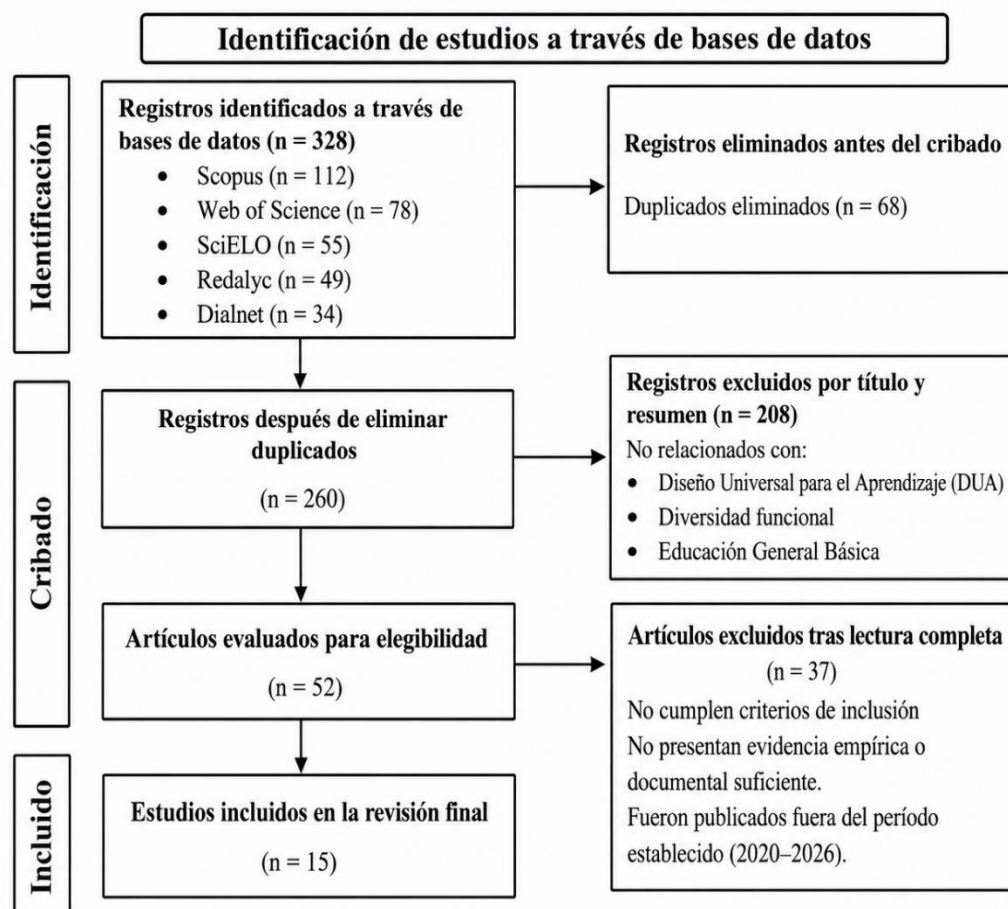
- "mobile-assisted language learning"
- "educational innovation"
- "digital competence"
- "student motivation"
- "social networks in education"

The inclusion period was limited to scientific publications between 2020 and 2026, considering that digital platforms have experienced significant growth as educational resources during recent years. The search included articles written in English and Spanish, prioritizing studies with full-text availability and direct relevance to the research objectives. Following the recommendations of Snyder (2020), the search process was documented to guarantee transparency during the identification and selection of scientific evidence, allowing the methodology to be replicated in future studies.

Figure 1

PRISMA 2020 flow diagram of the study selection process





Note. Elaborated by the authors based on PRISMA 2020 guidelines.

Phase 3. Inclusion and exclusion criteria

To ensure the scientific relevance and methodological quality of the selected studies, specific inclusion and exclusion criteria were established. These criteria allowed the identification of publications directly related to the research objective and avoided the incorporation of documents that did not provide sufficient evidence regarding the educational use of TikTok and digital platforms in English language learning.

The selection process considered aspects related to the research topic, participants, type of publication, publication period, language, and accessibility of the documents. According to Page et al. (2021), establishing explicit eligibility criteria is essential in systematic reviews because it improves transparency and reduces potential biases during the selection process.

The following criteria were applied:



Table 1

Inclusion and exclusion criteria

Category	Inclusion criteria	Exclusion criteria
Research topic	Studies focused on TikTok, social networks, digital platforms, and English language learning	Studies unrelated to digital education or foreign language learning
Participants	Students, teachers, and educational communities involved in language learning processes	Studies focused on non-educational populations
Type of document	Peer-reviewed scientific articles, systematic reviews, and academic studies	Essays, editorials, opinion articles, and documents without scientific review
Publication period	Studies published between 2020 and 2026	Publications before 2020
Language	Articles written in English or Spanish	Publications in other languages
Availability	Studies with complete access to the full text	Abstracts, incomplete documents, or unavailable texts

Note. Elaborated by the authors.

Phase 4. Selection and extraction of information

The selection of studies was carried out according to the PRISMA methodology. Initially, all identified records were exported from the selected databases and organized for duplicate elimination. Subsequently, titles and abstracts were reviewed to determine their relationship with the research objectives.

In the second stage, the complete texts of potentially relevant studies were analyzed to verify compliance with the established criteria. Studies that did not address the educational application of digital platforms or did not provide methodological information were excluded.

Finally, the selected articles were organized into a data extraction matrix that included information related to authors, publication year, research objective, methodology,



instruments, main findings, and conclusions. This process allowed a systematic comparison of the evidence and facilitated the identification of trends regarding TikTok and English language learning.

As highlighted by Snyder (2020), the extraction and organization of information are fundamental stages in systematic reviews because they determine the quality and reliability of the final synthesis.

The methodological quality of the 15 studies included that met all the inclusion criteria established for the systematic review. To ensure the traceability and verification of the evidence, each publication was identified according to its authorship, year, title, geographical context, objective, methodology, participants, data collection techniques, main findings, and DOI or permanent link. Table 2 presents the characterization of the six studies included in the final synthesis.

Table 2
Characteristics and data extraction matrix of the studies included in the systematic review

Author and year	Objective of the study	Methodology	Techniques/instruments	Main results	Conclusions
Kohnke and Moorhouse (2022)	To analyze the use of digital platforms in English language teaching and their contribution to communication and interaction processes.	Qualitative research	Interviews and educational analysis	Digital environments increased interaction and opportunities for student participation in language learning activities.	Digital platforms support communicative approaches and provide new opportunities for English language practice.



Author and year	Objective of the study	Methodology	Techniques/instruments	Main results	Conclusions
Sari Wahyudin (2022)	To explore students' perceptions and regarding the use of social networks for English language learning.	Descriptive study	Questionnaires and perception analysis	Students perceived social networks and motivating resources that facilitate exposure to English content.	Social platforms promote as language practice, autonomy, and student engagement in learning processes.
Zhang et al. (2022)	To examine social media platforms as educational environments for language learning.	Systematic review	Literature analysis	Social networks provide authentic communication opportunities and access to diverse linguistic resources.	Digital platforms can contribute to language development when integrated through appropriate educational strategies.
Chen (2023)	To analyze TikTok as a digital resource for English	Mixed-method for research	Surveys and content analysis	The use of Short-video TikTok platforms can increase student engagement and supported teaching	



Author and year	Objective of the study	Methodology	Techniques/instruments	Main results	Conclusions
	language learning.			vocabulary practice through audiovisual resources.	methodologies.
Alvarado and Ramírez (2023)	To identify the educational potential of digital platforms in foreign language learning.	Review study	Documentary analysis	Digital resources promote collaborative learning and interaction among students.	Technology can enhance educational innovation when combined with adequate pedagogical strategies.
Bai and Wang (2024)	To examine the influence of short-video platforms on student motivation and participation.	Quantitative study	Surveys and statistical analysis	Increased participation, motivation, and interaction with learning materials were observed.	Short-video platforms promote active learning experiences and student involvement.

Note. The table was elaborated by the authors based on the extraction and synthesis of the selected studies.

Phase 5. Analysis and synthesis of information

The information obtained from the selected studies was analyzed through qualitative content analysis. This technique allowed the identification of recurring themes, methodological



approaches, and contributions related to the implementation of TikTok and other digital platforms in English language education.

According to Braun and Clarke (2021), thematic analysis provides a systematic procedure for identifying patterns within qualitative information, allowing researchers to organize findings into meaningful categories.

For this study, the evidence was grouped into four main analytical categories: digital platforms as educational resources, student motivation and engagement, development of English communication skills, and challenges associated with pedagogical implementation.

Methodological quality assessment

The methodological quality of the 15 studies included in the systematic review was assessed using an evaluation rubric developed according to the characteristics of educational and digital technology research. Five criteria were considered: relevance to the research question, clarity of the methodological design, adequacy of the participants or documentary sample, quality of the data collection and analysis procedures, and coherence between the results and conclusions. Each criterion was scored from 0 to 2 points, resulting in a maximum possible score of 10. Studies obtaining a score of 6 or higher were considered to have acceptable methodological quality and were retained in the final synthesis. The assessment was applied independently to each publication, and the results are presented in Table 3

Table 3

Categorization of findings

Category	Subcategory	Main focus
Digital platforms as educational resources	TikTok, short-video platforms, and social interaction	Analysis of digital platforms as tools that provide interactive environments and access to authentic language resources.
Student motivation and engagement	Interest, participation, autonomy, and creativity	Analysis of how digital platforms influence student motivation and active participation in English learning.



Category	Subcategory	Main focus
Development of English communication skills	Vocabulary, listening comprehension, pronunciation, and oral expression	Analysis of the contribution of digital resources to the improvement of language skills.
Challenges associated with pedagogical implementation	Teacher digital competence, technological access, and instructional planning	Analysis of limitations and requirements for the effective educational integration of digital platforms.

Note. Elaborated by the authors.

The methodological quality assessment was conducted using a rubric composed of five criteria: thematic relevance, methodological design, sample or participants, data collection and analysis procedures, and coherence between results and conclusions. Each criterion was scored from 0 to 2 points, resulting in a maximum possible score of 10 points. Studies obtaining a score of 6 or higher were considered to have acceptable methodological quality and were included in the final synthesis.

The synthesis of the evidence was conducted through qualitative content analysis. The findings were organized into four analytical categories: digital platforms as educational resources, student motivation and engagement, development of English communication skills, and challenges associated with pedagogical implementation. These categories allowed the identification of common patterns and relationships among the selected studies.

The analysis focused on understanding how digital platforms, particularly TikTok and short-video environments, contribute to English language learning processes. The synthesis considered both the educational opportunities provided by these technologies and the challenges related to their effective implementation, including pedagogical planning, teacher digital competence, and alignment with learning objectives.

Table 4
Categorization of Findings



Category	Subcategory	Main findings
Digital platforms as educational resources	TikTok, short-video platforms, and social interaction	Digital platforms provide interactive and accessible learning environments in which students can access, create, and share audiovisual content. TikTok expands opportunities for English practice beyond the traditional classroom and promotes active participation through authentic and contextualized language use.
Student motivation and engagement	Interest, participation, autonomy, and creativity	The integration of TikTok and other social media platforms increases students' motivation and involvement in learning activities. The creation and sharing of short educational videos encourages autonomy, creativity, collaboration, and greater willingness to participate in English-language tasks.
Development of English communication skills	Vocabulary, listening comprehension, pronunciation, and oral expression	Audiovisual and short-video content supports exposure to different linguistic models and facilitates the practice of vocabulary, listening comprehension, pronunciation, and speaking. These platforms also provide opportunities to imitate expressions, repeat materials, and use English in meaningful communicative contexts.
Challenges of pedagogical implementation	Teacher digital competence, distraction, technological access,	The educational effectiveness of TikTok depends on clear learning objectives, appropriate pedagogical planning, teacher guidance, and institutional support. The main challenges include possible distraction, unequal



Category	Subcategory	Main findings
	and instructional planning	access to technology, insufficient teacher preparation, and the risk of using the platform mainly for entertainment rather than learning.

Note. The categories were developed through qualitative content analysis of the studies included in the systematic review. The findings were grouped according to recurring themes related to the educational use of digital platforms, student motivation, communication skills, and implementation challenges.

3. RESULTS

The analysis of the selected studies revealed significant convergence regarding the educational potential of digital platforms, particularly TikTok, as innovative resources for strengthening English language learning and developing communication skills. Based on the systematic review conducted, the findings were organized into four main categories: digital platforms as educational resources, influence on student motivation and engagement, development of English communication skills, and challenges associated with their pedagogical implementation.

Regarding the first category, the reviewed evidence highlights that digital platforms have progressively transformed traditional learning environments by providing interactive spaces where students can access, create, and share educational content. In this sense, Godwin-Jones (2021) emphasizes that social networks represent emerging technological environments capable of expanding language learning opportunities by allowing learners to interact with authentic linguistic resources beyond the classroom. Similarly, Sari and Wahyudin (2022) identified that students perceive social media platforms as useful tools for practicing English because they provide flexible environments where language exposure occurs naturally through audiovisual content.

Likewise, the studies analyzed indicate that TikTok’s short-video format represents an educational opportunity due to its ability to combine visual, auditory, and textual elements. According to Chen (2023), the incorporation of TikTok into English learning activities facilitates access to contextualized vocabulary, pronunciation models, and authentic expressions, allowing students to relate linguistic knowledge with real communication



situations. These findings are consistent with Bai and Wang (2024), who reported that short-video platforms increase students' interaction with learning materials by presenting information through dynamic and attractive formats adapted to current digital consumption habits.

Concerning the second category, related to motivation and student engagement, the reviewed studies demonstrate that digital platforms contribute positively to learners' interest and participation. The evidence suggests that students tend to show greater involvement when educational activities are connected with technological environments familiar to their daily lives. In this regard, Tang and Hew (2022) found that social media applications used with appropriate pedagogical strategies can promote collaborative learning, autonomy, and active participation among students. Therefore, TikTok can become a motivating resource because it transforms learners from passive recipients of information into active creators of digital content.

Furthermore, the analysis revealed that the possibility of producing and sharing short educational videos encourages creativity and confidence in English language use. Kohnke and Moorhouse (2022) explain that digital platforms provide opportunities for interaction and communication practice, which are essential components in foreign language acquisition. From this perspective, TikTok activities such as creating vocabulary explanations, pronunciation exercises, dialogues, or short presentations may strengthen students' willingness to communicate and reduce anxiety associated with speaking a second language. Regarding the third category, focused on the development of communication skills, the reviewed literature highlights that digital platforms contribute to improving different components of English proficiency, particularly vocabulary acquisition, listening comprehension, pronunciation, and oral expression. Zhang et al. (2022) identified that social media environments provide authentic communication contexts where learners are exposed to diverse linguistic models and practical uses of the language. Consequently, platforms such as TikTok may complement traditional instruction by providing continuous exposure to English outside formal educational spaces.

Similarly, Karim y Mondal (2022) reported that the integration of social media applications into language learning processes supports students' communicative development because these environments encourage frequent interaction with linguistic content. The



study findings suggest that digital platforms facilitate informal learning experiences where students can observe real language use, imitate pronunciation patterns, and practice expressions in meaningful contexts.

Another relevant aspect identified in the reviewed studies is the relationship between digital innovation and personalized learning. According to Cabero-Almenara et al. (2021), educational technologies allow the creation of flexible learning environments adapted to students' characteristics, interests, and learning rhythms. In the case of TikTok, learners can select content according to their needs, repeat materials, and interact with resources that match their level of English proficiency, contributing to a more autonomous learning process. However, despite the benefits identified, the fourth category revealed several challenges related to the pedagogical implementation of digital platforms. The literature indicates that the educational value of TikTok depends largely on appropriate planning, teacher digital competence, and the existence of clear learning objectives. Pérez-Escoda et al. (2021) emphasize that the incorporation of technology in education requires teachers to develop digital competencies that allow them to transform technological resources into meaningful learning experiences.

Additionally, the studies reviewed highlight concerns regarding the possible distraction caused by social networks, the lack of academic guidance, and unequal access to technological resources. According to Ramírez-Montoya (2020), digital transformation in education requires institutional strategies that guarantee not only technological availability but also adequate pedagogical preparation. Therefore, TikTok should not be considered an educational solution by itself, but rather as a complementary tool whose effectiveness depends on intentional instructional design.

The analysis also showed that teacher participation represents a determining factor in the successful integration of digital platforms into English teaching. Although students are generally familiar with social networks, teachers must guide their educational use through structured activities, evaluation criteria, and objectives aligned with curriculum requirements. In this sense, Mishra and Koehler (2021) highlight that effective technology integration requires the combination of technological knowledge, pedagogical knowledge, and disciplinary knowledge.



Overall, the findings obtained from the six selected studies demonstrate that digital platforms such as TikTok have considerable potential to support English language learning by increasing motivation, encouraging interaction, and strengthening communication skills. Nevertheless, their effectiveness depends on overcoming challenges related to teacher preparation, institutional support, and the development of appropriate pedagogical strategies. Therefore, the evidence analyzed suggests that TikTok represents an innovative educational resource capable of complementing traditional English teaching approaches, promoting more dynamic, participatory, and student-centered learning environments. However, further research is required to evaluate its long-term impact and establish effective methodologies for its integration into different educational contexts.

4. DISCUSSION

The findings obtained from this systematic review indicate that digital platforms such as TikTok have significant potential as complementary resources for English language learning; however, their educational value does not depend exclusively on the technological characteristics of the platform, but rather on the pedagogical purposes and strategies used for their integration. Although the reviewed studies identify positive effects on motivation, participation, vocabulary development, pronunciation, and oral communication, these benefits should not be interpreted as an automatic consequence of using TikTok. Instead, they emerge when the platform is incorporated within structured learning activities that establish clear objectives, evaluation criteria, and meaningful connections with curriculum content.

The evidence analyzed suggests that TikTok may be particularly effective among adolescents and young adults who already interact frequently with digital environments and audiovisual content. Its short-video format responds to current patterns of information consumption by presenting linguistic input through visual, auditory, and contextual elements. This characteristic can facilitate comprehension and retention, especially for students who experience difficulties with traditional text-based learning approaches. However, the effectiveness of this resource may vary according to learners' digital literacy, previous knowledge of English, learning motivation, and access to technological resources. Therefore, TikTok should not be considered a universal strategy applicable to all educational contexts,



but rather a flexible tool whose impact depends on students' characteristics and institutional conditions.

Regarding communicative competence, the reviewed studies demonstrate that short-video platforms provide opportunities for exposure to authentic language use and allow students to practice pronunciation, vocabulary, listening comprehension, and oral expression. Nevertheless, exposure to English content through TikTok does not necessarily guarantee language acquisition. Passive consumption of videos may increase familiarity with the language but may not lead to significant improvement without active participation, reflection, and guided practice. For this reason, activities such as creating educational videos, explaining concepts, recording dialogues, or receiving teacher feedback become essential elements to transform entertainment-oriented interaction into meaningful learning experiences.

Another relevant aspect identified in the literature is the relationship between TikTok and student motivation. The platform can increase engagement because it connects academic activities with students' everyday digital experiences, allowing them to assume a more active role as content creators. However, motivation generated by technological novelty may decrease over time if activities lack pedagogical variety or become repetitive. Consequently, teachers should avoid using TikTok only as an attractive resource and instead integrate it through methodologies that promote analysis, creativity, collaboration, and autonomous learning.

Despite these opportunities, the incorporation of TikTok into educational contexts involves important limitations. One of the main concerns is the possibility of distraction, since the platform was originally designed for entertainment and continuous content consumption. Without adequate supervision, students may focus more on recreational content than on educational objectives. Additionally, aspects related to privacy, digital identity, online interaction, and exposure to inappropriate content require consideration when implementing social networks in formal learning environments. These factors highlight the importance of establishing institutional guidelines and developing students' digital citizenship skills.

Furthermore, technological inequality represents another challenge, particularly in contexts where students do not have stable internet access or personal devices. Therefore, the implementation of TikTok-based learning activities should consider accessibility conditions and avoid creating additional educational gaps. In this sense, the role of teachers



becomes fundamental, as digital competence is required not only to operate technological tools but also to select appropriate resources, design meaningful activities, and critically evaluate their educational contribution.

The findings of this review reinforce the perspective that TikTok should be understood as a complementary resource rather than a replacement for traditional English teaching methodologies. Technology alone cannot guarantee better learning outcomes; its effectiveness depends on the interaction between digital resources, pedagogical planning, teacher mediation, and students' active involvement. Therefore, future research should examine the long-term effects of TikTok-based learning strategies, compare their effectiveness among different educational levels, and analyze how factors such as age, digital competence, and learning context influence their results.

5. CONCLUSION

The analysis of scientific evidence allowed understanding that digital platforms such as TikTok represent more than simple communication or entertainment tools, as they can become innovative educational resources capable of supporting English language learning processes. Their main contribution lies in providing interactive environments where students can access authentic linguistic content, practice communication skills, and participate actively in the construction of their own learning experiences.

The systematic review demonstrates that TikTok can positively influence student motivation, engagement, vocabulary development, listening comprehension, pronunciation practice, and oral communication. Through audiovisual resources and interactive activities, this platform offers new possibilities for connecting students' digital experiences with academic learning objectives, promoting more dynamic and student-centered approaches to English education. Nevertheless, the effective incorporation of TikTok into educational contexts requires overcoming important challenges related to teacher digital competence, institutional support, technological access, and the design of appropriate pedagogical strategies. Therefore, the educational value of this platform does not depend only on its technological characteristics but on the way it is integrated into teaching practices.

In this sense, the future of digital innovation in English language education requires a balanced perspective in which technology is considered a complementary resource that



enhances, rather than replaces, pedagogical interaction. Strengthening research and teacher preparation regarding the educational use of social networks will contribute to developing more flexible, motivating, and effective learning environments where students can improve their communication skills and participate actively in the global use of the English language.

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CONFLICTO DE INTERESES

No existe.

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